Using the New
English Language Arts/
English Language Development
Framework

2015 CTA Good Teaching Conference – North
Hallie Yopp Slowik and Cynthia Gunderson
2015 Good Teaching Conference – South
Kristen Cruz Allen and Cynthia Gunderson
Go to:
http://www.cde.ca.gov/ci/rl/cf
California is a vibrant and dynamic state of extraordinary global influence and is unsurpassed in its cultural and linguistic resources…

The …development of the *ELA/ELD Framework* represents California’s commitment to ensure that all its students receive an education that will enable them to take advantage of possibilities, pursue their dreams, and contribute to the wellbeing of California and the world.

- ELA/ELD Framework Introduction, p. 18
Agenda

• Background
  – Purposes of the framework
  – Principles guiding development
  – Unique aspects
• The Big Picture: ELA/Literacy and ELD
• Organization
• Uses
Purposes of the ELA/ELD Framework

• Provides instructional guidance and lesson ideas for TK–12 teachers
• Translates research into practice
• Guides school districts in curriculum development and program design
• Guides professional learning and leadership
• Directs publishers to provide high quality materials to teachers
Principles Guiding the Development of the ELA/ELD Framework

• Schooling should help all students achieve their highest potential.
• The responsibility for learners’ literacy and language development is shared.
• ELA/ELD curricula should be well designed, comprehensive, and integrated.
• Effective teaching is essential to student success.
• Motivation and engagement play crucial roles in learning.
Unique Aspects of the ELA/ELD Framework

- Integrates two sets of standards in all chapters - CA CCSS for ELA/Literacy and CA ELD Standards
- Discusses the standards in terms of key themes
- Integrates multiple content areas and literacy
- Tells and shows
  - Deeply grounded in current research
  - Snapshots and vignettes illustrate the standards in action
- Focuses on equity and access
- Promotes collaboration and shared responsibility
The Big Picture

Figure 2.1  Circles of Implementation
Key Themes of ELA/Literacy and ELD Instruction

1. **Meaning Making** – Focus of ELA/Literacy and ELD instruction, analyzing and comprehending text.

2. **Language Development** – Connects to the language and reading standards, highlighting the development of academic and domain-specific vocabulary, syntax, and text structures.

3. **Effective Expression** – includes writing, discussions and presentations, and language conventions.

4. **Content Knowledge** – Connects to informational text and development of the standards related to research and other contents.

5. **Foundational Skills** – depending on the grade-span, this looks at print concepts and phonological awareness in the beginning grades, and phonics, word recognition, and fluency up to grade 5. Also addressed in 6-12.
Activity #1
Key Themes and ELA/ELD Standards

CCR Anchor Standard Reading 1: Reading closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

CCR Anchor Standard Writing 9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

CCR Anchor Standard Speaking & Listening 4: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

CCR Anchor Standard Language 3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CA ELD Standards

Using English Purposefully:
- Describing, explaining, persuading, informing, justifying, negotiating, entertaining, retelling, etc.

Meaningful Interaction:
- Collaborating with others
- Interpreting meaning
- Producing meaningful messages

Knowledge of Language:
- Structuring cohesive texts
- Expanding and enriching ideas
- Combining and condensing ideas

The Why: Purposes

The How: Processes

The What: Resources
Integrated & Designated ELD: Working in Tandem

**Integrated ELD:** All teachers with ELs in their classrooms use the CA ELD Standards *in tandem with* the CA CCSS for ELA/Literacy and other content standards.

**Designated ELD:** A protected time during the school day when teachers use the CA ELD Standards as the focal standards in ways that build *into and from* content instruction.

How does this new approach to ELD compare to what you are currently doing? What changes might be needed at your school or district?
Tell a neighbor your reaction to this graphic. What resonates with you given your setting or responsibilities?
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• Introduction to the Framework
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• Chapter 2: Key Considerations in ELA/Literacy and ELD Curriculum, Instruction, and Assessment
• Chapter 3: Content and Pedagogy: Transitional Kindergarten Through Grade One
• Chapter 4: Content and Pedagogy: Grades Two and Three
• Chapter 5: Content and Pedagogy: Grades Four and Five
• Chapter 6: Content and Pedagogy: Grades Six Through Eight
• Chapter 7: Content and Pedagogy: Grades Nine Through Twelve
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- Chapter 9: Access and Equity
- Chapter 10: Learning in the 21st Century
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- Chapter 12: Instructional Materials to Support the CA CCSS for ELA/Literacy and CA ELD Standards
- Resources
- Glossary of Selected Terms
- Appendix A: Role of Literature in the Common Core State Standards and Book Resources for Teachers
Introduction to the Framework

