The Progression of ELD

Proficient
Mainstream Core Courses
RFP

Reasonably Fluent
Sheltered Core Courses for PRP and ESL 1A

Below Reasonable Fluency
ESL 1A, 1B, 2A & 2B
SKILL AREA PROFICIENCY LEVEL DESCRIPTORS, GRADES 9–12

Speaking

Advanced: Students can present answers in the CSEF format.

• They can present answers directly to the audience in clear, complete sentences using appropriate language.

Early Advanced: Students who perform at the level on the CSEF can:

• Use complete sentences appropriate to setting and purpose.

• Use appropriate language.

• Use academic language appropriate to the subject or topic.

Intermediate: Students also perform at the level on the CSEF can:

• Use complete sentences appropriate to setting and purpose.

• Use appropriate language.

• Use academic language appropriate to the subject or topic.

Early Proficiency: Students also perform at the level on the CSEF can:

• Use complete sentences appropriate to setting and purpose.

• Use appropriate language.

• Use academic language appropriate to the subject or topic.

Beginning: Students who perform at the level on the CSEF can:

• Use simple sentences appropriate to setting and purpose.

• Use appropriate language.

• Use academic language appropriate to the subject or topic.

SDAIE Strategies

Think Pair Share

1. When asked to consider an idea or an answer to a question, students are given time to quietly think or write their ideas on paper (think).

• Each student turns to another student nearby and tells or reads his or her own thoughts (pair, share).

This strategy increases student-to-student interaction and allows students to use academic language in a meaningful context.
The Circle Map is designed for:
- Defining a word or concept
- Determining students’ prior knowledge of a concept
- Brainstorming ideas and thoughts about a topic

**SDAIE Strategies**

**Anticipation Guide**

1. Students are given a series of statements that relate to a reading selection, lecture or video.
2. Students indicate agreement or disagreement with the statement.
3. After the information has been presented, students check to see if they were correct.

This strategy assists the teacher in identifying prior knowledge of students and helps students focus on specific content themes.

**SDAIE**

**Anticipation Guide**

Truth or Myth?

<table>
<thead>
<tr>
<th>Before Presentation</th>
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<tbody>
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What is SDAIE?

Specially Designed Academic Instruction in English (SDAIE) – AKA Sheltered Instruction is a process by which subject matter instruction is made more meaningful and accessible to English learners.

Subject matter and its associated vocabulary, concepts and skills are taught by using language in context to make the information comprehensible.

Is SDAIE/ Sheltered Instruction just good teaching?

SDAIE and Good Teaching Comparison

<table>
<thead>
<tr>
<th>Features Essential to Sheltered Instruction</th>
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<tbody>
<tr>
<td>Wait-time</td>
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<tr>
<td>Key Vocabulary</td>
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<td>Adapted Content</td>
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<td>Language Objectives</td>
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<td>Clarification in L1</td>
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<td>Appropriate Speech for Proficiency Level</td>
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<td>Supplementary Materials</td>
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<td>Student Background Experiences</td>
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<th>Features Shared between Sheltered and Good Instruction</th>
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<td>Students Engaged</td>
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<td>Meaningful Activities</td>
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<td>Links to Past Learning</td>
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<td>High-Order Thinking Skills</td>
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<td>Grouping Strategies</td>
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IS... IS NOT...

- An instructional approach
- A synthesis of techniques addressing the core curriculum
- A strategy to teach content subjects while students continue to acquire English
- A strategy that depends on prior knowledge
- Richly contextualized
- A rigorous curriculum
- A good pedagogy for English learners and English-speaking students
- The same thing as ESL (ELD)
- Remedial instruction
- Watered-down content
- A substitute for primary language
- A subject area
- Submersion in English
- Teaching about the language

SDAIE Strategies

1. Form teams of four students.
2. Number students from 1 to 4.
3. Present a question or problem.
4. Students discuss the answer. The team must reach consensus on the answer. They make sure everyone on the team knows the answer.
5. Randomly call a number from 1 to 4 (use a spinner, draw popsicle sticks out of a cup, roll a die, etc.).
6. Students with that number raise their hand.
7. Randomly choose one of these students.
8. The selected student answers the question.
SDAIE Strategies

Numbered Heads Together (Cont.)

9. The group discussion provides each student with language and concept understanding.
10. Teams showing disagreement may be asked to explain/defend their position.

- The group discussion provides each student with language and concept understanding.
- The random selection of one student to provide the answer allows for evaluation of both individual and group progress.

SDAIE Strategies Practice

Numbered Heads Together
Activity #2

1. Form teams of four.
2. Number team members from 1 to 4.
3. Share one way in which this strategy could be used with your classes.
4. One of your team members will be asked to share the team’s answer with the whole group.

SDAIE

Anticipation Guide
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Master Plan Roster

CL26

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- Before Presentation
- After Presentation

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