English Language Arts/ English Language Development Framework

for California Public Schools

Kindergarten Through Grade Twelve

Adopted by the California State Board of Education, July 2014

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Developed by the
Curriculum Framework and
Evaluation Criteria Committee

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When the *English Language Arts/English Language Development Framework for California Public Schools: Kindergarten Through Grade Twelve* (2015 edition) was adopted by the State Board of Education on July 9, 2014, the members of the State Board were as follows: Michael Kirst, President; Ilene Straus, Vice President; Sue Burr; Carl A. Cohn; Bruce Holaday; Aida Molina; Patricia Ann Rucker; Nicolasa Sandoval; Trish Boyd Williams; and Kenton Shimozaki, Student Member. The Executive Director was Karen Stapf Walters.

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Foreword

Today's diverse students need to be prepared for tomorrow's expanding literacy demands. With the *English Language Arts/English Language Development Framework for California Public Schools: Kindergarten Through Grade Twelve* (*ELA/ELD Framework*), we address the language needs of every student in California and provide guidance to prepare students for postsecondary education and/or careers. The *ELA/ELD Framework* forges a unique and unifying path between two interrelated sets of standards: the California Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects (CA CCSS for ELA/Literacy) and the California English Language Development Standards (CA ELD Standards).

The CA CCSS for ELA/Literacy, adopted in August 2010, highlight critical skills and expectations in English language arts necessary to develop students' literacy in the twenty-first century. The standards emphasize the importance of building knowledge through a balanced study of content-rich informational and literary texts; fostering reading, writing, and speaking skills grounded in evidence from texts; developing careful analyses, well-defended claims, and clearly articulated information; and underscoring the need for regular practice with complex texts and academic language. In 2012, the State Board of Education approved the CA ELD Standards, which are intentionally aligned with the CA CCSS for ELA/Literacy. These new ELD standards amplify areas of English language development that research has shown are crucial for academic learning. They describe key knowledge, skills, and abilities in core areas that are necessary for English learners to successfully engage with, and achieve success in, grade-level academic content.

The interrelated alignment of these two new sets of standards called for in the *ELA/ELD Framework* forms the basis for remodeling our instructional practice and promoting literacy through critical thinking and problem solving, collaboration, and communication. The *ELA/ELD Framework* provides guidance to educators to help build this new depth of knowledge on a range of topics. It includes strategies to strengthen learning for every student, both in the English language arts classroom and in classrooms where students learn other academic content. It contains information on the qualities of effective professional development, strategies for incorporating technology into the classroom, and effective examples of using formative assessment to guide instruction. The *ELA/ELD Framework* also features helpful figures and descriptive snapshots that frame new ideas and practices for integrating the literacy demands of both the English language arts and discipline-specific classrooms, offering support to students who come to those classrooms with a wide range of language development needs.

We are proud of this groundbreaking and practice-building framework and the guidance it offers to prepare all students for their journey toward college and career readiness. By working together to embrace the challenge and promise of providing high-quality and equal access to standards-based literacy instruction, we can prepare today's children to achieve tomorrow's goals.

Tom Torlakson

TOM TORLAKSON
State Superintendent of Public Instruction

Michael W. Kirst

MICHAEL W. KIRST
President, California State Board of Education

Acknowledgments

This edition of the *English Language Arts/English Language Development Framework for California Public Schools: Kindergarten Through Grade Twelve* was adopted by the California State Board of Education (SBE) on July 9, 2014. When this edition was approved, the following persons were serving on the SBE:

Michael W. Kirst, President
Ilene Straus, Vice President
Sue Burr
Carl A. Cohn
Bruce Holaday
Aida Molina
Patricia Ann Rucker
Nicolasa Sandoval
Trish Boyd Williams
Kenton Shimozaki, Student Member

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In March 2014 when the framework was recommended for adoption by the SBE, the members of the Instructional Quality Commission (IQC) were as follows:

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The following members of the English Language Arts/English Language Development Subject Matter Committee participated in the development and approval process for the framework from 2012 through 2014:

Angel Barrett (Member, 2012, 2013, and 2014)
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Angie Estonina (Vice Chair, 2012; Member, 2013)
Marlene Galvan (Member, 2012, 2013, and 2014)
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Carlos Ulloa (Member, 2013 and 2014)

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Deborah Thomas, Teacher, Fruitvale School District and Adjunct Professor, California State University, Bakersfield

The ELA/ELD CFCC members dedicate this work in memory of two committee members and celebrate their role in its success. **Robert C. Calfee**, Professor Emeritus, Graduate School of Education, Stanford University, brought his wit and wisdom to every meeting and gently guided each discussion. He was able to convey his extensive experience and expertise into practical strategies and ideas.

