

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

Session #3: Integrated & Designated ELD &
Multilingual Programs

November 14, 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. Key Policies and Initiatives
3. Integrated & Designated ELD
4. *ELA/ELD Framework* Exploration
5. Multilingual (ML) Programs
6. Closing & Next Steps

Outcomes

- Identify state initiatives that support high-quality ELD and multilingual education
- Understand how integrated & designated ELD promote equity
- Identify places in the *ELA/ELD Framework* that guide effective instruction for ML and EL students
- Understand the goals for and status of multilingual education in CA
- Identify next steps for diving deeper into the *ELA/ELD Framework*

Guiding Questions

During the session, think about the following questions, and take notes, as needed.

1. What is resonating with you/are you excited to hear?
2. What are some key points everyone you work with should know about?
3. What questions do you have?

Webinar Series Presenters



Dr. Hallie Yopp



Dr. Pam Spycher



Nancy Brynelson



Dr. Bonnie Garcia

Today's Special Guests



Alesha Moreno-Ramirez, Director,
Multilingual Support
Division, CDE



Gina Garcia-Smith,
Education Programs
Consultant, Multilingual
Support Division, CDE



Geqigula (GQ) Dlamini,
Administrator, Language
Policy and Leadership
Office, CDE

Today's Extra Special Guest



Tony Thurmond
State Superintendent
of Public Instruction

CDE Policies & Initiatives



California's *ELA/ELD Framework*

- California's primary guidance for literacy
- Promotes a comprehensive approach that must include:
 - ✓ All California (CA) ELA/Literacy Standards and CA ELD Standards
 - ✓ All content areas (not just ELA and ELD)
 - ✓ All five intersecting themes: foundational skills, meaning making, language development, effective expression, content knowledge
 - ✓ BOTH integrated ELD AND designated ELD
 - ✓ Evidence-based practices and materials (the “sciences of literacy”)

The *ELA/ELD Framework* is ...

California's Conceptual Model for Literacy

[Link to Long Description](#)



Timeline of State Policies & Initiatives 2010–2018

- **2010:** State Board of Education (SBE) adopts Common Core State Standards for ELA/Literacy
- **2012:** SBE adopts California ELD Standards
- **2014:** SBE adopts *ELA/ELD Framework*
- **2017:** California Department of Education (CDE) publishes *California Dyslexia Guidelines (AB 1369)*
- **2017:** SBE approves California English Learner Roadmap Policy
- **2018:** *California Code of Regulations, Title 5 (5 CCR) Sections 113000 & 11309(c)(1)* define & require both designated and integrated ELD

Timeline of State Policies & Initiatives 2021–2025

- **2021:** SBE adopts *California Comprehensive State Literacy Plan*
- **2022:** Commission on Teacher Credentialing (CTC) adopts new Literacy Program Standards & Teaching Performance Expectations for credentials
- **2024:** New Preschool (P) & Transitional Kindergarten Learning Foundations will be published
- **2024:** Literacy Roadmap will be published
- **2025:** New P–3 Learning Progressions will be published
- **2025:** New Literacy Performance Assessment (replacing RICCA) will be operational

Comprehensive ELD: Integrated AND Designated



Integrated and Designated ELD Defined

Integrated ELD:

All teachers serving EL-identified students use the CA ELD Standards alongside CA content standards.

Designated ELD:

Teachers use the CA ELD Standards as the focal standards, during a protected time, in ways that build into and from content instruction.

Integrated ELD: Is/Is Not

Is ...

- All teachers, all classrooms
- Using content standards with ELD Standards
- Equitable access across the content areas
- Amplification of language needed for academic success
- Demystification of how English works in texts and tasks

Is not ...

- One person's job
- Optional
- Something extra
- Strategies

Designated ELD: Is/Is Not

Is ...

- Core instruction provided to ALL EL students
- Qualified teacher
- Protected time
- Customized to students' proficiency in English
- Prioritizing specific ELD Standards
- Directly connected to content instruction
- Deeper dive into how English works in texts and tasks

Is not ...

