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



Session #1: Overview – Comprehensive Literacy

September 26, 2023

CALIFORNIA DEPARTMENT OF EDUCATION Tony Thurmond, State Superintendent of Public Instruction

Special Guests





Cheryl Cotton Deputy Superintendent, CDE Dr. Linda Darling-Hammond President of State Board Of Education

Presenters



Dr. Hallie Yopp

Dr. Pam Spycher

Nancy Brynelson

Dr. Bonnie Garcia

Agenda

- Welcome and Opening Remarks
- State Literacy Office & ELA/ELD Framework Webinar Series
- Today's Focus: Comprehensive Literacy
- Development of the Framework
- Organization & Content of the Framework
 - ✓ Circles of Implementation
 - ✓ Resources in the Framework to Support Instruction
 - ✓ Integrated & Designated ELD
 - ✓ Practical Uses of the Framework
- Closing

Outcomes

- Understand the definition of comprehensive literacy
- Understand the elements depicted in the Circles of Implementation
- Identify the resources in the ELA/ELD Framework to support instruction
- Understand the definition of integrated & designated ELD
- Identify next steps for diving deeper into the ELA/ELD Framework

Literacy Campaign Goals

- 1. Achieving coherence
- 2. Coordinating and aligning state- and regional-level initiatives and implementation
- 3. Coordinating and aligning local-level initiatives and implementation
- 4. Addressing equity gaps

ELA/ELD Framework Webinar Series



Re-centering California's ELA/ELD Framework (1)

The **purpose** of the webinar series is to familiarize educators with the contents of the *ELA/ELD Framework*, including

- Current relevance, research foundations, organization by themes, & classroom applicability
- Support for best first instruction, effective intervention, & the California Dyslexia Guidelines within a Multi-Tiered System of Support
- Promotion of multilingualism and biliteracy, culturally and linguistically affirming and sustaining instruction, & developmentally appropriate instruction for early learners

Re-centering California's ELA/ELD Framework (2)

2023–2024 Webinar Schedule Second Tuesdays, 3:30–4:45 p.m.

- October: Foundational Skills
- November: Integrated & Designated ELD & Multilingual Programs
- December: Language Development
- January: Meaning Making
- February: Effective Expression
- March: Content Knowledge
- April: Assessment & Intervention
- May: Systems for Implementation & the California Literacy Roadmap

Comprehensive Literacy



What is Comprehensive Literacy?

Comprehensive literacy instruction incorporates & integrates:

- All STRANDS—reading, writing, speaking, listening, & language
- All DISCIPLINES—ELA & other content areas
- All five framework THEMES—foundational skills, meaning making, language development, effective expression, & content knowledge
- COMPREHENSIVE ELD—integrated ELD & designated ELD—for every identified English learner student
- EVIDENCE-BASED—pedagogy, instructional materials, assessment, & interventions

Development of the Framework



Development of the ELA/ELD Framework

Framework Committee:

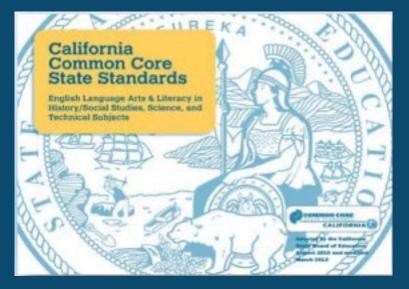
- Chairs: Becky Sullivan and Martha Hernandez
- Representatives: Educators representing a range of experiences, backgrounds, expertise
- Lead Authors: Nancy Brynelson, Pam Spycher, Hallie Yopp Slowik

The Charge:

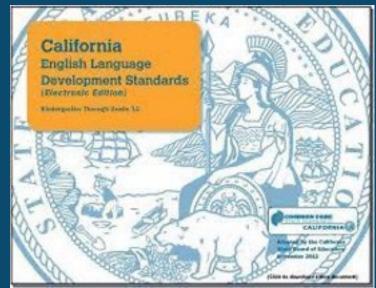
• Drawing on research, develop a document that provides support for teachers, districts, publishers, professional learning providers, and teacher licensing programs in their work to implement ELA/literacy and ELD standards and serve CA's diverse populations.

