

Literacy Content Block for English-Medium Classrooms

Kindergarten



Literacy Content Block for Kindergarten: English-Medium Classrooms

The following Literacy Content Block for English-medium classrooms in kindergarten is provided to guide literacy instruction based on local context and children's identified assets and assessed needs. The block reflects an intentional approach to literacy that promotes carefully sequenced initial instruction, appropriate practice and reinforcement, intervention as necessary, and meaningful application in English language arts (ELA) and other subjects. The block is organized into four areas of literacy and language instruction: Language, Foundational Literacy Skills, Integrated Reading and Writing, and Comprehensive English Language Development (ELD). Included are recommended time allocations totaling 60–90 minutes of instruction, depending upon the length of the instructional day, during which literacy is the central focus of attention. Texts and topics from other kindergarten curricula (e.g., science, history–social science) can be purposefully incorporated into literacy instruction to teach and apply the California Common Core State Standards (CA CCSS) for ELA/Literacy in connection with standards from other content areas. Oral and written language development underpin all areas and are addressed in each. All instruction should include integrated ELD when children identified as English learner (EL) students are involved in learning activities. Illustrative strategies are indicated with the initialism iELD. See the section Comprehensive ELD for definitions of integrated and designated ELD (dELD).

The following **Basic Principles of Instruction** apply to all areas of the Literacy Content Block. Effective instruction in each area is characterized by these principles.

- Provide direct, explicit, systematic, and sequential instruction.
- Intentionally and sequentially plan and provide learning experiences (including explicit instruction and guided and play-based activities) that address specific objectives and are developmentally appropriate.
- Establish caring relationships and everyday routines and interactions to create a safe, joyful environment for learning.
- Incorporate multimodal strategies and plan for children's active engagement.
- Provide instruction in whole-group and small-group settings and ensure opportunities for individual and paired practice, exploration, and meaningful interaction with the content.
- Support and strengthen speaking, listening, reading, and writing skills for all learners across all content areas.

- Recognize, value, and build from children’s strengths, interests, cultures, languages, backgrounds, and ways of expressing knowledge and skills (e.g., language, gesturing, drawing, role playing).
- Motivate children by providing appropriately challenging and culturally and linguistically authentic and relevant materials and activities. Provide choice and plentiful access to print materials and books representing diverse genres, authors, topics, and languages, and ensure that children see themselves as successful learners.
- Monitor progress and provide timely feedback, instruction, and intervention as needed.
- Provide comprehensive ELD instruction—iELD and dELD—for children identified as EL students that builds on their language and cultural assets and responds to the linguistic demands of ELA and content instruction.
- Provide supports, accommodations, modifications, and/or supplementary aids and services required by a child’s individualized education plan (IEP) or Section 504 plan and collaborate with families and, as appropriate, education specialists.

Literacy Area 1: Language

Language—heard, spoken, signed, read, and written—is the primary means by which humans communicate, and it is the cornerstone of literacy and learning. It is with and through language that children learn, think, and receive and express ideas, information, perspectives, and questions. Attention to language development occurs in all content areas, both formally and informally. Language is enriched when children have daily opportunities to interact with adults and one another and with texts as speakers, listeners, readers, and writers; when all children are comfortable contributing to conversations and feel heard and respected; and when all languages are valued and recognized as assets. Formal instruction includes, but is not limited to, teaching the meaning of words and word parts (e.g., affixes, root words), how phrases and sentences are organized to convey meaning, and oral and written conventions that contribute to meaning (e.g., grammar, punctuation, capitalization). Children learn that language is purposeful and changes according to context, audience, and task.



Recommended Duration: Language development is integrated within instruction in all areas of literacy and language and other subjects daily.

Accordingly, a specific time allocation is not recommended; however, time for focused language instruction, such as vocabulary, should be incorporated within foundational literacy skills and integrated reading and writing based on children’s needs and the nature of the texts and lesson activities. Each of the practices that follow is appropriate for iELD; see the section Comprehensive ELD for more information.



