English Language Arts/English Language Development (ELA/ELD) Framework Webinar Series

Session #4: Language Development Theme, Vocabulary, and Grammatical Understandings

December 12, 2023

CALIFORNIA DEPARTMENT OF EDUCATION
Tony Thurmond, State Superintendent of Public Instruction

ELA/ELD Framework Webinar Series: Purposes and Goals

- Recenter the *ELA/ELD Framework* as our primary guide for language and literacy policy and practice.
- Share knowledge about key content in the *ELA/ELD Framework.*
- Establish a foundation for successful and sustained implementation of the practices and systems promoted in the *ELA/ELD Framework.*

Agenda

1. Welcome and Opening Remarks
2. Language Development Theme: Overview
3. Language Development in Elementary School
4. Language Development in Middle and High School
5. Language Development Theme: Explore and Discuss
6. Closing & Next Steps

Outcomes

- Understand the “big ideas” of the Language Development theme in the *ELA/ELD Framework*.
- Identify sections in the *ELA/ELD Framework* that guide effective language development instruction in grades Transitional Kindergarten (TK)–12.
- Determine next steps for using the *ELA/ELD Framework* to expand knowledge and enhance practices to support students’ language development.

Webinar Series Developers

Dr. Hallie Yopp

Dr. Pam Spycher

Nancy Brynelson

Dr. Bonnie Garcia

State Superintendent’s Welcome

Tony Thurmond

State Superintendent
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Language Development Theme: Overview

The *ELA/ELD Framework* is …

California's Conceptual Model
for Comprehensive and Integrated Literacy

Link to Long Description

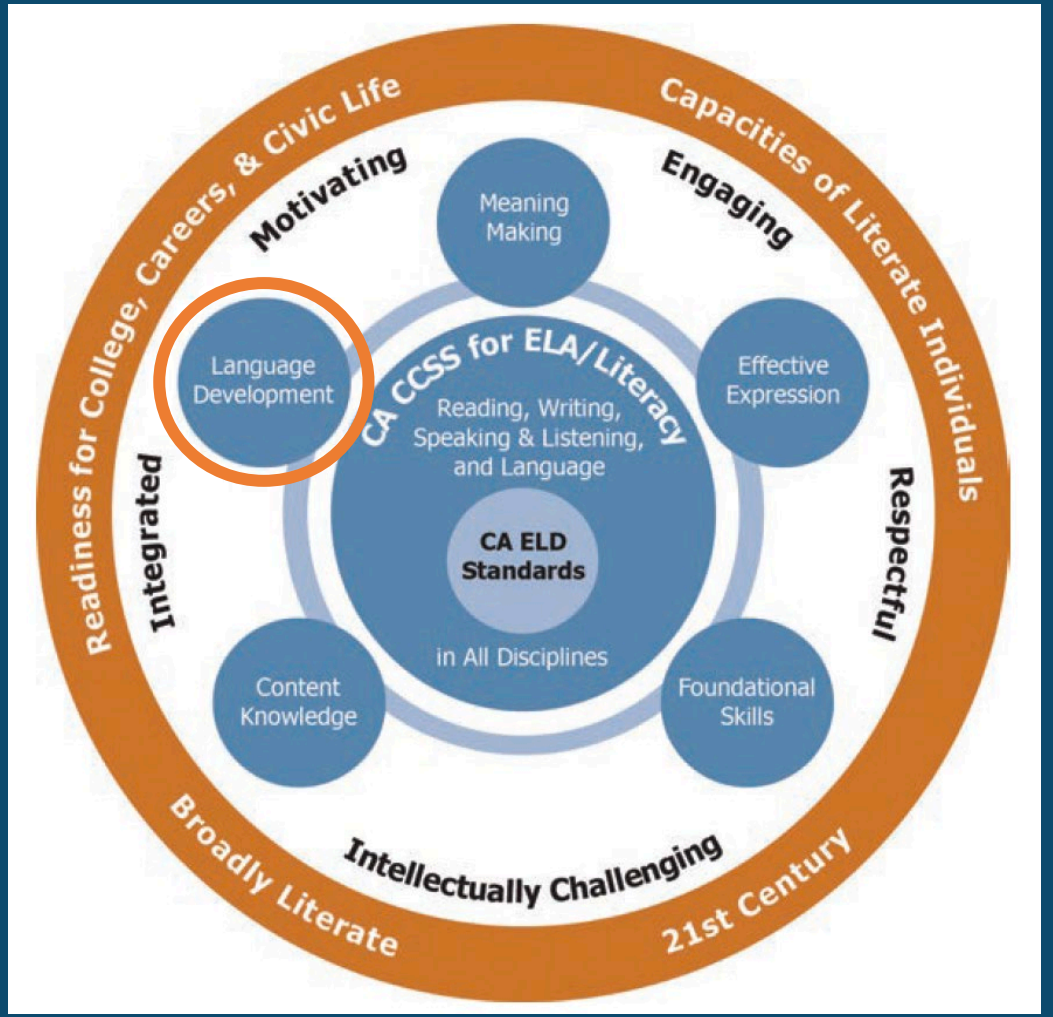


Figure 2.1 The *ELA/ELD Framework* Circles of Implementation

Models of Reading, Model of Literacy

- Simple View of Reading (Gough & Tunmer, 1986)
- Reading Rope (Scarbrough, 2001)
- Active View of Reading (Duke & Cartwright, 2021)
- Direct & Indirect Effects Model of Reading (Kim, 2022)

