

Video Transcript

Part 1 Tutorial: Creating Learning Environments Where English Learners Thrive

Hi, I'm Pam Spycher from WestEd, and I'll be your guide for this tutorial. Here's what you'll learn about in this tutorial. I'll provide an overview of California's vision and shared values for educating English learners, as articulated in the new California ELA/ELD curriculum framework. I'll also share some concrete examples of how the California ELD Standards can help create rich teaching and learning environments. There's a lot packed into this tutorial, so I encourage you to stop at the stopping points so that you can reflect on the information and ideas I'm sharing.

I recommend that you pause this tutorial now and gather these materials. You'll need them at the stopping points. Your grade level or grade span California ELD Standards are available at the CDE website listed, if you don't already have them. You can download the handouts on the same page where you found this tutorial. So let's get started.

California enjoys an incredibly rich student population. Our students bring to their classrooms an abundance of unique resources, including their primary languages, cultural backgrounds, particular learning styles, abilities, as well as varied interests and talents.

Our state has the largest number of English learners in the country. More than 20 percent of California's students in kindergarten through grade twelve are designated as English learners. Some are new to California and the United States, and some are the most recent generation in a long line of Californians. As California educators, we embrace this rich diversity as an asset and a resource.

By adopting the California Common Core State Standards for ELA/Literacy, the California State Board of Education affirmed its hope and belief that all of California's students will attain the capacities of literate individuals.

These capacities are necessary for the demands of college, career, and responsible citizenship. They are also necessary for life in today's global society.

This is the organizing graphic from the new California ELA/ELD Curriculum framework.

The outer ring represents the vision we have for all California students, including English learners and other culturally and linguistically diverse students. Here you'll see the capacities of literate individuals and the belief that we'll prepare all California students to be ready for college, career, and citizenship in the 21st century.

Strong literacy and language skills across the disciplines are critical for realizing the California vision.

Within that outer ring, you'll see that achieving this vision requires us to ensure that all students are engaged in an intellectually rich and integrated curriculum in classrooms that are motivating, engaging and respectful.

The five cross-cutting themes for ELA and ELD instruction are represented by the small blue circles. These themes are making meaning, effective expression, language development, content knowledge, and foundational skills.

Inside the blue circle in the center, you can see the California Common Core State Standards for ELA/Literacy, which provide guidance to teachers in supporting students to develop the capacities of literate individuals, become broadly literate, and be ready for college, career, and citizenship in the 21st century.

And finally, this graphic represents how the California ELD Standards are nested within not only the California Common Core State Standards for ELA/Literacy but also within rich and respectful contexts for learning.

Here's another view of the graphic you just saw. In this view, the California ELD Standards are expanded. This should be looking pretty familiar by now. In module 1, you learned about the intent, structure, and elements of the California ELD Standards and how they amplify the California Common Core State Standards for ELA/Literacy.

This means that all English learners need to be: engaging in intellectually rich tasks where they use English purposefully; using language meaningfully in *collaborative, interpretive, and productive* ways; and applying their growing *language awareness* to: structure cohesive texts, expand and enrich ideas, and connect and condense ideas.

That was a lot of new information. Please pause this video and take a moment to think about this new learning. Use Handout #1 and your grade level or grade span CA ELD Standards to reflect on and discuss the questions here. Jot down your ideas, and if a colleague is nearby, share your thoughts with them.

Source: WestEd
<http://www.wested.org/>