Evidence-Based Practices

- Engage children in daily collaborative conversations in which they share opinions, experiences, and information; respond to texts; and listen to and ask questions of others.
- Encourage children to expand their oral language to include one or more complete sentences by using open-ended prompts (e.g., “Please tell me more.” “What else did you do at recess?” “What makes you think the character feels that way?”) and to participate in multi-turn (i.e., back-and-forth) conversations.
- Engage children in listening to a wide range of texts that introduce new words and concepts across content areas and literary genres. Share the same books multiple times and make them available for exploration.
- Read aloud daily from texts that enrich and expand children’s language, including those that expose children to complex sentence structures, and pause to highlight and support children’s understanding by thinking aloud about each part of the sentence.
- Model and promote the use of rich vocabulary and a variety of sentence structures in context by providing speaking and writing activities that encourage children to apply new words and language in collaborative and individual tasks (e.g., songs, chants, pictures, sentences, retelling and reenacting stories).
- Use a direct and explicit vocabulary routine (e.g., introduce the word, supply a child-friendly explanation, share examples and non-examples and prompt children to do the same) to teach specific words, especially those that are used in reading selections or are important for a topic under study. Provide multiple opportunities for children to use those words in meaningful contexts and varied groupings.
- Increase exposure to and understanding of new words and grammatical structures through rich and varied language experiences and supports (e.g., read-alouds, learning experiences, discussions, images, word banks, sentence frames).
- Teach and emphasize morphology and the use of word parts (e.g., affixes) to understand word meanings, similarities across words, and word structure.
- Discuss how language functions in different contexts (e.g., how speaking to family and friends is different from speaking with teachers).
- Emphasize crosslinguistic transfer by drawing connections to cognates (i.e., words that are similar across languages, such as “problem” in English and “problema” in Spanish) and other features of the child’s home language to support learning of English.

- Draw attention to grammatical differences between the primary language(s) of children and English (e.g., word order differences, such as “red car” and “coche rojo”; neutral and gendered nouns and adjectives, such as “black cat” and “gato negro” or “gata negra”).
- Explicitly teach grammatical structures and practice using them in discussions with supports (e.g., sentence frames, such as “I think the character is ____ because ____” and “In my opinion, ____”).
- Teach, scaffold, and highlight in texts the conventions of General American English grammar and usage, capitalization, punctuation, and spelling simple words during reading and writing instruction.
- Highlight dialectal variations children may be familiar with and draw connections to General American English grammar.
- Include a range of learning supports (e.g., pictures, realia, graphic organizers).

Literacy Area 2: Foundational Literacy Skills

Foundational literacy skills instruction is necessary to develop children’s understanding and working knowledge of print concepts, phonological awareness, phonics and word recognition, and fluency (the “Foundational Skills” of reading as presented in the CA CCSS for ELA/Literacy). Because printing and spelling are intimately tied to these skills, evidence-based practices regarding their instruction are included in this area, broadened to “Foundational Literacy Skills.” The purpose of foundational literacy skills instruction is to ensure children can identify printed words (decode) in meaningful connected text and translate oral language into written language (encode). The ultimate goal is for children to develop automaticity—recognizing words nearly effortlessly so that cognitive resources can be devoted to meaning making. The achievement of the foundational literacy skills is crucial, warranting high-priority instruction in the early school years and thereafter as needed.



Recommended Duration: 30–45 minutes of daily instructional time across all foundational literacy skills based on children’s needs.

Print Concepts

Print concepts are the organization and basic features of print. Instruction ensures that children learn how print works. Ideally, nearly all basic print concepts and letter formation skills are acquired by the end of kindergarten and are addressed in subsequent grades as needed or as called for with the introduction of a new

language. Basic concepts about print include identification of a book's front and back covers and title page, directionality of print, use of spacing, recognition of uppercase and lowercase letters, the connection between spoken and written language, and the function of capitalization and punctuation. Children also learn how to print letters so they can use them as writers. They develop fluent printing, and cursive in grades three and above, through practice and multiple opportunities to write.



