California
SPANISH LANGUAGE DEVELOPMENT STANDARDS

CABE Presentation
March 5, 2015
Session Goal

This session will empower California teachers, teachers-on-special assignment, instructional coaches, curricular leaders and district administrators an opportunity to provide input, edits and recommendations for the drafts of the Spanish Language Development Standards.
Learning Intentions

- Comprehend the value, recognize the use and become familiar with the scope of SDCOE’s California Spanish Language Development (SLD) standards
- Build depth of understanding about the English Language Development and SLD standards
- Offer edits and insights to improve the drafts of the SLD standards
Success Criteria

- Can articulate and defend the purpose, utility and design of the Spanish Language Development (SLD) standards
- Can delineate the fit of the SLD standards with the English language development standards
- Can propose revisions for the drafts of the SLD standards
AGENDA

3:15 pm  ORIENTATION
3:30 pm  PART I EDITS
4:30 pm  PART II EDITS
5:30 pm  CLOSURE
Purposes of ELD Standards

“...designed to be used by all teachers of academic content and of ELD...albeit in ways that are appropriate to the setting and identified student need.”

“...intended to be used in tandem with other academic content standards to support English Learners in mainstream academic content classrooms.”

“....amplify the language knowledge, skills and abilities of those Common Core standards that are critical in order for English Learners to simultaneously be successful in school while they are developing English.”

Overview of the California ELD Standards
Purposes of SLD Standards

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....amplify the language knowledge, skills and abilities of those Common Core standards that are critical in order for Spanish Learners to simultaneously be successful in school while they are developing Spanish.”
Value of the ELD Standards

“While scaffolding is an important notion for all students, the CA ELD Standards provide general guidance on levels of scaffolding for ELs at different English language proficiency levels.”

“...provide teachers with concise information on what to expect their ELs to be able to do with and through English as they gain increasing proficiency in English as an additional language.”

“Teachers can use the CA ELD Standards as a guide to support their ELs at different English language proficiency levels to participate in collaborative discussions about rich content.”

-California ELA/ELD Framework, Chapter 2
Value of the SLD Standards

While scaffolding is an important notion for all students, the SLD Standards provide general guidance on levels of scaffolding for Spanish Learners [SLs] at different Spanish language proficiency levels.

Provide teachers with concise information on what to expect their SLs to be able to do with and through Spanish as they gain increasing proficiency in Spanish as an additional language.”

Teachers can use the SLD Standards as a guide to support their SLs at different Spanish language proficiency levels to participate in collaborative discussions about rich content.
Use of the SLD Standards

- **Integrated ELD:** “all teachers with ELs in their classrooms use the CA ELD Standards in tandem with the focal CA CCSS for ELA/Literacy and other content standards”

- **Designated ELD:** “protected time during the regular school day in which teachers use the CA ELD Standards as the focal standards in ways that build into and from content instruction in order to develop critical language ELs need for content learning in English”

  - *California ELA/ELD Framework, Chapter 2*
Use of the SLD Standards

- **Integrated SLD**: all teachers with SLs in their classrooms use the CA SLD Standards in tandem with the focal CA CCSS for SLA/Literacy and other content standards”

- **Designated SLD**: protected time during the regular school day in which teachers use the CA SLD Standards as the focal standards in ways that build into and from content instruction in order to develop critical language SLs need for content learning in Spanish
New Terminology Emerges

• Spanish Learners (los estudiantes de español): students working to become grade level proficient in academic Spanish

• Integrated SLD (el desarrollo de lenguaje en español, integrado): linguistic scaffolding for Spanish Learners during content instruction

• Designated SLD el desarrollo de lenguaje en español, designado): building awareness about language and developing skills/abilities to use language, emphasizing oral language
Structure of the ELD Standards

CA ELD Standards: Grade 5 Example

Section 1

Section 2
Look for a document that looks like this...

