The following guidelines include the following sections:

I. English Learner Pathways – page 1
II. Designated and Integrated English Language Development – page 3
III. Scheduling Designated ELD – page 6
IV. Instructional Resources and Support – page 8

Note: Blue bold type and purple bold type represent hyperlinks to on-line resources and/or guidance. Click on the blue bold or purple bold typed word(s) and it will link you to a document with explanation and examples. The districts’ on-line resources will be under ongoing construction as we roll out with the district plan in collaboration with other departments.

I. 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 in and 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 EL supplemental materials to ensure English Learners go from accessing content to actively learning throughout the instructional day. Until reclassified, all EL students receive ELD throughout the instructional day in two ways: first through at least 30 minutes of daily Designated ELD where students are grouped by English proficiency levels, and integrated ELD provided throughout the day and across the disciplines.

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. 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. This pathway starts in kindergarten and merges into the Secondary Dual Language Pathway in sixth grade.

**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 English and home language proficiency and literacy. 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 and active engagement in core instruction. This pathway starts in kindergarten and merges into the Secondary Dual Language Pathway in sixth grade.
BILITERACY PATHWAYS

<table>
<thead>
<tr>
<th>Grade Levels</th>
<th>Designated 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./HEALTH VAPA</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 or English (SDAIE &amp; INTEGRATED ELD)*</td>
<td>Primary Language or English (SDAIE &amp; INTEGRATED ELD)*</td>
<td>English (SDAIE &amp; INTEGRATED ELD)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></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 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>English (SDAIE &amp; INTEGRATED ELD)</td>
<td></td>
</tr>
<tr>
<td>2/3</td>
<td>English</td>
<td>Primary Language</td>
<td>Primary Language</td>
<td>Primary Language or English (SDAIE &amp; INTEGRATED ELD)*</td>
<td>Primary Language or English as specified in MPD model (SDAIE &amp; INTEGRATED ELD)*</td>
<td>Primary Language or English (SDAIE &amp; INTEGRATED ELD)*</td>
<td></td>
</tr>
<tr>
<td>4/5</td>
<td>English</td>
<td>Primary Language</td>
<td>English (SDAIE &amp; INTEGRATED ELD)* or Primary Language 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 or English as specified in MPD model (SDAIE &amp; INTEGRATED ELD)*</td>
<td>English (SDAIE &amp; INTEGRATED ELD)*</td>
<td></td>
</tr>
</tbody>
</table>

- Six schools with Spanish Biliteracy pathways will continue to pilot a modified pathway model in 2014-2015, which will include English as the principal language of instruction in Math.

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

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. This pathway starts in kindergarten and continues through the secondary level.

ENGLISH PLUS PATHWAY

<table>
<thead>
<tr>
<th>Grade Levels</th>
<th>Language of Instruction</th>
</tr>
</thead>
<tbody>
<tr>
<td>K – 5th grades</td>
<td>Designated ELD</td>
</tr>
<tr>
<td></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 Early Emerging through Emerging (beginning to early-intermediate) English proficiency level descriptors.

NEWCOMER PATHWAY

<table>
<thead>
<tr>
<th>Grade Levels</th>
<th>Language of Instruction</th>
</tr>
</thead>
<tbody>
<tr>
<td>K – 5th grades</td>
<td>60 Minutes of Beginner / Early Emerging Designated ELD</td>
</tr>
<tr>
<td></td>
<td>English</td>
</tr>
</tbody>
</table>

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

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 ensure access to students actively engaged in core content instruction through SDAIE and/or primary language instruction or primary language support where available and appropriate. A linguistically appropriate goal in other areas of need for the student (i.e. ELA, communication, etc.) that are appropriately linked to ELD standards, Core Curriculum learning outcomes, 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 designated ELD targeted specifically to their English proficiency level until reclassified and receive integrated ELD instruction in all disciplines throughout the instructional day.

II. DESIGNATED AND INTEGRATED ELD

Given the instructional shifts in the CCSS, NGSS and new CA ELD Standards, the implications for English Learners require a comprehensive and integrated approach to teaching academic language and disciplinary literacy. All teachers in all EL pathways must attend to the language learning needs of their ELs in strategic, intentional and differentiated ways that promote the simultaneous development of content knowledge and advanced levels of academic English. Comprehensive ELD instruction is provided through Designated and Integrated ELD. This section articulates the distinction and similarities between Designated and Integrated ELD, including a timeline for implementation and a framework of Five Essential Practices for Designated and Integrated ELD.

