Access and Use CDE’s Collection of Resources for Educators Who Support English Learners

Curriculum Frameworks and Instructional Resources Division

California Association of Teachers of English – 2018 Convention
March 28, 2018
Objectives

1. Become familiar with a collection of online resources aligned with the guidance of the ELA/ELD Framework

2. Experience a sampling of resources with an EL focus that link the guidance from the ELA/ELD Framework to everyday instruction

3. Access and navigate the collection to identify 2-3 you might use to inform instructional decisions, support professional learning, or inspire innovative approaches
Sample Elementary School currently has in place a pull-out ELD model where EL students leave their classroom to meet with an ELD teacher. The principal and the ELD teacher notice this is not particularly effective, as EL students are regularly missing core instruction. Lately they have been wondering if boosting integrated ELD might address this gap in core instruction. They want to learn more about what it is and how it differs from designated ELD.

What is your current knowledge of integrated and designated ELD?

How would you encourage someone to learn more about this?
Implementation Support for the ELA/ELD Framework
A Collection of Resources That Support the Implementation of the English Language Arts/English Language Development Framework.

The California Department of Education (CDE) continues to develop and collect resources critical to implementing the California content standards and increasing student achievement. This collection of select resources connects the content in the ELA/ELD Framework with resources from the CDE, in addition to other reputable sources that address the five key instructional themes and crucial support for English learners. The intent of this collection is to provide educators timely resources they can use to expand the scope of the guidance in the ELA/ELD Framework and to inform professional development and instructional decisions at all schools and districts. All resources included here have been reviewed by CDE staff to ensure, to the extent possible, that they

- were created or recommended by a reputable source;
- have been used in classrooms, schools, or districts;
- demonstrate evidence of positive impact or evidence of usefulness for an intended audience (e.g., students, teachers, administrators, schools, districts);
- are timely, given current educational priorities and policy developments;
- reference research, and
- are aligned to current standards.

Resources by Grade

- [All Grades](#)
- Grades TK-1
- Grades 2-5
- Grades 6-12

Implementation Support Videos

- [All Videos](#)

Resources by Category

- Meaning Making
- Effective Expression
- Language Development
- Content Knowledge
- Foundational Skills
- EL Support
Organization

RESOURCES BY GRADE

- All Grades
- Grades TK–1
- Grades 2–5
- Grades 6–12

RESOURCES BY CATEGORY

- Meaning Making
- Effective Expression
- Language Development
- Content Knowledge
- Foundational Skills

IMPLEMENTATION SUPPORT VIDEOS

- All Videos
- EL Support
Providing Integrated and Designated ELD

Grade Level: All

Highlighted ELA/ELD Framework Resources

CDE Resources

External Resources

Grade Level: TK–1

Grade Level: 2–5

Grade Level: 6–12
English Learner Support Tab

- Supporting All English Learner Students
- Providing Integrated and Designated ELD
- Supporting Long Term English Learners
- Supporting English Learners with Learning Disabilities
- Using Formative Assessment to Support English Learners
Implementation Support for the ELA/ELD Framework

- Support professional learning
- Reputable resources
- Inspire Innovation

Videos Made in California

Setting Up Designated ELD
Grade 2, The Sobrato Family Foundation

Integrating ELD In An Inquiry-Based Lab
Grade 5, San Bernardino Unified School District

Foundational Literacy Skills with Newcomers
High School, San Francisco Unified School District
Videos Made in California

How can videos that illustrate how integrated ELD and designated ELD are being implemented help you or your colleagues?
Reputable Resources

Meeting the Needs of ELs with Disabilities in Your State: Making EL Exit Decisions

National Center on Educational Outcomes
Reputable Resources

The Language of Reform: English Learners in California’s Shifting Education Landscape

The Education Trust-West
Support Professional Learning

Unlocking Learning: Science as a Lever for English Learner Equity

Recommendations and Community Stakeholder Questions

Spanish Parent Advocacy Handout
Inspire Innovation

The Majority Report: Supporting the Success of Latino Students in California

The future of California’s Latino students will determine the future of California itself.

WWW.THEMAJORITYREPORT.ORG
ONLY 3 IN 10 LATINO STUDENTS ARE ELIGIBLE FOR PUBLIC UNIVERSITY ADMISSIONS

FOR EVERY 10 STUDENTS IN THE CLASS OF 2016:

3 graduated and completed A-G requirements

5 graduated and did not meet A-G requirements

2 did not graduate

FIGURE 4. Class of 2016 Graduation and A-G Completion
Follow the 3–2–1 Protocol

- 3 things you learned
- 2 things you found interesting
- 1 question you still have
Which resources can you use?

DIRECTIONS

1. Consider English learner students’ needs at your site.
2. Review the categories in the English Learner tab.
3. Work together to search for resources that might help you and your colleagues address those needs.
Cómo aprenderán inglés sus hijos:

Los nuevos estándares estatales para el desarrollo del idioma inglés de California del Kindergarten al 12º grado

En 2012, California adoptó nuevos estándares para el desarrollo del idioma inglés. Estos estándares promueven los conocimientos del idioma inglés necesarios para que los alumnos les vaya bien en la escuela. Describen claramente la progresión de conocimientos, destrezas y habilidades que los estudiantes de inglés necesitan para participar y tener éxito en todas las materias. Los maestros utilizan estos estándares para asegurarse de que los aprendices de inglés logren las expectativas académicas en cada grado.

Del 9º al 12º grado

Del 6º al 8º grado

Lo que su hijo aprenderá:

Estándares estatales comunes para las artes del lenguaje inglés y la lectoescritura de California

Los estandares comunes para las artes del lenguaje inglés y la lectoescritura de California tienen como objetivo promover la coherencia y la cohesión de los estándares—la práctica de los Estándares del lenguaje y la lectoescritura de California que beneficia a los estudiantes en todos los grados, queriendo saber y ser partícipes en cada grado escolar.

Del 3º al 5º grado

Lo que su hijo aprenderá:

Estándares estatales comunes de matemáticas de California

Los estándares estatales comunes de matemáticas de California tienen como base tres principios fundamentales: enfoque, coherencia y riqueza. Hay dos tipos de estándares para la práctica de las matemáticas y los Estándares para la profundidad de las matemáticas. En la práctica de las matemáticas, los estudiantes necesitan comprender, saber y ser capaces de hacer en cada grado escolar.

Del kindergarten al 2º grado

Los estudiantes aprenden a través de la lectura y la escritura, en tres aspectos fundamentales: enfoque, coherencia y riqueza. En cada grado escolar, los estudiantes aprenden matemáticas a través de una amplia gama de enfoques, incluyendo patrones, relaciones entre números, geometría y relaciones entre números y figuras. Los estudiantes aprenden a través de la lectura y la escritura, en tres aspectos fundamentales: enfoque, coherencia y riqueza. En cada grado escolar, los estudiantes aprenden matemáticas a través de una amplia gama de enfoques, incluyendo patrones, relaciones entre números, geometría y relaciones entre números y figuras.
Thank you!

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