

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

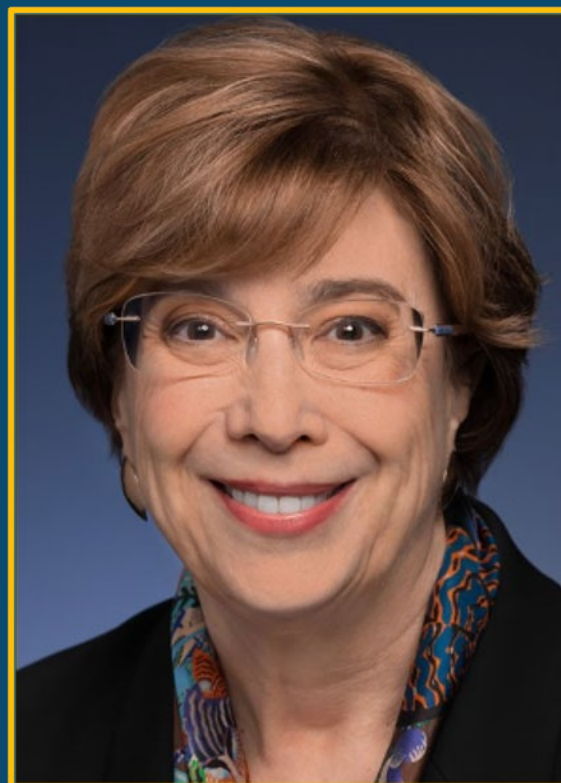
Presenters



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:

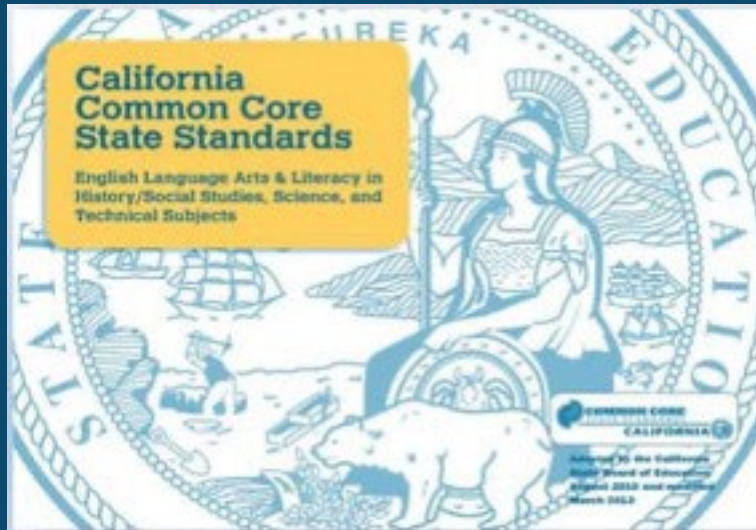
- Chairs: Becky Sullivan and Martha Hernandez
- Representatives: Educators representing a range of experiences, backgrounds, expertise
- Lead Authors: Nancy Brynelson, Pam Spycher, Hallie Yopp Slowik

The Charge:

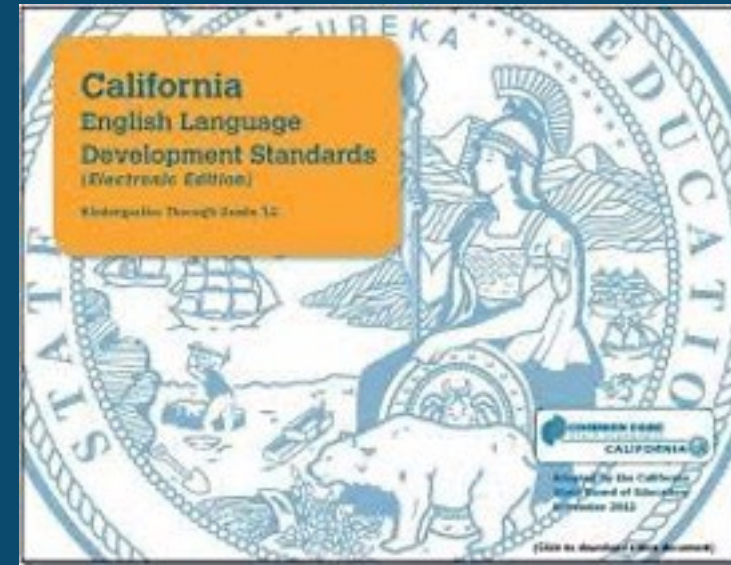
- Drawing on research, develop a document that provides support for teachers, districts, publishers, professional learning providers, and teacher licensing programs in their work to implement ELA/literacy and ELD standards and serve CA's diverse populations.

