Support for English Language Development in California’s Curriculum Frameworks

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Session Objectives

1. Summarize the essential function of a curriculum framework
2. Discuss the role the ELD Standards play in the guidance provided by each curriculum framework
3. Experience a sampling from a collection of resources aligned with the guidance of the ELA/ELD Framework
4. Design a plan to share the resources to further support English Language Development and English learners
Reflect

Think of specific examples of effective ELD instruction.

- Where did you learn/find out about those techniques?
- Why do you consider them “effective”? 
“With the old [frameworks], [administrators] would say, ‘Do these things.’ I feel bad for the state because I think they have provided more than you think and we don’t know how to access and get it, and as a consequence, are probably missing out.”

“Getting Down to Facts II: Insights on Standards Implementation in California’s Schools,” 2018
“[T]hey have provided more than you think and we don’t know how to access and get it...”
Curriculum Frameworks
how they function
Guide and support

Develop of local curriculum

Direct publishers

Provide research

Ensure access and equity by providing strategies for support
“The ELA and math frameworks have been helpful, especially with the examples they provide inside. You can compare those to your lesson or utilize some of those examples; that’s been helpful.”

“Getting Down to Facts II: Insights on Standards Implementation in California’s Schools,” 2018
“especially with the examples they provide inside”
ELD Standards influencing curriculum frameworks across content areas
Support for ELD

- Standards organized by **key themes**, integrated across multiple content areas
- **Equity and access** chapter
- **Figures, snapshots, and vignettes**
Millefleur District’s ELD Progress Monitoring Plan²

**District Leadership Responsibilities**

1. Establish a clearly articulated and publicly available plan for monitoring ELD progress.
   - Identify all EL and former EL students in the district and provide information to schools and teachers (before the start of the school year) that includes detailed demographic information, including how long students have been in the U.S., their primary language, their schooling background and level of literacy in their primary language, academic and linguistic progress on state summative assessments, district interim assessments, etc.
   - Provide guidance to schools for accelerated and intensive support to identified long-term English Learners and former ELs experiencing difficulty.
   - Monitor EL student progress longitudinally, determine appropriate timelines for language development (using state summative and local progress monitoring data), and act swiftly when ELs and former ELs appear to be *stalling* in their linguistic and/or academic progress.
   - Document where ELs have been placed, and ensure they are appropriately placed with the most highly qualified teachers and in the courses that will meet their specific instructional needs. For high schools, ensure ELs have full access to a-g coursework.
   - Identify EL students who are potentially ready to reclassify as English proficient.
   - Communicate ELs’ progress to parents and families in a manner and setting that invites open discussion and collaboration.

Support for ELD

- **Connections** to CA CCSS for ELA, ELD, and Mathematics to make cross-curricular learning

- **Integration of ELD support** throughout the grade-level chapters

- **Access and equity** chapter
Access and Equity Snapshot 10.7: Learning about Earthquakes in the Seventh Grade—Integrated and Designated ELD in Earth Science

The seventh-graders in Ms. L’s science class were learning about plate tectonics, and they had gathered information about how plate tectonics relates to earthquakes in California. The students had already engaged in several tasks to learn about the topic, including working in pairs to create a labeled diagram to show the plates’ locations and movements, discussing in small groups the texts they had read and Web sites they had viewed on the topic, and writing descriptions, explanations, and summaries in their science journals. Their conversations were particularly animated as the school was located not far from the epicenter of a recent earthquake, and the students had much to say about their experiences.

Ms. L worked collaboratively with the school’s ELD specialist, Mr. T. During student-led conversations, both teachers had noticed that eight of their EL students at the Expanding level of English language proficiency did not seem to be fully participating in the

Science Resources Aligned to the ELA/ELD Framework

Implementing Claims, Evidence & Reasoning Into Science Activities That Support Language Development
Support for ELD

- Integration of ELD support throughout
- Equity and access chapter
- Interdisciplinary instruction
- Figures, snapshots, and vignettes
Grade Four Classroom Example: The Gold Rush
(Integrated ELD, ELA/Literacy, and California History–Social Science)

Mr. Duarte’s fourth-grade students have engaged in a variety of experiences to learn about the California Gold Rush. As they investigated the question **How did the discovery of gold change California?**, they read from their history text and other print materials, conducted research on the Internet, presented their findings, wrote scripts and dramatically enacted historic events for families and other students, participated in a simulation in which they assumed the roles of the diverse individuals who populated the region in the mid-1800s, and engaged in numerous whole-group and small-group discussions about the times and the significance of the Gold Rush in California’s history. In particular, students were encouraged to consider the Gold Rush’s impact on the state’s size, diverse population, economic growth, and regional environments.

New Framework Development

Support for ELD

- Principles based on Universal Design for Learning
- Equity and access now embedded throughout
- Figures, snapshots, and vignettes
Support for ELD

- **Connections** to CA CCSS for ELA, ELD, and Mathematics to make cross-curricular learning

- **Integration of ELD support** throughout the grade-level chapters

- **Universal access** chapter
Planning Instruction for Standard English Learners

The Los Angeles Unified School District (LAUSD) defines Standard English Learners (SELS) as "students for whom Standard English is not native and whose home language differs in structure and form from Standard and academic English" (LAUSD 2012, 83). The Academic English Mastery Program (AEMP) and the Multilingual and Multicultural Department of LAUSD have identified six access strategies to help SELs succeed:

1. **Making cultural connections** — the use of "cultural knowledge, prior experience, frames of reference and performance styles" of students to make learning more relevant, effective, and engaging (LAUSD 2012, 85).

