

2015– 2016 ELEMENTARY SCHOOL TK-5 MULTILINGUAL PATHWAYS AND ENGLISH LANGUAGE DEVELOPMENT (ELD) PLACEMENT GUIDELINES

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** represent hyperlinks to on-line resources and/or guidance. Click on the **blue 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 and in English. All content is taught by teachers with the appropriate EL certification based on state requirements who use Specially Designed Academic Instruction in English (SDAIE) methodologies, including Spanish English Biliteracy Transfer (SEBT) and 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 differentiated and strategic planned scaffolding through Specially Designed Academic Instruction in English (SDAIE), Integrated ELD and EL supplemental materials to ensure full access and active engagement in core instruction. This pathway starts in transitional kindergarten and merges into the Secondary Dual Language Pathway in sixth grade.

DUAL LANGUAGE IMMERSION PATHWAYS							
Grade Levels	Language of Instruction						
	Designated ELD	ENGLISH LANGUAGE ARTS **	PRIMARY LANGUAGE ARTS	MATH	SCIENCE	SOCIAL STUDIES	P.E. HEALTH VAPA
TK/1	English	English (SDAIE & INTEGRATED ELD)	Primary Language	Primary Language	Primary Language	Primary Language	English (SDAIE & INTEGRATED ELD)
2/3	English	English (SDAIE & INTEGRATED ELD)	Primary Language	Primary Language or English as specified in MPD model (SDAIE & INTEGRATED ELD)	Primary Language or English as specified in MPD model (SDAIE & INTEGRATED ELD)	Primary Language	English (SDAIE & INTEGRATED ELD)
4/5	English	English (SDAIE & INTEGRATED ELD)	Primary Language	English (SDAIE & INTEGRATED ELD) or Primary Language as specified in MPD model	English (SDAIE & INTEGRATED ELD) or Primary Language as specified in MPD model	Primary Language	English (SDAIE & INTEGRATED ELD)

**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 differentiated and strategic planned scaffolding through Specially Designed Academic Instruction in English (SDAIE), Integrated ELD and EL supplemental materials to ensure 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

Grade Levels	Language of Instruction						
	Designated ELD	ENGLISH LANGUAGE ARTS **	PRIMARY LANGUAGE ARTS	MATH	SCIENCE	SOCIAL STUDIES	P.E./HEALTH VAPA
K/1	English	English (SDAIE & INTEGRATED ELD)	Primary Language	Primary Language or English (SDAIE & INTEGRATED ELD)	Primary Language or English (SDAIE & INTEGRATED ELD)	Primary Language	English (SDAIE & INTEGRATED ELD)
2/3	English	English (SDAIE & INTEGRATED ELD)	Primary Language	Primary Language or English as specified in MPD model (SDAIE & INTEGRATED ELD)	Primary Language or English as specified in MPD model	Primary Language	English (SDAIE & INTEGRATED ELD)
4/5	English	English (SDAIE & INTEGRATED ELD)	Primary Language	English (SDAIE & INTEGRATED ELD) or Primary Language as specified in MPD model	English or Primary Language as specified in MPD model	Primary Language	English (SDAIE & INTEGRATED ELD)

Five schools with Spanish Biliteracy pathways will continue to implement a modified pathway model in 2015-2016, which will include English as the principal language of instruction in Math. **This also includes *Metalinguistic Awareness or Language Transference (SEBT and CHEBT)*

English Plus Pathway

The English Plus Pathway is designed for ELs of low incidence languages where it is not feasible for the district to offer a language pathway, and for ELs whose parents wish for their children to be in an intensive English instruction pathway. This pathway helps ensure ELs achieve English proficiency and grade level academic competency in all content areas. Teachers use differentiated and strategic planned scaffolding through Specially Designed Academic Instruction in English (SDAIE), Integrated ELD and EL supplemental materials to provide full access and active engagement in core instruction. This pathway starts in transitional kindergarten and continues through the secondary level.