Link to Long Description

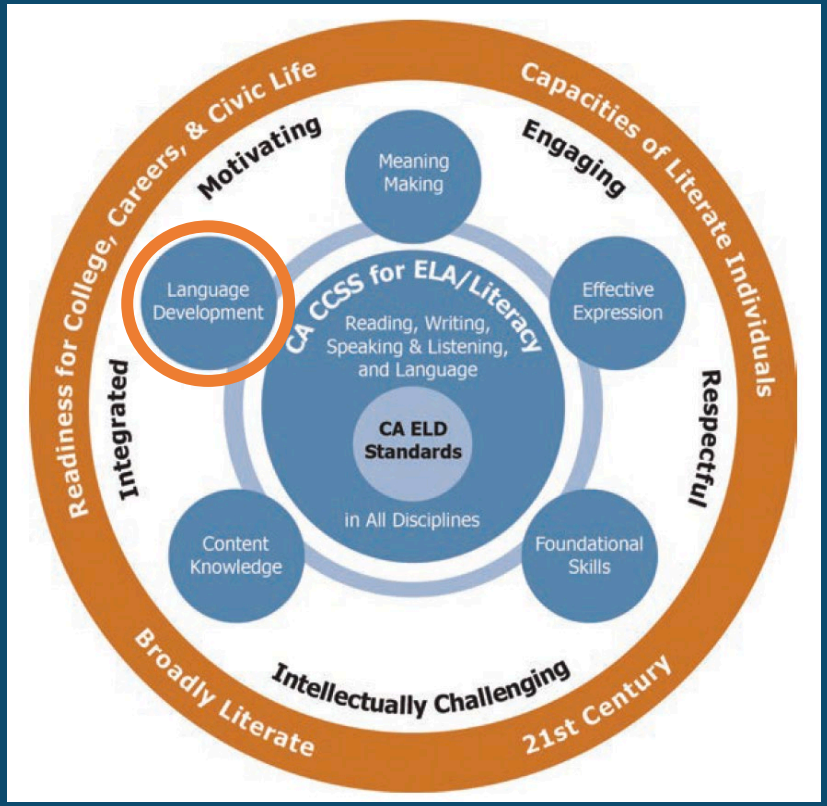


Figure 2.1 The ELA/ELD Framework Circles of Implementation

The Language Development Theme (1)

Lin, Grace. *Where the Mountain Meets the Moon*. New York: Little, Brown, 2009. (2009)
From Chapter 1

Far away from here, following the Jade River, there was once a black mountain that cut into the sky like a jagged piece of rough metal. The villagers called it Fruitless Mountain because nothing grew on it and birds and animals did not rest there.

Crowded in the corner of where Fruitless Mountain and the Jade River met was a village that was a shade of faded brown. This was because the land around the village was hard and poor. To coax rice out of the stubborn land, the field had to be flooded with water. The villagers had to tramp in the mud, bending and stooping and planting day after day. Working in the mud so much made it spread everywhere and the hot sun dried it onto their clothes and hair and homes. Over time, everything in the village had become the dull color of dried mud.

The Language Development Theme (2)

Lin, Grace. *Where the Mountain Meets the Moon*. New York: Little, Brown, 2009. (2009)
From Chapter 1 (continued)

One of the houses in this village was so small that its wood boards, held together by the roof, made one think of a bunch of matches tied with a piece of twine. Inside, there was barely enough room for three people to sit around the table—which was lucky because only three people lived there. One of them was a young girl called Minli.

Read the text to yourself. What language might you highlight for students to support their language development?

Language Exploration with *Where the Mountain Meets the Moon* (1)

- Vocabulary describing the setting and people:
  - jagged, fruitless, faded brown, hard, poor, coax, stubborn, dull, small, barely enough, tramp, bending, stooping, planting, working
- Location markers creating cohesion:
  - Far away from here …, Crowded in the corner of …, One of the houses in this village …, Inside …,

Language Exploration with *Where the Mountain Meets the Moon* (2)

- Informationally-dense noun phrases with details and nuances:
  - a black mountain that cut into the sky like a jagged piece of rough metal
  - the dull color of dried mud
  - its wood boards, held together by the roof,
  - a bunch of matches tied with a piece of twine
  - barely enough room for three people to sit around the table

Developing Language: The Big Picture

Students' language develops as the result of …

- learning new content,
- reading complex texts,
- exploring the language of different text types,
- writing creatively and analytically,
- conversing with peers and teachers, and
- presenting ideas and knowledge.

