

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

Session #9: System Implementation and the
California Literacy Roadmap

May 14, 2024



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

Recentering California's *ELA/ELD Framework* Webinars Series 2023–24

- September 26: Overview
- October 10: Foundational Skills
- November 14: ELD and Multilingual Programs
- December 12: Language Development
- January 9: Meaning Making
- February 13: Effective Expression
- March 12: Content Knowledge
- April 9: Assessment & Intervention
- **May 14: System Implementation and the CA Literacy Roadmap**

Agenda

1. Welcome and Opening Remarks
2. What is a Comprehensive Implementation System?
 - Guidance from the *ELA/ELD Framework*
 - Newer Resources
3. What Will the California Literacy Roadmap Offer?
4. Closing & Next Steps

Outcomes

- Understand the “big ideas” of system implementation in the *ELA/ELD Framework*
- Identify sections in the *ELA/ELD Framework* and other key resources to strengthen implementation systems in TK–12
- Identify newer resources to support system improvement and increased student outcomes
- Become familiar with the plans for the California Literacy Roadmap

Guiding Questions

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

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

Webinar Series Developers



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What is a Comprehensive Implementation System? Framework Guidance



The *ELA/ELD Framework* is ...

California's Conceptual Model for Comprehensive and Integrated Literacy

[Link to Long Description](#)

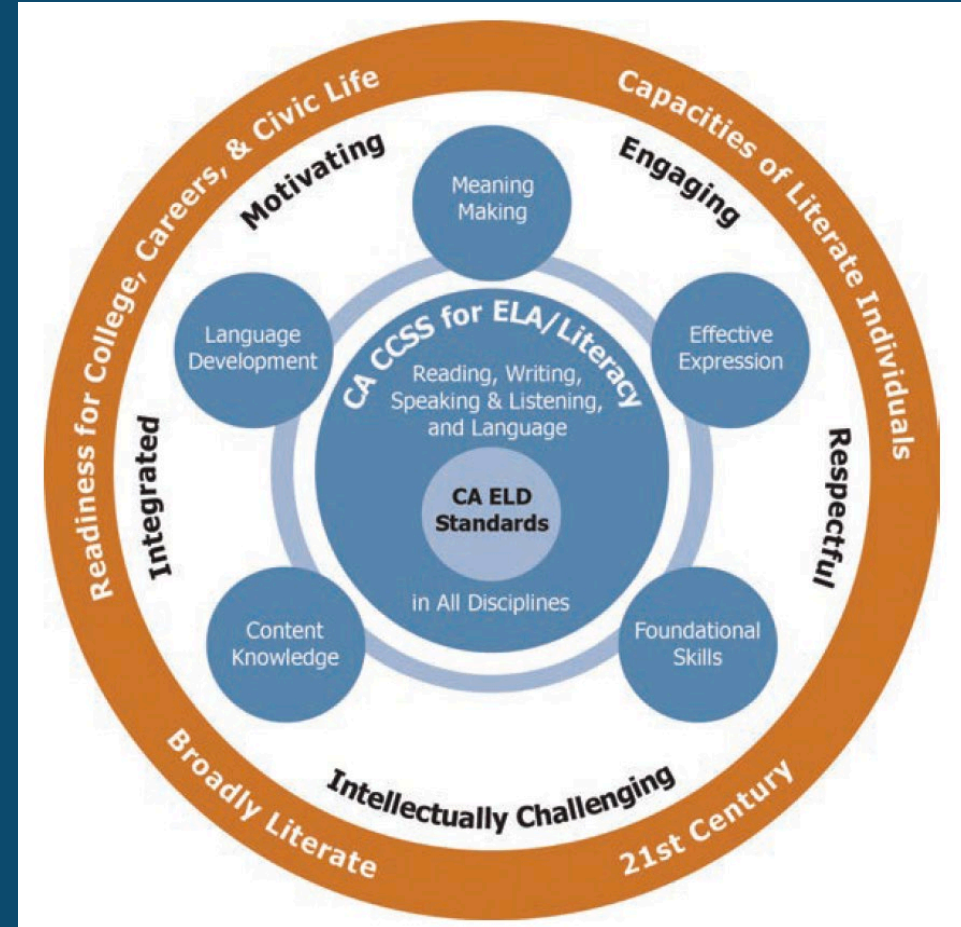


Figure 2.1 The *ELA/ELD Framework* Circles of Implementation

Critical Elements of Successful Implementation (1)

Systemwide Elements

- Curriculum and instruction (vision, goals, objectives, plans)
- Instructional materials
- Assessment systems and tools
- School calendars and schedules
- Intervention strategies and programs
- Staffing (teachers, specialists, paraprofessional, librarians, coaches)

Critical Elements of Successful Implementation (2)

Systemwide Elements (continued)

- Time, space, and technology for professional learning and collaboration
- Professional learning programs and collaborative structures
- Data systems to monitor student academic and linguistic progress over time
- Fiscal and human resources

Critical Elements of Successful Implementation (3)

Professional Knowledge and Skills

- **Content** (standards, framework, literature, literacy, linguistics, ELD, foundational skills, cultural and linguistic diversity...)
- **Pedagogy** (equitable participation, direct instruction, collaborative learning...)
- **Dispositions** (change, professional learning, planning, high expectations...)

Critical Elements of Successful Implementation (4)

Professional Knowledge and Skills (continued)

- **Planning** (materials, standards, assessment data, lessons, differentiation...)
- **Assessment** (purposes and types, formative, summative...)
- **Leadership** (shared, communication, organization, facilitation...)
- **Collaboration** (planning, refining practice, peer support and coaching...)

Critical Content for Professional Learning

Important content from the *ELA/ELD Framework*

- Establishing a Vision for California's Students
- Understanding the Standards
- Establishing the Context for Learning
- Enacting the Key Themes of ELA/Literacy and ELD Instruction
- Addressing the Needs of Diverse Learners
- Exploring Approaches to Teaching and Learning
- Sharing the Responsibility
- Evaluating Teaching and Learning
- Integrating 21st Century Learning

Figure 11.3. Critical Content for Professional Learning

Establishing a Vision for California's Students <ul style="list-style-type: none">• Develop the readiness for college, careers, and civility.• Attain the capacities of literate individuals.• Become broadly literate.• Acquire the skills for living and learning in the 21st century.	Understanding the Standards <ul style="list-style-type: none">• CA CCSS for ELA/Literacy• CA ELD Standards• Model School Library Standards• Implementing science, history/social studies, career and technical education, and other standards in tandem	Establishing the Context for Learning <ul style="list-style-type: none">• Integrating the curricula• Motivating and engaging learners• Respecting learners'• Ensuring intellectual challenge
Enacting the Key Themes of ELA/Literacy and ELD Instruction <ul style="list-style-type: none">• Meaning Making• Language Development• Effective Expression• Content Knowledge• Foundational Skills	Addressing the Needs of Diverse Learners <ul style="list-style-type: none">• Comprehensive English language development: integrated and designated ELD• Additive approaches to language and literacy development• Meeting the needs of students with disabilities and students experiencing difficulty• Meeting the needs of sheltered learners and other populations	Exploring Approaches to Teaching and Learning <ul style="list-style-type: none">• Models of instruction• Culturally and linguistically responsive teaching• Supporting biliteracy and multilingualities• Supporting students strategically (including LCL and MTSS)
Sharing the Responsibility <ul style="list-style-type: none">• Collaborating within and across grades, departments, and disciplines• Promoting teacher leadership• Partnering with community groups and higher education• Collaborating with parents	Evaluating Teaching and Learning <ul style="list-style-type: none">• Types and methods of assessment (formative, summative, rubrics, portfolios, diagnostic)• Cycles of assessment (short, medium, long)• Student involvement in assessment• Appropriate preparation for state assessments	Integrating 21st Century Learning <ul style="list-style-type: none">• Critical thinking skills• Creativity and innovation skills• Communication and collaboration skills• Global awareness and competence• Technology skills

