

# ELD Program Models

Each school must choose an *ELD* program model and an *Access to Core Curriculum* model for every EL student that has not refused services.

ELD Program Models – Schools Choose 1 program model	
<p><b>21- ELD (ESL)</b> – Students receive Systematic ELD instruction during a dedicated time driven by student’s English proficiency level. Instruction is in English with little or no use of native language. A teacher trained in Systematic ELD using district adopted ELD curriculum delivers instruction. Systematic ELD instruction addresses state English Language Proficiency standards (grammatical forms and language functions). (Applies mainly to K-5)</p>	<p><b>23- ELD (ESL) Class Period</b> – Students receive Systematic ELD instruction during a dedicated class period driven by student’s English proficiency level. Instruction is in English with little or no use of native language. A teacher trained in Systematic ELD using district adopted ELD curriculum delivers instruction. Systematic ELD instruction addresses state English Language Proficiency standards (grammatical forms and language functions). (Applies mainly to secondary)</p>

<p><b><u>ELD is:</u></b></p> <ul style="list-style-type: none"> <li>• A separate, graded class in systematic English Language Development</li> <li>• A state mandated program based on state ELP (English Language Proficiency) standards</li> <li>• A class in which students are grouped by language proficiency levels</li> <li>• Explicitly reflected in the school’s master schedule</li> <li>• Assessed using the statewide ELPA (English Language Proficiency Assessment)</li> <li>• A scope and sequence of vocabulary, language functions <u>and</u> grammatical forms</li> <li>• <b>Minimum</b> of 150 minutes* (Levels 2, 3&amp;4)</li> <li>• <b>Recommended Minimum</b> of 300 minutes* (Levels 1&amp;2)</li> </ul> <p><i>*Spread throughout the week of live instruction (can be enhanced by Rosetta Stone and My Reading Coach)</i></p>	<p><b><u>ELD is not:</u></b></p> <ul style="list-style-type: none"> <li>• Reading instruction, “Walk to Read”, Double Dose reading, A literacy class</li> <li>• An extra adult to help in the classroom/Teacher Assistant</li> <li>• Sheltered content instruction</li> <li>• Tutoring time, Academic Support, Study Hall</li> <li>• Special help with classroom projects/Independent Study</li> <li>• Just vocabulary</li> <li>• SIOP, GLAD, SDAIE (although some of these strategies can be used in an ELD class)</li> <li>• Just one software program (can be used to supplement live instruction)</li> </ul>
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**The ESL/Immersion Department must approve any exception.**

# Access to Core Curriculum Models

Each school must choose an *ELD* program model and an *Access to Core Curriculum* model for every EL student that has not refused services.

Access to Core Curriculum Models	
<p><b>30- Sheltered Instruction</b> – Students receive comprehensible core content instruction throughout the day. Instruction is delivered by a teacher trained in sheltered instruction using a variety of strategies.</p>	<p><b>12- Two-Way Immersion</b> – provides instruction in both English and the target language. The structure of these programs varies, but they all integrate students for most content instruction and provide this instruction in the non-English language for a significant portion of the school day. Two-way immersion programs strive to promote bilingualism and bi-literacy, grade-level academic achievement, and cross-cultural attitudes and behaviors in all students.</p>

<p><b><u>Sheltered Language Instruction is:</u></b></p> <ul style="list-style-type: none"> <li>• Delivered by the core content teacher</li> <li>• Making core content standards accessible to all learners</li> <li>• Clear grade level, content and language objectives</li> <li>• Active student engagement</li> <li>• A gradual release of responsibility</li> <li>• Building background knowledge</li> <li>• Uses visuals, manipulative, gestures, paraphrasing, etc.</li> <li>• <u>Multiple</u> strategies (including those used in programs such as GLAD, SIOP and SDAIE)</li> <li>• Thinking, “How do I make my academic content accessible to this student?”</li> </ul>	<p><b><u>Sheltered Language Instruction is not:</u></b></p> <ul style="list-style-type: none"> <li>• Only the responsibility of the ESL teacher</li> <li>• Lecture only style teaching</li> <li>• Just one strategy (i.e. word wall)</li> <li>• An extra adult in the classroom/Teacher Assistant</li> <li>• Thinking, “S/he’s not ready for my class.”</li> <li>• Academic Support</li> <li>• Study Hall</li> <li>• Independent Study</li> <li>• Necessarily a class just of ELs</li> </ul>
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