California Department of Education

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# ELA/ELD) FrameworkGrade-Level Practical Guidance

English Language Arts (ELA)/English Language Development (ELD) Framework grade-level practical guidance provided during Session 1 of the ELA/ELD Framework Webinar Series.

## Directions

1. Find the grade level of interest below.
2. Select the chapter/grade level that interests you.
3. Explore.

## Chapter 3 (Transitional Kindergarten through Grade One)

ELA/ELD Framework Chapter 3: <https://www.cde.ca.gov/ci/rl/cf/documents/elaeldfwchapter3.pdf>

### Overview of the Span

* Page 135-136, Figure 3.2 (practices for supporting motivation and engagement in primary grades)
* Pages 138-139, Figure 3.3 (contributors to meaning making with text)
* Page 159-160, Bullets (generalizations regarding teaching letter-sound correspondences and basic decoding to children experiencing difficulty)
* Pages 165-166, Bullets (research-supported practices with children experiencing difficulty or those with learning disabilities)

### Transitional Kindergarten

* Page 170, Figure 3.12 (literacy and language environments and practices for young children)
* Page 176, Bullets (practices to support children’s progress in discussion)
* Pages 184-185, Snapshot 3.1 (example of integrated ELA and mathematics)
* Pages 191- 199, Vignettes 3.1 & 3.2 (examples of integrated and designated ELD instruction)

### Kindergarten

* Pages 205-206, Bullets and Figure 3.22 (suggestions for supporting language development and examples of questions that limit or elicit language)
* Page 208, Bullets (strategies for supporting writing development)
* Pages 220, Snapshot 3.5 (example of integrated ELA and civics)
* Pages 228-237, Vignettes 3.3 & 3.4 (examples of integrated and designated ELD instruction)

### Grade One

* Page 245, Figure 3.30 (questions and sentence starters to promote responses to and building on the comments of others)
* Page 253-254, Figure 3.34 (example of teaching blending sounds represented by letters in printed words)
* Page 260, Snapshot 3.11 (designated ELD connected to ELA and Social Studies)
* Pages 263-274, Vignettes 3.5 & 3.6 (examples of integrated and designated ELD instruction)

## Chapter 4 (Grades Two and Three)

ELA/ELD Framework Chapter 4: <https://www.cde.ca.gov/ci/rl/cf/documents/elaeldfwchapter4.pdf>

### Overview of the Span

* Page 288-289, Figure 4.2 (practices for supporting motivation and engagement in primary grades)
* Page 292, Figure 4.4 (comprehension strategies supported by research)
* Page 300, Bullets (formative assessment of writing)
* Page 312, Figure 4.11 (English syllable types)

### Grade Two

* Page 322, Bullets (strategies for supporting writing development)
* Page 325, Figure 4.16 and following paragraph (word sorts of open and closed one-syllable words)
* Page 337, Snapshot 4.4 (example of designated ELD connected to history-social science)
* Pages 341-349, Vignettes 4.1 & 4.2 (examples of integrated and designated ELD instruction)

### Grade Three

* Pages 352-353, Bullets (writing practices having a significant impact on comprehension)
* Page 365, Bullets (strategies for supporting students’ skill in decoding multisyllabic words)
* Pages 370-371, Snapshot 4.9 (example of integrated ELA and history/social science)
* Pages 377-386, Vignettes 4.3 & 4.4 (examples of integrated and designated ELD instruction)

## Chapter 5 (Grades Four and Five)

ELA/ELD Framework Chapter 5: <https://www.cde.ca.gov/ci/rl/cf/documents/elaeldfwchapter5.pdf>

### Overview of the Span

* Pages 396-397, Figure 5.2 (recommended practices for addressing motivation and engagement in classrooms with older students)
* Page 404, Figures 5.4 & 5.5 (examples of academic language from literature)
* Page 407, Second set of bullets (instruction that positively affects students’ writing)
* Page 410, Bullets (discussion skills new to the fourth- and fifth-grade span)

### Grade Four

* Page 426, Bullets (strategies students can use to comprehend, enjoy, and learn from complex text)
* Page 429, Bullets (examples of open sentence frames that both focus on grammatical understandings and provide opportunities for participating in extended academic discourse)
* Pages 443-444, Snapshot 5.2 (example of integrated ELA/literacy and science)
* Vignettes 5.1 & 5.2, (examples of integrated and designated ELD instruction)

