



2010 – 2011 ELEMENTARY SCHOOL ENGLISH LEARNER (EL) PATHWAYS AND ENGLISH LANGUAGE DEVELOPMENT (ELD) GUIDELINES

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 the Newcomer Pathway. 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 Bilingual, Cross-cultural, Language, and Academic Development (BCLAD) or Cross-cultural, Language, and Academic Development (CLAD) credentialed teachers who use Specially Designed Academic Instruction in English (SDAIE) methodologies and EL supplemental materials to provide full access to the core. Until reclassified, all EL students receive at least 30 minutes a day of 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 target language. Grade level content is taught in English by CLAD or BCLAD certified teachers, and the language of the pathway by BCLAD certified teachers. The District is finalizing 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 continues through the secondary level.

| DUAL LANGUAGE IMMERSION PATHWAYS | | | | | | | |
|----------------------------------|-------------------------|-----------------------|-----------------------|-------------------------------------|-------------------------------------|-------------------------------------|-----------------|
| Grade Levels | Language Of Instruction | | | | | | |
| | Leveled ELD | ENGLISH LANGUAGE ARTS | PRIMARY LANGUAGE ARTS | MATH | SCIENCE | SOCIAL STUDIES | P.E. ARTS |
| K/1 | English | English (SDAIE) | Primary Language | Primary Language | Primary Language | Primary Language | English (SDAIE) |
| 2/3 | English | English (SDAIE) | Primary Language | Primary Language or English (SDAIE) | Primary Language or English (SDAIE) | Primary Language or English (SDAIE) | English (SDAIE) |
| 4/5 | English | English (SDAIE) | Primary Language | English (SDAIE) or Primary Language | English (SDAIE) or Primary Language | English (SDAIE) or Primary Language | English (SDAIE) |

Biliteracy Pathway

The Biliteracy Pathway is designed to ensure English Learners who are native speakers of Cantonese, Filipino, or Spanish achieve grade level academic competency and develop high levels of English and home language proficiency and literacy. Grade level content is taught in English by CLAD or BCLAD certified teachers, and the language of the pathway by BCLAD certified teachers. The District is finalizing 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 continues through the secondary level.

| BILITERACY PATHWAYS | | | | | | | |
|---------------------|-------------------------|-----------------------|-----------------------|-------------------------------------|-------------------------------------|-------------------------------------|-----------------|
| Grade Levels | Language Of Instruction | | | | | | |
| | Leveled ELD | ENGLISH LANGUAGE ARTS | PRIMARY LANGUAGE ARTS | MATH | SCIENCE | SOCIAL STUDIES | P.E. ARTS |
| K/1 | English | English (SDAIE) | Primary Language | Primary Language | Primary Language | Primary Language | English (SDAIE) |
| 2/3 | English | English (SDAIE) | Primary Language | Primary Language or English (SDAIE) | Primary Language or English (SDAIE) | Primary Language or English (SDAIE) | English (SDAIE) |
| 4/5 | English | English (SDAIE) | Primary Language | English (SDAIE) or Primary Language | English (SDAIE) or Primary Language | English (SDAIE) or Primary Language | English (SDAIE) |

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 program. This pathway helps ensure ELs achieve English proficiency and grade level academic competency in all content areas. CLAD or BCLAD credentialed teachers 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.

| ENGLISH PLUS PATHWAY | | | | | | |
|--|-------------------------|-----------------------|-----------------|-----------------|-----------------|-----------------|
| Grade Levels | Language Of Instruction | | | | | |
| | Leveled ELD | ENGLISH LANGUAGE ARTS | MATH | SCIENCE | SOCIAL STUDIES | P.E. ARTS |
| K – 5 th grades | English | English (SDAIE) | English (SDAIE) | English (SDAIE) | English (SDAIE) | English (SDAIE) |
| Primary language support 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 program 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 BCLAD or CLAD credentialed teachers. 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.

| NEWCOMER PATHWAY | | | | | | |
|----------------------------|----------------------------------|-----------------------------------|-----------------------------------|-----------------------------------|------------------|--------------------------------------|
| Grade Levels | Language Of Instruction | | | | | |
| | 60 Minutes of Beginner Level ELD | LANGUAGE ARTS | MATH | SCIENCE | SOCIAL STUDIES | P.E. ARTS |
| K – 5 th grades | English | Primary Language and some English | Primary Language and some English | Primary Language and some English | Primary Language | Primary Language and English (SDAIE) |

ENGLISH LEARNERS IN SPECIAL EDUCATION

For Special Education ELs who require English language acquisition services to obtain Free Appropriate Public Education (FAPE), 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 a CLAD or BCLAD 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. The District is finalizing guidelines for English Learners in Special Education by disability. If ELD goals are not included in an EL student's IEP because the student's disability does not affect the student's involvement and progress in this area, then the school still must ensure that the student participates in **at least** 30 consecutive minutes of 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, and EXPRESS. Teacher-created language function and vocabulary assessments are used to monitor student progress. Student writing samples and oral language anecdotal notes are also collected to monitor student progress. The District is currently looking into formative assessments to more accurately guide ELD instruction.

