### #1 – Framing Questions for Lesson Planning

<table>
<thead>
<tr>
<th>Framing Questions for All Students</th>
<th>Add for English Learners</th>
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<tbody>
<tr>
<td>• What are the big ideas and culminating performance tasks of the larger unit of study, and how does this lesson build toward them?</td>
<td>• What are the English language proficiency levels of my students?</td>
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<tr>
<td>• What are the learning targets for this lesson, and what should students be able to do at the end of the lesson?</td>
<td>• Which CA ELD Standards amplify the CA CCSS for ELA/Literacy at students’ English language proficiency levels?</td>
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<tr>
<td>• Which clusters of CA CCSS for ELA/Literacy does this lesson address?</td>
<td>• What language might be new for students and/or present challenges?</td>
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<td>• What background knowledge, skills, and experiences do my students have related to this lesson?</td>
<td>• How will students interact in meaningful ways and learn about how English works in collaborative, interpretive, and/or productive modes?</td>
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<tr>
<td>• How complex are the texts and tasks I’ll use?</td>
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<tr>
<td>• How will students make meaning, express themselves effectively, develop language, learn content? How will they apply or learn foundational skills?</td>
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<tr>
<td>• What types of supports (such as scaffolding), accommodations, or modifications* will individual students need for effectively engaging in the lesson tasks?</td>
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<tr>
<td>• How will my students and I monitor learning during and after the lesson, and how will that inform instruction?</td>
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*Supports, such as scaffolding, accommodations, and modifications are discussed in Chapters 2 and 9.

(ELA/ELD Framework, Ch. 11, Figure 11.5, p. 24)
#2 – Grouping

Effective teachers employ a variety of grouping strategies to maximize student learning. Instruction is at times provided to the whole group, and at times it is provided to small groups or to individuals. Grouping is flexible—that is, groups are not static. They are formed and dissolved. Membership changes. Students move in and out of groups depending upon the purpose.

Heterogeneous groups maximize students’ opportunities to interact with a range of peers. Membership in heterogeneous groups may be selected strategically by the teacher or self-selected by students. Opportunities for choice are important. As students work toward goals of effective expression and understanding the perspectives of others, in particular, experiences with diverse peers is crucial. Thus, heterogeneous grouping practices are important and should happen regularly. Heterogeneous grouping is critical for ensuring that students who are learning English as an additional language have frequent opportunities to interact with peers who are more proficient in English. These meaningful interactions—via collaborative conversations and collaborative tasks—promote the development of English. English learners at similar English language proficiency levels should only be grouped together for instruction for designated ELD, which is a small part of the school day.

Homogeneous groups consist of students who are alike in some way. For example, the students might have the same or similar:

- Interests, such as an interest in scriptwriting or an interest in engineering
- Skills or achievement levels, such as proficiency in phoneme segmentation or the ability to read text of approximately the same level
- Experiences, such as having viewed the same documentary, read the same book, or participated in the same investigation
- Talents, such as drawing or performing
- English language proficiency for designated ELD instruction

Sometimes groups are formed across classes. Sometimes specialists join teachers in their classrooms to work with one of the small groups. In both cases, teachers engage in joint planning and purpose setting. To best serve students, teachers should routinely engage in formative assessment and use what they learn about students to guide grouping practices.

(ELA/ELD Framework, Ch. 2, p. 68-69)
#3 – Structuring the Instructional Day

Planning the instructional day and school year is a complex undertaking, in which student learning goals often compete with multiple demands and practicalities. The challenge for schools, as they work to implement the CA CCSS for ELA/Literacy and the CA ELD Standards successfully, is to mitigate the intrusion of practical considerations in order to establish learning environments conducive to teaching and learning for all students.

Instructional time is valuable and should be protected from interruption. It should be used wisely and efficiently to maximize student engagement and learning. Sufficient time should be allocated to instruction in ELA/literacy and, as appropriate ELD, as well as to instruction in other content areas. For self-contained classrooms, this means that adequate time is allocated to the language arts so that students gain proficiency in the CA CCSS for ELA/Literacy and, as appropriate, the CA ELD Standards. In other words, sufficient time is provided for teaching and practicing new skills in each of the essential components of quality ELA/literacy and ELD programs: meaning making; language development (i.e., vocabulary and grammatical structures); effective expression (i.e., writing, discussing, presenting, using language conventions); and foundational skills of reading. In addition, sufficient time should be allocated to STEM topics (science, technology, engineering, and mathematics), history/social studies, the arts, world languages, and physical education. Strategic integration of the language arts with other content areas can maximize curricular offerings in both and provide occasions for inquiry-based and other 21st century modes of learning. For departmentalized programs, this means that literacy is a priority in every subject and that cross-disciplinary planning and instructional opportunities, including 21st century learning, are promoted. (See Chapter 10 for a discussion of 21st century learning.)

