The 2013–2014 Elementary English Learner (EL) Pathways and English Language Development (ELD) Guidelines are informed by the new California ELD Standards adopted by the State Board of Education on November 12, 2012 (http://www.cde.ca.gov/sp/el/er/eldstandards.asp). Our dual obligation to English Learners is to provide meaningful access to grade level instruction through appropriate instruction while developing students’ academic language proficiency through dedicated ELD and ELD integrated in content instruction. Given the shifts in the Common Core State Standards (CCSS) and the new ELD Standards, the Multilingual Pathways Department (MPD) will continue to collaborate with other departments to build and articulate a plan to implement the new ELD Standards in recognition of the fact that there is a need to re-envision English and Primary language development through the district’s four pathways: Biliteracy, Dual Language Immersion, English Plus, and Newcomer. The stages of our work are captured in the visual below. During this time of awareness building the guidelines will remain the same, but will reflect new language connected to the shifts in both the CCSS and in the new California ELD standards.

**STAGES OF OUR WORK: PREPARATION FOR THE NEW CALIFORNIA ELD STANDARDS**

**English Learner Pathways**

English Learner classification, parent choice, and assessment data determine student’s English Learner pathway. The district offers four pathways at the elementary level: Dual Language Immersion, Biliteracy, English Plus, and Newcomer. All pathways, except for the English Plus Pathway, provide grade level content instruction in the students’ primary language and in English. All content is taught by teachers with the appropriate EL certification based on state requirements who use Specially Designed Academic Instruction in English (SDAIE) methodologies (including Spanish English Biliteracy Transfer (SEBT) and Chinese English Biliteracy Transfer (CHEBT)) and EL supplemental materials to provide full access to the core. Until reclassified, all EL students receive at least 30 minutes of daily Dedicated ELD targeted specifically to their English proficiency level.
Dual Language Immersion Pathway
The Dual Language Immersion Pathway is designed to ensure ELs, whose home language is Cantonese, Korean, Mandarin or Spanish, and English proficient speakers achieve grade level academic competency and develop high levels of proficiency and literacy in English and the pathway language. Grade level content is taught in English by teachers with the appropriate EL certification based on state requirements, and the language of the pathway by teachers with the appropriate bilingual certification based on state requirements. The district has articulated pathway models that designate the language of instruction for each content area by grade level. When instructing in English, teachers use Specially Designed Academic Instruction in English (SDAIE) methodologies and EL supplemental materials to provide full access to the core. All EL students receive ELD targeted specifically to their English proficiency level until reclassified. This pathway starts in kindergarten and merges into the Secondary Dual Language Pathway in sixth grade.

<table>
<thead>
<tr>
<th>Grade Levels</th>
<th>Dedicated ELD</th>
<th>ENGLISH LANGUAGE ARTS **</th>
<th>PRIMARY LANGUAGE ARTS</th>
<th>MATH</th>
<th>SCIENCE</th>
<th>SOCIAL STUDIES</th>
<th>P.E. ARTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>K/1</td>
<td>English</td>
<td>English (SDAIE &amp; INTEGRATED ELD)</td>
<td>Primary Language</td>
<td>Primary Language</td>
<td>Primary Language</td>
<td>Primary Language</td>
<td>English (SDAIE &amp; INTEGRATED ELD)</td>
</tr>
<tr>
<td>2/3</td>
<td>English</td>
<td>English (SDAIE &amp; INTEGRATED ELD)</td>
<td>Primary Language</td>
<td>Primary Language or English as specified in MPD model (SDAIE &amp; INTEGRATED ELD)</td>
<td>Primary Language or English as specified in MPD model (SDAIE &amp; INTEGRATED ELD)</td>
<td>Primary Language</td>
<td>English (SDAIE &amp; INTEGRATED ELD)</td>
</tr>
<tr>
<td>4/5</td>
<td>English</td>
<td>English (SDAIE &amp; INTEGRATED ELD)</td>
<td>Primary Language</td>
<td>English (SDAIE &amp; INTEGRATED ELD) or Primary Language as specified in MPD model</td>
<td>Primary Language or English as specified in MPD model</td>
<td>Primary Language</td>
<td>English (SDAIE &amp; INTEGRATED ELD)</td>
</tr>
</tbody>
</table>

**This also includes Metalinguistic Awareness or Language Transference (SEBT and CHEBT)**

Biliteracy Pathway
The Biliteracy Pathway is designed to ensure English Learners who are native speakers of Cantonese or Spanish achieve grade level academic competency and develop high levels of proficiency and home language proficiency and literacy. Grade level content is taught in English by teachers with the appropriate EL certification based on state requirements, and the language of the pathway by teachers with the appropriate bilingual certification based on state requirements. The district has developed pathway models that designate the language of instruction for each content area by grade level. When instructing in English, teachers use Specially Designed Academic Instruction in English (SDAIE) methodologies and EL supplemental materials to provide full access to the core. All EL students receive ELD targeted specifically to their English proficiency level until reclassified. This pathway starts in kindergarten and merges into the Secondary Dual Language Pathway in sixth grade.