ELs are eligible for reclassification when they score an overall 4 or 5 on the CELDT, with no subsection less than a three, and score 325 or higher on the California Standards Test – English Language Arts (CST-ELA). Teacher evaluation and grades are also criteria for reclassification. For "EL Reclassification Procedures," go to English Learner Support Services' webpage - http://portal.sfusd.edu/template/default.cfm?page=chief_academic.els. The District is finalizing alternative reclassification criteria that meet California Department of Education requirements.

SCHEDULING LEVELED 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 ELD targeted specifically to their English proficiency level. Students in the Newcomer Pathway receive an additional 30 consecutive minutes of ELD per day. Special Education EL students **must** receive **at least** 30 consecutive minutes a day of ELD by proficiency level, either integrated into the site's ELD structure, or provided by a CLAD or BCLAD Special Education teacher in addition to SPED services.

English proficiency levels for leveled ELD are based on language assessments including the CELDT, EXPRESS, and/ or ADEPT. Date of student entry, teacher evaluation, the District's Language and Literacy Assessment Rubric (LALAR), and other data are also taken into consideration. ELs who score an overall 1 through 3 on the CELDT receive ELD exclusively with other ELs. ELs at CELDT levels 4 and 5 may be integrated with English proficient students for ELD when the focus is explicitly on academic language development.

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 | | | | |
|----------------------------------|---|---|--------------------------------------|--|
| ASSESSMENTS | Newcomer Pathway | Proficiency Level Instructional Clusters for All Other Pathways | | |
| CELDT | CELDT 1 (Beginning) (SS ≤ 350) | CELDT 1 & 2 (Beginning & Early Intermediate) (SS= 351 - 450) | CELDT 3 (Intermediate) (SS= 451-500) | CELDT 4 and 5 (Early Advanced & Advanced) (SS ≥ 501) |
| EXPRESS OR ADEPT | Beginning = 1 | Beginning and Early Intermediate = 1 & 2 | Intermediate = 3 | Early Advanced and Advanced = 4 & 5 |
| INSTRUCTIONAL MATERIALS | Carousel of Ideas & Rigby's On Our Way to English | Rigby's On Our Way to English and supplementary ELD materials (different materials should be introduced if student is repeating an ELD level) | | |

In schools with fewer EL students, scheduling leveled 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 leveled 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 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 English Learner Support Services.

LEVELED ELD IMPLEMENTATION STRUCTURES

Following the ELD Guidelines, sites make decisions about the specific leveled 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. English Learner Support Services supports sites in determining the appropriate structure. **Each site will submit its ELD plan and schedule to their Area Team Assistant Superintendent for approval by September 30th.** Below are the recommended options for sites to consider.

SCHOOL-WIDE LEVELED 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 of leveled ELs 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 teach a particular unit to a group of ELs for a set amount of time and then teach the same “linguistically adapted” unit to another group of ELs. ELs rotate classrooms until they have experienced ELD instruction in all of the units.

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 **ELD Times**
K- 5 10:00-10:35

| # of Students - Proficiency Level | |
|--|---|
| Group 1: | 6 - Early Intermediate (EI) and 15 - Intermediate (I) |
| Group 2: | 11 - Intermediate (I) and 9 - Early Advanced (EA) |
| Group 3: | 10 - Early Advanced (EA), 2 - Advanced (A) and 8 - English Proficient (non-ELs) |
| Group 4: | 23 – English Proficient (non-ELs) |
| Non-ELs in group 3 participate in ELD as “model” language providers for ELs during the structured language practice. | |

LEVELED ELD BY GRADE LEVEL

Leveled ELD is implemented every day **by grade level/s at times agreed upon by teachers** for ELs flexibly grouped by proficiency level.

