



2014 California ELA/ELD Curriculum Framework

Bilingual Coordinators Network Meeting

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March 27, 2014

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Tom Torlakson, State Superintendent of Public Instruction



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General Purpose of Frameworks

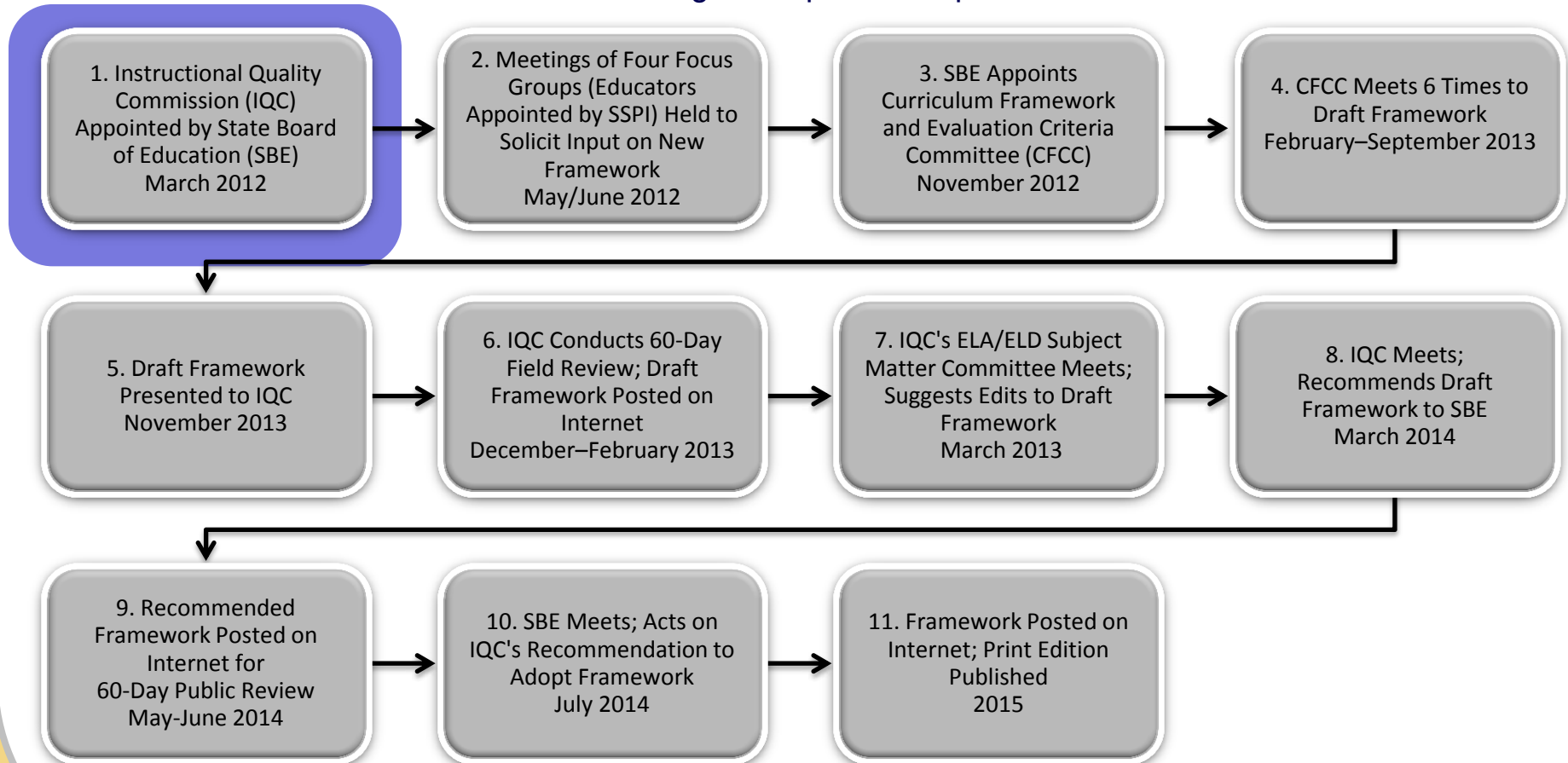
- Provide support for teachers and guidelines for educational programs
- Guidance to school districts in the development of local curriculum
- Direction to publishers for the development of instructional materials
- Guidelines for local selection of instructional resources (Grades 9–12)
- Reflect current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

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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.