1 Affiliations listed were current at the time of each member's appointment.

Shannon Maveety, teacher at Granite Oaks Middle School, Rocklin Unified School District, is remembered for her joy and passion as an English language arts teacher and the students she cherished.

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Introduction to the Framework

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Overview

The *English Language Arts/English Language Development Framework for California Public Schools: Kindergarten Through Grade Twelve* (*ELA/ELD Framework*) breaks new ground by providing a blueprint for the implementation of two sets of interrelated standards:

- California Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects (CA CCSS for ELA/Literacy), adopted by the California State Board of Education (SBE) in August 2010 (with minor modifications adopted in 2013) (California Department of Education [CDE] 2013a)
- California English Language Development Standards (CA ELD Standards), adopted by the SBE in November 2012 (CDE 2014a)

These two sets of standards have wide-ranging importance: The ability to read, write, and communicate with competence and confidence in English across a range of personal and academic contexts expands students' opportunities for career and college success and for full and wise participation in a democratic society and global economy. Moreover, skill in literacy and language provides individuals with access to extraordinary and powerful literature that widens perspectives, illuminates the human experience, and deepens understandings of self and others. Since literacy and language are foundational to all learning, both sets of standards are crucial to ensuring that all California students achieve content standards in every discipline.

This *ELA/ELD Framework* addresses English literacy and language, including reading, writing, speaking, listening, and language and the use and development of these skills across the disciplines. The CA CCSS for ELA/Literacy and the CA ELD Standards define what students are expected to know and be able to do at each grade level[1] or span and, in the case of the CA ELD Standards, the English language proficiency level. This *ELA/ELD Framework* guides the development of curriculum,

1 The CA CCSS for ELA/Literacy and the CA ELD Standards each include kindergarten through grade 12 standards. The kindergarten standards inform practice in transitional kindergarten classrooms. In discussions of transitional kindergarten curriculum and pedagogy throughout this document, where the standards are being described the term "kindergarten" is used whereas where programs or learners are discussed the term "transitional kindergarten(er)" is used.

instruction, assessment, instructional materials, and professional learning to ensure that all California learners benefit optimally and achieve their highest potential.

The *ELA/ELD Framework* is complemented by other California standards and frameworks, including the *Model School Library Standards* (CDE 2011c), subject matter content standards and frameworks, the *Career Technical Education Framework* (CDE 2007), and preschool learning foundations and frameworks. Because the CA CCSS for ELA/Literacy and CA ELD Standards call for an integrated approach to instruction, all frameworks and standards in the range of subject matter, as well as other resources, should be considered in instructional planning, assessment, and curriculum development.

This ELA/ELD Framework *guides the development of curriculum, instruction, assessment, instructional materials, and professional learning to ensure that all California learners benefit optimally and achieve their highest potential.*

Although beyond the scope of this framework, it should be noted that literacy and language proficiency in languages other than English are highly desirable and advantageous for California's students and the state. The State Superintendent of Public Instruction and the SBE recognize biliteracy as a precious resource in our state, one that should be encouraged and nurtured. In effect since 2012, the State Seal of Biliteracy (http://www.cde.ca.gov/sp/el/er/sealofbiliteracy.asp) is awarded to high school graduates who have attained a high level of proficiency in speaking, reading, and writing in one or more languages in addition to English. As Superintendent Torlakson has emphasized, "Fluency in a second language helps our students be well-prepared to compete in a global marketplace. The gold seal on their high school diploma recognizes and celebrates a second language as an asset not just for themselves, but for our state, nation, and world. In the pursuit of a biliterate and multiliterate citizenry, California has the opportunity to build on the linguistic assets that our English learners bring to public schools while also supporting the acquisition of biliteracy and multiliteracy in students whose home language is English. This goal is a necessary component of a world-class education and will contribute to California's continued leadership in the nation and the world." Readers are referred to the *Common Core en Español* (SDCOE 2013), *World Language Content Standards for California Public Schools, Kindergarten Through Grade Twelve* (CDE 2010b), and the *Foreign Language Framework for California Public Schools, Kindergarten Through Grade Twelve* (CDE 2003) for related information.

