



## English Learner Service and Support

The California English Language Development Standards (CA ELD Standards) amplify the California State Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects (ELA/Literacy). English learners need to have a purpose for using language (social function), know how to use the language meaningfully, and know how to access resources to be knowledgeable of language in order to be precise in language use to convey exact meaning.

The CA ELA/Literacy and CA ELD Standards both integrate reading, writing, speaking, listening, and language as expressed in key themes of Meaning Making, Language Development, Effective Expression, Content Knowledge, and Foundational Skills.

The CA ELD Standards support English learners to use English purposefully. They support English learners to use language to interact meaningfully in school and beyond. They also support English learners to be knowledgeable about English and utilize language as a resource for communicating and learning.

The ELD Standards can be found at <https://www.cde.ca.gov/sp/el/er/eldstandards.asp>

### How Element Supports ELD Standards

#### Learning Center Support

**English Language Mainstream (ELM)**— Learning Center environments are a curricular option for English learners who have acquired reasonable fluency in English. English learners receive additional and appropriate educational support in order to recoup any academic deficits that may have been incurred in other areas of the core curriculum as a result of language barriers. Virtual opportunities are also available.

#### Learning Center and Independent Study Support

**Specifically Designed Academic Instruction in English (SDAIE)**— Educational Facilitators and classroom teachers use the following SDAIE strategies to support EL students enrolled in Learning Center classes:

- **Increase wait time, be patient.** Give your students time to think and process the information before you provide answers. A student may know the answers but need more processing time in order to say it in English.
- **Respond to the student's message, don't correct errors (Expansion).** If a student has the correct answer and it is understandable, don't correct his or her grammar. The exact word and correct grammatical response will develop with time. Instead, repeat his or her answer, putting it into standard English, use positive reinforcement techniques.
- **Simplify language.** Speak directly to the student, emphasizing important nouns and verbs, using as few extra words as possible. Repetition and speaking louder doesn't help; rephrasing, and body language does.
- **Don't force oral production.** Instead, give the student an opportunity to demonstrate his or her comprehension and knowledge through body actions, drawing pictures, manipulating objects, or pointing. Speech will emerge.



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- **Demonstrate, use visuals and manipulatives.** Whenever possible, accompany your message with gestures, pictures, and objects that help get the meaning across. Use a variety of different pictures or objects for the same idea. Give an immediate context for new words. Understanding input is the key to language acquisition.
- **Make lessons sensory activities.** Give students a chance to touch, listen, smell and taste when possible. Talk about the words that describe these senses as students physically experiences lesson. Write new words as well as say them.
- **Pair or group students with native speakers.** Much of a student’s language acquisition comes from interacting with peers. Give students tasks to complete that require interaction of each member of the group, but arrange it so that the student has linguistically easier tasks. Utilize cooperative learning techniques in a student-centered learning environment.
- **Adapt the materials to student’s language level, maintain content integrity.** Don’t “water down” the content. Rather, make the concepts more accessible and comprehensible by adding pictures, charts, maps, time-lines, and diagrams, in addition to simplifying the language.
- **Increase your knowledge.** Learn as much as you can about the language and culture of your students. Go to movies, read books, look at pictures of the countries. Keep the similarities and differences in mind and then check your knowledge by asking your students whether they agree with your impressions. Learn as much of the student’s language as you can; even a few words help.
- **Build on the student’s prior knowledge.** Find out as much as you can about how and what a student learned in his or her country. Then try to make a connection between the ideas and concepts you are teaching and the student’s previous knowledge or previous way of being taught. Encourage the students to point our differences and connect similarities.
- **Support the student’s home language and culture; bring it into the classroom.** An important goal should be to encourage the students to keep their home languages as they also acquire English. Let students help bring about a multicultural perspective to the subjects you are teaching. Encourage students to bring in pictures, poems, dances, proverbs, or games. Encourage students to bring these items in as part of the subject you are teaching, not just as a separate activity. Do whatever you can to help your fluent English-speaking students see all students as knowledgeable persons from a respected culture.

### Independent Study Support

**Reading Horizons Discovery (TK-3)** uses characters, games, and themes to engage younger learners while providing them with a solid foundation in reading skills. Full-color books help younger learners transfer the decoding skills they learn in the program to engaging and relatable stories.

**i-Ready Personalized Instruction (4-12)** leverages research-based, best-practice guidance to identify non-negotiable criteria that better support English Learners. Lessons promote engagement and access through culturally responsive grade-level content with strategic scaffolding.

**Learning Ally (TK-12)** offers audiobooks in a wide range of genres. The English language needs to be heard each day to support learning. Students should listen to a book a minimum of twenty minutes per day.