2014 Revision of the
ELA/ELD Framework

Presenters:
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• Bill Honig, Chair, Instructional Quality Commission
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2014 Revision of the ELA/ELD Framework

Today:
Hear an update on the revision of the ELA/ELD Framework

Next Step:
State Board of Education Action to adopt the revised ELA/ELD Framework in July 2014
This chart shows the major steps of the curriculum framework development process. All meetings are open to the public.
Who contributed to the draft *ELA/ELD Framework*?

- Focus Group members—all educators in California K–12 public schools, four regional meetings
- ELA/ELD CFCC members—over half teachers (most with experience teaching English learners and students with disabilities), other educators and county office administrators, and a professor
- IQC—one-half teachers
- Expert ELA and ELD Writers—Nancy Brynelson, Hallie Yopp Slowik, Pam Spycher, Rachel Lagunoff, Marcia Kosanovich, Sarah Feldman
- Staff of the Curriculum Frameworks and Instructional Resources Division
Who contributed to the draft *ELA/ELD Framework*? (cont.)

- The field—provided comments and completed the survey
- County Offices of Education—some held discussion forums on the 1st draft
- English language arts authors and experts Carol Jago, John Shefelbine, and Louisa Moats
- Professional/state organizations—ACSA, CEEL, CABE/Californian’s Together, CSTA, TF on Civic Learning, CA Subject Matter Projects, Education Trust West, Child Nutrition Advisory Council
- Staff from CDE Divisions—Language Policy and Leadership, Special Education, Professional Learning Support, Child Development, After School, Assessment Development and Administration
What Guided the Organization and Content of the ELA/ELD Framework?

• State Board of Education guidelines
• Dynamic document
• Focus on key themes of CA CCSS for ELA/Literacy in grade spans and individual grade levels
• Integration of CA ELD standards
• Emerging research and instructional practices
What Guided the Revision of the *ELA/ELD Framework*?

Three Key Shifts in Instruction:

1. **Complexity**: Regular practice with complex text (and its academic language)
2. **Evidence**: Reading, writing, and speaking grounded in evidence from text
3. **Knowledge**: Building knowledge through content-rich informational texts
What are New Features of *ELA/ELD Framework*?

- Use of snapshots and vignettes in all chapters to demonstrate integration of ELA and ELD, examples of implementation of standards in the classroom, and demonstration of different types of assessment
- Links to resources and Web sites for additional support
- Organizational design around key themes
Key Themes of ELA/Literacy and ELD Instruction

1. **Meaning Making** - focuses on the reading standards, analyzing and comprehending text.

2. **Language Development** – Connects to the language and reading standards, highlighting the development of academic and domain-specific vocabulary, syntax, and text structures.

3. **Effective Expression** – includes writing, discussions and presentations, and language conventions.

4. **Content Knowledge** – Connects to informational text and development of the standards related to research and other contents.

5. **Foundational Skills** – depending on the grade-span, this looks at print concepts and phonological awareness in the beginning grades, and phonics, word recognition, and fluency up to grade 5. Also addressed in 6–12.
Introduction to the Framework

• Vision and goals for California’s children and youth

• Key Principles guiding the Framework development

• The special emphasis on English Learners in the Framework
Chapter 1
Overview of the Standards

CA CCSS for ELA/Literacy
• Includes background, intent, nature, and organization/structure

CA ELD Standards
• Includes background, intent, nature, and organization/structure

• Interrelationship of the CA CCSS for ELA/Literacy and the CA ELD Standards
Goals, Themes, and Contexts for Implementation of the CA CCSS for ELA/Literacy and the CA ELD Standards
CA ELD Standards

Using English Purposefully:
Describing, explaining, persuading, informing, justifying, negotiating, entertaining, retelling, etc.

Meaningful Interaction:
- Collaborating with others
- Interpreting meaning
- Producing meaningful messages

Knowledge of Language:
- Structuring cohesive texts
- Expanding and enriching ideas
- Combining and condensing ideas

The CA ELD Standards AMPLIFY the CA CCSS for ELA/Literacy.

The Why: Purposes

The How: Processes

The What: Resources
Chapter 2
Key Considerations for ELA/Literacy and ELD Curriculum, Instruction, and Assessment

• Context Considerations

• Key Themes and Practices for ELA/Literacy and ELD Instruction
  (Meaning Making, Language Development, Effective Expression, Content Knowledge, Foundational Skills; Crosscutting Practices in Instruction)

• Approaches to Teaching and Learning

• English Language Development
**Integrated ELD:**
All teachers with ELs in their classrooms use the CA ELD Standards *in tandem* with the CA CCSS for ELA/Literacy and other content standards.

**Designated ELD:**
A protected time during the school day when teachers use the CA ELD Standards as the focal standards in ways that build *into* and *from* content instruction.
Grade-Span Chapters 3–7
At-A-Glance

Grade-Span Overview

• Integrated and Interdisciplinary Approach
• Key Themes of ELA/Literacy and ELD Instruction
• ELD in the Grade Span
• Grade-Level Content and Practice
Chapter 8
Assessment

- Purpose and types of assessments
- Assessment cycles, highlighting the use of formative assessment to guide instruction
- Information on student involvement
- Assessment for intervention
- Mandated California assessments and Smarter Balanced Assessment System
- Technical quality of assessments
Chapter 9
Equity and Access

• California’s student diversity, including
  – Standard English learners
  – English learners
    • Instructional programs and services for ELs
  – Biliterate learners
  – Deaf students bilingual in ASL and printed English
  – Students with disabilities

• Planning and support for range of learners using Universal Design for Learning (UDL) and Multi-Tiered Systems of Supports (MTSS)

• Instructional practices for supporting students experiencing difficulty reading
Chapter 10
Learning in the 21st Century

- Defines 21st century skills and standards
- Instructional practices for developing 21st century learning
- Equitable access to learning and technology
- Professional learning and teacher support
- Highlights future directions
Chapter 11
Implementing High-Quality ELA/Literacy and ELD Instruction: Professional Learning, Leadership, and Program Supports

• Implementing within a collaborative culture
• Professional learning, including sources, research, and critical content
• Leadership and professional collaboration
• Other programs of support (e.g., libraries, extended learning, parents and families)
Chapter 12
Criteria for Evaluating Instructional Materials

• Program 1: English Language Arts Basic Program, K–8
• Program 2: English Language Arts/English Language Development Basic Program, K–8
• Program 3: Biliteracy Language Arts/English Language Development Basic Program, K–8
• Program 4: Intensive Intervention Program in English Language Arts, 4–8
• Program 5: Specialized Designated English Language Development Program, 4–8
What are the next steps for *ELA/ELD Framework*?

- SBE action in July 2014
- Begin ELA/ELD Instructional Materials adoption, including appointment of reviewers by the SBE in November 2014
- Devise roll out plan and guidance for districts and the field
Where can I find the draft *ELA/ELD Framework*?

- **ELA/ELD Framework:**

- **CA CCSS for ELA/Literacy Standards:**

- **CA ELD Standards:**
  [http://www.cde.ca.gov/sp/el/er/eldstandards.asp](http://www.cde.ca.gov/sp/el/er/eldstandards.asp)
Questions on the
ELA/ELD Framework?

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