



# Launching the 2014 ELA/ELD Framework

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Bakersfield



**CALIFORNIA DEPARTMENT OF EDUCATION**  
Tom Torlakson, State Superintendent of Public Instruction



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# 6-12 Content Knowledge: Share, Show, Know, Go!

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Presentation materials are available on the Digital Chalkboard  
ELA/ELD Framework Launch Events Web page at  
<http://bit.ly/1xEWrO4>





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





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# Session Goals

- **Share** ideas, resources, and experiences relating to the instruction of content knowledge
- **Show** how the *ELA/ELD Framework* supports the development of content knowledge across all subjects
- **Know** which resources from the *ELA/ELD Framework* can support the development of content knowledge
- **Go!** Use the information from this session and apply to lesson planning, instruction, and cross-content collaboration





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# Defining Content Knowledge:

## Why is it one of the themes of the *ELA/ELD Framework*?

- Read your content knowledge quote
- Find a person who has a different quote on a different colored paper
- Make introductions
- Together, compare quotes and determine a “shared definition” for content knowledge
- After your collaboration, find a new partner with another color quote, and repeat the process in order to refine your definition of content knowledge



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# Characteristics of Content Knowledge

- Built by students reading **widely**
  - Range of Texts, Independent and In-School Reading, Across a Variety of Disciplines
- Building content knowledge is a **collaborative effort** across disciplines
- Built by engaging in reading **literature, informational texts** and **research**
- Content knowledge grows from students' **knowledge of language** and ability to use **vocabulary, grammatical structures, and discourse patterns to accomplish disciplinary goals**



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# Content Knowledge Focus Areas

- Understanding Disciplinary Literacy
- Engaging with Literature and Informational Text in all Content Areas
- Engaging in Research
- Planning for Wide Reading





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# Content Knowledge Jigsaw

- You will be assigned to one of the four “Focus Areas” that relate to content knowledge
- In addition, you will be assigned to focus on either Middle School (Grades 6-8) or High School (Grades 9-12) within your focus area





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# Content Knowledge Focus Areas Assignment

- Group #1/Quote #1: Understanding Disciplinary Literacy
- Group #2/Quote #2: Engaging with Literature and Informational Text in all Content Areas
- Group #3/Quote #3: Engaging in Research
- Group #4/Quote #4: Planning for Wide Reading

“A” Quotes = Grades 6-8

“B” Quotes = Grades 9-12



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# Content Knowledge Jigsaw

- You will be given excerpts of the framework that will provide you with more information and examples relating to your section
- In your group, you will use the provided chart paper and markers to create a poster that includes the following:
  - Demonstrates a clear understanding of how content knowledge is accessed through your focus area
  - Provides applications for teaching and learning
  - Provides references to helpful resources



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# Content Knowledge Expert Group Carousel

- After you have created your poster, you will select one person to stay with the poster in order to be the “spokesperson” that will speak for your group
- Each group will rotate to the three remaining sections, and listen to mini-presentations from all of the focus areas
- Please Rotate to stay within your MS (A) and HS (B) Grade-level Spans





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# Content Knowledge Focus Areas Assignment

- Group #1/Quote #1: Understanding Disciplinary Literacy
- Group #2/Quote #2: Engaging with Literature and Informational Text in all Content Areas
- Group #3/Quote #3: Engaging in Research
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“A” Quotes = Grades 6-8

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# Reflection

- How does literacy deepen content knowledge? What are some examples of how this is applied?
- What is the relationship between wide reading and building content knowledge?
- What are some strategies for having students engage in research to build content knowledge?
- What are resources or ideas that I can take back to use in my planning and instruction? In working with my colleagues?



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# Framing Questions for Lesson Planning

- Skim over the “Framing Questions for Lesson Planning”
- Think about how these guiding questions can help to create lessons that engage students with building content knowledge