There are three parts to the new CA ELD Standards: Part I: Interacting in Meaningful Ways, Part II: Learning About How English Works and Part III: Using Foundational Literacy Skills. Parts I and II of the ELD Standards work in tandem with one another in this comprehensive approach where ELs develop academic English primarily through meaningful interactions with others around intellectually-rich content, texts, and tasks that require students to interpret and discuss literary and informational texts; collaboratively and independently write a variety of different text types. It is through these engaging and intellectual challenging activities that ELs strengthen their abilities to use academic English successfully in school while also developing critical content knowledge through English. Note that Part III: Using Foundational Literacy Skills is equally important for English Learners to develop full literacy in English and should be addressed during ELA instruction based on literacy assessments used to inform and monitor instruction such as F&P Benchmark Assessments.
DESIGNATED ELD

Designated English language development instruction as defined in the CDE 2014 ELA/ELD Framework is a protected time during the regular school day where teachers use English language development standards as the focal standards in ways that build into and from content instruction toward the development of critical academic English language skills, knowledge, and abilities needed for content learning in English.

In SFUSD, the expectations for Designated ELD are as follows:

- English Learners receive at least 30 minutes of daily focused academic English language instruction targeted specifically to their English proficiency from a qualified ELD teacher;
- Parts I & II of the CA ELD Standards are the focal standards that build into and from district core curriculum, i.e.: content focus for language learning outcomes is derived from ELA Core Curriculum and tied to grade level Spirals, theme and student learning outcomes identified in column 3 of curriculum maps (Figure 2); and
- Language instruction includes an integration of student learning outcomes from other disciplines needed to develop content learning in English.

Expected student learning outcomes for Designated ELD are for students to:

- engage in a variety of academic collaborative interactions (independent, paired, small group and whole group) and discussions about content and complex text;
- develop academic vocabulary and various grammatical structures from complex texts and tasks; and
- build language awareness of how English works, and is used to make meaning- complex texts and tasks including wide and close reading of text; and
- use language skillfully when writing different text types and in different content areas.

INTEGRATED ELD

Integrated English language development is academic English language instruction provided throughout the instructional day and across the disciplines. Teachers with English Learners use the CA ELD Standards in addition to their focal English language arts/literacy and other content standards to support the linguistic and academic progress of English Learners (CDE 2014 ELA/ELD Framework). Effective integrated ELD instruction requires the use of intentional practices for English Learners and regular academic interactions and conversations as the key drivers to access and master core, grade level academic content.
The role of the teacher is to ensure integration of English language development in content area instruction by:

- Using CA ELD Standards in tandem with the CA CCSS for ELA/Literacy and other content standards;
- Creating authentic, action-based learning opportunities that require students to interact in challenging and meaningful ways in grade level disciplinary related text and tasks; and
- Supporting EL’s linguistic and academic progress.

Expected student learning outcomes for Integrated ELD are for students to:

- Use and develop Academic English as they simultaneously learn content knowledge through English;
- Engage in meaningful interactions with others and through intellectually-rich content, texts, and tasks that require them to interpret and discuss literary and informational texts;
- Write (both collaboratively and independently) a variety of different text types; or justify their opinions by persuading others with relevant evidence; and
- Use language as a meaning making resource in discussion and writing, based on discipline, topic, task, purpose, audience, and text type.

IMPLEMENTATION TIMELINE FOR TRANSITIONING TO THE NEW CA ELD STANDARDS 2014-2017

For the 2014-2015 school year, this next phase of implementation will continue to be on Transition Level I and will gradually move into Transition Level 2 by spring 2015 as described below. The emphasis will be on learning the new CA ELD Standards and ways to use the CA ELD Standards in tandem with the districts’ PK-12 ELA and Math Core Curricula for both Designated and Integrated ELD. As a start, MPD is encouraging district-wide implementation of Part I: Interacting in Meaningful Ways and Essential Practice IV. FOSTER STUDENT-TO-STUDENT COLLABORATIVE INTERACTIONS AND CONVERSATIONS as a way to increase student engagement throughout the instructional day:

- Develop students’ skills for having academic conversations that are structured and enable students to use unfamiliar language to develop content knowledge.
- Ensure there are meaningful roles for all students engaged in collaborative work.
- Strategically group students based on complexity of task and language proficiency level (e.g., homo/heterogeneous, partners, small groups, or whole group).

MPD will provide a variety of blended professional learning opportunities and resources to learn, apply and transition to the new CA ELD Standards.