Audiences for the Framework

The framework has two primary audiences: (1) educators, and (2) developers and publishers of curriculum programs and materials. Because proficiency in the language arts (reading, writing, speaking, listening,[2] and language) is crucial for success in every discipline, this *ELA/ELD Framework* is relevant to *all* educators of transitional kindergarten through grade twelve and to publishers of programs and materials for *every* subject matter. Educators use this framework along with the CA CCSS for ELA/Literacy and CA ELD Standards as a road map for curriculum and instruction. Publishers attend to the content and pedagogical requirements specified in the CA CCSS for ELA/Literacy, the CA ELD Standards, and this *ELA/ELD Framework* to ensure that all California students have access to carefully designed, research-based instructional materials that are appropriate for their diverse linguistic and cognitive learning needs.

2 As noted throughout this framework, speaking and listening should be broadly interpreted to include signing and viewing for students who are deaf and hard of hearing and whose primary language is American Sign Language (ASL).Students who are deaf and hard of hearing who do not use ASL as their primary language but use amplification, residual hearing, listening and spoken language, cued speech and sign supported speech, access general education curriculum with varying modes of communication.

Additional audiences for the framework include parents, caregivers, families, members of the community, and policymakers, as well as institutions, organizations, and individuals involved in the preparation and ongoing professional learning of educators. The framework is a useful guide as these parties engage in efforts to support their own and their community's children and youth, as well as those who teach them, and as they review curricula at the local and state levels.

California's Children and Youth

More than six and one quarter million students are enrolled in California's public schools in transitional kindergarten through grade twelve, and more than seventy percent of Californians under the age of eighteen are people of color. Our students come from a range of ethnic backgrounds; live in different socio-economic circumstances; are being raised in different geographic, community, and familial settings; and have different cultural experiences and histories. Some are new to California and the United States, and some are the most recent generation in a long line of Californians.

California has the largest number of ELs in the country. More than 20 percent of California's students in kindergarten through grade twelve are designated as ELs with over 60 language groups represented (CDE Dataquest 2014b). More than 45 percent of California's students, not all of them ELs, come from homes where a language other than, or in addition to, English is spoken. California's rich student diversity also includes many students who speak home/community dialects of English (such as African American English or Chicana/Chicano English) that may be different from the "standard" English typically used in classrooms. These home/community varieties of English are assets: valuable family and community resources in their own right and solid foundations to be built on for developing academic English (see chapter 9 for more on Standard English Learners). In short, California's student population is richly diverse in terms of backgrounds and home lives.

California's students are also diverse in terms of their physical and cognitive abilities and special talents. Approximately 11 percent of public school students in California have been identified as students with disabilities while eight percent of public school students have been identified as gifted and talented. (See chapter 9 for a more comprehensive discussion of California's diverse student population.)

> *Teachers capitalize on the varied life experiences, understandings, skills, insights, values, goals, and interests of students and their communities to enrich and enliven their classrooms and expand their own and their students' knowledge and worldviews.*

This diversity presents both an opportunity and a challenge for California's educators. Teachers capitalize on the varied life experiences, understandings, skills, insights, values, goals, and interests of students and their communities to enrich and enliven their classrooms and expand their own and their students' knowledge and worldviews. They deepen all students' understandings of the curricula and strengthen students' abilities to communicate effectively by encouraging the range of voices to engage in academic conversations and exploration. The challenge is to provide instruction that meets each student where he or she is; taps what is important in students' diverse personal worlds to establish relevance and meaningful purposes for reading, writing, speaking, and listening; ensures that all students achieve the intellectual and communicative skills and knowledge to succeed; and respects and is responsive to students, their families, and their communities.

Although there have been many successes in California's efforts to teach its children and youth in recent decades, we have far to go. Too many students do not achieve the advanced level of proficiency in literacy and language necessary for school success. Too many students who begin high school do not complete it. Moreover, too many students who finish high school do not complete "a–g"

course requirements for entering the state's four-year universities, and of those who do, too many do not demonstrate readiness for college-level work in English and mathematics upon college entrance. Disaggregated data reveal a disproportionate representation of ELs, students with disabilities, economically disadvantaged students, and African American and Hispanic/Latino students in these figures. In addition, too many EL students in middle and high school who have been schooled in the U.S. since elementary school and who are fluent in conversational English have not made sufficient linguistic and academic progress to meet redesignation criteria and exit English learner status, resulting in their identification as *long-term English learners*.

Closing these persistent achievement gaps is crucial to the future of California's youth in terms of postsecondary options and future earnings. It is also crucial to the future of our democratic institutions and our place in the global economy. The commitment of the SBE and the State Superintendent to attain these goals for California's students is evident in their vision and goal statements. This *ELA/ELD Framework* describes how California educators actualize this vision and these goals by providing high-quality curriculum and instruction in literacy and language across the content areas.