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Organization and Content ELA/ELD Framework

- Based on the guidelines and other frameworks
- Dynamic document
- Focus on key themes of CA CCSS for ELA/Literacy standards in grade spans and individual grade levels
- Integration of CA ELD Standards
- Chapters on professional learning and support, 21st century learning and technology, equity and access, assessment, and criteria for evaluating instructional materials



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New Features

- Use of snapshots and vignettes in all chapters to demonstrate integration of ELA and ELD, examples of implementation of standards in the classroom, and demonstration of different types of assessment
- Links to resources and Web sites for additional support
- Organizational design around key themes



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California's Shared 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



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Chapter 1

Introduction to the Framework

- Vision and goals for California's children and youth
- Key Principles guiding the Framework development
- The special emphasis on English Learners in the Framework



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Chapter 2

Overview of the Standards

CA CCSS for ELA/Literacy

- includes background, intent, nature, and organization/structure

CA ELD Standards

- includes background, intent, nature, and organization/structure
- Interrelationship of the CA CCSS for ELA/Literacy and the CA ELA Standards



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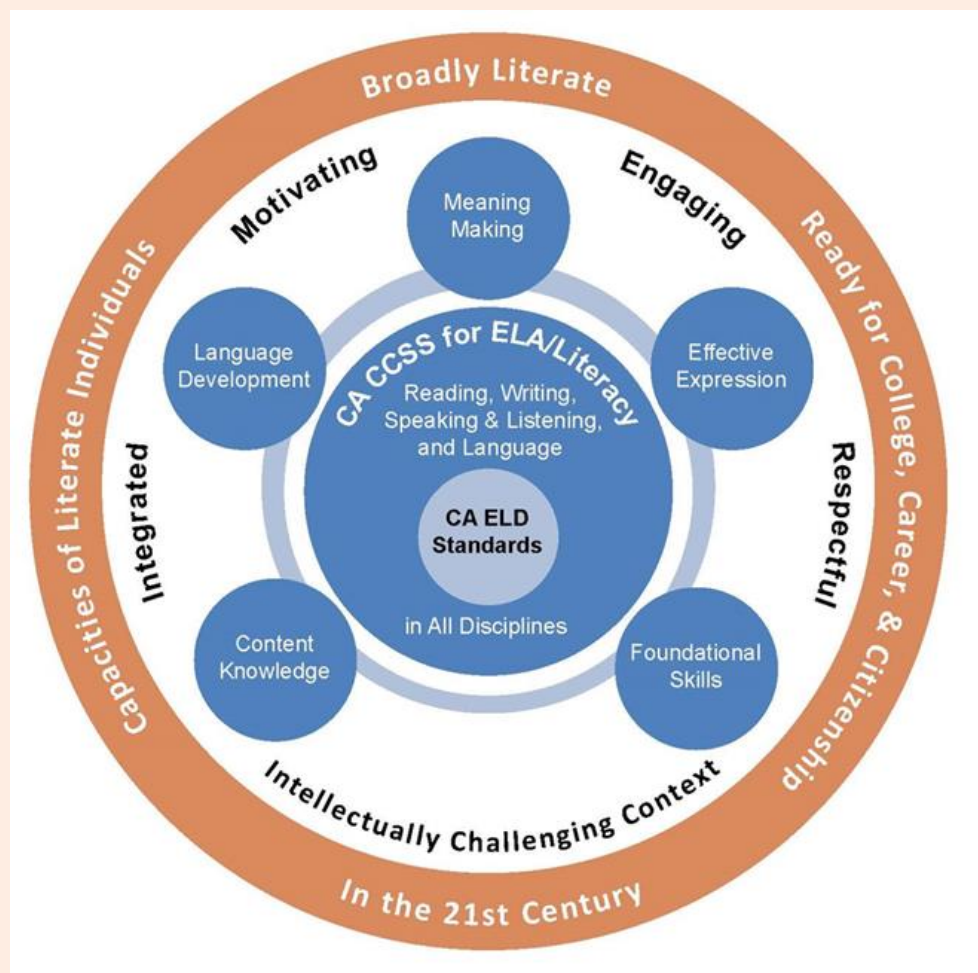
Key Themes of ELA/Literacy and ELD Instruction

