

at the Emerging level of English language proficiency to respond meaningfully to the question with an open sentence frame (e.g., I think ____ learned ____ because ____.), which she posts for later reference. She asks the children to repeat the sentence frame with her once or twice before they use it with their partners. She also has them sit near her, so she can prompt them to share their ideas, provide modeling for them, or provide other forms of substantial scaffolding. Previewing stories and other texts (or having students read the texts, or reading them aloud to students) in their primary language also can support their comprehension of the story in English and their ability to interact in conversations about the text in English.

English learners at the Expanding and Bridging levels of English language proficiency generally require less intensive linguistic support. However, all children need varying levels of scaffolding depending on the task, the text, and their familiarity with the content and the language required to understand and engage in discussion. Figure 4.20 presents a section of the CA ELD Standards a teacher might use in planning this type of differentiated instructional support during ELA.

Figure 4.20. Using the CA ELD Standards in Integrated ELD

CA ELD Standards, Part I: Interacting in Meaningful Ways		
English Language Development Level Continuum		
Emerging	Expanding	Bridging
<p>5. Listening actively Demonstrate active listening to read alouds and oral presentations by asking and answering basic questions, with oral sentence frames and substantial prompting and support.</p>	<p>5. Listening actively Demonstrate active listening to read alouds and oral presentations by asking and answering detailed questions, with oral sentence frames and occasional prompting and support.</p>	<p>5. Listening actively Demonstrate active listening to read alouds and oral presentations by asking and answering detailed questions, with minimal prompting and light support.</p>

Designated ELD is a protected time during the regular school day during which qualified teachers work with EL children grouped by similar English language proficiency levels and focus on the critical language students need to develop to be successful in school subjects. Designated ELD time is an opportunity to support EL students to develop the linguistic resources of English they need to engage with, make meaning from, and produce content in ways that meet the expectations of the CA CCSS for ELA/Literacy and other content standards. Accordingly, the CA ELD Standards are the primary standards used during designated ELD instruction. However, the content focus is derived from ELA and other content areas. The main instructional emphases in designated ELD are the following:

- Building students’ abilities to engage in a variety of collaborative discussions about content topics and texts
- Developing students’ understanding of—in reading and listening—and proficiency using—in speaking and in writing—the academic vocabulary and various grammatical structures encountered in second-grade texts and tasks

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