ELA / ELD Framework Support Network
November 19, 2014
Today we will:

- Review the five key themes
- Explore grade specific chapters Chapter 3 Grades TK-1, Chapter 6 6-8, and Chapter 7 Grades 9-12
- Continue our focus on Integrated and Designated ELD
Meaning Making

Central Purpose for interacting with text
- Producing text
- Participating in Discussions
- Giving presentations
- Engaging in research

California Department of Education (2014)
English Language Arts/English Language Development Framework
for California Public Schools: Transitional Kindergarten through Grade Twelve
Language Development

- Crucial for learning
- General academic and domain-specific words
- Understand register

California Department of Education (2014)
English Language Arts/English Language Development Framework
for California Public Schools: Transitional Kindergarten through Grade Twelve
Effective Expression

- Writing
- Discussing
- Presenting
- Spelling

California Department of Education (2014)
English Language Arts/English Language Development Framework for California Public Schools: Transitional Kindergarten through Grade Twelve
Content Knowledge

- Capacity of a literate individual, build content knowledge
- Wide reading
- Engaging in research

California Department of Education (2014) English Language Arts/English Language Development Framework for California Public Schools: Transitional Kindergarten through Grade Twelve
Foundational Skills

- Not an end in and of themselves
- Systematically taught
- Differentiated instruction
- Guidance for English Learners

California Department of Education (2014)
English Language Arts/English Language Development Framework for California Public Schools: Transitional Kindergarten through Grade Twelve
Key Themes Poll

Thinking about the key themes and your schools which theme will be the most challenging for your teachers?

Meaning Making

Language Development

Effective Expression

Content Knowledge

Foundational Skills
Ch 3: Grades TK-1

Overview of the Span

- Figure 3.2 Motivation and Engagement
- Meaning Making: focus on interacting with text
- Language Development: focus on academic vocabulary and grammatical structures
- Foundational Skills: focus on decoding, phonics, word recognition
  - Figure 3.10 useful table on phonics/ morphology terms
- Supporting Students Strategically: special focus on supporting students with learning disabilities

California Department of Education (2014)
English Language Arts/English Language Development Framework for California Public Schools: Transitional Kindergarten through Grade Twelve
Figure 3.2. Motivation and Engagement

Educators must keep issues of motivation and engagement at the forefront of their work to assist students in achieving the CA CCSS for ELA/Literacy and CA ELD Standards. The panel report *Improving Reading Comprehension in Kindergarten Through 3rd Grade* (Shanahan, and others 2010) made clear the importance of addressing motivation and engagement in primary grade literacy programs and recommended the following practices:

- Help students discover the purpose and benefits of reading by modeling enjoyment of text and an appreciation of the information it has to offer and creating a print rich environment (including meaningful text on classroom walls and well stocked, inviting, and comfortable libraries or literacy centers that contain a range of print materials, including texts on topics relevant to instructional experiences children are having in the content areas).
- Create opportunities for students to see themselves as successful readers. Texts and tasks should be challenging, but within reach given appropriate teaching and scaffolding.
- Provide students reading choices, which includes allowing them choice on literacy-related activities, texts, and even locations in the room in which to engage with books independently. Teachers’ knowledge of their students’ abilities will enable them to provide appropriate guidance.
- Provide students the opportunity to learn by collaborating with their peers to read texts, talk about texts, and engage in meaningful interactions with texts, such as locating interesting information together.
Ch 3: Grades TK-1

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California Department of Education (2014)
English Language Arts/English Language Development Framework for California Public Schools: Transitional Kindergarten through Grade Twelve
Focus on TK

- Effective Expression: Student discussions/ sentence starters
- Content Knowledge: Ensuring access to informational text
- Figure 3.17 Read-Aloud books with Spanish and English examples
- Snapshots of Integrated ELA/ ELD with math and science connections
- Vignettes for Integrated and Designated ELD with focus on retelling stories

California Department of Education (2014)
English Language Arts/English Language Development Framework for California Public Schools: Transitional Kindergarten through Grade Twelve
Focus on Kindergarten

- Similar focus on Effective Expression and Foundational Skills
- Pages 114-121: Snapshots- Designated ELD with science; Dual Language Classrooms
- Paged 123-131: Integrated/ Designated Vignettes- working with storybooks

California Department of Education (2014)
English Language Arts/English Language Development Framework for California Public Schools: Transitional Kindergarten through Grade Twelve
Focus on Grade 1

- More focus on Effective Expression: sentence starters
- Foundational Skills: Focus on phonics, decoding, blending sounds
- Student Writing Sample- Informational Text with annotations
- More Snapshots & Vignettes- focus on connections to science, math, and social studies

California Department of Education (2014)
English Language Arts/English Language Development Framework for California Public Schools: Transitional Kindergarten through Grade Twelve
Figure 3.29. Informational Text Written by a Grade One Student

1-28-02
My Big Book
About Spain
By

Spain is in Europe. Spain is located in the southwestern tip of Europe. Spain is far away from here. Spain has a lot of fiestas. In some of the fiestas they made puppets and make special food too. Spain has bull fights and I would want to see one. I think Spain looks like a upside down hat.

