ELD and SDAIE: Research Based Strategies
Refresher Professional Development

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A little humor goes a long way…
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CENTRAL SUB-COMMITTEE STEERING GROUP
FOR THE FACILITATION OF BREVITY &
CLARITY OF LANGUAGE USAGE IN THE
USER/PROVIDER COMMUNICATION INTERFACE
(Formerly the plain English group)
Quickwrite

- How do you provide educational equity for the English Learners in your classroom?

- Describe the strategies you use

- *Turn and Talk* with your neighbor and share your responses.....
Role of teacher in educational equity…some answers--

1. Knowledge of the second language acquisition process
2. Familiarity and application of the various strategies to help students develop literacy
3. Understanding the importance of never allowing incidents of intolerance to pass unaddressed-and turning these into opportunities for learning
4. Validating a student’s L1 while providing a strong program for ELD
5. Not assuming a student understands what you are saying (remember BICS/CALP?)
6. Knowledge of techniques for teaching to the experiences of your students
7. Making diversity important in your classroom
8. Understanding the basic role that culture has in shaping the learning and the perspectives of the students in your classroom
9. Making the classroom a learning environment which allows for mistakes and individual learning styles (a safe place to practice learning English)
10. Familiarity with multicultural literature
Our classrooms have become increasingly more linguistically diverse--

In the YCJUSD, we have:

- Approximately ~1014 English Language Learners in 2009-2010
- Compared to 561 in 2000-2001
- We have grown steadily by about 48 EL students a year
- 95% have Spanish as their L1, next is Tagalog
District leadership has reacted to this change…

- All elementary teachers and certificated administrators hold a CLAD credential or equivalent
- All core and elective secondary teachers hold a CLAD credential or equivalent
- CLAD or equivalent credential is a requirement for employment in YCJUSD for all certificated positions
- Thus, this is a refresher training designed to bring to the forefront the research and strategies learned in that initial certification training
Two Types of Lessons...ELD First

- ELD = English Language Development
  - Develops Academic English Skills
  - CELDT designation falls in the English Learner (EL) category
  - English is not the home language (L1)
  - Most are recent arrivals to the US
  - May or may not have academic skills in L1
  - **Purpose of ELD:** to provide English language skills instruction at the student’s diagnosed English level
  - Use of District adopted ELD materials, ELD standards and ELD strategies
  - Minimum 30 minutes of ELD instruction per day
  - What does this look like?
Two Types of Lessons…. 

ELD is the systematic use of instructional strategies designed to promote the acquisition of English…

Remember Dr. Stephen Krashen?
- He (and Tracy Terrell) taught us that the “Natural Approach” immersed students in the L2
- His main 5 hypothesis to this research are…

The acquisition/learning hypothesis: Language acquisition (an unconscious process developed through using language meaningfully) is different than language learning (consciously learning or discovering rules about a language)
Two Types of Lessons….

The monitor hypothesis: Conscious learning operates only as a monitor or editor that checks or repairs the output of what has been acquired.

The natural order hypothesis: Grammatical structures are acquired in a predictable order and it does little good to try to learn them in another order.

The affective filter hypothesis: The learner's emotional state can act as a filter that impedes or blocks input necessary to acquisition.

Comprehensible input hypothesis: He taught us “i + 1” which is understanding input a little beyond the learner’s level.
Two Types of Lessons….

Here are some ways to create a classroom environment that supports Krashen’s theories…

- Use visuals to reinforce spoken or written words
- Employ hand gestures
- Use comprehensible **output**…meaning that EL learners need opportunities to practice the L2 language at their level of English language competency
- Stress high frequency words
- Use academic vocabulary…do not use idioms
- Maintain a low level of anxiety and be enthusiastic
Two Types of Lessons…. 

Do you recall the work of Dr. James Asher and Total Physical Response (TPR)?

- Language is internalized through a process of codebreaking
- It is a language learning method based upon the coordination of speech and action
- It is linked to the trace theory of memory
- TPR incorporates physical activity
Two Types of Lessons…. 

Turn, Talk and Share Out..

What are some examples of TPR that you use in your classroom with your EL students?
A little on the value of accessing prior knowledge…

How can we as educators access (tap into) prior knowledge? (Piaget)

- Some examples included using graphic organizers, KWL, cooperative groups, turn and talks, quickwrites, predicting, learning logs, etc.
- If the teacher can, tap into similarities of the Spanish academic vocabulary of the L1 and L2…the L2 student will bring it naturally
A little on the value of accessing prior knowledge…

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*Using the language and pictures to accompany L2 text helps develop the student’s vocabulary and values their L1 at the same time.*
ELD and SDAIE are full of…

Acronyms Galore!
BCLAD
CLAD
CELDT
ELD, ELL, EL
ELM, ESL, EO
FEP, LEP
NEP
SDAIE, SEI, SSL
TPR, TWP

“Were there any new buzzwords created while I was out to lunch?”
Two Types of Lessons....

ELD focuses on four skill areas...

1. **Function**: purposes of social communication. This includes social conversations, jokes and inquiry

2. **Form**: structure of the English language...using the building blocks of grammar, sentence structure, syntax

3. **Fluency**: ease in speaking the language. ELL’s need time to practice in order to become fluent

4. **Vocabulary**: development of a varied vocabulary is essential. The teaching of academic vocabulary is key and should be taught prior to a lesson to assist in their ELD
Two Types of Lessons….

ELD consists of five proficiency levels…

1. Beginning
2. Early Intermediate
3. Intermediate
4. Early Advanced
5. Advanced

Look familiar? These are also the CELDT levels
Two Types of Lessons…. 

