



LOS ANGELES UNIFIED SCHOOL DISTRICT
REFERENCE GUIDE

TITLE: Instructional Minutes for English Learners in Designated English Language Development (ELD) and Integrated English Language Arts /ELD in Elementary Schools

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ISSUER: Dr. Frances Gipson, Chief Academic Officer
 Division of Instruction

Hilda Maldonado, Executive Director
 Multilingual and Multicultural Education Department

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ROUTING
 Local District
 Superintendents
 Administrators of Instruction
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 Principals
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 Teachers, Elementary

PURPOSE: The purpose of this reference guide is to provide procedures on English Learner Master Plan instructional services and to delineate the number of instructional minutes required for elementary ETK/T/K-5/6 in the core subjects of Integrated English Language Arts (ELA)/ Integrated English Language Development and Designated English Language Development for English Learners at CELDT Overall Levels 1-3 and 4-5. These guidelines apply to students in Mainstream English and Structured English Immersion (SEI). The instructional priorities for English Learners during Integrated ELD, as well as Designated ELD for students in Transitional Bilingual Education (TBE) Maintenance Bilingual Education (MBE) programs, and Dual Language Programs are also addressed in this reference guide.

For information on students in Tier 3 replacement curricula (*e.g., LANGUAGE! or Read-180*) see MEM-6714.0 *Tier 3 Literacy Screening for Intensive Instruction in Elementary grades 4, 5 & 6, dated July 1, 2016.*

MAJOR CHANGES: This reference guide replaces REF-5951.0, Instructional Minutes for English Learners in English Language Development and English Language Arts in Elementary Schools, dated May 13, 2013. The major changes include:

- Alignment of the English Language Arts/English Language Development (ELA/ELD) Framework from the California Department of Education, 2015.
- In K-5/6, English-Learners are homogeneously grouped for Designated ELD and Integrated ELA/ELD.
- In ETK/TK teachers work with small groups based on proficiency levels to provide targeted Designated ELD instruction. During Integrated ELD students are heterogeneously grouped to ensure that ELs interact with peers who have a more advanced mastery of the English language and who also serve as age appropriate language models.



LOS ANGELES UNIFIED SCHOOL DISTRICT REFERENCE GUIDE

BACKGROUND: English Language Development (ELD) is considered by the California Department of Education (CDE) and the U.S. Department of Education (USDOE) to be core instruction for ELs, and not an elective, intervention or an instructional service from which students may opt out. ELD instruction is in addition to a standards-based program in ELA and other content areas in compliance with the agreement between LAUSD and the Office for Civil Rights dated October 2011.

CA ELA/ELD Framework: Comprehensive ELD Program

A Comprehensive ELD Program consists of two parts: Designated ELD and Integrated ELD. *ELs at all English proficiency levels and all ages require both Integrated ELD and specialized attention to their particular language learning needs, or Designated ELD.* (ELA/ELD Framework for California Public Schools, CDE, 2015 Ch 2. P. 119)

I. DESIGNATED ELD

A. ETK/TK

Pursuant to EC 48000(f), Transitional Kindergarten instruction is aligned to the California Preschool Learning Foundations (PLF), the standards for TK. The Preschool Curriculum Framework guides instruction of the PLF. Chapter 5 of the Preschool Curriculum Framework vol. 1, discusses the stages of language development in young children and provides research-based developmentally appropriate practices for teaching ELD to young children.

B. K-5/6

The intent of Designated ELD as a core subject area is to accelerate English language learning in strategic ways by interacting in meaningful ways and learning about how English works, through robust and contextualized instruction, guided by the CA ELD standards. The objective of Designated ELD instruction is to increase language proficiency as measured by the ELD standards, with the goal of reclassification and academic achievement.

Teachers provide grade level specific standards-based Designated ELD instruction that focuses on Interacting in Meaningful Ways (Collaborative, Interpretive, Productive) and How English Works (Structuring Cohesive Texts, Expanding and Enriching Ideas, Connecting and Condensing Ideas). Additionally, the CA ELD Standards interweave the four language domains Listening, Speaking, Reading, Writing (L/S/R/W).