2. **Contrastive analysis** — comparing and contrasting the linguistic features of the primary language and Standard English (LAUSD 2012, 162). During a content lesson, the teacher may demonstrate the difference in languages by repeating the student response in Standard English. This recasting may be used at a later date as an exemplar to examine the differences. In the following example, note the differences in subject–verb agreement, plurals, and past tense:
   - **Non-Standard English.** There was three runner. The winner finish the race in three minute.
   - **Standard English.** There were three runners. The winner finished the race in three minutes.

3. **Cooperative learning** — working in pairs or small groups on tasks that are challenging enough to truly require collaboration, or as a way to provide strategic peer support to specific students.

4. **Instructional conversations** — academic conversations, often student-led, that allow students to use language to analyze, reflect, and think critically. These conversations may also be referred to as **accountable talk or handing off**.

5. **Academic language development** — explicit teaching of vocabulary and language patterns needed to express the students' thinking. Like English learners, SELs benefit from the use of sentence frames (communication guides); unlike the supports for English learners, the guides are based on Standard English and academic vocabulary and not on English language proficiency levels.

6. **Advanced graphic organizers** — visual representation to help students organize thoughts.
Math Resources Aligned to the ELA/ELD Framework

Content Conversations: Strategies for ELLs
August 2019
- Focus groups conducted with mathematics educators

August–October 2019 (tentative)
- Recruitment of Curriculum Framework and Evaluation Criteria Committee members
Pats or handshakes?

- Does the way ELD is integrated into the frameworks align with how you would like ELD to be represented?
- What was new for you, or what was done in a different way than you’re familiar with?
We must “Invest in teachers’ deep learning about the ELD Standards and ELA/ELD Framework. It takes time for teachers to make the instructional shifts called for by new standards and frameworks, but once the foundations are solid, sustaining the practices and scaling to other schools becomes a reality.”

“Getting Down to Facts II: Insights on Standards Implementation in California’s Schools,” 2018
“sustaining the practices and scaling to other schools becomes a reality”
Resources aligned with the guidance of the ELA/ELD Framework

grow and learn
The California Department of Education (CDE) continues to develop and offer resources vital to implementing the California content standards and increasing student achievement. This collection of resources is intended to support the content in the ELA/ELD Framework, while resources from the CDE in addition to other available resources that address the key instructional themes and support the English learner. The intent of the collection is to provide educators with information and strategies to improve the implementation of the ELA/ELD Framework and to support improved student learning. All resources listed have been identified by CDE staff to ensure that they:

- highlight CDE-recommended or available course.
- have been used by classroom, schools or districts.
- demonstrate evidence of positive impact or evidence of usefulness for an intended audience (e.g., students, teachers, administrators, parents, districts)
- are timely, given current educational priorities and policy developments.

The collection is intended to:

- guide and support the implementation of the ELA/ELD Framework.
- address the critical instructional themes presented in the Framework.
- highlight key instructional strategies and their alignment to CDE-recommended course.
- highlight resources from CDE.

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 offer resources vital to implementing the California content standards and increasing student achievement. This collection of resources is intended to support the content in the ELA/ELD Framework, while resources from the CDE in addition to other available resources that address the key instructional themes and support the English learner. The intent of the collection is to provide educators with information and strategies to improve the implementation of the ELA/ELD Framework and to support improved student learning. All resources listed have been identified by CDE staff to ensure that they:

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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
- EL Support

IMPLEMENTATION SUPPORT VIDEOS
- All Videos
Providing Integrated and Designated ELD

Highlighted ELA/ELD Framework Resources
CDE Resources
External Resources

Grade Level: All

Grade Level: TK–1
Grade Level: 2–5
Grade Level: 6–12
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
A focused approach to exploration

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.
imagine
innovation
inspire
from reputable resources
Samplings
Pats or handshakes?

- Does the way ELD is integrated into the resources align with how you would like ELD to be represented?
- What was new for you, or what was done in a different way than you’re familiar with?
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
Meeting the Needs of ELs with Disabilities in Your State: Making EL Exit Decisions

National Center on Educational Outcomes
Unlocking Learning: Science as a Lever for English Learner Equity

Recommendations and Community Stakeholder Questions

Spanish Parent Advocacy Handout
A plan for continued support
Sharing the resources to continue supporting teachers and students
Plans

◦ What from this session might you share with colleagues or use to enhance your practice?
◦ How would you adjust the practices to ensure you’re meeting the needs of your English learners?
Targetted Planning

1. Who?
   Educators supporting ELD instruction

2. What?
   Framework? Aligned resources?

3. How?
   Professional learning?
   Time? Practice?
“Schools will introduce and support language learning early in the elementary schools, offer a wider range of world languages, and streamline the progression of language acquisition from elementary through high school and beyond.”

- 2019 World Languages Standards
Stop by anytime
THANK YOU!
Any questions?

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