Figure 11.3: Ch. 11, p. 980

Communities of Practice (1)

Teachers work together to

- Reflect on their practice, forming social and professional bonds
- Develop shared understandings and work to refine effective practices
- Collaborate on problems of practice using evidence, such as student work and assessment data

Communities of Practice (2)

Teachers work together to

- View their teaching from a critical stance, confront challenging topics, and engage in difficult conversations
- Provide mutual support and accountability
- Learn to deal constructively with conflict
- Focus on system and personal improvement to achieve increased student outcomes

Snapshots 11.1 and 11.2

Snapshot 11.1. Using the ELA/ELD Framework as a Resource for Site-Based Professional Learning

King Elementary School's principal and teacher leaders (the leadership team) have been preparing year-long professional learning on the ELA/ELD Framework for the school's teachers and paraprofessionals. Prior to providing the professional learning, the leadership team participated in intensive professional learning on the ELA/ELD Framework so that they could better understand how to implement the CA CCS for ELA/Literacy and CA ELD Standards in tandem. In the first session they provided to their faculty, they presented an overview of the framework and facilitated a conversation about how to begin integrating the vision and principles of the framework into existing practice. Today, the teacher leaders are facilitating collaborative conversations with their colleagues on the grade-span chapters, which all of the teachers have read prior to the session. The grade-level teams were asked to take notes as they were reading their grade-span chapters and to annotate the ELA and ELD vignettes in their grade-level section. As they discuss the vignettes, the teachers share what they have highlighted using the following questions:

- Which CA CCS for ELA/Literacy and CA ELD standards are in action at different points in the vignettes?
- How are teachers collaborating with one another and with parents, administrators, and others?
- How are students interacting meaningfully with others and with content?
- How are students using language, and what types of new language are they developing?
- How does the teacher determine when students need additional support and how is the support provided?
- What is the role of content, and what is the role of language?
- How does this connect to your current practice?

Snapshot 11.1. Using the ELA/ELD Framework as a Resource for Site-Based Professional Learning (cont.)

The fourth grade teaching team's discussion and analysis of a vignette section follows.

Grade 5.1 Writing Biographies and Social Studies Instruction in Grade Four	Fourth grade team's notes
Ms. Patel's class of 32 fourth graders met text types during the course of the unit.	Lots of writing in this classroom
At this point in the biography unit, students are researching a California figure of their choice. Ultimately, students give an oral presentation based on their research. They read books or articles and view the person; discuss the findings and in their notes; and work together to review their biographies and oral presentations are provided in both English and Spanish of students (when available) if knows that the knowledge students have in their primary language can be used to help them read in both languages . . .	<p>W.4.3 – Write narratives to develop real or imagined experiences or events . . .</p> <p>W.4.4 – Produce clear and coherent writing in which they think, feel, explain, and argue on a topic or issue, using relevant facts, definitions, anecdotes, and quotations to support and illustrate their ideas.</p> <p>W.4.7 – Conduct short research projects that use several print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and take notes and categorize information by topic.</p> <p>Primary language support (scaffolding) and promoting biliteracy</p>

After the grade-level discussions about the vignettes, each teaching team creates and presents a poster that captures the salient points of the vignettes (including the instructional approaches), which they use to report their findings to the rest of the staff. The principal then facilitates a discussion during which the staff come to a consensus on the instructional principles and practices they agree to implement in their classrooms in the coming month. The grade-level teacher leaders and the principal provide support to their colleagues during initial implementation, and they promote reflective conversations at grade-level collaboration meetings on practices that are working and practices that are still challenging. At the next professional learning session a month later, the staff shares successes and challenges, as well as student work they have gathered, to determine next steps.

Snapshot 11.2. Districtwide, Multi-Year Comprehensive Professional Learning

Esperanza School District is in the third year of districtwide professional learning on the CA CCS for ELA/Literacy, the CA ELD Standards, and the ELA/ELD Framework. The district's five-year plan includes professional learning for site and district leadership and professional learning staff (including instructional coaches) and all teachers and paraprofessionals, as well as collaborative work with parents and community groups. Each year, all educators in the district participate in deep professional learning that includes multi-day institutes and ongoing seminars for discussing the framework and standards, research and exemplary practices, collaborative work with peer-like colleagues, and reflection on practice. The first three years of the district's plan for multi-year comprehensive learning follows:

Esperanza School District Multi-Year Professional Learning Plan		
Year One	Year Two	Year Three
<p>Instructional Leaders: All district and site administrators and professional learning staff receive professional learning on instructional leadership and participate alongside teachers in professional learning on the ELA/ELD Framework.</p> <p>Teachers: All teachers begin year one of professional learning cycles on enacting pedagogy called for in the ELA/ELD Framework, refining existing units/lessons, implementing new practices.</p> <p>Parents: District and site instructional leaders facilitate monthly meetings with parents on the CA CCS for ELA/Literacy, the CA ELD Standards, and the ELA/ELD Framework.</p>	<p>Instructional Leaders: Instructional leaders begin serving as co-facilitators of after-school seminars, collegial coaching sessions, and PLCs; they continue to receive professional learning alongside teachers and district support for leadership.</p> <p>Teacher Leaders: Selected grade-level/department teacher leaders receive professional learning on teacher leadership. Teachers: All teachers continue with year two of professional learning, going deeper into the framework and related pedagogy and developing units and lessons.</p> <p>Parents: Site instructional leaders facilitate monthly meetings with parents to discuss home and school practices to support student success with the CA CCS for ELA/Literacy and the CA ELD Standards.</p>	<p>Instructional Leaders: Instructional leaders continue serving as facilitators of after-school seminars and collegial coaching in collaboration with teacher leaders; they continue to receive professional learning alongside teachers and district support for leadership.</p> <p>Teacher Leaders: Teacher leaders continue to receive professional learning on teacher leadership and begin to lead grade-level PLCs. Teachers: All teachers continue with year three of professional learning, going deeper into the framework and related pedagogy and developing and refining units and lessons.</p> <p>Parents: Site instructional leaders and teacher leaders begin to co-facilitate monthly meetings with parents to support student success with the CA CCS for ELA/Literacy and the CA ELD Standards.</p>

Snapshot 11.2. Districtwide, Multi-Year Comprehensive Professional Learning (cont.)

Teachers participate in the district's model of professional learning cycles, which are facilitated by district and site instructional leadership and ultimately led by teacher leaders.

School District Professional Learning Cycles

Year One: All educators in the district participate in professional learning on the ELA/ELD Framework (monthly x 5). All staff members at school sites meet to read personal articles, standards, framework chapters; view and discuss instructional exemplars; collaboratively plan lessons in a guided effectiveness of instructional practices.

Year Two: Instructional leaders and teacher leaders begin to co-facilitate monthly meetings with parents to support student success with the CA CCS for ELA/Literacy and the CA ELD Standards.

Year Three: Instructional leaders and teacher leaders continue to receive professional learning on teacher leadership and begin to lead grade-level PLCs. Teachers: All teachers continue with year three of professional learning, going deeper into the framework and related pedagogy and developing and refining units and lessons.