1. **Meaning Making-** focuses on the reading standards, analyzing and comprehending text.
2. **Language Development**– Connects to the language and reading standards, highlighting the development of academic and domain-specific vocabulary, syntax, and text structures.
3. **Effective Expression** – includes writing, discussions and presentations, and language conventions.
4. **Content Knowledge** – Connects to informational text and development of the standards related to research and other contents.
5. **Foundational Skills** – depending on the grade-span, this looks at print concepts and phonological awareness in the beginning grades, and phonics, word recognition, and fluency up to grade 5. Also addressed in 6-12.



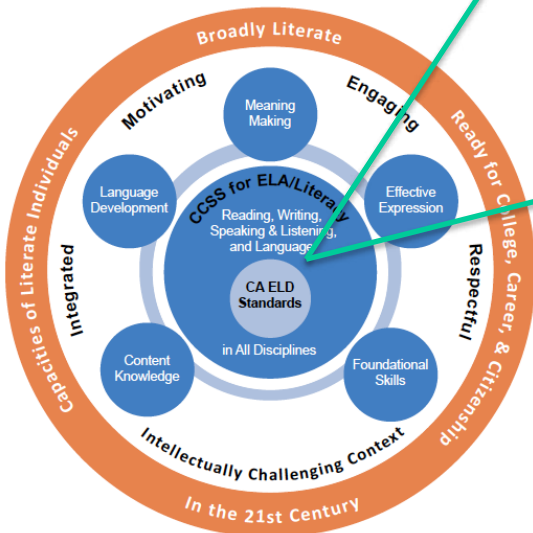
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Goals, Themes, and Contexts for Implementation of the CA CCSS for ELA/Literacy and the CA ELD Standards





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CA ELD Standards

Using English Purposefully:

Describing, explaining, persuading, informing, justifying, negotiating, entertaining, retelling, etc.

Meaningful Interaction:

- Collaborating with others
- Interpreting meaning
- Producing meaningful messages

Knowledge of Language:

- Structuring cohesive texts
- Expanding and enriching ideas
- Combining and condensing ideas

The CA ELD
Standards
AMPLIFY
the CA CCSS for
ELA/Literacy.

The Why: Purposes

The How: Processes

The What: Resources



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Chapter 3

Key Considerations for ELA/Literacy and ELD Curriculum, Instruction, and Assessment

