

GARDEN GROVE UNIFIED SCHOOL DISTRICT
Office of Elementary Education
Department of K-6 Instruction
ELD AND SDAIE

English Language Learners have specific academic needs. They must receive explicit instruction in English Language Development (ELD) as well as have access to grade level curriculum through the use of Specially Designed Academic Instruction in English (SDAIE) strategies.

ELD English Language Development	SDAIE Specially Designed Academic Instruction in English
<p>Definition: English-Language development is a specialized program of English language instruction appropriate for the English learner (EL) student's identified level of language proficiency. This program is implemented and designed to promote second language acquisition of listening, speaking, reading, and writing.</p> <p>Purpose: Teach the English language by level of English proficiency:</p> <ul style="list-style-type: none"> • Form: grammar, sentence structure, syntax • Function: social or academic purpose of communication • Fluency: practice to gain ease in production and comprehension • Vocabulary: basic, general utility, and content specific <p>Form, function, fluency, and vocabulary are given equal emphasis with the expected outcome to be growth in English language proficiency.</p>	<p>Definition: Specially Designated Academic Instruction in English is an approach to teach academic courses to English learner (EL) students in English. It is designed for nonnative speakers of English and focuses on increasing the comprehensibility of the academic courses typically provided to FEP and English-only students in the district. Students reported in this category receive a program of ELD and, at a minimum, two academic subjects required for grade promotion or graduation taught through SDAIE.</p> <p>Purpose: Teach content and academic language through the use of strategies designed to support EL students:</p> <ul style="list-style-type: none"> • Grade level standards based content • Strategies intended to scaffold support for EL students • Deliberate and focused student participation and interaction

ELD and SDAIE strategies are strongly supported in the base programs as suggestions found in labeled boxes within the lessons. Always refer to these suggestions daily to differentiate instructional strategies to meet the needs of all students

CLASSROOM INSTRUCTIONAL STRATEGIES

ELD Strategies	Both	SDAIE Strategies
<ul style="list-style-type: none"> • TPR • Basic vocabulary practice • Expansion of the one or two word sentences students produce • Linguistic cues (“look”) • Multiple methods of delivery • (oral, written on board, hands-on projects) • Many opportunities to interact orally • Movement • Fewer idioms • Frequent checks for understanding • Refrain from overt correction • Use of games and songs • Assessment 	<ul style="list-style-type: none"> • Tap prior knowledge • Model/demonstrate procedures • Flexible grouping • Realia • Rhymes • Acting/role playing • Think time! • Repetition • Pair Share • Key words • Feedback • Drawing • Contextual 	<ul style="list-style-type: none"> • Graphic organizers • Content vocabulary (academic) • Important sentences • Learning Logs • Visuals • Peer Tutoring • Lists displayed • Reciprocal Teaching • Cooperative learning • Assessment

Common Attributes:

- Instruction is appropriate for the students’ language proficiency level
- There is a linguistic or conceptual context for all instruction
- Prior knowledge is tapped and background knowledge is developed
- Instruction is linked to student’s personal experiences
- There is ample opportunity to practice and apply new learning
- Teacher frequently confirms responses and check for understanding
- All modalities are used
- Realia visuals, graphic organizer, and their scaffolds are used