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To **Create** a *World* in which
Children *Love* to *Learn!*

Integrated English Language Development

Supporting English Learners Across the Curriculum

differentiation

written discourse

academic language

comprehensible input

comprehensible output

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SHELL EDUCATION

Une force est nécessaire pour faire du travail. Toutes les fois qu'on utilise une force pour déplacer quelque chose, on travaille. Selon l'action et la force nécesaire, le travail peut être facile ou difficile. Au fil des ans, les gens ont inventé des machines pour les aider à faire le travail.

All content-area teaching and learning is replete with language. If we can see the language demands of our discipline, we have taken the first step toward guiding students to learn our content and develop language. If you skipped over the passage above, take a moment now to read it. Were you able to read the text? How were you able to read it? What prior knowledge did you draw upon? Some of us might have relied on our foundational literacy skills such as decoding the text using knowledge of phonics (letters and sounds) or our knowledge of grammar and punctuation. When we are exposed to any content, be it through written text or oral forms of communication, we are immediately presented with language.

Students must access language in all content areas. From the moment they are presented with information, they are processing language. But accessing the language is just the beginning. Look back at the opening passage and ask yourself, what is the text about? What information is it trying to convey? Is it an informative piece? Is it trying to convince or persuade me of something? What argument is the author making? What is the main idea or purpose of the text? All these questions are drawn from our desire to learn the information. When we are presented with information, we start by accessing the text, and then we dive immediately into trying to make sense of it. We have to interpret what the text says; therefore, we have to interpret language—how the author uses words to convey meaning, what words mean in the given context, and how language is used to argue a point of view or perspective.

Every content area requires students to understand language, and in the current educational culture, students need to understand it at a level of critical analysis and evaluation. And the learning doesn't end there. As

teachers, when we engage students with content, we expect them to be able to share with us what they have learned. This *output* of their learning can come in many forms, from written to oral communication. If I asked you to write an abstract summary of the passage above and be prepared to engage in a critical discussion in which you present and defend your point of view with information from the text, that would require a great deal of language. The goal would be for you to learn the information presented, but language learning would also happen along the way.

The role language plays in learning in all content areas gives this book its purpose. My goal for us as teachers of English learners is to become explicitly aware of the language demands our content areas require of our students and for us to be able to support the access, interpretation, use, and production of language across the curriculum. The goal is not to ask teachers of social studies, science, math, art, physical education, and all other disciplinary areas to become English teachers, but to help content-area teachers implement the strategies necessary to teach their subject matter in a way that all students can learn. And if language is involved in how the content is taught, then language needs to be supported as well. My hope is that this book will demonstrate how language can become a seamless, natural part of teaching any content.

The opening discussion introduces us to the technical understanding of language across the curriculum, but we cannot lose sight of the social-emotional implications of this work as well. Think about your own experience and feelings as you tried to read and interpret the opening passage. How did you feel? Were you able to successfully access and interpret the language and then use it to produce written French to demonstrate your understanding of the passage? Your interaction with the French passage was a low-stakes experience; your ability to successfully understand the passage did not have significant implications for your future as a student or teacher. Yet our English learners are held to the expectation that they not only learn the content, but also be able to successfully demonstrate their learning in English. English learners are challenged with the task of trying to problem-solve their way through content while simultaneously learning a new language. It is not a choice, but a requirement for our students to learn the content. They are held accountable for their learning through formative and summative assessments, including those developed by teachers, districts, and state and federal departments of education. There are implications for lifelong success and future educational opportunities. I shared that my goal is to help teachers

see language in their teaching, but I also strive to help teachers *want* to see and support language across the curriculum. Language is there, and we as teachers must be ready to guide language while students are learning content.

    Chapter 1 begins by examining our students' language needs and drawing a distinction between designated and integrated English language development (ELD). To begin understanding what it means to support English learners across the curriculum, we continue with a discussion about how to define academic language in **Chapter 2**. We look more closely at what it means to differentiate for English learners in **Chapter 3**. I present a framework for thinking about differentiation through the exploration of comprehensive learning objectives. **Chapter 4** continues with a discussion about how we can help students access content to make learning comprehensible. This discussion includes accessing oral and written forms of language to support English learners in developing both content knowledge and academic language. The attention given to making content accessible is followed by an equally important focus on integrated ELD with a discussion about comprehensible output in **Chapter 5**. The interactions between input and output when learning language are critical for students to have successful language learning experiences. When students are asked to make meaning of what they are learning, they are further required to demonstrate their learning. **Chapter 6** goes on to discuss the challenges of written discourse. I share suggestions for deconstructing language to support students in reconstructing written language across the curriculum. I conclude the book by reflecting on our practices and dedication to supporting all students in the classroom. I am inspired by teachers who continue their learning and continue to work tirelessly to meet the unique needs of all learners in our classrooms, particularly in supporting English learners to reach high levels of academic success.