<table>
<thead>
<tr>
<th>Transition Level</th>
<th>Designated ELD</th>
<th>Integrated ELD in All Disciplines</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transition Level 1</td>
<td>Continue to use current guidelines, increase engagement, oral language development; learn new ELD standards with a focus on Part I: Interacting in Meaningful Ways.</td>
<td>Teacher integrate ELD and use SDAIE strategies to promote access and engagement; teach academic vocabulary; learn new ELD standards with a focus on Part I: Interacting in Meaningful Ways.</td>
</tr>
<tr>
<td>2014-2015 Fall-</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Transition Level 2</td>
<td>Use existing guidelines, materials, ELD routines and begin to build in academic content from other subjects; move focus on Part II: Learning About How English Works.</td>
<td>Continue to implement differentiated scaffolding for content; preview/review appropriateness to level, include planned and just in time scaffolding appropriate to proficiency level.</td>
</tr>
<tr>
<td>2015-2016 Spring-Fall</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Transition Level 3</td>
<td>ELD connected and responsive to academic demands and planned into and from district core curricula — allow for deeper linguistic focus and practice.</td>
<td>ELD instruction / differentiation is a regular feature of instruction in all content areas; a central focus on academic language and literacy development.</td>
</tr>
</tbody>
</table>
III. SCHEDULING DESIGNATED 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 designated ELD targeted specifically to their English proficiency level. Students in the Newcomer Pathway receive an additional 30 consecutive minutes of daily Designated ELD per day. Special Education EL students must receive at least 30 consecutive minutes of daily Designated 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 Designated ELD are based on:

- Multiple assessments including but not limited to: CELDT, ADEPT, ELD placement assessments (QIA, EXPRESS), publisher assessments (English Now and Grammar Gallery), reading and writing assessments, etc.;
- teacher evaluation from the previous year and current year; and
- 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 adjacent 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.

<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 ≤ 330)</td>
<td>CELDT 2 &amp; 3 (Beginning &amp; Early Intermediate (SS= 331 - 450))</td>
</tr>
<tr>
<td>EXPRESS, QIA, IPT or ADEPT</td>
<td>Beginning = 1</td>
<td>Beginning Early Intermediate = 1 &amp; 2</td>
</tr>
<tr>
<td>Early Emerging</td>
<td>Early Emerging Exit Expanding</td>
<td>Early Expanding Exit Expanding</td>
</tr>
<tr>
<td>INSTRUCTIONAL MATERIALS</td>
<td>Carousel of Ideas &amp; On Our Way to Rigby Treasures ELD Grammar Gallery Imagine Learning</td>
<td>Multilingual Pathways ELD Curriculum Resources, English Now! (Mission Zone), Rigby’s On Our Way to English, Treasures ELD, Grammar Gallery, and supplemental ELD materials</td>
</tr>
</tbody>
</table>

Important note: In schools with fewer EL students, scheduling Designated ELD varies depending on the number of ELs at each grade and proficiency level. Generally, two classroom teachers per grade level cluster are the Designated ELD instructors. ELD is scheduled at the same time each day within the grade level clusters. The Designated 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 ELs 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 designated 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.

DESIGNATED ELD IMPLEMENTATION STRUCTURES

Following the ELD Guidelines, sites make decisions about the specific Designated 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.sfusd.edu/schools/el/default.aspx by September 5, 2014. Below are five options we recommend for sites to consider and can provide guidance for implementation.

OPTION I: SCHOOL-WIDE DESIGNATED 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.

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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 across the 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 Designated ELD instruction is to enable students to have access to ELA and other content areas. Therefore lessons must be explicitly linked to ELA Core Curriculum learning outcomes (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: DESIGNATED ELD BY GRADE LEVEL**

Designated 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.

<table>
<thead>
<tr>
<th>Grades</th>
<th>ELD Times</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>8:40 – 9:15</td>
</tr>
<tr>
<td>1</td>
<td>8:40 – 9:15</td>
</tr>
<tr>
<td>2/3</td>
<td>9:00 – 9:35</td>
</tr>
<tr>
<td>4/5</td>
<td>8:40 – 9:15</td>
</tr>
</tbody>
</table>

**OPTION III: DESIGNATED 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. Designated 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:**

<table>
<thead>
<tr>
<th>Grade</th>
<th>ELD Times</th>
<th># of Students - Proficiency Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>9:00 – 9:35</td>
<td>Group 1: 6 - Early Intermediate (EI) and 15 - Intermediate (I) (Emerging-Expanding)</td>
</tr>
<tr>
<td>1</td>
<td>9:00 – 9:35</td>
<td>Group 2: 11 - Intermediate (I) and 9 - Early Advanced (EA) (Expanding-Bridging)</td>
</tr>
<tr>
<td>2</td>
<td>9:00 – 9:35</td>
<td>Group 3: 10 - Early Advanced (EA), 2 - Advanced (A) and 8 - English Proficient (non-ELS) (Bridging)</td>
</tr>
<tr>
<td>3</td>
<td>9:00 – 9:35</td>
<td>Group 4: 23 - English Proficient (non-ELS)</td>
</tr>
</tbody>
</table>

Non-ELs in group 3 may participate in ELD as “model” language providers for ELs during the structured language practice.

