

in pairs, what they learn from the text. During designated ELD, she guides them in a joint text construction activity (in which she acts as the scribe and facilitator as the students offer ideas about what to write). When working with ELs at the Expanding or Bridging levels of English language proficiency, she prompts students to generate sentences that she writes on a white board or using a document camera:

The bees pollinate the flowers.

They get pollen on their legs.

The pollen rubs off on another flower.

Next, through a lively discussion, she guides her students to combine these ideas to form one sentence:

Bees pollinate the flowers when they get pollen on their legs from one flower, and then it rubs off on another flower.

When working with ELs at the Emerging level who may find some of the domain-specific vocabulary (e.g., *pollen*, *pollinate*) challenging, the teacher guides them to generate simple or

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compound sentences that contain the words. By jointly constructing texts, teachers guide ELs to generate increasingly sophisticated language—language that approaches what students hear or read in their complex texts.

These are just a few examples of tailoring designated ELD instruction to attend to ELs' particular language learning needs in ways that build into and from content instruction. The same types of instructional practices discussed in the integrated ELD section (e.g., collaborative discussions with a particular language focus, analysis of the language in texts, explicit vocabulary instruction) are also appropriate in designated ELD. In a designated ELD, however, the focus on language is intensified. Figure 2.23 captures the essential features of designated ELD.

During designated ELD, teachers of younger ELs focus strategically on how the language of teacher read alouds is structured and create opportunities for children to practice the language.

Figure 2.23. Essential Features of Designated ELD Instruction

1. **Intellectual Quality:** Students are provided with intellectually motivating, challenging, and purposeful tasks, along with support to meet the tasks.
2. **Academic English Focus:** Students' proficiency with academic English and literacy in the content areas, as described in the CA ELD Standards, the CA CCSS for ELA/Literacy, and other content standards, is the main focus of instruction.
3. **Extended Language Interaction:** Extended language interaction between students, including ample opportunities for students to communicate in meaningful ways using English, is central. Opportunities for listening or viewing and speaking or signing are thoughtfully planned and not left to chance. As students progress along the ELD continuum, these activities also increase in sophistication.
4. **Focus on Meaning:** Instruction predominantly focuses on meaning, connecting to the language demands of ELA and other content areas, and identifies the language of texts and tasks critical for understanding meaning.

5. **Focus on Forms:** Congruent with the focus on meaning, instruction explicitly focuses on learning about how English works based on purpose, audience, topic, and text type. This includes attention to the discourse practices, text organization, grammatical structures, and vocabulary that enable individuals to make meaning as members of discourse communities.
6. **Planned and Sequenced Events:** Lessons and units are carefully planned and sequenced to strategically build language proficiency along with content knowledge.
7. **Scaffolding:** Teachers contextualize language instruction, build on background knowledge, and provide appropriate levels of scaffolding based on individual differences and needs. Scaffolding is both planned in advance and provided just in time.
8. **Clear Lesson Objectives:** Lessons are designed using the CA ELD Standards as the primary standards and are grounded in appropriate content standards.
9. **Corrective Feedback:** Teachers provide students with judiciously selected corrective feedback on language usage in ways that are transparent and meaningful to students. Overcorrection or arbitrary corrective feedback is avoided.
10. **Formative Assessment Practices:** Teachers frequently monitor student progress through informal observations and ongoing formative assessment practices; they analyze student writing, work samples, and oral language production to prioritize student instructional needs.

Grouping for Designated ELD

During designated ELD—and only during designated ELD—ELs are grouped by English language proficiency levels, as possible, so that teachers are able to strategically target students' language learning needs. It is important to note that designated ELD instruction time is not intended to isolate or segregate ELs, nor should it preclude non-ELs from receiving similar instruction. Rather, designated ELD instruction time is intended to be used as a protected time when ELs receive the type of instruction that accelerates their English language and literacy development. Further, it is imperative that grouping during the rest of the day be heterogeneous to ensure that ELs interact with proficient English speakers. However, some middle and high school ELs who are newcomers to English and at the Emerging level of English language proficiency benefit from specialized attention in ELA (and other content areas) in order to accelerate their linguistic and academic development. This specialized instruction should focus on accelerating students' English language and literacy development while also providing them with full access to core content, so they are able to participate in heterogeneous classrooms as quickly as possible.

The population of ELs in different schools and in different grade levels within schools varies, and each school needs to carefully consider grouping options for designated ELD. For example, in elementary schools with large numbers of EL students, teachers at each grade level may regroup for designated ELD by having one teacher work with ELs at the Emerging level of English language proficiency, while another teacher works with ELs at the Expanding level, and

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