The ELA/ELD Framework Companion: a guide to assist in navigating the Framework

Chapter & Broad Topics	Content (page)	Notes
Introduction		
Broadly Literate **Capacities of a Literate Individual** **Guiding Principles** **Values for Educating ELs**	**Vision and Goals for CA students:** ● *Definition of "Broadly Literate"* (5) ● *Capacities of a Literate Individual* (6, Fig. I.1) ● *Guiding Principles of the Framework* (7 - 10) ● *Values for Educating English Learners* (11, Fig. I.2)	● *Most comprehensive definition of Broadly Literate* ● *Most detailed descriptor of Capacities of a Literate Individual - one pager. See also Fig. 10.4 (p 942) in Chapter 10* ● *ONLY place to find the Guiding Principles, the foundational beliefs of Framework* ● *ONLY place to find the Values for Educating English Learners, use alongside ELD Standards*
Chapter 1: Overview of the Standards (15 - 49)		
New Emphases/Shifts **Anchor Standards** **5 Key Themes** **Organization of the ELA Standards** **ELD Standards:** -New Emphases -Integrated/Desig- 　nated -3 Premises -Goals and Critical 　Principles -Critical Principle 　Statements (Part 　I, II, and III)	● **Intent of and New Emphases (instructional shifts) in the CA ELA/ELD** (17 - 20) ● **CCR ELA Anchor Standards "at a glance"** (21, Fig. 1.1) *NOTE: these are "umbrellas" to grade level standards and need to be read alongside the grade level standards* ● **Key Themes**: Meaning Making, Effective Expression, Foundational Skills, Content Knowledge, Language Development) brief description (22 - 23) ● **Organization/Structure of the ELA CA CCSS** (23 - 25, Figs. 1.3, 1.6) ● **ELD Standards:** 　○ Intent of and *New Emphases ("instructional shifts")* (30) 　○ *Integrated and Designated* (31, Fig. 1.7) 　○ *Three Premises* of ELD Standards (*"Instructional aims"*) (32 - 34, Fig. 1.8) 　○ *Goal and Critical Principles* for ELD (34 - 36, Figs. 1.9, 1.10) 　　● *Fig. 1.10: Critical Principle Statements* - Part I: Interacting in Meaningful Ways, Part II: Learning About How English Works, Part III: Using Foundational Skills	● *"3 Instructional shifts" revisited, now called "New Emphases"* ● *1 page graphic of Anchor standards for ALL strands. Critical for vertical articulation* ● *Very brief description of each Key Theme, (longer, very detailed descriptions in Ch. 2)* ● *Figs 1.7, 1.8, 1.10 very supportive of building understanding of ELD standards and how they work* ● *Fig. 1.10: calls out Part I, II, and III of ELD standards. These statements parallel our CCR Anchor Standards and correspond to grade level/span ELD Standards*

ELD Proficiency Levels	○ *ELD Proficiency Levels* (36 - 38, Fig. 1.11 - the continuum) ○ *Organization/Structure* of the ELD Standards (38 - 45, Figs. 1.12, 1.13, 1.14) ○ Interrelationship of the ELA/ELD Standards (45 - 48, Fig. 1.16)	•*Fig. 1.1: ELD Proficiency Level Continuum (p 37) and General Extent of Support (p 38)*

Chapter 2: Essential Considerations in ELA/Literacy and ELD Curriculum, Instruction, and Assessment (51-128)

