

ELA/ELD Framework: The Big Picture of Implementation

2015 Accountability Leadership Institute

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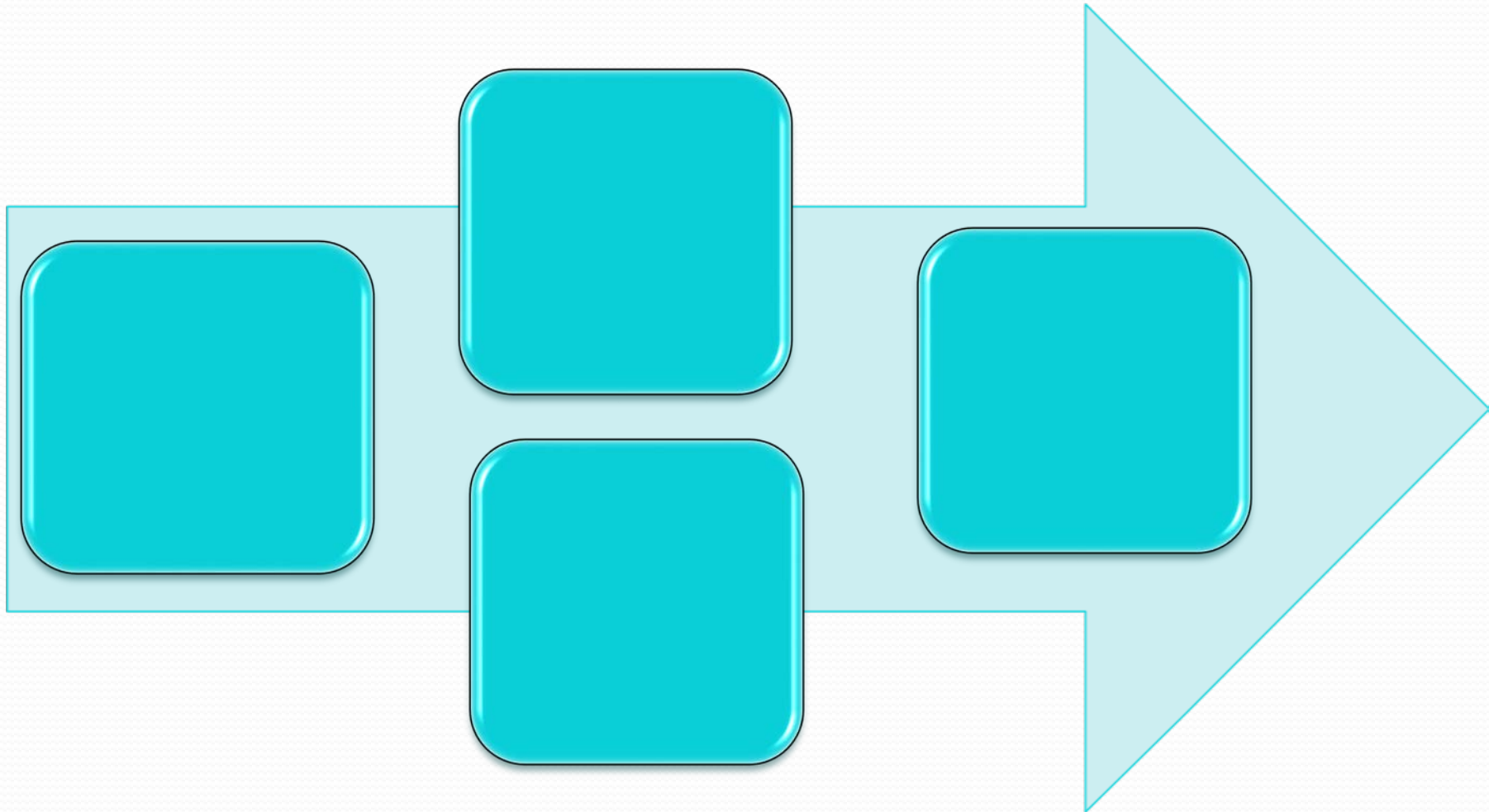
Think about the ELA/ELD Framework.

What comes to mind?

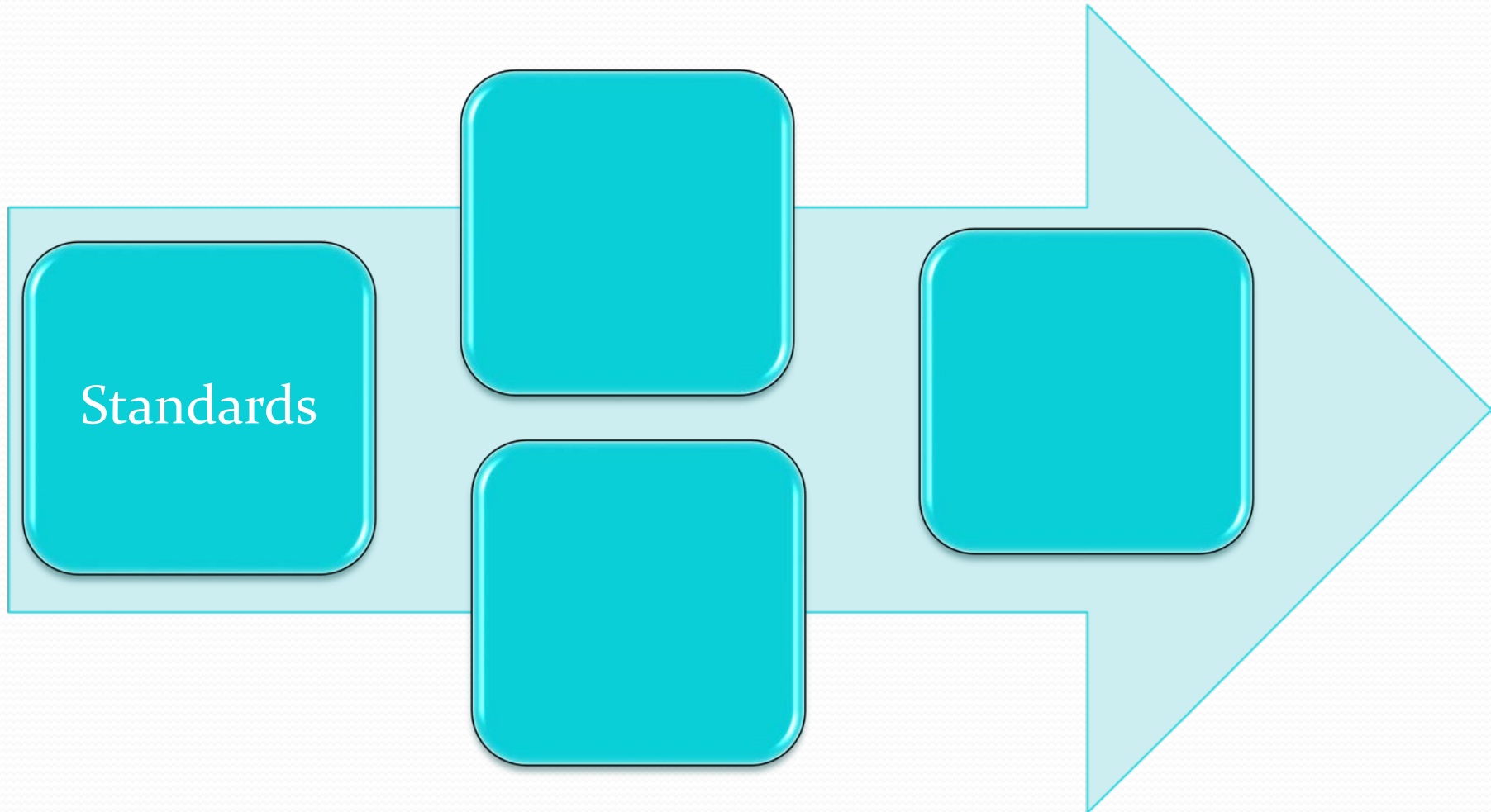
Did you say...

- It's long!
- It the first framework to integrate two sets of standards.
- It includes many examples of practice.
- It values the rich diversity of California's students and promotes an asset-based stance on students, their families, their communities.
- It emphasizes equity and access.
- It's long!