At all levels, instructional planning should consider the assessed needs of students in creating schedules and settings where students receive excellent first instruction and specific and effective interventions as needed. Considerations of student motivation and engagement are also taken into account as curricula are adopted and schedules are established. The link between proficiency in reading, writing, speaking and listening, and language and deep content knowledge is well established. (See Duke, Pearson, Strachan, and Billman 2011 and Wilkinson and Son 2011 for discussions on this topic.). The challenge is to promote effective cross-disciplinary approaches that increase student achievement while honoring the integrity of each discipline. The challenge is also to provide students with special learning needs with the additional time and support needed to be successful while not eliminating their access...
to the full range of curriculum. Extended learning opportunities, including homework, before and after school programming, summer and vacation sessions, additional time within the school day (e.g., lunch or break periods), and community literacy activities, support students' learning needs and enrich their development. In order to meet the needs of all students, existing structures, schedules, and calendars should be reexamined and non-traditional approaches should be employed. Balancing the variables that should be considered in designing effective instructional programs requires the commitment and participation of all school staff, families, and the community. Sharing the responsibility for planning successful programs is discussed earlier in this chapter and in Chapter 11.

(ELA/ELD Framework, Ch. 2, p. 74-75)
#4 - Addressing the Unique Needs of English Learners

**English language development and access to the academic curriculum.** ELLs face the unique challenge of developing proficiency in English while simultaneously mastering grade-level academic content. Thus, in addition to learning social English, ELLs must develop the academic language and literacy skills needed to meaningfully access the grade-level curriculum. As ELLs are developing such skills, they require appropriate instructional modifications and supports to make academic content comprehensible. To improve ELL outcomes, schools might take actions to ensure that both ESL and content-area teachers are well prepared to employ effective instructional strategies that support ELLs’ dual English language development and academic needs.

**Culture and socialization needs.** ELLs come from diverse cultural and linguistic backgrounds, and schools may be able to enhance ELLs’ educational experiences by taking that diversity into account. For example, schools might strive to support ELLs’ reading comprehension by choosing instructional texts with culturally-familiar content or by preparing ELLs with appropriate background knowledge when using texts with less familiar content. Furthermore, by fostering an appreciation for diversity within the school’s culture, schools may help to facilitate ELLs’ transition from home to school and make them feel valued for their cultural heritage and experiences.

**Parent and family engagement.** Parents and families play important roles in promoting positive student behavior and achievement, but language barriers and a lack of familiarity with the U.S. system of schooling may make it difficult for parents of ELLs to stay informed about their children’s progress and become involved in school decisions and activities. Schools can take steps to ease obstacles to parent involvement by providing parent outreach supports, ensuring that school-related communications are disseminated in a language and mode that parents understand, and offering services such as ESL classes and workshops on navigating the school system.

**Issues of isolation and segregation.** Interactions with model English speakers can help facilitate ELLs’ English language development, yet for ELLs who reside in linguistically-isolated households or communities, attend segregated schools, or participate in classes separately from English-proficient peers, access to model English speakers can be limited. To increase this access, schools might choose to incorporate more inclusive teaching practices, use more heterogeneous student groupings, create structured opportunities for ELLs to engage with English-proficient peers, and train ELLs and non-ELLs in strategies for productive peer-to-peer interactions.
**Interruptions in schooling or limited formal schooling.** Some ELLs have experienced interruptions in their schooling, or arrive in U.S. schools with limited prior schooling. Such students possess varying levels of literacy in their native language and may need intensive and accelerated learning supports to help prepare them to participate meaningfully in academic classrooms. Schools may look for ways to better assess and address these students’ individualized learning needs and help them adjust to academic settings by offering short-term newcomer programs or other specialized strategies.

**Exiting from ELL status.** An important goal in serving ELLs is to help these students become proficient enough in English that they no longer require specialized supports to engage productively with academic content and can therefore exit from ELL status. Schools might use focused strategies to help ELLs—particularly those who have been in ELL status for many years—satisfy ELL exit criteria, which vary across states and districts but can include such factors as performance on the state English language proficiency assessment, performance on state content assessments, teacher recommendations, and classroom grades. Furthermore, once students transition out of ELL status, schools can continue to monitor their progress and provide tutoring, academic counseling, and other supports to former ELLs who need it.

**High school completion.** Adolescent ELLs face a limited time frame in which to develop English language and literacy skills, master academic content, and satisfy course requirements for graduation. Fitting in coursework that supports their English language development and acquisition of appropriately rigorous academic content can pose challenges. Schools can help mitigate those challenges by creating instructional supports that accelerate ELLs’ acquisition of English and academic content, afford opportunities for credit recovery, allow flexible scheduling, or provide extended instructional time.

(NCEE 2014 – *ELA/ELD Framework*, Ch. 11, p. 19-20)
### #5 – 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 day-to-day 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?
4. Which assessment methods are the most useful for your purposes? Why?
5. What other assessment data do you think you need to achieve a comprehensive system at your school and district?
6. Do you think you make effective use of the data from each assessment cycle?
7. How could you improve your use of data within each assessment cycle to make it more effective?
8. What support would school or district personnel need to make more effective use of assessment data in ELA and ELD?