Conversely, students' growing language abilities help them participate equitably in these tasks.

Language Development: A New Mindset (1)

Before	Now
Prior Focus on:	*New Emphasis on Understanding:*
English as a set of rules	English as a meaning-making resource with different language choices based on discipline, topic, audience, task, and purpose
Grammar as syntax, separate from meaning, with discrete skills at the center	An expanded notion of grammar as encompassing discourse, text structure, syntax, and vocabulary and as inseparable from meaning

Source: ELD Standards Publication, page 164

Language Development: A New Mindset (1)

Before	Now
Prior Focus on:	*New Emphasis on Understanding:*
Language development focused on accuracy and grammatical correctness	Language development focused on interaction, collaboration, comprehension, and communication, with strategic scaffolding to guide appropriate linguistic choices
Simplified texts and activities, often separate from content knowledge, as necessary for learning English	Complex texts and intellectually challenging activities focused on building content knowledge as essential to learning academic English

Source: ELD Standards Publication, page 164

Developing Language: Vocabulary

1. Provide rich and varied language experiences (e.g., wide reading using complex texts, frequent exposure to rich oral language, classroom discussions).
2. Explicitly teach a select set of important general academic words (e.g., familiar, resist, development) and domain-specific words (e.g., bioaccumulation, democracy, percussion).
3. Foster language awareness, curiosity, and play.
4. Teach students to independently learn new words (e.g., by using morphological knowledge, using dictionaries, recognizing cognates).

Language Development: Grammatical Understandings

- Big Idea: Meaning-based grammar (not rules-based)
- Register: Variation in the vocabulary, grammatical, and discourse practices to meet the expectations of a particular context
- Contextual Variables: Purpose, audience, topic, task, setting, social relationship between the communicators
- Goal: Support all students to be proficient "register shifters"
- See figure 2.14. Understanding Register

Register Variation: Classroom Example

Register	More "spoken-like"	Both "spoken-like" and "written-like"	More "written-like"
Examples	• **Talking** about what's happening during a science experiment • **Jotting down notes** during an experiment	• **Collaborative discussion** about the results of an experiment • **Writing an account** of the experiment in a science log	• Delivering a formal **oral presentation** about the experiment and results • Writing an **informational report** about a science phenomenon

Register shifting empowers us.

You are in the unfortunate circumstance of being seated next to an avid nose picker.

- Pretend you’re a sixth grader. How would you describe the situation to your best friend (who is not the nose picker)?
- Pretend you’re the sixth grader's parent. How would you teach them why they should stop?
- Pretend you’re at your place of work and the nose picker is your colleague. How would you appeal to them to stop?

Language Development in Elementary School

Language Development in the TK–Grade 5 Years

- Language is intimately tied to identity.
- The relationship between Reading, Writing, Speaking, Listening and language development is one of mutual facilitation.
- All strands of ELA/literacy standards include attention to language.
- The ELD Standards amplify the emphasis on language development and awareness.
- Language development should be a central focus of school, in all areas of the curriculum, beginning in the first years.

Language-Rich Environment

- Modeling
- Social learning activities
- Rich content instruction
- Read-alouds and wide reading
- Student talk

Read-Alouds

- Be thoughtful about book selections.
- Engage in interactive reading.
- Engage students in retelling, reenacting, and reconstructions of text.

Read-Alouds: Engaging Students

Engage students in interactive reading.

Figure 3.22. Questions for **The Little Red Hen** *by Vera Southgate*

Questions that Limit Language	Questions that Elicit Language
• What color is the hen? • Will the others help her? • What did they say? • Is she happy with the others? • How many animals are on this page? • What is this animal? • Did they get to have bread at the end of the story? • Do you like the story?	• What is the little red hen planning? • What just happened? • What do you suppose the little red hen is thinking? What makes you think so? • What does the author do to make us aware that that little red hen is unhappy? • How does the author help us understand what a mill is? • What does the hen do once her bread is ready to eat? Why? • What do you think the author is telling us?

Engage students in retelling, reenacting, and reconstructions of text. (e.g., Snapshot 3.2 and Vignettes 3.1 & 3.2)

Snapshot 3.2. *Goldilocks and the Three Bears*
Integrated ELA and ELD in Transitional Kindergarten

Transitional kindergarteners listen to, enjoy, and discuss the book, *Goldilocks and the Three Bears*, several times over the course of a week. They chant along when there are repetitive phrases, ask and answer questions about the story, and talk about the illustrations. Their teacher, Mrs. Haddad, guides children's identification of key story details by using its narrative structure and recording the characters, settings, and events of the plot on a large chart. With support, children use 12" x 18" construction paper to construct individual books. Drawing or using cut paper, each child designs a cover page, a page with a home in the forest, a third page with three bowls, a fourth with three chairs, and a fifth page with three beds. Paper cutouts of Goldilocks and the bears are given to the children to use as props. The children move the props through the pages of their books as they read, using the cutouts as scaffolds as they retell the story to one another.