The district has also refined its approach to new teacher induction and has a parallel stand of support for teachers new to the district. In addition, online communities of practice connect grade- and discipline-like teachers, as well as teacher leaders and instructional leaders, across the district. Esperanza's educators use the online community of practice to share resources, discuss successes and challenges, and problem solve. While the districtwide, multi-year comprehensive professional learning model requires investments of time and resources, district educators and parents note that the benefits of the model for student learning and teacher professional satisfaction are immeasurable.

Figure 11.6. Inventory of Types and Uses of Assessments

1. Identify which type of assessment used
2. Does the assessment address ELA or ELD?
3. Which students are assessed?
4. Where are the assessment data stored? Who can access?
5. For what purposes are assessments in each cycle used?

Figure 11.6. Inventory of Types and Uses of Assessments

Refer to chapter 8, figure 8.5, to complete an assessment inventory for your school and district:

1. For each assessment cycle in figure 8.5, identify which type of assessment you, your school, or your district uses.
2. Does the assessment address ELA or ELD?
3. Which students are assessed?
4. Where are the assessment data stored? Who has access to the data?
5. For what purposes are assessments in each cycle used (e.g., guiding day-to-day instruction, informing professional learning, making placement decisions, monitoring progress, determining resource allocation)?

After the assessment inventory is completed, use these questions to guide your thinking/discussion about assessment use in your school/district:

1. What assessments do you use at your school to inform you about student achievement in ELA and ELD?
2. What does the information tell you about your students' strengths and needs?
3. What assessments guide day-to-day teaching and learning?
4. Which assessment methods are the most useful for your purposes? Why?
5. What other assessment data do you think you need to achieve a comprehensive system at your school and district?
6. Do you think you make effective use of the data from each assessment cycle?
7. How could you improve your use of data within each assessment cycle to make it more effective?
8. What support would school or district personnel need to make more effective use of assessment data in ELA and ELD?

Additional questions to guide thinking and discussing about assessment

Figure 11.7. Leadership Responsibilities for Monitoring ELD Progress

Figure 11.7. Sample Districtwide Plan for Monitoring ELD Progress
Millsfour District's ELD Progress Monitoring Plan

District Leadership Responsibilities

1. Establish a clearly articulated and publicly available plan for monitoring ELD progress.
 - **Identify all EL and former EL students** in the district and provide information to schools and teachers (before the start of the school year) that includes detailed demographic information, including how long students have been in the U.S., their primary language, their schooling background and level of literacy in their primary language, academic and linguistic progress on state summative assessments, district interim assessments, etc.
 - **Provide guidance to schools** for accelerated and intensive support to identified long-term English Learners and former ELs experiencing difficulty.
 - **Monitor EL student progress longitudinally**, determine appropriate timelines for language development (using state summative and local progress monitoring data), and set goals when ELs and former ELs appear to be falling in their linguistic and/or academic progress.
 - **Document where ELs have been placed**, and ensure they are appropriately placed with the most highly qualified teachers and in the courses that will meet their specific instructional needs. For high schools, ensure ELs have full access to all coursework.
 - **Identify EL students who are potentially ready to reclassify as English proficient.**
 - **Communicate ELs' progress to parents and families** in a manner and setting that invites open discussion and collaboration.
2. Engage in internal accountability practices and provide continuous support to all schools to ensure ELD progress.
 - **Monitor schools frequently**, including classroom observations and debriefing meetings that promote dialogue, and provide formative feedback to site administrators, counselors, specialists, teacher leaders, and teachers.
 - **Work with schools to develop a clear plan for comprehensive ELD** that includes both integrated and designated ELD. Ensure schools are supported to continuously refine their comprehensive ELD program, based on student needs and a variety of data, including student perception surveys and parent feedback.
 - **Promote a culture of learning and continuous improvement** by providing sufficient time for professional learning and ongoing mentoring for all administrators, instructional coaches, teachers, specialists, counselors, and paraprofessionals.
 - In particular, ensure that all district educators understand the principles and practices in the ELA/ELD Framework, including formative assessment practices and interim assessments that are based on the CA ELD Standards, as well as how to use assessment results appropriately.
 - **Determine the adequacy of curricular materials** for meeting the needs of ELs and make adjustments when needed.
 - **Ensure teachers have access to high-quality professional learning** that includes a variety of formative assessment practices for monitoring ELD progress and responding to identified learning needs throughout the year.

Millsfour District's ELD Progress Monitoring Plan (cont.)

School Leadership Responsibilities

1. Ensure that all teachers understand the district's plan for monitoring ELD progress.
 - **Study and discuss as a staff the district ELD Progress Monitoring plan** (before the school year begins), and provide an open forum for continuous discussion.
 - **Encourage teachers to implement new instructional and assessment practices** and reflect on successes and challenges.
 - **Monitor successes and challenges**, and use this data to inform the district's refinement of the plan.
 - **Engage teachers in purposeful data analysis** for reflection on practice and programs (e.g., examining longitudinal ELA and ELD summative assessment scores to ensure ELs are progressing sufficiently, interim ELA and ELD assessment data, as well as student writing, observation data, and other sources of evidence of student learning). In addition, analyze data to identify students who appear to be ready to reclassify as English proficient and initiate a district-approved process for considering reclassification.
2. Promote a culture of learning for all teachers.
 - **Ensure all teachers receive substantive professional learning**, including on-going coaching support, on the CA CCSS for ELA/Literacy and other content standards, the CA ELD Standards, and the ELA/ELD Framework.
 - **Ensure all teachers have time to meet in grade-level/department teams** to plan instruction, discuss student work, reflect on successes and challenges, and learn from one another.
 - **Model being a leader and a learner simultaneously.**
 - **Ensure all ELs receive quality learning opportunities across the disciplines** (ELA, mathematics, science, history/social studies, technical subjects).
 - **Ensure all ELs receive both integrated and designated ELD**, provided in a way that best meets their instructional needs.
 - **Engage in continuous conversations** about instructional practice with teachers and instructional coaches, based on classroom observations.
3. Monitor the instructional services ELs receive.
 - **Promote a culture of learning for ELs.**
 - Use content standards, the CA ELD Standards, the ELA/ELD Framework (as well as other high-quality resources) to inform instructional planning.
 - **Work collaboratively with colleagues** to develop and refine lessons and units, evaluate student work, and reflect on instructional practice.

Teacher Responsibilities

1. Continuously monitor ELs' progress.
 - Use the district's ELD Progress Monitoring plan, and provide useful feedback on refinements.
 - Use primarily short-cycle formative assessment to inform instructional practice.
 - Use the CA ELD Standards to inform assessment practices (see the section on assessment of ELD progress in chapter 8 of the ELA/ELD Framework for an example).
 - Use interim benchmark and summative assessment results (both content and ELD assessments) judiciously, appropriately, and strategically to complement (and not replace) formative assessment.

