



Paving the Way for English Learners with the California English Learner Roadmap

California Department of Education (CDE)
English Learner Support Division





Why a Roadmap?

- To provide guidance to schools, districts, and counties on research-based approaches to support and embrace English learners
- To ensure that all English learners have access to a twenty-first century education and feel welcome and supported at school
- To ensure that the parents of English learners are welcomed and embraced as assets to the school and district

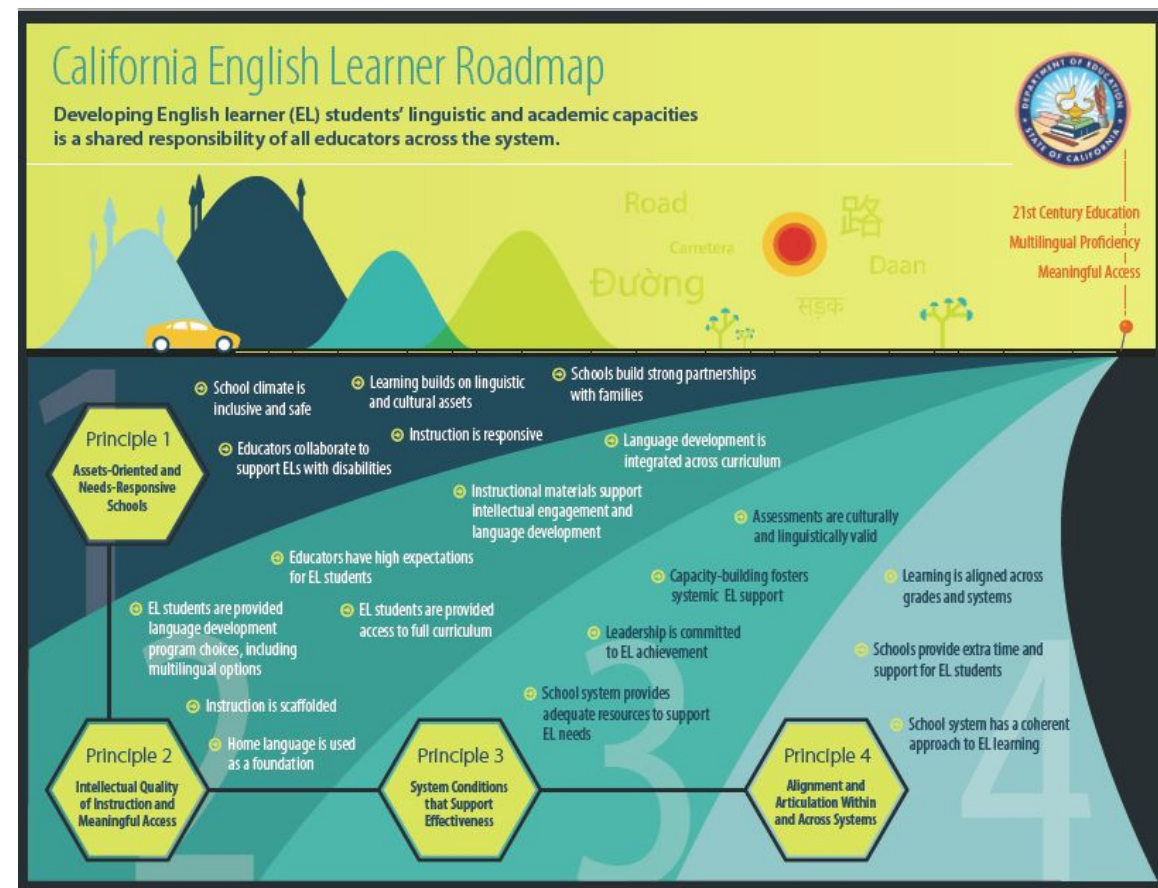




The CA EL Roadmap Defined

The California English Learner Roadmap: Strengthening Comprehensive Educational Policies, Programs, and Practices for English Learners (CA EL Roadmap)

- State Board Policy
- Guidance Document
- Web-based Resources





Vision

English learners fully and meaningfully access and participate in a twenty-first century education from early childhood through grade twelve that results in their attaining high levels of English proficiency, mastery of grade level standards, and opportunities to develop proficiency in multiple languages.