ENGLISH PLUS PATHWAY

Grade	Language of Instruction					
	Designated ELD	ENGLISH LANGUAGE ARTS	MATH	SCIENCE	SOCIAL STUDIES	P.E./HEALTH VAPA
TK – 5 th grades	English	English	English	English	English	English
		*SDAIE & INTEGRATED ELD				
		Primary language support and <i>Metalinguistic Awareness</i> 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 differentiated and strategic planned scaffolding through Specially Designed Academic Instruction in English (SDAIE) and EL supplemental materials to provide full access and active engagement in core instruction 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

Grade Levels	Language of Instruction					
	60 Minutes of Beginner /Early Emerging Designated ELD	LANGUAGE ARTS **	MATH**	SCIENCE	SOCIAL STUDIES	P.E./HEALTH VAPA
K – 5 th grades	English	Primary Language and additional language instruction in English (SDAIE & INTEGRATED ELD)	Primary Language and additional language instruction in English (SDAIE & INTEGRATED ELD)	Primary Language and additional language instruction in English (SDAIE & INTEGRATED ELD)	Primary Language	Primary Language and English (SDAIE & INTEGRATED ELD)

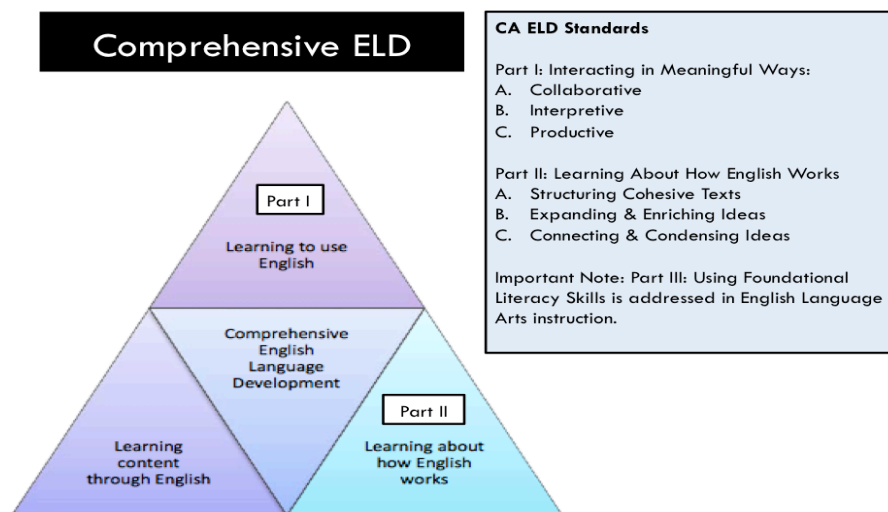
**This also includes *Metalinguistic Linguistic Awareness or Language Transference (SEBT and CHEBT)*

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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 ensure full access and active engagement in core instruction, differentiated through Specially Designed Academic Instruction in English (SDAIE), use of EL supplemental materials 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



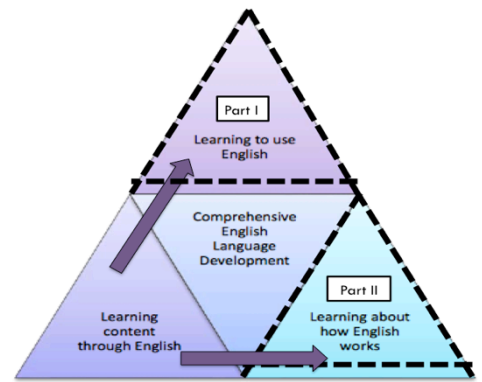
Adapted by LAUSD & SFUSD based on Halliday 1978; Gibbons 2002; Schleppegrell 2004 – 2014 CDE ELA/ELD Framework)

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 and Scholastic Reading Inventory (SRI).

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.