Note: Designated ELD in classroom with very few ELs.

**OPTION IV: DESIGNATED 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 designated 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/Emerging and 2 Intermediate/Expanding, or 2 Intermediate/Expanding and 2 Early Advanced/Bridging)

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 IPT 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.

### IV. INSTRUCTIONAL RESOURCES AND SUPPORT

**Professional Development and Academic Language and Literacy Professional Learning Communities (PLCs)**

Multilingual Pathways Department (MPD) will provide support, coaching and blended learning opportunities that include on-line, centralized and site-based professional development. These learning opportunities address the implementation of the new CA ELD Standards through the Five Essential Practices for Designated and Integrated ELD.

The Elementary MPD team will focus its support on schools that have been identified in collaboration with Elementary LEAD, the Office of Professional Learning and Leadership, Humanities, SPED and STEM based on student and program needs for English Learners, existing resources at site, support and professional learning plan that is in place. Commitment, interest, and leadership support will also determine sites that MPD supports.

This year, MPD’s PLC work will include Lesson Study in collaboration with CRLP, Office of Professional Learning and Leadership and Stanford’s Understanding Language. The theme of this year’s PLC is inspired by Zwiers, O’Hara and Pritchard’s 2014 publication: *Common Core Standards in Diverse Classrooms: Essential Practices for Developing Academic Language and Disciplinary Literacy*. This year-long PLC will include intensive study and work around the newly adopted California ELA/ELD Framework, CA ELD Standards. Focus in the fall will be on Part I of the ELD Standards: *Interacting in Meaningful Ways* through Stanford’s Understanding Language Massive Open On-line Classroom on Constructive Classroom Conversations. In the fall the focus will shift to Part II: *Learning About How English Works*. This PLC will include and be differentiated for teachers in our Chinese and Spanish Dual Language Immersion and Biliteracy Pathways and can provide site based support, coaching and professional development.

Some examples of the blended professional learning opportunities MPD is providing and sponsoring this year are:

- Getting Started with the CA ELD Standards: An Introduction
- Transitioning Into the CA ELD Standards: *Five Essential Practices for Designated and Integrated ELD Throughout the Instructional Day*
- Stanford Understanding Language Massive Open On-Line Course (MOOC): Constructive Classroom Conversations
- CRLP: Results Academic Language and Literacy Instruction Institute (RALLI)
- Spanish-English Biliteracy Transfer (SEBT) for K-3 Spanish Biliteracy and DLI Teachers

Details and registration information regarding MPD professional learning opportunities for the year will be provided on Multilingual Pathways Department webpage and Cornerstone.
Five Essential Practices to Teach Designated ELD and Integrate ELD into Content Throughout the Instructional Day

Multilingual Pathways Department (MPD) promotes the use of five essential practices to support English Learners (ELs) in every discipline. These research-based practices support the development of academic language and disciplinary literacy for English Learners (ELs) of all typologies: Newcomers/Beginners, Developing, and Long Term English Learners (LTEls). These practices are critical for linguistically and culturally diverse student populations, and are designed to be a teaching and learning guide for both Designated and Integrated ELD to ensure language learners are meeting the 2012 CA ELD Standards in tandem with the demands of the Common Core State Standards (CCSS) and the Next Generation Science Standards (NGSS). These practices will be the addressed our 2014-2015 blended professional learning opportunities that will be provided through centralized, on-line, and site-based professional development.

I. CLARIFY NEW LANGUAGE AND CONCEPTS USING A VARIETY OF STRATEGIES AND MODALITIES
   - **Visual:** Teachers and students co-construct visual representations of new information.
   - **Kinesthetic:** 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 and metalinguistic awareness of how language works.

II. INTEGRATE LANGUAGE LESSONS AND LEARNING INTO CONTENT INSTRUCTION
   - Create action-based learning opportunities that require students to actively engage in tasks that require communication.
   - Preview key concepts, ideas, and skills.
   - Empower students to build on and use their native language resources, culture, and background knowledge, including during the process of reading.
   - Articulate content-language objectives that demonstrate students’ knowledge and skills orally and in writing.
   - Provide linguistic supports with strategic scaffolds to facilitate students move from use of informal to academic language.
   - Create tasks which require students to communicate with academic language.