<table>
<thead>
<tr>
<th>Grade Levels</th>
<th>Dedicated ELD</th>
<th>ENGLISH LANGUAGE ARTS **</th>
<th>PRIMARY LANGUAGE ARTS</th>
<th>MATH</th>
<th>SCIENCE</th>
<th>SOCIAL STUDIES</th>
<th>P.E. ARTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>K/1</td>
<td>English</td>
<td>English (SDAIE &amp; INTEGRATED ELD)</td>
<td>Primary Language</td>
<td>Primary Language</td>
<td>Primary Language</td>
<td>Primary Language</td>
<td>English (SDAIE &amp; INTEGRATED ELD)</td>
</tr>
<tr>
<td>2/3</td>
<td>English</td>
<td>English (SDAIE &amp; INTEGRATED ELD)</td>
<td>Primary Language</td>
<td>Primary Language or English as specified in MPD model (SDAIE &amp; INTEGRATED ELD)</td>
<td>Primary Language or English as specified in MPD model (SDAIE &amp; INTEGRATED ELD)</td>
<td>Primary Language</td>
<td>English (SDAIE &amp; INTEGRATED ELD)</td>
</tr>
<tr>
<td>4/5</td>
<td>English</td>
<td>English (SDAIE &amp; INTEGRATED ELD)</td>
<td>Primary Language</td>
<td>English (SDAIE &amp; INTEGRATED ELD) or Primary Language as specified in MPD model</td>
<td>Primary Language or English as specified in MPD model</td>
<td>Primary Language</td>
<td>English (SDAIE &amp; INTEGRATED ELD)</td>
</tr>
</tbody>
</table>

* Six schools with Spanish Biliteracy pathways will continue to pilot a modified pathway model in 2013-2014, which will include English as the principal language of instruction in Math.
**This also includes Metalinguistic Awareness or Language Transference (SEBT and CHEBT)
English Plus Pathway

The English Plus Pathway is designed for ELs of low incidence languages where it is not feasible for the district to offer a language pathway, and for ELs whose parents wish for their children to be in an intensive English instruction pathway. This pathway helps ensure ELs achieve English proficiency and grade level academic competency in all content areas. Teachers with the appropriate EL certification based on state requirements use SDAIE methodologies and EL supplemental materials to provide full access to the core. All EL students receive ELD targeted specifically to their English proficiency level until reclassified. This pathway starts in kindergarten and continues through the secondary level.

<table>
<thead>
<tr>
<th>Grade Levels</th>
<th>K – 5th grades</th>
<th>Language of Instruction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dedicated ELD</td>
<td>English</td>
<td>English</td>
</tr>
</tbody>
</table>

*SDAIE & INTEGRATED ELD
Primary language support and Metalinguistic Awareness is provided when practicable.

Newcomer Pathway

The Newcomer Pathway is designed to help recently arrived immigrant English Learner students who need a period of adjustment and orientation before entering one of the core English Learner Pathways. The curriculum includes transition support and primary language instruction (when possible) in grade level academic areas. The pathway also addresses academic gaps due to differences in national schooling systems or gaps in prior schooling. All non-ELD academic classes are taught either through the primary language or English using SDAIE methodologies by teachers with the appropriate EL and bilingual certification based on state requirements. All newcomer students receive intensive ELD for approximately 60 minutes a day. ELD is specifically targeted to the beginning to early-intermediate English proficiency level.

<table>
<thead>
<tr>
<th>Grade Levels</th>
<th>K – 5th grades</th>
<th>Language of Instruction</th>
</tr>
</thead>
<tbody>
<tr>
<td>60 Minutes of Beginner Dedicated ELD</td>
<td>English</td>
<td>Primary Language and additional language instruction in English (SDAIE &amp; INTEGRATED ELD).</td>
</tr>
<tr>
<td>LANGUAGE ARTS **</td>
<td>Primary Language and additional language instruction in English (SDAIE &amp; INTEGRATED ELD).</td>
<td></td>
</tr>
<tr>
<td>MATH**</td>
<td>Primary Language and additional language instruction in English (SDAIE &amp; INTEGRATED ELD).</td>
<td></td>
</tr>
<tr>
<td>SCIENCE</td>
<td>Primary Language and additional language instruction in English (SDAIE &amp; INTEGRATED ELD).</td>
<td></td>
</tr>
<tr>
<td>SOCIAL STUDIES</td>
<td>Primary Language</td>
<td></td>
</tr>
<tr>
<td>P.E. ARTS</td>
<td>Primary Language (SDAIE &amp; INTEGRATED ELD).</td>
<td></td>
</tr>
</tbody>
</table>