Chapter 11,
Figure 11.7,
pp. 992–93

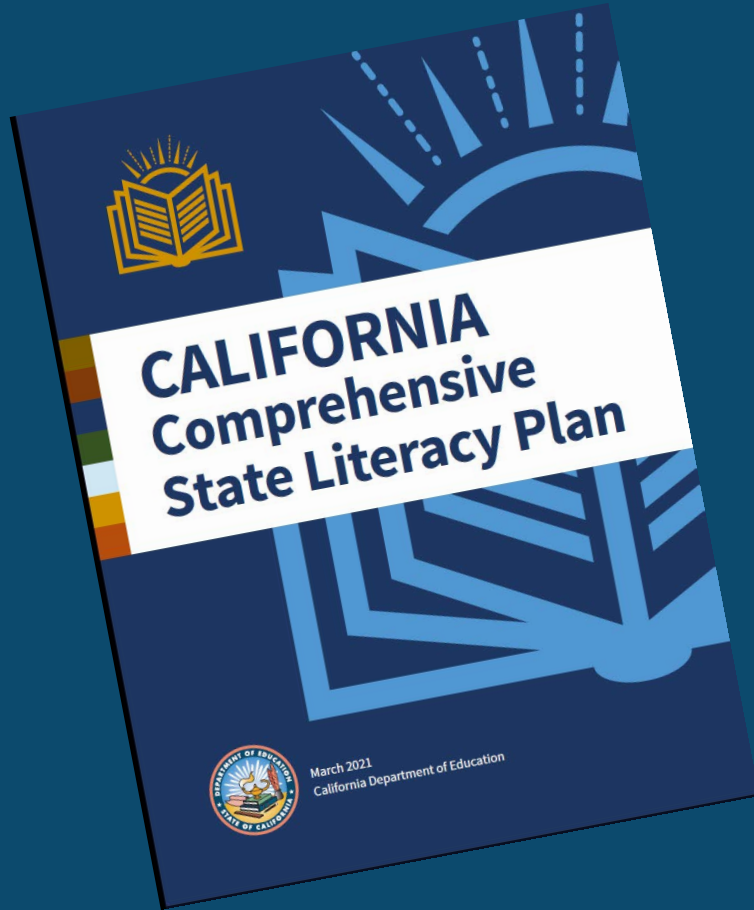
Program Supports

- Specialists and other staff
- Libraries and teacher librarians
- Expanded learning programs
- Parents and families
- Partnerships

What is a Comprehensive Implementation System? Newer Resources



California Comprehensive State Literacy Plan

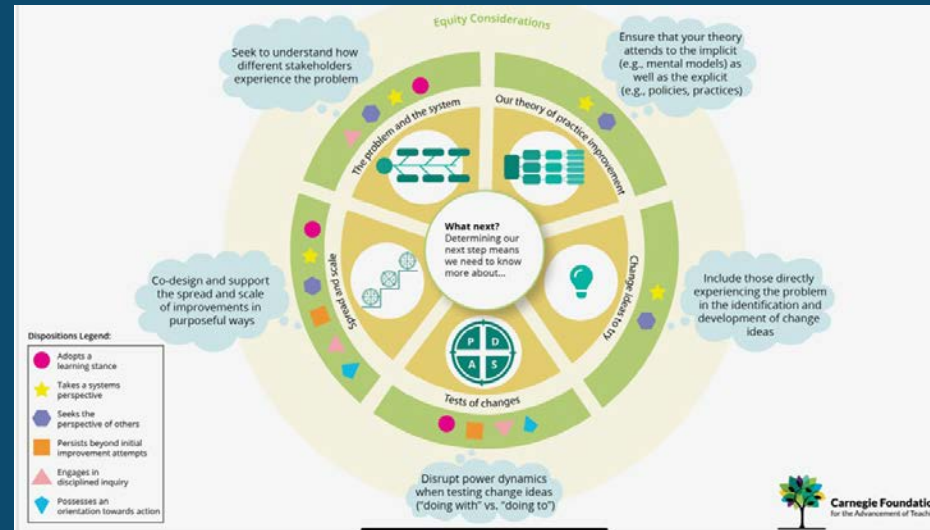
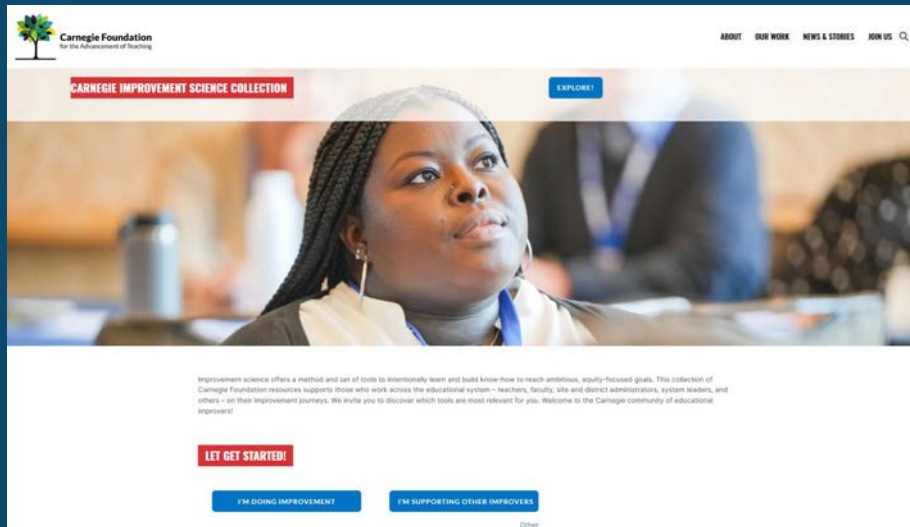


California Comprehensive State Literacy Plan



California Comprehensive State Literacy Plan Local Literacy Planning Toolkit

Planning and Improvement Science (1)



Carnegie Improvement Science Collection

Planning and Improvement Science (2)

The screenshot shows the homepage of the System Improvement Leads website. The header includes the logo and navigation links: HOME, RESOURCES, PROFESSIONAL LEARNING, ONLINE LEARNING CENTER, and IMPROVEMENT DATA CENTER. The main content area features four sections: Data Literacy, High Leverage Practices, Continuous Improvement, and Technical Support, each with a brief description. A central graphic displays a circular flow diagram with icons for a school, a bar chart, a question mark, and a person's head. The footer contains logos for System Improvement Leads, the University of North Carolina, and CCEE, along with social media icons for Instagram, Twitter, and Facebook.

SYSTEM IMPROVEMENT LEADS



HOME RESOURCES PROFESSIONAL LEARNING ONLINE LEARNING CENTER IMPROVEMENT DATA CENTER

Data Literacy
Want to grow your knowledge as it relates to Data? Click this section to find out more on how to extend your Data Literacy

High Leverage Practices
What are High Leverage Practices? How do they support students?

Continuous Improvement
Information to support you in your journey of improvement

Technical Support
The "how to" for engaging with SIL Resources

SYSTEM IMPROVEMENT LEADS  **ccee** 

[System Improvement Leads](#)

Literacy Coaches and Reading Specialists Educator Training Grant (LCRSET) Site Planning (1)

The image shows a Padlet board with several sticky notes. The top sticky note is titled "Assessing for Word Recognition" and contains text about the purpose of such assessments and best practices for instruction and assessment. Below it are sticky notes for "Phonics Awareness" and "Vocabulary Knowledge".

On the right, there is a "Session 4 Note Catcher" titled "LCRSET Literacy Implementation Reflection Tool". It features a scale from 1 to 5 for "Conditions for Literacy Learning and Success".