Evidence-Based Practices

- Establish a print-rich environment (e.g., one with charts, labels, children's dictated text, a writing center, alphabet cards and puzzles, alphabet books, a library center with a variety of books).
- Read texts aloud and emphasize organization and basic features of print by modeling and talking about how a book is handled and pointing to text. Use big books and invite children to point to the title, to where print starts on a page as the book is being read, and to turn pages. Make the books available for free exploration.
- Model basic features of print by writing daily with children (e.g., taking dictation, recording ideas and information on charts).
- Teach children to recognize and name all uppercase and lowercase letters of the alphabet. Provide repeated exposure as children are learning letters and ensure that children find and identify letters in multiple contexts (e.g., on their name cards, around the classroom and beyond, in books). Reinforce letter knowledge with games, puzzles, and alphabet books.
- Teach printing (e.g., letter formation) as children learn letters and provide ample opportunities for children to write letters and simple words in a variety of ways (e.g., on whiteboards, in journals) and settings (e.g., in a writing center, on the playground) to build ease with printing and an appreciation for the purpose of letters.
- Teach distinguishing features of a sentence (e.g., first-word capitalization, ending punctuation) and draw attention to their use in big books, on charts, and in dictation.
- Explicitly identify differences and similarities between the writing systems (e.g., direction of print, symbols, punctuation) of English and the languages of multilingual learners. iELD

Phonological/Phonemic Awareness

Phonological awareness is the ability to consciously attend to and manipulate the sound units (e.g., syllables, onsets, rimes, phonemes) in spoken words. Phonemic awareness, the most advanced level of phonological awareness, is the ability to focus on and manipulate the individual sounds (i.e., phonemes) in spoken words; its achievement should be a high priority as it is significantly related to reading acquisition and success.



Evidence-Based Practices

- Count, pronounce, blend, and segment syllables in spoken words drawing on children's names and other familiar words.
- Blend and segment onsets and rimes of single-syllable words (e.g., the sounds /d/+/ɔg/ are blended to form “dog”; the word “shop” is segmented into the sounds /sh/+/ɒp/).
- Teach and model oral blending and segmenting of individual sounds (i.e., phonemes) in spoken words, paying close attention to, reflecting on, thinking aloud about, and exaggerating them.
- Articulate sounds clearly and avoid adding /uh/ to the end of a sound (e.g., crisply pronounce the sound /b/ and avoid /buh/) when teaching phonemes.
- Teach children to identify and produce rhyming words. Talk about what makes a rhyme. Reinforce knowledge using games, poetry, songs, and books that have rhyming words as a prominent feature.
- Engage children in authentic and playful opportunities to notice sounds in words using poetry, songs, and rhymes, and play games that engage children in blending, segmenting, and contrasting sounds.
- Use multimodal strategies and activities (e.g., Elkonin sound boxes, hand gestures, mouth movements with mirrors) to engage children in identifying and changing individual sounds within spoken words, blending sounds, contrasting sounds, and rhyming.
- Emphasize crosslinguistic transfer between languages, explicitly noting sounds that exist in both English and a child's primary language and those that are unique to each language (e.g., the sound /s/ exists in both spoken English and Spanish whereas /sh/ is heard in spoken English but not in Spanish; /p/ is an English sound that does not exist in Arabic). Incorporate additional articulation practice for sounds that are not used in both languages. iELD

Phonics and Word Recognition

Phonics and word recognition include knowledge of sound–symbol correspondences, knowledge of word parts (syllables and morphemes), and recognition of irregularly spelled words. Learners use this knowledge to identify printed words (i.e., decode). They also use this knowledge to transfer spoken language into print (i.e., encode), which includes representing speech sounds with symbols and learning to spell.



Evidence-Based Practices

- Provide direct, explicit, and systematic instruction in phonics and word recognition using a scope and sequence.
- Teach sound–symbol correspondences (e.g. common consonant spellings, long and short vowel sounds). Review and reinforce alphabet knowledge and printing concurrently.
- Incorporate phonemic awareness with phonics instruction as children learn sound–symbol correspondences (e.g., children are given three spelling cards, “s,” “t,” and “k,” and are asked to point to the letter that spells the sound they hear at the end of “bus,” “hiss,” and “mess”). Use picture cards to support memory.
- Teach children to apply their knowledge of the relationship between sounds and spellings and their phonemic awareness to decode and encode. Model and use hand motions and manipulatives, such as letter tiles and whiteboards, to scaffold the process.
- Check children’s understanding of words that are anticipated to be new and scaffold as needed. Demonstrate word meanings by using visuals, demonstrating actions, using the words in multiple sentences and contexts, and making connections to the home language or dialect. iELD
- Link spelling instruction with phonics and word recognition instruction by having children write simple words they are learning to decode.
- Use multimodal instruction (e.g., whiteboards, anchor words, sound-spelling cards, embedded mnemonics, visuals, magnetic letters).
- Teach common high-frequency words (e.g., the, come, you), and provide opportunities for practice with pre-decodable books (e.g., those that contain taught high-frequency words). Draw attention to and use taught words in multiple contexts. Check that children understand the meaning of the words and provide explanations as needed.