Vision and Goals for California's Children and Youth

The SBE outlines the following vision for California's students:

> All California students of the 21st century will attain the highest level of academic knowledge, applied learning, and performance skills to ensure fulfilling personal lives and careers and contribute to civic and economic progress in our diverse and changing democratic society (SBE 2012).

The State Superintendent's report, *A Blueprint for Great Schools* (http://www.cde.ca.gov/eo/in/bp/documents/yr11bp0709.pdf) supports these goals and envisions a world-class education for students, one that ensures all students are college and career ready and "prepared to pursue their dreams, participate in the rich cultural life of our state and compete in our global economy" (CDE 2011a, 2). Contributing to a world-class education are California's efforts to ensure our youngest population has access to high-quality child care and development programs and preschools, as well as the establishment of transitional kindergartens, each of which sets children on a trajectory of success. (See especially the *California Infant/Toddler Curriculum Framework* [http://www.cde.ca.gov/sp/cd/re/documents/itcurriculumframework.pdf#search=infant%20toddler%20framework&view=FitH&pagemode=none] [CDE 2012] and the *California Preschool Curriculum Frameworks* [http://www.cde.ca.gov/sp/cd/re/psframework.asp] [CDE 2010a, 2011b, 2013b].)

Strong literacy and language skills across the disciplines are central to realizing these visions. Literacy and language, along with positive dispositions toward learning and wide exposure as readers and viewers to extraordinary literary and informational text and other media, enable students to access the thinking of others—their knowledge, perspectives, questions, and passions—and to share, ponder, and pursue their own. By adopting the CA CCSS for ELA/Literacy, the SBE affirmed its hope and belief that all of California's students develop the **readiness for college, careers, and civic life** by the time they graduate

Literacy and language, along with positive dispositions toward learning and wide exposure as readers and viewers to extraordinary literary and informational text and other media, enable students to access the thinking of others—their knowledge, perspectives, questions, and passions—and to share, ponder, and pursue their own.

from high school and that they attain the following **capacities of literate individuals** as outlined by the National Governors Association (NGA) Center for Best Practices and the Council of Chief State School Officers (CCSSO) (detailed in figure I.1):

- They demonstrate independence.
- They build strong content knowledge.
- They respond to the varying demands of audience, task, purpose, and discipline.
- They comprehend as well as critique.
- They value evidence.
- They use technology and digital media strategically and capably.
- They come to understand other perspectives and cultures.

In addition, this framework recognizes that becoming **broadly literate**—reading and viewing for pleasure, information, and inspiration and communicating knowledgably, powerfully, and responsively—is necessary for life in today's global society. A person who is broadly literate engages with a wide range of books and texts across a variety of genres, time periods, cultures, perspectives, and topics. Texts are formal and informal; they include picture books, chapter books, text books, song lyrics, plays, short stories, poems, essays, speeches, Web sites, blogs, social media, advertisements, graphic novels, newspapers, magazines, scholarly journals, and more. In addition, they include performances, such as dramas, musicals, concerts, poetry and spoken word, dance, opera, news programs, and more. A person who is broadly literate enjoys texts for the pleasure they bring, the ideas they convey, the information they impart, the wisdom they offer, and the possibilities they uncover.

*. . . this framework recognizes that becoming **broadly literate**—reading and viewing for pleasure, information, and inspiration and communicating knowledgably, powerfully, and responsively—is necessary for life in today's global society. A person who is broadly literate engages with a wide range of books and texts across a variety of genres, time periods, cultures, perspectives, and topics.*

Notably, the SBE acknowledges that California's children and youth should be prepared for **living and learning in the 21st century**. Thus, they are offered an education that promotes critical thinking, creativity, communication, and collaboration in all content areas along with technology skills and global competencies.

Figure I.1. Capacities of Literate Individuals

They demonstrate independence.

Students can, without significant scaffolding, comprehend and evaluate complex texts across a range of types and disciplines, and they can construct effective arguments and convey intricate or multifaceted information. Likewise, students are independently able to discern a speaker's key points, request clarification, and ask relevant questions. They build on others' ideas, articulate their own ideas, and confirm they have been understood. Without prompting, they demonstrate command of standard English and acquire and use a wide-ranging vocabulary. More broadly, they become self-directed learners, effectively seeking out and using resources to assist them, including teachers, peers, and print and digital reference materials.

They build strong content knowledge.

Students establish a base of knowledge across a wide range of subject matter by engaging with works of quality and substance. They become proficient in new areas through research and study. They read purposefully and listen attentively to gain both general knowledge and discipline-specific expertise. They refine and share their knowledge through writing and speaking.