- Optional
- Isolated from content
- Intervention
- Prescriptive

Integrated and Designated ELD: Guidance for Planning (1)

Framing Questions for All Students

- What are the big ideas and culminating performance tasks of the larger unit of study, and how does this lesson build toward them?
- What are the learning targets for this lesson, and what should students know and be able to do at the end of the lesson?
- What background knowledge, skills, and experiences do students have related to this lesson?

Questions for English Learners

- What are the English language proficiency levels of my students?
- Which CA ELD Standards amplify the CA Common Core State Standards for ELA/Literacy at students' English language proficiency levels?
- What language might be new for students and/or present challenges?

Integrated and Designated ELD: Guidance for Planning (2)

Framing Questions for All Students

- How complex are the texts and tasks?
- How complex are the texts and tasks?
- How will students make meaning, express themselves effectively, develop language, and learn content? How will they apply or learn foundational skills?
- What types of scaffolding, accommodations, or modifications will individual students need for effectively engaging in the lesson tasks?
- How will my students and I monitor learning during and after the lesson, and how will that inform instruction?

Questions for English Learners

- How will students interact in meaningful ways and learn about how English works in collaborative, interpretive, and/or productive modes?

Guidance for ELA and ELD Implementation: Integrated and Designated ELD Vignettes

Example: Grade 5 vignette pair (5.3 and 5.4)

- Culminating task: Science informational report on an ecosystem students researched
- ELA/Science with Integrated ELD vignette instructional focus:
 - Text structure and organization of science reports
- Designated ELD vignette instructional focus:
 - Using text connectives to write cohesive texts

Big Idea:

Use of Mentor Texts in ELA and ELD

Purpose: Help students develop content knowledge, rhetorical skills, and language awareness

- **Content Focus:** knowledge being conveyed (explicitly and implicitly)
- **Rhetorical Focus:** author's purpose, intended audience, credibility, positionality, context
- **Language Focus:** text level, section level, paragraph level, sentence level, clause level, phrase level, word level

ELA/Science with Integrated ELD Activities

- Inquiry-based, real-world science
- Close reading of complex texts
- Lots of peer-to-peer discussions to develop content knowledge
- Mentor text analysis:
 - text structure and organization
- Vocabulary instruction

Stages and phases	Information Report Outline
Stage 1	<i>General statements:</i> <ul style="list-style-type: none">• Tell/define what ecosystems are• Identify what ecosystem this one is
Stage 2 Phases (subtopics)	<i>Description of the ecosystem:</i> <ul style="list-style-type: none">• Describe the geography of the ecosystem• Describe what lives there and the food web• Describe the natural factors that harm the ecosystem• Describe what people have done to affect the ecosystem• Describe ways that people can fix the damage they have caused
Stage 3	<i>Conclusion:</i> Restate the gist of the report's findings and conclude with a general statement.

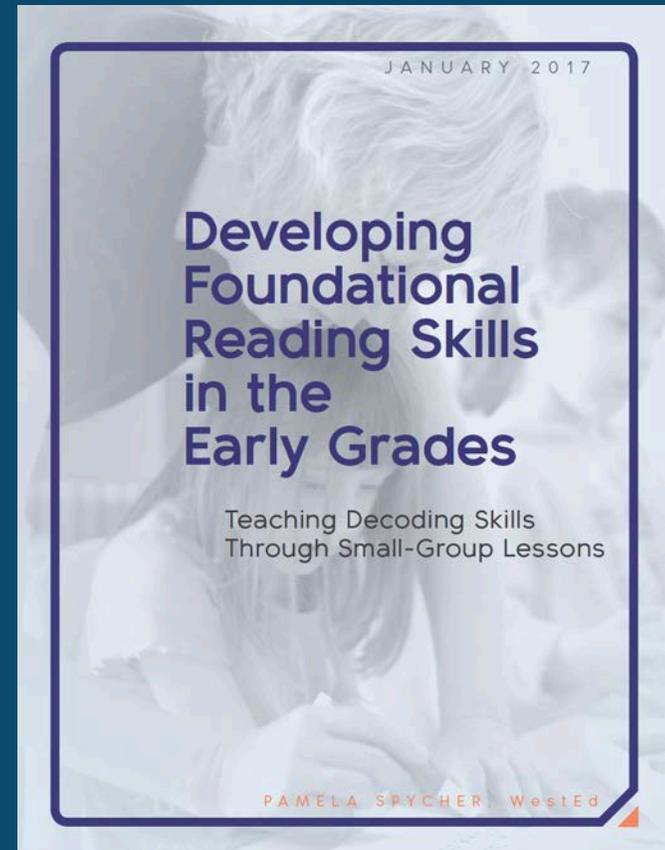
Designated ELD Activities

- Unpacking the mentor text on a deeper level:
 - Text connectives
 - Referring words
 - Nominalization
 - Complex sentences
- Lots of peer-to-peer discussions about language, always connecting back to meaning