Mrs. Haddad thoughtfully selected the book for the retelling activity because there are objects, such as bowls, chairs, and beds that can serve as memory triggers for story events and structures and phrases used repeatedly throughout the story: "This porridge is too hot! This porridge is too cold! This porridge is just right." Before they use their books to retell the story, and while the other children are engaged in collaborative tasks at literacy stations, Mrs. Haddad spends extra time with her EL children who are at the Emerging level of English language proficiency. Using a book she has constructed, which is similar to the one the children each made, she collaboratively retells the story with the children. She also prompts the children to use transition terms, such as *then* and *next*, and draws their attention to past tense verbs (e.g., Baby Bear *said*). She intentionally models enthusiasm and intonation, and she invites the children to do the same. This way, she is helping to build the language and confidence EL children will need to participate in the retelling of the story with other children.

The children have multiple opportunities to retell the story using their books with different partners. Mrs. Haddad offers to video record those who wish to be recorded so that the story may be viewed on a class computer during independent choice time. Eventually, the books are taken home so that children may tell the story to their families.

Resource
Cauley, Lorinda B. 1981. *Goldilocks and the Three Bears*. New York: Putnam.

CA CCSS for ELA/Literacy: RL.K.1–3; W.K.3; SL.K.1–2; L.K.6
CA ELD Standards: ELD.PI.K.12a; ELD.PI.1.1, 2, 3b
Related California Preschool Learning Foundations (60 months):
Listening and Speaking 1.4 Use language to construct extended narratives that are real or fictional.
Reading 4.1 Demonstrate knowledge of details in a familiar story, including characters, events, and ordering of events through answering questions (particularly summarizing, predicting, and inferences), retelling, reenacting, or creating artwork.

Student Talk

- Ensure an atmosphere of respect.
- Use a variety of routines for equitable participation.
- Target topics and texts worth discussing.
- Include attention to language.
- Provide prompts and scaffolds.

Student Talk: Prompts and Scaffolds

- Snapshot 3.1: After building a graph displaying the number of syllables in students' names, the teacher prompts children to comment on conclusions. Children are encouraged to use terms to communicate mathematical ideas (e.g., more than, the same number as)
- Prompt children to say more, add to, explain how.
- Sentence frames (e.g., At school, I'm determined to…because …)
- Sentence starters (e.g., In other words…, Essentially, I'm arguing that…, To put it another way..., My point is…)

Teaching Vocabulary

- Intentional selection of words
- Rich explanations (“friendly definitions”)
- Instructional contexts that contribute to meaning
- Word relationships

Word-Learning Strategies

- Morphology
- Context
- Resources

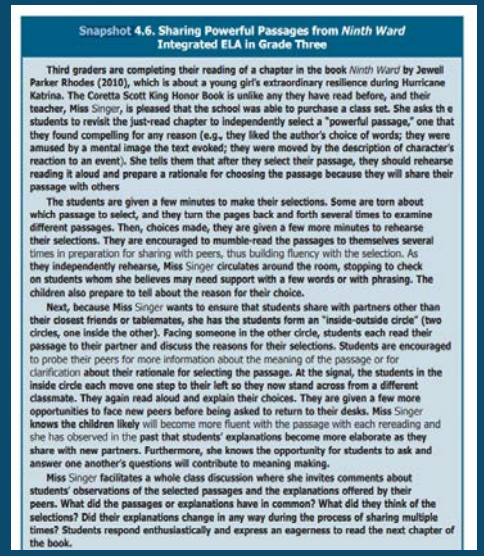
Figure 5.10. Greek and Latin Roots

Greek			Latin		
Root	**Meaning**	**Examples**	**Root**	**Meaning**	**Examples**
astro	star	astronaut astronomy	*dict*	to speak, to tell	dictate predict contradict
tele	far, distant	telephone telescope telecommunicate	*port*	to carry	export import support
auto	self	autograph automobile automatic	*struct*	to build, to form	construct destruct structure
micro	small	microscope microphone	*vid, vis*	to see	vision television visible

Language Awareness

Examine and experiment with language

- Word choice
- Sentence structures
  - expand
  - combine
  - reduce
- Informal and formal language



