



Figure 2.23 Essential Features of Designated ELD Instruction

Essential Feature	Evidence
<p>1. Intellectual Quality: Students are provided with intellectually motivating, challenging, and purposeful tasks, along with the support to meet these tasks.</p>	
<p>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, should be the main focus of instruction.</p>	
<p>3. Extended Language Interaction: Extended language interaction between students with ample opportunities for students to communicate in meaningful ways using English is central. Opportunities for listening/viewing and speaking/signing should be thoughtfully planned and not left to chance. As students progress along the ELD continuum, these activities should also increase in sophistication.</p>	
<p>4. Focus on Meaning: Instruction predominantly focuses on meaning, makes connections to language demands of ELA and other content areas, and identifies the language of texts and tasks critical for understanding meaning.</p>	
<p>5. Focus on Forms: In alignment with the meaning focus, 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 us to make meaning as members of discourse communities.</p>	
<p>6. Planned and Sequenced Events: Lessons and units are carefully planned and sequenced in order to strategically build language proficiency along with content knowledge.</p>	
<p>7. Scaffolding: Teachers contextualize language instruction, build on background knowledge, and provide the appropriate level of scaffolding based on individual differences and needs. Scaffolding is both planned in advance and provided just in time.</p>	
<p>8. Clear Lesson Objectives: Lessons are designed using the CA ELD Standards as the primary standards and are grounded in the appropriate content standards.</p>	
<p>9. Corrective Feedback: Teachers provide students with judiciously selected corrective feedback on language usage in ways that are transparent and meaningful to students. Overcorrection or arbitrary corrective feedback is avoided.</p>	
<p>10. Formative Assessment Practices: Teachers frequently monitor student progress through informal observations and ongoing formative assessment practices, and they analyze student writing, work samples, and oral language production in order to prioritize student instructional needs.</p>	