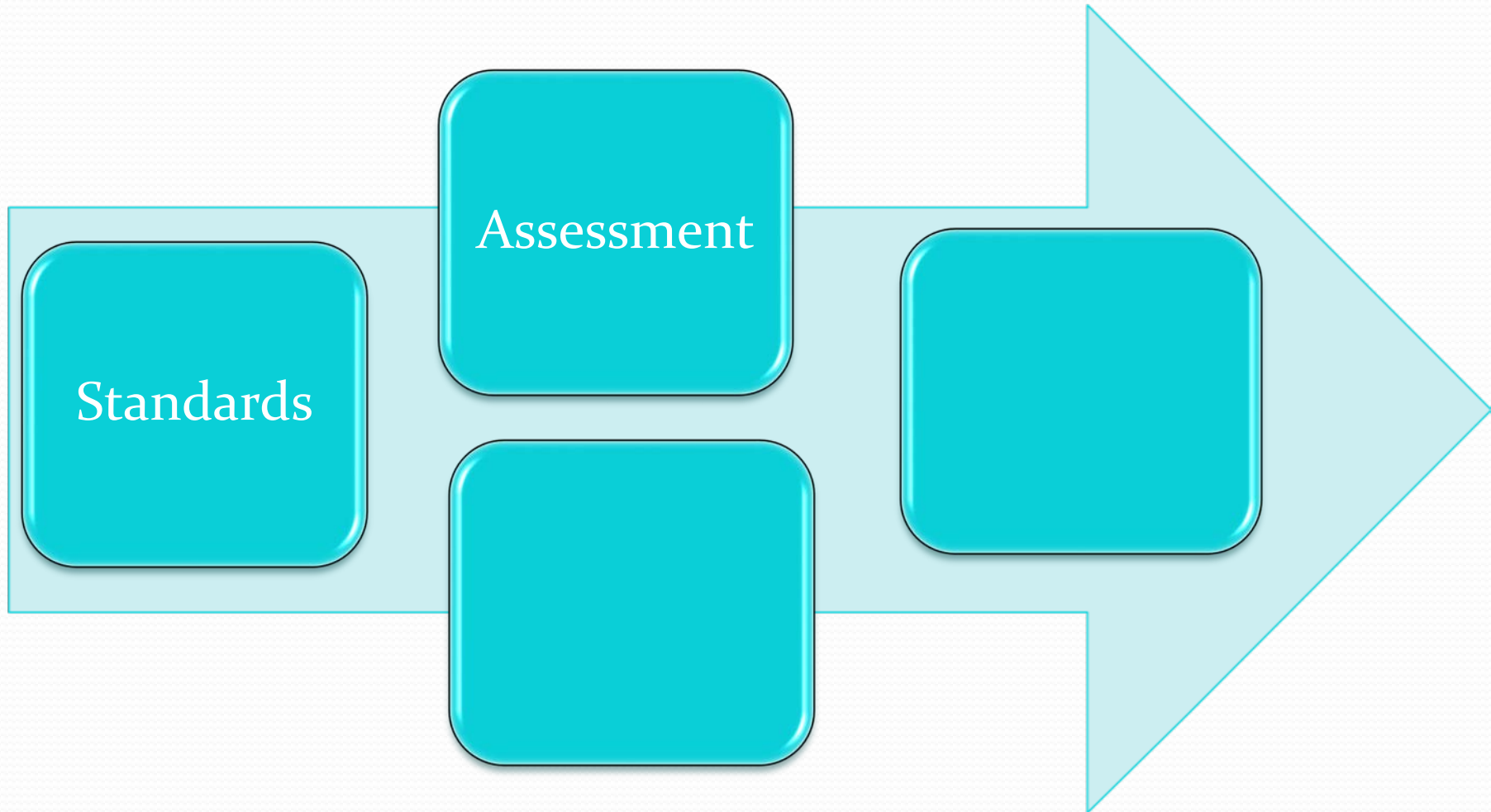
Process



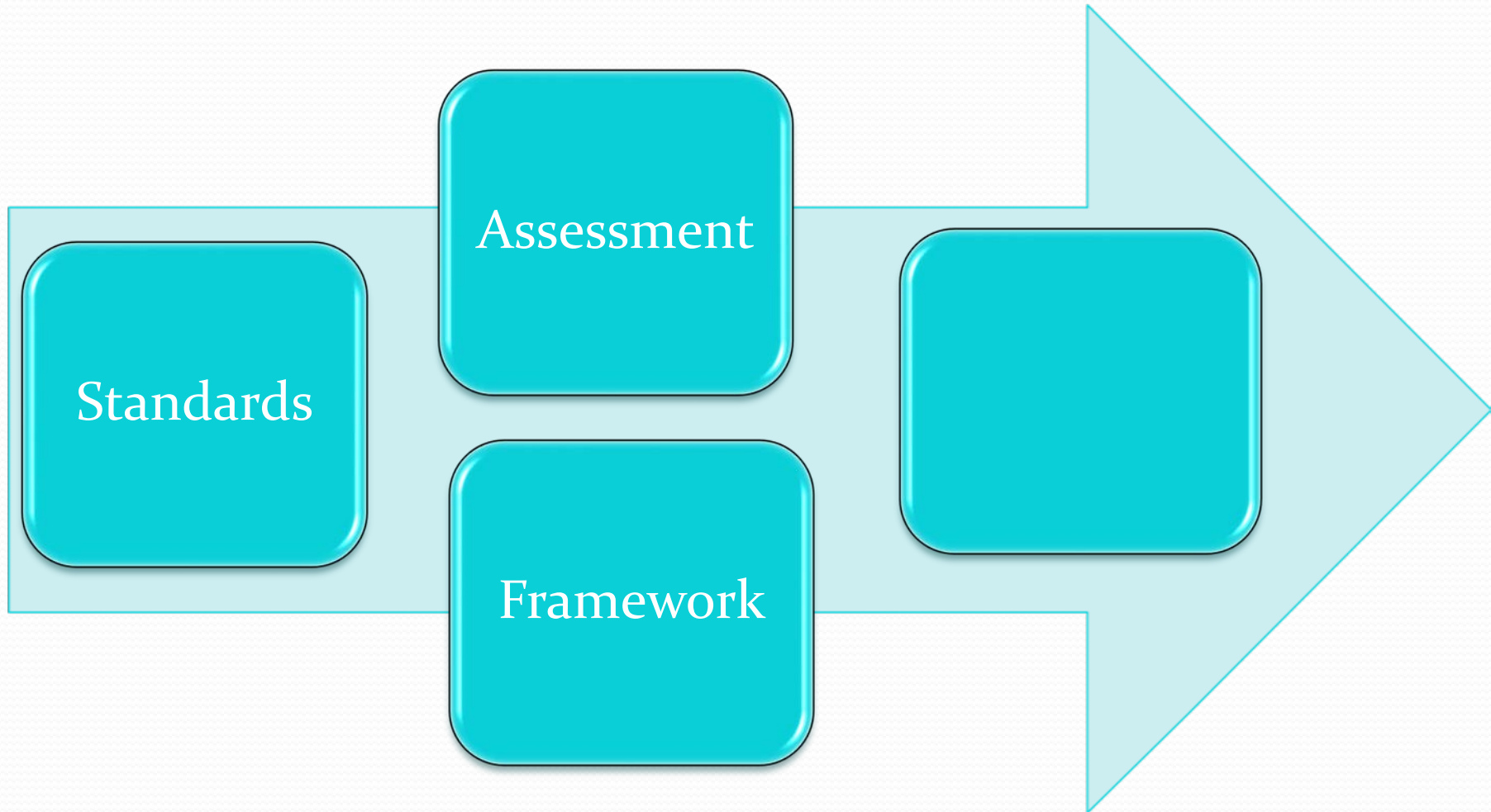
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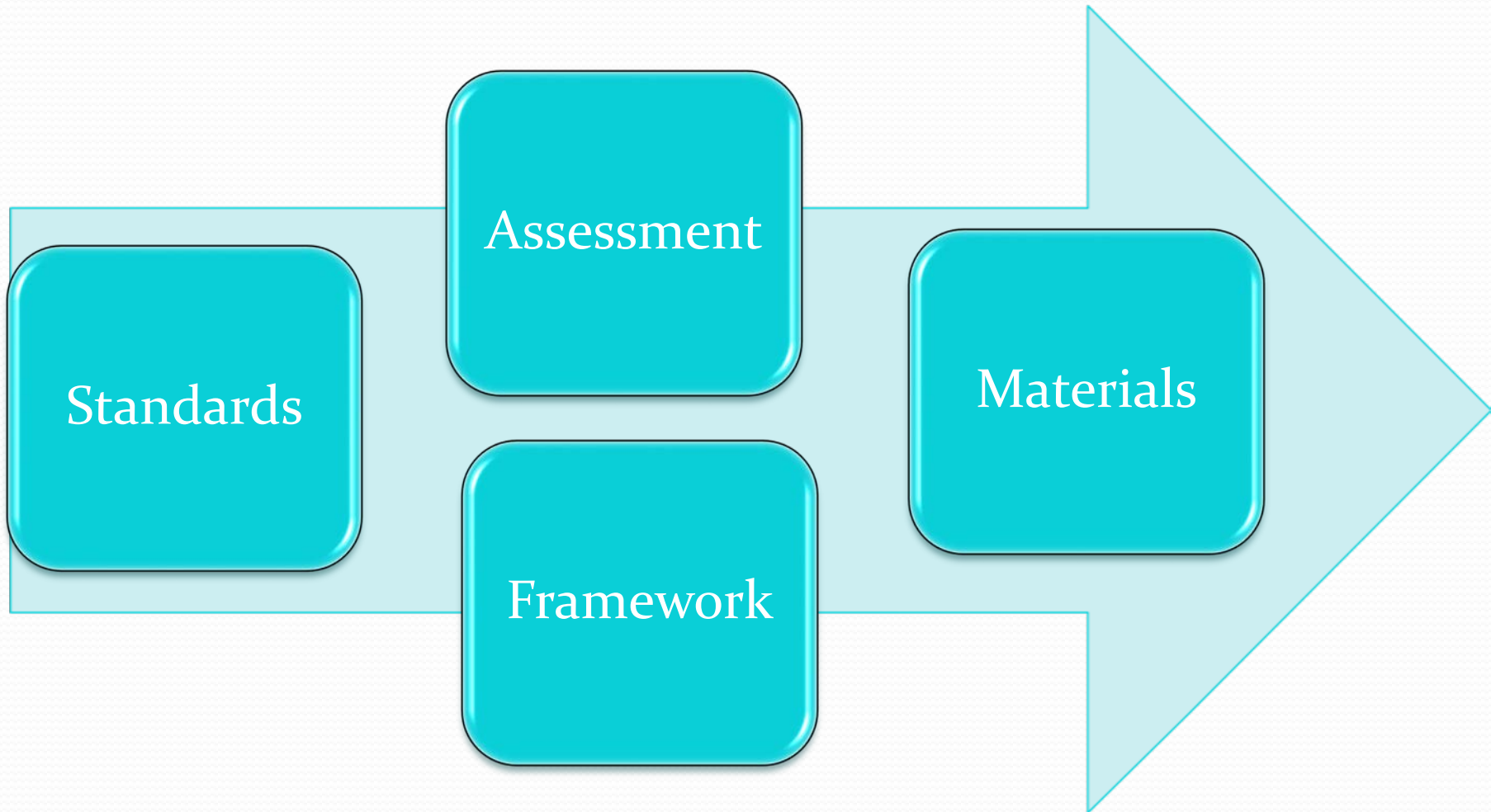
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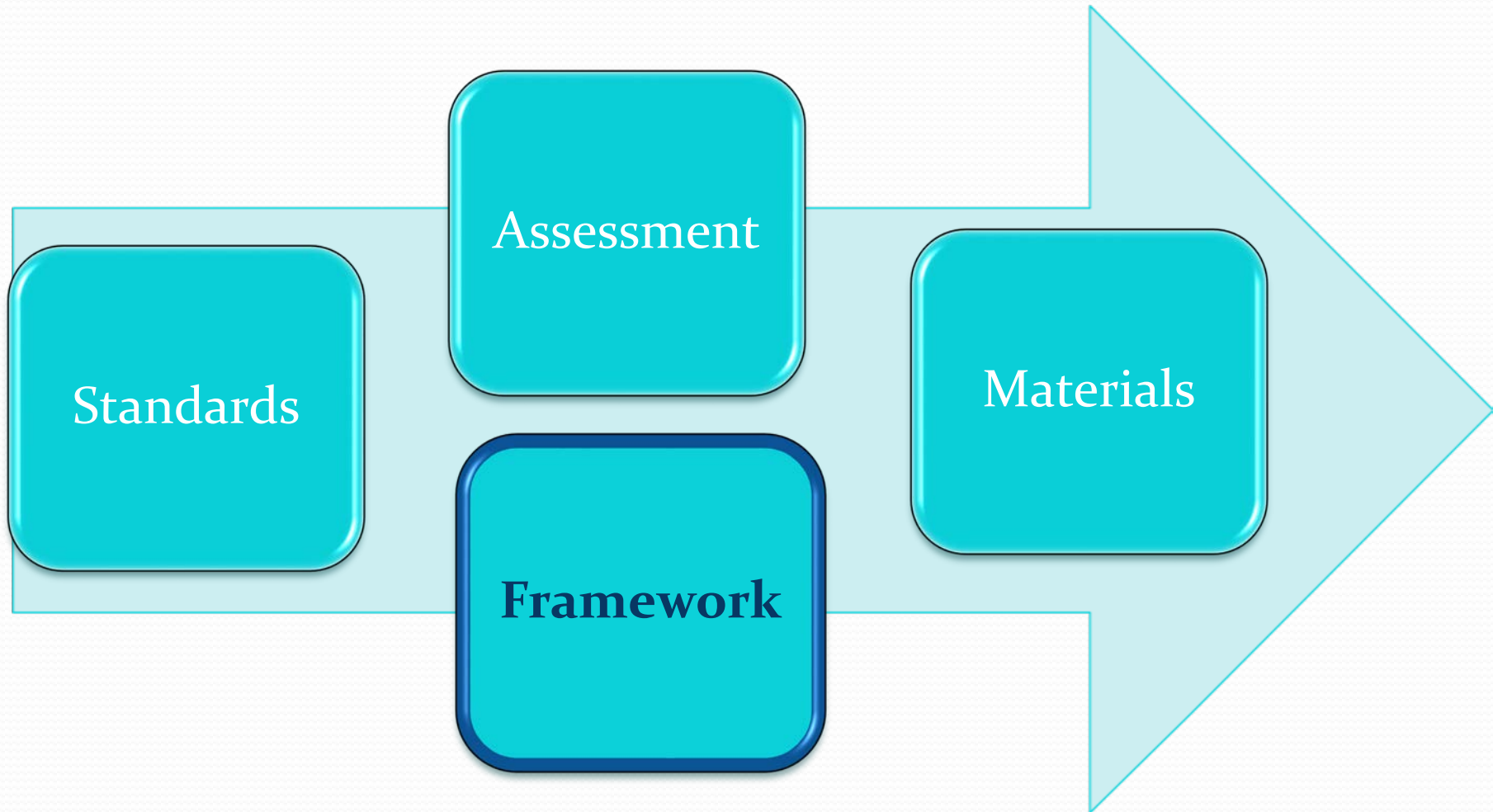
Process



