

Recentering the *English Language Arts/English Language Development Framework* Webinar Series

Webinar 3 (November 14, 2023)

Zoom Questions and Answers

- Why do we need a Literacy Roadmap if we already have an *English Language Arts/English Language Development Framework (ELA/ELD Framework)* and a *California English Learner Roadmap (EL Roadmap)*? What will the new Roadmap cover that these other documents do not?
 - The legislation authorizing the Literacy Roadmap sets forth the goal of providing specific guidance to practitioners for implementing the *ELA/ELD Framework*. For example, providing practical guidance regarding literacy blocks, including schedules for the various components of ELA/literacy and ELD.
 - The purpose of the Literacy Roadmap is also distinct from the *EL Roadmap*, which is a California State Board of Education (SBE)-approved policy specifically addressing welcoming, understanding, and educating the diverse population of students who are English learners (ELs) attending California public schools.
- Does the framework replace Common Core?
 - The *ELA/ELD Framework* is the state guidance for implementing the California Common Core State Standards for ELA/Literacy.
- What specific strategies do you suggest for particular English Language Proficiency Assessments for California (ELPAC) levels, and how much L1 should be used for the various levels?
 - The California Department of Education ELD Standards web page provides video series, information, and resources to assist local educational agencies in designing, implementing, and enhancing integrated and designated ELD instruction for EL students at all proficiency levels. The web page is available at <https://www.cde.ca.gov/sp/el/er/eldstandards.asp>. Specific resources on the web page include:
 - Chapter 2 of the *ELD Standards* addresses Proficiency Level Descriptors, and Chapter 5 provides some examples of strategies. Sources cited as references could also help glean strategy ideas. The standards are available at

<https://www.cde.ca.gov/sp/el/er/documents/eldstndspublication14.pdf>.

- The Integrated and Designated ELD Video Series offers additional examples of classroom instructional strategies. The video series is available in the ELD Video Series tab.
- The vignettes and snapshots within the *ELA/ELD Framework* also offer glimpses of instructional strategies.
- Can you explain a little more how integrated ELD and designated ELD work in Tier 1?
 - Designated and Integrated ELD instruction is a component of Tier I instruction for all ELs under the Multi-Tiered System of Supports and incorporates the principles of Universal Design for Learning. Integrated ELD is defined as instruction in which the state-adopted ELD Standards are used in tandem with the state-adopted academic content standards. Integrated ELD includes specifically designed academic instruction in English. Integrated and designated ELD are part of the core, standard instructional program for EL students.
- Can you speak to the "qualified teacher" requirement for designated ELD?
 - Teachers assigned to provide ELD and instruction in subject matter courses in which EL students are enrolled must have the appropriate authorizations and be fluent in English.
- How can we truly provide students designated ELD, customized to students' proficiency in English, when districts are prioritizing placing students in ELD classes based on years in the US over their proficiency/language development needs?
 - ELD instruction must be designed for EL students to develop proficiency in English as rapidly and effectively as possible and to meet state priorities. Further, ELD must be based on sound educational theory, implemented effectively with adequate resources and personnel, and evaluated for its effectiveness in overcoming language barriers.
- Do integrated and designated ELD function the same in elementary and secondary content areas? I have heard that designated ELD functions differently on the secondary level because of the content area structure.
 - Each grade span chapter of the *ELA/ELD Framework* includes grade span guidance for integrated and designated ELD.
<https://www.cde.ca.gov/ci/rl/cf/elaeldfrmwrksbeadopted.asp>

Below is an excerpt from Chapter 2 (p. 119) of the *ELA/ELD Framework*:

Importantly, however a school decides to schedule designated ELD, ELs should not be removed from other core content instruction (e.g., ELA, science) in order to receive designated ELD instruction. Designated ELD must be provided in addition to all core content instruction. In secondary settings, particularly in high school, ELs need full access to grade-level content in all disciplines, as well as specialized instruction in academic English, to prepare for college and careers. (119)

- What are your recommendations as to when designated ELD might be provided at the elementary level so students do not miss core instruction?
 - Designated ELD does not replace rich content coursework across the disciplines. Conversely, EL students need specialized attention to their English language development to be successful in their content coursework. Master scheduling may be challenging for some schools. However, creative solutions are possible when both the academic and language learning needs of EL students are prioritized. The Framing Questions for Planning are included in each grade-level section of chapters 3, 4, 5, 6, and 7 in the framework. The figure appears right before the vignettes.
 - Designated ELD is also part of the core, standard instructional program for EL students.
 - As noted in the *ELA/ELD Framework*, Chapter 2, EL students should not be removed from other core content instruction (e.g., ELA, science) in order to receive designated ELD instruction.
- What are your recommendations for designated ELD materials at the secondary level as our ELA program (and most to my knowledge) do not have a designated ELD component?
 - The California SBE reviews and adopts instructional materials programs for kindergarten through grade eight, pursuant to the California Constitution and various state laws and regulations. However, pursuant to California *Education Code* Section 60210, a school district may utilize instructional materials not adopted by the SBE, so long as the materials are aligned to state standards and a majority of the participants of any review process conducted by the district are classroom teachers who are assigned to the subject area or grade level of the materials being reviewed. You can see a list of the SBE-adopted materials for ELA/ELD instruction at <https://www.cde.ca.gov/ci/rl/im/sbeadoptedelaeldprogs.asp>. The materials are organized by program type, which specifies state-adopted texts for basic ELA/ELD and Specialized ELD.

