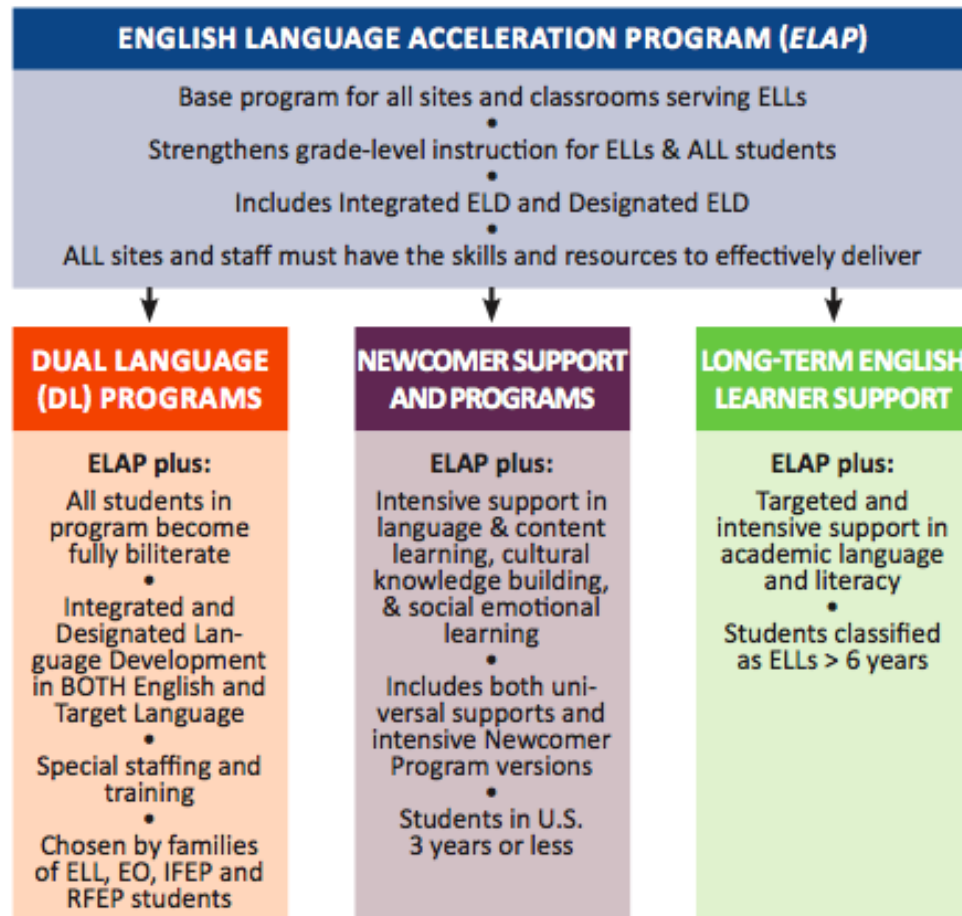


The graphic below summarizes OUSD's instructional programs for ELLs. Notice that **ELAP** is the base program for all ELL programs. The three specialized programs include all the elements of **ELAP** with specific additions and changes.



2. DESIGNATED AND INTEGRATED ELD: A FRAMEWORK FOR ELL INSTRUCTION

At the heart of both the [2012 California ELD Standards](#) and the [2014 CA ELA/ELD Framework](#) is the research-supported idea that people learn language best when they can use it in meaningful ways to engage with content they are interested in. The concepts of Integrated ELD and Designated ELD are used throughout the 2014 CA ELA/ELD Framework to support this goal of linking ELD with meaningful and engaging learning.

In order to deliver quality Designated and Integrated ELD to all OUSD ELLs, schools with ELLs must:

Provide a minimum 30 minutes a day Designated English Language Development that:

- Is targeted at ELL proficiency levels with groupings of not more than two proficiency levels.
- Is aligned to the [2012 California ELD Standards](#).
- Focuses on communicative purposes, not on discrete grammar instruction.
- Addresses speaking, listening, reading and writing.
- Is embedded in or explicitly connected to grade-level content or topics.
- Emphasizes [Focused Language Study \(FLS\)](#) to help students understand how language works in meaningful contexts.

- Includes systematic development of academic vocabulary.
 - Requires students to spend at least 50% of instructional time producing oral and written language.
 - At the secondary level
 - includes at least one period of Designated ELD per school day as long as the student is an ELL, with two periods for newcomers.
 - is part of a comprehensive Designated ELD Course sequence, including Academic Language Acceleration (Secondary only, LTELs and At-risk ELLs)¹ that includes intentional language development along with reading instruction.
- People learn language best when they can use it in meaningful ways to engage with content they are interested in.*

Provide Integrated ELD across content areas that:

- Has clear articulation, instruction, and assessment of [Content-Language Objectives](#).
- Provides students appropriate levels of [language-focused scaffolds](#) in content area instruction.

- Intentionally develops students' academic language and literacies specific to each discipline (language of math, science, history, etc.), a practice sometimes referred to as [Discipline-specific and Academic Language Expansion \(DALE\)](#).
- Requires ample oral and written production of language.
- Intentionally incorporates the Three High-Impact Language Practices ([Using Complex Text](#), [Fortifying Complex Output](#) and [Fostering Interaction](#)) into content area instruction and core routines such as Reading and Writing Workshop.

Effective provision of Designated and Integrated ELD rests on the specific investments from key stakeholders detailed below:

1. All teachers with ELLs in their classrooms, PK-12:
 - Must be skilled at providing Integrated ELD, including careful consideration of the language demands of a task (see [Content-Language Objectives](#)) and carefully planned language learning embedded in engaging content and activities.
 - Must be skilled at providing content-embedded Designated ELD when they teach this period or course.
 - Need ongoing training in effective planning and delivery of Designated and Integrated ELD.
2. The District and School Sites shall:
 - Ensure effective Integrated ELD is provided in all elementary and secondary classrooms.
 - Provide ongoing professional development that allows ALL teachers PK-12 to become experts in the delivery of effective Integrated ELD as well as Designated ELD where applicable.

- Ensure all ELLs receive at least 30 minutes per day of Designated ELD until they reclassify.
- Ensure elementary schools as a whole and individual teachers reach Stage III: Consistent Implementation on the [Descriptors for Stages of Designated and Integrated ELD Implementation](#) (See [Chapter 4, MONITORING, EVALUATION, AND ACCOUNTABILITY](#) for monitoring, procedures, timelines and protocols on using this document).

LEARN MORE ABOUT DESIGNATED AND INTEGRATED ELD HERE:

All teachers with ELLs in their classrooms, PK-12, must be skilled at providing Integrated ELD, including careful consideration of the language demands of a task and carefully planned language learning embedded in engaging content and activities.

Essential Practices for ELL Achievement

Essential Practices for Supporting ELL Achievement #2: DESIGNATED AND INTEGRATED ELD- ELEMENTARY TEACHER

Essential Practices for Supporting ELL Achievement #2: DESIGNATED AND INTEGRATED ELD- SECONDARY TEACHER