Circles of Implementation (fig. 2.1) Overarching Goals (outer circle fig. 2.1) -College, Career, Civic Life ready -Capacities of Literate Individuals -Broadly Literate -21st Century Skills Context for Learning (white field of fig. 2.1) 5 Key Themes (5 blue circles on fig. 2.1) Meaning Making: -Text Complexity -Reading Closely	● **Detailed information/description of the major elements of the Circles of Implementation** (52 - 90) 　● *Circles of Implementation* figure and description (53, Fig. 2.1) 　● *Overarching Goals for ELA/ELD* instruction 　　○ *Readiness for College, Careers, and Civic Life* (54) 　　○ *Capacities of Literate Individuals* - very brief narrative (54 - 55) 　　○ *Becoming Broadly Literate* (55 - 60) 　　　○ Range of Text Types in grade spans (56, Fig. 2.2) 　　　○ Planning Independent Reading and Read Aloud (57 - 58, Fig. 2.3) 　　　○ Listening and Reading Comprehension by Age 　　○ *Skills for Living and Learning in the 21st Century* (60 - 61) NOTE: Chapter 10 has a very detailed definition of 21st Century Skills (938 - 961) 　　　■ Promoting Bilingualism and Biliteracy (61) 　● *Context for Learning:* Integrated, Motivating, Engaging, Respectful, Intellectually Challenging (61 - 67) 　　○ Integrating the Curricula (61 - 63) 　　　■ Relationships & Convergences: Math/Science/ELA (62 - Fig. 2.4) 　　○ Motivating and Engaging Learners (63 - 64) 　　○ Respecting Learners (64 - 66) 　　○ Ensuring Intellectual Challenge (66 - 67, Fig. 2.5) 　　　■ Fig. 2.5: Bloom's Taxonomy and Webb's Depth of Knowledge 　● *Key Themes of ELA/ELD Instruction* 　　1. *Meaning Making* (69 - 78, Fig. 2.6) 　　　■ Defining Complex Text (70 - 78, Figs. 2.7, 2.8, 2.9, 2.10) 　　　　● Fig. 2.7: 3 Dimensions of Text Complexity 　　　　● Fig. 2.8: Qualitative Dimensions of Text Complexity 　　　　● Fig. 2.9: Updated Text Complexity Band 　　　　● Fig. 2.10: Strategies for Supporting Learners' Engagement 　　　■ *Reading Closely* (76 - 78, Fig. 2.11) NOTE: p. 78, top paragraph, "There is no single way to teach students to read closely…"	● *Fig. 2.1 is a powerful one-pager, can use to ground all studies of and references to the Framework* ● *For Capacities of Literate Individuals, use Fig. I.1 (p6) from the Introduction* ● *Definition of Broadly Literate in Intro (p 5) is briefer and clearer* ● *Simple bullet points speak to the essentials of Independent Reading and the power of Read Aloud (Read Aloud called out until 5th grade in Speaking and Listening standard 2)* ● *Page 61 calls out the value of being biliterate/calls out American Sign Language as a second language* ● *Fig. 2.4 shows Integration of: Language Arts, Math and Science* ● *Bullet points on pages 63 - 64 speak to what Motivating and Engaging instruction "looks like and feels like"* ● *Quotes on page 65 in shaded boxes capture some big ideas about Respecting Learners* ● *Fig. 2.5 shows revised Bloom's Taxonomy alongside DOK levels* ● *Blue shaded box and Fig. 2.6 define Meaning Making* ● *Use both Figs.2.7. and 2.8 to build deep understanding of Text Complexity (BEYOND lexile)* ● *Fig. 2.10 is a detailed T Chart highlighting strategies to support all students and ELs* ● *Page 77, top paragraph defines text dependent questions. Page 78, top 2 paragraphs explains reading closely*

Language Development
-Academic Lang.
 	
-Vocabulary
 	
-Register
 	
Effective Expression:
 	
- Role of Discussion
- Collaborative Conversations
Content Knowledge
 	
Foundational Skills
 	
Key Themes in ELD Instruction
 	
Models of Instruction (student/tchr roles)
 	
Strategic Support:
-UDL
-Multi-Tiered System of Supports
-Shared Responsibility
-Using Assessment
-Planning
 	
