Office of English Language Acquisition Services

Planning for INTEGRATED ELD for *Elementary* Teachers | *HyperDoc*

Educators, please use this as a resource to guide your SEI Model implementation and to facilitate your own continued professional learning.

2019 English Language Proficiency Standards (ELPS):

- Link to 2019 ELP Standards Webpage
  - Training Modules
  - Guidance for application and use in the classroom
- **ELP Standards specific to:**
  - Kindergarten
  - 1st Grade
  - 2nd and 3rd Grade
  - 4th and 5th Grade
- ELPS Appendix - Reading Foundational Skills *(resource for instruction, not assessed on the AZELLA)*

Arizona's Language Development Approach (LDA):

- Link to full LDA
- Additional resources

SEI Models:

- Arizona's SEI Models for EL Instruction Webpage

Professional Learning for Educators of ELs:

- OELAS Professional Learning
  - *Self-Paced LDA Course*

Application videos related to scaffolding and supporting instruction for ELs:

Keep in mind that each video below:

- Is a snapshot and does not capture the entirety of classroom practice.
- Is not meant to be evaluative.
- Represents a classroom lesson in California so this may not be your implemented SEI Model or content standards taught.
  - *Integrated ELD* in CA = **Integrated ELD** in AZ
  - *Designated ELD* in CA = **Targeted ELD** in AZ
- Shows students who may or may not be like our students.
- ***Classroom videos can help us refine our understanding of classroom instruction using ELP Standards.***

Classroom Application Video Links:

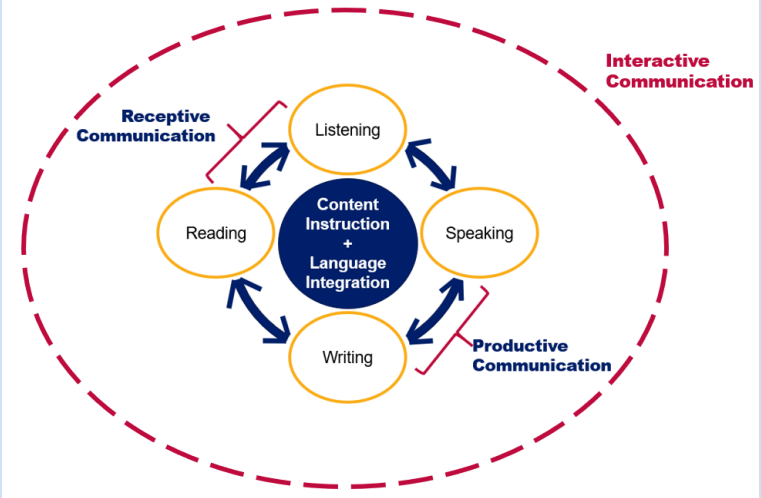
- Kindergarten Science Integrated ELD: Causal Explanation
- Integrated and Designated ELD: Kindergarten
- Grade 1 ELA Integrated ELD: Learning About Firefighter
- Integrated Connected to Designated ELD: 2nd/3rd Grade
- Grade 4 Math Integrated ELD: Justify Mathematical Argument
- Grade 4 Science Integrated ELD: How Solar Panels Work
- 5th Grade: Integrating ELD In An Inquiry-Based Lab
- Integrating ELD Instruction Using The Text Reconstruction Strategy
- Using ELD Strategies to Support Content Area Writing
- Open-Ended Questions
- Scaffold Student Learning

Articles related to scaffolding and supporting instruction for ELs:

- **EL Education:** Helping All Learners: Scaffolding
- **ASCD:** Seven Strategies for Differentiating Instruction for English Learners
- **Guided Instruction by Douglas Fisher and Nancy Frey;** Chapter 1: Scaffolds for Learning

Effective Integrated ELD Instruction and language scaffolds weave in and out of the four language domains as the content instruction is connected with and scaffolded by Receptive and Productive language.

Interactive Communication **is the incorporation of Receptive and Productive Communication (the integration of all four language domains).**



Additional Resource(s): What is a HyperDoc?

Created and distributed by the Office of English Language Acquisition Services (OELAS) at the Arizona Department of Education

The following flow-chart of questions is meant to provide a visual process that will lead the ELD teacher to comprehensive and thoughtfully planned Integrated ELD lessons for the English learners in the class. This flow-chart is not a lesson plan template nor a requirement of ELD instruction; however, these questions do prompt you through planning for effective ELD instruction.

The first question launches the planning with the driving standard and skill for the lesson; this should always be first. The answers and processing through the remaining questions may happen in any order. But, as mentioned, using these questions for consideration in planning will lead to ELD instruction that is intentional for ELs.

PLANNING FOR INTEGRATED ELD INSTRUCTION *with Content Standards*

- What content-area standard am I teaching and assessing?
- How will you know that all students learned the skill? How will that be evidenced? (Assessment, LDA Principle 4)
- What do students need to know and be able to do related to the content standard?
- What do students already know related to content standard? (Background Knowledge, LDA Principle 1)
- **Consider the language demands of the content :**
  a. What language will students need to access the content?
  b. What is/are the language demand(s) of the content? (Language Function and Form)
- Which Mode of Communication, ELP Standard, and Performance Indicator align to the language demands?
- What linguistic supports and differentiated scaffolds can I use to provide access and engagement in the content?

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