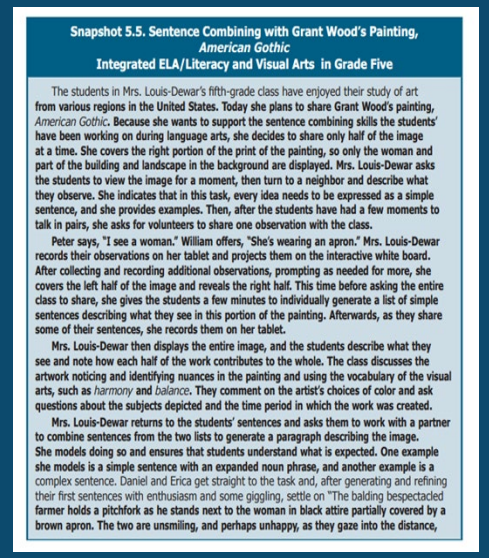
Snapshot 4.6. Sharing Powerful Passages from *Ninth Ward*
Integrated ELA in Grade Three

Third graders are completing their reading of a chapter in the book *Ninth Ward* by Jewell Parker Rhodes (2010), which is about a young girl's extraordinary resilience during Hurricane Katrina. The Coretta Scott King Honor Book is unlike any they have read before, and their teacher, Miss Singer, is pleased that the school was able to purchase a class set. She asks th e students to revisit the just-read chapter to independently select a "powerful passage," one that they found compelling for any reason (e.g., they liked the author's choice of words; they were amused by a mental image the text evoked; they were moved by the description of character's reaction to an event). She tells them that after they select their passage, they should rehearse reading it aloud and prepare a rationale for choosing the passage because they will share their passage with others

The students are given a few minutes to make their selections. Some are torn about which passage to select, and they turn the pages back and forth several times to examine different passages. Then, choices made, they are given a few more minutes to rehearse their selections. They are encouraged to mumble-read the passages to themselves several times in preparation for sharing with peers, thus building fluency with the selection. As they independently rehearse, Miss Singer circulates around the room, stopping to check on students whom she believes may need support with a few words or with phrasing. The children also prepare to tell about the reason for their choice.

Next, because Miss Singer wants to ensure that students share with partners other than their closest friends or tablemates, she has the students form an "inside-outside circle" (two circles, one inside the other). Facing someone in the other circle, students each read their passage to their partner and discuss the reasons for their selections. Students are encouraged to probe their peers for more information about the meaning of the passage or for clarification about their rationale for selecting the passage. At the signal, the students in the inside circle each move one step to their left so they now stand across from a different classmate. They again read aloud and explain their choices. They are given a few more opportunities to face new peers before being asked to return to their desks. Miss Singer knows the children likely will become more fluent with the passage with each rereading and she has observed in the past that students' explanations become more elaborate as they share with new partners. Furthermore, she knows the opportunity for students to ask and answer one another's questions will contribute to meaning making.

Miss Singer facilitates a whole class discussion where she invites comments about students' observations of the selected passages and the explanations offered by their peers. What did the passages or explanations have in common? What did they think of the selections? Did their explanations change in any way during the process of sharing multiple times? Students respond enthusiastically and express an eagerness to read the next chapter of the book.



Snapshot 5.5. Sentence Combining with Grant Wood's Painting, *American Gothic*
Integrated ELA/Literacy and Visual Arts in Grade Five

The students in Mrs. Louis-Dewar's fifth-grade class have enjoyed their study of art from various regions in the United States. Today she plans to share Grant Wood's painting, *American Gothic*. Because she wants to support the sentence combining skills the students' have been working on during language arts, she decides to share only half of the image at a time. She covers the right portion of the print of the painting, so only the woman and part of the building and landscape in the background are displayed. Mrs. Louis-Dewar asks the students to view the image for a moment, then turn to a neighbor and describe what they observe. She indicates that in this task, every idea needs to be expressed as a simple sentence, and she provides examples. Then, after the students have had a few moments to talk in pairs, she asks for volunteers to share one observation with the class.

Peter says, "I see a woman." William offers, "She's wearing an apron." Mrs. Louis-Dewar records their observations on her tablet and projects them on the interactive white board. After collecting and recording additional observations, prompting as needed for more, she covers the left half of the image and reveals the right half. This time before asking the entire class to share, she gives the students a few minutes to individually generate a list of simple sentences describing what they see in this portion of the painting. Afterwards, as they share some of their sentences, she records them on her tablet.

Mrs. Louis-Dewar then displays the entire image, and the students describe what they see and note how each half of the work contributes to the whole. The class discusses the artwork noticing and identifying nuances in the painting and using the vocabulary of the visual arts, such as *harmony* and *balance*. They comment on the artist's choices of color and ask questions about the subjects depicted and the time period in which the work was created.