**This also includes Metalinguistic Linguistic Awareness or Language Transference (SEBT and CHEBT)

English Learners Who Receive Special Education Services

ELs who are identified to receive special education services require English language acquisition services to obtain Free Appropriate Public Education (FAPE), therefore their IEPs should include goals that address English language development as well as goals that support access to the core content areas through SDAIE and/or primary language instruction or primary language support where available and appropriate. The person who conducts the eligibility assessment will provide the IEP team with information to help the team understand the impact of the student’s disability as it relates to an English Learner. IEP teams will consult with at least one certificated staff person with the appropriate EL and/or bilingual certification based on state requirements who can assist the IEP team in determining what Special Education services are necessary to provide the EL student with access to core curriculum instruction. Each EL student’s IEP should include goals that address English language development as well as goals that support access to the core content areas through SDAIE and/or primary language instruction or primary language support where available and appropriate. An ELD goal or a linguistically appropriate goal in other areas of need for the student (i.e. ELA, communication, etc.) that are appropriately linked to ELD standards and the student’s proficiency level is required for each domain (listening, speaking, reading, and writing) in which the student did not score proficient (“4” [early advanced] or higher) on the previous year’s CELDT. The school must ensure that the student participates in at least 30 consecutive minutes of daily Dedicated ELD targeted specifically to their English proficiency level until reclassified.

Language and Literacy Assessments

Elementary schools use several ELD diagnostic and placement assessments that include the CELDT, ADEPT, QIA, and IPT. Student writing samples and oral language anecdotal notes are also collected to monitor student progress. Multilingual Pathways will collaborate with the Achievement and Assessment Office (AAO) to develop and identify ELD assessment tools to help inform instruction and monitor both English and Primary Language Development. Some of the assessment tools align with sample ELD units that have been developed for each grade level and include differentiation according to English proficiency level, others, to be used along with reading and writing assessments that are already in place. They will be posted on the district’s SharePoint site, as they are developed.

ELs are eligible for reclassification when they meet the CELDT and district reclassification guidelines for their grade level. The district has finalized modified and alternate reclassification criteria for ELs with IEPs that meet California Department of Education requirements. Multilingual Pathways will send out pre-sluged reclassification forms for students who are potentially eligible for reclassification three times in 2013-14. It is the site’s responsibility to complete the reclassification forms and return them to Multilingual Pathways. For “EL Reclassification Procedures,” go to Multilingual Pathways webpage - [http://www.sfusd.edu/en/programs/english-language-learners/overview.html](http://www.sfusd.edu/en/programs/english-language-learners/overview.html)
**Scheduling Dedicated ELD**

Until reclassified, all EL students at every site, including alternative schools such as Small Schools by Design, receive at least 30 consecutive minutes a day of daily dedicated ELD targeted specifically to their English proficiency level. Students in the Newcomer Pathway receive an additional 30 consecutive minutes of daily Dedicated ELD per day. Special Education EL students must receive at least 30 consecutive minutes of daily dedicated ELD by proficiency level, either integrated into the site’s ELD structure, or provided by a CLAD or BCLAD (or the appropriate EL certification) Special Education teacher in addition to SPED services.

English proficiency levels for Dedicated ELD are based on:

- Multiple assessments including but not limited to: CELDT, ADEPT, ELD placement assessments (QIA, EXPRESS), publisher assessments (English Now), reading and writing assessments, etc.
- Teacher evaluation from the previous year and current year
- Date of student entry

Note: Although Kindergarten teachers have to teach ELD, they do not have to group their students by proficiency levels until the official CELDT scores are available. ELD groups should consist of no more than two proficiency levels per group.

Multilingual Pathways Department recommends assessing all ELs for placement and to monitor English language development at the following points of the year as these are flexible groups:

- Beginning to ensure proper placement
- January to regroup students, monitor progress, and as additional data for reclassification
- May to monitor progress and for placement in leveled ELD groups the following year

**For schools with large numbers of English Learners (ELs),** students are grouped by English language proficiency and grade levels or grade level clusters; K-1, 2-3, and 4-5 for ELD. The whole school, individual grade levels or grade level clusters within a school schedule ELD at the same time each day. The graph below represents the most widely used leveling configuration for ELD instruction.

