Moving Beyond ELA in ELD

1:30 - 2:45
Naseem Mandalia
Andy Apodaca
Objective: Students will find equivalent fractions.

Example 1
A recipe for spaghetti and meatballs calls for $\frac{3}{4}$ pound of ground beef. Find two fractions that are equivalent to $\frac{3}{4}$.

What language demands are in this lesson?
Objectives:
1. Explain how to plan, teach, and formatively assess Integrated ELD.
2. Preview the Integrated ELD math resources.
3. Preview the Designated ELD resources that go into math.
CA CCSS for ELA/Literacy

Reading, Writing, Speaking & Listening, and Language

Integrated
Content Knowledge

Motivating
Meaning Making

Engaging
Effective Expression

Respectful
Foundational Skills

Readiness for College, Career, & Civic Life

Broadly Literate

Intellectually Challenging

21st Century

CA ELD Standards
In All Disciplines
English Language Development

Integrated ELD

Designated ELD

*Adapted from Kern County Superintendent of Schools
When should ELD be taught?

Integrated ELD
  ELA
  Math
  Music
  Science
  Art
  Social Studies
  Social Emotional Learning

Designated ELD
Curriculum Materials

With ELD Provided

Without ELD Provided

- Mathematics
- Science
- Social Studies
- Arts
learning objectives

- content
- objective
- ELD
  - objective
Math Objective:
Draw conclusions and answer questions based on bar graphs.

Survey 10 people. Ask them which dinner is the healthiest. Make a bar graph. Write how many votes each dinner got.

<table>
<thead>
<tr>
<th>Dinner</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chicken and Broccoli</td>
<td></td>
</tr>
<tr>
<td>Pizza</td>
<td></td>
</tr>
<tr>
<td>Spaghetti</td>
<td></td>
</tr>
<tr>
<td>Milk and Cookies</td>
<td></td>
</tr>
</tbody>
</table>

chicken and broccoli _______

pizza _______

spaghetti _______

milk and cookies _______
Math Objective:
Draw conclusions and answer questions based on bar graphs.

Survey 10 people. Ask them which dinner is the healthiest. Make a bar graph. Write how many votes each dinner got.

___ was chosen by # people as a healthful dinner.

cake and broccoli ________
pizza ________
spaghetti ________
milk and cookies ________

a math lesson with scaffolding
Math Objective:
Draw conclusions and answer questions based on bar graphs.

ELD Objective:
Use the determiners *more* and *fewer* to compare survey results.

Survey 10 people. Ask them which dinner is the healthiest. Make a bar graph. Write how many votes each dinner got.

(#) ___ people chose ___ as a healthful dinner than ___.

more 🍗️amburgers 🍷️amburgers 🍗️amburgers 🍗️amburgers 🍗️amburgers

fewer 🍜️aghetti 🍜️aghetti

an integrated ELD math lesson with scaffolding
scaffolding
provide students full access to a content objective

Integrated ELD
teach two types of objectives, one aligned to a content standard and one to an ELD standard

RF: is used to
An **Integrated** ELD lesson is a content lesson (e.g., ELA, Math, Science, Music, Social Studies, Art, Second Step) that teaches two types of objectives simultaneously:

- a content objective
  - the **primary** objective
  - the understanding of **all students** is checked
  - aligned to a **content standard**

- an ELD objective
  - a **secondary** objective
  - the understanding of the **ELs** is checked
  - aligned to an **ELD standard**
    - teaches a high leverage linguistic skill
    - can be used outside of the content area (e.g., a general academic word, grammar)
ACEing the question

scaffolding a lesson so that it is accessible to ELs at all levels

strategies that are **NOT** integrated ELD

posting the what and the how

an ELD objective that explicitly teaches domain specific vocabulary

the language skill as the primary focus of the lesson
Which is an example of integrated ELD? How do you know?

Objectives:
- Add mixed numbers.
- Explain the purpose of decomposing and simplifying numbers using the conjunction *so that*.

