The CA ELD Standards in Action

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CA ELD Standards Timeline

July _____________  First ELD Standards adopted by SBE

August _______  CCSS adopted by SBE

November _____  SBE adopted the CA ELD Standards

   AB 124 ELD standards shall be aligned by grade level and be as rigorous
   and specific as the Common Core State ELA Standards. EC 60811.3 (a)

July _____________  SBE adopts new ELA-ELD Framework

November _____  ELA-ELD Materials Adoption

__________________  New ELD Standards-Aligned Assessment (ELPAC)
Language Uses in the CCSS

“Students can, without significant scaffolding, comprehend and evaluate complex texts across a range of types and disciplines…can construct effective arguments and convey intricate or multifaceted information. Likewise, students are able independently to discern a speaker’s key points, request clarification, and ask relevant questions. They build on others’ ideas, articulate their own ideas, and confirm they have been understood.”

(CCSS for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects, p. 7)
Research on second language acquisition indicates that English learners do not reliably develop ease and accuracy in using language required for academic tasks through passive listening or unstructured interactions.

From: Improving Education for ELs: Research-Based Approaches (CDE, 2010). Dutro and Kinsella, page 178.
Top 10 Things You Need to Know About the California ELD Standards

10. They __________!

9. The ______ standards __________ with ___________ and other content standards.

8. Both __________________ and ____________________ ELD are part of an English learner’s day.

7. The ELD standards focus on _________________ first, then grammar in ________________.

6. The ELD standards highlight and amplify the key ________________ critical for English learners.
5. There are _____ proficiency levels.

__________________   ___________________   ___________________

4. There are only _____ ELD standards!

3. There are ________________ ELD standards.

2. There are ________________ ELD standards.

1. They’re __________________________________________________________!
Part I: Interacting in Meaningful Ways

**Collaborative:**
Engagement in dialogue with others
Standards # 1 - 4

**Interpretive:**
Comprehension and analysis of written and spoken texts
Standards # 5 - 8

**Productive:**
Creation of oral presentations and written texts
Standards # 9 - 12

Part II: Learning About How English Works

**Structuring Cohesive Texts:**
Understand text structure, organization and cohesion
Standards # 1 - 2

**Expanding & Enriching Ideas:**
Use nouns/verbs and noun/verb phrases to create precision and clarity, and expand ideas
Standards # 3 - 5

**Connecting & Condensing Ideas:**
Connect ideas within sentences, combining clauses, and condensing ideas
Standards # 6 - 7
The Teaching and Learning Cycle

Building content knowledge of the topic

Learning about the language of the text type

Independent construction of the text type

Guided practice constructing the text type

Spycher & Linn-Nieves, 2014
The Teaching and Learning Cycle

Building content knowledge
- Lots of reading & writing
- Videos and other medias
- Public information charts
- Structured collaborative conversations
- Attention to domain specific and general academic vocabulary

Learning about the text type
- Examine a mentor text
- Identify the text’s organization
- Deconstruct the text—unpack paragraphs, sentences, phrases
- Focus on particular language features
- Develop shared meta-language

Independent
- Write an informational text on the studied topic
- Write own version of a studied narrative
- Co-write a science report using research gathered in class
- Write a new narrative text using learned text type

Joint Construction
- Retell/rewrite a story
- Change the ending of a story
- Use descriptive language
- Focus on particular language features
- Write about a learned topic
The Teaching and Learning Cycle:

#1 Building Content Knowledge

Visual Support:
Noodles = Notes + Doodles

Read text to students pausing frequently to summarize sections. Draw pictures and add key language so students learn about the main idea from the text. After each addition, elicit a ‘turn and talk’ where students practice verbalizing the new information just taught with one another.

- masticate
- saliva + food = bolus
- pharynx esophagus

10 seconds
The Teaching and Learning Cycle:

#1 Building Content Knowledge

Noodles: Ants

Leafcutter Ants

- Cut with jaws
- Big leaves
- Food
- Home colony
- Many trips with heavy loads

The leafcutter ants cut leaves with their jaws and carry it to its colony for food.

Sugar Ant

- Food

Sugar ants guard the nest by biting their big heads so that enemies won't go in.