![K-5 English Language Development](chart)

**K-5 English Language Development**

<table>
<thead>
<tr>
<th>Assessments</th>
<th>Newcomer Pathway</th>
<th>Proficiency Level Instructional Clusters for All Other Pathways</th>
</tr>
</thead>
<tbody>
<tr>
<td>CELDT</td>
<td>CELDT 1 (Beginning) (SS ≤ 350)</td>
<td>CELDT 1 &amp; 2 (Beginning &amp; Early Intermediate) (SS = 351 - 450)</td>
</tr>
<tr>
<td>QIA, IPT or ADEPT</td>
<td>Beginning = 1</td>
<td>Beginning and Early Intermediate = 1 &amp; 2</td>
</tr>
<tr>
<td>Instructional Materials</td>
<td>Carousel of Ideas &amp; Rigby’s On Our Way to English</td>
<td>Treasures ELD Grammar Gallery</td>
</tr>
</tbody>
</table>

**Important note: in schools with fewer EL students**, scheduling Dedicated ELD varies depending on the number of ELs at each grade and proficiency level. Generally, two classroom teachers per grade level cluster are the dedicated ELD instructors. ELD is scheduled at the same time each day within the grade level clusters. The dedicated ELD teachers teach ELD to students at similar proficiency levels while English proficient students focus on academic language development. Alternatively, resource teachers with a CLAD or BCLAD (or the appropriate EL certification) may instruct small groups of ELDs at similar proficiency levels. At schools with very few ELs, students receive their ELD within the classroom for 30 consecutive minutes per day during a dedicated period within the ELA block, when the focus of the 30 minutes is ELD for ELs and Academic Language Development for the non-ELs. This takes place only under specific guidelines and support from MPD.

**DEDICATED ELD IMPLEMENTATION STRUCTURES**

Following the ELD Guidelines, sites make decisions about the specific Dedicated ELD implementation structure that best serves their EL students and maximizes the opportunity for ELs to move between ELD clusters mid-year if they are advancing quickly. MPD supports sites in determining the appropriate structure. Please complete the ELD plan for your site on SharePoint at [https://district.sfsud.edu/schools/el/default.aspx](https://district.sfsud.edu/schools/el/default.aspx) by September 6, 2013. Below are five options we recommend for sites to consider and can provide guidance for implementation.

**OPTION I: SCHOOL-WIDE DEDICATED ELD:** To help maintain consistent leveling of ELD, we recommend that ELD be scheduled at the same time each day at each site for every grade level, preferably as the first activity each morning so that specialized core (e.g. library, computers, etc.), consultants and field trips can be scheduled after ELD.

ELD is implemented school-wide at the same time every day for ELs flexibly grouped by proficiency level at each grade/grade level span.

A. ELs within each grade/grade level span are grouped by proficiency level and receive targeted ELD at their proficiency level by a designated grade level teacher. The teacher has the same flexible groups designated by proficiency level all school year.

B. ELs within each grade/grade level span are grouped by proficiency level and rotate classrooms every month or so to receive targeted ELD at their proficiency level. Grade level teachers in this model strategically and explicitly teach English skills and academic language specified in the language objective for each lesson, keeping in mind that the goal of Dedicated ELD instruction is to enable students to have access to ELA and other content areas. Therefore lessons must be explicitly linked to ELA (and other content areas), by building knowledge about linguistic features of English, the structure of English and foundational literacy skills.

English proficient students (non-ELs) in both forms of this model can participate in academic enrichment activities such as academic language.
development, writing, or computers during ELD time. One of the grade level teachers would teach the non-EL students.

Example: Grades: K-5
ELD Times: 8:40 – 9:15
Note: need to account for transition time in order to ensure at least 30 minutes of consecutive instruction)

OPTION II: DEDICATED ELD BY GRADE LEVEL
Dedicated ELD is implemented every day by grade level/s at times agreed upon by teachers for ELs flexibly grouped by proficiency level. Model is the same kind of configuration as above depending on the number of ELs at each grade level.

Example: Grades ELD Times
K 8:40 – 9:15
1 8:40 – 9:15
2/3 9:00 – 9:35
4/5 8:40 – 9:15

OPTION III: DEDICATED ELD WITHIN CLASSROOMS
ELs (within one to two proficiency levels) and non-EL students are in the classroom during the scheduled ELD time. ELs remain in or move to the classroom that is targeting their proficiency level. Dedicated ELD is taught to the ELs at a set time every day within a grade level to ensure that ELs have at least 30 consecutive minutes of ELD with ample structured oral language practice. This allows for flexible grouping, so ELs who advance rapidly can receive ELD at his/her adjusted proficiency level.

