

Using the CA ELD Standards

The CA ELD Standards are designed to be used *in tandem* with the CA CCSS for ELA/Literacy and other California content standards in order to provide a robust and comprehensive instructional program for ELs. They should be used strategically by *all teachers with ELs in their classrooms* during content instruction (e.g., English language arts, science, history, mathematics). In other words, teachers should use grade-level CA CCSS for ELA/Literacy and other content standards as the focal standards for content instruction, *and* they should also use the CA ELD Standards to ensure that ELs are fully supported to access rich content knowledge and develop academic English across the disciplines. The term for this use of the CA ELD Standards throughout the day in all content areas to support ELs' academic and linguistic development is **integrated ELD**.

The CA ELD Standards are designed to be used in tandem with the CA CCSS for ELA/Literacy and other California content standards in order to provide a robust and comprehensive instructional program for ELs.

In addition, the CA ELD Standards should be used as the focal standards for **designated ELD** instruction, which is a protected time during the school day when teachers use the CA ELD Standards to attend to ELs' particular English language development needs. Ideally, students are grouped for designated ELD by English language proficiency levels (Emerging, Expanding, Bridging; see subsequent section in this chapter). Schools, however, need to consider their particular student population (e.g., number of ELs at each proficiency level) and make appropriate decisions about grouping. Designated ELD instruction should support ELs in developing the English language knowledge and abilities needed to be successful in content instruction. Importantly, designated ELD should build *into* and *from* content instruction.

The reciprocal relationship between integrated and designated ELD and the central position of content knowledge and language development in both types of ELD instruction ensures that all ELs are optimally supported for school success. Through the coordinated application of standards, California educators help their EL students accomplish the vision and goals outlined in the introduction of this *ELA/ELD Framework*. The relationship between integrated and designated ELD is illustrated by the vignettes in the ELA and ELD in action sections of the grade-level chapters in the framework. See figure 1.7 for brief definitions and see chapter 2.

Figure 1.7. Integrated and Designated ELD

Both integrated and designated ELD are provided to English learners.

Integrated ELD is provided to ELs throughout the school day and across all subjects by all teachers of ELs. The CA ELD Standards are used in tandem with the CA CCSS for ELA/Literacy and other content standards to ensure students strengthen their abilities to use English as they simultaneously learn content through English.

Designated ELD is provided by skilled teachers during a protected time during the regular school day. Teachers use the CA ELD Standards as the focal standards in ways that build into and from content instruction to develop the critical language ELs need for content learning in English.