Language to Connect Ideas (Cohesion)		
Adding	Contrasting	Sequencing
in addition furthermore similarly also	however despite this instead otherwise unfortunately	to start with to summarize in conclusion finally
Cause/Result	Time	Clarifying
therefore consequently because of this in that case	next meanwhile until now later	that is in other words for example for instance
Words for referring back to people or things: they, their, it, them, this, these, those, one, another, the ones		

Early Grades

- Foundational skills is addressed in ELA.
- Foundational skills integrates ELD.
- Designated ELD should focus on higher order English language skills, especially oral language, and language awareness.



Integrated and Designated ELD: Additional CDE Publications

CA ELD Standards Chapter 5

**Learning About
How English Works**

Many California teachers have observed that their students who are English learners (ELs) develop everyday English quite rapidly and can communicate effectively in informal social situations, but these students sometimes struggle with tasks involving academic English, such as writing a logical argument, comprehending their science and history textbooks, or participating in an academic debate (Cummins 2008, 71-83). For K-12 settings, academic English broadly refers to the language used in school to help students develop content knowledge, skills, and abilities; it is the language students are expected to use to convey their understanding and mastery of such knowledge, skills, and abilities.

Academic English is different from everyday, or informal, English. Some features of academic English span the disciplines, such as general academic vocabulary (e.g., *evaluate, infer, imply*), but there is also variation depending upon the discipline—in domain-specific vocabulary, for example. However, academic English encompasses much more than vocabulary. It also includes ways of structuring clauses, sentences, and entire texts that convey precision, show relationships between ideas, and present thinking in coherent and cohesive ways in order to achieve specific purposes (e.g., persuading, explaining, entertaining, and describing) with different audiences in discipline-specific ways. Research has shown that not all children come to school equally prepared to engage with academic English.¹ However, research has also demonstrated that ELs can learn academic English, use it to achieve success in academic tasks across the disciplines, and build upon it to prepare for college and careers.

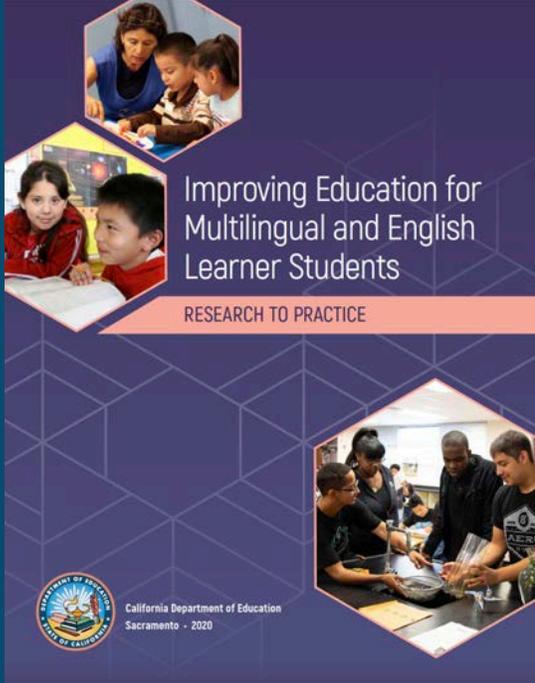
1. The CA ELD Standards were designed with the view that the languages students bring to school—both the native language and different varieties of English—are considered resources. The English that students use with peers or families is not “improper English”; it is appropriate for particular contexts. Being sensitive to the language resources students bring to school and discussing different ways of using English that are suited to different contexts can help build students’ awareness of language while validating and leveraging their knowledge and experiences.