ELD Standards Architecture

Sections

Section I: Goal, Critical Principles, and Overview

Part I: Interacting in Meaningful Ways
  3 Modes of Communication
    A. Collaborative
       4 strands*
    B. Interpretive
       4 strands
    C. Productive
       4 strands

Part II: Learning About How English Works
  3 Language Processes
    A. Structuring Cohesive Texts
       2 strands
    B. Expanding and Enriching Ideas
       3 strands
    C. Connecting and Condensing Ideas
       2 strands

Part III: Using Foundational Literacy Skills
  0 Strands
  See Appendix A

Corresponding CCSS ELA

The parentheses note are identified as clusters in the Overview of the Common Core English Language Development Standards, p. 15.
....or Look for a document that looks like this...

California English and Spanish Language Development Strands

<table>
<thead>
<tr>
<th>Collaborative</th>
<th>Interpretable</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Part I - Interacting in Meaningful Ways</strong></td>
<td><strong>Parte I - Interactuar de manera significativa</strong></td>
</tr>
<tr>
<td>1. Exchanging information and ideas with others through oral collaborative discussions on a range of social and academic topics</td>
<td>1. Intercambiari nformación e ideas con otros a través de conversaciones orales colaborativas en una gama de temas sociales y académicos</td>
</tr>
<tr>
<td>2. Interacting with others in written English in various communicative forms</td>
<td>2. Interactuar con otros en español escrito en varias formas de comunicación (impresa, tecnología comunicativa y multimedia)</td>
</tr>
<tr>
<td>3. Offering and justifying opinions, negotiating with and persuading others in communicative exchanges</td>
<td>3. Ofrecer y justificar opiniones, negociando y persuadiendo a los demás en intercambios comunicativos</td>
</tr>
<tr>
<td>4. Adapting language choices to various contexts (based on task, purpose, audience, and text type)</td>
<td>4. Adaptar las opciones del lenguaje a varios contextos (en base a la tarea, propósito, audiencia y tipo de texto)</td>
</tr>
<tr>
<td><strong>Interpretive</strong></td>
<td><strong>Interpretativo</strong></td>
</tr>
<tr>
<td>5. Listening actively to spoken English in a range of social and academic contexts</td>
<td>5. Escuchar activamente el español hablado en una gama de contextos sociales y académicos</td>
</tr>
<tr>
<td>6. Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language</td>
<td>6. Leer atentamente textos literarios e informativos, y consultar la multimedia para determinar cómo se transmite el significado explícita e implicitamente a través del lenguaje</td>
</tr>
<tr>
<td>7. Evaluating how well writers and speakers use language to support ideas and arguments with details or evidence depending on modality, text type, purpose, audience, topic, and content area</td>
<td>7. Evaluar qué tan bien usan el lenguaje los escritores y oradores para apoyar ideas y argumentos con detalles o evidencia, dependiendo del modo de comunicación, tipo de texto, propósito, audiencia, tema y materia académica</td>
</tr>
</tbody>
</table>
| 8. Analyzing how writers and speakers use vocabulary and other language resources for specific purposes (to explain, persuade, entertain, etc.) depending on modality, purpose, audience, etc. | 8. Analizar cómo los escritores y oradores usan el vocabulario y otros recursos del lenguaje para propósitos específicos (explicar, persuadir, divertir, etc.) dependiendo del modo de comunicación, tipo de texto, propósito, audiencia.
How to Edit the SLD Standards

1. Legibly write by hand on the copy of your selected grade level draft.
2. Prioritize editing standards rather than the headers or left column.
3. Focus on Part I from 3:30-4:30 pm.
4. Focus on Part II from 4:30-5:30 pm.
5. Propose additions to the glossary as the day progresses.
Próximos pasos

February: Consolidation of edits

early March: CABE session with revised drafts

mid/late March: presentation to the CDE via IQCs

April: final edits & formatting

late May: publication

June: phone/tablet app?
Prólogo de Common Core en Español

“Una educación plena reconoce la importancia del lenguaje. Con un **dominio completamente desarrollado** en un primer y segundo idioma, los estudiantes son capaces de apreciar la calidad literaria y expresiva de los textos y de utilizar eficazmente dos lenguas para expresar sus pensamientos, reflexiones e ideas al hablar y escribir.”