Unraveling the Distinction Between Integrated and Designated ELD
Laura Jasso and Aidé Vásquez Yepez
E.L. Achieve

Session Outcomes

- Articulate the critical distinction between integrated and designated ELD
- Understand E.L. Achieve’s interpretation of designated ELD
- See classroom examples of designated ELD in action

English learners need language knowledge to:

- express the sophistication of their thinking vis-à-vis the Common Core and state content standards.
- fluently and flexibly communicate for a range of real-life purposes.

English learners at all proficiency levels are capable of high-level thinking and can engage in complex, cognitively demanding social and academic activities requiring language as long as they are provided appropriate linguistic support.

Overview of the CA ELD Standards and Proficiency Level Descriptors, p. 6
What do English learners deserve on a daily basis?

- Read the introduction of the blog “Teaching ELD: What every educator ought to know”
- Work with a partner to discuss the question on the left and jot down your ideas

Integrated ELD
Beyond Sheltered Instruction

- Read the section “Integrated ELD - Beyond Sheltered Instruction”
- Work with a partner to discuss the question on the left and jot down your ideas

Effective Instructional Practice

English learners deserve solid pedagogy which includes:
- Inclusive, student-centered learning environment
- Backward mapping from a clear learning goal
- Rich context
- I Do, We Do, You Do
- Make content comprehensible
- Ample practice talking and writing about learning
- Checks for understanding and adjustment of instruction
Labeled process and captioned images explain categories.

Captioned images demonstrate cause and effect relationship.

Labeled map with color coding clarifies geographic terms.
Effective Instructional Practice

- Inclusive, student-centered learning environment
- Backward mapped from clear learning goal
- Rich context
- I Do, We Do, You Do
- Comprehensible content delivery
- Ample practice talking and writing about learning
- Checks for understanding and adjusted instruction

This is important, but not sufficient. English learners also need explicit language instruction.

Too often, discussions about effective instructional practice for English learners are silent on the specific role of language instruction.

Reluctant to focus on language learning?

- Sheltered instruction has long held sway.
- Current literature makes clear that explicit instruction in English must be included. (Saunders, Fooman, & Carlson, 2006; Olsen, 2010; Coleman & Goldenberg, 2012; Dutro & Moran, 2003).
- Alluding to language use – rather than explicitly sharing how it works – leaves ELs with a partial command of the structures of academic English.
Blueprint for English Learners

There are both a grade-level content goal and a language goal. Explicit scaffolds provide access – all students can engage.

Integrated ELD

There are both a grade-level content goal and a language goal. Explicit scaffolds provide access – all students can engage.

An elaborated chart with descriptive phrases provides students language to choose from as they talk and write about grade-level content.

For each branch of government, write a descriptive sentence using one of the phrases below.

Descriptive phrases
- is responsible for
- serves the purpose of
- is required to
- is obligated to
- fulfills the role of
- has the power to
Designated ELD

Developing Awareness of How English Works

■ Read the section “Designated ELD - Developing awareness of how English works”
■ Work with a partner to discuss the two questions on the left and jot down your ideas

Proficiency Level: Emerging
Sentence Construction Charts teach:
- structures to describe locations
- specific, high-utility classroom vocabulary

Where is the recycle bin?
Where are the paper towels?
- wastebasket
- tissues
- shelf
- counter
- bookshelf
- wastebasket
- recycle bin

It's the

They're in front of the
next to the
above the
below

Thank you!
You are welcome!
A Question of Purpose

1. Effective Instruction
2. Designated ELD
   - Language is the driver; proficiency level rules
   - Foundational language to support academic work and real-world interactions
3. Integrated Language Instruction
   - Content is the driver; grade-level content standards rule
   - Academic language needed to express understanding

Looking at the next few slides, come to agreement with your elbow partner. Is the artifact an example of 1, 2, or 3?

Your turn

What's the purpose?

1. Effective instructional practice to make content accessible
2. Designated ELD – Language is the driver to teach proficiency-level language
3. Integrated ELD – Content is the driver to teach language for grade-level content
Your turn

1. Effective instructional practice to make content accessible
2. Designated ELD – Language is the driver to teach proficiency-level language
3. Integrated ELD – Content is the driver to teach language for grade-level content

A question of purpose

For learners, language and thought are intertwined.
For teachers, the distinction is the instructional goal.

**Designated ELD**
- Language is the driver
- Proficiency-level rules
- Foundational language to support academic work and real-world interactions

**Integrated Language Instruction** Content is the driver
- Grade-level content standards rule
- Academic language needed to express understanding
Into and From Content Instruction

- Read the section “What is meant by ‘into and from content instruction’ during designated ELD”
- Work with a partner to discuss the question on the left and jot down your ideas

Language Arts

Into and From Content Instruction

- RL.K.2 - With prompting and support, retell familiar stories, including key details.
- RL.2.3 - Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
- RL.4.3 - Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).
- RL.6.9 - Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).
- RL.8.2 - Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.

Mathematics

Into and From Content Instruction

- M.1.GA.1 - Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size).
- MC.3.NF.A.3 - Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size.
- MC.5.NBT.A.2 - Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10.
- MC.7.SP.B.3 - Informally assess the degree of visual overlap of two numerical data distributions with similar variabilities, measuring the difference between the centers by expressing it as a multiple of a measure of variability.
Common Misconceptions

Common Misconception #1: We must teach the same topics in ELA and ELD

- Annotate the text as you read about the misconception
- Work with a partner to discuss the misconception
- Use the space below to summarize your thoughts

Common Misconceptions

Common Misconception #2: We must teach the same thinking skill or genre in ELA and ELD

- Annotate the text as you read about the misconception
- Work with a partner to discuss the misconception
- Use the space below to summarize your thoughts

Common Misconceptions

Common Misconception #3: Designated ELD is a preview or review of literacy learning

- Annotate the text as you read about the misconception
- Work with a partner to discuss the misconception
- Use the space below to summarize your thoughts
Ticket Out the Door

- Take a moment to complete the Venn diagram on the back page and jot down some notes to capture what’s on your mind
- Complete a Ticket Out the Door with any questions or comments you’d like to share

Contact Us

Website
www.elachieve.org

Email
info@elachieve.org

Follow us on...