• Vision and goals for California’s children and youth

• Principles guiding the Framework development

• The special emphasis on English Learners in the Framework
Chapter 1: Overview of the Standards

CA CCSS for ELA/Literacy
• includes background, intent, nature, and organization/structure

CA ELD Standards
• includes background, intent, nature, and organization/structure

Interrelationship of the CA CCSS for ELA/Literacy and the CA ELA Standards
Chapter 2: Key Considerations in ELA/Literacy and ELD Curriculum, Instruction, and Assessment

• Goals of ELA/Literacy and ELD Instruction
• Context for Learning
• Key Themes of ELA/Literacy and ELD Instruction
  (Meaning Making, Language Development, Effective Expression, Content Knowledge, Foundational Skills; Amplification of the Key Themes in the ELD Standards)
• Approaches to Teaching and Learning
• English Language Development
Grade-Span Chapters 3–7
At-A-Glance

Grade-Span Overview

- Integrated and Interdisciplinary Approach
- Key Themes of ELA/Literacy and ELD Instruction
- Supporting Students Strategically
- ELD in the Grade Span

Grade-Level Sections
## Chapter 4

**Content and Pedagogy: Grades Two and Three**

### Overview of the Span

- An Integrated and Interdisciplinary Approach
- Key Themes of ELA/Literacy and ELD Instruction
  - Meaning Making
  - Meaning Making with Complex Text
- Language Development
  - Vocabulary Instruction
  - Reading Aloud
  - Teacher Modeling and Time for Conversations
- Effective Expression
  - Writing
  - Discussing
  - Presenting
  - Using Language Conventions
- Content Knowledge
  - Wide Reading
  - Engaging with Informational Text
  - Engaging in Research
- Foundational Skills
  - Phonics and Word Recognition
  - Fluency
  - Foundational Skills for English Learners
- Supporting Students Strategically
  - English Language Development
  - Integrated and Designated English Language Development

### Grade Two

- Key Themes of ELA/Literacy and ELD Instruction
  - Meaning Making
  - Language Development
  - Effective Expression
  - Writing
  - Discussing
  - Presenting
  - Using Language Conventions
- Content Knowledge
- Foundational Skills
  - Phonics and Word Recognition
  - Fluency
- An Integrated and Interdisciplinary Approach
- English Language Development
- ELA/Literacy and ELD in Action
- Conclusion
Snapshots

Snapshot 3.4 Integrated ELA, ELD, Science, and History-Social Science in Kindergarten

Snapshot 4.7 Biography Tableaus of American Heroes
Integrated ELA/History-Social Science/Theatre in Grade Three
After reading and listening to short biographies of American heroes, including Thomas Jefferson, Abraham Lincoln, and the third grade students create visual and personal tableaus that show or tell something about the life of the person they are researching and inspire others to learn more about heroes.

Snapshot 6.7 Poets in Society – Spoken Word Poetry and Youth Literacy

At Bridges Middle School, as part of an international movement to empower youth through the power of poetry, students learn to use the spoken word to celebrate and share their experiences.

Snapshot 7.5 High School Program for Newcomer English Learners

Los Rios High School’s program for recently arrived immigrant adolescents provides a robust academic curriculum for ELs at the Emerging level of English language proficiency who are within their first years in the U.S. The school understands that adolescent ELs who are newly-arrived immigrants and need to learn English are among the most vulnerable subgroups of ELs, especially when they have gaps in their educational backgrounds. In developing the program, the teachers and administration researched successful newcomer programs in the U.S. and agreed that they would commit guiding students to:

1. “Learn through action”
2. Knowledgeable participation
3. Medieval or modern

- Engage meaningfully with intellectually rich academic content
- Think critically about complex problems and texts
- Work collaboratively with peers
- Communicate effectively in different ways
- Develop an academic mindset
- Acculturate to the school system in the United States
- Develop or strengthen students’ native language literacy skills

The school sees as assets to a global society the fact that the newcomer EL students can navigate multiple cultural worlds, speak more than one language, and collaborate with diverse groups of people. The program Los Rios has designed, and continuously refines, includes a two-year immersion and extension program.
Activity #2
ELA/ELD Framework Snapshots

• Select one snapshot from the Activity 2 packet (try to have each person at your table read a different snapshot).