Mission

California schools affirm, welcome, and respond to a diverse range of English learner strengths, needs, and identities. California schools prepare graduates with the linguistic, academic, and social skills and competencies they require for college, career and civic participation in a global, diverse, and multilingual world, thus ensuring a thriving future for California.





Four Interrelated Principles

- **Principle One:** Assets-Oriented and Needs-Responsive Schools
- **Principle Two:** Intellectual Quality of Instruction and Meaningful Access
- **Principle Three:** System Conditions that Support Effectiveness
- **Principle Four:** Alignment and Articulation Within and Across Systems



Principles to Elements

PRINCIPLE

Element

Element

Element

Element

Actionable Steps





Four Interrelated Principles

- **Principal Three: SYSTEM CONDITIONS THAT SUPPORT EFFECTIVENESS**

- **Indicators:**

- Bilingual teachers are provided professional development in the primary language focused on delivery of content in the target language.
- Teachers are given resources to understand the language systems of their students and recognize cross-language connections.
- Walkthroughs and instructional rounds include a lens of good practice for ELs.

Highlights: TK-2- Round 2

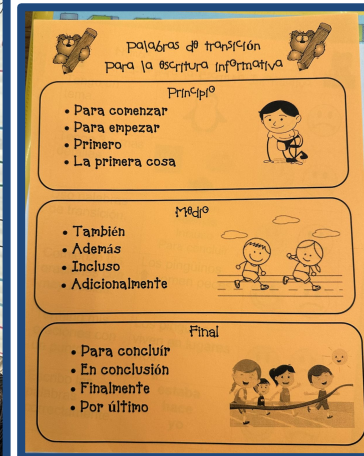
- Genre Anchor chart
- Checklist
- Student work is celebrated

K-2: (Guiding question) How might we measure and align among schools the genre per trimester: ie: 1 narrative; 2 informational; 3 opinion?

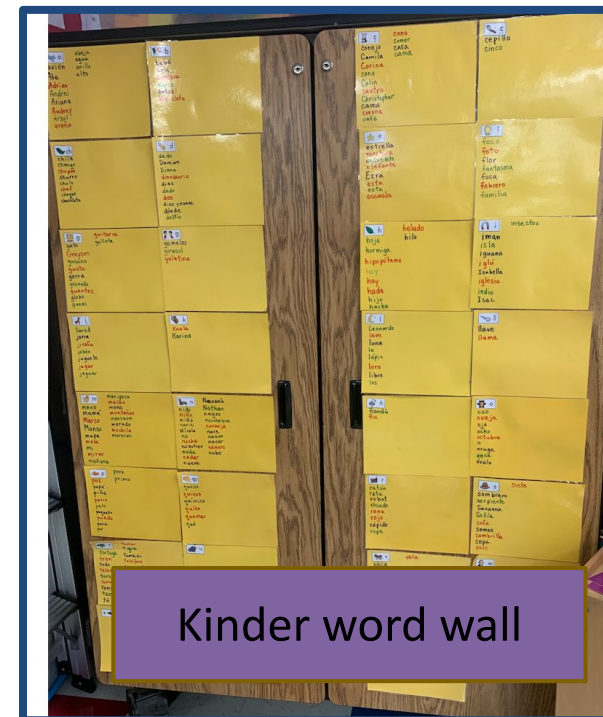
1. Narrative (1st Trimester)- mentor text, anchor charts, writing walls, word wall, rubrics, writing folders 3/6
2. Informational (2nd Trimester) *mentor text, anchor charts, writing walls, word wall, rubrics, writing folders 4/6



Mentor texts with anchor charts for content and writing



Signal words for genre writing



Kinder word wall



TK writing samples

Round 2

Highlights: TK-2

- Checklist
- Graphic organizers
- GLAD process grid
- Cluster map

Nombre: _____

*Los escritores nutren sus planes para su escritura narrativa con el uso de una línea de tiempo.
*Los escritores enfocan su escritura narrativa asegurándose de que se centren en la gran cosa que sucedió.
*Piensa en tu memoria por partes. Comienza con la gran cosa que sucedió y luego trabaja hacia atrás.