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Framing Questions for Lesson Planning	
Framing Questions for All Students	Add for English Learners
<ul style="list-style-type: none"> <li>• What are the big ideas and culminating performance tasks of the larger unit of study, and how does this lesson build toward them?</li> <li>• What are the learning targets for this lesson, and what should students be able to do at the end of the lesson?</li> <li>• Which clusters of CA CCSS for ELA/Literacy does this lesson address?</li> <li>• What background knowledge, skills, and experiences do my students have related to this lesson?</li> <li>• How complex are the texts and tasks that I will use?</li> <li>• How will students make meaning, express themselves effectively, develop language, and learn content? How will they apply or learn foundational skills?</li> <li>• What types of scaffolding, accommodations, or modifications will individual students need to effectively engage in the lesson tasks?</li> <li>• How will my students and I monitor learning during and after the lesson, and how will that inform instruction?</li> </ul>	<ul style="list-style-type: none"> <li>• What are the English language proficiency levels of my students?</li> <li>• Which CA ELD Standards amplify the CA CCSS for ELA/Literacy at students' English language proficiency levels?</li> <li>• What language might be new for students and/or present challenges?</li> <li>• How will students interact in meaningful ways and learn about how English works in collaborative, interpretive, and/or productive modes?</li> </ul>



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# Snapshot Analysis

- Reflect on the following questions as the snapshot is presented:
  - Which of the four focus areas of content knowledge does this snapshot illustrate?
  - What are some instructional resources, strategies or ideas from this lesson that you can utilize in your own teaching?
  - Do you see evidence of the “Framing Questions for Planning” in this snapshot?



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# Snapshot 6.8 Standards

- 7th Grade Designated ELD Math Class
- Standards:
  - ELD PI.7.1: Exchanging information and ideas with others through oral collaborative discussions on a range of social and academic topics
  - ELD.P1.7.3: Offering and justifying opinions, negotiating with and persuading others in communicative exchanges
  - MP 3: Construct viable arguments and critique the reasoning of others





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## Snapshot 6.8

During designated ELD instruction, teachers work with their English learners to help them understand and gain confidence using the language needed to construct and justify arguments, understand the arguments of others, and communicate their ideas clearly. Teachers can provide their EL students with knowledge of and practice in using words, phrasing and discourse practices useful for discussing mathematical content and for making arguments in mathematics.



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## Snapshot 6.8

Some of this language includes introductory adverbial phrases (e.g., In this case, As shown previously), or cause/effect sentence structures (e.g., Due to/as a result of \_\_\_\_, I expect/conclude that \_\_). Teachers can enhance English learners' ability to engage in dialogue about mathematical ideas by providing structured and meaningful practice using a variety of question openers and extenders (e.g., Could you clarify what you mean by \_\_\_\_? I'm not sure I agree with you, but let me explain what I mean ...).



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## Snapshot 6.8

For example, teachers might pull a small group of ELs at similar English language proficiency levels while the rest of the class is working on independent tasks in groups or pairs. Teachers might use this designated time to discuss the language resources useful for engaging in conversations about mathematics topics and to allow the students to engage in small group discussion using the language.





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## Snapshot 6.8

This way, teachers can focus strategically on the specific type of language their EL students need to develop in order to fully engage with the math content and strengthen their ability to use the language during whole class or small group tasks. During mathematics instruction, teachers monitor students and provide judicious corrective feedback to ensure students are using the language appropriately while also applying the correct mathematics practices and content knowledge.



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# Snapshot Analysis

- Reflect on the following questions:
  - Which of the four focus areas of content knowledge does this snapshot illustrate?
  - How have teachers worked together to plan this instruction?
  - What are some instructional resources, strategies or ideas from this lesson that you can utilize in your own teaching?
  - Do you see evidence of the “Framing Questions for Planning” in this snapshot?



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# Snapshot 6.8 Analysis

- Area of Content Knowledge Focus:  
Understanding Disciplinary Literacy
- Strategies/Resources:
  - Use of Sentence Frames, Small Group  
“Rehearsal” Time, Use of Language Resources,  
Providing Corrective Feedback
- Framing Questions:
  - What language might be new for student and/or  
present challenges?
  - How will students interact in meaningful ways  
and learn about how English works?





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# Content Knowledge “Cheat Sheet”

- We have provided you with a “Cheat Sheet” that helps you easily locate snapshots and vignettes that illustrate examples of how content knowledge is acquired through the four focus areas
- How might you and your colleagues use this “Cheat Sheet” and the information you learned during this session to plan for teaching and learning?



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# Closure

- Reflect on the following:
  - 3: What are three **big ideas** that you learned in this session?
  - 2: What are two instructional **content knowledge strategies** that you want to foster at your site?
  - 1: What is a “**next step**” you and your colleagues could take to plan for instructional around content knowledge?



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# Session Evaluation

Your feedback is important to us!

Please take a few minutes to complete  
the Session Evaluation:

<http://bit.ly/KernSessionFeedback>