

Whether EL students are enrolled in alternative bilingual or mainstream English programs, all California educators have the dual obligation to provide EL students with meaningful access to grade-level academic content via appropriate instruction and to support students to develop academic English language proficiency.

Figure 9.3. Instructional Characteristics in Programs for English Learners

Instructional Characteristics	Type of Program			
	Two-Way Immersion	Developmental Bilingual	Transitional Bilingual	Mainstream English-only
Literacy and Language Goals	Biliteracy in home language and English		Literacy in English and validation of home languages	
Typical Models	<p><i>Elementary:</i> Proportion of home language to English in instruction starts at 90/10 or 50/50 in Kindergarten to approximately 20/80 by fifth grade</p> <p><i>Secondary:</i> Some content and home language (e.g., Spanish for Spanish speakers) coursework in home language</p>	<p><i>Elementary and Secondary:</i> Proportion of home language to English varies with full transition to English varying depending on availability of the program at later grades</p>	<p><i>Elementary:</i> Proportion of home language to English varies with full transition to English typically by the third or fourth grade</p>	Mainstream English
Use of Home Language	Literacy in the home language taught across the disciplines		Strategic use of home language	
Use of English for ELA and Content Instruction	Literacy in English introduced sequentially or simultaneously, some content instruction in English			All literacy and content instruction in English
English Language Development (both integrated and designated ELD)	<p>Occurs daily</p> <p>Careful scope and sequence designed to ensure students can decode fluently in English and engage meaningfully with grade-level texts in English by the late elementary grades</p> <p>Includes Parts I and II of the ELD Standards</p> <p>Includes instruction in foundational literacy skills (ELD Standards, Part III), where appropriate, based on the careful scope and sequence of the program</p>			<p>Occurs daily</p> <p>Includes Parts I and II of the ELD Standards</p> <p>Part III of the ELD Standards is addressed during ELA (some students, for example newcomer ELs, may need specialized attention during designated ELD)</p>