They respond to the varying demands of audience, task, purpose, and discipline.

Students adapt their communication in relation to audience, task, purpose, and discipline. They set and adjust purpose for reading, writing, speaking, listening, and language use as warranted by the task. They appreciate nuances, such as how the composition of an audience should affect tone when speaking and how the connotations of words affect meaning. They also know that different disciplines call for different types of evidence (e.g., documentary evidence in history, experimental evidence in science).

They comprehend as well as critique.

Students are engaged and open-minded—but discerning—readers and listeners. They work diligently to understand precisely what an author or speaker is saying, but they also question an author's or speaker's assumptions and premises and assess the veracity of claims and the soundness of reasoning.

They value evidence.

Students cite specific evidence when offering an oral or written interpretation of a text. They use relevant evidence when supporting their own points in writing and speaking, making their reasoning clear to the reader or listener, and they constructively evaluate others' use of evidence.

They use technology and digital media strategically and capably.

Students employ technology thoughtfully to enhance their reading, writing, speaking, listening, and language use. They tailor their searches online to acquire useful information efficiently, and they integrate what they learn through technology with what they learn offline. They are familiar with the strengths and limitations of various technological tools and mediums and can select and use those best suited to their communication goals.

They come to understand other perspectives and cultures.

Students appreciate that the twenty-first-century classroom and workplace are settings in which people from often widely divergent cultures and who represent diverse experiences and perspectives must learn and work together. Students actively seek to understand other perspectives and cultures through reading and listening, and they are able to communicate effectively with people of varied backgrounds. They evaluate other points of view critically and constructively. Through reading great classic and contemporary works of literature representative of a variety of periods, cultures, and worldviews, students can vicariously inhabit worlds and have experiences much different than their own.

Source

National Governors Association Center for Best Practices and Council of Chief State School Officers. 2010. *Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects*. National Governors Association Center for Best Practices, Council of Chief State School Officers, Washington DC.

The SBE further affirmed its vision of literacy for all students in 2012 by adopting the rigorous CA ELD Standards which are designed to facilitate ELs' achievement of the goals outlined in this framework as they simultaneously develop English as an additional language. The CA ELD Standards correspond to—and were designed to be used *in tandem* with—the CA CCSS for ELA/Literacy. Specifically, the CA ELD Standards emphasize that ELs at **all** English language proficiency levels are engaged in the type of rich instruction called for in the CA CCSS for ELA/Literacy, with appropriate scaffolding that attends to their particular language learning needs. The goal of the CA ELD Standards, stated in "Section 1" at each grade level or span, is to ensure that ELs are fully supported as they

- Read, analyze, interpret, and create a variety of literary and informational text types
- Develop an understanding of how language is a complex, dynamic, and social resource for making meaning
- Develop an understanding of how content is organized in different text types across disciplines using text organization and structure, language features, and vocabulary depending on purpose and audience
- Become aware that different languages and variations of English exist
- Recognize their home languages and cultures as resources to value in their own right and also to draw upon in order to build proficiency in English
- Contribute actively to class and group discussions, asking questions, responding appropriately, and providing useful feedback
- Demonstrate knowledge of content through oral presentations, writing tasks, collaborative conversations, and multimedia
- Develop proficiency in shifting language use based on task, purpose, audience, and text type

California is deeply committed to helping its most precious resource—its children and youth—realize these visions. This framework for implementation of the CA CCSS for ELA/Literacy and CA ELD Standards is a critical and essential contribution toward achieving this goal.

Guiding Principles

The following principles and beliefs guide the development of the framework:

- Schooling should help all students achieve their highest potential.
- The responsibility for learners' literacy and language development is shared.
- ELA/literacy and ELD curricula should be well designed, comprehensive, and integrated.
- Effective teaching is essential to student success.
- Motivation and engagement play crucial roles in learning.

Schooling should help all students achieve their highest potential. The guidelines offered in this framework are predicated on the belief that California's educational system should assist all children and youth in achieving their highest potential. California adopted the rigorous CA CCSS for ELA/Literacy with all, not just some, students in mind. However, because learners differ, they may require different types and levels of support in order to achieve their full potential. Excellent initial instruction, appropriate for the range of learners, in all grade levels and content areas should be provided to all students, and close, ongoing monitoring of individuals' progress is essential so that subsequent instruction can be tailored to meet students' needs and challenge students appropriately. Schools should have clear systems in place for analyzing data and supporting students

Every teacher, administrator, specialist, parent, and community member should hold and demonstrate high expectations of all students. Texts, tasks, and interactions should convey these expectations.

and for refocusing and intensifying instruction for students who experience difficulties. Likewise, they should ensure that advanced learners are provided instruction of adequate depth and complexity so that they, too, have the opportunity to achieve their potential. (See discussions of Universal Design for Learning and Multi-Tiered System of Supports in chapter 9 of this *ELA/ELD Framework*.)