Process



Process



English Language Arts/ English Language Development Framework

for California Public Schools

Kindergarten Through Grade Twelve



Adopted by the California State Board of Education, July 2014

Published by the California Department of Education
Sacramento, 2015

Purposes of the ELA/ELD Framework

- Provide instructional guidance and lesson ideas for TK–12 teachers
- Translate research into practice
- Guide school districts in curriculum development and program design
- Guide professional learning and leadership
- Direct publishers to provide high quality materials to teachers

Principles Guiding the Development of the ELA/ELD Framework

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

The Big Picture

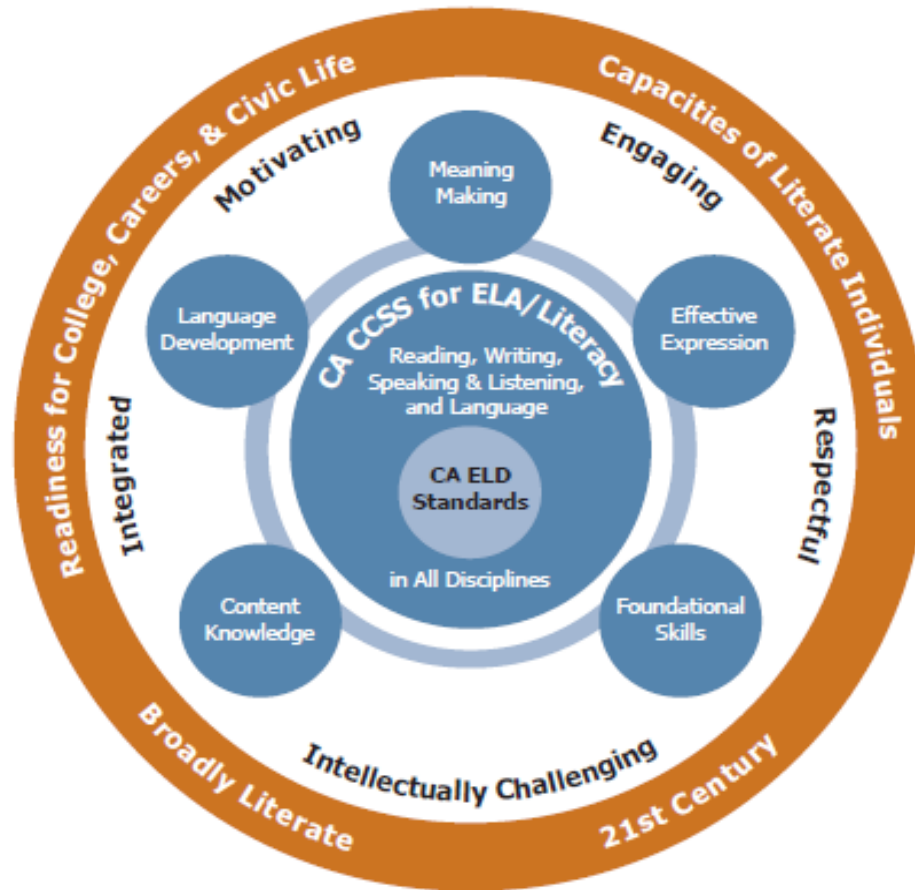


Figure 2.1 Circles of Implementation

Figure 2.1 The ELA/ELD Framework Circles of Implementation

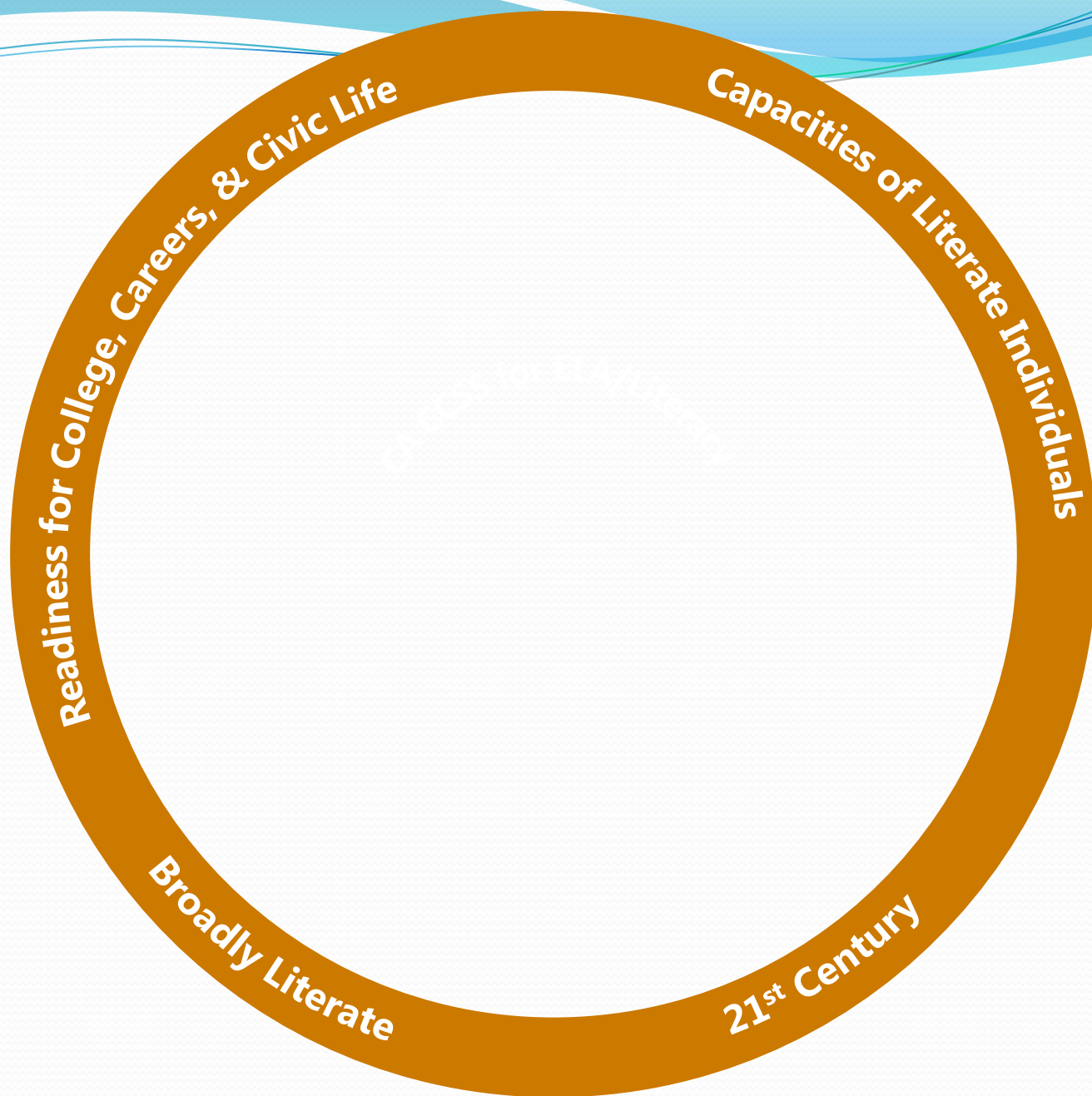
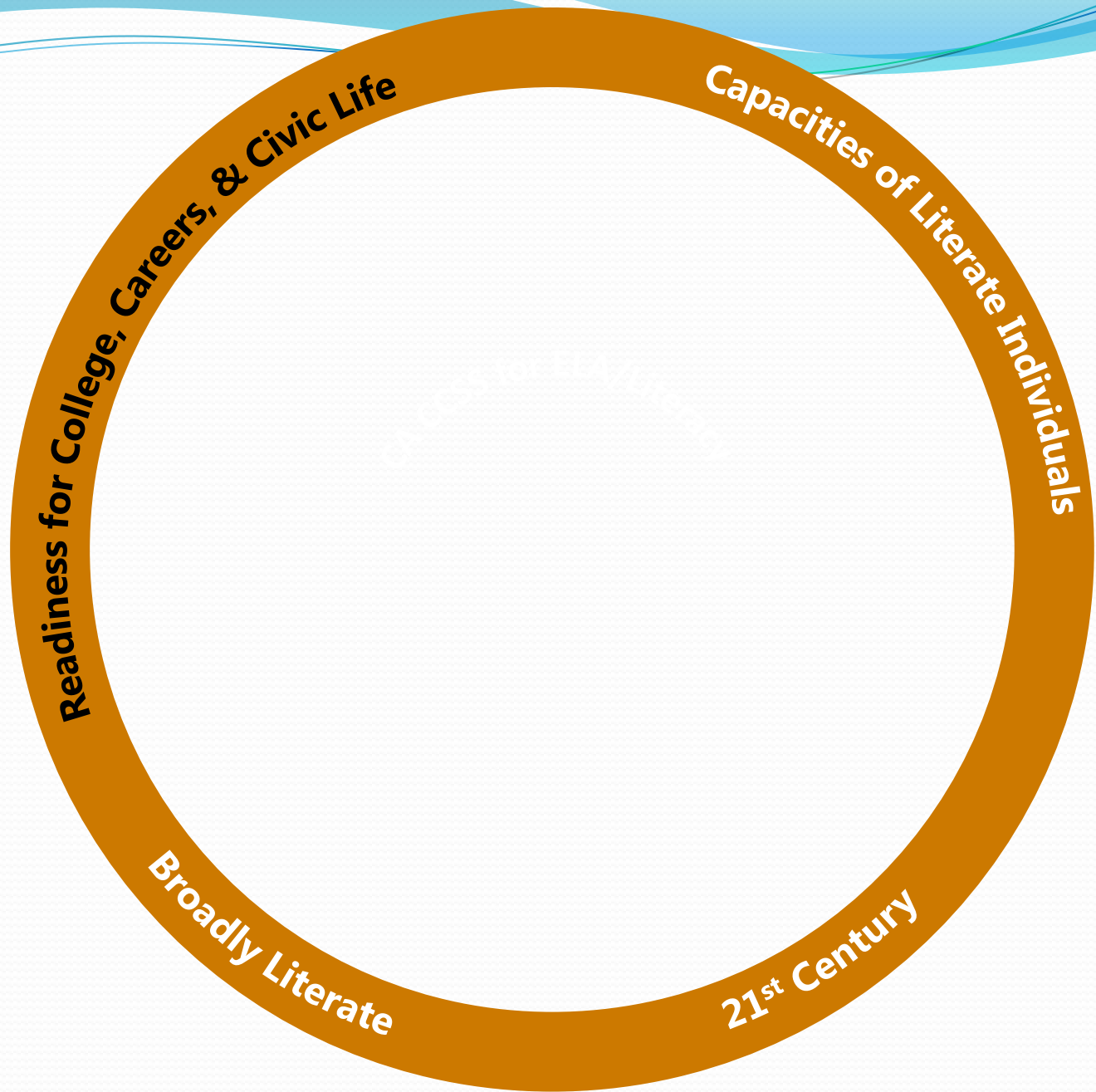


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College and Career Readiness Anchor Standards

The K-12 Common Core standards define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

READING
Key Ideas and Details
1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
Craft and Structure
4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.
Integration of Knowledge and Ideas
7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
Range of Reading and Level of Text Complexity
10. Read and comprehend complex literary and informational texts independently and proficiently.

WRITING
Text Types and Purposes**
1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
Production and Distribution of Writing
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others
Research to Build and Present Knowledge
7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
Range of Writing
10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

SPEAKING AND LISTENING
Comprehension and Collaboration
1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
Presentation of Knowledge and Ideas
4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate

LANGUAGE
Conventions of Standard English
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
Knowledge of Language
3. Apply knowledge of language to understand how language functions in different contexts; to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
Vocabulary Acquisition and Use
4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

*Please see "Research to Build and Present Knowledge" in Writing and "Comprehension and Collaboration" in Speaking and Listening for additional standards relevant to gathering, assessing, and applying information from print and digital sources.

** These broad types of writing include many subgenres. See Appendix A for definitions of key writing types (found at corestandards.org).

