English Language Arts/English Language Development Framework and Accompanying Documents

Assessment and Intervention Guidance

Directions:
1. Click on the chapter that interests you.
2. Explore to see what the *Framework* offers.

ELA/ELD FRAMEWORK
https://www.cde.ca.gov/ci/rl/cf/

Chapter 2 – Essential Considerations in ELA/Literacy and ELD Curriculum, Instruction, and Assessment
https://www.cde.ca.gov/ci/rl/cf/documents/elaeldfwchapter2.pdf
- Supporting Students Strategically, pages 94-103

Chapter 3 – Content and Pedagogy: Transitional Kindergarten Through Grade One
https://www.cde.ca.gov/ci/rl/cf/documents/elaeldfwchapter3.pdf
- Supporting Students Strategically, pages 164-166
- Recommendations for teaching letter-sound correspondences/sound-letter correspondences and initial decoding, especially important for children experiencing difficulty, pages 159-160, bullets
- Figure 3.34 Blending Sounds in Printed Words in Grade One, pages 253-254
- Figure 3.23, Kindergarten Writing Sample and Annotation, page 208 and preceding paragraph
- Figure 3.29, Grade One Writing Sample and Annotation, page 243-244 and preceding paragraph

Chapter 4 – Content and Pedagogy: Grades Two and Three
https://www.cde.ca.gov/ci/rl/cf/documents/elaeldfwchapter4.pdf
- Supporting Students Strategically, pages 315-317
- Figure 4.19, Mean Oral Reading Rate of Grade Two Students, page 329 and preceding and subsequent paragraphs (see updated norms here: https://www.readingrockets.org/sites/default/files/2023-08/2017_ORF_NORMS.pdf)
- Figure 4.29, Mean Oral Reading Rate of Grade Three Students, page 365 and preceding and subsequent paragraphs (see updated norms here: https://www.readingrockets.org/sites/default/files/2023-08/2017_ORF_NORMS.pdf)

- Discussion of formative assessment of writing, bullets on page 300
- Figure 4.14, Grade Two Writing Sample and Annotation, page 323 and preceding paragraph
- Figure 4.24, Grade Three Writing Sample and Annotation, page 356-358 and preceding paragraph

Chapter 5 – Content and Pedagogy: Grades Four and Five
https://www.cde.ca.gov/ci/rl/cf/documents/elaeldfwchapter5.pdf
- Supporting Students Strategically, pages 421-422
- Figure 5.15, Mean Oral Reading Rate of Grade Four Students, page 440 and preceding paragraph (see updated norms here: https://www.readingrockets.org/sites/default/files/2023-08/2017_ORF_NORMS.pdf)
- Figure 5.23, Mean Oral Reading Rate of Grade Five Students, page 474 and preceding and subsequent paragraphs (see updated norms here: https://www.readingrockets.org/sites/default/files/2023-08/2017_ORF_NORMS.pdf)
- Discussion of formative assessment of writing, bullets on page 409 and preceding and subsequent paragraphs
- Figure 5.11, Grade Four Writing Sample and Annotation, pages 431-432 and preceding and subsequent paragraphs
- Figure 5.20, Grade Five Writing Sample and Annotation, pages 468-469 and preceding and subsequent paragraphs

Chapter 6 – Content and Pedagogy: Grades Six Through Eight
https://www.cde.ca.gov/ci/rl/cf/documents/elaeldfwchapter6.pdf
- Supporting Students Strategically, pages 541-543
- Figure 6.13, Mean Oral Reading Rate of Grade Six Students, page 564 and preceding and subsequent paragraphs (see updated norms here: https://www.readingrockets.org/sites/default/files/2023-08/2017_ORF_NORMS.pdf)
- Figure 6.21, Mean Oral Reading Rate of Grade Seven Students, page 597 and preceding and subsequent paragraphs (see updated norms here: https://www.readingrockets.org/sites/default/files/2023-08/2017_ORF_NORMS.pdf)
- Figure 6.29, Mean Oral Reading Rate of Grade Eight Students, page 634 and preceding and subsequent paragraphs (see updated norms here: https://www.readingrockets.org/sites/default/files/2023-08/2017_ORF_NORMS.pdf)
- Figure 6.11, Grade Six Writing Sample with Analysis and Annotation, pages 556-558 and preceding and subsequent paragraphs

- Figure 6.19, Grade Seven Writing Sample and Annotation, pages 590-592 and preceding and subsequent paragraphs
- Figure 6.28, Grade Eight Writing Sample and Annotation, pages 624-626 and preceding and subsequent paragraphs