Some of the fiestas the people are loud. Some of the fiestas are very beautiful and colorful. Spain has a lot of different people. In the bull fights they make the bull tired and make them fall over. Spain is very colorful even if you go there you will see it right. Spain has 5 neighbors.

Spain’s neighbors are France, Andorra, Algeria, Portugal and Morocco. One day when I am a researcher I am going to go to Spain and write about it.

Annotation
The writer of this piece

- names the topic (in the title).
  - *My Big Book About Spain*

- supplies some facts about the topic.
  - Spain is located (located) in the south western tip of Europe.
  - Spain has a lot of fiestas.
  - Spain has bull fights . . .
  - Spain’s neighbors are France, Andorra, Algeria, Portugal and Morocco.

- provides some sense of closure.
POLL: Interdisciplinary Connections

- In your district or at your site, which subject areas do you think your ELD teachers make the strongest connections to?

- English/ Language Arts
- Social Studies
- Science
- Math
- Arts
- Other
Ch 6: Grades 6-8

Overview of the Span

- Meaning-Making: focus on complex text, comprehension strategies, and argumentation

- Language Development: New language-related standards like figures of speech/ clauses and phrases

- Effective Expression: focus on adolescent writing; speaking & listening standards; language standards that need continued attention in MS

- Content Knowledge: Literacy in the Disciplines; focus on research

- Foundational Skills: less developed in 6-12 chapters

California Department of Education (2014)
English Language Arts/English Language Development Framework for California Public Schools: Transitional Kindergarten through Grade Twelve
Focus on Grade 6

- More Snapshots of literacy integrated with math, social studies
- Vignettes focus on science and social studies connections, text complexity, close reading
- Narrative writing sample
- Emphasis on Effective Expression, especially use of small groups to facilitate Speaking & Listening

California Department of Education (2014)
English Language Arts/English Language Development Framework for California Public Schools: Transitional Kindergarten through Grade Twelve
Figure 6.11. Small-Group Roles for Nonfiction Discussions

<table>
<thead>
<tr>
<th>Role</th>
<th>Description</th>
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</table>
| Summarizer    | **Good readers can pick out the important concepts from the reading and retell them in their own words.**  
Your job is to prepare a clear summary of the text to share with your group. Identify three to five key ideas or important concepts from the text, excluding any specific details. You may need to synthesize or combine the ideas to make sure the summary provides a clear overview of the text’s purpose and main points. Depending on your particular reading, develop a paragraph or list of sentences that retells these concepts using your own words.  
**How will you involve other participants in the discussion?**  
Be prepared to go over the aspects of a good summary and ask the group how to improve yours. |
| Connector     | **Good readers make connections between what they are reading and what they already know in order to help make sense of the text.**  
Your job is to find connections between the reading and the outside world, including connections to your own life, previous readings, content you have learned from class or news sources, or other information that this text reminds you of. Make at least three connections to specific sections of the reading. For each one, identify the page number (and/or paragraph number) of the text you are connecting to, explain the connection, and if possible, share how this helps you understand the reading better.  
**How will you involve other participants in the discussion?**  
Find out if the other members of the group share similar connections. How could you challenge the group to make a connection to previous readings or learning from this class? |
| Questioner    | **Good readers ask questions as they read, noticing when they are confused, curious, or interested in the text.**  
Your job is to generate questions that you have about the text. Notice questions that pop up as you read and also take time to think of questions after reading. You might include questions you would like to investigate, questions about understanding a key word or important concept, or any other questions you think the group might like to |
Grade 7

- Snapshots on Integrated/ Designated ELD with connections to science and inference

- Vignettes focus on close reading with “You Are What You Eat” – with Math, Sci, SS connections and focus on writing arguments

- More emphasis on Effective Expression - sentence starters, oral performance of poetry

- Sample Argumentative Essay

- Figure 6.21 “Using the CA ELD Standards in Integrated ELD” – reading closely

California Department of Education (2014)
English Language Arts/English Language Development Framework for California Public Schools: Transitional Kindergarten through Grade Twelve
<table>
<thead>
<tr>
<th>English Language Development Continuum</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emerging ---- Expanding ---- Bridging</td>
</tr>
</tbody>
</table>

### 6. Reading/viewing closely

a) Explain ideas, phenomena, processes, and text relationships (e.g., compare/contrast, cause/effect, problem/solution) based on close reading of a variety of grade-appropriate texts and viewing of multimedia with substantial support.

b) Express inferences and conclusions drawn based on close reading of grade-appropriate texts and viewing of multimedia using some frequently used verbs (e.g., shows that, based on).