Mrs. Louis-Dewar returns to the students' sentences and asks them to work with a partner to combine sentences from the two lists to generate a paragraph describing the image. She models doing so and ensures that students understand what is expected. One example she models is a simple sentence with an expanded noun phrase, and another example is a complex sentence. Daniel and Erica get straight to the task and, after generating and refining their first sentences with enthusiasm and some giggling, settle on "The balding bespectacled farmer holds a pitchfork as he stands next to the woman in black attire partially covered by a brown apron. The two are unsmiling, and perhaps unhappy, as they gaze into the distance,

Language Development Theme in Middle and High School

Language Development in Middle & High School

- “Students continue to develop as learners of language throughout their academic careers, and indeed their lives,” page 518
- Expectations for language use are increasingly complex and sophisticated
  - RI.5.8: Identify reasons and evidence that support points in the text
  - RI.9-10.8: Delineate and evaluate the argument and specific claims in a text and assess if reasoning is valid
  - W.5.1c: Link opinion and reasons using words, phrases, and clauses
  - W.9-10.1c: Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify relationships between claims and reasons, reasons and evidence, claims and counterclaims

Language Development in Middle & High School (2)

Sampling of expanded expectations for the use of language at these grade spans

- in reading, writing, speaking, and listening
- across all disciplines

(p. 519; 682)

- Varying sentence patterns
- Expressing ideas precisely and concisely
- Tracing the etymology of words
- Interpreting figures of speech
- Distinguishing connotations
- Analyzing the impact of word choices
- Using words, phrases, and clauses to clarify relationships and create cohesion
- Making effective choices for meaning or style

Meeting the Challenge

- Building linguistic awareness—conscious awareness about how language works
- Guided opportunities to analyze how English is organized and structured in a variety of texts across academic disciplines and how the language in these texts is different depending on text type, audience, purpose, topic, and content area
- Opportunities to experiment with language, applying what they learn and adapting their own language to express their ideas in ways that meet the expectations of different text types and contexts (p. 518)

Snapshots

- Snapshot 6.9, grade 8, pp. 621–622
  Developing and Defending an Argument, Integrated ELA/Literacy and Civic Learning

- Designated ELD Snapshots 6.2 (argument,
  vocabulary, grammatical structures in history) and 6.6 (domain-specific vocabulary in science)

"Although schools have a duty to protect the safety and well-being of their students, much of this cyberbullying takes place off-campus, outside of school hours."

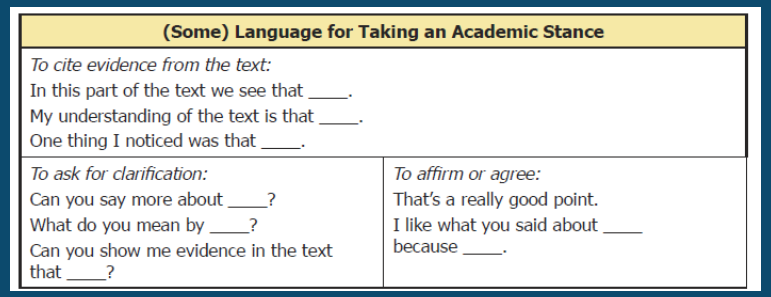
Structure: Type of Clause? How I know?	Text Excerpt: Broken Into Clauses	Meaning: What It Means in My Own Words
Dependent, it starts with *although*, so it depends on the other part of the sentence	*Although* schools have a duty to protect the safety and well-being of their students	Schools are supposed to take care of their students. But . . . The word *although* lets us know that cyberbullying might still be happening.
Independent, even if I take the other part of the sentence away it is still a complete sentence.	much of this cyberbullying takes place off-campus, outside of school hours.	Students use texting, Facebook, and other technology to bully others, but they do it afterschool. So, cyberbullying is still happening.

Figures

- Figure 6.12. Small-Group Roles for Nonfiction Discussions
  (Summarizer, Connector, Questioner, Passage Finder, Textbook Detective, Illustrator, Word Wizard, Discussion Director)
- Figure 6.20. Sentence Starters for Discussions
  (Frames for asking questions)
- Figure 6.27. Sentence Detective Practice
  (Strategies for clarifying confusing sentences)
- Figure 7.24. Noticing Language Activity
  (Analysis of participial modifiers to create different effects on reader)

Vignettes

Vignette 7.3, Reading, Analyzing, and Discussing Complex Texts in American Literature



(Some) Language for Taking an Academic Stance	
To cite evidence from the text: In this part of the text we see that ____. My understanding of the text is that ____. One thing I noticed was that ____.	
To ask for clarification: Can you say more about ____? What do you mean by ____? Can you show me evidence in the text that ____?	*To affirm or agree:* That's a really good point. I like what you said about ____ because ____.

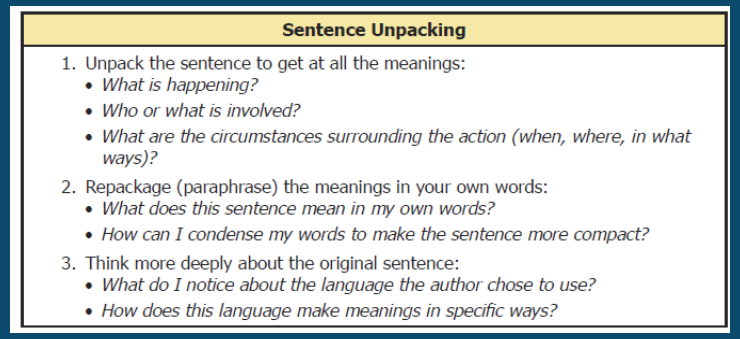
Unpacking clauses

"Because the Cherokees numbered several thousands, their removal to the West was planned to be in gradual stages, but the discovery of Appalachian gold within their territory brought on a clamor their immediate wholesale exodus."