Objectives:
- Add mixed numbers.
- Use the terms *numerator*, *denominator*, and *equivalent fraction* to explain how you added mixed numbers.
Objectives:

1. Explain how to plan, teach, and formatively assess Integrated ELD.
2. Preview the Integrated ELD math resources.
3. Preview the Designated ELD resources that go into math.
**BEFORE the Lesson**

Plan the entire content lesson before taking ELD into consideration.

Analyze the linguistic demands of the lesson to determine grammar or vocabulary that:
- complements the content lesson rather than distracting from it
- will serve students in other contexts
- is based on language use - but not spelling, capitalization, or punctuation

**Write an ELD objective with an observable skill that specifies the form and the function.**

Use **to**

Specify the grammatical form or the general academic vocabulary here.

Specify the purpose of using the form in the context of this lesson.

**Lesson Objectives:** Present both the content and the ELD objectives.

**Skill Development:** Model how to perform the skill of the ELD objective. (e.g., how to use a sentence frame, how to interpret a visual, etc.)

**Guided Practice:** Have students practice the skill at all relevant opportunities in the lesson. Check for understanding with ELs.

**Lesson Closure:** Check for understanding of the skill, ideally using a simple everyday context, with non-volunteer ELs to determine if they can generalize the skill to other contexts.

**AFTER the Lesson**

Briefly reteach the skill and provide additional practice during Integrated ELD.

Explicitly reteach the skill during Designated ELD.

Some students have not yet responded.

A substantial number of students have not yet responded.

Nearly all students have responded.

Move on to other ELD skills.
**BEFORE the Lesson**

Plan the entire content lesson before taking ELD into consideration.

Analyze the linguistic demands of the lesson to determine grammar or vocabulary that:
- complements the content lesson rather than distracting from it
- will serve students in other contexts
- is based on language use - but not spelling, capitalization, or punctuation

Write an ELD objective with an observable skill that specifies the form and the function.

**Lesson Objectives:** Present both the *content* and the *ELD* objectives.

**Skill Development:** Model how to perform the skill of the ELD objective. (e.g., how to use a sentence frame, how to interpret a visual, etc.)

**Guided Practice:** Have students practice the skill at all relevant opportunities in the lesson. Check for understanding with ELs.

**Lesson Closure:** Check for understanding of the skill, ideally using a simple everyday context, with non-volunteer ELs to determine if they can generalize the skill to other contexts.

**Integrates ELD**

How to Incorporate ELD Standards into Content Instruction

**DURING the Lesson**

- Some students have not yet responded.
- A substantial number of students have not yet responded.
- Nearly all students have responded.

**AFTER the Lesson**

- Briefly reteach the skill and provide additional practice during Integrated ELD.
- Explicitly reteach the skill during Designated ELD.
- Move on to other ELD skills.

---

Use **to** ___.

Specify the grammatical form or the general academic vocabulary here. Specify the purpose of using the form in the context of this lesson.
BEFORE the Lesson

Plan the entire content lesson before taking ELD into consideration.

Analyze the linguistic demands of the lesson to determine grammar or vocabulary that:
- complements the content lesson rather than distracting from it
- will serve students in other contexts
- is based on language use - but not spelling, capitalization, or punctuation

Write an ELD objective with an observable skill that specifies the form and the function.

Use ___ to ___.

Specify the grammatical form or the general academic vocabulary here.

Specify the purpose of using the form in the context of this lesson.

Prepare a list of students to check for understanding with. (i.e., ELs, target students, etc.)
Plan the entire content lesson before taking ELD into consideration.

Analyze the linguistic demands of the lesson to determine grammar or vocabulary that:
- complements the content lesson rather than distracting from it
- will serve students in other contexts
- is based on language use - but not spelling, capitalization, or punctuation

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Use ___ to ___.

Specify the grammatical form or the general academic vocabulary here. Specify the purpose of using the form in the context of this lesson.

Prepare a list of students to check for understanding with.
(i.e., ELs, target students, etc.)
Objective: Students will find equivalent fractions.

Example 1

A recipe for spaghetti and meatballs calls for \( \frac{3}{4} \) pound of ground beef. Find two fractions that are equivalent to \( \frac{3}{4} \).

One Way Use models.

Model \( \frac{3}{4} \).