    All strategies I share throughout this book are approaches that I have personally used as a teacher, coach, or consultant directly with English learners at various levels of English language development. There are many strategies available to support English learners in integrated ELD. I have selected those that have not only been successful but some of my students' and teachers' favorites. You may find new ways of adapting these strategies by making them your own, or you may find yourself using them for other purposes to achieve success with your students. Everything I share has helped me guide English learners to feel successful accessing, processing, and producing the English language. It is my hope that you will be able to implement these strategies so that you can foster the same academic and linguistic confidence in your classroom.

What has changed recently is the growing focus and understanding that language is integral to the academic success of all students and must be made explicit. Standards have shifted across the country toward integrated approaches that include seeing how language *and* literacy are a part of all teaching and learning. Revisions to standards are helping teachers understand the role that language plays in students' learning across the content areas. English language development standards in states such as California have been written with directives to implement them through integrated approaches.

Integrated versus Designated English Language Development

We do not teach language for the purpose of language alone; we teach language to help students access, gain, and communicate about knowledge across all content areas. Language is seen as part of all teaching. Though these integrated approaches are part of designated language instruction, they are equally a part of how language is integrated in all content-area instruction. What differs in integrated language approaches from language-focused instruction is that content remains the core objective of the teaching and learning experience. From the beginning to the end of a lesson, the main purpose is the content objective at hand. Language is used to successfully meet the content-specific objective, and language is learned as a by-product of the language-rich, authentic learning experience. But content remains the focus of an integrated ELD content-area lesson. All content-area lessons are integrated language lessons because all subject areas require language to achieve the learning objective.

SDAIE, ELD, and ALD all work together in *integrated* approaches to language development for English learners. During content-area instruction, students are provided a range of supports that guide their ability to make sense of what they are learning. These supports help students to process and interpret content and express their learning in diverse ways. Throughout the day, students are encountering and learning academic language while also being expected to use it, which makes integrated English language development (I-ELD) an essential part of a student's academic success. Content-area teachers all work toward helping English learners access their content that is presented through language, and they also help English learners demonstrate their learning using academic language. Therefore, integrated ELD becomes the responsibility of all teachers. Not all content-area teachers need to be

language teachers, but they should be aware of the language demands of their content and support students to access and use it successfully. Designated English language development (D-ELD) is a protected, designated time of day when English learners are provided "critical English language skills, knowledge, and abilities needed for content learning in English" (CA ELA-ELD Framework 2014, 115). During designated ELD, it is recommended that students are grouped by their English language proficiency levels to provide targeted language support. Teachers work from their English language development standards that outline the specific needs of English learners at different levels of ELD. Where English learners are provided targeted support during designated ELD, it is recommended that throughout the rest of the instructional day, English learners interact with and be placed in classrooms with a range of English learners and English-dominant classmates. The table below summarizes the core differences and similarities between D-ELD and I-ELD.

Differences Between Designated and Integrated ELD

Designated ELD	Integrated ELD
Students have common English language development levels. They are grouped by proficiency level.	There are mixed English language development levels (Saunders, Goldenberg, and Marcelletti 2013).
English language development standards are the goal; content-area standards are used to guide content and context for language instruction.	Content-area standards are the goal; ELD standards are used to guide language support.
Language is taught through rich content.	Language is scaffolded and supported in content instruction.
Reading, writing, listening, and speaking are included with an emphasis on speaking and listening.	It includes reading, writing, listening and speaking equally.
English is the medium of instruction.	English is the medium of instruction, but primary language can be used as a scaffold to access content.
It occurs at a designated time of day.	It is taught throughout the day as part of all content-area instruction.

Integrated English language development provides English learners with comprehensive support throughout the day. They receive specific language instruction and have language support as part of all content-area lessons. Figure 1.4 offers a visual representation of I-ELD. This book will provide educators and educational leaders with a clear understanding of how language is part of content-area instruction and what teachers can do to support English learners while remaining focused on the content objectives.

Figure 1.4 Integrated ELD

SDAIE

ELD Strategies

Academic Language
- Functions
- Forms
- Vocabulary

Integrated ELD