Two Sets of Standards

California Common Core State Standards for ELA/Literacy



California English Language Development Standards



See: Chapter 1

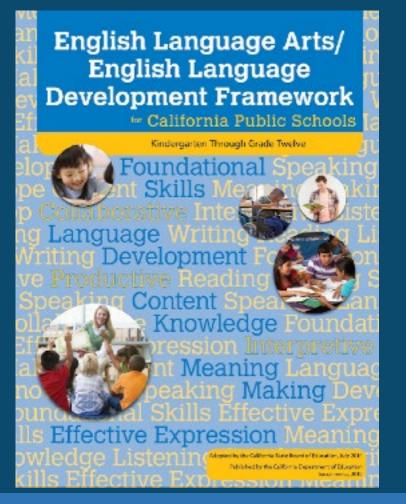
Guiding Principles



Shared Values for Educating Multilingual and English Learner Identified Students

See: Introduction, pp. 7–11

Framework & Supporting Documents





Organization & Content



Organization (1)

Introduction to the Framework Chapter 1: Overview of the Standards Chapter 2: Essential Considerations in ELA/Literacy and ELD Curriculum, Instruction, and Assessment

Opening ChaptersIntroduction

• Chapters 1–2

Chapter 3: Content and Pedagogy: TK–Grade One Chapter 4: Content and Pedagogy: Grades Two and Three Chapter 5: Content and Pedagogy: Grades Four and Five Chapter 6: Content and Pedagogy: Grades Six–Eight Chapter 7: Content and Pedagogy: Grades Nine–Twelve Grade-Level ChaptersChapters 3–7

Organization (2)

- Chapter 8: Assessment
- Chapter 9: Access and Equity
- Chapter 10: Learning in the 21st Century
- Chapter 11: Implementing High-Quality ELA/Literacy and ELD Instruction: Professional Learning, Leadership, and Program Supports
- Chapter 12: Instructional Materials to Support the CA CCSS for ELA/Literacy and CA ELD Standards

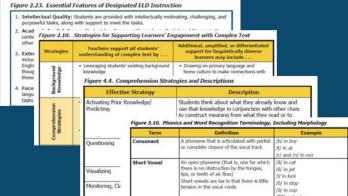
Systems ChaptersChapters 8–12

Circles of Implementation



Illustrative Figures

- Figure 2.23. Essential Features of Designated ELD Instruction
- Figure 2.10. Strategies for Supporting Learners' Engagement with Complex Text
- Figure 4.4. Comprehension Strategies and Descriptions
- Figure 3.10. Phonics and Word Recognition Terminology, Including Morphology



Illustrative Snapshots

- Snapshot 7.8. Invisible Man: Cultivating Conversations About Literature, ELA in Grade Twelve
- Snapshot 6.5. Making Inferences Using a Graphic Organizer, Integrated ELA/Literacy and Science Lesson in Grade Seven
- Snapshot 4.7. Biography Tableaux of American Heroes, Integrated ELA, History–Social Science, and Theatre in Grade Three
- Snapshot 3.11. Expanding Sentences and Building Vocabulary, Designated ELD Connected to ELA/Social Studies in Grade One

		ELA in Grade Twelve	
novel Invisible Man. varied purposes of conceptualize literat	Ms, Oliver's	welfth-grade literature class are reading Raph Elisoris 1952 pools are for students to understand the art, card, and Snapshot 6.5. Making Inferences Using a Graphic Organizer Internated ELA/Ulteracy and Science Lesson in Grade Seven	
in the narrator's bel	Mr. Sch	pen's seventh-grade science students are sitting in pairs, each pair with a cle and a blank graphic organizer. The article has five adhesive tape flags placed	
	the text for three column	Snapshot 4.7. Biography Tableaux of American Heroes Integrated ELA, History–Social Science, and Theatre in Grade Three	
	The	After reading and listening to short biographies of American heroes, including Thomas Jefferson, Abraham Lincoln, Frederick Douglass, Ceser Chavez, Biddy Mason, and Harriet Tughman, small greame of thirdrawsha scholarte calact one of the bachidable for forument scholar the scholarte	
		The students re major events fro summairize events fro Summairize and Building Vocabulary Designated ELD Connected to ELA/Social Studies in Grade One	
		represent in an The group th and later in Call tast final calls. The description of the second se	idren bility,