-Grouping Students
-Scaffolding (types of scaffolding)
-Using Primary Language as a Support
-Structuring the Day/Scheduling
	2. *Language Development* (78 - 85, Figs. 2.12, 2.13, 2.14)
	• Academic Language (78 - 80)
	  • Fig. 2.12: Academic Language
	■ Vocabulary (81 - 82)
	  • Fig. 2.13: Categories of Vocabulary
	■ Grammatical and Discourse - Level Understandings (82 - 83)
	  • Fig. 2. 14: Understanding Register
	3. *Effective Expression* (84 - 87, Fig. 2.15) NOTE: p. 84, top paragraph, "Students express...through writing, speaking, digital media, visual displays, movement and more."
	  ■ Fig. 2.15: Structures for Engaging All Students in Academic Conversations
	4. *Content Knowledge* (87 - 89)
	5. *Foundational Skills* (89 - 90)
	
	• **Amplification of the Key Themes in the CA ELD Standards** (90 - 91)
	
	• **Approaches to Teaching and Learning** (91 - 103)
	  • *Models of Instruction*: Inquiry Based, Collaborative Learning, Direct Instruction (92 - 94)
	  • *Culturally and Linguistically Responsive Pedagogy* (94)
	  • *Supporting Students Strategically* (94 - 103)
	    ○ *Universal Design for Learning* (95)
	    ○ *Multi-Tiered System of Supports* (95)
	    ○ *Sharing Responsibility* (95 - 96)
	    ○ *Using Assessment to Inform Instruction* (96 - 97)
	    ○ *Planning* (97 - 98, Fig. 2.16)
	      • Fig. 2.16: Framing Questions for Lesson Planning. NOTE: This Figure also appears in the grade level span chapters.
	    ○ *Grouping* (98 - 99)
	    ○ *Scaffolding* (99 - 102, Fig. 2.17)
	      • Fig. 2.17: Four Zones of Teaching and Learning
	    ○ *Primary Language Support* (102)
	    ○ *Structuring the Instructional Day* (102)
		• *Fig. 2.12 gives a detailed definition of Academic Language*
		• *Fig. 2.13 gives definitions/examples of Tier One, Two and Three vocabulary*
		• *Fig. 2.14 highlights importance of academic register and it's connection to reading/writing proficiency*
		• *Fig. 2.15 describes 10 possible structures for student conversations and collaborations*
		• *Pages 87 - 89 speak to the reciprocity of content and language arts and how content knowledge is best developed*
		• *Early acquisition of Foundational Skills imperative, but must be taught in concert with 4 themes, not in isolation*
		• *Pages 90 - 91 gives a description of how the Key Themes and ELD standards work in tandem*
		• *Pages 92 - 94 gives a description of each Model of Instruction and calls out student/teacher roles*
		• *Page 95 gives brief description of UDL, more info in chpt 9 and grade level spans*
		• *Pages 95 - 96 speak to the necessary collaboration of entire staff to support ALL students*
		• *More detailed information on Assessment in chapter 8 and grade level spans*
		• *Fig. 2.16 includes "Framing Questions": for all students and FQ for ELs, emphasizing the ELD language focus - could be useful in planning for ELA and ELD*
		• *Bulleted list on pgs 100 - 101 describe and give examples of both"Planned Scaffolding" and "Just In Time Scaffolding"*