Figure 2.1 The ELA/ELD Framework Circles of Implementation

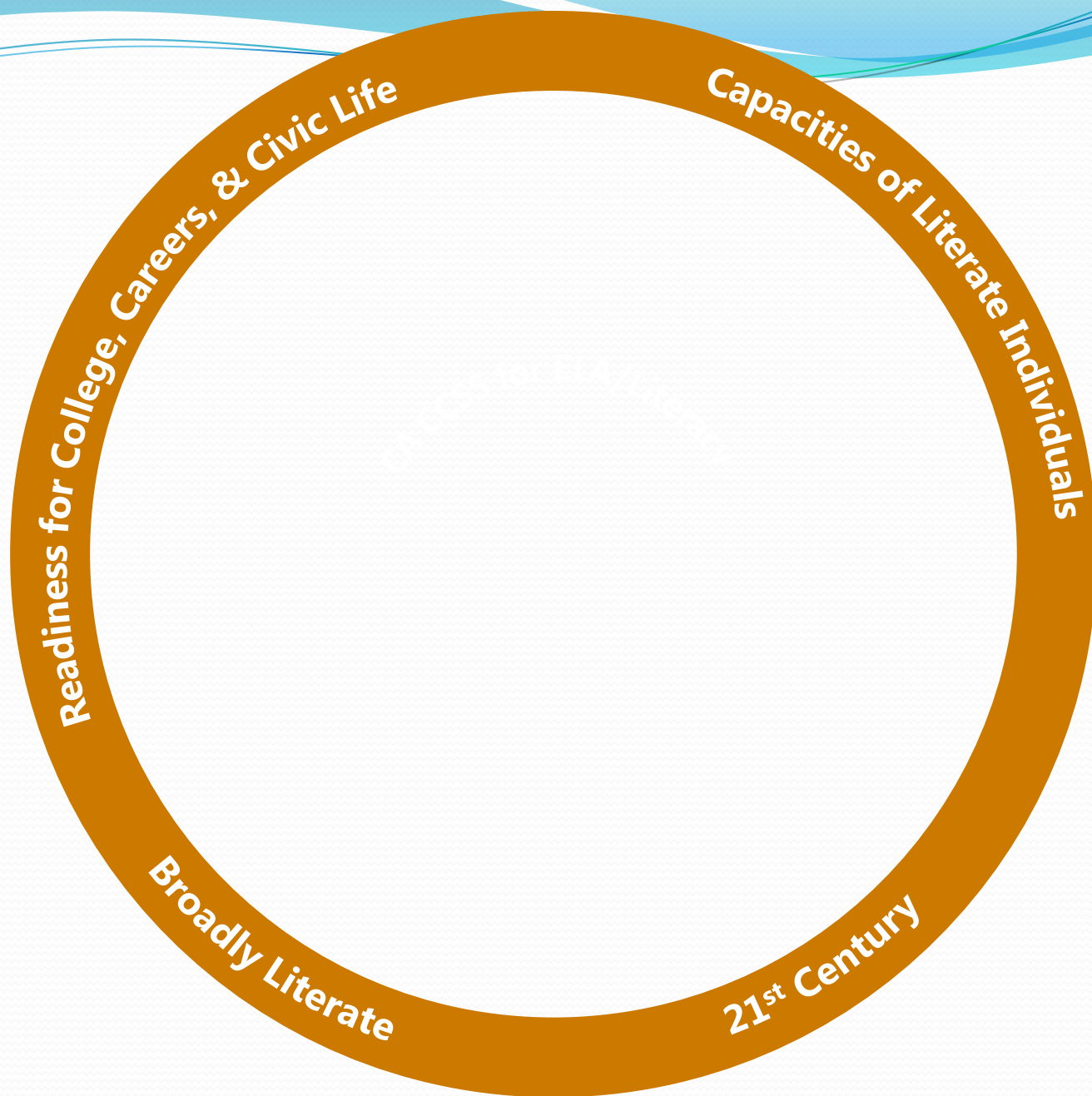
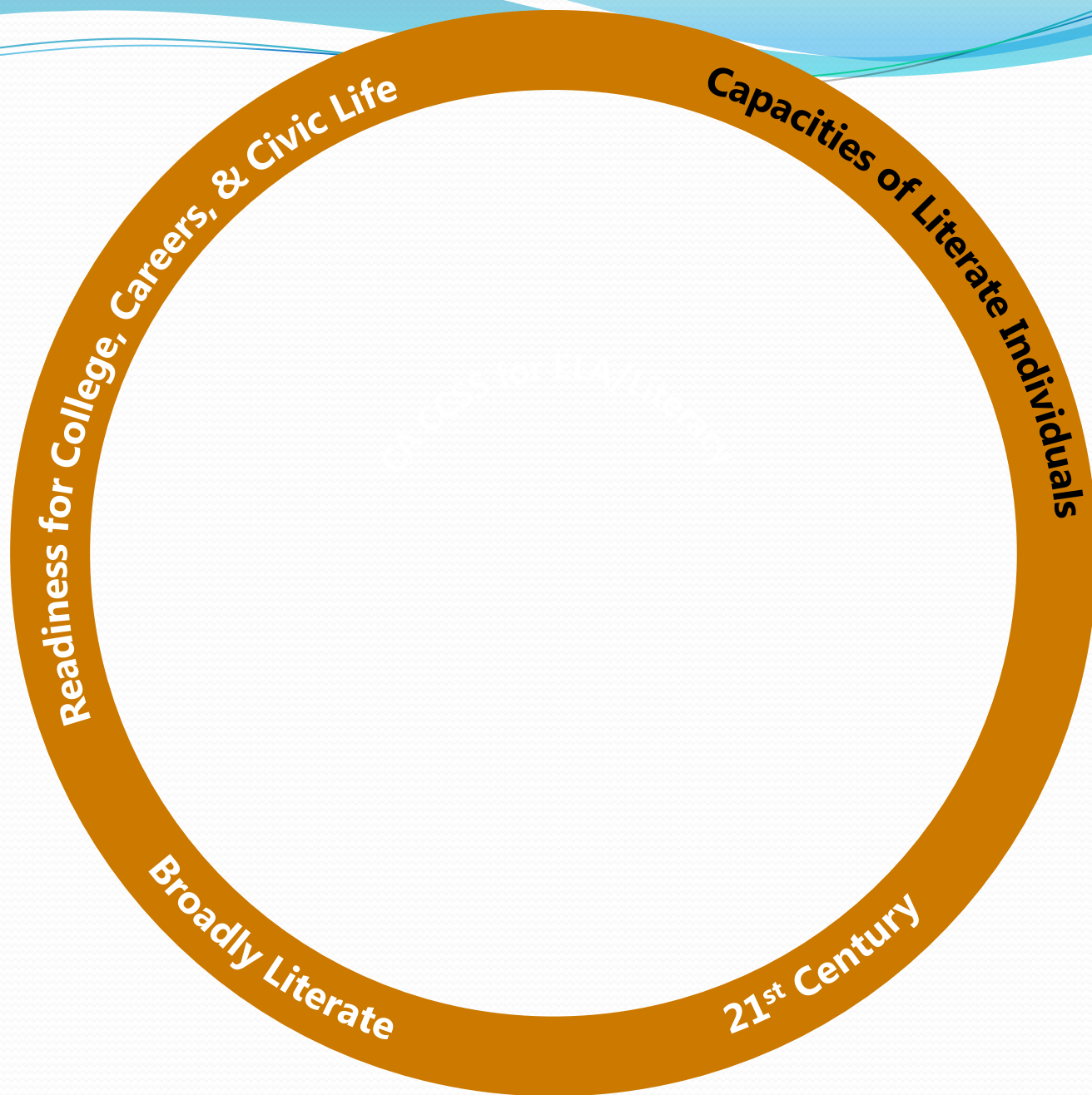


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Capacities of Literate Individuals

- They demonstrate independence.
- They build strong content knowledge.
- They respond to the varying demands of audience, task, purpose, and discipline.