Place six \( \frac{1}{8} \) - tiles below the \( \frac{1}{4} \) - tiles. Place nine \( \frac{1}{12} \) - tiles below the \( \frac{1}{8} \) - tiles.

The \( \frac{1}{8} \) - tiles are smaller than the \( \frac{1}{4} \) - tiles, so there are more of them.

The \( \frac{1}{12} \) - tiles are smaller than the \( \frac{1}{4} \) - tiles and \( \frac{1}{8} \) - tiles, so there are more of them.
BEFORE the Lesson

Plan the entire content lesson before taking ELD into consideration.

Analyze the linguistic demands of the lesson to determine grammar or vocabulary that:
- complements the content lesson rather than distracting from it
- will serve students in other contexts
- is based on language use - but not spelling, capitalization, or punctuation

Write an ELD objective with an observable skill that specifies the form and the function.

Use ____ to ____.  
(form)  
(function)

Specify the grammatical form or the general academic vocabulary here.  
Specify the purpose of using the form in the context of this lesson.

Prepare a list of students to check for understanding with.  
(i.e., ELs, target students, etc.)
A form is a linguistic structure.
A *function* is the purpose for using language.

functions

- persuade
- suggest
- ask a question
- clarify
- state a preference
- compare
- contrast
- greet people
- express likes and dislikes
- evaluate
- make a generalization
- predict
- speculate
- agree
- disagree
- summarize
- compliment
- insult
Which part of each objective is the form? Which part of each objective is the function? How do you know?

- Use the conjunction *now that* to indicate a change in data.
- Indicate the value of a dollar using variations of the verb *combine* (e.g., combined, combination).
Specify the purpose of using the form in the context of this lesson.

Specify the grammatical form or the general academic vocabulary here.

Integrated ELD Objective Frame:

Use ___ to ___.

(form)

(function)

Specify the purpose of using the form in the context of this lesson.

Specify the grammatical form or the general academic vocabulary here.
BEFORE the Lesson

Plan the entire content lesson before taking ELD into consideration.

Analyze the linguistic demands of the lesson to determine grammar or vocabulary that:
● complements the content lesson rather than distracting from it
● will serve students in other contexts
● is based on language use - but not spelling, capitalization, or punctuation

Write an ELD objective with an observable skill that specifies the form and the function.

Use ___ to ___.

Prepare a list of students to check for understanding with.
(i.e., ELs, target students, etc.)
What I Know So Far

1. What are the two types of objectives in an integrated ELD lesson?
2. What is the difference between Integrated ELD and Designated ELD?
3. What is the difference between scaffolding and Integrated ELD?
4. Which of the following would never be the focus of an ELD objective, and why not?
   i. grammar
   ii. general academic words
   iii. domain specific words
Walk around and check your answers with a different person for each question.

1. What are the two types of objectives in an integrated ELD lesson?
2. What is the difference between Integrated ELD and Designated ELD?
3. What is the difference between scaffolding and Integrated ELD?
4. Which of the following would never be the focus of an ELD objective, and why not?
   i. grammar
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   iii. domain specific words
Objectives:
1. Explain how to plan, teach, and formatively assess Integrated ELD.
2. Preview the Integrated ELD math resources.
3. Preview the Designated ELD resources that go into math.
Integrated ELD
How to Incorporate ELD Standards into Content Instruction

**BEFORE the Lesson**
- Plan the entire content lesson before taking ELD into consideration.
- Analyze the linguistic demands of the lesson to determine grammar or vocabulary that:
  - complements the content lesson rather than distracting from it
  - will serve students in other contexts
  - is based on language use - but not spelling, capitalization, or punctuation
- Write an ELD objective with an observable skill that specifies the form and the function.

**DURING the Lesson**
- **Lesson Objectives:** Present both the content and the ELD objectives.
- **Skill Development:** Model how to perform the skill of the ELD objective. (e.g., how to use a sentence frame, how to interpret a visual, etc.)
- **Guided Practice:** Have students practice the skill at all relevant opportunities in the lesson. Check for understanding with ELs.
- **Lesson Closure:** Check for understanding of the skill, ideally using a simple everyday context, with non-volunteer ELs to determine if they can generalize the skill to other contexts.