ELD: -Stages of ELD -Cross-language Transference **Integrated ELD** - Language Development/ Collaborative Discussions -ELD and Complex Texts - "Sentence Unpacking" -Academic Writing and Speaking **Designated ELD** -Sentence Deconstruction -Essential Features of Designated ELD -Grouping	• **English Language Development** (104 - 119) 　• *Learning English* as an Additional Language (104) 　• Stages of English Language Development (104 - 105, Fig. 2.18) • Fig. 2.18: General Progression of the CA ELD Continuum 　• *Cross-Language Relationships* (105 - 106) 　• *ELD Instruction* (106 - 119, Fig. 2.19) 　　○ *Integrated ELD* (108 - 114, 2.20, 2.21) 　　　■ A Focus on Language Development and Content:Promoting Collaborative Discussions About Content(110 - 11) 　　　■ A Focus on Meaning Making and Content: Supporting Comprehension and Interpretation of Complex Texts (111 - 113, Fig. 2.20) 　　　■ A Focus on Effective Expression and Content: Supporting Academic Writing and Speaking (113 - 114, Fig. 2. 21) 　　○ *Designated ELD* (115 - 119, Figs. 2.22, 2.23) 　　　• Grouping for Designated ELD (118 - 119)	• *Fig. 2.18 is a more generalized, less detailed Language Development continuum than that in Fig. 1.11* • *Fig. 2.19 shows three interrelated areas of comprehensive ELD (which includes both integrated and designated ELD): learning to use English, learning through English, and learning about English* • *Fig. 2.20 gives an example of a "sentence unpacking" activity teachers can use to highlight language in Integrated ELD* • *Fig. 2.21 gives concise description of Integrated ELD instructional experiences* • *Fig. 2.22 provides an example of a "sentence deconstruction" activity that may be used in Designated ELD* • *Fig. 2.23 lists 10 Essential Features of Designated ELD Instruction*
Chapters 3-7: Grade-Span/Level Specific Information (129 - 818)		
General Structure for Each Grade-Level Span	Overview of the Grade Level Span 　• Integrated and Interdisciplinary Approach 　• 5 Key Themes 　• Supporting Students Strategically 　• English Language Development in the Grade Span/Integrated and Designated ELD Specific Grade Level 　• 5 Key Themes 　• An Integrated and Interdisciplinary Approach (Not in grades 6 - 12): **Snapshots** 　• English Language Development: **Snapshots** 　• ELA/Literacy and ELD in Action 　• **ELA/Literacy and ELD Vignettes**	*ALL of the grade-span/level chapters (Chapters 3-7) follow this same structure and include examples of what this looks like in practice:* • *Snapshots are quick looks at the idea in practice* 　■ *K - 5: located in grade level "An Integrated and Interdisciplinary Approach" and "ELD")* 　■ *6 - 12: located throughout specific grade level* • *Vignettes are more detailed descriptions of practice that include both integrated and designated ELD instruction* • *Annotated Writing Samples located in Key Theme of "Effective Expression" - Writing section (beginning in grade K)*

Chapter 3 - Grades TK, K, 1	Chapter 3: Grade Spans TK-1 ● Overview (132) ● Transitional Kindergarten (169) ● Kindergarten (201) ● Grade One (239)	
Chapter 4: Grades 2-3	Chapter 4: Grade Spans 2-3 ● Overview (285) ● Grade Two (319) ● Grade Three (351)	
Chapter 5: Grades 4-5	Chapter 5: Grade Spans 4 - 5 ● Overview (393) ● Grade Four (424) ● Grade Five (464)	
Chapter 6: Grades 6-8	Chapter 6: Grade Spans 6 - 8 ● Overview (505) ● Grade Six (548) ● Grade Seven (582) ● Grade Eight (616)	
Chapter 7: Grades 9-12	Chapter 7: Grade Spans 9 - 12 ● Overview (663) ● Grade Nine and Ten (723) ● Grade Eleven and Twelve (768)	
Chapter 8: Assessment (819 - 878)		
"Shifts" regarding Assessments **Purposes of Assessment**	**Shifts in the purpose and use of assessments** (820 - 822, Fig. 8.1) **Purposes of Assessment** (822 - 825, Figs. 8.2, 8.3) ● Fig. 8.2: What is Formative Assessment? (823) ● Fig. 8.3: Assessment for Learning and Assessment of Learning (824)	● *Page 820 has clear and powerful paragraph about the CCSS "major shifts" in and "purposes of" assessment* ● *Fig. 8.2 clearly defines Formative Assessment, the rationale for it, and how it supports learning* ● *Fig. 8.3 - chart comparing features of assessments **for** and **of** learning*

Assessment Cycles (short, medium, long)
 	
Short Cycle Formative Assessment (3 Snapshots, 2 with ELD focus)
 	
Medium-Cycle Assessments:
- End of Unit (Snapshot/ELD)
 	