Example: Grade ELD Times
K 9:00 - 9:35
1 9:00 – 9:35
2 9:00 – 9:35
3 9:00 – 9:35
4/5 10:00 - 10:35

OPTION IV: DEDICATED ELD WITH PUSH-IN OR PULL-OUT TEACHER
ELs within one to two proficiency levels across grade levels receive targeted ELD every day by a dedicated resource/ELD teacher. The teacher targets students at similar proficiency levels across grade spans for a minimum of 30 consecutive minutes every day.

OPTION V: ELD IN SELF-CONTAINED CLASSROOMS AT SITES WITH VERY FEW ENGLISH LEARNERS
ELs may receive their ELD within the classroom for 30 consecutive minutes per day during a dedicated period within the ELA block, when the focus of the 30 minutes is ELD for ELs and Academic Language Development for the non-ELs. During this time the language development will be differentiated according to the students’ proficiency levels, with a focus on oral language development.

Definition of “very few English Learners”
In order to clarify when ELD may be provided in self-contained elementary classrooms because there are very few English Learners, MPD has defined “very few English Learners” by calculating the number and percent of ELs as well as the number of ELs by proficiency level at each grade level at the site. A grade level may use this ELD structure if the following criteria are met:

1. There are fewer than 10 total English Learners at a grade level and
2. Fewer than 20% of the students at the grade level are English Learners and
3. Fewer than 6 English Learners in any two contiguous proficiency levels at the grade level (e.g. 3 Early Intermediate and 2 Intermediate, or 2 Intermediate and 2 Early Advanced)

When Multilingual Pathways provides sites with their English Learner lists at the beginning of each semester, additional information specifying, which, if any, of the grade levels at their site have “very few English Learners,” will be included. Only grade levels that meet the criteria will be able to use the structure “ELD in Self-contained classrooms with very few ELs”.

Note: Kindergarten teachers must level students for ELD instruction once official CELDT scores are available for their students. Prior to receiving CELDT scores, we recommend the use of unofficial CELDT scores and/or other language proficiency assessments such as ADEPT, QIA or ITP to level potential English Learners for ELD as soon as possible. While kindergarten teachers wait for the CELDT results, they still must teach ELD for a minimum of 30 minutes per day from the start of the school year. Until official CELDT scores are available, non-ELs may be included in this instructional time in kindergarten, as long as the focus is on oral language development.

ESSENTIAL ELEMENTS OF EFFECTIVE ELD
Multilingual Pathways Department would like to clarify that the Essential Elements of Effective ELD continues to be the framework for best practices in ELD. According to new guidance from the California Department of Education, the new ELD standards require a paradigm shift in two very significant ways to ensure that students have access to the core curricula: 1) ELD is to be delivered with
explicit connections to ELA standards (not as an isolated, unrelated curriculum); and 2) ELD standards must be integrated into all subjects delivered in English. This document provides information regarding “Dedicated” ELD time.

Teachers should use a variety of instructional materials to teach ELD, provided the materials are used strategically to teach English skills specified in the language objective for each lesson. Keep in mind that the goal of Dedicated ELD instruction is to enable students to obtain access to ELA and other content areas by building knowledge about linguistic features of English, the structure of English and foundational literacy skills. The new standards require that there be an explicit connection between ELA, ELD and the content areas in order to maximize EL access to the core.

The SFUSD ELD Sample units/lessons, which identify each essential element, are based on the CA ELD standards. The ELD Sample units/lessons are broken down into weekly and daily language objectives and specify language (language structures, grammatical forms and vocabulary) students may need to learn at various levels of language proficiency. During the Awareness & Dissemination phase of the CA ELD Standards, Multilingual Pathways Department will work jointly with the Humanities department to create guiding documents and resources for Dedicated ELD instruction. These documents will be made available through centralized and site based professional development.

The essential elements to ELD continue to focus on and will include:

1. **Language Functions** are the purpose for communicating in social and/or academic contexts. Social language functions focus on developing social communication skills needed to function in everyday situations such as expressing needs and asking and answering questions. Academic language functions focus on developing academic language skills needed to succeed in academic content areas such as expressing an opinion, a cause and effect relationship and making predictions all supported by evidence from text.