- Draw on words in children’s oral vocabulary and build new vocabulary that reflects the phonics and common high-frequency words being taught.
- Provide repeated practice (both teacher-directed and independent) of taught skills through word-building activities and reading pre-decodable and decodable text during foundational literacy skills instruction. It is particularly important for EL children that teachers explicitly define words and phrases to support meaning making. iELD
- Support children in building automaticity (i.e., automatic, nearly effortless decoding) in reading simple words containing taught spelling patterns and rapid recognition of common high-frequency words by practicing in many meaningful contexts (e.g., in different books, on charts). These become “sight” words in that they are read without conscious effort. Check that children understand the meaning of the words and provide explanations as needed.
- Provide daily authentic opportunities for children to write on topics and in formats of their choice and within content instruction, so they apply the phonics and spelling skills they are learning along with drawings and dictation.
- Explicitly identify transferable sound–symbol correspondences between English and the languages of multilingual learners (e.g., the letter “n” represents the sound /n/ in both Spanish and English) and explicitly note the non-transferable sound–symbol patterns (e.g., the letter “j” represents the /h/ sound in Spanish and the /j/ sound in English). iELD

Reading Fluency

Fluency is seemingly effortless reading. Words and phrases are accessed quickly. Fluency consists of word recognition accuracy, appropriate rate, and prosody (i.e., expression, which includes rhythm, phrasing, and intonation) and reflects freedom from word-identification difficulties that might hinder comprehension in silent reading or the expression of ideas in oral reading. Writing fluency is addressed in the sections Print Concepts and Writing.



Evidence-Based Practices

- Increase children’s automaticity with identifying and printing letters by teaching explicitly; talking about letters in the environment, especially those important to children (e.g., their names); making alphabet games, puzzles, letter cards, or tiles available for regular use; and encouraging printing letters using a variety of media (e.g., pencils, chalk, playdough, water, pipe cleaners).

- Provide opportunities for fluency practice with a variety of texts (including pre-decodable books, simple decodable books, and poems on charts) in a variety of settings (whole group, small group, partner, and independent).
- Provide tracking tools (e.g., ruler, reading pointer) and create distraction-free reading spaces to support attention and engagement, as needed.
- Use linguistically and culturally relevant and authentic texts connected to children's experiences.
- Foster reading motivation and enjoyment to promote engagement. Draw on and spark children's interests and provide a choice of reading materials.
- Model reading with appropriate expression and pacing, emphasizing meaning making and thinking aloud. Check that children understand the meaning of the words and phrases and provide explanations as needed.
- Include repeated reading for authentic reasons, as in preparation for an oral performance (e.g., echo reading, choral reading, poetry presentations).
- Revisit phonics and word recognition instruction as needed to ensure accurate word identification. Provide practice opportunities to support children's development of nearly effortless application of learned skills so attention can be devoted to meaning.

Literacy Area 3: Integrated Reading and Writing

Reading and writing practices are complementary and, when taught in conjunction, support and strengthen one another. Children's comprehension of text is improved when they discuss and write about what they read. Likewise, children's writing is improved when they read (or listen to) and discuss an author's language or organizational choices in high-quality texts. Children also benefit when teachers model the writing process and teach spelling and sentence construction skills. Integrating reading and writing provides important opportunities to build knowledge, enhance language, and develop effective communication in ELA and across the curriculum.



Recommended Duration: 30–45 minutes of daily instructional time, based on children's assessed needs, including dedicated time devoted to writing. Opportunities to write are intentionally integrated into all content areas.

