

English Learners at the Expanding level may only need a graphic organizer and some texts to use as a model, students at the Bridging level may only need model texts for reference. These instructional decisions depend on a variety of factors, including students' familiarity with topics and tasks as well as their English language proficiency levels.

### Implications for Integrated ELD

The examples just described are among the many ways teachers can use Parts I and II of the CA ELD Standards throughout the day in tandem with the CA CCSS for ELA/Literacy and other content standards to support their ELs in learning rich content and developing advanced levels of English. Teachers, in each example:

- Routinely examine the texts and tasks used for instruction to identify language that may be challenging for ELs
- Determine the opportunities to highlight and discuss particular language resources (e.g., powerful or precise vocabulary, different ways of combining ideas in sentences, ways of starting paragraphs to emphasize key ideas)
- Observe students to determine how they are using the targeted language
- Adjust whole group instruction or work with small groups or individuals to provide adequate and appropriate support

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Deeply grounded in theory and research, the CA ELD Standards promote effective instruction for ELs that occurs throughout the day and across all disciplines: integrated ELD. See figure 2.21 for a summary. For related research, see also Anstrom, and others 2010; August and Shanahan 2006; Francis, and others 2006; Genesee, and other 2006; Short and Fitzsimmons 2007.

#### **Figure 2.21. Integrated ELD**

Effective instructional experiences for ELs throughout the day and across the disciplines:

- Are interactive and engaging, meaningful and relevant, and intellectually rich and challenging
- Are appropriately scaffolded in order to provide strategic support that moves learners toward independence
- Develop both content knowledge and academic English
- Value and build on primary language and culture and other forms of prior knowledge