Every teacher, administrator, specialist, parent, and community member should hold and demonstrate high expectations of all students. Texts, tasks, and interactions should convey these expectations. However, high expectations should be matched by high levels of support. Support for students comes in many forms, including, but not limited to, temporary scaffolding and grouping, culturally and linguistically responsive instruction, tiered interventions, and varied instructional approaches. English learners also receive support through implementation of the CA ELD Standards, which are designed to ensure that ELs attain the English language knowledge, skills, and abilities that allow them to access, engage with, and achieve the CA CCSS for ELA/Literacy and all other academic content standards. Students from diverse cultural, ethnic, and racial backgrounds receive culturally responsive education that values and leverages the rich knowledge and experiences students bring to the classroom. Depending on the individual learning profiles of students with disabilities, services are provided by both general education and special education teachers to ensure that all students with exceptional needs receive high quality differentiated instruction in the core curriculum, including positive behavior support.

Each chapter in this *ELA/ELD Framework*, especially chapter 9, describes appropriate support for students of different backgrounds and learning needs to ensure that high expectations are maintained and actualized in student achievement, motivation, and engagement with school.

The responsibility for learners' literacy and language development is shared. All educators share in the responsibility of ensuring that every student achieves the lofty visions of the SBE and the State Superintendent, particularly those highlighted in this *ELA/ELD Framework*: California's students develop the readiness for college, careers, and civic life; attain the capacities of literate individuals; become broadly literate; and acquire skills necessary for living and learning in 21st century. Whether in self-contained or departmentalized programs, ELA, ELD, and content teachers should work closely with administrators, site- and district-level specialists, and one another to create the environment and means to ensure that all children and youth meet the rigorous standards set forth in this framework. Teachers should be well prepared and knowledgeable about child and adolescent development, disciplinary content, the CA CCSS for ELA/Literacy and the CA ELD Standards, learning, and teaching. They should have time to engage collaboratively in planning, identifying excellent grade-appropriate literature, reviewing assessments of performance, and setting goals. California's students are best served when educators work together to inspire, teach, and support children and youth in achieving academic excellence.

Whether in self-contained or departmentalized programs, ELA, ELD, and content teachers should work closely with administrators, site- and district-level specialists, and one another to create the environment and means to ensure that all children and youth meet the rigorous standards set out in this framework.

Responsibility for the education of California's children and youth is also shared with families and communities. Parents, guardians, and community members are vital partners in fostering literacy and language development. Guidance regarding these partnerships is provided in chapter 11.

ELA/literacy and ELD curricula should be well designed, comprehensive, and integrated. Teachers should have access to well-designed curriculum that is based on research, aligned with state education policy, and appropriate for students. Learning goals should be clear; skills and content should be thoughtfully and coherently sequenced and articulated across grade levels and disciplines; and opportunities for practice and application of learning should be rich, relevant, and ample. The curriculum should systematically and thoroughly address the acquisition and fluent application of foundational skills; the development of comprehension and academic language; and the skillful use of spoken and written English for a variety of purposes in a variety of contexts. Furthermore, it should reflect an integrated model of literacy, one in which the communication processes of reading, writing, speaking and listening, and language are closely connected, support the development of one another, and are used in service of all learning.

Learning goals should be clear; skills and content should be thoughtfully and coherently sequenced and articulated across grade levels and disciplines; and opportunities for practice and application of learning should be rich, relevant, and

In addition, the curriculum should foster critical and creative thinking, develop students' abilities to question and reason, and promote active engagement with the content and with peers. And, most importantly, the curriculum should offer students opportunities to interact deeply, as readers and writers, with a range of high-quality texts—different types, genres, topics, disciplines, lengths, and complexities—that ignite their interests, build their knowledge, touch their hearts, and illuminate the human experience. Chapter 12 in this framework provides the criteria for publishers of the CA CCSS for ELA/Literacy and CA ELD curriculum.

Effective teaching is essential to student success. The belief in the importance of teachers in student success is reflected in California's commitment to the recruitment and retention of an exceptionally well-qualified teaching force as outlined in *Greatness by Design (*http://www.cde.ca.gov/eo/in/documents/greatnessfinal.pdf), the report of Superintendent Torlakson's Task Force on Educator Excellence (2012). Indeed, effective teaching has been called a civil right of students (Annenberg Institute for School Reform 2011, Darling-Hammond 2011; Quay 2011).