Reading: Engaging with Text

Engaging with text meaningfully opens worlds for learners. By understanding, analyzing, and responding to texts (orally and in writing)—with the help of appropriate scaffolding—children enhance their ability to make meaning, build

knowledge in all content areas, and develop receptive and expressive language. In addition, foundational literacy skills are reinforced. Children experience increasingly complex text by listening to read-alouds and reading with the teacher and independently. Reading a variety of texts provides models of creative expression and author's craft, allows children to pursue interests, and builds an appreciation of diverse perspectives and cultures.



Evidence-Based Practices

- Integrate reading, writing, and discussion to enhance comprehension of text and build knowledge and language.
- Engage children in interactive read-alouds, in which children respond to a book at various points. Interacting with read-alouds by responding to questions, discussing a plot or interesting information, talking about the author's vocabulary choices, and examining illustrations can support comprehension and build language and knowledge. iELD
- Plan for and read books several times over the course of a few days and focus children's attention on different aspects each time. For example, a first read might focus on literal understanding, a second read might focus on vocabulary use or character development, and a third read might prompt children to think more deeply about a text by considering an author's purpose or making connections with their own experiences.
- Model thinking aloud about a text, both the meaning (e.g., "Ah, now I understand why a salamander changes colors! It's a way of protecting itself from predators.") and the craft (e.g., "I like the words the author used to describe how the character is feeling."). iELD
- Prompt children to retell, reenact, discuss, write or draw, dictate, and engage in dramatic play in response to books. Make shared books available in literacy centers and provide time for hands-on engagement independently or with peers.
- Share books that reflect children's interests and identities as well as the curricula (both literacy and other content areas).
- Read aloud and discuss a wide variety of increasingly complex texts across content areas. Include texts that build knowledge and language.
- Share a range of text types (e.g., storybooks, poems, fantasy, informational text) and compare similarities and differences between two texts on similar topics. Include supports such as story maps and graphic organizers.
- Identify and teach vocabulary and language structures critical to children's understanding of texts they read by providing friendly definitions, rich examples, and visuals, props, or actions as applicable. iELD

- Ask text-dependent questions, including literal and inferential questions, to guide and build comprehension and prompt children to generate questions about a literary or informational text.
- Model and teach children to use comprehension strategies before, during, and after reading a text. Strategies may include activating prior knowledge, prompting children to make predictions, setting purposes for reading, preteaching critical vocabulary, demonstrating comprehension monitoring, pausing and asking children to retell a section or share an inference with a peer, or guiding children to create summaries.
- Incorporate routines and procedures that increase thinking and talking about a text (e.g., turn and talk, think-pair-share) and encourage multiple and extended exchanges.
- Use think-alouds to model text deconstruction (i.e., examining and discussing parts of sentences or texts) to increase comprehension by helping children understand how words, phrases, sentences, and paragraphs function in a text. iELD
- Teach, model, and provide time for children to draw, dictate, or write in response to texts to promote comprehension. Provide differentiated language supports for multilingual learners. Children at emerging levels of English may begin by using scaffolded sentences or frames to generate oral language responses, draw and label, or compose simple sentences in response to text. iELD
- As applicable, ensure accuracy in word recognition and intervene when appropriate (i.e., in the moment or after engaging with the text).
- Engage children in project-based or thematic units (e.g., science, history–social science, topics of choice) that spark children’s interest, integrate literacy and content instruction, and culminate in products or presentations to extend instruction, build world knowledge, and promote collaboration and inquiry.

Writing

The ability to write is an essential and empowering literacy skill, and instruction begins in the first years of schooling and extends through every grade level. Writing strengthens children’s understanding of the foundational literacy skills and enhances their understanding of texts and learning experiences. Moreover, the ability to write enables children to express themselves for purposes of communicating with others and for their own satisfaction. Writing takes many forms; may be formal or informal, brief or lengthy, and dictated or composed independently or collaboratively. Writing is taught and practiced daily and is integrated in all content areas.