Designated ELD lessons are designed utilizing the High Impact Essential Practices as outlined in the Designated ELD Frame of Practice
These practices are:



LOS ANGELES UNIFIED SCHOOL DISTRICT REFERENCE GUIDE

- Fostering Academic Interactions
- Using Complex Text
- Fortifying Complex Output

II. INTEGRATED ELD

The intent of Integrated ELD is to increase student disciplinary literacy in English Language Arts, Math, Social Science, Science, Arts as measured by the California Content Standards, including the CA ELD Standards. All teachers with ELs in their classrooms *use Parts I and Part II of the CA ELD Standards throughout the day and in tandem with the CA CCSS for ELA/Literacy and other content standards to support their ELs in learning rich content and developing advanced levels of English. Teachers, in each example:*

- *Routinely examine the texts and tasks used for instruction to identify language that may be challenging for ELs*
- *Determine the opportunities to highlight and discuss particular language resources (e.g., powerful or precise vocabulary, different ways of combining ideas in sentences, ways of starting paragraphs to emphasize key ideas)*
- *Observe students to determine how they are using the targeted language*
- *Adjust whole group instruction or work in small groups or individuals to provide adequate and appropriate support*

(ELA/ELD Framework for California Public Schools, CDE, 2015 Ch 2. P. 114)

Integrated ELD instruction – including small-group ELA instruction for ELs – does not replace Designated ELD instruction for English Learners.

To address the needs of English Learners, MMED developed Designated and Integrated ELD Model lessons. These resources are accessed on the MMED website at <http://mmed.lausd.net>.

III. INSTRUCTION

A. Structured English Immersion (SEI) & Mainstream English (M) Programs

Designated ELD instruction must occur daily for all English Learners until they are Reclassified Fluent English Proficient (RFEP). The objective of designated ELD lessons is to increase student proficiency in English, as measured by the CA ELD Standards and CELDT.

1. ETK/TK

Designated ELD is taught daily for a minimum of 60 minutes for English Learners.



LOS ANGELES UNIFIED SCHOOL DISTRICT

REFERENCE GUIDE

2. K- 5/6

Designated ELD is taught daily for a minimum of 60 uninterrupted minutes for English Learners at Overall CELDT levels 1-3 and a minimum of 45 uninterrupted minutes daily for students at Overall CELDT levels 4-5.

At sites where adherence to Master Plan guidelines are unattainable due to low numbers of English Learner enrollment, teachers will team and group students by Overall CELDT level for their required daily Designated ELD instruction.

Programs	CELDT Levels	Required Daily Minutes of Instruction
Structured English Immersion (SEI)	1 - 3	60 minutes of Designated ELD
Mainstream	1 - 3	60 minutes of Designated ELD
	4 - 5	45 - 60 minutes of Designated ELD

B. Dual Language/Bilingual Programs

Dual language classes at school sites require organizing classrooms by language groups which may result in a range of CELDT levels within a class.

Bilingual Programs/MBE and TBE programs may result in a range of CELDT levels within a class due to program model.

The following table provides guidance for CELDT Levels 1-5 on instructional minutes by instructional program and corresponding model.

Programs	Required Daily Minutes of Instruction for English Learners
Dual Language Program, 50:50, 70:30 and 90:10 models	Designated ELD will be taught for a minimum of 30-45 uninterrupted minutes daily
Maintenance Bilingual Education Program, 50:50, and 70:30 models	Designated ELD will be taught for a minimum of 45-60 uninterrupted minutes daily
Transitional Bilingual Program	Designated ELD will be taught for a minimum of 45-60 uninterrupted minutes daily

Note: Due to program description and funding, alternative programs are not an option in Expanded Transitional Kindergarten (ETK).



IV. PLANNING FOR INSTRUCTION DURING DESIGNATED ELD

A. ENGLISH LEARNERS

1. ETK/TK

Per the state of California, Expanded Transitional Kindergarten and Transitional Kindergarten instruction is aligned to the California Preschool Learning Foundations (PLF) which is guided by CA Preschool Curriculum Framework. Designated ELD for ETK/TK is based on the ELD Preschool Learning Foundations found in volume 1. The Preschool Curriculum Framework, Vol. 1, Chapter 5 provides research and information on language development, creating a developmentally appropriate environment for learning, and strategies for teaching the different strands of ELD to 4 and 5 year olds.

2. K-5/6

ELs in grades K-5/6 receive uninterrupted Designated ELD time with the focus on increasing their language proficiency as measured by the ELD standards and CELDT. ELD lesson objectives directly address the ELD standards that build upon the students' existing English proficiency and move students along the scope and sequence of English Language Development.