**AFTER the Lesson**
- Some students have not yet responded.
- A substantial number of students have not yet responded.
- Nearly all students have responded.
- Move on to other ELD skills.

**Plan the entire content lesson before taking ELD into consideration.**

**Analyze the linguistic demands of the lesson to determine grammar or vocabulary that:**
- complements the content lesson rather than distracting from it
- will serve students in other contexts
- is based on language use - but not spelling, capitalization, or punctuation

**Write an ELD objective with an observable skill that specifies the form and the function.**

Use **______** to **______**.

Specify the grammatical form or the general academic vocabulary here. Specify the purpose of using the form in the context of this lesson.

**Prepare a list of students to check for understanding with. (i.e., ELs, target students, etc.)**

**Briefly reteach the skill and provide additional practice during Integrated ELD.**

**Explicitly reteach the skill during Designated ELD.**

**Nearly all students have responded.**

**Move on to other ELD skills.**
**DURING the Lesson**

**Lesson Objectives:** Present both the content and the ELD objectives.

**Skill Development:** Model how to perform the skill of the ELD objective. (e.g., how to use a sentence frame, how to interpret a visual, etc.)

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Objectives:

1. Explain how to plan, teach, and formatively assess Integrated ELD.

2. Preview the Integrated ELD math resources.

3. Preview the Designated ELD resources that go into math.
Integrated ELD:
All teachers with ELs in their classrooms use the CA ELD Standards in tandem with the CA CCSS for ELA/Literacy and other content standards.

Designated ELD: A protected time during the school day when teachers use the CA ELD Standards as the focal standards in ways that build into and from content instruction.
**Integrated ELD**

How to Incorporate ELD Standards into Content Instruction

**BEFORE the Lesson**

Plan the entire content lesson before taking ELD into consideration.

Analyze the linguistic demands of the lesson to determine grammar or vocabulary that:
- complements the content lesson rather than distracting from it
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Write an ELD objective with an observable skill that specifies the form and the function.

**DURING the Lesson**

**Lesson Objectives**: Present both the content and the ELD objectives.

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**Guided Practice**: Have students practice the skill at all relevant opportunities in the lesson. Check for understanding with ELs.

**AFTER the Lesson**

**Some students have not yet responded.**

Briefly reteach the skill and provide additional practice during Integrated ELD.

**A substantial number of students have not yet responded.**

Explicitly reteach the skill during Designated ELD.

**Nearly all students have responded.**

Move on to other ELD skills.

**Lesson Closure**: Check for understanding of the skill, ideally using a simple everyday context, with non-volunteer ELs to determine if they can generalize the skill to other contexts.
Lesson Closure: Check for understanding of the ELD skill using a simple, every day context with ELs and target students.

- Some students have not yet responded.
  - Briefly reteach the skill and provide additional practice during Integrated ELD.
- A substantial number of students have not yet responded.
  - Explicitly reteach the skill during Designated ELD.
- Nearly all students have responded.
  - Move on to other ELD skills.
Objectives:

1. Explain how to plan, teach, and formatively assess Integrated ELD.

2. Preview the Integrated ELD math resources.

3. Preview the Designated ELD resources that go into math.
Integrated ELD
Resources for My Math

TK  K  1  2  3
4  5  6
Science Objective: Categorize natural objects.
ELD Objective: Use the adjectives *natural* and *man-made* to describe objects you gather to sort.
Content Objective: Create a drawing of mountains using varying tints and shades.

A tint \[\text{white to a base color}\]
A shade \[\text{black to a base color}\]

RF: is when you add

ELD Objective: Use comparative adjectives in the parallel degree to explain the relationship between the paint you add and the new color it creates.

The \[\text{more } (\text{____})\] the \[\text{more } (\text{____})\]

\[\text{more } (\text{____})\]
\[\text{more } (\text{____})\]

\[\text{____-er}\]
\[\text{____-er}\]

\[\text{less } (\text{____})\]
\[\text{less } (\text{____})\]
Music Objectives:

- Identify and perform notes on a bell-kit.
- Perform *Twinkle Twinkle Little Star* using 5 notes on the bell-kit.