2. **Language Objectives** state what we want students to be able to know and be able to do with language by the end of a lesson or series of lessons and are aligned with language functions:

   a. **Social Language Objective**: Students will be able to ask for and provide directions to locations by using the language structures: Where is the ____? Can you tell me where the ____ is located? and; The ____ is located on the _____.

   b. **Academic Language Objective**:

   **Fiction**: Students will be able to make a prediction about the actions of the main character in a story using precise language and language structures: Based on ________, / The characters actions on page ______ in chapter ______, lead me to believe that the main character will ________. I predict the main character will ________, because ________.

3. **Differentiated Language Instruction** which includes:

   a. **Key Vocabulary** that is differentiated by English proficiency levels. Vocabulary is contextualized and is presented in complete sentences within the context of developmentally appropriate themes and grade level content.

   b. **Grammatical Forms** that are taught through differentiated teacher prompts and student responses.

4. **Differentiated Sentence Frames and Sentence Stems**, which are fill-in-the-blank sentences that are differentiated by proficiency, levels to help students learn and practice specific structures and stems to spark an academic conversation. The frames may be in prompt or response format depending on the student(s).

5. **Structured Language Practice**, academic collaborative conversations and cooperative activities that ensure practice of target language and maximize student engagement in meaningful ways.

   A substantial amount of time during each ELD lesson focuses on student oral language practice and meaningful and engaging academic discussion. During structured language practice, students practice the language they are learning through meaningful and structured activities. Students communicate using the differentiated prompts and responses.

6. **Gradual Release of Responsibility**, which includes teacher modeling, followed by guided student practice and then independent student practice (I do, we do, you do).

**PROFESSIONAL DEVELOPMENT AND ACADEMIC LANGUAGE AND LITERACY EQUITY CENTERED PROFESSIONAL LEARNING COMMUNITIES (ECPLCs)**

Multilingual Pathways Department (MPD) has and will continue to provide and sponsor strategic professional development sessions on the Essential Elements of Effective ELD that will reflect the newly adopted California ELD Standards including the key shifts, an integration of the districts' supplemental ELD materials with the essential elements and alignment of ELD with the districts' ELA PK-12 Core Curriculum. MPD will also provide support, coaching, and professional development sessions on SDAIE and Integrated ELD through a series of centralized and site-based professional development on the Five Key Practices to Support English Learners and Long Term English Learners During Content Instruction.

The Elementary MPD team will also continue to work with classroom teachers who participated in the SFUSD and California Reading and Literature Project (CRLP) 2012-2013 EL ECPLC and invite new participants (administrators, teachers and paraprofessionals) from all pathways to apply and participate in our 2013-2014 year long Academic Language and Literacy Equity Centered Professional Learning Community in collaboration with the California Reading and Literature Project (CRLP). This year, the EL ECPLC will center around Academic Language and Literacy and include intensive study and work around the newly adopted California ELD Standards, key shifts with a focus on Part I of the ELD Standards: Interacting in Meaningful and Intellectually Challenging Ways. MPD intends to contract with the CRLP to co-facilitate the Academic Language and Literacy ECPLC series and provide Results: Academic Language and
Literacy Instruction K-6 to support implementation of the ELA Common Core State Standards for English Learners. In addition, Multilingual Pathways Department will plan a series of professional development and ECPLC’s for our Chinese and Spanish Dual Language Immersion and Biliteracy Pathways and can provide site based support, coaching and professional development.

**Differentiated Content Area Instruction with Connections to ELD and Access to Core through SDAIE: Specially Designed Instruction in English and Integrated ELD**

**Connections to ELD**

The elementary Multilingual Pathways team also provides professional development, coaching and follow-up support to help teachers differentiate their teaching according to students’ English proficiency level throughout the instructional day. Given the shifts in both the CCSS and the new ELD Standards, teachers will be expected to continue to address ELD during Dedicated ELD and during content instruction, which we are now referring to as Integrated ELD. Under the new paradigm, content and ELD Teachers must collaborate in order to create a seamless language instruction program which spans the course of the school day according to student proficiency level. During integrated ELD time in content instruction, teachers are expected to provide linguistic scaffolding in order for students to be able to access core areas, and during dedicated ELD time, ELD teachers will be expected to focus on specific aspects of language which will enable students to access the core during the content areas. Given the complexity and quantity of language in all the content areas, an ELD teacher cannot be expected to meet all the students’ needs. This is why instruction must be delivered interdisciplinary fashion and hence with significant collaboration. It has been suggested that this process is facilitated by themes, which span the disciplines.

For example, in science students are learning about landforms. During ELD, the students learn to compare and contrast. They learn the concept and language of compare and contrast using a familiar concrete topic, such as, comparing a dog and a chicken, while looking at pictures of each. They practice sentence structures at and a bit beyond their proficiency level, within their zone of proximal development.

