

Video Transcript

Part 4 Tutorial: Using the CA ELD Standards for Integrated and Designated ELD

Hi, I'm Pam Spycher from WestEd, and I'll be your guide for this tutorial. The California ELD Standards guide instructional planning so that all teaching is purposeful and intentional and focuses on what's most important. They let us know what we're aiming for and what students should be able to do if our instruction is appropriate.

The standards should be used to inform our instructional planning and integrated into all content areas. This integrated ELD ensures that we're constantly refining and adjusting our instruction to meet the language learning needs of our English learners.

The ELD Standards also create a common language for collegial conversations about students' growth and instructional needs, not to mention communication and collaboration with parents as partners.

The relationship between integrated ELD, where the California ELD Standards are used during content instruction, and designated ELD, where the California ELD Standards are used as the focal standards, is a close one. Designated ELD builds into and from content instruction.

For content instruction, the California ELD standards can be used as a lens for routinely examining texts and tasks in order to identify language that could be challenging or new for English learners.

They can also be used for identifying opportunities for highlighting and discussing particular language resources. For example: powerful or precise vocabulary, different ways of combining ideas in sentences, or ways of starting paragraphs to emphasize key ideas.

You can use them for observing students to determine how they're using language and what their language learning needs may be. And they can be used for adjusting whole group instruction or for work with small groups or individuals in order to provide adequate and appropriate support.

For Designated ELD, teachers can use the California ELD Standards as a guide for understanding their English learners' language learning needs and to plan lessons that address the language students need to develop for success in school tasks.

They can be used to observe how students are applying their growing understandings of English. This informs what's addressed in designated ELD and it helps to identify opportunities for delving deeper into particular aspects of language in meaningful ways. Teachers can also use the ELD Standards as a guide for linking designated ELD to content instruction so that it builds into and from content learning. You're going to be learning more about what this looks like in action in units 2–5 of this module.

Take a moment to think about the information I just shared regarding content instruction with integrated ELD and designated ELD. Please pause this video, refer to your California ELD Standards, and use these questions to guide your thinking. Jot down your ideas or briefly share them with a colleague.

In the rest of this module, you're going to see some great teaching and be asked to think about your own instructional practice. This might mean thinking a little differently about our roles as teachers and learners. Some might find this to be exciting, and others might find it a little uncomfortable. Either way, if you engage in the learning with others, either in an online community of practice or face-to-face, or both, the learning will be richer.

California's vision for educating English learners requires us to think in new ways. American author, poet, and naturalist Diane Ackerman has a nice quote that I'd like to leave you with as you engage with the rest of this module. She says that "The brain is constantly rewiring itself based on daily life. In the end, what we pay the most attention to defines us. How you choose to spend the irreplaceable hours of your life literally transforms you."

We hope that this module will support you to continue to pay attention to the things that are most important for you and your students.

Source: WestEd
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