1 2 3 4 5 Conditions for Literacy Learning and Success		
1	3	5
<ul style="list-style-type: none"> Site climate and culture do not reflect a focus on literacy success. Curriculum coherence across the tiers of instruction is not evident among the programs being used. Schedules do not reflect a sufficient amount of time daily for literacy block, ELA, ELD, and intervention/ small group/ differentiated instruction. Teacher collaboration is inconsistent and not focused on planning, instruction, and/or student data. Data does not drive instructional decisions across the grade levels/spans. Continuous improvement is not part of the site culture. Instructional plans are not developed in response to student data. 	<ul style="list-style-type: none"> Site climate and culture reflect a focus on literacy success. Curriculum coherence across the tiers of instruction is sometimes discussed when program decisions are made. Schedules reflect time daily for literacy block, ELA, ELD, and intervention/ small group/ differentiated instruction. Teacher collaboration occurs and may be focused on planning, instruction, and/or student data. Data occasionally drives instructional decisions across the grade levels/spans. Continuous improvement is occasionally part of the site culture. Some communication occurs across tiers of support (classroom, intervention, SpEd, etc.) to ensure services are effective. 	<ul style="list-style-type: none"> Site climate and culture have a laser focus on literacy success. Curriculum coherence across the tiers of instruction is evident and a topic of discussion when program decisions are made. Schedules reflect a sufficient amount of time daily for literacy block, ELA, ELD, and intervention/ small group/ differentiated instruction. Teacher collaboration occurs on a regular basis, is calendared, and focused on planning, instruction, and/or student data. Data drives instructional decisions consistently across the grade levels/spans. Continuous improvement is part of the site culture, staff is trained on the cycles of improvement. Alignment and communication across tiers of support (classroom, intervention, SpEd, etc.) ensures services are effective.

[LCRSET Padlet](#)

LCRSET Site Planning (2)

Step 3: Write SMARTe Goals

What are SMARTe Goals?

Specific	What specifics will help you know you've reached your goal?
Measurable	What data will you use to measure progress?
Attainable	With the information, resources, and time that you have, will it be possible to obtain your goal?
Relevant	How is this goal relevant to you and your students?
Time-bound	When will you collect data? By when will you complete this goal?
Equity-focused	Does this goal improve access and achievement to ensure success for all students?

LCRSET Goals Padlet

EXAMPLE STEP 4

BUCKETS	Conditions for Success	Assessment	Curriculum	Capacity Building (like PD)	Support System (like coaching)	Master Schedule	Other (Replace with a "Bucket")
PROBLEM STATEMENT	Problem Statement: What is contributing to the problem that too few of our students are able to read and comprehend grade-level complex text?						
CAUSE CATEGORY DO/LACK?	Lack of Consistency	No Formal Assessment System	Lack of Coherence in Curriculum	Professional Development Not Aligned to Data and Needs	Communication Between School and Home	Schedule Not Designed for Maximizing Student Growth	
CAUSE WITH EVIDENCE FROM STEP 3 ORGANIZED INTO "BUCKETS"?	Instruction is not consistent across the classrooms	We don't have a formalized assessment system in place to support each other	We have a rich curriculum, but our knowledge of application is lacking	We only received one day of publisher training	There are language barriers between home and school	Library block is not protected from interruptions	
	We don't have a consistent approach to teaching reading	We mostly use teacher created assessments	Disorganized ELA is not taught by all teachers	We don't have a consistent approach to teaching reading	Low participation at family literacy nights	Our dual language model does not allow sufficient time to teach reading in both languages	
	Every teacher is using their own assessments	Our Tier 2 intervention does not align to our Tier 1 program	PD sessions are not relevant to my classroom instructional needs	Our coach visits most days of the week			
		80% of our ELA grades are not meeting PA benchmark	80% of our ELA grades are not meeting PA benchmark				

LCRSET Literacy Plan Template

Assembly Bill 1031, Section 127 (Chapter 52, Statutes of 2022) and Senate Bill 114, Section 104 (Chapter 46, Statutes of 2022) authorize the Literacy Coaches and Reading Specialists (LCRS) program. The purpose of this Literacy Plan Template is to support the LEAs/SDs that received the LCRS funding in the development of a literacy plan as called for in the allowable use of funds in an interrelated organized way that stays focused on the allowable expenses, yet allows for flexibility to design a comprehensive LEA/SD literacy plan. The plan can be comprehensive from the beginning or expanded over time, and it can be revised and revised through continuous improvement "Plan-Do-Study-Act" cycles over the life of the grant and beyond.

This project is grounded in California's guiding documents and initiatives. In particular, the CA ELA/ELD Framework provides a blueprint for the implementation of two sets of interrelated standards, the ELA Content Standards and the CA ELD Standards. The CA ELA/ELD Framework addresses English literacy and language, including reading, writing, speaking, listening, and language and the use and development of these skills across the disciplines through five key themes. It also includes guidance on assessment and multilingual systems of support.

Literacy Plan Template Overview

The template is divided into three sections and is based on the Systemic Instructional Capacity Building Model:

- Background Information
 - Overview of CURRENT LEA/SD ELA/ELD Instructional Plan
 - Summary of Root Cause Analysis & Needs Assessment
- Literacy Goals
 - What are we going to do/change in our system to impact student literacy achievement
- Support Categories for Meeting the Literacy Plan Goals. Includes allowable programs and services (LEAs/SDs may write a comprehensive plan that includes multiple funding streams, or write a letter plan for only the LCRS funds. Descriptors of the categories are found within the template).
 - Conditions for Literacy Learning and Success
 - Comprehensive Assessment System
 - Cohesive Curriculum Plan
 - Systemic Capacity Building
 - Support System



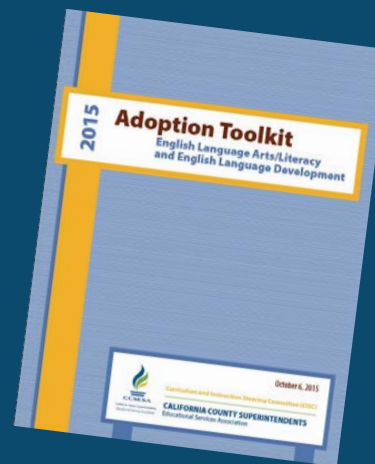
Literacy Coaches and Reading Specialists Educator Training Grant Program, p. 1

LCRSET Padlet

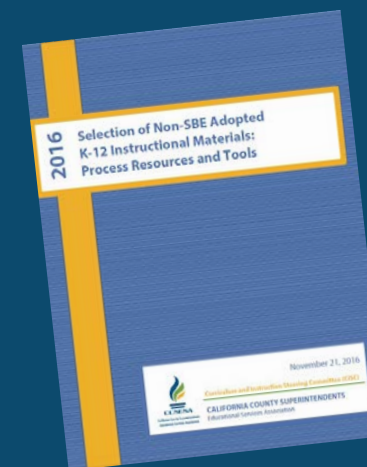
Instructional Materials Guidance



[Guidance for Local Instructional Materials Adoptions](#)

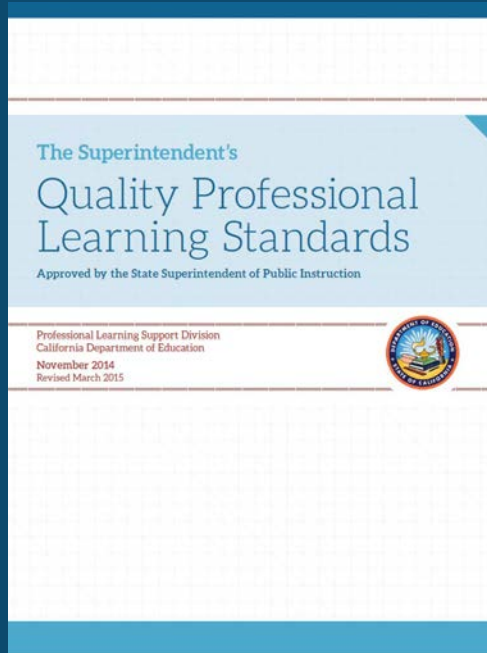


[2015 Adoption Toolkit for ELA/Literacy and ELD](#)