- They comprehend as well as critique.
- They value evidence.
- They use technology and digital media strategically and capably.
- They come to understand other perspectives and cultures.

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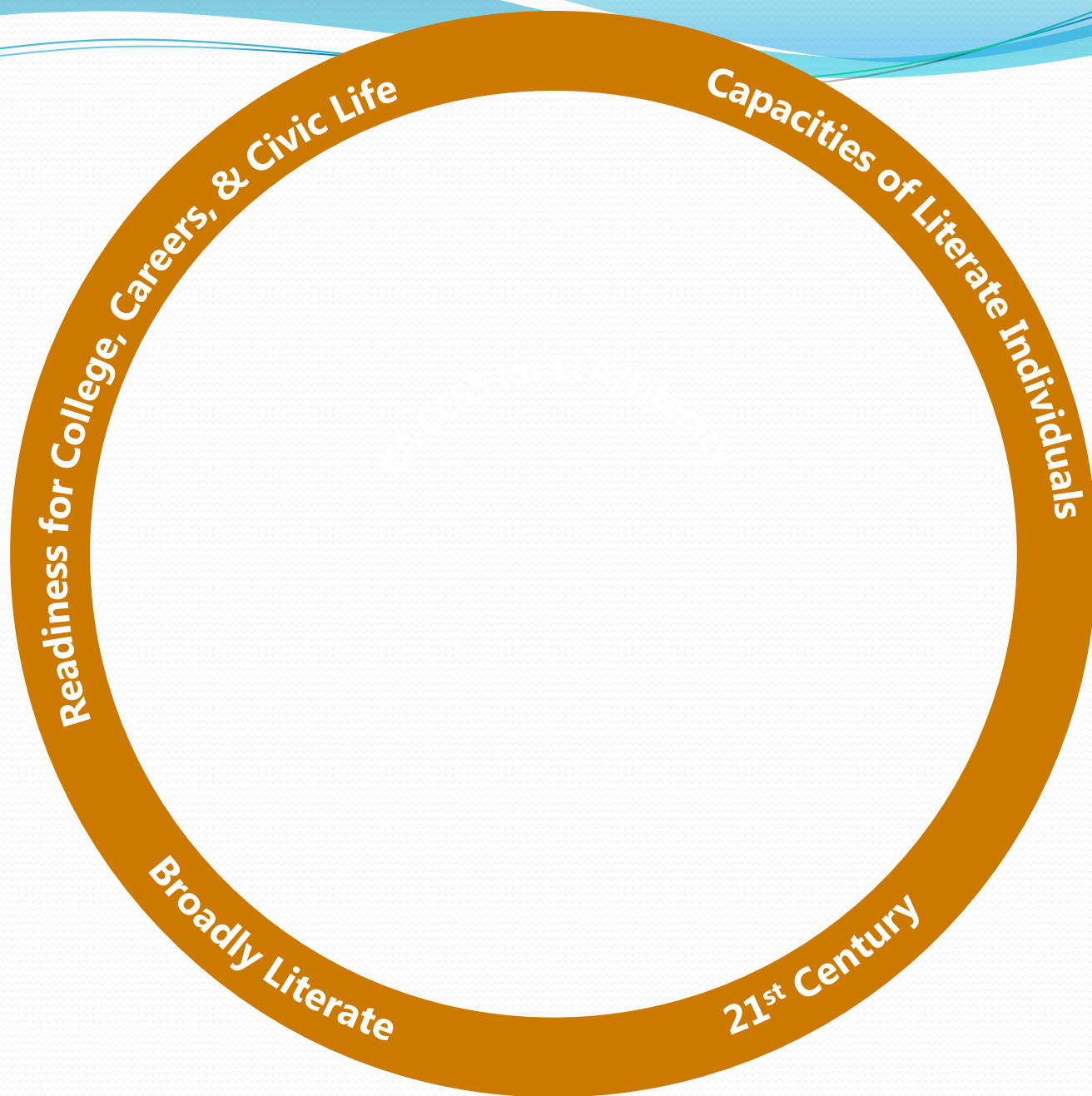
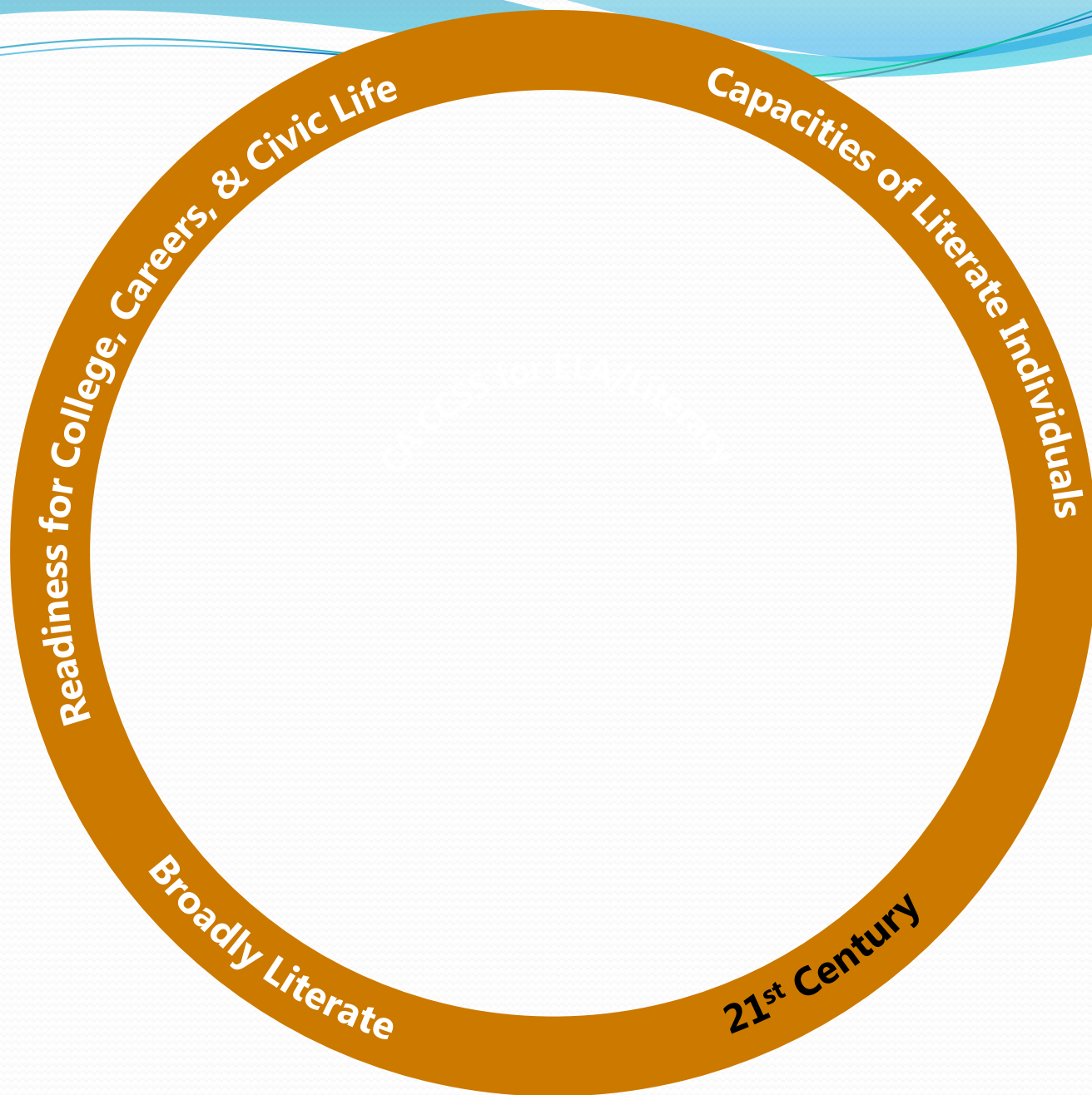