### 6. Reading/viewing closely

a) Explain ideas, phenomena, processes, and text relationships (e.g., compare/contrast, cause/effect, problem/solution) based on close reading of a variety of grade-level texts and viewing of multimedia with moderate support.

b) Express inferences and conclusions drawn based on close reading of grade-level texts and viewing of multimedia using a variety of verbs (e.g., suggests that, leads to).
Grade 8

- Focus on informative writing (including summary)
- Student sample: *The Old Man and the Sea*
- Snapshots/ Vignettes focus on developing literacy in SS and Science, use of persuasive language in arguments
- Figure 6.29 ELD Standards connection- justifying/ arguing

California Department of Education (2014) English Language Arts/English Language Development Framework for California Public Schools: Transitional Kindergarten through Grade Twelve
### Framing Questions for Lesson Planning

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

- Outlines goals for developing individuals who are broadly literate & demonstrate readiness for college, career, civic life

- Figure 7.2- Motivation and Engagement for 9-12

- Emphasis on Meaning-Making: analyzing texts across disciplines, questioning/ conversing, comprehension strategies

- Effective Expression: mastering writing across the disciplines; presentation skills

- Content Knowledge: Most developed section with emphasis on exemplary texts, research, wide reading

California Department of Education (2014)
English Language Arts/English Language Development Framework for California Public Schools: Transitional Kindergarten through Grade Twelve
Focus on Grades 9-10

- Most emphasis on Effective Expression: argumentative writing; Socratic seminars; mock trials
- Vignettes focus on World Literature and History
- Integrated focus on history, civic learning, culture/society
- Questioning the Author
- Snapshot 7.5 High School Program for Newcomer English Learners in Grade 10

California Department of Education (2014)
English Language Arts/English Language Development Framework for California Public Schools: Transitional Kindergarten through Grade Twelve
Focus on Grades 11-12

- Meaning-Making: Reading Like A Scientist
- Effective Expression: Writing Strategies with focus on informative/ argumentative
- Content Knowledge: emphasis on connections to democracy, economics, civics
- Integrated/ Designated Vignettes on reading and analyzing complex literary/ historical texts

California Department of Education (2014)
English Language Arts/English Language Development Framework for California Public Schools: Transitional Kindergarten through Grade Twelve
### (Some) Language for Taking an Academic Stance

<table>
<thead>
<tr>
<th><strong>To cite evidence from the text:</strong></th>
<th><strong>To ask for clarification:</strong></th>
<th><strong>To affirm or agree:</strong></th>
<th><strong>To build or add on:</strong></th>
<th><strong>To disagree respectfully:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>In this part of the text we see that _____.</td>
<td>Can you say more about ____?</td>
<td>That's a really good point.</td>
<td>I’d like to elaborate on to what you said.</td>
<td>I’m not sure I agree with ____ because _____.</td>
</tr>
<tr>
<td>My understanding of the text is that _____.</td>
<td>What do you mean by ____?</td>
<td>I like what you said about ____ because _____.</td>
<td>Also, _____.</td>
<td>I can see your point. However, _____.</td>
</tr>
<tr>
<td>One thing I noticed was that _____.</td>
<td>Can you show me evidence in the text that ____?</td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

California Department of Education (2014)
English Language Arts/English Language Development Framework
for California Public Schools: Transitional Kindergarten through Grade Twelve
Collaboration: A Necessity

Frequent and meaningful collaboration with colleagues and parents/families is critical for ensuring that all students meet the expectations of the CA CCSS for ELA/Literacy and the CA ELD Standards. Teachers are at their best when they regularly collaborate with their teaching colleagues to plan instruction, analyze student work, discuss student progress, integrate new learning into their practice, and refine lessons or identify interventions when students experience difficulties. Students are at their best when teachers enlist their collaboration and that of parents and families as partners in their student’s education. Schools are at their best when educators are supported by administrators and other support staff to implement the type of instruction called for in this framework. School districts are at their best when teachers across the district have an expanded professional learning community they can rely upon as thoughtful partners and for tangible instructional resources. More information about these types of collaboration can be found in Chapter 11 and throughout this framework.