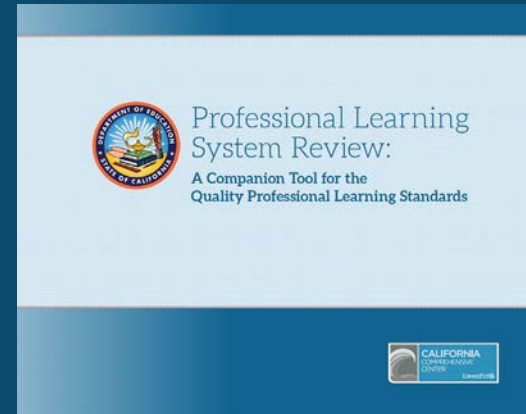


[2016 Selection of Non-SBE Adopted K–12 Instructional Materials: Process Resources and Tools](#)

Professional Learning Guidance



CDE Quality Professional Learning Standards

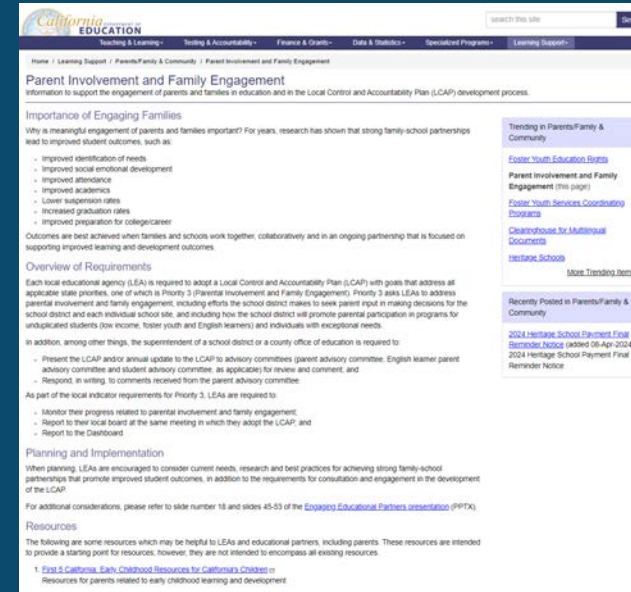
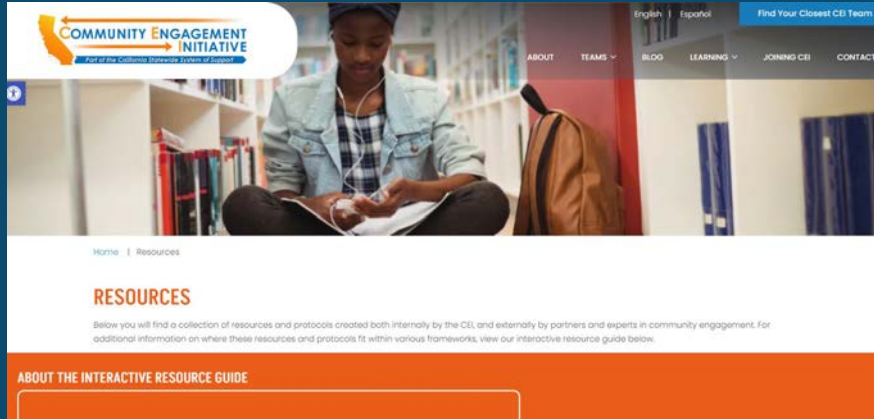


Professional Learning System Review



Learning Forward Standards

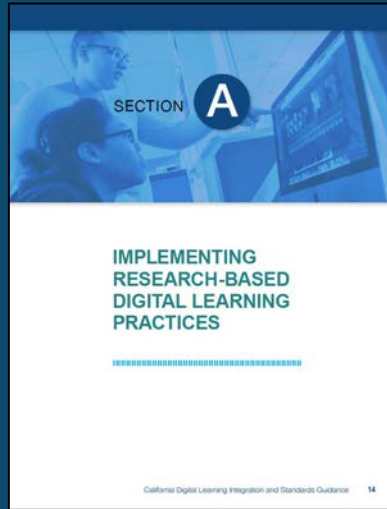
Parent, Family, and Community Engagement



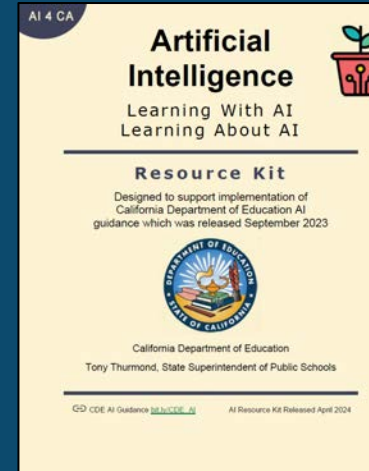
Community Engagement Initiative

CDE Parent Involvement and Family Engagement Web Page

Educational Technology



Digital Learning
Integration and
Standards Guidance,
Section A



CDE AI Resource Kit

What will the California Literacy Roadmap offer?



Literacy Roadmap Legislation (1)

SEC. 117. (a) ...The Literacy Roadmap shall:

- (1) Include models of effective practice that incorporate the *five themes* of the English language arts and English language development framework: Meaning Making, Language Development, Effective Expression, Content Knowledge, and Foundational Skills.

Literacy Roadmap Legislation (2)

(2) Describe to local educators, site leaders and local educational agency administrators, and members of governing boards or bodies of local educational agencies, how they can use the English language arts and English language development framework, along with other existing resources, to offer evidence-based literacy instruction in the classroom, including explicit instruction in phonics, phonemic awareness, and other decoding skills, as well as development of vocabulary, comprehension, writing, speaking, and listening skills.

Literacy Roadmap Legislation (3)

(3) Provide practical direction for literacy instruction and intervention across content areas in alignment with the state-adopted standards for all pupils, including English learners, pupils with disabilities, pupils struggling with reading, and early learners.

In performing this work, the CDE, is in consultation with the SBE, and is soliciting the input of literacy experts and practitioners in the development of the Literacy Roadmap.

Development

The Literacy Roadmap is being developed collaboratively by a team, in consultation with educational partners, experts, and practitioners.

Team

- CDE Statewide Literacy Office, Lead
- Contractors: Sacramento County Office of Education and San Bernardino County Superintendent of Schools
- Partner: WestEd, Region 15 Comprehensive Center

Educational Partners

- State Board of Education
- CISC ELA/ELD Subcommittee
- Statewide Literacy/Language Grant Leads
- California Collaborative for Educational Excellence

The Plan (1)

Phase 1 (2023–24)

- Framework Webinar Series
- Grades K–1 Medium Block Development
- Literacy Roadmap Roundtables
- Grades K–1 Medium Block Release

Phase 2 (2024–25)

- Grades 2–5 Medium and K–5 Multilingual Block Development
- Literacy Roadmap Roundtables
- Grades 2–5 Medium Block Release
- Sample K–5 Medium and K–5 Multilingual Daily and Weekly Schedules
- Guidance and Resources for Families, Assessments, and Systems

The Plan (2)

Phase 3 (2025–26)

- Grades 6–12 Medium Block Development
- Literacy Roadmap Roundtables
- Grades 6–12 Medium Block Release
- Sample Grades 6–12 Medium Daily and Weekly Schedules
- Guidance and Resources for Families, Assessments, and Systems

Our Framing

- *ELA/ELD Framework:*
Circles of Implementation & Five Themes
- Evidence-Based Instruction
- Universal Design for Learning
- Multi-Tiered System of Support: Continuum of Support
- Promotion of Multilingualism & Multiliteracy, including Dual Language Immersion
- Support for Whole Child & Family
- Comprehensive Assessment System
- Implementation Systems

Elements (1)

The guidance provided by the Literacy Roadmap will align to California literacy policy and consist of suggested grade-level instruction, student assessment, and system improvement and implementation resources and supports.