Weaver Ant

- Stretch leaves together
- Nest made out of leaves
- Nectar
- Balloons

Weaver ants pull leaves together by stretching their body. Then they use a glue from a fungus to make a leave nest.
Noodles videos
The Teaching and Learning Cycle:
#1 Building Content Knowledge

Jigsaw: Ants

- Divide students into teams
- Each team receives a short text about a specific topic
- Teams read and decide on information to share
- Teacher reviews the information before teams proceed to record on construction paper
- Teams present
# The Teaching and Learning Cycle: #1 Building Content Knowledge

## Informational Grid: Owls

<table>
<thead>
<tr>
<th>Species</th>
<th>Physical Characteristics</th>
<th>Diet</th>
<th>Other Interesting Facts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Burrowing Owl</td>
<td>- 85–110 in. long</td>
<td>-零食, birds, insects</td>
<td>- nocturnal, good at flushing out prey</td>
</tr>
<tr>
<td>Great Horned Owl</td>
<td>- 10–20 lbs.</td>
<td>- rodents, snakes</td>
<td>- diurnal, some seasonal activity</td>
</tr>
<tr>
<td>Snowy Owl</td>
<td>- 3–4 lbs.</td>
<td>- small mammals</td>
<td>- migratory, breeds in the Arctic</td>
</tr>
<tr>
<td>Barn Owl</td>
<td>- 1–2 lbs.</td>
<td>- small birds, mammals</td>
<td>- diurnal, sleeps during the day</td>
</tr>
<tr>
<td>Elf Owl</td>
<td>- 0.5–1 lb.</td>
<td>- insects</td>
<td>- diurnal, breeds in the Arctic</td>
</tr>
</tbody>
</table>
The Teaching and Learning Cycle:

#1 Building Content Knowledge

Supporting Main Idea Gallery Walk

- After students have worked with the text, elicit the main idea and record it on chart paper/board.
- Post charts of details from the text around the room.
- Have students travel in pairs/small groups to
  - review the detail on the chart
  - determine if it supports the main idea
  - record on post-it notes
- Go over as whole group to validate & confirm
Supporting Main Idea Gallery Walk
A Trip to the Firehouse

David is wearing a special shirt to honor his trip to the firehouse.

There are lots of exciting things at the firehouse.

Everything needs to be kept in perfect working order.

No because it does not have to do with the firemen.
The Teaching and Learning Cycle:

#1 Building Content Knowledge

Topic Exploration

Sources: wonderopolis.org, texts, articles

Objectives:
- focus on different text types
- focus on foundational skills
- integrate listening, speaking, reading & writing
- develop academic vocabulary
- answer wonder questions
- overcome the fear of reading long text
- Incorporate all subject areas
The Teaching and Learning Cycle:

#1 Building Content Knowledge

Topic Exploration
The Teaching and Learning Cycle:  
#1 Building Content Knowledge

- Adult/spawn Salmon Life Cycle
- 1st president of US: George Washington
- War: face on $1 bill
- Great presidents: Washington, Jefferson, Lincoln
- 2nd president: John Adams
- 3rd president: Thomas Jefferson
- 4th president: James Madison
- 5th president: James Monroe
- 6th president: John Quincy Adams
- 7th president: Andrew Jackson
- 8th president: Martin Van Buren
- 9th president: William H. Harrison
- 10th president: John Tyler
- 11th president: James K. Polk
- 13th president: Andrew Johnson
- 14th president: Abraham Lincoln
- 15th president: Andrew Johnson
- 16th president: Ulysses S. Grant
- 17th president: Rutherford B. Hayes
- 18th president: James A. Garfield
- 19th president: Chester A. Arthur
- 20th president: Grover Cleveland
- 21st president: Benjamin Harrison
- 22nd president: Grover Cleveland
- 23rd president: William McKinley
- 24th president: Theodore Roosevelt
- 25th president: William Taft
- 26th president: Woodrow Wilson
- 27th president: Warren G. Harding
- 28th president: Calvin Coolidge
- 29th president: Herbert Hoover
- 30th president: Franklin D. Roosevelt
- 31st president: Harry S. Truman
- 32nd president: Dwight D. Eisenhower
- 33rd president: John F. Kennedy
- 34th president: Lyndon B. Johnson
- 35th president: Richard Nixon
- 36th president: Gerald Ford
- 37th president: Jimmy Carter
- 38th president: Ronald Reagan
- 39th president: George H.W. Bush
- 40th president: Bill Clinton
- 41st president: George W. Bush
- 42nd president: Barack Obama
- 43rd president: Donald Trump