(Adapted by LAUSD & SFUSD based on Halliday 1978; Gibbons 2002; Schleppegrell 2004 – 2014 CDE ELA/ELD Framework)

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

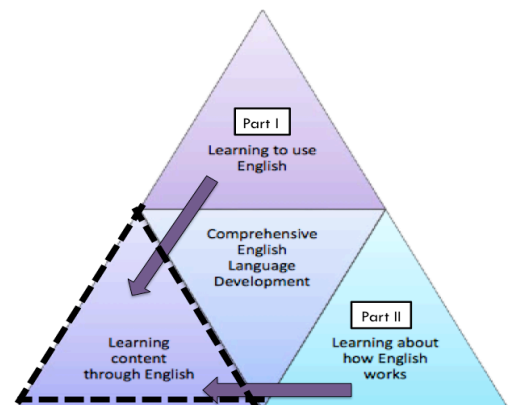
- English Learners receive at least 30 minutes of daily focused academic English language instruction targeted specifically to their English proficiency from a qualified ELD teacher;
- Parts I & II of the CA ELD Standards are the focal standards that build into and from district core curriculum, i.e.: 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.



• (Adapted by LAUSD & SFUSD based on Halliday 1978; Gibbons 2002; Schleppegrell 2004 – 2014 CDE ELA/ELD Framework)

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

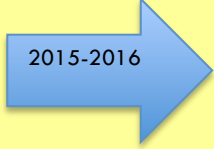
Use language as a meaning making resource in discussion and writing, based on discipline, topic, task, purpose, audience, and text type.

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

For the 2015-2016 school year, this next phase of implementation will be on Transition Level 2 and will gradually move into Transition Level 3 by fall 2016 as described below. The emphasis will be on implementation of the 2012 CA ELD Standards in tandem with the districts' PK-12 ELA and Math Core Curricula for both Designated and Integrated ELD. MPD is encouraging district-wide implementation of the 3 Goals and 8 Talk Moves for *Interacting in Meaningful Ways in All Disciplines* using the SFUSD English Language Development Toolkit as a resource. Toolkit can be found on Multilingual Pathways Department Sharepoint site at

<https://district.sfusd.edu/dept/apd/elss/ELSS%20Documents/Forms/AllItems.aspx>.

MPD will provide a variety of professional learning opportunities and resources to support administrators and teachers to continue to learn, apply and implement the 2012 CA ELD Standards in tandem with the SFUSD PK-12 Core Curricula for Language Arts and Mathematics.

TRANSITIONING TO THE NEW CA ELD STANDARDS 2014-2017		
	Designated ELD	Integrated ELD in All Disciplines
Transition Level 1	Continue to use current guidelines, increase engagement, oral language development; learn new ELD standards with a focus on Part I: <i>Interacting in Meaningful Ways</i>.	Integrate ELD and use SDAIE strategies to promote access and engagement; teach academic vocabulary; learn new ELD standards with a focus on Part I: <i>Interacting in Meaningful Ways</i>.
<div>  </div> Transition Level 2	Use existing guidelines, materials, ELD routines and begin to build in academic content from other subjects; continue focus on Part I: <i>Interacting in Meaningful Ways</i> and move focus on how Part II: <i>Learning About How English Works</i> operates in tandem with Part I.	Continue to implement differentiated scaffolding for content; preview/review appropriateness to level, include planned and just in time scaffolding appropriate to proficiency level.
November 2015	CA State Board of Education (SBE) takes action on recommendation of for adoption list of ELA/ELD instructional materials. http://www.cde.ca.gov/ci/rl/im/	
Transition Level 3	ELD connected and responsive to academic demands and planned <i>into and from</i> district core curricula – allow for deeper linguistic focus and practice.	ELD instruction / differentiation is a regular feature of instruction in all content areas; a central focus on academic language and literacy development.

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.