California Literacy Policy Guidance

- California Common Core State Standards: English Language Arts/Literacy
- California English Language Development Standards
- English Language Arts/English Language Development Framework for California Public Schools
- California Dyslexia Guidelines
- California English Learner Roadmap
- California Practitioners' Guide for Educating English Learners with Disabilities

Elements (2)

Grade Level Resources

- Literacy Content Blocks
 - English-medium for K–12
 - Multilingual for K–5
- Daily and Weekly Schedules
 - Literacy connections across content areas

Literacy Content Block Components

Foundational Skills with Integrated ELD

- Print concepts
- Phonological/phonemic awareness
- Phonics/word recognition: Decoding and Encoding
- Text reading fluency

Integrated Reading and Writing with Integrated ELD

- Comprehension of Literary and Informational Texts
 - Vocabulary
 - Language structures
- Composition (Opinion, Informative, and Narrative)
 - Writing in response to text
 - Process and project writing
 - Language conventions

Intervention with Integrated ELD

Extension with Integrated ELD

Designated ELD

Sample Grade One Literacy Content Block (1)

Framing Questions for Lesson Planning

When planning lessons, teachers consider the application of the themes, principles, and practices discussed throughout the ELA/ELD Framework. Teachers plan lessons that 1) affirm and incorporate students' cultural and linguistic assets, multi-layered identities, abilities, interests, and home and community experiences, 2) address areas of growth based on various assessment results, and 3) align with unit goals and ELA and ELD grade level standards. Teachers consider the following questions as they plan lessons:

For All Students	For English Learners	For Students with Reading Difficulties, like Dyslexia
<ul style="list-style-type: none"> 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 CCS for ELA/Literacy does this lesson address? What background knowledge, skills, and experiences do my students have related to this lesson? 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? How are principles of Universal Design for Learning incorporated into the lesson design? How will my students and I monitor learning during and after the lesson, and how will that inform instruction? 	<ul style="list-style-type: none"> What are the English language proficiency levels of my students? Which CA ELD standards align with the CA CCS for ELA/Literacy at students' English language proficiency levels? What sounds are transferable between English and the student's home language? How will this inform explicit instruction of the sounds that do not transfer? What language structures might be new and/or present opportunities for explicit instruction? How will students interact in meaningful ways and learn about how English works in collaborative, interactive, and/or productive modes? How are you incorporating ELD standards and instructional strategies to provide both integrated and designated instruction? How will my students and I monitor ELD progress? 	<ul style="list-style-type: none"> What supplemental and/or intensive instruction and supports will this lesson address? What diagnostic data supports designing targeted instructional response to individual student needs? What literacy-related IEP goals will students with an IEP need to be addressed in the lesson task? What types of scaffolding, accommodations, or modifications will individual students, including students with IEP/504 plans, need to effectively engage in the lesson task? How will my students and I monitor supportive and/or targeted goals?

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Grade One Literacy Content Block (Sample)

The following 120-minute unsegmented literacy block is provided as a sample and is not intended to be prescriptive. The times provided are meant to signal that sufficient time should be allocated for each component. Core instruction will be provided in both whole-group and small-group settings to address students' different learning needs. Some students will receive additional targeted and intensive instruction based on assessed needs.

Block	Components and Instructional Guidance
<p>Foundational Skills with Integrated ELD</p> <p>(35-55 minutes or 40-50% of instructional time)</p> <p>Duration based on student needs</p>	<p>Components</p> <ul style="list-style-type: none"> Prior Concepts <ul style="list-style-type: none"> Phonological/Phonemic Awareness Phonics/Word Recognition: Decoding and Encoding Text Reading Fluency <p>Instructional Guidance and Considerations</p> <ul style="list-style-type: none"> Content Standards: RF-1.2, L-1.2, 4.6 ELD.P.1, 2, 3, 4, 5 Themes: Foundational Skills, Language Development, Meaning Making (Appendix # 11) Grouping: Whole-group and small-group Use direct, explicit, systematic, sequential instruction with multimodal strategies Incorporate a foundational skills routine (Appendix # 4) Emphasize cross-linguistic transfer for multilingual students, including sounds that are the same or different in English and students' home languages and cognates when applicable
<p>Integrated Reading and Writing with Integrated ELD</p> <p>(55-65 minutes or 50-60% of instructional time)</p> <p>Duration based on student needs</p>	<p>Components</p> <ul style="list-style-type: none"> Comprehension of Literary and Informational Texts <ul style="list-style-type: none"> Vocabulary and Language Structures Reading and Discussing Complex Text Composition (Opinion, Informative, and Narrative) <ul style="list-style-type: none"> Writing in Response to Text Process and Project Writing Language Conventions <p>Instructional Guidance and Considerations</p> <ul style="list-style-type: none"> Content Standards: RI-1.7-9, RI-1.10, RF-1.4, W-1.2, 3-5, S-1.4, L-1.2, 4, 6 ELD.P.1, 2, 3, 4, 5, 7 Themes: Oral Expression, Foundational Skills, Language Development, Meaning Making, Content Knowledge (Appendix # 11) Grouping: Whole-group and small-group Use direct, explicit, systematic instruction with contextualized, collaborative and inquiry-based strategies

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Intervention with Integrated ELD (15-30+ minutes)	Intervention
Duration based on student needs	<ul style="list-style-type: none"> Individualized support in addition to the core literacy block provided on a daily or as-needed basis informed by screening, diagnostic and progress monitoring data Targeted supplemental small-group instruction to address students' assessed needs in foundational skills, reading, writing, or language according to the content standards and key themes Interventions may be provided by general education teachers, reading interventionists/specialists, and/or special education teachers
Extension with Integrated ELD (15-30+ minutes)	Extension
Duration based on student needs	<ul style="list-style-type: none"> Integrated literacy and content instruction provided for all students connected to the content standards and key themes Project-based and/or thematic units (e.g., science, social studies) that culminate in written products, oral, or multimedia presentations Collaborative and inquiry-based May serve as an extension of the Integrated Reading and Writing portion of the literacy content block

Designated ELD is provided to ELs during a protected time in the regular school day. Teachers use the CA ELD Standards as the focal standards in ways that build into and from content instruction to develop critical language ELs need for content learning in English. Ideally, students are grouped for designated ELD by English language proficiency levels (Emerging, Expanding, Bridging), although schools need to consider their particular student population (e.g., number of ELs at each proficiency level) and make appropriate decisions about grouping.