Chapter 7 – Content and Pedagogy: Grades Nine Through Twelve
https://www.cde.ca.gov/ci/rl/cf/documents/elaeldfwchapter7.pdf
- Supporting Students Strategically, pages 715-717
- Figure 7.18, Grade Ten Writing Sample with Analysis and Annotation, pages 728-730
- Figure 7.25, Grade Twelve Writing Sample with Analysis and Annotation, pages 728-730

Chapter 8 – Assessment
https://www.cde.ca.gov/ci/rl/cf/documents/elaeldfwchapter8.pdf

Chapter 9 – Access and Equity
https://www.cde.ca.gov/ci/rl/cf/documents/elaeldfwchapter9.pdf
- California's Diversity
  - See Table of Contents, page 879
- Planning for and Supporting the Range of Learners
  - Universal Design for Learning, pages 910-913
  - Multi-Tiered System of Supports, 913-916
  - Culturally and Linguistically Responsive Teaching, pages 916-919
- Instructional Practices for Supporting Students Experiencing Difficulty Reading, pages 920-928
  - Bullets, Research-based practices for supporting students experiencing difficulty with reading, page 921
  - Figure 9.13, Components of Four CA CCSS for ELA/Literacy, page 924
  - Figure 9.14, Strategies for Supporting Learners' Engagement with Complex Text, pages 925-927
  - Snapshot 9.3, page 922

Chapter 11 – Implementing High-Quality ELA/Literacy and ELD Instruction: Professional Learning Leadership, and Program Supports
https://www.cde.ca.gov/ci/rl/cf/documents/elaeldfwchapter11.pdf
- Figure 11.6, Inventory of Types and Uses of Assessments, page 991
- Monitoring ELD Progress--A Shared Responsibility, pages 991-994
  - Figure 11.7, Sample Districtwide Plan for Monitoring ELD Progress, pages 991-993

Chapter 12 – Criteria for Instructional Materials
https://www.cde.ca.gov/ci/rl/cf/documents/elaeldfwchapter12.pdf
- Types of Programs
  - Program 4: Intensive Intervention in English Language Arts, Grades Four Through Eight, pages 1011-1012
- Criteria for Instructional Materials Aligned to the Standards
  - Category 3: Assessment, pages 1020-1021
  - Category 4: Universal Access, pages 1021-1022

WEBINAR GUIDANCE DOCUMENTS

Overview Comprehensive Literacy (Webinar 1)

https://docs.google.com/document/d/1Ol4-AxNQGmK6HQcXlH7F3sXAslx71SWFgAMa9FzzNs4/edit?usp=sharing

Foundational Skills (Webinar 2)

https://drive.google.com/file/d/1hopiYy85AVgWEreg1UCfscy239eBFS-o/view?usp=sharing

Comprehensive ELD (Webinar 3)

https://drive.google.com/file/d/1VWGW-CH_GIC0Qd2QNKgJ1Q1KVroIq77j/view?usp=sharing

Language Development (Webinar 4)

https://drive.google.com/file/d/1g6WnIdICJ9rxrp-sVhoXlIEmkUoB7mD-/view?usp=sharing

Meaning Making (Webinar 5)

https://drive.google.com/file/d/1xM9ofpbYIDL0yXrI2XIbJs3G8eEYgc_c/view?usp=sharing

Effective Expression (Webinar 6)

https://drive.google.com/file/d/1UVT1ZRR0tHQLd6WjwJ6LLYCo5ud6VwWp/view?usp=sharing

Content Knowledge (Webinar 7)

https://drive.google.com/file/d/1u-2-P66xKte7E3c7xzne-14kGvv6VfUQ/view?usp=sharing