• After you read your snapshot, share with your elbow partner(s) or table:
  1. What are students doing?
  2. What is the teacher doing?
  3. How does this compare to current instruction in the classroom?
Vignettes: Integrated and Designated ELD in Action

Vignette #1: Integrated ELA and Social Studies Instruction in Grade Four: Writing Biographies

Biography Deconstruction Template

<table>
<thead>
<tr>
<th>Text Title</th>
<th>Stages and Important Information</th>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Orientation (tells where and when the person lived)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Where and when did the person live?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• What did the person accomplish?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• How did the person affect others?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Background
Mrs. Patel is teaching her fourth-grade class about biographies. She has assigned a biographical writing activity that will allow her students to practice their reading and writing skills. However, many of her students are English Language Learners (ELLs) and struggle with writing in English.

Sequence of Events
Mrs. Patel introduces the example of Dr. Martin Luther King Jr.

Emily: [Looks at notes template] Birmingham, Alabama.

Evaluation
Why people write biographies? The impact of the person. Meaning of the person's character.

Vignette 2: Designated ELD Instruction in Grade Four: General Academic Vocabulary in Biographies

Five-Day Vocabulary Teaching Cycle

<table>
<thead>
<tr>
<th>Purpose</th>
<th>Day One</th>
<th>Day Two</th>
<th>Day Three</th>
<th>Day Four</th>
<th>Day Five</th>
</tr>
</thead>
<tbody>
<tr>
<td>Linking background knowledge to new learning and building independent word learning skills.</td>
<td>Explicit word learning and applying knowledge of the words through collaborative conversation.</td>
<td>Explicit word learning and applying knowledge of the words through collaborative conversation.</td>
<td>Explicitly learning about morphology and applying knowledge of all the words in an oral debate.</td>
<td>Applying knowledge of all the words and how they work together in writing.</td>
<td></td>
</tr>
</tbody>
</table>
# ELA/ELD Framework Vignettes Cheat Sheet

Note that each grade level section has a pair of vignettes that should be interpreted together: an ELA/Literacy with integrated ELD vignette and a companion designated ELD vignette.

<table>
<thead>
<tr>
<th>Grade</th>
<th>ELA/Literacy (with Integrated ELD)</th>
<th>Designated ELD (builds into and from the content instruction in the ELA/Literacy vignette)</th>
</tr>
</thead>
<tbody>
<tr>
<td>TK</td>
<td>Retelling and Rewriting Stories (The Three Little Pigs)</td>
<td>Retelling Stories Past Tense Verbs and Expanded Sentences</td>
</tr>
<tr>
<td>K</td>
<td>Interactive read aloud (story) Wolf, Beaky Bloom</td>
<td>General academic vocabulary instruction</td>
</tr>
<tr>
<td>1st</td>
<td>Interactive read aloud (science informational text) The Honeymakers, Gail Gibbons</td>
<td>Unpacking grammatically complex sentences</td>
</tr>
<tr>
<td>2nd</td>
<td>Close reading of stories Author study – Kevin Henkes</td>
<td>Verb analysis (showing what the character is thinking and feeling)</td>
</tr>
<tr>
<td>3rd</td>
<td>Collaborative summarizing using informational text Photosynthesis (Science)</td>
<td>Creating complex sentences showing relationships of time</td>
</tr>
<tr>
<td>4th</td>
<td>Writing biographies Template for analyzing text organization</td>
<td>5-day general academic vocabulary teaching cycle</td>
</tr>
<tr>
<td>5th</td>
<td>Science report writing Text reconstruction Information report outline</td>
<td>Using text connects to build text cohesion</td>
</tr>
<tr>
<td>6th</td>
<td>Close reading of a memoir Robert Feynman (Physicist) Central idea</td>
<td>Language analysis of Feynman’s memoir</td>
</tr>
<tr>
<td>7th</td>
<td>Close reading of an informational text The Omnivore’s Dilemma, Michael Pollan</td>
<td>Unpacking arguments: text organization and language for persuading</td>
</tr>
<tr>
<td>8th</td>
<td>Collaboratively analyzing complex texts First amendment rights mini unit (H/SS)</td>
<td>Using persuasive language to debate</td>
</tr>
<tr>
<td>9th-10th</td>
<td>Examining diverse perspectives in World Literature using Things Fall Apart, Chinua Achebe Interdisciplinary unit ELA-history</td>
<td>Analyzing a history text Verb processes Verb groups</td>
</tr>
<tr>
<td>11th-12th</td>
<td>Reading, analyzing, &amp; discussing history text; using language for engaging in academic discourse Interdisciplinary unit ELA-history</td>
<td>Unpacking sentences, discussing language, analyzing nominalization and passive voice in a history text</td>
</tr>
</tbody>
</table>
Literacy in History/Social Studies, Science, and Technical Subjects: Grades 6–12

- Set the expectation that students will read and write in non-ELA classrooms and develop informational/technical writing skills

- Provide an acknowledgement of unique text structures found in informational text