160 | Chapter 5

**Improving Education for
Multilingual and English
Learner Students**

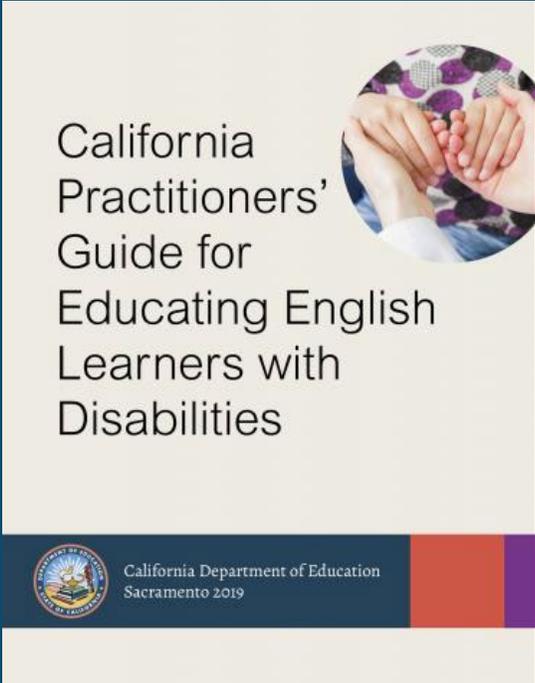
RESEARCH TO PRACTICE

California Department of Education
Sacramento - 2020



**California
Practitioners’
Guide for
Educating English
Learners with
Disabilities**

California Department of Education
Sacramento 2019



Frequently Asked Questions (FAQs)



FAQ: Is designated ELD required as a part of the regular school day?

- Yes. The *California Code of Regulations* section 11300(a) states that designated English language development is “instruction provided during a time set aside in the regular school day...”. Designated ELD is part of the core curriculum, which is taught during an instructional day.

FAQ: Is there a minimum number of minutes required for ELD instruction?

- No. There is no set minimum for required minutes of ELD instruction. ELD is a required course of study for all English learners and instruction is provided to students based on their proficiency level. The needs of the student determine the number of minutes necessary for students to make progress toward English proficiency.

Integrated and Designated ELD Resources

- CDE English Language Development Standards web page at <https://www.cde.ca.gov/sp/el/er/eldstandards.asp>
 - 2012 California ELD Standards
 - Integrated and Designated Resources
 - ELD Video Series
 - Professional Learning
 - Instructional Resources

ELA/ELD Framework: Explore and Reflect



Activity 2: Explore and Reflect

Directions:

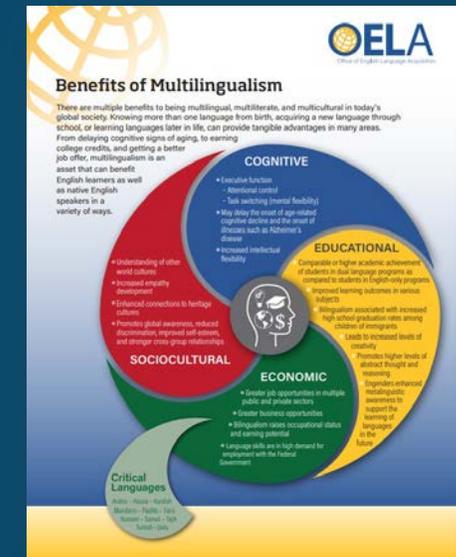
1. Open the “Comprehensive ELD Guidance” document:
[https://www.cde.ca.gov/ci/cl/documents/
comprhnsveeldguidance.docx](https://www.cde.ca.gov/ci/cl/documents/comprhnsveeldguidance.docx)
2. Choose a grade level or topic you’re interested in.
Click on the link to go to the chapter. Explore away!
3. Post a reflection in the Padlet: tinyurl.com/ynyaxcwh

Multilingual Programs

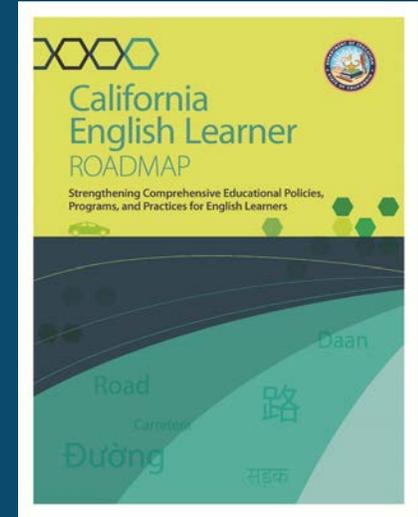


Benefits of Multilingualism

- About 60 percent of California children speak a language other than English in the home.
- About 19 percent of students in K–12 are currently classified as English learners
- Multilingualism is associated with cognitive, educational, economic, and sociocultural benefits.