*(ELA/ELD Framework, Ch. 11, Figure 11.6, p. 29)*
## #6 – Sample Districtwide Plan for Monitoring ELD Progress

### District Leadership Responsibilities

1. Establish a clearly articulated and publicly available plan for monitoring ELD progress:
   - **Identify all EL and former EL students** in the district and provide information to schools and teachers (before the start of the school year) that includes detailed demographic information, including how long students have been in the U.S., their primary language, their schooling background and level of literacy in their primary language, academic and linguistic progress on state summative assessments district interim assessments, etc.
   - **Provide guidance to schools** for accelerated and intensive support to identified Long Term English Learners and former ELs experiencing difficulty.
   - **Monitor EL student progress longitudinally**, determine appropriate timelines for language development (using state summative and local progress monitoring data), and act swiftly when ELs and former ELs appear to be *stalling* in their linguistic and/or academic progress.
   - **Document where ELs have been placed**, and ensure they are appropriately placed with the most highly qualified teachers and in the courses that will meet their specific instructional needs. For high schools, ensure ELs have full access to a-g coursework.
   - **Identify EL students who are potentially ready to reclassify as English proficient.**
   - **Communicate ELs’ progress to parents and families** in a manner and setting that invites open discussion and collaboration.

2. Engage in internal accountability practices and provide continuous support to all schools to ensure ELD progress:
   - **Monitor schools frequently**, including classroom observations and debriefing meetings that promote dialogue and provide formative feedback to site administrators, counselors, specialists, teacher leaders, and teachers.
   - **Work with schools to develop a clear plan for comprehensive ELD** that includes both integrated and designated ELD. Ensure schools are supported to continuously refine their comprehensive ELD program, based on student needs and a variety of data, including student perception surveys and parent feedback.
   - **Promote a culture of learning and continuous improvement** by providing sufficient time for professional learning and ongoing mentoring for all administrators, instructional coaches, teachers, specialists, counselors, and paraprofessionals.
     - In particular, ensure that all district educators understand the principles and practices in the **CA ELA/ELD Framework**, including formative assessment practices and interim assessments that are based on the CA ELD Standards, as well as how to use assessment results appropriately.
   - **Determine the adequacy of curricular materials** for meeting the needs of ELs, and make adjustments when needed.
   - **Ensure teachers have access to high-quality professional learning** that includes a variety of formative assessment practices for monitoring ELD progress and responding to identified learning needs throughout the year.
   - **Refine the monitoring plan as needed**, based on evidence gathered from schools, teachers, parents, students, and community members.
School Leadership Responsibilities:
1. Ensure that all teachers understand the district’s plan for monitoring ELD progress:
   - Study and discuss as a staff the district ELD Progress Monitoring plan (before the school year begins), and provide an open forum for continuous discussion.
   - Encourage teachers to try out new instructional and assessment practices and reflect on successes and challenges.
   - Monitor successes and challenges, and use this data to inform the district’s refinement of the plan.
   - Engage teachers in purposeful data analysis for reflection on practice and programs (e.g., examining longitudinal ELA and ELD summative assessment scores to ensure ELs are progressing sufficiently, interim ELA and ELD assessment data, as well as student writing, observation data, and other sources of evidence of student learning). In addition, analyze data to identify students who appear to be ready to reclassify as English proficient and initiate district-approved process for considering reclassification.
2. Promote a culture of learning for all teachers:
   - Ensure all teachers receive substantive professional learning, including on-going coaching support, on the CA CCSS for ELA/Literacy and other content standards, the CA ELD Standards, and the CA ELA/ELD Framework.
   - Ensure all teachers have time to meet in grade level/department teams to plan instruction, discuss student work, reflect on successes and challenges, and learn from one another.
   - Model being a leader and a learner simultaneously.
3. Monitor the instructional services ELs receive:
   - Ensure all ELs receive quality learning opportunities across the disciplines (ELA, mathematics, science, history/social studies, technical subjects)
   - Ensure all ELs receive both integrated and designated ELD, provided in a way that best meets their instructional needs.
   - Engage in continuous conversations about instructional practice with teachers and instructional coaches, based on classroom observations.

Teacher Responsibilities:
1. Promote a culture of learning for ELs:
   - Use content standards, the CA ELD Standards, the ELA/ELD Framework (as well as other high quality resources) to inform instructional planning.
   - Work collaboratively with colleagues to develop and refine lessons and units, evaluate student work, and reflect on instructional practice.
2. Continuously monitor ELs’ progress:
   - Use the district’s ELD Progress Monitoring plan, and provide useful feedback on refinements.
   - Use primarily short-cycle formative assessment to inform instructional practice.
   - Use the CA ELD Standards to inform assessment practices (see below for an example).
   - Use interim/benchmark and summative assessment results (both content and ELD assessments) judiciously, appropriately, and strategically to complement (and not replace) formative assessment.

(ELA/ELD Framework, Ch. 11, Figure 11.7, p. 30-32)
Los Angeles County Office of Education
ELA/ELD Framework Launch – Leading Implementation Handout 3