Figure 2.23 Essential Features of Designated ELD Instruction

1. **Intellectual Quality**: Students are provided with intellectual motivating, challenging, and purposeful tasks, along with the support to meet these tasks.

2. **Academic English Focus**: Students’ proficiency with academic English and Literacy in the content areas, as described in the CA ELD Standards, the CA CCSS for ELA/Literacy, and other content standards is the main focus of instruction.

3. **Extended Language Interaction**: Extended language interaction between students, including ample opportunities for students to communicate in meaningful ways using English, is central. Opportunities for listening or viewing and speaking or signing are thoughtfully planned and not left to chance. As students progress along the ELD continuum, these activities also increase in sophistication.

4. **Focus on Meaning**: Instruction predominantly focuses on meaning, connecting language demands of ELA and other content areas, and identifies the language of texts and tasks critical for understanding meaning.

5. **Focus on Forms**: Congruent with the focus on meaning, instruction explicitly focuses on learning about how English works, based on purpose, audience, topic, and text type. This includes attention to the discourse practices, text organization, grammatical structures, and vocabulary that enable individuals to make meaning as members of discourse communities.

6. **Planned and Sequence Events**: Lessons and units and carefully planned and sequenced in order to strategically build language proficiency along with context knowledge.

7. **Scaffolding**: Teachers contextualize language instruction, build on background knowledge and provide the appropriate levels of scaffolding based on individual differences and needs. Scaffolding is both planned in advance and provided just in time.

8. **Clear Lesson Objective**: Lessons are designed using the CA ELD Standards as the primary standards and are grounded in the appropriate content standards.

9. **Corrective Feedback**: Teachers provide students with judiciously selected corrective feedback in language usage in ways that are transparent and meaningful to students. Overcorrection or arbitrary corrective feedback is avoided.

10. **Formative Assessment Practices**: Teachers frequently monitor student progress through informal observations and ongoing formative assessment practices; they analyze student writing, work samples, and oral language production to prioritize student instructional needs.

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Essential Features of Integrated ELD Instruction

1. **Interactive and Engaging:** Provide opportunities to learn by collaborating with peers to read texts, talk about texts, and engage in meaningful interactions with texts, such as locating interesting information together. (p. 63)

2. **Meaningful and Relevant:** Make literary experiences more relevant to students' interests, everyday life, and important current events. (p. 63)

3. **Intellectually-Rich and Challenging:** Promote higher order thinking skills and interdisciplinary approaches that integrate the use of technologies, inquiry, and problem-based learning. (p. 60)

4. **Build on Prior Knowledge:** Linking what a student is learning or saying to previous or prior knowledge to learning to come (preview). (p. 101)

5. **Scaffolding:** Teachers contextualize language instruction, build on background knowledge and provide the appropriate levels of scaffolding based on individual differences and needs. Scaffolding is both planned in advance and provided just in time. (p. 117)

6. **Focus on Content Knowledge and Academic English:** Content teachers with ELs in their classrooms use the CA ELD Standards in tandem with the focal CA CCRS for ELA/literacy and their own content standards. (p. 106)

7. **Value Primary Language:** Primary language is a valuable resource that enhances learning of English through cross-language transfer of language and literacy skills. (p. 105)

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