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

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

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

K-5 ENGLISH LANGUAGE DEVELOPMENT				
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, QIA, IPT OR ADEPT	Beginning = 1 Early Emerging	Beginning Early Intermediate = 1 & 2 Early Emerging Exit Expanding	Intermediate = 3 Early Expanding Exit Expanding	High Intermediate = 3 Early Advanced and Advanced =4 & 5 Early and Exit Bridging
INSTRUCTIONAL MATERIALS	Treasures ELD Grammar Gallery Imagine Learning Carousel of Ideas & On Our Way to Rigby	C&I Interdisciplinary Curriculum Resources (Sample Maps and Unit Plans), Multilingual Pathways ELD Toolkit, Treasures ELD, Grammar Gallery, English Now!, Rigby's On Our Way to English, , and supplementary ELD materials		

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 Friday, September 4, 2015.* 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.

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

of Students - Proficiency Level

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

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.

Example: Grades ELD Times

K	8:40 – 9:15
1	8:40 – 9:15
2/3	9:00 – 9:35
4/5	8:40 – 9:15

OPTION III: 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: Grade ELD Times

K	9:00 - 9:35
1	9:00 - 9:35
2	9:00 - 9:35
3	9:00 - 9:35
4/5	10:00 - 10:35

4/5 Example:

of Students - Proficiency Level
Classroom 1: 8 - I, 9 - EA, and 14 - non-ELs
Classroom 2: 11 - EA, 2 - A, and 23 - non-ELs
Classroom 3: 31 - non-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)

In collaboration with other C&I departments, Multilingual Pathways Department (MPD) will provide support, coaching and a variety of learning opportunities that include on-line coursework, centralized and site-based professional development. These learning opportunities address the implementation of the CA ELD Standards through the Five Essential Practices to Teach Designated ELD and Integrate ELD into Content.

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.

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

- Cantonese Biliteracy and Dual Language Immersion Pathways PLC (K-5)
- Five Essential Practices to Teach Designated ELD
- Mandarin Dual Language Immersion PLC
- Professional Learning Community Series Focused on:
 - Newcomers in the Elementary Schools
 - Spanish Speaking English Learners
 - Disrupting the “Static Quo” of Long Term English Learners
- Spanish Biliteracy and Dual Language Immersion (DLI) Pathways PLC (K-5)
- Spanish-English Biliteracy Transfer (SEBT) for all K-3 Spanish Biliteracy and DLI Teachers. Fall and Spring Courses available. Follow up included.
- Stanford Understanding Language Massive Open On-Line Courses (MOOC)
 - Fall: Teaching Designated English Language Development with a Focus on Communication
 - Spring: Constructive Classroom Conversations
 - Spring: Integrating Language Development into Content Area Instruction

Prop A Hours apply. 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

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). Instructional practices value and build on students' home languages, cultures, prior experiences and knowledge to build new language, knowledge, and ideas, all of which are critical to make content comprehensible and meaningful for English Learners.

CLARIFY NEW LANGUAGE AND CONCEPTS USING A VARIETY OF STRATEGIES AND MODALITIES

- **Visual:** Teachers & students co-construct visual representations of information.
- **Kinesthetic:** Teachers and students demonstrate content knowledge through physical representations and gestures.
- **Verbal:** Teachers convey meaning through precise language.
- **Organizational:** Co-construct ideas through organizational representations.
- **Metacognitive:** Teach students to develop self-awareness of their learning.

STRATEGICALLY PLAN AND INTEGRATE FOCUSED ACADEMIC LANGUAGE STUDY

- Provide linguistic support to facilitate students' transition from informal to academic language.
- Provide varied opportunities for students to articulate learning using discipline-specific and general academic language.
- Articulate clear learning objectives for students that include a content and language objective that are connected.

TEACH STUDENTS TO ANALYZE, WRITE AND CREATE COMPLEX TEXT

- Use mentor texts with complex language to build discipline-specific vocabulary and rhetorical knowledge
- Establish a purpose for reading and discussing complex text.
- Preview text structure and key vocabulary.
- Conduct wide and close readings of multiple texts, highlighting varied text structures, syntax, and vocabulary.
- Provide opportunities for students to write and create complex text using discipline-specific vocabulary and rhetorical style.