- Because the Cherokees numbered several thousands,
- their removal to the West was planned to be in gradual stages,
- but the discovery of Appalachian gold within their territory brought on a clamor for their immediate wholesale exodus.

Vignettes

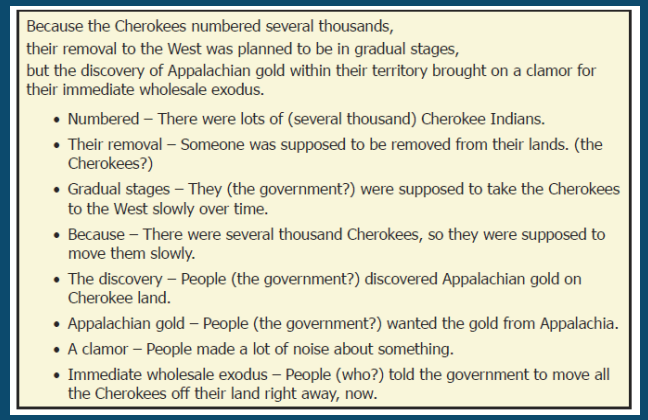
Vignette 7.4. Unpacking Sentences and Nominalization in Complex History Texts Designated ELD



Sentence Unpacking

1. Unpack the sentence to get at all the meanings:
   - *What is happening?*
   - *Who or what is involved?*
   - *What are the circumstances surrounding the action (when, where, in what ways)?*
2. Repackage (paraphrase) the meanings in your own words:
   - *What does this sentence mean in my own words?*
   - *How can I condense my words to make the sentence more compact?*
3. Think more deeply about the original sentence:
   - *What do I notice about the language the author chose to use?*
   - *How does this language make meanings in specific ways?*

Teacher Think Aloud



Because the Cherokees numbered several thousands,
their removal to the West was planned to be in gradual stages,
but the discovery of Appalachian gold within their territory brought on a clamor for their immediate wholesale exodus.

- Numbered – There were lots of (several thousand) Cherokee Indians.
- Their removal – Someone was supposed to be removed from their lands. (the Cherokees?)
- Gradual stages – They (the government?) were supposed to take the Cherokees to the West slowly over time.
- Because – There were several thousand Cherokees, so they were supposed to move them slowly.
- The discovery – People (the government?) discovered Appalachian gold on Cherokee land.
- Appalachian gold – People (the government?) wanted the gold from Appalachia.
- A clamor – People made a lot of noise about something.
- Immediate wholesale exodus – People (who?) told the government to move all the Cherokees off their land right away, now.

Analysis of Text Complexity

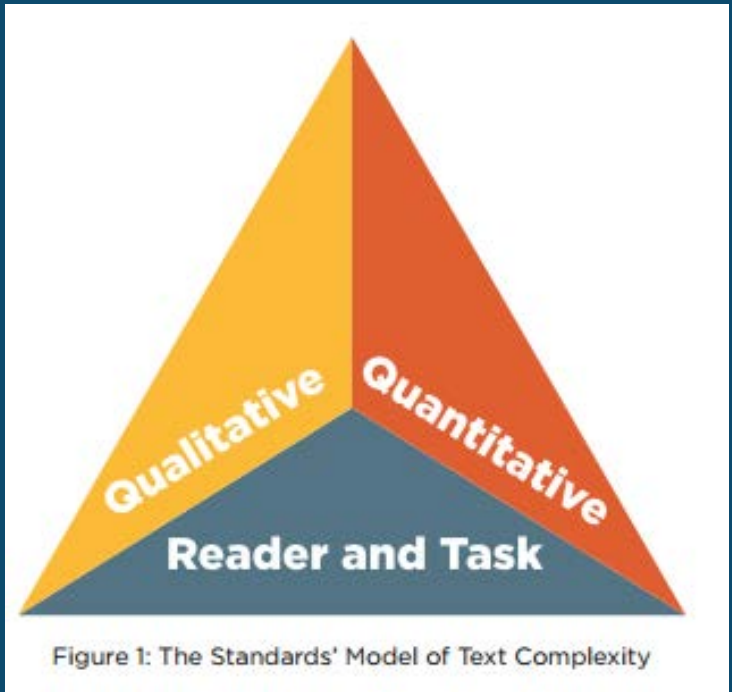


Figure 1: The Standards' Model of Text Complexity

Qualitative Dimensions

- Structure
- Language Clarity and Conventions (including vocabulary and syntax)
- Knowledge Demands
- Levels of Meaning/Purpose

Language Development Theme: Explore and Reflect

Explore and Reflect

Directions:

1. Open the “Language Development Theme Guidance” document: https://www.cde.ca.gov/ci/cl/documents/langdevguidance.pdf
2. Choose a grade level or topic you’re interested in. Click on the link to go to the chapter. Explore away!