The framework recognizes that a well-designed curriculum, though crucial, is insufficient for ensuring students' success. Instructional decisions regarding methods and materials—decisions made both with thoughtful planning and in the moment—determine the extent to which an excellent curriculum benefits students and contributes to their achievement of the overarching goals of ELA/literacy and ELD instruction. Described in the section on vision and goals in this chapter, the goals are the following:

- Students develop the readiness for college, careers, and civic life.
- Students attain the capacities of literate individuals.
- Students become broadly literate.
- Students acquire the skills for living and learning in the 21st century.

This *ELA/ELD Framework* provides suggestions for instructional approaches throughout, and it acknowledges that no single approach adequately serves the range of learners. Essential considerations in ELA/ELD instruction are introduced and elaborated on in chapter 2 and extended in subsequent chapters.

This framework further acknowledges the value of professional learning that is "sustained, focused on important content, and embedded in the work of collaborative professional learning teams that support ongoing improvements in teachers' practice and student achievement" (Task Force

on Educator Excellence 2012). The recommendations for curriculum, instruction, and assessment provided in the framework are dependent upon this learning environment for teachers. Professional learning is discussed in chapter 11.

Motivation and engagement play crucial roles in learning. Students who are motivated to engage deeply in literacy tasks are more likely to be successful in developing literacy and language at high levels. The National Research Council in its publication, *Education for Life and Work: Developing Transferable Knowledge and Skills in the 21st Century,* cites the importance of "motivational factors (engagement, interest, identity, and self-efficacy) and dispositional factors (conscientiousness, stamina, persistence, collaboration)" in supporting deeper learning in English language arts (2012, 111–112). Moreover, guidance from national agencies, including the Practice Guides on kindergarten through grade twelve literacy from the Institute for Educational Sciences (Shanahan, and others 2010; Kamil, and others 2008), recommend increasing student motivation and engagement to improve student achievement in literacy.

Motivation and engagement contribute to students' attainment of the content, skills, and strategies necessary for achieving the CA CCSS for ELA/Literacy and CA ELD Standards. These factors enable students to sustain effort and persist in the face of challenging texts and tasks; in fact, interest in the topic, opportunities to control their own learning, and a growing sense of mastery can propel students to reach far beyond their current instructional levels. Building curiosity for the world around them and an enduring interest in the world of words and ideas are essential foundations for attaining the levels of literacy, language, and content knowledge essential to eventual career and college success and thoughtful participation in civic life.

The Emphasis on English Learners in this Framework

California recognizes that ELs in transitional kindergarten through grade twelve have a double curricular load: They must become proficient in academic English, and they must learn the same rigorous academic content required of all students in California. Because they are learning English as an additional language, ELs require specialized instructional support to ensure that they simultaneously develop academic English and have full access to a rich curriculum across the disciplines. Therefore, ELs are provided support for academic language development in core content courses (integrated ELD) and specialized support (designated ELD) for English language development. Integrated ELD is provided throughout the day. Designated ELD is provided during a protected time. Both ensure that ELs' linguistic and academic needs are fully met.

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Some local educational agencies also offer instructional support to ELs through alternative educational programs. These programs, which must meet the California *Education Code* 310 waiver process for ELs, may be identified as:

- Developmental Bilingual Education Programs: enrichment form of dual language education that uses ELs' home language and English for literacy and academic instruction throughout the elementary grade levels and, whenever possible, school as well.

- Dual Language Immersion Programs: integrated language and academic instruction for native speakers of English and native speakers of another language with the goals of high academic achievement, first and second language proficiency, and cross-cultural understanding.
- Transitional Bilingual Education Programs: academic instruction in the ELs' home language as they learn English. As students acquire oral English proficiency, the language of academic subjects gradually shifts from the students' home language to English.

Expanding on the goals stated in the CA ELD standards, the values displayed in figure I.2 frame California's work in educating ELs in all transitional kindergarten through grade twelve classrooms across the disciplines. These values are derived from current research and theory. (See for example, Anstrom, and others 2010; Genesee, and others 2006; George Washington University Center for Equity and Excellence in Education 2009; Understanding Language 2013.)

Figure I.2. Values for Educating English Learners

Valuing Language and Culture as Assets: English learners receive instruction that values their home cultures and primary languages as assets and builds upon them for new learning.