Teachers provide grade-level specific, standards-based, Designated ELD instruction that focuses on Interacting in Meaningful Ways (Collaborative, Interpretive, Productive) and How English Works (Structuring Cohesive Texts, Expanding and Enriching Ideas, Connecting and Condensing Ideas). Additionally, the CA ELD Standards interweave the four language domains Listening, Speaking, Reading, Writing (L/S/R/W).

Designated ELD lessons are designed utilizing the High Impact Essential Practices as outlined in the Designated ELD Frame of Practice These practices are:

- Fostering Academic Interactions
- Using Complex Text
- Fortifying Complex Output

Adapted from Zwiers, O'Hara, & Pritchard, 2014

B. ENGLISH LEARNERS WITH DISABILITIES

ELs with disabilities in the Resource Specialist Program receive the required minutes of Designated ELD in the general education classroom according to their Overall CELDT level. The IEP team will need to discuss what services, supports, and accommodations and/or modifications



LOS ANGELES UNIFIED SCHOOL DISTRICT REFERENCE GUIDE

may be needed in order for students with disabilities to access ELD instruction. In some cases, the RSP teacher may need to co-plan and co-teach during Designated ELD time. However, the RSP teacher will not be the sole provider of Designated ELD instruction.

ELs with disabilities in the Special Day Program (SDP) who are on the general education curriculum will also receive the required minutes of Designated ELD according to their Overall CELDT level. Schools will organize the Designated ELD time to increase these students' access to Designated ELD instruction in the general education classroom. This is an ideal time of the school day to increase these students' percentage of time in the general education classroom (least restrictive environment). The IEP team may need to discuss what supports may be needed in order for students with disabilities to access Designated ELD instruction when it is delivered in the general education classroom, and in some cases, the SDP teacher or paraprofessional under the supervision of the SDP teacher, may need to co-plan and co-teach during Designated ELD time.

ELs with disabilities in the Special Day Program who are on the alternate curriculum will also receive 45-60 minutes of Designated ELD per day. For more information on Designated ELD instruction for these students, see *BUL-6049.2 Required Curriculum and Assessment for Students Participating on the Alternate Curriculum, dated November 9, 2015*.

C. STANDARD ENGLISH LEARNERS (SELS)

Standard English Learners (SELS), who are classified as EO or IFEP and whose home language differs systematically from Standard English, will benefit from the Mainstream English Language Development (MELD) strategies and resources developed by the [Academic English Mastery Program](#) specific for SELS. Under no circumstances will SELS receive language development together with ELs.

D. EOs, IFEPs, and RFEPs

1. ETK-K

Students identified as EO or IFEP receive Language and Literacy instruction aligned to the California Preschool Learning Foundations with a focus on the Listening and Speaking strands.

2. K-5/6

Students in grades K-5/6 classified as English Only (EO), Initially Fluent English Proficient (IFEP), and Reclassified English Proficient (RFEP) this instructional time will focus on increasing their academic vocabulary, as well as the Speaking & Listening and Language



standards of the CCSS. Lessons will explore language and meaning through discussion, vocabulary development, and the study of syntax, grammar, and the conventions of Mainstream Standard and Academic English. *See Appendix A for the Speaking & Listening and Language standards of the CCSS.*

E. SELs, EOs, IFEPs, and RFEPs enrolled in Dual Language Programs

For students classified as English Only (EO), Initially Fluent English Proficient (IFEP), and Reclassified English Proficient (RFEP) this instructional time will focus on Target Language Development.

REF-6049.2: *Required Curriculum and Assessment for Students Participating on the Alternate Curriculum*, November 9, 2015.

BUL- 3661.3: *Elementary Master Plan Program Class Organization and Staffing for English Learners*, April 10, 2015.

[LAUSD 2012 English Learner Master Plan](#)

Found on Multilingual & Multicultural Education Department website

[Improving Education for English Learners: Research-Based Approaches](#), CA Department of Education, 2010

[The Common Core State Standards for California, CDE](#)

[2012 California ELD Standards, CDE](#)

[California ELA/ELD Framework, CDE 2015](#)

RELATED RESOURCES:

ASSISTANCE:

You may reach the Multilingual and Multicultural Education Department at (213) 241-5582 for further assistance.

You may also contact your local district Elementary English Learner Instruction Coordinator.

LD Northwest	(818) 654-3600
LD Northeast	(818) 252-5400
LD West	(310) 914-2100
LD Central	(213) 241-0126
LD East	(323) 224-3100
LD South	(310) 354-3400