**Examples:**

**Beginning/early intermediate ELD class**

- Dogs and chickens are animals.
- Dogs have fur but chickens have feathers.

**Intermediate/early advanced ELD class**

- Dogs and birds are both animals, but dogs are mammals and chickens are birds.
- Students engage in structured language practice, so that they have multiple opportunities to practice the language. Language objectives related to the function of “compare and contrast,” such as verbs “to have” and “to be” in the present tense, conjunctions and basic vocabulary are the focus of the lesson.

During science, the students continue to use similar sentence structures, applying them to the content. The specific focus of the lesson is the science content objective, in this case, understanding landforms. During the content classes, there will be students of varying proficiency levels, so the teacher would have various levels of sentence structures for the students to practice. Students are encouraged to use the sentence structures that are appropriate for their proficiency level. Teachers are encouraged to frontload the lesson for students with lower English proficiency levels, pre-teaching the critical content vocabulary, and giving them opportunities to practice the sentence structures prior to the general lesson.

**Examples:**

<table>
<thead>
<tr>
<th>New English Proficiency Level Descriptors</th>
<th>English Proficiency Levels</th>
<th>Sentence Structures</th>
</tr>
</thead>
<tbody>
<tr>
<td>EMERGING</td>
<td>Beginning - Early Intermediate</td>
<td>Mountains and plateaus are high.</td>
</tr>
<tr>
<td>EXPANDING</td>
<td>Early Intermediate - Intermediate</td>
<td>Mountains have steep tops but plateaus have level tops.</td>
</tr>
<tr>
<td></td>
<td>Intermediate - Early Advanced</td>
<td>Mountains and plateaus are both high, but mountains have steep tops and plateaus have flat tops.</td>
</tr>
<tr>
<td>BRIDGING</td>
<td>Advanced</td>
<td>Although mountains and plateaus are both high, the significant difference between them is that mountains have steep tops and plateaus have flat tops.</td>
</tr>
</tbody>
</table>
Multilingual Pathways Department, MPD, promotes the use of five key instructional practices. These research-based practices are designed to help teachers support their ELs and LTEL students in meeting the demands of the Common Core State Standards. These practices enable ELs to

- learn grade-level academic content so it is comprehensible.
- comprehend complex text and content
- develop academic language to articulate their thinking and content knowledge

Five Key Practices to Support English Learners and Long Term English Learners During Content Instruction

I. CONTEXTUALIZATION OF INFORMATION
   Use a variety of strategies to enable ELs and LTELs to comprehend grade level content.
   • Visual: Teachers and students co-construct visual representations of new information.
   • Kinetic: Teachers and students demonstrate content knowledge through physical representations.
   • Verbal: Teachers convey meaning through precise language scaffolds.
   • Organizational: Teachers and students co-construct ideas through organizational representations.
   • Metacognition: Teachers help students develop metacognitive representation of information.

II. INTEGRATION OF LANGUAGE and CONTENT
   Create meaningful contexts to teach grade level content
   • Connect new learning to student’s prior knowledge and experiences
   • Build background knowledge on new concepts
   • Preview key ideas and skills students will learn (in L1 as well, if possible)
   Teach academic language as well as content
   • Share content objectives that specify academic language students need to access content and articulate their knowledge
   • Implement language scaffolds, such as sentence frames and word banks, to enable students to communicate

III. ACCESSIBILITY OF COMPLEX TEXT
   Strategize how students will access grade level complex text
   • Establish a purpose for reading text
   • Preview text features, key vocabulary and unfamiliar use of language
   • Provide additional supporting text/instructional materials (in L1, if possible)

IV. COLLABORATIVE INTERACTION
   Provide multiple opportunities for ELs to make meaning of new information and explain their knowledge through academic productive talk
   • Provide structured activities that enable students to use unfamiliar language
   • Strategically group students (e.g., partners, small groups and whole group)

V. CHECKS FOR UNDERSTANDING AND FEEDBACK
   • Provide frequent checks for understanding of content and language
   • Allow wait-time for ELs to process and respond
   • Provide immediate and explicit feedback in one-on-one situations

Spanish-English Biliteracy Transfer (SEBT) in Connection with ELD

The elementary MPD provides professional development for Spanish-English Biliteracy Transfer, and supports schools in the implementation of instruction for transfer during a dedicated time in the three Spanish language pathways, Dual Language Immersion, Biliteracy and Newcomer. This instructional time, which is in addition to the 30 minutes of ELD, includes differentiation, with additional support for students at lower CELDT levels. SEBT inherently requires and is maximized by explicit connections between ELA, ELD and the content areas, as opposed to being a separate curricular area.

