### Framework for English Language Development (ELD)

#### Direct Instruction for English Language Development ELD

**Purpose:** The purpose of Direct ELD Instruction is to provide systematic English Language Development that creates a solid language foundation.

- Learning objectives follow an ELD scope and sequence.
- Instruction is differentiated to the students’ ELD proficiency levels (students are grouped by ELD proficiency levels, 1-2 levels).
- The student’s increasing control over a wide variety of language functions, forms and vocabulary is the main instructional focus, even though the instruction is embedded in meaningful contexts. So, while objectives for both ELD and content are established, the ELD objectives dominate. All four domains are addressed – listening, speaking, reading & writing.
- Students’ English language development is carefully monitored and assessed.
- Lesson includes:
  - Connections to student background, classroom instruction, home and world
  - Explicit, direct language instruction (language functions, forms & vocabulary)
  - Differentiation to meet the language acquisition needs of proficiency levels in the group
  - Use of collaborative learning strategies to increase ELL student talk & engagement with content
  - Assessment of ELD Objectives

#### Differentiation in Content for ELLs

**Purpose:** The purpose of Differentiation in Content is to help English Learners fully access all content instruction taught in English (i.e., science, math, social studies, language arts, etc.)

- Learning objectives are established for content and for ELD. The content objectives dominate. The Content Language Objectives (functions, forms & vocabulary) are shaped by the content objectives and all four domains are addressed – listening, speaking, reading & writing.
- Lesson includes:
  - Content Objectives and Content Language Objectives
  - Connections to student background
  - Frontloading academic language specific to content area
  - Providing comprehensible content instruction
  - Differentiation to meet the language acquisition needs of proficiency levels in the classroom
  - Use of collaborative learning strategies to increase ELL student talk and engagement with content
  - Assessment of Content Language Objectives

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**Language complexity:**

- Grammatical structures
- Amount of discourse
- Organization and cohesion of ideas
- Text structures

**Vocabulary usage:**

- Grammatical structures
- Amount of discourse
- Organization and cohesion of ideas
- Text structures

**Language control:**

- Comprehensible communication (errors)
- Semantic choice
- Fluency
- Grammatical usage
- Phonology

**Frontload language across the content areas:**

Frontloading is used to provide additional language instruction prior to a lesson to support English Learners in developing language structures and vocabulary needed to comprehend, talk, and write about the content.

**Providing comprehensible content instruction:**

The purpose is to teach content using instructional strategies that make grade-level content comprehensible to English learners. To build a contextual base for students. This includes addressing unanticipated language needs as they arise.