III. TEACH STUDENTS TO ACCESS AND ANALYZE COMPLEX TEXT AND USE IT TO DEVELOP ACADEMIC LANGUAGE
   - Use mentor texts as models of complex text and language to build discipline-specific language, thinking, and literacy.
   - Establish a purpose for reading, writing, and discussing complex text.
   - Preview text structure, key vocabulary, and unfamiliar use of language.
   - Conduct wide and close readings of text for how the author uses text structure, syntax, and vocabulary to communicate his/her message.
   - Provide additional supporting text/instructional materials (in L1, if possible).

IV. FOSTER STUDENT-TO-STUDENT COLLABORATIVE INTERACTIONS AND CONVERSATIONS
   - Develop students’ skills for having academic conversations that are structured and enable students to use unfamiliar language to develop content knowledge.
   - Ensure there are meaningful roles for all students engaged in collaborative work.
   - Strategically group students based on complexity of task and language proficiency level (e.g., homo/heterogeneous, partners, small groups, or whole group).

V. CHECK FOR UNDERSTANDING AND PROVIDE FOCUSED FEEDBACK
   - Provide frequent checks for understanding of content and language.
   - Allow wait-time for students to process, synthesize, and respond.
   - Provide judicious and explicit feedback in one-on-one situations.
K5 & K8 Instructional Materials/Resources for English Language Development (ELD)

- SFUSD ELD Resources and guidance to get started with Part I: Interacting in Meaningful Ways, including resources linked to Spirals in ELA Core Curriculum on MPD SharePoint site – Under Construction - Coming Soon: Fall 2014
- Grammar Gallery: [http://www.grammargallery.org](http://www.grammargallery.org) (Teacher Username: sfusd (case sensitive) Password: wr62i98m (case sensitive) License Period: 1/14/14 – 1/14/16
- Teaching Channel: [https://www.teachingchannel.org](https://www.teachingchannel.org)
- Academic Language Development Network: [http://aldnetwork.org](http://aldnetwork.org)
- Academic Language and Literacy: [http://www.jeffzwiers.org](http://www.jeffzwiers.org)
- English Now, LitConn (SFUSD Mission Zone), Carousel of Ideas, Ballard & Tighe (SFUSD Newcomer sites)
- **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.
- Stanford Understanding Language: Language, Literacy and Learning in the Content Areas: [http://ell.stanford.edu](http://ell.stanford.edu)

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<tr>
<th>ELEMENT</th>
<th>DEFINITION/DESCRIPTION</th>
<th>INSTRUCTIONAL MATERIALS</th>
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<tbody>
<tr>
<td>Language Learning Outcome</td>
<td>What we want students to be able to say, think, read and write by the end of the lesson</td>
<td>On Our Way to English, Rigby (K-3)</td>
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<td>Language In Focus</td>
<td>Purposes for communicating in social and academic contexts</td>
<td>Oxford Picture Dictionary (4-5)</td>
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<td>Connect</td>
<td>Make a connection to prior learning, language, and background knowledge</td>
<td>Treasures, Macmillan/McGraw-Hill</td>
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<td>Wide and Close Angle Reading</td>
<td>Wide-Angle Reading: Build students' thinking about the whole text (the who/what/where/why/when)</td>
<td>- My New Words</td>
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<td>Close Reading: Model thinking and re-reading strategies/ask text-based questions that focus on comprehension and language at the word, sentence, paragraph, and whole text levels</td>
<td>- Visual Vocabulary Resource</td>
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<tr>
<td>Oral Output Practice</td>
<td>Fill-in-the-blank sentence frames differentiated by proficiency levels so students can practice language structures – (prompt/response) and stems to prompt intellectually challenging, meaningful and collaborative discussions.</td>
<td>- Oral Language Activities Online</td>
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<tr>
<td>Writing</td>
<td>Students create or fill in a diagram/map/chart/organizer that shows their ideas and new thinking; students respond to a prompt in writing using new language from Whole Class, Small Group and/or Paired Conversation and Oral Output Practice</td>
<td>- Retelling Cards (K-5)</td>
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<tr>
<td>Interacting in Meaningful Ways</td>
<td>Highly structured engagement activities and strategies that ensure students acquire and apply target language and develop oral academic language throughout the lesson and instructional day.</td>
<td>- Oral Vocabulary Cards and Photo Cards (K-2)</td>
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<td>Treasures, Macmillan/McGraw-Hill</td>
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<td>- Sound Spelling Workboard</td>
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<td>- Reading Triumphs (Intervention)</td>
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<td>- Skill-Based Practice Readers EL</td>
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<td>- Fluency Solutions</td>
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<td>- Content Big Books (K-1)</td>
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