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21st Century Skills

- “4 C’s”
 - Collaboration
 - Communication
 - Critical thinking
 - Creative thinking
- Technology and media
- Global competence



Santa Ana Unified School District Graduate with medallion and State Seal affixed to diploma.

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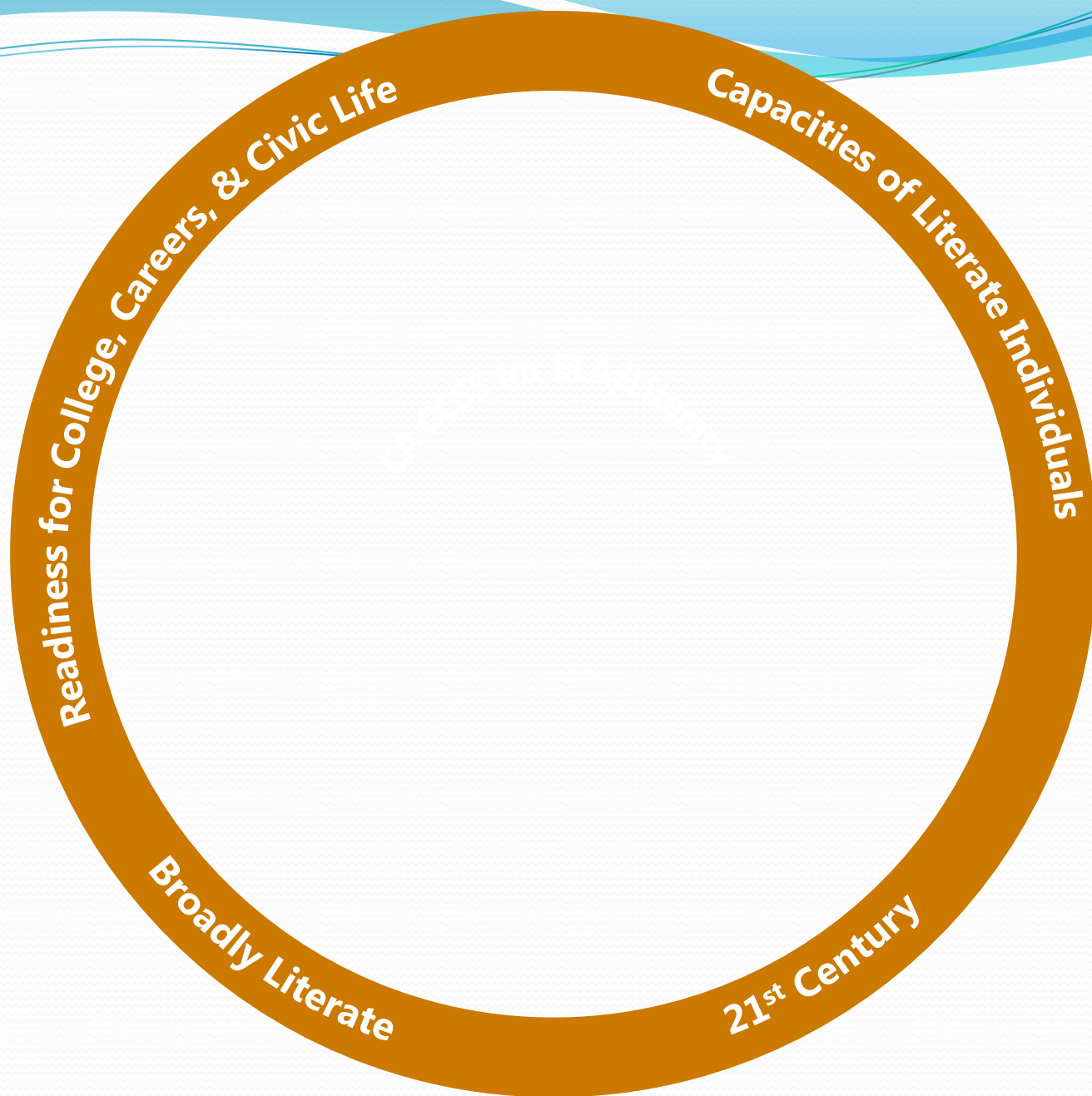
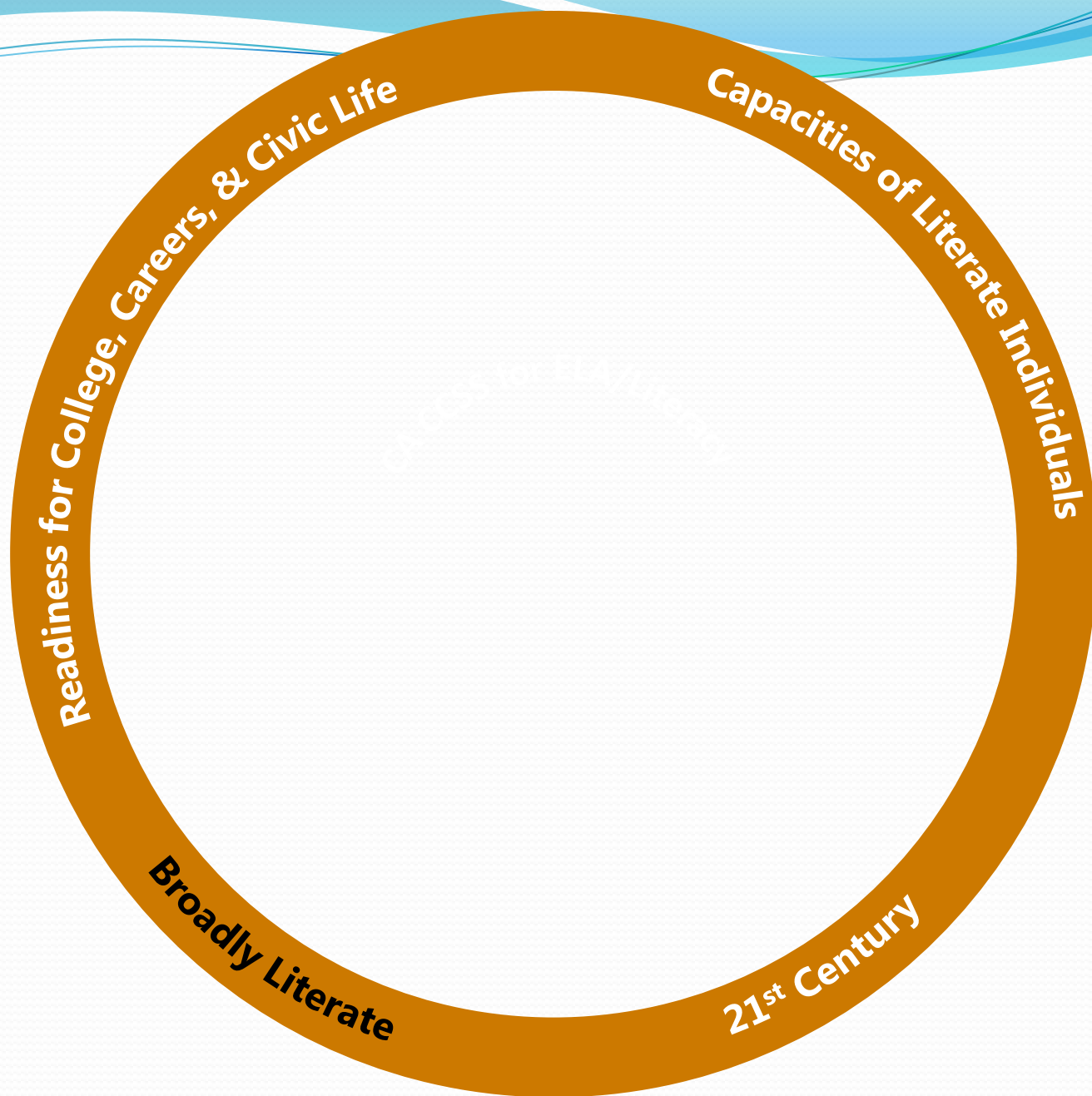
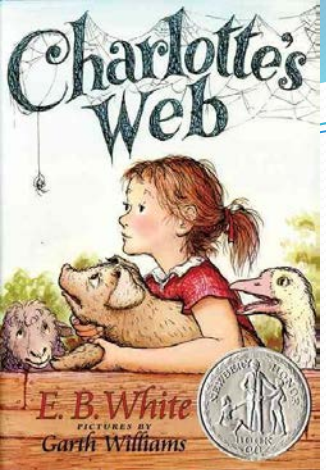