Two Sets of Standards

California Common
Core State
Standards for
ELA/Literacy



California English
Language
Development
Standards



See: Chapter 1

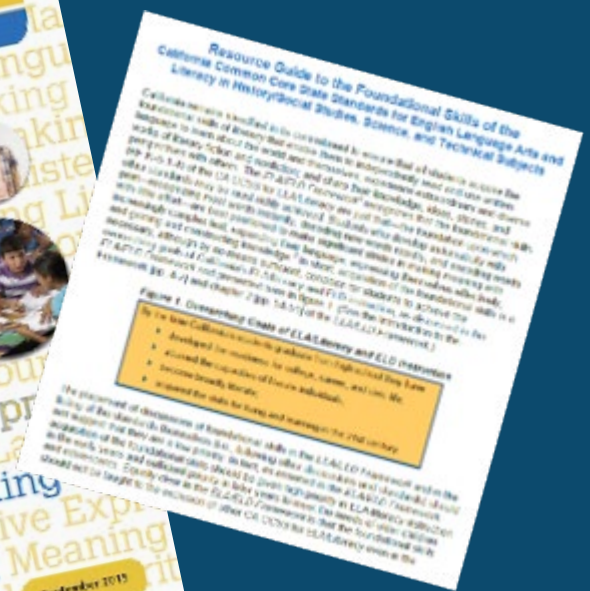
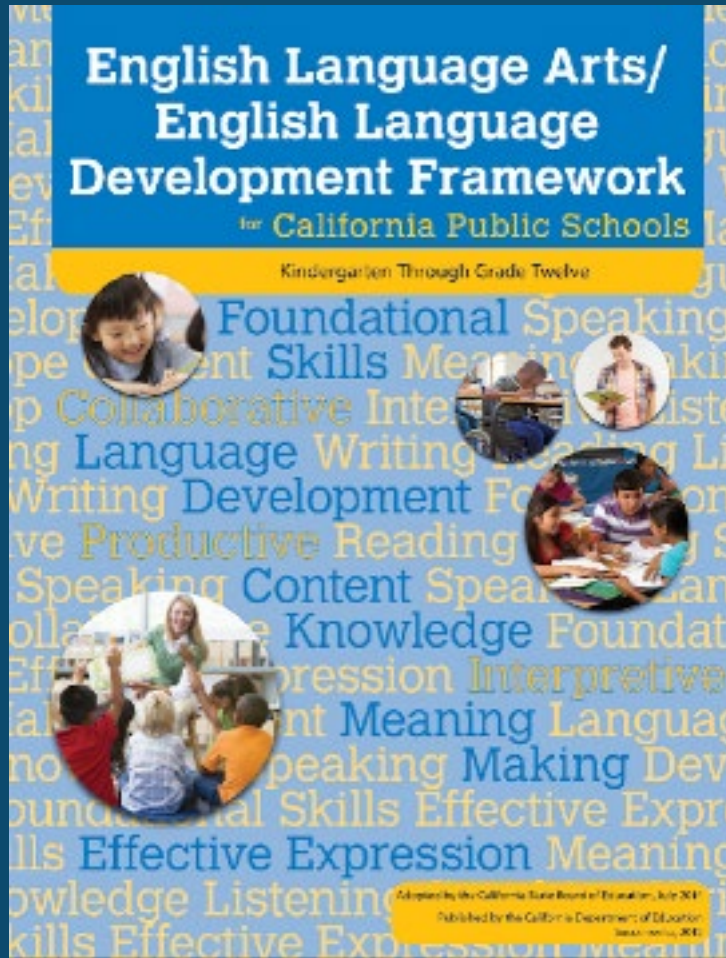
Guiding Principles

and

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 Chapters

- Introduction
- 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 Chapters

- Chapters 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 Chapters
- Chapters 8–12

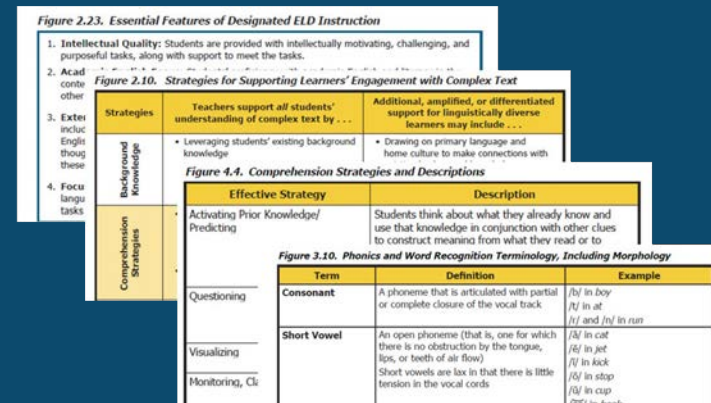
Circles of Implementation



[Long description](#)

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



Integrated and Designated ELD

ELD Instruction

All teachers should attend to the language learning needs of their EIs 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:

- 1. Integrated ELD**, in which all teachers with EIs 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 EIs need for content in English

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



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

The image shows two overlapping document pages. The top page is titled "Snapshot 11.1. Using the ELA/ELD Framework as a Resource for Site-Based Professional Learning [cont.]". It contains a table with two columns: "Vignette 5.1 Writing Biographies Integrated ELA and Social Studies Instruction in Grade Four" and "Fourth grade teacher notes". Below the table is a section titled "Lesson Context" and another section starting with "After the grade-level discussion...".

The bottom page is titled "Snapshot 11.2. Districtwide, Multi-Year Comprehensive Professional Learning". It contains a table with three columns: "Instructional Leaders of district and site administrators and professional learning staff receive professional learning on instructional leadership and participate alongside teachers in the ELA/ELD Framework", "Teacher Leaders", and "Parents (District and site instructional leaders facilitate monthly meetings with parents on the ELA/ELD Framework)".

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

Closing



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
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- Identify next steps for diving deeper into the *ELA/ELD Framework*

Contacts



Bonnie Garcia

Statewide Literacy Co-Director

bogarcia@cde.ca.gov

916-445-7098



Nancy Brynelson

Statewide Literacy Co-Director

nbrynelson@cde.ca.gov

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/Literacy
- CA ELD Standards

[Return to Circles of Implementation Slide](#)