Designated English Language Development	Designated ELD
Duration and frequency based on student need and local context	<ul style="list-style-type: none"> Instruction provided by students identified as English Learners in addition to the core literacy content block Designed to address students' English language proficiency development through four domains: reading, writing, speaking and listening Based on ELD standards and connected to the Integrated Reading and Write core literacy content block Required in connection with literacy, as well as other content areas (e.g., mathematics, history-social science, visual and performing arts, and health)

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Sample Grade One Literacy Content Block (2)

Appendixes

- Appendix # 1: Recommended Evidence-Based Strategies for Literacy Content Block Components
- Appendix # 2: Sample Foundational Skills Scope and Sequence
- Appendix # 3: Phonological Awareness Skills Levels of Progression
- Appendix # 4: Sample Phonics and Word Recognition Lesson Plan Template
- Appendix # 5: Compiled Oral Reading Fluency
- Appendix # 6: Instructional Grouping
- Appendix # 7: Learning Centers
- Appendix # 8: Intervention Strategies
- Appendix # 9: Extension Strategies
- Appendix # 10: Dyslexia Resources and Strategies
- Appendix # 11: Key Themes of the ELA/Literacy and ELD Standards for Core Instruction by Grade Level
- Appendix # 12: California Literacy and Biliteracy Standards and Resources
- Appendix # 13: Glossary of Terms

Key Resources

- Key Themes of the ELA/ELD Framework
- SBE-Adapted ELA/ELD Framework
- California Common Core State Standards
- The California English Language Development Standards: Kindergarten Through Grade 12
- CCDE - California MESS Framework
- Universal Design for Learning

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Appendix #1: Recommended Evidence-Based Strategies for Literacy Content Block Components
 Add a brief introductory paragraph **decide on # of tables in each section of strategies per component, decide on # of resources for each component and consistent formatting and order (i.e. re-centering webinar, appendix, outside resources...), decide on vetting of resources and citing.**

Foundational Skills – Print Concepts	Resources
<p>Print Concepts: Insights about the ways in which print works. Basic concepts about print include identification of a book's front and back covers and title page; directionality; spacing; recognition of letters and words; connection between spoken and written language; understanding of the function of capitalization and punctuation, sequencing, and locating skills.</p> <p>Instructional Strategies:</p> <ul style="list-style-type: none"> Provide direct, explicit, systematic, sequenced, and data-informed instruction. Prioritize students' mastery of letter names for those who have incomplete alphabet knowledge. Read texts aloud and emphasize organization and basic features of print. Highlight the distinguishing features of a sentence. Use manipulatives to play with words and sentence formation (blocks, sentence strips, magnets). Provide opportunities to form letters, words, and write ideas. Provide integrated ELD and targeted, differentiated instruction for students with diverse levels of English language proficiency using the CA ELD Standards as guidance. 	<p>Re-Centering the ELA/ELD Framework Series, Session 4</p> <p>Resource Guide to the Foundational Skills</p>
Foundational Skills – Phonological/Phonemic Awareness	Resources
<p>Phonological Awareness: A broad skill that includes identifying and manipulating units of oral language, including syllables, onsets and rimes, and phonemes.</p> <p>Phonemic Awareness: The ability to detect and manipulate the smallest units of sound (i.e., phonemes) in a spoken word.</p> <p>Instructional Strategies:</p> <ul style="list-style-type: none"> Provide direct, explicit, systematic, sequenced, and data-informed instruction. Clearly articulate sounds, avoid adding /uh/ at the end of a sound. Provide immediate, targeted, corrective, constructive feedback. Prioritize oral blending and segmentation activities. 	<p>Re-Centering the ELA/ELD Framework Series, Session 7</p> <p>Resource Guide to the Foundational Skills</p> <p>USA PA Appendix</p>

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Intervention	Resources
<p>Intervention: The systematic and explicit instruction provided to accelerate growth in an area of identified need. This instruction is designed to improve performance relative to specific, measurable goals. Interventions are based on valid information about current performance, realistic implementation and include ongoing student progress monitoring data.</p> <p>Instructional Strategies</p> <ul style="list-style-type: none"> Work with students individually or in small groups in addition to core instruction. Utilize data to group students by specific skill needs. Explicitly teach skills and provide guided and independent practice. Monitor progress every 1 to 2 weeks. Provide integrated ELD and targeted, differentiated instruction for students with diverse levels of English language proficiency using the CA ELD Standards as guidance. 	<p>Re-Centering the ELA/ELD Framework Webinar Series, Session 2 and 3</p>
Extension	Resources
<p>Extension: Activities that extend the learning of a lesson, content, and/or unit using higher order thinking skills.</p> <p>Instructional Strategies</p> <ul style="list-style-type: none"> Engage students in project-based and collaborative learning. Coordinate with and support the academic and linguistic goals that complement classroom instruction across content areas. Provide learning centers. Group students by similar skills and/or interests as appropriate. Model and provide guided and independent practice. Provide integrated ELD and targeted, differentiated instruction for students with diverse levels of English language proficiency using the CA ELD Standards as guidance. 	

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Elements (3)

Comprehensive assessment system, including summative and formative

- Screener
- Diagnostic
- Benchmark
- Progress monitoring
- Mandated statewide assessments

System planning/improvement, resources, and supports, including professional learning and coaching for

- Administrators
- Teachers and specialists
- Expanded learning programs
- Families and communities

Closing & Next Steps



Circles of Implementation

Figure 2.1 The ELA/ELD Framework Circles of Implementation

[Link to Long Description](#)

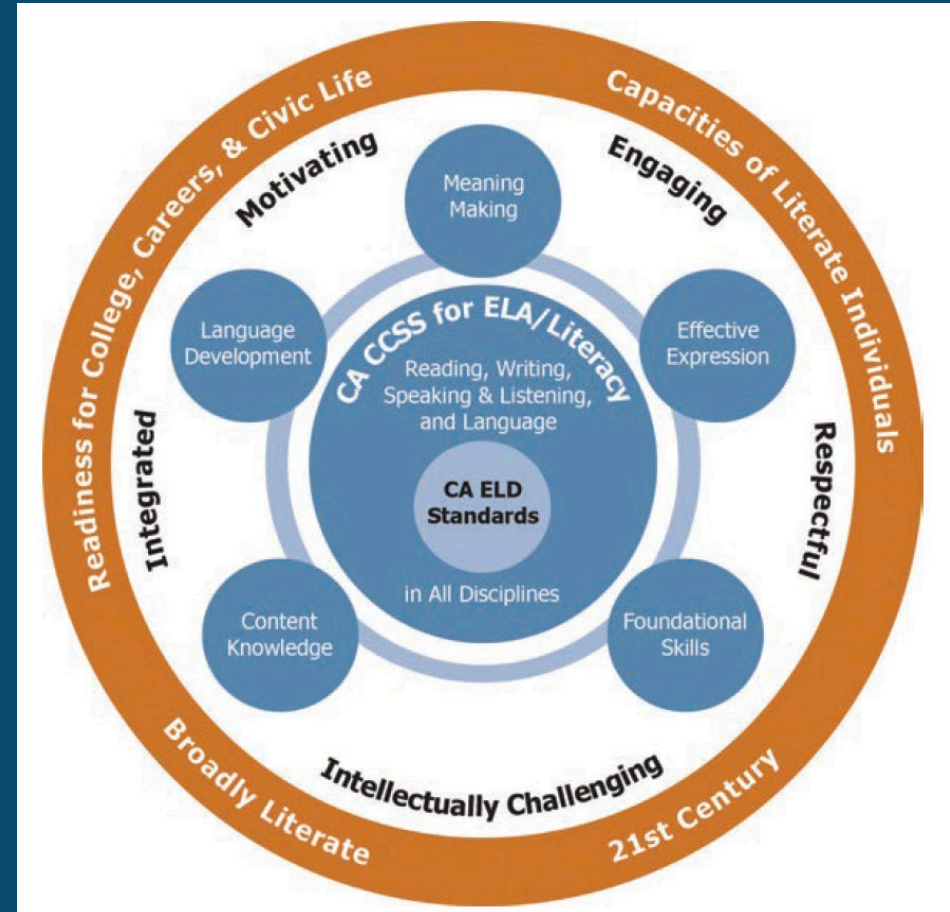


Figure 2.1 The *ELA/ELD Framework* Circles of Implementation

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Thank you!

CALIFORNIA DEPARTMENT OF EDUCATION

Tony Thurmond, State Superintendent of Public Instruction

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 CCSS for ELA/Literacy
- CA ELD Standards

[Return to slide 8](#)

[Return to slide 45](#)