Example: **Grades** **ELD Times**
K 10:00-10:30
1 1:00-1:30
2/3 1:15-1:45
4/5 10:30-11:00

Model is the same kind of configuration as above depending on the number of ELs at each grade level.

LEVELED ELD IN SELF-CONTAINED CLASSROOMS

ELs (within one to two proficiency levels) and non-EL students are in every self-contained classroom, where leveled 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 | Fifth Grade Example: |
|----------|-------|------------|---|
| | K | 9:00-9:35 | <u># of Students - Proficiency Level</u> |
| | 1 | 9:30-10:00 | Classroom 1: 8 - I, 9 - EA, and 14 - non-ELs |
| | 2 | 9:00-9:35 | Classroom 2: 11 - EA, 2 - A, and 23 - non-ELs |
| | 3 | 12:45-1:15 | Classroom 3: 31 - non-ELs |
| | 4 | 10:10:35 | |
| | 5 | 1:00-1:35 | |

LEVELED 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 designated resource/ELD teacher. The teacher targets students at similar proficiency levels across grade spans for a minimum of 30 consecutive minutes every day.

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.

Note: Kindergarten teachers do not have to level students for ELD instruction until the second semester of the school year, when CELDT scores are available. They do, however have to teach ELD for a minimum of 30 minutes a day from the start of the school year. Non-ELs may be included in this instructional time, as long as the focus is on oral language development.

ESSENTIAL ELEMENTS OF EFFECTIVE ELD

ELD is language development in the areas of listening, speaking, reading and writing. The purpose of ELD is to provide the pathway to the grade level English language arts standards and curriculum. The California ELD standards guide instruction. The three essential elements to ELD are:

1. **Language Objectives** aligned with language functions or tasks:

All ELD lessons must have a language objective or a student performance task based on language functions. The performance task(s) specify what students will be able to do by the end of the lesson or series of lessons. 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 cause and effect and making predictions.

Examples:

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 _____. The _____ is located _____ and _____.

Academic language objective: Students will be able to make a prediction about the actions of the main character in a story using the language structures:

I think the main character will _____. I predict the main character will _____.

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

- Vocabulary Development 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.
- Language Structures that are taught through differentiated teacher prompts and student responses.

Differentiated teacher prompt examples: Where is the bank? Can you tell me where the bank is located?

Differentiated student response examples: The bank is next to the fire station. The bank is located next to the fire station and to the left of the dry cleaners.

3. **Structured Language Practice**

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

PROFESSIONAL DEVELOPMENT

English Learner Support Services (ELSS) has and will continue to provide and sponsor strategic professional development sessions on the essential elements of effective ELD that focus on integrating the District adopted materials, *Rigby's On Our Way to English*, with the elements. The "Gradual Release of Responsibility" model: I Do, We Do, You Do, is the preferred instructional model. ELSS has contracted with the California Reading and Literature Project to provide a *Focused Approach to Frontloading* and *A Focused Approach to Systematic ELD* and is currently offering *Results for English Learners* to select elementary schools. The District has also contracted with Partners in School Innovation who have provided professional development in *A Focused Approach to Systematic ELD* to five elementary schools with large numbers of Latino ELs.

Differentiated Content Area Instruction with Connections to ELD

The elementary English Learner Support Services 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. Teachers are encouraged to incorporate many of the essential elements of effective ELD into content instruction. The critical difference is that during ELD, the instruction is based on the ELD standards and the focus is on language objectives, and during content instruction, the instruction is based on the grade level content standards and the focus is on content objectives. During content instruction, students can practice and apply the language they learned during ELD.

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:

| English Proficiency Levels | Sentence Structures |
|-----------------------------------|--|
| Beginning - Early Intermediate | <u>Mountains</u> and <u>plateaus</u> are <u>high</u> . |
| Early Intermediate – Intermediate | <u>Mountains</u> have <u>steep tops</u> but <u>plateaus</u> have <u>level tops</u> . |
| Intermediate – Early Advanced | <u>Mountains</u> and <u>plateaus</u> are both <u>high</u> , but <u>mountains</u> have <u>steep tops</u> and <u>plateaus</u> have <u>flat tops</u> . |
| Advanced | Although <u>mountains</u> and <u>plateaus</u> are both <u>high</u> , the significant difference between them is that <u>mountains</u> have <u>steep tops</u> and <u>plateaus</u> have <u>flat tops</u> . |

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

The elementary English Learner Support Services team provides professional development for Spanish-English Biliteracy Transfer, and supports schools in the implementation of instruction for transfer during a designated 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 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.

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