- Bats
  - Characteristics:
    - Can: fly, swoop, hang upside down, eat insects, eat fruit, eat frogs, live in caves, use echolocation
    - Have: wings, fur, long ears, teeth, four fingers, and a thumb, hairless skin
    - Are: nocturnal, mammals, interesting, well hidden in a roost
Text Reconstruction

Text reconstruction is an approach where students utilize higher order thinking skills to collaboratively construct their initial understanding of complex text. It is best used with informational text.

- The teacher selects or prepares a short text which models the text type of focus and content being studied. The text should take about 1 minute to read aloud.

- Students listen, take notes, collaborate, read, write, reflect on language use, clarify content, and use academic language.

- Once complete, there is context for explicit teaching of the text type and features of grammar (deconstruction).
Text Reconstruction
Even though you cannot feel it, Earth is turning. It makes one full turn in 24 hours or one day. For about half of those hours, the place where you live faces the sun. It is day time. The rest of the time, your home is not facing the Sun. Then it is dark.

(Wonders – 2nd)
The Teaching and Learning Cycle:

#2 Learning Language of the Text Type

<table>
<thead>
<tr>
<th>Even though you cannot feel it, Earth is turning. Earth makes one full turn in 24 hours, on one day.</th>
<th>Earth is spinning. Earth 1 full turn = 24 hrs (1 day)</th>
</tr>
</thead>
<tbody>
<tr>
<td>For about half of those hours, the place where you live faces the sun. It is daytime.</td>
<td>Sun</td>
</tr>
<tr>
<td>The rest of the time, your home is not facing the sun. Then it is dark.</td>
<td>Daytime</td>
</tr>
<tr>
<td></td>
<td>12 hrs</td>
</tr>
<tr>
<td></td>
<td>12 hrs</td>
</tr>
<tr>
<td></td>
<td>There is no sun.</td>
</tr>
<tr>
<td></td>
<td>It's nighttime</td>
</tr>
</tbody>
</table>
The Teaching and Learning Cycle:

#2 Learning Language of the Text Type

Sentence Patterning Chart

<table>
<thead>
<tr>
<th>Article</th>
<th>Adjective</th>
<th>Nouns</th>
<th>Verbs</th>
<th>Adverbs</th>
<th>Prepositional Phrases</th>
</tr>
</thead>
<tbody>
<tr>
<td>The</td>
<td>huge</td>
<td>komodo</td>
<td>waits</td>
<td>patiently</td>
<td>in Indonesia</td>
</tr>
<tr>
<td>A</td>
<td>big</td>
<td>dragon</td>
<td>tears</td>
<td>quickly</td>
<td>on the beach</td>
</tr>
<tr>
<td>An</td>
<td>fierce</td>
<td></td>
<td>bites</td>
<td>slowly</td>
<td>in the water</td>
</tr>
<tr>
<td></td>
<td>muscular</td>
<td></td>
<td>springs</td>
<td>carefully</td>
<td>in the forest</td>
</tr>
<tr>
<td></td>
<td>poisonous</td>
<td></td>
<td>hunts</td>
<td>quietly</td>
<td>in a cave</td>
</tr>
<tr>
<td></td>
<td>carnivorous</td>
<td></td>
<td>eats</td>
<td></td>
<td>behind a bush</td>
</tr>
<tr>
<td></td>
<td>camouflaged</td>
<td></td>
<td>fights</td>
<td></td>
<td>on its prey</td>
</tr>
<tr>
<td></td>
<td>patient</td>
<td></td>
<td>walks</td>
<td></td>
<td>on land</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The Teaching and Learning Cycle:

#2 Learning Language of the Text Type

Narrative Text Structure

- Events
  1. making pan dulce (Mexican sweet bread)
  2. making pumpkin turnovers the best
  3. baking “chango bars” with extra chocolate chips
  4. baking bagels
  5. baking braided breads
  6. baking Jalapeños bagels - combination of Mexican and Jewish cultures

- Orientation
  - Who: Parents and Pablo
  - When: Saturday Night — baking Sunday, Monday
  - Where: bakery — school
  - What: Internation Day (culture day)
The Teaching and Learning Cycle:

#2 Learning Language of the Text Type

Narrative Text Structure

Resolution

Final decision

Problems solved

Concluding

Bring Jalapeños bagels to the Internation Day!!!