Integrated and Designated ELD

ELD Instruction

All teachers should attend to the language learning needs of their Els in strategic ways that promote the simultaneous development of content knowledge and advanced levels of English. In this section, ELD instruction is described first generally and then in terms of using the CA ELD Standards in two ways:

 Integrated ELD, in which all teachers with Els in their classrooms use the CA ELD Standards in tandem with the focal CA CCSS for ELA/Literacy and other content standards

2. Designated ELD, or a protected time during the regular school day, in which teachers use the CA ELD Standards as the focal standards in ways that build *into and from content instruction* in order to develop critical language Els need for content in English

ELA/ELD Framework, Chapter 2, page 106

Framing Questions for Lesson Planning (1)

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 be able to do at the end of the lesson?
- Which clusters of CA CCSS for ELA/Literacy does this lesson address?
- What background knowledge, skills, and experiences do my students have related to this lesson?

Add for English Learners

- What are the English language proficiency levels of my students?
- Which CA ELD Standards amplify the CA CCSS for ELA/Literacy at students' English language proficiency levels?

Framing Questions for Lesson Planning (2)

For All Students

- How complex are the texts and tasks I'll use?
- How will students make meaning, express themselves effectively, develop language, learn content? How will they apply or learn foundational skills?
- What types of supports (such as 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?

Add for English Learners

- What language might be new for students and/or present challenges?
- How will students interact in meaningful ways and learn about how English works in collaborative, interpretive, and/or productive models?

TK–2 Integrated and Designated ELD Vignettes

Grade	ELA/Literacy (with Integrated ELD)	Designated ELD
TK	Retelling and Rewriting Stories (The Three Little Pigs	Retelling Stories Past Tense Verbs and Expanded Sentences
K	Interactive read aloud (story) <i>Wolf</i> , Becky Bloom	General academic vocabulary instruction
1st	Interactive read aloud (science informational text) <i>The Honeymakers</i> , Gail Gibbons	Unpacking grammatically complex sentences
2nd	Close reading of stories author study – Kevin Henkes	Verb analysis (showing what the character is thinking and feelings)

Grade 3–5 Integrated and Designated ELD Vignettes

Grade	ELA/Literacy (with Integrated ELD	Designated ELD
3rd	Collaborative summarizing using information text Photosynthesis (Science)	Certain complex sentences showing relationships of time.
4th	Writing biographies Template for analyzing text organization	5-day general academic vocabulary teaching cycle
5th	Science report writing: Text reconstruction information report outline	Using text connectives to build text cohesion

Vignettes: ELA/Literacy with Integrated ELD + Designated ELD (1)

- Vignette 3.3. Interactive Storybook Read Aloud, Integrated ELA/Literacy and ELD Instruction in Kindergarten
- Vignette 3.4. General Academic Vocabulary Instruction from Storybooks, Designated ELD in Kindergarten