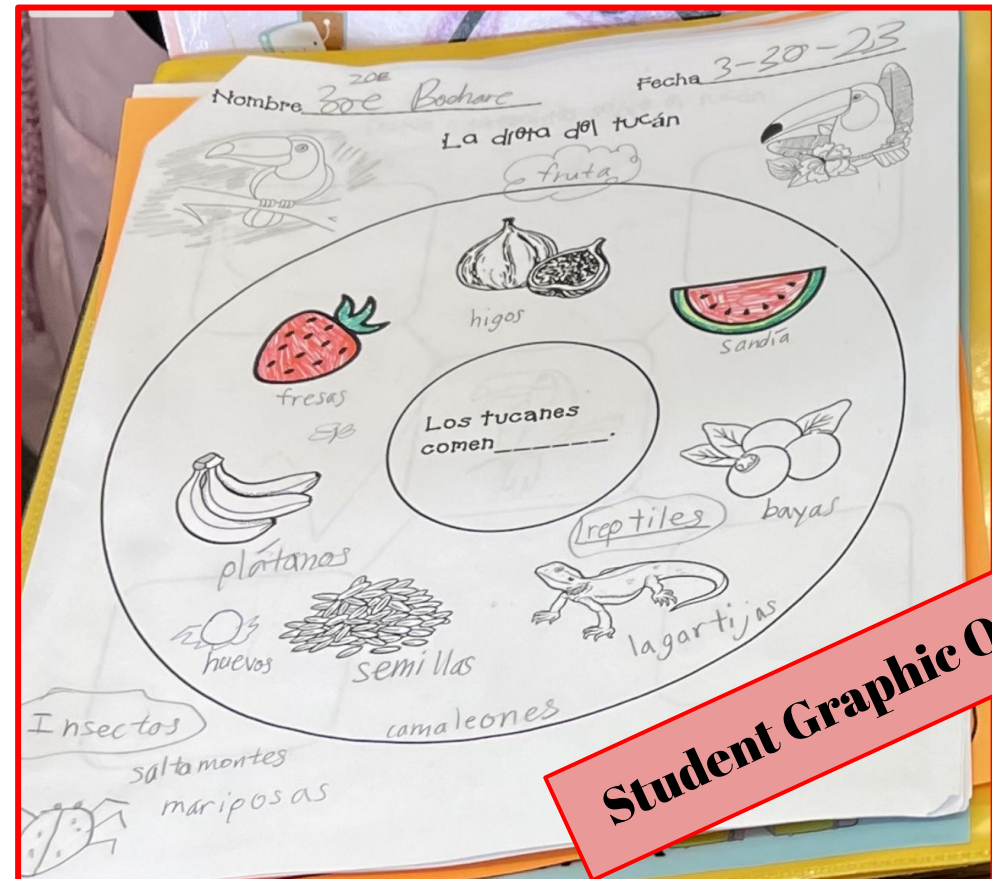
1. La GRAN COSA QUE SUCEDIO
2. ¿Qué pasó justo ANTES de la GRAN COSA QUE SUCEDIO?
3. ¿Qué pasó DESPUES de la GRAN COSA QUE SUCEDIO?

La Gran Cosa que Sucedió.

K-2 Graphic Organizers

(Guiding question) Can we implement writing tools to teach and organize student writing?

1. Student checklist for informative writing (In grades K, 1, and 2)
1. Use graphic organizers for student writing organization 2/6