FOSTER HETEROGENEITY AND COLLABORATION

- Group students heterogeneously as to English proficiency level, academic background, native language and collaborative spirit.
- Structure learning experiences to provide multiple access points to meaningfully engage all students.
- Ensure there are meaningful group roles requiring equitable participation and accountability for all students.
- Teach empathy and interpersonal communication skills to encourage effective collaboration.

USE FORMATIVE ASSESSMENT TO INFORM INSTRUCTION

- Observe and monitor student learning during paired, small group and whole group work.
- Provide frequent checks for understanding using a variety of techniques to gather evidence of learning.
- Provide explicit feedback to students about learning or misconceptions.
- Use peer and self-assessments to support student metacognitive development.
- Use the information gained from formative assessment to plan for next instructional steps.

K5 & K8 Instructional Materials/Resources for English Language Development (ELD)

- SFUSD K-5 Interdisciplinary Sample Maps, Unit Plans and Designate ELD Lessons. Note: sample resources will be available on Humanities and Multilingual Pathways Department webpage.
- SFUSD English Language Development Toolkit:
<https://district.sfusd.edu/dept/apd/elss/ELSS%20Documents/Forms/AllItems.aspx>.
- Grammar Gallery: <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>
- Academic Language Development Network: <http://aldnetwork.org>
- Academic Language and Literacy: <http://www.jeffzwiers.org>
- Carousel of Ideas, Ballard & Tighe and Systematic ELD (SFUSD Newcomer sites: CEC and MEC only)
- **Imagine Learning** is an additional ELD resource for English Learners with IEPs, 3rd-5th grade newcomer ELs and Long term English Learners who are not attending one of the SFUSD Newcomer sites. By special request only due to a limited number of licenses available.
- Stanford Understanding Language: Language, Literacy and Learning in the Content Areas: <http://ell.stanford.edu>

ELEMENT	DEFINITION/DESCRIPTION	INSTRUCTIONAL MATERIALS AND RESOURCES
Language Learning Outcome	What we want students to be able to discuss, say, think, read and write by the end of the lesson.	SFUSD K-5 Interdisciplinary Sample Maps, Unit Plans and Designate ELD Lessons Grammar Gallery TK-12 http://www.grammargallery.org Username: sfusd Password: wr62i98m Tumblebooks: http://www.tumblebooks.com Username: sfusd Password: login Treasures, Macmillan/McGraw-Hill <ul style="list-style-type: none"> • My New Words • Visual Vocabulary Resource • Oral Language Activities Online • Retelling Cards (K-5) • Oral Vocabulary Cards and Photo Cards (K-2) Treasures, Macmillan/McGraw-Hill <ul style="list-style-type: none"> • Sound Spelling Workboard • Reading Triumphs (Intervention) • Skill-Based Practice Readers EL • Content Reader EL • EL Readers • Listening Library (CD and Online) • Fluency Solutions • Online Instructional Components • Wonders Content Big Books (K-1) • Wonders Content Readers (2-5) For Newcomers <ul style="list-style-type: none"> • Imagine Learning (3rd-5th) • Great Source Access Newcomer Kit (3rd-5th and 6th-8th) For Long Term English Learners <ul style="list-style-type: none"> • Imagine Learning (4th - 5th) On Our Way to English, Rigby (K-3) Oxford Picture Dictionary (4-5)
Language In Focus	Purposes for communicating in real-life communication scenarios, and social and academic contexts.	
Connect	Make a connection to home language, culture, prior knowledge, and experiences to make learning meaningful and comprehensible.	
Wide and Close Angle Reading	Wide-Angle Reading Build students' thinking about the whole text (the who/what/where/why/when) Close Reading for Language Learning 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	
Oral Output Practice Differentiated Sentence Frames and Stems	Temporary 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.	
Writing	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.	
Interacting in Meaningful Ways	Highly structured engagement activities using 3 Goals and 8 Talk Moves for Interacting in Meaningful Ways in All Disciplines and strategies that ensure students acquire and apply target language and develop oral academic language throughout the lesson and instructional day.	