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methodical displation, attending to their social	Vignette 3.4. General Academic Vocabulary Instruction from Morybooks Designated ELD in Kindergarten
When he mails car	Designation ECD in Kinistergarten
advantagions ins Parily hits a	Background
language, and develop	Mr. Recyan has suit read his students the story idtelf by Becky Bisson and Paecal Bet (see
specific words and pite	Pic register has just reast the exception bie story and by being beam and reacal bein per- vignette 3.31, during the interactive read about, he paused when he came to several general
scaffold they compreh-	
Lesson Cunteral	academic recalculary words to point to illustrations showing the meanings of the words or act
Ph. Reports and kit	out or explain their meanings. Despite this embedded vocabulary instruction, Ph. Nauven has
ELD lessons that build	observed that many of his ELs have a hard time understanding or using the words snafty me
sequence for the story	wants all of his students to be able to understand these types of works when he reads them
HOP to their students	stories and use the words when they refet dories or compose their own original atories. He
teachers will model au	explicitly teaches some general academic vocativiary during ELA instruction. However, he also
prompting studients to	uses part of his designated ELD time to teach additional general academic words explicitly so
test dependent questa increasingly interartial	that he EL students can repidle build their vocabulary repertoints in wear that are tailoned to
increasingly interaction sequence, the teacher-	their specific language learning needs.
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the space parend in	Ps. Reven and his kindersarten teaching team plan their viscolulary teaces together.
and and	This use a shuthand routine for teaching vicializary that the children know well and enjoy
Burg the and Adher	because it makes learning the new words for. The lease incorporates even and enjoy
	because it makes learning the new words for. The treason incorporates several key elements, controbusitions the word in the story;
The problem (in child # General analysis) roug	providing a child-thendy explanation of its maaning along several examples of the word
Selected scorils in least	used meaningfully; and
Bay 1	ample opportunities for the children to practice using the word with appropriate levels of scafficiding.
Places in the stary to e- mating inferences. Institution to explane in all red (3) or show to Backvetter (3). Places to stop for their share (write spectrum, affine services frames, affine	The indergraphine fractions target 4-5 emethy are used during EUA instruction using a preliticative control. They use the same monitor to leade shallowal averab, share a evention (E.D.) instruction. The transferring descipited that the control over their by using the success fravouries of transferred the duration to acceleration of copportunities for the chalamon to use the words in meaning/Lif ways. The tensor-planning tension to use is a provided torker.
at readed)	General Academic Vacabulary Indivertion - Lasers Plan Templete (Whole group and small group)
2	Silanu Wood Cogurales Tening: (should take 5-10 minutes, logioniling on the word)

Vignettes: ELA/Literacy with Integrated ELD + Designated ELD (2)

- Vignette 6.3. You Are What You Eat, Close Reading of an Informational Text, Integrated ELA/Literacy and ELD Instruction in Grade Seven
- Vignette 6.4. Analyzing Arguments: Text Organization and the Language of Persuasion, Designated ELD in Grade Seven



Chapter 11: Ideas for Using the Vignettes

- Snapshot 11.1. Using the ELA/ELD Framework as a Resource for Site-Based Professional Learning
- Snapshot 11.2. Districtwide, Multi-Year Comprehensive Professional Learning



Grade-Level Practical Guidance

- Directions:
 - 1. Go to the Grade-Level Practical Guidance document (https://tinyurl.com/FWPracticalGuidance).
 - 2. Find a grade level of interest.
 - 3. Click on the chapter/grade level that interests you.
 - 4. Explore examples of the practical guidance the Framework offers.

What adventure will you choose?

Possible modes:

- Individually
- Grade level meeting
- Faculty meeting
- Professional Learning Community
- Book group
- More!

Possible entry points:

- An opening chapter (Intro, 1–2)
- A grade-level chapter (3–7)
- A systems chapter (8–12)
- Executive Summary
- Resource Guide to Foundational Skills
- Figures collection
- Snapshots collection
- Vignettes collection





Outcomes (2)

- Understand the definition of comprehensive literacy
- Understand the elements depicted in the Circles of Implementation
- Identify the resources in the ELA/ELD Framework to support instruction
- Understand the definition of integrated & designated ELD
- Identify next steps for diving deeper into the ELA/ELD Framework

Contacts



Bonnie Garcia Statewide Literacy Co-Director <u>bogarcia@cde.ca.gov</u> 916-445-7098



Nancy Brynelson Statewide Literacy Co-Director <u>nbrynelson@cde.ca.gov</u> 916-445-2426



Thank you!

CALIFORNIA DEPARTMENT OF EDUCATION Tony Thurmond, State Superintendent of Public Instruction

Circles of Implementation Long Description (1)

- 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 CCSS for ELA/LiteracyCA ELD Standards

Return to Circles of Implementation Slide