One way we collaborate at my site/district is ________________

One way I would like to collaborate more is ________________

Something that would facilitate more collaboration at my site/district is_________
Tool to Use With All Grade Levels

- Explore/discuss key themes from chapter 2 or grade specific chapter to begin

- Use the grade specific template to have them find the connections for their grade levels

- Provide time to sharing/reflecting on current practices to what is recommended in the ELA/ELD Framework

- Discuss “Next Steps”
Integrated ELD AND Designated ELD: BOTH not OR
Illustrate the differences between Integrated and Designated ELD found in the ELA ELD Framework through the vignettes
Integrated ELD and Designated ELD

“All teachers should attend to the language learning needs of their ELs in strategic ways that promote the simultaneous development of content knowledge and advanced levels of English…using the CA ELD standards in two ways:

1. Integrated ELD; and
2. Designated ELD.”
Specially Designed Academic Instruction in English (SDAIE)

SDAIE is “instruction in a subject area delivered in English, that is specially designed to meet the needs of limited English proficient pupils. SDAIE is an instructional methodology, not a program.” (EC44253.2(b))

CCTC, Coded Correspondence 14-01: Approval of Amendments to Title 5 of the California Code of Regulations Pertaining to EL Authorizations for California Prepared Teachers and the World Language: ELD Content Area Authorization
“ELs at all English proficiency levels and at all ages require both integrated ELD and specialized attention to their particular language learning needs, or designated ELD.”

California Department of Education (2014) English Language Arts/English Language Development Framework for California Public Schools: Transitional Kindergarten through Grade Twelve
Key Features of Integrated ELD

Effective instructional experiences for ELs throughout the day and across the disciplines:

- Are interactive and engaging, meaningful and relevant, and intellectually rich and challenging
- Are appropriately scaffolded in order to provide strategic support that moves learners toward independence
- Build both content knowledge and academic English
- Value and build on primary language and culture and other forms of prior knowledge

- California Department of Education (2014), Chapter 2, Figure 2.21
  English Language Arts/English Language Development Framework for California Public Schools: Transitional Kindergarten through Grade Twelve
Integrated ELD: Key Elements

- **Text Analysis and Features**: Text Level/Sentence, Clause Level/Phrase Level and Word Level Understandings

- **Standards**: Content, CCSS ELA/Literacy, ELD Standards

- **Content Objectives**: Based on grade-level content standards

- **Language Objectives**: Links to the Content Objectives; based on text demands using ELD Standards

- **Instructional/Assessment Cycle**: Assess prior knowledge, direct instruction, modeling, (SDAIE)strategies, collaborative practice, independent practice, informal assessment, re-teaching, checking for understanding, etc.
“Designated ELD is a protected time during the regular school day when teachers use the CA ELD Standards as the focal standards in ways that build into and from content instruction in order to develop critical English language skills, knowledge, and abilities needed for content learning in English.”

California Department of Education (2014), Chapter 2, Figure 2.21
English Language Arts/English Language Development Framework for California Public Schools: Transitional Kindergarten through Grade Twelve
Essential Features of Designated ELD Instruction

- Intellectual Quality, Academic English Focus, Extended Language Interaction,
- Focus on Meaning, Focus on Forms,
- Planned and Sequenced Events, Scaffolding,
- Clear Lesson Objectives, Corrective Feedback

California Department of Education (2014) Chapter 2, Figure 2.23
English Language Arts/English Language Development Framework for California Public Schools: Transitional Kindergarten through Grade Twelve
Designated ELD: Key Elements

- **ELD Proficiency Level**

- **Text Analysis and Features**: Text Level/Sentence, Clause Level/Phrase Level and Word Level Understandings

- **Standards**: Primary focus-ELD Standards; ELA/Literacy

- **Content Objectives**: Based on grade-level content standards

- **Language Objectives**: Based on content text demands using ELD Standards

- **Focus on Forms/Purposes**

- **Instructional/Assessment Cycle**: Assess and build prior knowledge, scaffolding, modeling, collaborative oral practice, independent practice, informal assessment, re-teaching, checking for understanding, corrective feedback, use technology, etc.
A Quick Look into Designated ELD and Integrated ELD Vignettes

- Examine the template.

- How do the vignettes link between Integrated ELD and Designated ELD?

- Share your ideas.
ELD in Action: Vignettes 6.1 and 6.2

6.1 ELA Instruction in a Grade Six Interdisciplinary Unit Close Reading of a Memoir

6.2 Designated ELD Instruction in Grade Six Using Language Analysis to Deepen Understanding of Complex Text

- What is the role of content, and how does the lesson build into and from the content?

- How is academic language used, and how is the teacher developing it?

- How does the teacher determine when students need additional support?

- What strategies are used?
Integrated ELD and Designated ELD

Q & A
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ELA / ELD Framework
Support Network
Thank You!