The four domains of ELD are:

1. Listening
2. Speaking
3. Reading
4. Writing

- Students need to be instructed at their proficiency level for the different domains
- Research shows that it takes four to seven years to master advanced levels of L2 fluency
Wrapping up ELD…

- The teacher must be aware of their student’s ELD (CELDT) levels and differentiate for that level.
- Think about how you group students in an ELD lesson.
- Is the teacher drawing on the student’s prior knowledge? Word walls and pictures?
- Does the lesson provide social interaction for the EL student?
- Does the lesson include the four domains of ELD instruction?
- Does the teacher have high expectations for the learner?
A little humor goes a long way...
Moving into SDAIE…..

SDAIE = Specially Designed Academic Instruction in English
- EL student has advanced in proficiency of academic English (L2) but is still developing
- CELDT level indicates EL category but student is approaching redesignation or has been recently redesignated
- Some students were born in US homes but English is not the L1
- Some born outside of US have recently transitioned from an ELD program
The Fundamental Difference Between ELD and SDAIE…

ELD students are learning how to:
- Read,
- Write,
- Listen, and
- Speak in Academic English.

SDAIE students are using Academic English skills:
- in Reading, Writing, Listening, and Speaking to learn
ELD and SDAIE Lessons: Similarities and Differences

**ELD**
- Primary focus on language acquisition
- Prior knowledge
- Differentiation intended for all students
- Develops all 4 strands
- Primary language can be used as a support
- Use a multi-sensory approach
- Develop Academic English
- Maintain low affective filter

**SDAIE**
- Primary focus on academic content
- L1 supports but English is dominant
- Scaffolds key concepts
- Front loads vocab
- Prior knowledge
- Differentiation intended for all students
- Develops all 4 strands
- Primary language can be used as a support
- Use a multi-sensory approach
- Develop Academic English
- Maintain low affective filter

This graphic organizer is based on the concepts and designs created by Thinking Maps, Inc.
Two Types of Lessons... SDAIE

The purpose of SDAIE is to provide state standard content area instruction at a student’s grade level in a comprehensible way...

- SDAIE strategies are designed for English learners who possess intermediate or higher levels of English competence
- Use of District adopted grade level content area texts and materials based on standards
- Use of SDAIE strategies to teach state content standards using District adopted texts and materials
- Ideally, students are appropriately clustered per the master schedule process
Two Types of Lessons…SDAIE

Remember the research of Dr. Jim Cummins?

- SDAIE instruction best falls into Quadrant B which is *context embedded, cognitively demanding* on his four quadrant grid…
- Using your quadrant handout, turn and talk with your partner and come up with a definition for BICS and CALP…

*It’s all coming back now isn’t it?*
Two Types of Lessons…SDAIE

- **Quadrant A** High context, low cognitive demand (easiest)
- **Quadrant C** Low context, low cognitive demand (harder)
- **Quadrant B** High context, high cognitive demand (harder)
- **Quadrant D** Low context, high cognitive demand (hardest of all)
Two Types of Lessons…SDAIE

The basics of good SDAIE instruction focuses on strategies that make abstract concepts more readily understood by EL learners…

This is accomplished through the use of:
- realia
- manipulatives
- visuals
- graphic organizers
- planned opportunities for interaction
Two Types of Lessons…SDAIE

Six Components to SDAIE are:

1. Tap into prior knowledge
2. Contextualize the lesson in a concrete, visual way…this provides scaffolding
3. Provide a positive affective domain
4. Teach study skills
5. Modify the use of the material--differentiate!
6. Use performance assessments that assess student progress toward standards
Two Types of Lessons…SDAIE

SDAIE pedagogy is based on Vygotsky’s “Zone of Proximal Development”
Vygotsky called the difference between what a child can do with guidance and what he or she can do without guidance the "zone of proximal development".

An EL student will successfully experience growth in the L2 provided the right kind of guidance.

This guidance is provided through the use of scaffolding (Jerome Bruner) which is instruction that takes place in such a way that students can safely take risks and reach beyond their current level of independent performance.
“You have to solve this problem by yourself. You can’t call tech support.”
Almost there…hang on…

“My teacher isn’t qualified to teach spelling! She spells U ‘y-o-u’. She spells BRB ‘r-e-t-u-r-n’. She spells BFN ‘g-o-o-d-b-y-e’…”
Two Types of Lessons...SDAIE

In SDAIE classes, all students can participate—English only students and ELL students...

What are the methods, techniques and strategies that a teacher can use to successfully promote content area concept development with EL students?

See next slide....your principals are sharing this with you in weekly bulletins....
Two Types of Lessons…SDAIE

1. Academic Language
2. Active Learning
3. Assessing/Tapping Prior Knowledge
4. Building new knowledge
5. Collaborative problem solving
6. Cultural affirmation/multicultural perspectives
Two Types of Lessons…SDAIE

7. Demonstration and modeling
8. Graphic Organizers
9. Integrating Listening, Speaking, Reading and Writing across the curriculum
10. Higher order thinking skills
11. Questioning techniques
12. Teacher as a facilitator of learning
QUESTIONS?
Presentation Resources

- http://www.cgu.edu/include/eld%20and%20sadasdie%20strategies%20final%2011.06.ppt#272,14,The Fundamental Difference Between ELD and SDAIE
- http://www.csus.edu
- SBCSS Trainer of Trainers CLAD manual
- http://www2.scholastic.com