Resource Links

ELA/ELD Framework and Related CDE Documents

- ELA/ELD Framework
  https://www.cde.ca.gov/ci/rl/cf/elaeldfrmwrksbeadopted.asp
- Executive Summary
  https://www.scoe.net/media/b0qduuod/summary_ela-eld_framework.pdf
- Resource Guide to the Foundational Skills
  https://www.cde.ca.gov/ci/rl/cf/documents/foundskillswhitepaper.pdf
- Figures
  - Chart: https://www.cde.ca.gov/ci/rl/cf/documents/elaeldfwfigureschart.pdf
  - Figures Collection for Introduction-Chapter 2 (includes a list of all figures):
    https://www.cde.ca.gov/ci/rl/cf/documents/figurescollectintro-ch2.pdf
  - Figures Collection for Chapters 3-7 (includes a list of all figures):
    https://www.cde.ca.gov/ci/rl/cf/documents/figurescollectch3-7.pdf
  - Figures Collection for Chapters 8-11 (includes a list of all figures):
    https://www.cde.ca.gov/ci/rl/cf/documents/figurescollectch8-11.pdf
- Vignettes and Snapshots Chart
  https://www.cde.ca.gov/ci/rl/cf/elaeldvigsnapshots.asp
- Snapshot Collection (includes a list of all snapshots)
  https://www.cde.ca.gov/ci/rl/cf/documents/elaeldsnapshotscollect.pdf
- Vignettes
  - Vignettes Summary Sheet:
    https://www.cde.ca.gov/ci/rl/cf/elaeldvignettestkto12.asp
  - Vignette Collection (includes a list of all vignettes):
    https://www.cde.ca.gov/ci/rl/cf/documents/elaeldvignettescollection.pdf
- ELA/ELD Framework Landing/Resource Page: https://www.cde.ca.gov/ci/rl/cf/
- California Comprehensive State Literacy Plan
  https://www.cde.ca.gov/pd/ps/documents/cacompstatelitplan.pdf
- California Dyslexia Guidelines
  https://www.cde.ca.gov/sp/se/ac/documents/cadyslexiaguidelines.pdf
- California English Learner Roadmap
  https://www.cde.ca.gov/SP/el/rm/index.asp
- California Practitioners' Guide for Educating English Learners with Disabilities
  https://www.cde.ca.gov/sp/se/ac/documents/ab2785guide.pdf

- Improving Education for Multilingual and English Learner Students
  https://www.cde.ca.gov/sp/el/er/documents/mleleducation.pdf
- Multi-Tiered System of Support
  https://www.cde.ca.gov/ci/cr/ri/
- California Multi-Tiered System of Support Framework
  https://ocde.us/MTSS/Documents/Revised-California-MTSS-Framework-July-2021.pdf
- Digital Learning Integration and Standards Guidance document
  https://www.cde.ca.gov/ci/cr/dl/documents/dlintegrationstdsguide.pdf
  Section A – Implementing Research-Based Digital Learning Practices
  https://www.cde.ca.gov/ci/cr/dl/documents/cadlisguidance-excerpta.docx
  - Chapter 1: Designing Effective and Engaging Digital Learning
    - Meeting the Needs of Students with Disabilities, pages 14-19
    - Date-Informed Instruction, pages 42-44
    - Accessibility, pages 53-54
    - Individualized Supports for Students with Disabilities, pages 54-55
    - Reducing Barriers to Online Learning for Students with Disabilities, page 55
    - Considerations for Students who are Deaf or Hard of Hearing, page 55
    - Supporting Students who are Blind or Visually Impaired, pages 55-56
    - Accessibility for Students with Learning Differences, pages 56-57
    - Building Accessible Lessons through a Universal Design for Learning Framework, pages 58-59
  - Chapter 2: Assessing Student Achievement in Digital Learning, pages 67 - 80
  Section C – Standards guidance for English Language Arts, Literacy, and English Language Development
  https://www.cde.ca.gov/ci/cr/dl/documents/cadlisguidance-excerptc.docx
  - Chapter 10: Digital Learning in English Language Arts, Literacy, and English Language Development
    - Data-Informed Instruction, pages 215-216
    - Universal Design for Learning, pages 218-220
  - Chapter 11: Introduction to Standards Guidance for English Language Arts, Literacy and English Language Development
    - An Important Note Regarding Students with Disabilities, pages 226-227

Other Literacy-Related Resources

- IES What Works Clearinghouse Practice Guides
  https://ies.ed.gov/ncee/wwc/PracticeGuides

- ○ Preparing Young Children for School (August 2022)
  https://ies.ed.gov/ncee/WWC/PracticeGuide/30
- ○ Providing Reading Intervention for Students in Grades 4-9 (March 2022)
  https://ies.ed.gov/ncee/wwc/PracticeGuide/29
- ○ Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade (July 2016)
  https://ies.ed.gov/ncee/WWC/PracticeGuide/21
- ○ Improving Reading Comprehension in Kindergarten Through 3rd Grade (September 2010)
  https://ies.ed.gov/ncee/WWC/PracticeGuide/14
- ○ Assisting Students Struggling with Reading: Response to Intervention (RtI) and Multi-Tier Intervention in the Primary Grades (February 2009)
  https://ies.ed.gov/ncee/WWC/PracticeGuide/3
- Joyful Reading and Creative Expression with Young Children: Planning Guide
  https://www.wested.org/joyful-reading-writing-and-creative-expression-with-young-children/

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