EL Roadmap Policy & Multilingual Programs (1)



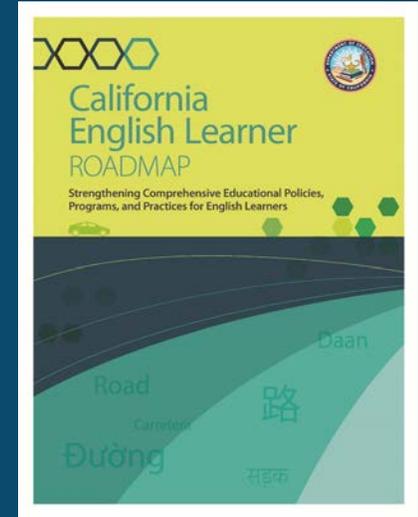
Four Principles:

- Assets-Oriented and Needs-Responsive Schools
- Intellectual Quality of Instruction and Meaningful Access
- System Conditions that Support Effectiveness
- Alignment and Articulation Within and Across Systems

EL Roadmap

Policy & Multilingual Programs (2)

- Multilingual Programs
 - Dual-Language Immersion (Two-Way Immersion)
 - Transitional Bilingual
 - Developmental Bilingual
 - One-Way Immersion
 - Heritage Language or Indigenous Language
 - Foreign Language Elementary Experience (FLEX)
 - Foreign Language in Elementary Schools (FLES)
 - Native Speakers Courses



Frequently Asked Questions (FAQs)



FAQ: What are the criteria for students to be in a dual-language immersion program?

There are no specific criteria for students except parental choice.



FAQ: Can you implement a dual-language immersion program with a school population of 96 percent Spanish speakers?

No, the ideal ratio of English learners to English speakers is 50:50, but to stay within the program design, the recommendation of many practitioners is that the ratio should never go below 33 percent for either language group. A school may however, under certain circumstances, choose to select a developmental bilingual (maintenance) or heritage language model for developing bilingualism for this population.

FAQ: Do dual language programs still have to provide integrated and designated ELD?

Yes.



FAQ: Do English learners get enough English instruction in a 90:10 model?

English time must be carefully defined and implemented. High-quality curriculum and instruction are essential. Research shows that when programs are fully implemented according to the program design, English learners in 90:10 models score as well as or better than their peers in other programs in English tests.

(Lindholm-Leary, (2001) Dual Language Education, Multilingual Matters LTD)

Resources

- U.S. Department of Education (ED) Benefits of Multilingualism Infographic
(<https://ncela.ed.gov/resources/infographic-benefits-of-multilingualism-english-august-2020>)
- CDE English Learner Roadmap
(<https://www.cde.ca.gov/sp/el/rm/>)
- CDE Multilingual Education
(<https://www.cde.ca.gov/sp/el/er/multilingualedu.asp>)
- Global CA 2030 Report
(<https://www.cde.ca.gov/sp/el/er/documents/globalca2030.pdf>)
- ED Raise the Bar: Lead the World
(<https://www.ed.gov/raisethebar/>)
- Center for Applied Linguistics Two-Way Immersion
(<https://www.cal.org/twi/>)



Closing & Next Steps



Re-centering California's ELA/ELD Framework

Upcoming Webinars: 3:30–4:45 p.m.

- December 12: Language Development
- January 9: Meaning Making
- February 13: Effective Expression
- March 12: Content Knowledge
- April 9: Assessment & Intervention
- May 14: Systems for Implementation & the California Literacy Roadmap

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Thank you!

CALIFORNIA DEPARTMENT OF EDUCATION

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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 Common Core State Standards for ELA/Literacy
- CA ELD Standards

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