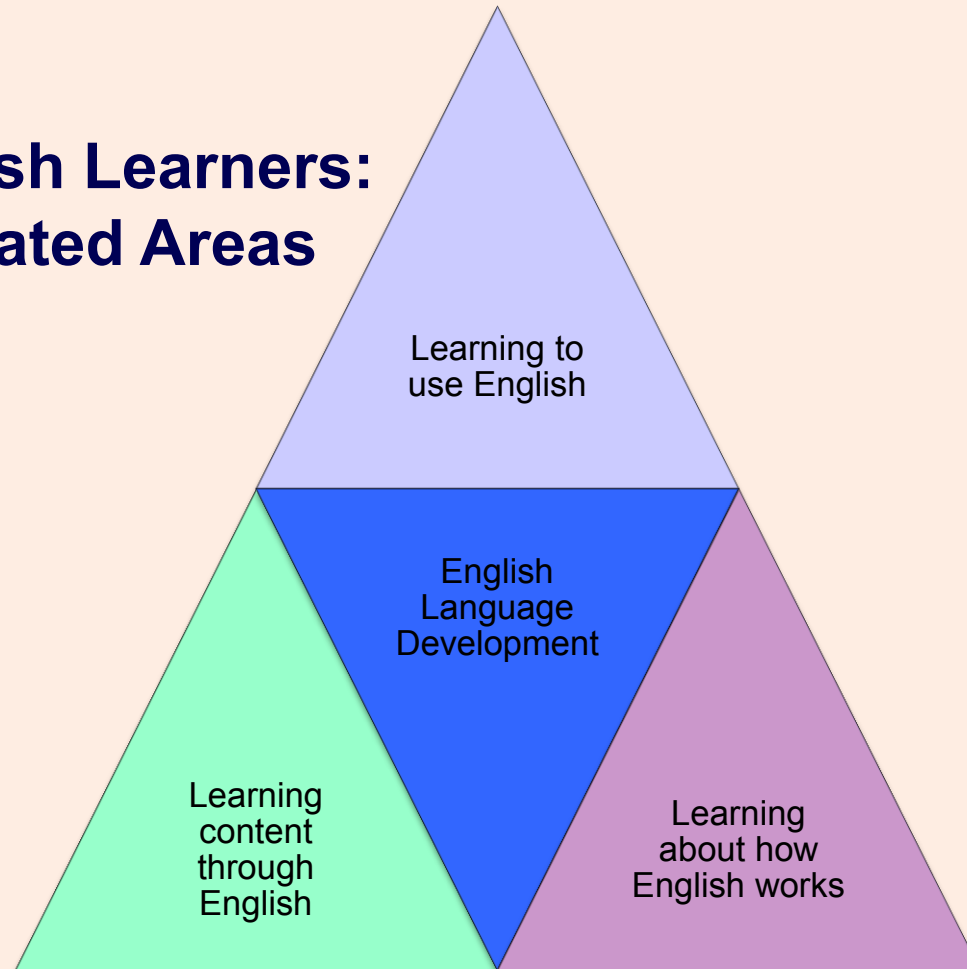
- Context Considerations
- Key Themes and Practices for
ELA/Literacy and ELD Instruction
(Meaning Making, Language Development,
Effective Expression, Content Knowledge,
Foundational Skills; Crosscutting Practices in
Instruction)
- Approaches to Teaching and Learning
- English Language Development



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Building Content Knowledge & Language in Tandem

Educating English Learners: Three Interrelated Areas



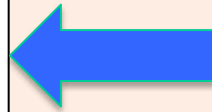
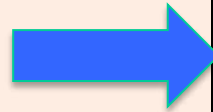


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Integrated & Designated ELD: Working in Tandem

Integrated ELD:

All teachers with ELs in their classrooms use the CA ELD Standards *in tandem with* the CA CCSS for ELA/Literacy and other content standards.



Designated ELD: A protected time during the school day when teachers use the CA ELD Standards as the focal standards in ways that build *into and from content instruction*.



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Activity #1

CA ELA/ELD Curriculum Framework Designated ELD Snapshots

- Select one designated ELD snapshots from the Activity 1 packet (try to have different people at your table read a different snapshot).
- After you read your snapshot, share with your elbow partner(s) or table:
 1. How does designated ELD build into and from content instruction?
 2. What does this imply for teaching and learning in your school/district/county?