Evidence-Based Practices

- Integrate reading, writing (drawing or dictating), and discussion to enhance comprehension of text and build knowledge and language.
- Provide daily opportunities for dictated and independent formal and informal writing (e.g., journals, direct teaching lessons) of different types (e.g., opinion, informational, narrative) across content areas.
- Have children discuss and write about (through drawing, dictation, and scaffolded or independent writing) what they read, topics they study, and personal experiences and interests.
- Develop children's fluency in printing taught letters and their own names by using a variety of materials and surfaces, for example, writing with fingers in foam or sand, writing with sidewalk chalk on the ground, or using cotton swabs to write in paint. Provide pencil grips to support proper grip, improve control, and ease hand fatigue for those who need it.
- Develop fluency in spelling and sentence construction through direct teaching and opportunities to practice and apply across content areas.
- Provide exemplar and mentor texts as models of text structures and author's craft. Make explicit the organization of text types (e.g., simple opinion, informational, narrative) and engage children in deconstructing text and identifying text features.
- Incorporate instructional scaffolds and learning supports, such as graphic organizers, sentence stems and frames, templates, and protocols, to help children organize their thoughts and learn ways to express them.
- Provide frames (e.g., First ____, Then ____, Finally ____) and explanations (e.g., sequencing words) to support generation of oral and written language. iELD
- Support children in strengthening collaborative or individual writing through opportunities to give and receive feedback.
- Have children share their writing with an audience (e.g., peers, families, other adults), rehearsing and reading or telling about their work and witnessing the impact of their work on others.
- Emphasize crosslinguistic transfer and non-transfer: parts of speech and grammar, capitalization (e.g., days of the week are capitalized in English, but not in Spanish), punctuation (e.g., Spanish uses rotated question and exclamation marks at the beginning or inside of a sentence whereas English does not), and cognates (e.g., words that are similar across languages, such as "accident" in English and "accidente" in Spanish). iELD
- Engage children in project-based or thematic units, as described in the section Reading: Engaging with Text.

Literacy Area 4: Comprehensive ELD

Comprehensive ELD includes both integrated and designated ELD and constitutes part of core instruction for children who are identified as EL students. Comprehensive ELD is integrated into ELA and all other content instruction and builds on children’s cultural and linguistic assets. Through comprehensive ELD, EL children learn to use English purposefully, interact in meaningful ways, and understand how English works. The CA ELD Standards describe the knowledge, skills, and abilities that EL children need to access, engage with, and achieve in grade-level academic content. The standards include two major parts: Interacting in Meaningful Ways, organized by modes of communication (Collaborative, Interpretative, and Productive) and Learning About How English Works, organized by key language processes (Structuring Cohesive Texts, Expanding and Enriching Ideas, and Connecting and Condensing Ideas). The strategies below support the implementation of these standards.

Integrated ELD

Integrated ELD is provided throughout the school day in all content areas to ensure that EL children are able to understand and use English to access instruction. Integrated ELD means that teachers address specific ELD standards while they address literacy or other content standards. Through iELD children strengthen their abilities to use academic English as they simultaneously learn content. Truly integrated into daily instruction, iELD involves careful planning, intentional scaffolding, and close observation of EL children during lessons.



Recommended Duration and Frequency: Integrated in all lessons across the curriculum on a daily basis.



Evidence-Based Practices

- Examine planned texts and tasks to identify language that may be unfamiliar or challenging to children and identify opportunities to highlight and discuss vocabulary and language features both before (i.e., front-loading) and during lessons. Consider the background knowledge needed to understand the texts and tasks. Observe how children use the new language and adjust whole-group instruction or work with small groups to provide adequate and appropriate support.
- Analyze the language features and structure of a text (e.g., fable; poem; picture book about the sun, moon, and stars; map of the community) and plan instruction to deepen children’s awareness, comprehension, and use of targeted vocabulary or language structures through teacher modeling, interactive read-alouds, guided discussions, and collaborative writing.

For example, teach how an author uses past tense verbs to describe events in a person's life.