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Lincoln's Gettysburg Address

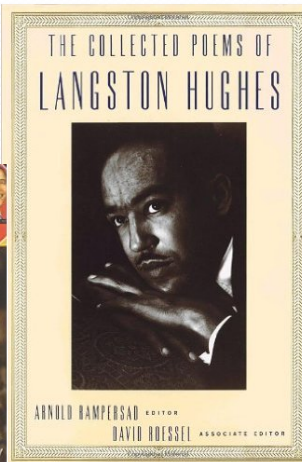
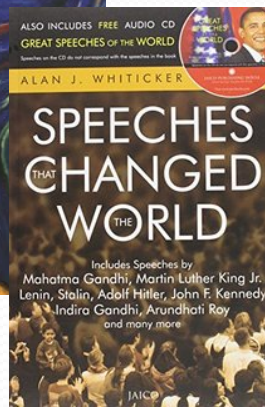
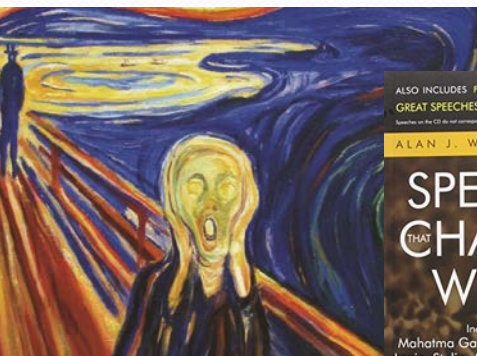
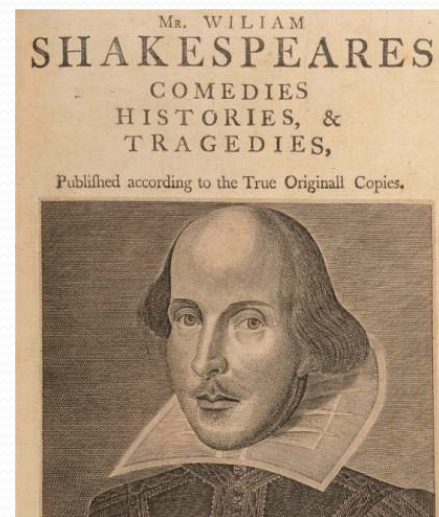
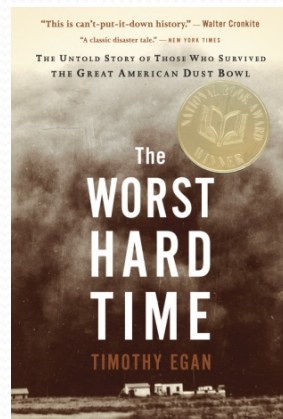
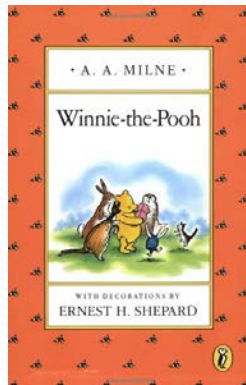
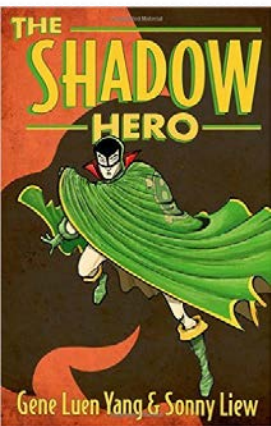
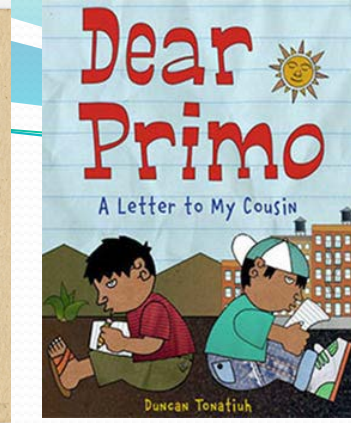
November 19, 1863

FOUR score and seven years ago our fathers brought forth upon this continent a new nation, conceived in liberty, and dedicated to the proposition that all men are created equal. Now we are engaged in a great civil war, testing whether that nation, or any nation so conceived and so dedicated, can long endure. We are met on a great battlefield of that war. We have come to dedicate a portion of that field as a final resting place for those who here gave their lives that that nation might live. It is altogether fitting and proper that we should do this.

But in a larger sense we can not dedicate—we can not consecrate—we can not hallow this ground. The brave men, living and dead, who struggled here, have consecrated it far above our poor power to add or detract. The world will little note, nor long remember, what we say here, but it can never forget what they did here.

It is for us, the living, rather to be dedicated here to the unfinished work which they who fought here thus far so nobly advanced. It is rather for us to be here dedicated to the great task remaining before us—that from these honored dead we take increased devotion to that cause for which they gave the last full measure of devotion—that we here highly resolve that these dead shall not have died in vain—that this nation, under God, shall have a new birth of freedom and that government of the people, by the people and for the people shall not perish from the earth.

Compliments The National Woman's Relief Corps, Auxiliary to the Grand Army of the Republic



Allusions



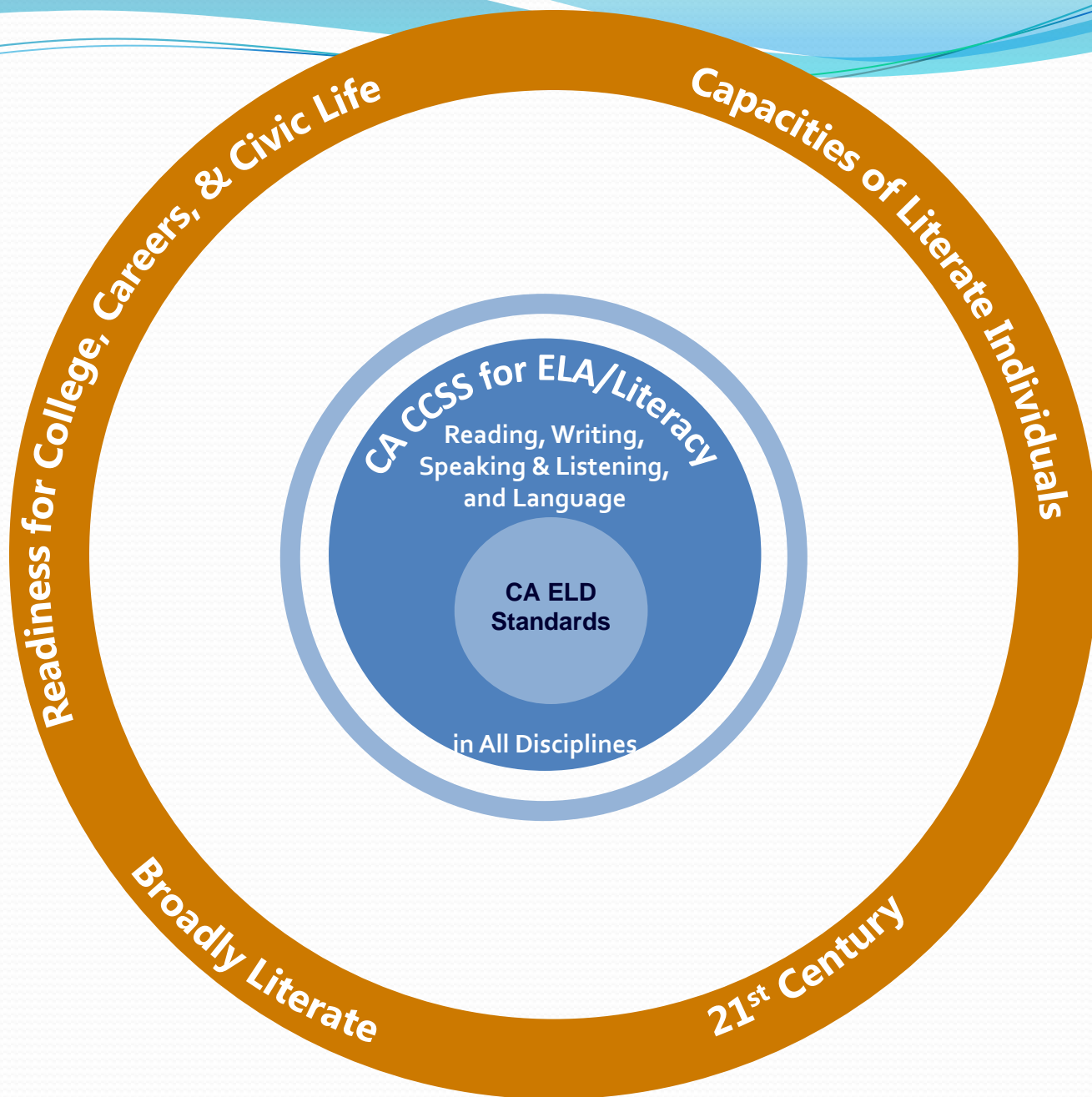
Newspaper Headlines—Allusions to Literature

- The Man Behind the Curtain in the Hewlett-Compaq Merger
- This is the House that Shaq Built
- Volumes to Go Before You Die
- The Tomato, Singing Its Siren Song
- As Things Fall Apart, Zaire's Isolation Deepens

Newspaper Headlines—Allusions to Songs

- 'Fantasticks' Pays Back for 50 Years — From a Small Investment in 1960, the Checks Follow, Follow, Follow...
- City Sidewalks, Packed in Holiday Style, Hint at End to Lingering Slump in Tourism
- Luck Be a Microchip Tonight
- Diamonds Are a Czar's Best Friend
- Strangers in the Net, Exchanging Glances
- Hello Fender, Hello Gibson
- Robert Degen, 104, Dies; Had Hand in Hokey Pokey

Figure 2.1 The ELA/ELD Framework Circles of Implementation



The image shows the front cover of the 'California Common Core State Standards' book. The background is a light blue circular seal featuring a Minerva figure, a grizzly bear, and sailing ships. The text 'EUREKA' and 'EDUCATIO' are visible at the top. A yellow rectangular box in the upper left contains the title and subject areas. A small logo and adoption date are in the bottom right.