-Interim/Benchmark (Snapshot)
 	
-Assessing ELD w/ medium cycle assessments
 	
Long-Cycle (yearly) Assessments (Snapshot)
 	
Rubrics
 	
Portfolios
 	
Student Involvement
-Feedback (Snapshot)
-Teacher Feedback (Snapshot)
-Peer Feedback (Snapshot)
-Self-Assessment
	Assessment Cycles (825 - 845; Figs. 8.4, 8.5, 8.6; Snapshots 8.1, 8.2, 8.3, 8.4, 8.5, 8.6)
	● Fig. 8.4: Assessment Cycles by Purpose (826)
	● Fig. 8.5: Types and Uses of Assessments Within Assessment Cycles (827 - 828)
	● **Short Cycle Formative Assessment** (829 - 834)
	   ○ Snapshot 8.1: Formative Assessment in Grade Five (832 - 833)
	   ○ Snapshot 8.2: Formative Assessment in Grade Two (833)
	   ○ Snapshot 8.3: Formative Assessment with Secondary EL Newcomers (834)
	
	● **Medium-Cycle Assessment** (835 - 839, Snapshots 8.4, 8.5)
	   ○ End-of-Unit Assessments (835 - 836)
	   ○ Snapshot 8.4: End-of-Unit Assessment in Grade Seven (835 - 836)
	   ○ Snapshot 8.5: Interim Assessment in Grade One (838)
	
	   ○ Assessing ELD Using Medium-Cycle Evidence (838 - 839)
	
	● **Long-Cycle Assessment** (839 - 842, Snapshot 8.6)
	   ○ Snapshot 8.6: Long-Cycle Assessment in Grade Eight (840 - 841)
	
	● **Additional Methods of Medium-and Long-Cycle Assessment** (842 - 845, Fig. 8.6)
	   ○ Rubrics (842 - 844, Fig. 8.6)
	   ○ Fig. 8.6: Essay Scoring Rubric (843)
	   ○ Portfolios (844 - 845)
	
	● **Student Involvement** (845 - 850, Snapshots 8.7, 8.8, 8.9)
	   ○ Feedback (846 - 850, Snapshot 8.7)
	     ■ Snapshot 8.7: Student Involvement in Assessment in Grade Four (847)
	   ○ Teacher Feedback (847 - 848, Snapshot 8.8)
	     ■ Snapshot 8.8: Teacher Feedback in Grade One (848)
	   ○ Peer Feedback (848 - 849, Snapshot 8.9)
	   ○ Self Assessment ((849 - 850)
		● *Fig. 8.4 shows timeframe for various assessment types*
		● *Fig. 8.5 is a companion to Fig. 8.4, giving detailed descriptions of different assessment types and their uses*
		● *Snapshot 8.1 - 5th grade writing conference. Could be used with <u>any grade</u> to explore writing conferences*
		● *Snapshot 8.2 - 2nd grade informal assessment through speaking, includes ELD. Applies to all grades*
		● *Snapshot 8.3 - Secondary informal assessment through speaking and writing. Also ideas for ELD supports*
		● *Snapshot 8.4 - 7th grade writing assessment to inform instruction, ELD focus. Applies to all grades - assess with language lens for planning*
		● *Snapshot 8.5 - 1st grade, monitoring foundational skills with interims*
		● *Assessing ELD - check out the last paragraph of this section (above Long-Cycle Assessment) on page 839*
		● *Snapshot 8.6: 8th grade - illustrates teacher's use of summative assessments at the beginning and end of the year. Applies to all grades.*
		● *Fig. 8.6 - sample essay rubric*
		● *Portfolio section gives ideas of the range of evidence to include and guidance on using them*
		● *The Student Involvement section speaks to the impact of assessment on student attitudes towards learning*
		● *Snapshot 8.7 - 4th grade example but applies to all grade levels, teacher using assessment to highlight strengths and help student set goals*
		● *Snapshot 8.8 - 1st grade teacher giving reading feedback, shows he knows the reading process*
		● *Snapshot 8.9 - example of peer feedback*