- Help children use target vocabulary and language structures by providing planned and just-in-time scaffolds (e.g., child-friendly explanations or definitions, graphic organizers, pictures, sketches, realia, sentence starters or frames, word banks).
- Promote the use of vocabulary and phrases in context by encouraging children to apply new language in speaking and writing activities (e.g., singing songs, reciting chants and poems, describing pictures, retelling stories, sharing information, forming sentences) individually and with others.
- Scaffold and guide children's engagement in extended peer conversations about texts or topics in which they ask and answer questions; build on one another's ideas; make personal observations; offer alternate endings or opinions; act out, reconstruct, or retell a text; or create oral or written responses.
- Highlight crosslinguistic connections to build language awareness and enhance comprehension of text structures and language features (e.g., placing adjectives after a noun in Arabic and before a noun in English; ensuring agreement of articles, nouns, and adjectives for gender and number in Spanish, "las sillas pequeñas," and not doing so in English, "the little chairs"; tracking print right to left in Farsi and left to right in English).
- Call attention to how a text children are reading or listening to is organized (e.g., by story sequence or informational topic and details) and model how to organize writing accordingly using graphic organizers and visuals.
- Provide flexibility in pacing to attend to children's processing time in English and to build vocabulary and background knowledge that native speakers of English likely already possess and that are essential to comprehension and production.

Designated ELD

Designated ELD is a protected time during the regular school day in addition to the literacy block. In dELD, teachers focus on specific ELD standards in ways that directly connect to and support content learning, including learning that happens during the literacy block. In addition to addressing the CA ELD Standards for Interacting in Meaningful Ways, dELD focuses particularly on the standards for Learning About How English Works. The purpose is to help EL children develop the critical English language skills, knowledge, and abilities needed for content learning in English, including literacy. Instruction in dELD should combine and build on the evidence-based practices identified for iELD, while providing opportunities to engage children with language more deeply, with more support and scaffolding, and in more detail based on their level of English language proficiency.



Recommended Duration and Frequency: Provided daily in addition to the literacy block; the amount of time is based on children's needs and local context.



Evidence-Based Practices

- Group EL children for dELD, to the degree practicable, according to their level of English language proficiency and offer focused instruction designed to strengthen and expand existing language skills through collaborative and individualized activities followed by guided and independent practice. Ensure that dELD instruction also incorporates the strategies identified in iELD.
- Analyze the language demands of texts and tasks and plan to incorporate specific vocabulary and language structures that will be encountered in literacy activities and other content areas. Assess prior knowledge and prepare to activate, focus on, or build background information, key vocabulary, and language structures.
- Call children's attention to specific language that expands and enriches ideas, such as nouns that add details. Encourage its use through definition, illustration, rephrasing, and prompts (e.g., "Today we're going to talk about a word that may be new to you, 'length.' Say it with me, 'length.' Length means how long something is from one end to the other. For example, the length of my shoe [holding it up and measuring] is longer than the length of this shoe [holding it up and measuring]. The length of this paper [holding it up and measuring] is longer than the length of this one.").
- Incorporate activities that help children discover and understand how English works (e.g., word sorts, teaching word parts and word families). For example, teach how the letter "s" is used at the end of many English nouns to create a plural form.
- Use dELD time to front-load or revisit the content and language demands children will or have experienced in content lessons. For example, introduce or review essential vocabulary, use visuals and graphic organizers, and provide children support for collaborative discussion about new content.
- Help children understand complex sentences by modeling how to unpack them into shorter sentences or phrases. An example drawn from a science read-aloud is the sentence, "An object's characteristics (such as roundness and weight) determine how easy or difficult it is to push or pull." The sentence can be broken into shorter sentences and displayed on sentence strips (e.g., "Objects have different characteristics"; "Objects can differ in roundness and weight"). The children discuss the shorter sentences, and the teacher clarifies word meanings along the way (e.g., "characteristics," "weight") and also notes any special words that connect ideas within the original sentence (e.g., the phrase "such as" indicates examples).

- Model and engage children in guided practice connecting and condensing ideas in shared language activities. Focus on commonly used phrases as well as connecting words or phrases (e.g., because, after, then, a long time ago, suddenly) to link ideas, events, or reasons and combine clauses.
- Model and engage children in guided practice expanding and enriching ideas in shared language activities by adding different types and tenses of verbs (e.g., walk or prance, does or did), adding new adjectives to nouns (e.g., large or enormous, good or terrific), and adding details with prepositional phrases (e.g., after the party, under the table).