- You can also view the criteria for evaluation of instructional materials (for local considerations) in chapter 12 of the framework at <https://www.cde.ca.gov/ci/rl/cf/documents/elaeldfwchapter12.pdf>.
- The CDE Instructional Materials Implementation web page also provides guidance on the material not adopted by California and is available at <https://www.cde.ca.gov/ci/rl/im/implementofimsnotadopt.asp>.
- Is designated ELD exclusive to classified ELs? If a designated ELD block includes non-EL students (English or American Sign Language Only, Reclassified Fluent English Proficient, Initial Fluent English Proficient) due to low number of ELs in a particular grade level, is that okay?
 - “Designated English Language Development” means instruction provided during a time set aside in the regular school day for focused instruction on the state-adopted ELD Standards to assist English learners to develop critical English language skills necessary for academic content learning in English.
- What does the framework say about addressing foundational skills for secondary students?
 - This is covered in Chapter 6 (grades 6–8) and Chapter 7 (grades 9–12) in the *ELA/ELD Framework* at <https://www.cde.ca.gov/ci/rl/cf/documents/elaeldfwchapter7.pdf>.
- Where can we access the secondary vignettes for designated ELD?
 - See Chapter 6 (grades 6–8) and Chapter 7 (grades 9–12) in the *ELA/ELD Framework*:
 - Pages 744–766, vignettes 7.1 and 7.2 (examples of integrated ELA/literacy, ELD, world history, and designated ELD instruction)
 - Pages 792–811, vignettes 7.3 & 7.4 (examples of integrated ELA/literacy, ELD, history, and designated ELD instruction)
- Is teaching Science of Reading appropriate during designated ELD as reading intervention?
 - The “sciences of literacy” (what we know from research about best literacy instructional practices) informs designated ELD instruction. However, designated ELD time is not the same as reading intervention. Designated ELD instruction is time set aside in the regular school day for focused instruction on the state-adopted ELD Standards. See the *ELA/ELD Framework*, Chapter 2.

- Can you explain a model for designated ELD in secondary school where designated ELD is scheduled within content courses?
 - The guidance in the framework considers designated ELD a protected time (Chapter 2, p. 115).
<https://www.cde.ca.gov/ci/rl/cf/documents/elaeldfwchapter2.pdf>
- If there is no minimum time period, how do we enforce the framework? Does that make it an optional category?
 - The framework is a guidance document to support local decisions around the implementation of standards. The guidance is designed to promote educational approaches for all students that align with sound research and best practices, as well as *California Education Code* and the *California Code of Regulations*.
- Is there a format similar to the California Assessment of Student Performance and Progress Interim Assessment Blocks (IABs) where students see the ELPAC IAB questions just like you would for IAB for ELA, for example?
 - You can access the viewing system for the ELPAC IABs at <https://www.elpac.org/resources/elpac-interim-resources/>. You can also access the ELPAC IAB Blueprint document (from Educational Testing Service).
<https://www.cde.ca.gov/ta/tg/ep/documents/elpaciablueprints23.pdf>.

Session Resources

Guiding Document: https://drive.google.com/file/d/1VWGW-CH_GIC0Qd2QNKgJ1Q1KVrolq77j/view

Session Padlet: <https://padlet.com/bonniegsbcss/ela-eld-fw-session-3-activity-2-z0uerz1f3lh1x7oe>

Links and Resources Shared

ELA/ELD Framework: <https://www.cde.ca.gov/ci/rl/cf/elaeldfrmwrksbeadopted.asp>

Executive Summary of the *ELA/ELD Framework*: <http://www.scoe.net/castandards/>

The English Language Development Standards web page is available at <https://www.cde.ca.gov/sp/el/er/eldstandards.asp>

Improving Education for Multilingual and English Learner Students: Research to Practice: <https://www.cde.ca.gov/sp/el/er/documents/mleleducation.pdf>

Developing Foundational Reading Skills in the Early Grades:
<https://wested.box.com/s/i6a7rgmxpk388fnslwcpvwd2tbbv1le>

Education Workforce Investment Grant: EL Roadmap Implementation for instructional ideas: <https://www.cde.ca.gov/sp/el/rm/ewigelrmpolicy.asp>

CDE Long-Term English Learner Community of Practice web page:
<https://www.cde.ca.gov/sp/el/er/ltelcop.asp>

The CDE Multilingual Education web page provides information and resources best practices for dual language immersion programs:
<https://www.cde.ca.gov/sp/el/er/multilingualedu.asp>

Resources on Dual Language Immersion implementation:
<https://www.cde.ca.gov/sp/el/er/documents/mleeducationch7.pdf>
<https://www.cal.org/publications/guiding-principles-3>