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Grade-Span Chapters 4–7 At-A-Glance

**Grade-Span
Overview**



**Grade-Level
Sections**

- Integrated and Interdisciplinary Approach
- Key Themes of ELA/Literacy and ELD Instruction
- ELD in the Grade Span
- Grade-Level Content and Practice



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Longer Vignettes: Integrated and Designated ELD in Action

Vignette #1: Integrated ELA and Social Studies Instruction in Grade Four: Writing Biographies

Background

Mrs. Patel is a fourth-grade teacher during the biographies unit in grade (K-5). She has noticed that many of her students' biographies are not as detailed as those of the members of her class who made Helen Keller. The students with disabilities have not been intentional about the main purpose of their biographies.

Biography Deconstruction Template

Text Title:

Stages and Important Information

Vocabulary

Orientation (tells where and when the person lived)

- Where and when the person lived
- What things the person accomplished

Emily:

One of Dr. King's accomplishments was that he went to jail in (looks at the notes template) Birmingham, Alabama.

Mrs. Patel:

Sequence of Events

person's life in order

- Early life, accomplishments
- Later life, accomplishments
- How the person's life ended

Emily:

Awat:

Evaluation (tells why the person is important)

- Why people care about the person
- The impact the person has had
- Meaningful contributions to society

Mrs. Patel:

Awat:

Vignette 2: Designated ELD Instruction in Grade Four: General Academic Vocabulary in Biographies

Background

Mrs. Patel is a fourth-grade teacher who writes biographies for her students. She has noticed that many of her students' biographies are not as detailed as those of the colleagues who have a good first language who can speak at a level of fluency. Mrs. Patel has decided to try a different example.

Five-Day Vocabulary Teaching Cycle

	Day One	Day Two	Day Three	Day Four	Day Five
Purpose	Linking background knowledge to new learning and building independent word learning skills.	Explicit word learning and applying knowledge of the words through collaborative conversation.	Explicit word learning and applying knowledge of the words through collaborative conversation.	Explicitly learning about morphology and applying knowledge of all the words in an oral debate.	Applying knowledge of all the words and how they work together in writing.



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Chapter 8

Assessment

- Purpose and types of assessments
- Assessment cycles, highlighting the use of formative assessment to guide instruction
- Information on student involvement
- Assessment for intervention
- Mandated California assessments and Smarter Balanced Assessment System
- Technical quality of assessments



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Chapter 9

Equity and Access

- California's student diversity, including
 - Standard English learners
 - English learners
 - Instructional programs and services for ELs
 - Biliterate learners
 - Deaf students bilingual in ASL and printed English
 - Students with disabilities
- Planning and support for range of learners using Universal Design for Learning (UDL) and Multi-Tiered Systems of Supports (MTSS)
- Instructional practices for supporting students experiencing difficulty reading



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Chapter 10

Learning in the 21st Century

- Defines 21st century skills and standards
- Instructional practices for developing 21st century learning
- Equitable access to learning and technology
- Professional learning and teacher support
- Highlights future directions



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Chapter 11

Implementing High-Quality ELA/Literacy and ELD Instruction: Professional Learning, Leadership, and Program Supports

- Implementing within a collaborative culture
- Professional learning, including sources, research, and critical content
- Leadership and professional collaboration
- Other programs of support (e.g., libraries, extended learning, parents and families)



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Chapter 12

Criteria for Evaluating Instructional Materials

- Program 1: English Language Arts Basic Program, K–8
- Program 2: English Language Arts/English Language Development Basic Program, K–8
- Program 3: Biliteracy Language Arts/English Language Development Basic Program, K–8
- Program 4: Intensive Intervention Program in English Language Arts, 4–8
- Program 5: Specialized Designated English Language Development Program, 4–8



