English Language Arts-English Development Framework for California Public Schools

PROJECT CORE
May 9th 2014

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Curriculum Framework and Evaluation Criteria Committee Member
A Groundbreaking Framework for the Nation!
THE VISION

Access to the Common Core Standards for All students
THE INNOVATION

English Language Arts / English Language Development FRAMEWORK
General Purpose of the Framework

- Provide support for teachers and guidelines for educational programs
- Guidance to school districts in the development of local curriculum
- Reflect current and confirmed research
- Direction to publishers for the development of instructional materials
- Guidelines for local selection of instructional resources (Grades 9–12)
- Guidance for teacher professional development programs, in-service, pre-service and teacher licensing standards
CALIFORNIA DEPARTMENT OF EDUCATION

English Language Arts/English Language Development Framework
Development Process

This chart shows the major steps of the curriculum framework development process.

All meetings are open to the public.

1. Instructional Quality Commission (IQC) Appointed by State Board of Education (SBE) March 2012

2. Meetings of Four Focus Groups (Educators Appointed by SSPI) Held to Solicit Input on New Framework May/June 2012

3. SBE Appoints Curriculum Framework and Evaluation Criteria Committee (CFCC) November 2012

4. CFCC Meets 6 Times to Draft Framework February–September 2013

5. Draft Framework Presented to IQC November 2013

6. IQC Conducts 60-Day Field Review; Draft Framework Posted on Internet December–February 2013

7. IQC's ELA/ELD Subject Matter Committee Meets; Suggests Edits to Draft Framework March 2013

8. IQC Meets; Recommends Draft Framework to SBE March 2014

9. Recommended Framework Posted on Internet for 60-Day Public Review May-June 2014

10. SBE Meets; Acts on IQC's Recommendation to Adopt Framework July 2014

11. Framework Posted on Internet; Print Edition Published 2015
Framework Review


1. Reviewer Information

2. Overall Evaluation
   - Overall
   - Format and Clarity
   - Consistency and Alignment to CCSS
   - Guidance for instruction of all students

3. Chapter by Chapter Feedback
   Rating Scale
   Poor/Fair/Good/Excellent

4. Comments limit to 500 characters

Second Review Opportunity in May-June 2014
Framework Review: Our Advocacy

Framework for Biliteracy

To ensure that essential research-based pedagogical principles in Language Acquisition and Biliteracy are evident and sufficient to provide a fundamental structure to guide Language Arts curriculum, instruction and assessment for Language Learners.

Provide comprehensive feedback to the California Department of Education.
Key Principles of the ELA/ELD Framework

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

- Valuing Language and Culture as Assets
- Ensuring Equity in Intellectual Richness
- Building Content Knowledge and Language in Tandem
- Attending to Specific Language Learning Needs
- Integrating Domains of Communication
- Providing Appropriate Scaffolding
- Evaluating Progress Appropriately
- Sharing the Responsibility
Key Themes and Practices for ELA/Literacy and ELD Instruction
# Organization and Content

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Resources

Glossary
Highlights:

Promoting Bilingualism and Biliteracy!

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” 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.

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.
If language arts instruction is provided in a language other than English (e.g., in a bilingual program), instruction in that language should be designed according to the same standards and principles indicated for language arts and literacy instruction in this framework. Some bilingual programs also have a version of the CCSS for the designated language other than English.

For example, the CCSS en Español for Spanish Language Arts and Literacy provides valuable guidance for bilingual programs where Spanish language arts is taught.
Promoting Bilingualism and Biliteracy!

Motivation and engagement are fostered with ELs when teachers and the broader school community openly recognize that students’ home languages and cultures are resources to value in their own right and also to draw upon in order to build proficiency in English.

• Create a welcoming classroom environment that exudes respect for cultural and linguistic diversity;
• Get to know students’ cultural and linguistic background knowledge and experiences and how individual students interact with their home language and cultures;
• Include the primary or home language in instruction to the extent possible
• Use texts that accurately reflect students’ cultural and social backgrounds so that students see themselves in the curriculum; and
• Continuously expand understandings of cultures and languages so as not to oversimplify approaches to culturally responsive pedagogy.
Role of Primary Language

- Bilingualism / Biliteracy
- Primary Language support in ELA
- Primary Language support in Content time
- Explicit teaching for transfer
Integrated ELD

This framework uses the term integrated ELD to refer to ELD throughout the day and across the disciplines. All teachers with ELs in their classrooms should use the CA ELD Standards in addition to their focal CA CCSS for ELA/Literacy and other content standards to support their ELs’ linguistic and academic progress.

Figure 3.16. Integrated ELD

Effective instructional experiences for ELs throughout the day and across the disciplines:

- Are interactive and engaging, meaningful and relevant, and intellectually rich and challenging;
- Are appropriately scaffolded in order to provide strategic support that moves learners toward independence;
- Build both content knowledge and academic English; and
- Value and build on primary language and culture and other forms of prior knowledge.

(Anstrom, Di Cerbo, Butler, Katz, Millet, and Rivera 2010; August and Shanahan 2006; Francis, Rivera, Lesaux, Kieffer, and Rivera 2006; Genesee, Lindholm-Leary, K., Saunders and Christian 2006; Short and Fitzsimmons 2007)
Designated ELD

Designated ELD is a protected time during the regular school day where teachers use the CA ELD Standards as the focal standards in ways that build into and from content instruction in order to develop critical English language skills, knowledge, and abilities needed for content learning in English.

This means that designated ELD should not be viewed as separate and isolated from ELA, science, social studies, mathematics, and other disciplines but rather as an opportunity during the regular school day to support ELs to develop the discourse practices, grammatical structures, and vocabulary necessary for successful participation in academic tasks across the content areas.

During this protected time, ELs should be actively engaged in collaborative discussions where they build up their awareness about language and develop their skills and abilities to use language.
Snapshots and Vignettes

- Brief snapshots and longer vignettes are included throughout the framework and are intended to provide glimpses of instruction in ELA/Literacy and ELD.

- However, these brief examples should not be viewed as prescriptive since the instruction provided in individual classrooms will vary, depending on student needs and the local context.
Professional Collaboration

- Within grade level
- Across grade levels
- ELA and ELD teacher
- Content teacher and ELA/ELD teacher
- Content teacher and Special Ed teacher
Comprehensive Assessment

• Assessment Cycles

• **Long-Cycle** Assessment
  – Annual/End-of-Year Assessments
  – Additional Methods of Long- and Medium-Cycle Assessments
  – Accommodations for ELs on Long- and Medium-Cycle Assessments
Assessment System for Monitoring Student Learning

Figure 8.3. Assessments in the System (Adapted from Herman and Heritage 2007).
Assessment

- **Assessment for Intervention**
- Universal Screening (Medium-Cycle)
- Diagnostic Assessment (Medium-Cycle)
- Progress Monitoring (Short- or Medium)

- **Mandated California Assessments**
  - Computer Adaptive Tests
  - Performance Tasks
  - English Language Proficiency Assessment
Assessment

• Student Involvement
• Teacher Feedback
• Peer Feedback
• Self-Assessment
• Rubrics
• Portfolio Assessment
Instructional Materials

• **Program 1**: ELA Basic Program, K-8
• **Program 2**: ELA/ELD Basic Program, K-8
• **Program 3**: Biliteracy Language Arts/ELD, Basic Program, K-8

• **Program 4**: Intensive Program in ELA, 4-8
• **Program 5**: Specialized Designated ELD Program, 4-8
Questions?

Thank you!