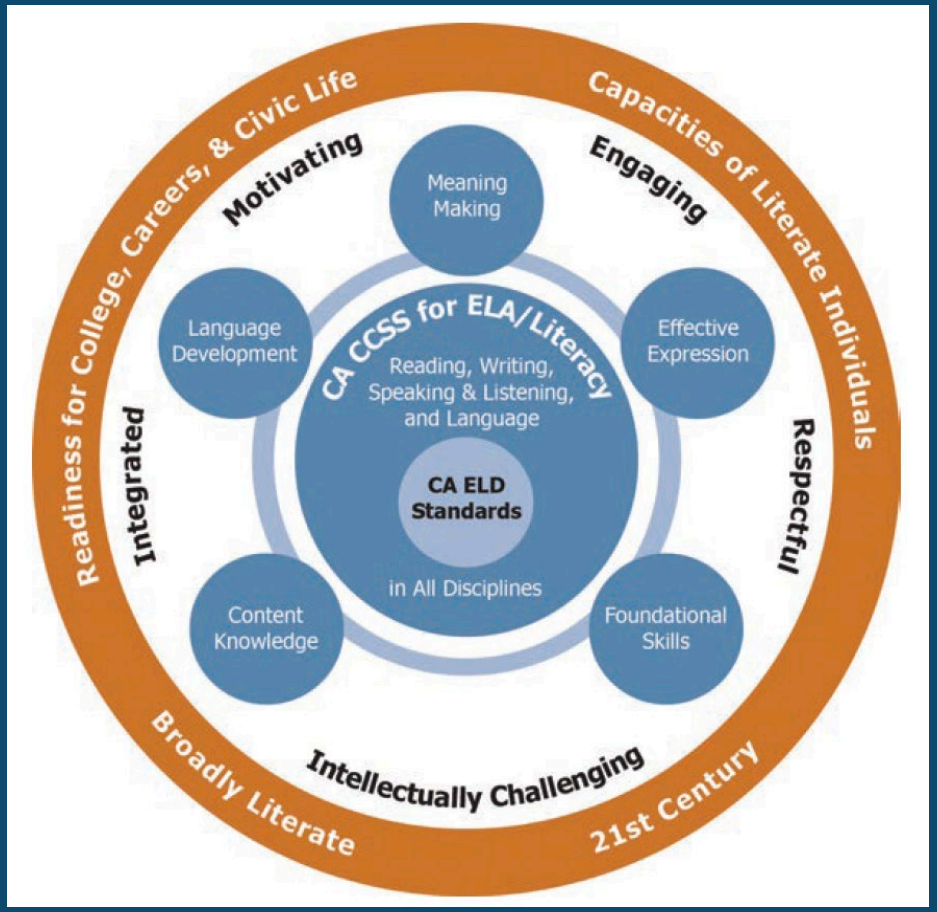
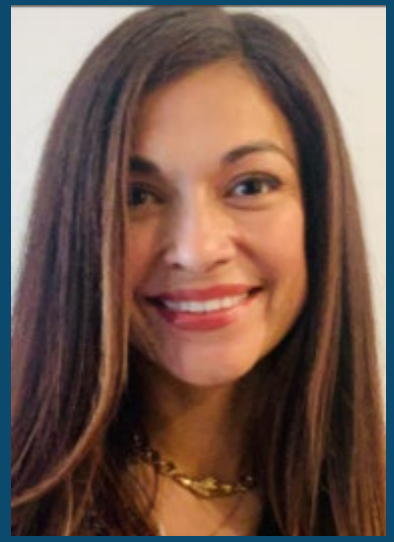


Figure 2.1 The ELA/ELD Framework Circles of Implementation

Link to Long Description

Closing & Next Steps

Contacts



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Thank you!

CALIFORNIA DEPARTMENT OF EDUCATION
Tony Thurmond, State Superintendent of Public Instruction

Circles of Implementation Long Description

The outer ring: Overarching goals

- Readiness for college, careers, and civic life
- Attained the capacities of literate individuals
- Become broadly literate
- Acquired the skills for living and learning in the 21st century

Inner field: Context in which instruction occurs:

- Integrated
- Motivating
- Engaging
- Respectful
- Intellectually challenging

Circles of Implementation Long Description (2)

Orbiting the center: Key Themes of the ELA/Literacy Standards

- Meaning Making
- Language Development
- Effective Expression
- Content Knowledge
- Foundational Skills

Center:

- CA CCSS for ELA/Literacy
- CA ELD Standards

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