California Common Core State Standards

English Language Arts & Literacy in
History/Social Studies, Science, and
Technical Subjects

**COMMON CORE
STATE STANDARDS
CALIFORNIA**
Adopted by the California
State Board of Education
August 2010 and modified
March 2013

The image shows the front cover of the 'California English Language Development Standards' book. It features the same circular seal as the first book. A yellow rectangular box in the upper left contains the title and grade levels. A small logo and adoption date are in the bottom right.

California English Language Development Standards (Electronic Edition)

Kindergarten Through Grade 12

**COMMON CORE
STATE STANDARDS
CALIFORNIA**
Adopted by the California
State Board of Education
November 2012

- Reading
- Writing
- Speaking and Listening
- Language

- Interacting in Meaningful Ways
- Learning About How English Works
- Using Foundational Skills



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

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

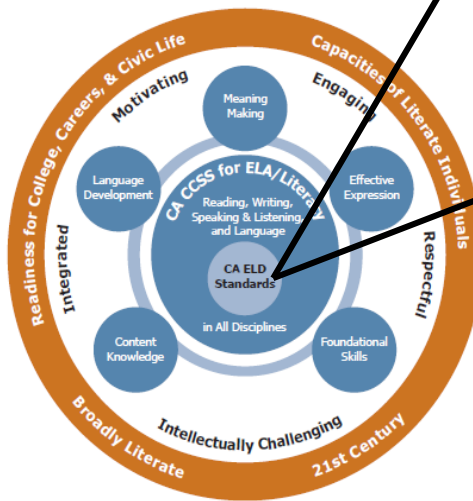
Knowledge of Language:

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

The Why: Purposes

The How: Processes

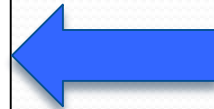
The What: Resources



Comprehensive ELD: Integrated & Designated ELD

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*.

The Big Picture

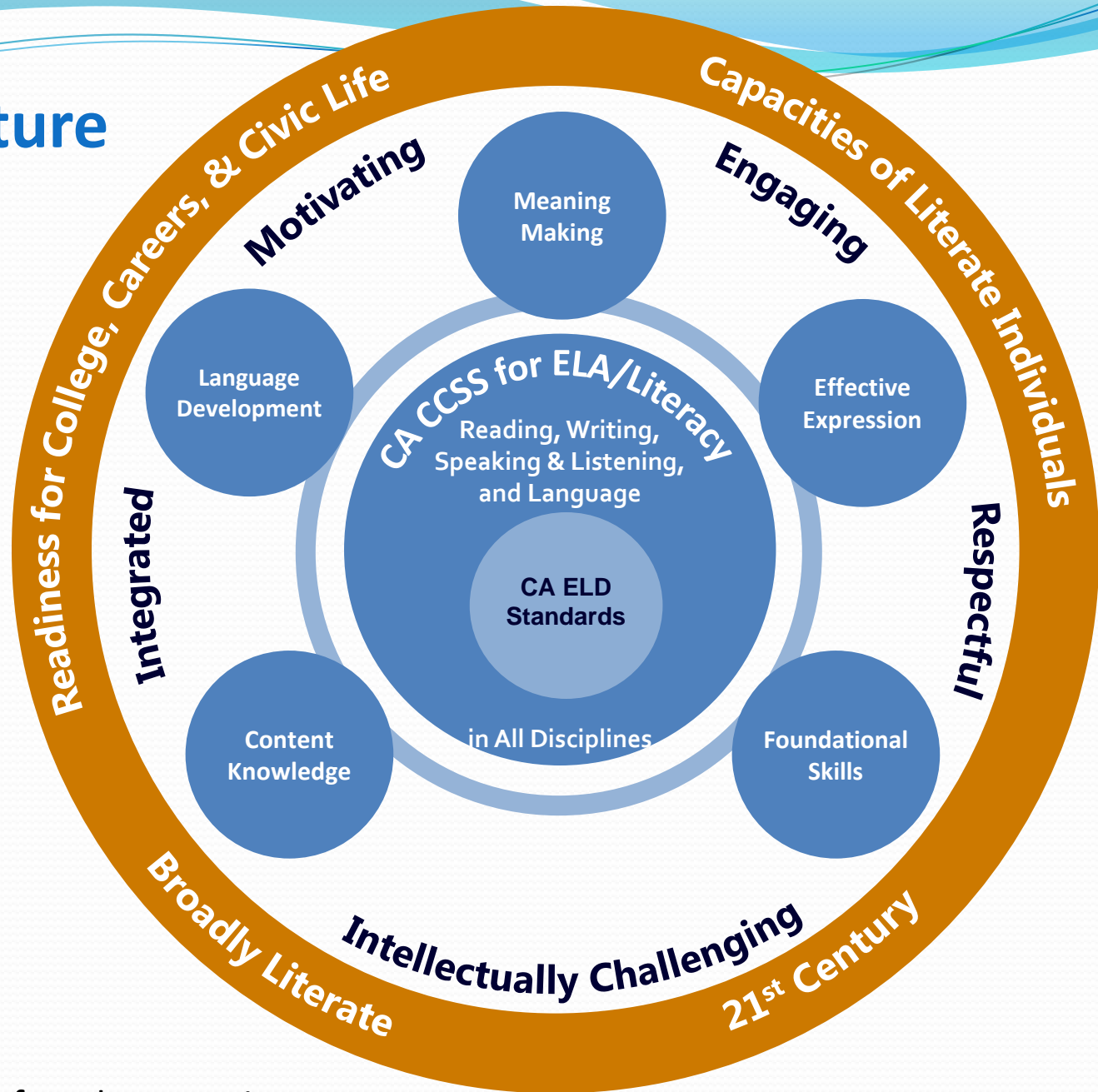


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Implications

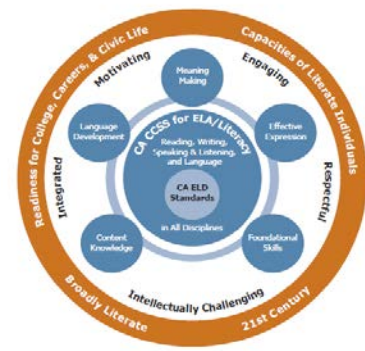
In the classroom...

- Standards are not treated as individual, isolated achievements.
- The strands are not treated as such.
- The content areas are not distinct subjects.
- The themes are not sequential.
- ELD instruction is not the specialist's job.
- Students are not asked to engage with mindless texts.
- Classrooms are not quiet.
- Students do not spend their days sitting.
- Students are not in exclusive cliques.



In the classroom...

- Standards are inextricably linked.
- The language arts are intertwined.
- The content areas are intertwined.
- All themes are addressed.
- ELD instruction is everyone's job.
- Students engage with interesting, relevant texts that reflect the diversity of humankind.
- Classrooms are often noisy.
- Students are moving.
- Students interact respectfully with everyone.



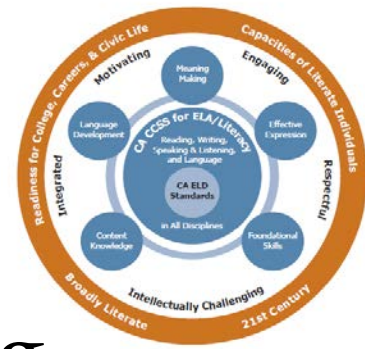
At the school...

- Teachers are talking, questioning, and sharing.
- Teachers are in one another's classrooms.
- Administrators and specialists are in classrooms.
- Parents and community members are on site.
- Texts are relevant, challenging, and diverse. They reflect and expand students' experiences.
- Performances are occurring.
- Interactions are positive.



In the district...

- Educators are talking, questioning, sharing.
- Educators are planning together.
- Parents and community members gather for genuine conversations.



How?

Ongoing professional learning and collaboration are crucial.

- dispositions
- time





We ...

- Read, view, listen, share.
- Collaborate and communicate.
- Think critically and creatively.
- Understand and value diverse perspectives.

Figure 3.19. Collaboration

Collaboration: A Necessity

Frequent and meaningful collaboration with colleagues and parents/families is critical for ensuring that all students meet the expectations of the CA CCSS for ELA/Literacy and the CA ELD Standards. Teachers are at their best when they frequently collaborate with their teaching colleagues to plan instruction, analyze students' work, discuss students' progress, integrate new learning into their practice, and refine lessons or identify interventions when students experience difficulties. Students are at their best when teachers enlist the collaboration of parents and families—and the students themselves—as partners in their education. Schools are at their best when educators are supported by administrators and other support staff to implement the type of instruction called for in this *ELA/ELD Framework*. School districts are at their best when teachers across the district have an expanded professional learning community they can rely upon as thoughtful partners and for tangible instructional resources. More information about these types of collaboration can be found in chapter 11 and throughout this *ELA/ELD Framework*.



Actions

Broaden and deepen your knowledge of the subject matter.

Broaden and deepen your knowledge of pedagogy.

Examine—and perhaps alter—your dispositions.

Initiate a new collaboration.

Executive Summary

English Language Arts/English Language Development Framework

for California Public Schools

Kindergarten Through Grade Twelve





Thank you.