SEBT instruction includes all elements of language arts such as: phoneme awareness, phonics, vocabulary, syntax, academic language and comprehension. These elements are included in the California ELD standards. The degree of transferability and the level of the student determine the intensity of instruction. A skill that has positive transfer, such as the sound of the letter “m” requires little English instruction, whereas a skill with negative transfer, such as words with a long vowel and silent “e” (e.g. make, bite) will require more intense instruction. SEBT instruction also includes sentence structures, and structured language practice, similar to that described above, but in both Spanish and English. A student will learn the concept and language of compare and contrast in Spanish, and then apply that knowledge to English, and practice the language of compare and contrast in English. Students learn when and how to make connections to what they already know in Spanish, and learn when those connections do not exist. SEBT formative assessments guide the differentiation of instruction.

Note: Chinese-English Biliteracy Transfer (CHEBT) in Connection with ELD is currently under development.
**Instructional Materials/Resources**

- SFUSD ELD units/lessons on MPD SharePoint site - [https://district.sfusd.edu/dept/apd/elss/default.aspx](https://district.sfusd.edu/dept/apd/elss/default.aspx)
- Grammar Gallery (link on SFUSD Elementary ELD or go to [www.mygrammargallery.org](http://www.mygrammargallery.org); username: sfusd (case sensitive), password: my37ya484 (case sensitive)
- English Now, LitConn (SFUSD Mission Zone), Carousel of Ideas, Ballard & Tighe (SFUSD Newcomer sites)
- Additional instructional materials are listed in the table below.

### ESSENTIAL ELEMENTS

<table>
<thead>
<tr>
<th>ESSENTIAL ELEMENTS</th>
<th>DEFINITION/DESCRIPTION</th>
<th>INSTRUCTIONAL MATERIALS</th>
</tr>
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<tbody>
<tr>
<td>Language Objective</td>
<td>What we want students to be able to say, comprehend, read or write by the end of the lesson</td>
<td>SFUSD ELD Curriculum Resources - On Our Way to English, Rigby (K-3) - Oxford Picture Dictionary (4-5)</td>
</tr>
<tr>
<td>Language Function</td>
<td>The purpose for communicating in social and/or academic contexts</td>
<td>Grammar Gallery - Treasure, Macmillan/McGraw-Hill - My New Words - Visual Vocabulary Resource - Oral Language Activities Online - Retelling Cards (K-5) - Oral Vocabulary Cards and Photo Cards (K-2)</td>
</tr>
<tr>
<td>Key Vocabulary</td>
<td>Topic specific and general utility words appropriate for student’s proficiency level</td>
<td>SFUSD ELD Curriculum Resources - Grammar Gallery - Treasure, Macmillan/McGraw-Hill - Sound Spelling Workboard - Reading Triumphs (Intervention) - Skill-Based Practice Readers EL - Content Reader EL - EL Readers - Listening Library (CD and Online) - Fluency Solutions - Online Instructional Components - Content Big Books (K-1)</td>
</tr>
<tr>
<td>Grammatical Forms</td>
<td>Learning how English works, including structure of the language to accurately communicate ideas</td>
<td>English Now - Oral Language Activities Online - Oral Vocabulary Cards and Photo Cards (K-2)</td>
</tr>
<tr>
<td>Differentiated Sentence Frames / Stems</td>
<td>Fill-in-the-blank sentences differentiated by proficiency levels so students can practice language structures – (prompt/response) and stems to prompt collaborative discussions.</td>
<td>English Now - Sound Spelling Workboard - Reading Triumphs (Intervention) - Skill-Based Practice Readers EL - Content Reader EL - EL Readers - Listening Library (CD and Online) - Fluency Solutions - Online Instructional Components - Content Big Books (K-1)</td>
</tr>
<tr>
<td>Structured Language Practice / Academic Conversations</td>
<td>Highly structured cooperative learning/engagement activities that ensure student practice of the target language and developing oral academic language.</td>
<td>English Now - Listening Library (CD and Online) - Fluency Solutions - Online Instructional Components - Content Big Books (K-1)</td>
</tr>
</tbody>
</table>

**NOTE:** Imagine Learning is an additional ELD resource for 3rd-5th grade newcomer ELs that are not attending one of the SFUSD Newcomer sites and are not enrolled in a biliteracy or immersion pathway.

Questions? Please contact Angie Estonina, Multilingual Pathways Department for more information, 379-7736 or email: estonianaa@sfusd.edu.