- Warm
- Happy
- Excited to share both cultures
- A hard decision (express)
- Surprised
- Smells good

March 3, 2016

3-3-16

Seat Work

Comprehension book pg

AR book/quiz
The Teaching and Learning Cycle:

#2 Learning Language of the Text Type

Windowpane

Informative Paragraph

- Focus on a topic
- Have a topic sentence
- Use sensory details
- Use adjectives and adverbs to describe

Details:
- Sight
- Smell
- Taste
- Hear

Use proper format:
- Topic sentence
The Teaching and Learning Cycle:

#2 Learning Language of the Text Type

Windowpane
The Teaching and Learning Cycle:

#2 Learning Language of the Text Type

*Five bug pals* - detail

- chat = talk
- dash = run fast
- zip around = walk around fast
- wailed = talked like crying
- rushed away = walked away in a hurry
- popped out = appear suddenly
The Teaching and Learning Cycle: #3 Joint Construction
The Teaching and Learning Cycle:
#3 Joint Construction

Komodo Dragons

The largest lizard is a Komodo dragon that lives anywhere in the world but mostly near the Indonesian Islands. Do you know how big this reptile is? Komodo dragons grow to be 10 feet long and can weigh over 175 pounds. Komodo dragons have sharp teeth that can easily break but they can grow new ones. Some Komodo dragons can grow up to 200 new teeth a year. Komodo dragons can eat deer, birds, and other mammals. They are carnivores which means they only eat meat. They can smell their prey over a mile away. Also, they can look for food in the ocean. Scientists are still studying these animals' lives.
The Teaching and Learning Cycle

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**Joint Construction**
- Retell/rewrite a story
- Change the ending of a story
- Use descriptive language
- Focus on particular language features
- Write about a learned topic
Ants have many physical characteristics. First, they look like honey. They have 6 legs joined to their thorax. Also, 2 bent antennae to smell, communicate, and touch. They have 3 body parts: head, thorax, abdomen.

Honey pot ants live in New Mexico. They also live in America. And they live in Arizona, by Grecia.
# Formative Assessment in Writing

## Language Analysis Framework for Writing

<table>
<thead>
<tr>
<th>Content Knowledge and Register</th>
<th>Text Organization and Structure</th>
<th>Grammatical Structures</th>
<th>Vocabulary</th>
<th>Spelling and Punctuation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is the overall meaning clear? Are the big ideas there, and are they accurate? Is the text type (e.g., opinion, narrative, explanation) appropriate for conveying the content knowledge? Does the register of the writing match the audience?</td>
<td>Is the purpose (e.g., entertaining, persuading, explaining) getting across? Is the overall text organization appropriate for the text type? Are text connectives used effectively to create cohesion? Are pronouns and other language resources used for referring the reader backward or forward?</td>
<td>Are the verb types and tenses appropriate for the text type? Are noun phrases expanded appropriately in order to enrich the meaning of ideas? Are sentences expanded with adverbials (e.g., adverbs, prepositional phrases) in order to provide details (e.g., time, manner, place, cause)? Are clauses combined and condensed appropriately to join ideas, show relationships between ideas, and create conciseness and precision?</td>
<td>Are general academic and domain-specific words used, and are they used accurately? Are a variety of words used (e.g., a range of words for “small”: little, tiny, miniscule, microscopic)?</td>
<td>Are words spelled correctly? Is punctuation used appropriately?</td>
</tr>
</tbody>
</table>

*Figure 8.7. Language Analysis Framework for Writing – CA ELAVELD Framework, 2014
From Sypcher and Linn-Nieves (2014), adapted from Derewianka (2011), Gibbons (2009), and Sypcher (2007)*
Ants have many physical characteristics. First they look like honey. They have 6 legs pointed to their thorax. Also 2 bent antennae to smell, communicate and touch. They have 3 body parts: head, the thorax, abdomen.

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Questions & Comments

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