Today we will:

- Introduce the three big ideas of Chapter 9
- Review the five key themes of the ELA/ELD Framework and see how they connect with Chapter 9
What does this mean to you?

Schooling should help all students achieve their highest potential.
California Department of Education (2014) English Language Arts/English Language Development Framework for California Public Schools; transitional Kindergarten through Grade Twelve
Chapter 9: Access and Equity

- California’s Diversity
- Planning for and supporting the range of learners
- Instructional practices for supporting students experiencing difficulty in reading

California Department of Education (2014) English Language Arts/English Language Development Framework for California Public Schools; transitional Kindergarten through Grade Twelve
California’s Diversity

- Diverse cultures
- Languages
- Physical abilities
- Learning abilities
- Ethnicities
- Religions
- Socioeconomic
- Familial settings
- Gender
- Sexual orientation, gender expression

California Department of Education (2014) English Language Arts/English Language Development Framework for California Public Schools; transitional Kindergarten through Grade Twelve
Standard English Learners
African American English
Chicano English
English Learners
Biliterate Students
Students who are deaf and hard of hearing

Language
Poll Rate 1st, 2nd, 3rd choice

- The majority of students who struggle with English are:

  English Learners

  Students living in poverty

  Speakers of African American English
**Standard English Learners**

**Commonalities**

- Governed by consistent linguistic rules
- Proficient speakers of SE adjust language based on expectation of discourse
- Traditionally not valued at school
- Over correction inhibits reading development

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

- Primary language other than English on state-approved Home language Survey
- Students who have been determined lack clearly defined English language skills of listening, comprehension, speaking, reading and writing necessary to succeed in the school’s regular instructional program

California Department of Education (2014) English Language Arts/English Language Development Framework for California Public Schools; transitional Kindergarten through Grade Twelve
What two instructional supports are mandated for EL?

<table>
<thead>
<tr>
<th>Designated</th>
<th>Integrated</th>
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<tbody>
<tr>
<td>■ Protected</td>
<td>■ Value and build on primary language and culture and other forms of prior knowledge</td>
</tr>
<tr>
<td>■ By proficiency levels</td>
<td>■ Interacting in meaningful ways,</td>
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<tr>
<td>■ Specialized for ELD Standards</td>
<td>■ Learning about how English works</td>
</tr>
<tr>
<td>■ Into and From content support</td>
<td></td>
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<tr>
<td>■ Accelerate English language and literacy development</td>
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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
Biliterate Students

- Dual immersion programs
- Two-way, Three-way programs
- Developing language and literacy in two or more languages simultaneously
- Demand a carefully-designed scope and sequence to ensure progress

California Department of Education (2014) English Language Arts/English Language Development Framework for California Public Schools; transitional Kindergarten through Grade Twelve
Students who are deaf/hard of hearing

- Bilingual in American Sign Language and Printed English
- Unique visual linguistics and learning needs

- Consider if ASL is their primary language
  - Children of deaf parents
  - Children of hearing parents

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

Which diverse language students are the most challenging for your district/site and why?
Poll- Which one of these trends, regarding students living in poverty, is the most prevalent in your district?

- Attendance
- Multiple transfers
- Gaps in their education
- Struggle with engagement
Students living in poverty

- More than 1 out of 5 California children and adolescents live in poverty
- Heterogeneous group
- Challenges of living in poverty are complex

California Department of Education (2014) English Language Arts/English Language Development Framework for California Public Schools; transitional Kindergarten through Grade Twelve
Students living in poverty

- Health and Nutrition
- Academic Language
- Effort
- Hope and the Growth Mind-Set
- Cognition
- Relationships

California Department of Education (2014) English Language Arts/English Language Development Framework for California Public Schools; transitional Kindergarten through Grade Twelve
Migrant Students

- Relocation
- Poverty
- Familiarity with U.S. school culture
- Language
- Access to and continuity of service

California Department of Education (2014) English Language Arts/English Language Development Framework for California Public Schools; transitional Kindergarten through Grade Twelve
Lesbian, Gay, Bisexual and Transgender Students

- All students in California have the fundamental right to be respected and feel safe in their school environment

California Department of Education (2014) English Language Arts/English Language Development Framework for California Public Schools; transitional Kindergarten through Grade Twelve
Victimization of students

- K-6 students who are gender nonconforming feel unsafe or afraid
- LGBT students ages 13-18 feel unsafe and experience harassment and assault at school

California Department of Education (2014) English Language Arts/English Language Development Framework for California Public Schools; transitional Kindergarten through Grade Twelve
Recommendations for supporting LGBT students

- Adopt and implement clear policies that address harassment and bullying
- Provide professional learning
- Increase student access to inclusive curriculum
- Make available and share age-appropriate literature
- Teach by example

California Department of Education (2014) English Language Arts/English Language Development Framework for California Public Schools; transitional Kindergarten through Grade Twelve
Literacy Learning and Males

- Culturally relevant text
- Opportunities for collaboration
- Critical Conversations

California Department of Education (2014) English Language Arts/English Language Development Framework for California Public Schools; transitional Kindergarten through Grade Twelve
Planning for and Supporting the Range of learners

Universal Design for Learning
Multi-Tiered System of Supports
Culturally and linguistically responsive pedagogy
Universal Design for Learning

- Research-based framework for guiding educational practices
  - Guidelines
    - Representation
    - Action and Expression
    - Engagement

California Department of Education (2014) English Language Arts/English Language Development Framework for California Public Schools; transitional Kindergarten through Grade Twelve
Multi-Tiered System of Supports

California Department of Education (2014) English Language Arts/English Language Development Framework for California Public Schools; transitional Kindergarten through Grade Twelve
Culturally and linguistically responsive pedagogy

- Self-educate
- Draw on and value students’ cultural backgrounds
- Address language status
- Support the development of academic English
- Promote pride in cultural and linguistic heritage

California Department of Education (2014) English Language Arts/English Language Development Framework for California Public Schools; transitional Kindergarten through Grade Twelve
Instructional Practices for Supporting Students Experiencing Difficulty in Reading

Students with disabilities
Students demonstrating poor reading achievement
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ELA / ELD Framework Support Network

Thank You!