- Maintain the focus on discipline-specific vocabulary, critical analysis, and the use of evidence across the curriculum
Chapter 8
Assessment

• Purpose and types of assessments
• Assessment cycles, highlighting the use of formative assessment to guide instruction
• Student involvement in assessment
• Assessment of ELD progress
• Assessment for intervention
Chapter 9
Access and Equity

• California’s student diversity, including
  – standard English learners; English learners; biliterate learners; students living in poverty; students who are deaf; migrant students; lesbian, gay, bisexual, and transgender students; advanced learners; students with disabilities…

• Culturally and linguistically responsive teaching
• Universal Design for Learning (UDL) and Multi-Tiered Systems of Supports (MTSS)
• Instructional practices for supporting students experiencing difficulty reading
Chapter 10
Learning in the 21st Century

• Defines 21st century skills and standards
• Instructional practices for developing 21st century learning
• Equitable access to learning and technology
• Professional learning and teacher support
• Highlights future directions
Chapter 11: Professional Learning, Leadership, and Program Supports

- Working within a collaborative culture
- Professional learning ideas, including sources, research, and critical content
- Leadership and professional collaboration
- Collaborating with libraries, extended learning programs, parents and families
Figures

Figure 2.10. Strategies for Supporting Learners’ Engagement with Complex Text

<table>
<thead>
<tr>
<th>Strategies</th>
<th>Teachers support all students’ understanding of complex text by...</th>
<th>Additional, amplified or differentiated support for linguistically diverse learners may include...</th>
</tr>
</thead>
</table>

Figure 2.23. Essential Features of Designated ELD Instruction

1. **Intellectual Quality**: Students are provided with intellectually motivating, challenging, and purposeful content.
2. **Academic Content Area**: Students are provided with content appropriate for their grade level and subject area.
3. **Extended Knowledge**: Students are provided with opportunities to expand their academic and personal knowledge.

Figure 4.4. Comprehension Strategies and Descriptions

<table>
<thead>
<tr>
<th>Strategy</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Activating Prior</td>
<td>Students think about what they already know and...</td>
</tr>
</tbody>
</table>

Figure 7.11. Student Goals for Building Knowledge of the Disciplines

<table>
<thead>
<tr>
<th>Literature</th>
<th>Mathematics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Literary genres: Use of diverse genres and subject matters.</td>
<td>Conceptual categories: Different areas of math and science.</td>
</tr>
</tbody>
</table>

Figure 11.6. Inventory of Types and Uses of Assessments

Refer to Chapter 8, Figure 8.5, to complete an assessment inventory for your school and district:

1. For each assessment cycle in Figure 8.5, identify which type of assessment you, your school, or your district uses.
2. Does the assessment address ELA or ELD?
3. Which students are assessed?
4. Where are the assessment data stored? Who has access to the data?
5. For what purposes are assessments in each cycle used (e.g., guiding daily instruction, informing professional learning, making placement decisions, monitoring progress, determining resource allocation)?

After the assessment inventory is completed, use these questions to guide your thinking/discussion about assessment use in your school/district:

1. What assessments do you use at your school to inform you about student achievement in ELA and ELD?
2. What does the information tell you about your students’ strengths and needs?
3. What assessment use guides day-to-day teaching and learning?
Activity #3
ELA/ELD Framework Figures

1. **Skim**: Two people skim the same figure.

2. **Talk**: Discuss your figure with your partner. Then, decide upon the *most important thing* you will both tell other people about it.

3. **Mingle**: Tell at least two other people about your figure.
Chapter 12: Criteria for Evaluating Instructional Materials