ELD Objective: Use the nouns left and right to identify a note.

- ←left
- right→
<table>
<thead>
<tr>
<th></th>
<th>Full Implementation</th>
<th>Partial Implementation</th>
<th>Initial Implementation</th>
<th>No Implementation Yet</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students receive math lessons that have been planned out in advance as to which practice opportunities they will practice the ELD skill.</td>
<td>Students receive math lessons with both a math and an ELD objective. Some opportunities to apply the ELD objective have been planned.</td>
<td>Students receive math lessons with both a math and an ELD objective, but no opportunities to apply the ELD objective have been planned.</td>
<td>Teachers have not yet been trained on Integrated ELD in Math.</td>
<td></td>
</tr>
<tr>
<td>Scaffolding to meet the math objective is planned to meet the differentiated needs of all students.</td>
<td>Scaffolding to meet the math objective is planned to meet some of the differentiated needs of students.</td>
<td>Scaffolding to meet the math objective is planned, but not differentiated.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students go over math and ELD objectives daily during all math lessons. They both are referred to throughout the lesson.</td>
<td>Students go over math and ELD objectives daily during all math lessons. They both are referred to minimally throughout the lesson.</td>
<td>Students go over math and ELD objectives daily during all math lessons.</td>
<td>Students go over just math objectives. or Students go over math and language objectives (SIOP training) learning the what and the how.</td>
<td></td>
</tr>
<tr>
<td>Based on the checking of understanding of the math objective, the level of scaffolding is adjusted (i.e., substantial, moderate, light, none).</td>
<td>Based on the checking of understanding of the math objective, the level of scaffolding is adjusted (i.e., substantial, moderate, light, none).</td>
<td>Based on the checking of understanding of the math objective, scaffolding is provided. ELD objective is posted.</td>
<td>Based on the checking of understanding of the math objective, scaffolding is provided. No explicit instruction of the ELD standards is being provided.</td>
<td></td>
</tr>
<tr>
<td>Instructional decisions are made based on the needs of emergent bilingual students, (i.e., emerging, expanding, bridging) and any other students whose language development needs attention through checking for understanding of the ELD objective.</td>
<td>The understanding of emergent bilingual students (i.e., emerging, expanding, bridging) and any other students whose language development needs attention is checked for the ELD objective.</td>
<td></td>
<td></td>
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<tr>
<td>ELD objectives are selected/written based on formative assessment.</td>
<td>ELD objectives are sometimes selected/written based on formative assessment.</td>
<td>ELD objectives are not selected/written based on formative assessment.</td>
<td>ELD objectives are not used.</td>
<td></td>
</tr>
<tr>
<td>When formative assessment shows a substantial number of students have not yet responded to Integrated ELD instruction, more explicit instruction of the same skill is taught during Designated ELD.</td>
<td>When formative assessment shows a substantial number of students have not yet responded to Integrated ELD instruction, more explicit instruction of the same skill is sometimes taught during Designated ELD.</td>
<td>Formative assessment results are not used to plan Designated ELD.</td>
<td>Formative assessment results are not used to plan Designated ELD.</td>
<td></td>
</tr>
</tbody>
</table>

**Select next steps based on the results of your self-assessment.**

- **Full Implementation**
  - Site Visits
  - Coplan/Coteach Integrated ELD in subjects other Math or ELA (e.g., Mystery Science, VAPA)

- **Partial Implementation**
  - Revist Coach Training
  - Grade Level Coplan/Coteach
  - Site Visits

- **Initial Implementation**
  - Provide Refresher
  - Revist Coach Training
  - Site Visits

- **No Implementation Yet**
  - Schedule meeting with Andy and Naseem to plan for teacher training and coach training
  - Site Visits
Objectives:
1. Explain how to plan, teach, and formatively assess Integrated ELD.
2. Preview the Integrated ELD math resources.
3. Preview the Designated ELD resources that go into math.
Designated ELD that goes into ELA
For when language arts is in Spanish, but Math is in English, AESD planned Designated ELD that goes into Math.
Preview the Designated ELD Resources that go *Into* Math. Select a grade level.
Questions?

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