2014 California
English Language Arts/English Language Development Curriculum Framework

Accountability Leadership Institute
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Monday, December 8, 2014
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
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
The ELA/ELD Framework’s Five Guiding Principles

- 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.
Activity #1
ELA/ELD Framework Snapshots

• Select one snapshot from the Activity 1 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?
What’s Unique About This Framework

• Integrates two sets of standards in all chapters - CA CCSS for ELA/Literacy and CA ELD Standards

• Discusses the standards in terms of five 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
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• 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
Organization and Content

Figure 2.1
Meaning Making

Engaging

Effective Expression

Respectful

21st Century

Intellectually Challenging

Broadly Literate

Integrated

Readiness for College, Career, & Civic Life

Motivating

Language Development

Content Knowledge

Foundational Skills

CA CCSS for ELA/Literacy

Reading, Writing, Speaking & Listening, and Language

CA ELD Standards

in All Disciplines
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 CA ELD Standards AMPLIFY the CA CCSS for ELA/Literacy.

The Why: Purposes

The How: Processes

The What: Resources
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*. 
Activity #2
Revisiting the Snapshots

• After hearing more about Figure 2.1 and the key considerations for ELA/Literacy and ELD instruction:

  1. Revisit your snapshot and share with an elbow partner what connections you see between Figures 2.1 and your snapshot.
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
Longer 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>Mrs. Patterson, a high school teacher, was born in 1950. She moved to Los Angeles with her family when she was six years old.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Emily:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mrs. Patterson remembers visiting the Watts Towers in Los Angeles.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>One of Dr. King’s accomplishments was that he went to jail in (looks at the notes template) Birmingham, Alabama.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Sequence of Events (tells how the person lived their life):
- Early life accomplishments:
  - Attended UCLA
  - Received a degree in Education
- Later life accomplishments:
  - Taught high school English
  - Published several books

Evaluation (tells what the person accomplished in their life):
- Why people write biographies:
  - To honor and remember
  - To provide an example
- Mrs. Patterson writes biographies to inspire her students to learn about their own heritage.

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

Five-Day Vocabulary Teaching Cycle

<table>
<thead>
<tr>
<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>
</tr>
</tbody>
</table>
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
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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
  System of Supports (MTSS)

• Instructional practices for supporting
  students experiencing difficulty reading
Chapter 9
Access and Equity

• California’s student diversity, including
  – Standard English learners
  – English learners
  – Biliterate learners
  – Students living in poverty
  – Deaf students bilingual in ASL and printed English
  – 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
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. **Share**: Share your figure with your table.
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
Online Resources

- ELA/ELD Framework: http://www.cde.ca.gov/ci/rl/cf/
- ELA/ELD Framework Overview with the Writers: http://schoolsmovingup.wested.org/a-close-encounter-through-the-writers-eyes-of-the-new-elaeld-framework/
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
Launching the 2014 English Language Arts/English Language Development Framework

A professional learning opportunity for teachers, administrators, coaches, and educational stakeholders to learn more about the ELA/ELD Framework and its use in educational settings

3 Locations

December 9–10, 2014
San Diego, CA
Following the Accountability Leadership Institute
Town and Country Conference Center

January 20, 2015
Redwood City, CA
In partnership with the San Mateo County Office of Education
San Mateo County Office of Education

February 10, 2015
Fresno, CA
In partnership with the Tulare and Fresno County Offices of Education
Fresno Hotel and Conference Center

For more information, please visit: http://www.cde.ca.gov/ci/rl/ct/elaedfwlaunchevents.asp
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