- Program 1: English Language Arts Basic Program, K–8
- Program 2: English Language Arts/English Language Development Basic Program, K–8
- Program 3: Biliteracy Language Arts/English Language Development Basic Program, K–8
- Program 4: Intensive Intervention Program in English Language Arts, 4–8
- Program 5: Specialized Designated English Language Development Program, 4–8
<table>
<thead>
<tr>
<th>Event Description</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>SBE action on IQC’s recommended ELAELD Framework, includes public hearing</td>
<td>July 9-10, 2014</td>
</tr>
<tr>
<td>Publisher Briefing: Overview of 2015 ELAELD Adoption Evaluation Criteria</td>
<td>July 30, 2014</td>
</tr>
<tr>
<td>IQC recommends reviewers and revised Timeline to SBE</td>
<td>September 18-19, 2014</td>
</tr>
<tr>
<td>Publisher Briefing: In-Depth Review of 2015 ELAELD Adoption Evaluation Criteria</td>
<td>October 23, 2014</td>
</tr>
<tr>
<td>SBE appoints reviewers and approves revised Timeline</td>
<td>November 13-14, 2014</td>
</tr>
<tr>
<td>IQC recommends reviewers and approves training materials (§9512h)</td>
<td>November 20-21, 2014</td>
</tr>
<tr>
<td>SBE appoints reviewers and approves training materials (§9512h)</td>
<td>January 14-15, 2015</td>
</tr>
<tr>
<td>Invitation to Submit Meeting (Sacramento)</td>
<td>January 28, 2015</td>
</tr>
<tr>
<td>Small publisher fee reduction requests due</td>
<td>February 11, 2015</td>
</tr>
<tr>
<td>Submission list for programs (and other forms) due by 3:00 p.m. PST</td>
<td>March 2, 2015</td>
</tr>
<tr>
<td>SBE takes action on publisher fee reduction requests</td>
<td>March 11-12, 2015</td>
</tr>
<tr>
<td>Non-refundable publisher participation fees due</td>
<td>April 8, 2015</td>
</tr>
<tr>
<td>Reviewer Training (2 sessions)</td>
<td></td>
</tr>
<tr>
<td>Session I: Facilitator Training: April 13, 2015</td>
<td></td>
</tr>
<tr>
<td>Reviewer Training: April 14-17, 2015</td>
<td></td>
</tr>
<tr>
<td>Session II: Facilitator Training: April 27, 2015</td>
<td></td>
</tr>
<tr>
<td>Reviewer Training: April 28-May 1, 2015</td>
<td></td>
</tr>
<tr>
<td>Publishers provide samples of instructional materials to reviewers and Learning Resource Display Centers</td>
<td></td>
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<tr>
<td>Independent Review</td>
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<tr>
<td>Session I: May 1, 2015</td>
<td></td>
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<tr>
<td>Session II: May 15, 2015</td>
<td></td>
</tr>
<tr>
<td>Reviewer Deliberations (2 sessions)</td>
<td></td>
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<tr>
<td>Session I: July 13-17, 2015</td>
<td></td>
</tr>
<tr>
<td>Session II: July 27-31, 2015</td>
<td></td>
</tr>
<tr>
<td>IQC holds public meeting to receive comment (5 CCR§9524(a))</td>
<td>August 20, 2015</td>
</tr>
<tr>
<td>IQC makes recommendation</td>
<td>September 24-25, 2015</td>
</tr>
<tr>
<td>SBE holds public hearing to receive comment (Education Code 60203 and 5 CCR §9524(b))</td>
<td>November 19-20, 2015</td>
</tr>
<tr>
<td>SBE takes action on recommendation</td>
<td>November 19-20, 2015</td>
</tr>
</tbody>
</table>
Glossary and Resources

• Glossary – important for the uniform definitions to use by department

• Resources
Appendix A

“The Role of Literature in the Common Core State Standards”
by Carol Jago

- Supports the importance of using rich, complex literature in classrooms
- List of books resources for teachers
Possible Suggestions for Using in the Classroom and Professional Learning

See Handout
- Need a plan
- Activities for site-level staff; grade-level teams; and content/discipline specific teams

Other ideas?
Online Resources

- ELA/ELD Framework
- Chart of all the snapshots, vignettes, and figures
- Secondary Literacy Partnership Webinar Series: A Close Encounter, Through the Writers’ Eyes, of the New ELA/ELD Framework
- White paper on Foundational Skills by the Writers

http://www.cde.ca.gov/ci/rl/cf/
Online Resources (cont)

- CA ELD Standards Online Professional Learning Modules (with videos and information on/materials from the ELA/ELD Framework):
  - Getting Started:
    https://www.mydigitalchalkboard.org/portal/default/Content/Viewer/Content?action=2&sclId=509334
  - A Deeper Dive:
    https://www.mydigitalchalkboard.org/portal/default/Content/Viewer/Content?action=2&sclId=509621
Accessing the Professional Learning Modules

Go to the Digital Chalkboard at
https://www.mydigitalchalkboard.org/

Click on:
“CCSS Professional Learning Modules”

• All of the modules complement and align with Framework content for instructional support (literacy, ELD, assessment, MTSS, etc.)
• See specific connections to the Framework in the two ELD modules
Additional Professional Learning Support for Teachers

Online Professional Learning Module Series for California Educators

- Key topics include:
  - Overview of the CCSS
  - ELA/Content Literacy
  - Mathematics
  - Assessment Literacy
  - ELD
  - Multi-tiered System of Supports (MTSS)

- Each module contains videos, sample lessons, printable documents and links to outside resources

- Available in both individual and facilitated session formats
Questions?

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