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ELA/ELD Framework Timeline

SBE action to adopt and include the college and career readiness standards and the recommended technical modifications to the Common Core State Standards adopted by California in 2010.	March 2013
ELA SMC reviews draft <i>ELA/ELD Framework</i> in preparation for full IQC review	November 21–22, 2013
IQC approves draft <i>ELA/ELD Framework</i> for initial 60-day public review period	November 21–22, 2013
60-day public review period prior to IQC recommendation to SBE, pursuant to 5 CCR, §9515 (a)(3)	Mid-December 2013 to mid-January 2014
ELA SMC reviews public review results and staff recommendations for edits to draft <i>ELA/ELD Framework</i>	March 7, 2014
IQC analyzes public review results and revises draft <i>ELA/ELD Framework</i> , approves draft for second 60-day public review period	March 28, 2014
Staff incorporates IQC changes to draft <i>ELA/ELD Framework</i> per IQC action	April 2014
Required 60-day public review and comment on IQC's recommended <i>ELA/ELD Framework</i> , pursuant to 5 CCR, Section §9515(c)	May to June 2014
SBE action on IQC's recommended <i>ELA/ELD Framework</i> , includes public hearing	July 9–10, 2014*
LEA implementation of <i>ELA/ELD Framework</i>	2014–2015
Smarter Balanced Assessments	2014–2015
Instructional Materials Adoption	November 2015

*The Schedule of Significant Events (Timeline) has been updated to reflect SB 300.

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**Draft: 2015 English Language Arts/English Language Development
Instructional Materials Adoption
Schedule of Significant Events**

Event	Date(s)
Instructional Quality Commission (IQC) approves reviewer application and Schedule of Significant Events (Timeline)	November 21–22, 2013
Survey of publisher interest	November 2013
State Board of Education (SBE) approves reviewer application and adoption Timeline	March 12–13, 2014
Recruitment of reviewers (at least 90 days per 5 CCR §9513)	April–August 2014
SBE action on IQC's recommended <i>ELA/ELD Framework</i> , includes public hearing	July 2014
IQC recommends reviewers to SBE	September 18–19, 2014
SBE appoints reviewers	November 13–14, 2014
IQC approves training materials (§9512h)	November 20–21, 2014
SBE approves training materials (§9512h)	January 2015
Invitation to Submit Meeting (Sacramento)	January 2015
Small publisher fee reduction requests due	February 2015
SBE takes action on publisher fee reduction requests	March 2015
Submission List for programs (and other forms) due	March 2015
Non-refundable publisher participation fees due	April 2015
Reviewer Training (2 sessions)	Session 1: April 13–17, 2015 Session 2: April 27–May 1, 2015
Publishers provide samples of instructional materials to reviewers and Learning Resource Display Centers	May 2015
Independent Review	April–July 2015
Reviewer Deliberations (2 sessions)	Session 1: July 13–17, 2015 Session 2: July 27–31, 2015
IQC holds public meeting to receive comment (5 CCR §9524(a))	August 2015
IQC makes recommendation	September 2015
SBE holds public hearing to receive comment (<i>Education Code</i> 60203 and 5 CCR §9524(b))	November 2015
SBE takes action on recommendation	November 2015



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Supplemental Instructional Materials Review (SIMR)

Supplemental instructional materials
aligned to the CCSS

- English Language Arts:
<http://www.cde.ca.gov/ci/cr/cf/simrelaprograms.asp>
- English Language Development:
<http://www.cde.ca.gov/ci/cr/cf/eldsimr.asp>



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Links

- ELA/ELD Framework:
<http://www.cde.ca.gov/ci/rl/cf/>
- CA CCSS for ELA/Literacy Standards:
<http://www.cde.ca.gov/be/st/ss/documents/finalelaccssstandards.pdf>
- CA ELD Standards:
<http://www.cde.ca.gov/sp/el/er/eldstandards.asp>



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CCSS ListServ

Join the ListServes to receive information and updates regarding the implementation of the Common Core State Standards and the SBAC Assessment

To join the CCSS Resources Updates:

Send a "blank" message to:

join-commoncore@mlist.cde.ca.gov

To join the SBAC/Assessment Updates:

Send a "blank" message to:

subscribe-sbac@mlist.cde.ca.gov



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Questions?

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