Ensuring Equity in Intellectual Richness: English learners benefit from the same high expectations of learning established for all students and routinely engage in intellectually rich tasks and texts across the disciplines.

Building Content Knowledge and Language in Tandem: English learners engage in instruction that promotes content and language learning *in tandem* in all disciplines, including ELA, mathematics, social studies, science, the fine arts, and other subjects. Further, ELs have full access to a multi-disciplinary curriculum, including those subjects listed here.

Attending to Specific Language Learning Needs: English learners' content and language learning is fostered when targeted language instruction builds *into* and *from* content learning and attends specifically to English language proficiency levels and prior educational experiences in the primary language and English.

Integrating Domains of Communication: English learners develop full proficiency in English in the integrated domains of listening, speaking, reading, and writing, consistent with expectations for all students.

Providing Appropriate Scaffolding: English learners thrive in instructional environments where teachers intentionally support them to fully engage with intellectually challenging content using strategic scaffolding. Scaffolding is tailored to student needs with the ultimate goal of student autonomy.

Evaluating Progress Appropriately: English learners' progress in developing content knowledge and academic English are best evaluated with intentional, appropriate, and valid assessment tools that take into account English language proficiency levels, primary language literacy, and cultural backgrounds. Formative assessment as a pedagogical practice allows teachers to adjust instruction and provide feedback in a timely manner.

Sharing the Responsibility: English learners' positive educational experiences and academic success is a responsibility shared by all educators, the family, and the community.

Organization of the Framework

Following this introduction to the framework, chapter 1 provides an overview of both sets of standards and their interrelationships. It introduces five key themes—Meaning Making, Language Development, Effective Expression, Content Knowledge, and Foundational Skills—that cross cut

the two sets of standards and their components. The themes provide the organizing structure for discussions of the standards in the chapters that follow. Chapter 2 sets forth essential considerations in curriculum, instruction, and assessment necessary for successful implementation of the standards. Chapters 3 through 7 highlight curricular content and selected recommended instructional practices for transitional kindergarten through grade twelve. These chapters are organized by grade spans (TK–1, 2–3, 4–5, 6–8, and 9–12). The grade-level chapters are intended to be read after the introduction and chapters 1 and 2 as this early material provides critical content that is not repeated in each of the grade-level chapters. Chapters 8 through 11 provide guidance on assessment; access and equity; 21st century learning; and professional learning, leadership, and systems of support for student achievement. These chapters, too, are important for understanding the content of the grade-level chapters. Chapter 12 specifies requirements for instructional resources, including print and electronic learning resources. The appendix reiterates this *ELA/ELD Framework's* position regarding the importance of student engagement with rich literature and provides Web sites of outstanding works. A glossary and resources are also provided at the end of the framework.

The grade-level chapters are intended to be read after the introduction and chapters 1 and 2 as this early material provides critical content that is not repeated in each of the grade-level chapters.

Two important considerations regarding the treatment of the standards in this *ELA/ELD Framework* and resulting curriculum and instruction are (1) the complexity of the English language arts, literacy in the content areas, and English language development and the number of standards preclude a comprehensive, detailed analysis of each standard in this document; and (2) although the CA CCSS for ELA/Literacy are mastery standards, meaning that students should achieve (with appropriate levels of text and tasks) the knowledge, skills, and strategies specified in a particular standard by the end of the designated grade, instruction to develop such proficiency is not restricted to a specific grade. Educators and publishers should carefully examine and, as appropriate, address the prerequisite skills and sequence of instruction students need in order to master a standard by the end of the grade. They should also introduce and sequence instruction within and between grades to ensure mastery at least by the end of the grade in which the standard is identified. Educators and publishers should also plan instruction to ensure that knowledge and skills are reinforced and retained in ensuing grades.

Brief snapshots and longer vignettes are included throughout this *ELA/ELD Framework* and are intended to provide glimpses of instruction in ELA/literacy and ELD. These brief examples should not be viewed as prescriptive since the instruction provided in individual classrooms varies in accordance with student needs and the local context.

Conclusion

California is a vibrant and dynamic state with extraordinary global influence and is unsurpassed in its cultural and linguistic resources, yet too many of its children and youth are ill-prepared for the incredible opportunities that await them. The adoption of the CA CCSS in ELA/Literacy and the CA ELD Standards and the development of this *ELA/ELD Framework* represent California's commitment to ensure that all its students receive an education that enables them to take advantage of possibilities, pursue their dreams, and contribute to the well-being of California and the world. The most promising futures await our students—and our society—when we ensure that all individuals acquire strong literacy and language skills in every discipline.

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