### Grade Five

* Pages 465-466, Bullets (examples of ways to facilitate students’ deep engagement with texts)
* Page 471, Figure 5.21 (language standard 1 with definitions and examples)
* Page 475-476, Snapshot 5.5 (example of integrated ELA/literacy and visual arts)
* Pages 488-497, Vignettes 5.3 & 5.4 (examples of integrated and designated ELD instruction)

## Chapter 6 (Grades Six Through Eight)

ELA/ELD Framework Chapter 6: <https://www.cde.ca.gov/ci/rl/cf/documents/elaeldfwchapter6.pdf>

### Overview of the Span

* Pages 510-511, Figure 6.2 (recommended practices for addressing motivation and engagement in classrooms with adolescent students)
* Page 517, Figure 6.4 (recommendations from *Writing to Read*)
* Page 524, Figure 6.5 (elements of effective adolescent writing instruction)
* Pages 542-543, Bullets (recommendations and findings from research about supporting adolescents who are experiencing difficulty in literacy)

### Grade Six

* Pages 551-552, Figure 6.10 (text-dependent questions)
* Page 556-558, Figure 6.11 (grade six writing sample)
* Pages 559-561, Figure 6.12 (small-group roles for nonfiction discussions)
* Pages 568-580, Vignettes 6.1 & 6.2 (examples of ELA and integrated and designated ELD instruction)

### Grade Seven

* Page 583, Figure 6.18 (five word summary strategy)
* Page 584, Bullets (examples of teacher modeling of thinking)
* Page 592, Figure 6.20 (examples of sentence starters for discussion)
* Pages 601-614, Vignettes 6.3 & 6.4 (examples of ELA/literacy and integrated and designated ELD instruction)

### Grade Eight

* Page 618-619, Figure 6.26 (procedure for identifying main ideas and developing a summary)
* Page 620, Figure 6.27 (sentence detective practice)
* Pages 620-622, Snapshot 6.9 (example of integrated ELA/literacy and civic learning instruction
* Pages 639-654, Vignettes 6.5 & 6.6 (examples of ELA/literacy, integrated and designated ELD, and history/social studies instruction)

## Chapter 7 (Grades Night Through Twelve)

ELA/ELD Framework Chapter 7: <https://www.cde.ca.gov/ci/rl/cf/documents/elaeldfwchapter7.pdf>

### Overview of the Span

* Page 677, Figure 7.4 (questioning culture conditions)
* Page 679, Figure 7.6 (what good readers do when they read)
* Page 692, Figure 7.9 (overview of dialogic instruction)
* Pages 700-701, Figure 7.12 (examples of disciplinary literacy)

### Grades Nine and Ten

* Page 725, Figure 7.17 (examples of queries in questioning the author)
* Page 731, Figure 7.19 (preparing for an effective Socratic seminar)
* Pages 739-741, Snapshot 7.5 (example of high school program for newcomer students identified as English learners)
* Pages 744-766, Vignettes 7.1 & 7.2 (examples of integrated ELA/literacy, ELD, world history, and designated ELD instruction)

### Grades Eleven and Twelve

* Page 772, Figure 7.24 (example of noticing language activity for syntax–participial modifiers)
* Page 774, Snapshot 7.7 (example of paraphrasing textual evidence to support argumentative writing)
* Page 777, Figure 7.26 (example of PAPA square–purpose, audience, argument, and persona)
* Pages 792-811, Vignettes 7.3 & 7.4 (examples of integrated ELA/literacy, ELD, history, and designated ELD instruction

## Resource Links

### ELA/ELD Framework and Related 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
	+ ELA/ELD Framework Figures: <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](https://www.cde.ca.gov/ci/rl/cf/documents/elaeldvignettescollection.pdfExecutive)
* ELA/ELD Framework Landing/Resource Page: <https://www.cde.ca.gov/ci/rl/cf/>

### Other Literacy-Related Resources

* 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>
* Selected Spotlights from the Digital Learning Integration and Standards Guidance document: <https://www.cde.ca.gov/ci/cr/dl/documents/cadlisguidance-excerptc.docx>