Assessing ELD Progress -in writing -in oral language **Assessment for Intervention** -screening -diagnostic -progress monitoring **State Mandated Assessments (CAASPP)** -SBAC (Digital Library Resources) -Computer Adaptive -Performance Tasks -Biliteracy -English Language Proficiency (ELPAC) **Technical Quality of Assessments** -Validity -Reliability -Bias -Formative Assessments	● **Assessment of ELD Progress** (850 - 858, Figs. 8.7, 8.8, 8.9) ○ Assessing ELD Progress in Writing (851 - 855, Figs. 8.7, 8.8) ■ Fig. 8.7: Language Analysis Framework for Writing (852) ■ Fig. 8.8: Student Annotated Writing Sample (854) ○ **Assessing ELD Progress in Oral Language** (856 - 858, Fig. 8.9) ■ Fig. 8.9: Grade Seven Collaborative Conversations Observation Notes (857) ● **Assessment for Intervention** (858 - 861) ○ Universal Screening (Medium Cycle) (859) ○ Diagnostic Assessment (Medium Cycle) (859 - 860) ○ Progress Monitoring (Short or Medium Cycle) (860 - 861) ● **Mandated California Assessments** (861 - 867, Fig. 8.10, 8.11) ○ Fig. 8.10: Smarter Balanced Assessment Consortium System (863) ○ Computer Adaptive Tests (864) ○ Performance Tasks (864) ○ Assessments for Students with Significant Cognitive Disabilities (865) ○ Biliteracy Assessment (865) ○ English Language Proficiency Assessments (866 - 867, Fig. 8.11) ■ Home Language Survey (866 - 867) ■ ELPAC Initial Assessment (866 - 867) ■ ELPAC Summative Assessment (866 - 867) ○ Fig. 8.11: ELPAC Conceptual Model (867) ● **Technical Quality of Assessments** (867 - 872, Figs. 8.12, 8.13) ○ Elements of Technical Quality (868 - 870, Fig. 8.12) ■ Validity (868) ■ Reliability (868 - 869) ■ Freedom from Bias (869) ○ Fig. 8.12: Key Points in Technical Quality of Assessments: Long and Medium Cycle Assessments (870) ○ Technical Quality and Formative Assessment (870) ○ Fig, 8.13: Key Points in Technical Quality of Assessments: Short-Cycle Formative Assessments (872)	● *Page 850 - 51 has 5 "guiding questions" for framing ELD assessment and use of the information* ● *Fig. 8.7 - an upper grade sample of a Framework that can be used to analyze language use in writing. Can be used/adapted for all grades* ● *Fig. 8.8 - companion to Fig. 8.7. Annotated 5th grade writing sample using the Language Analysis Framework from Fig. 8.7* ● *Fig. 8.9 - example of 7th grade observation tool for monitoring oral ELD progress (in class conversations)* ● *Fig. 8.10 shows the resources available on the Digital Library and general timeline for interim and end of year assessments* ● *Fig. 8.11 is a companion to page 866 and shows the process for using the two types of assessment in ELPAC* ● *Fig. 8.12 gives a concise, bulleted list of the key ideas in pages 868 - 869 (the 3 elements of Technical Quality: Validity, Reliability, and Bias)* ● *Fig. 8.13 gives concise, bulleted list of key points of Formative Assessment. Can be used as a guide in developing and building understanding of Formative Assessments*

Chapter 9: Access and Equity (879 - 936)		
Chapter 10: Learning in the 21st Century (937 - 968)		
Chapter 11: Implementing High Quality ELA/Literacy and ELD Instruction: Professional Learning, Leadership, and Program Supports (969 - 1006)		
Chapter 12: Instructional Materials to Support the CA CCSS for ELA/Literacy and CA ELD Standards (1007 - 1038)		
Appendix, Resources, and Glossary (1039 - 1074)		