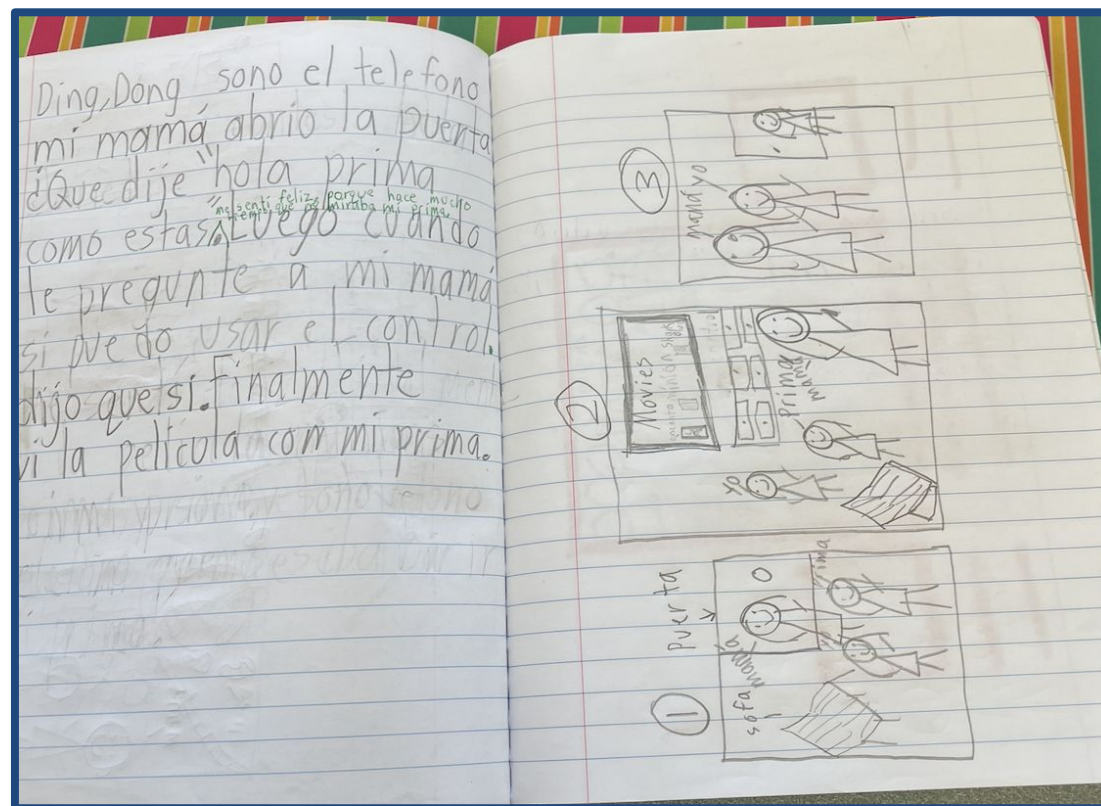


Student Graphic Organizers

Round 2 Highlights: 3-5

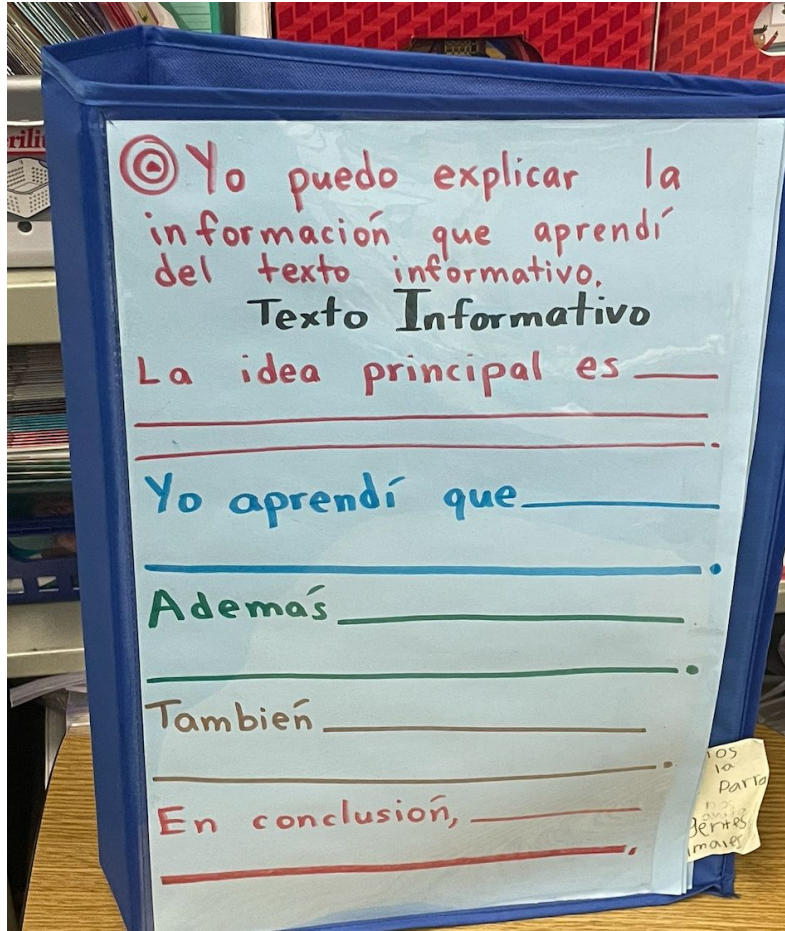
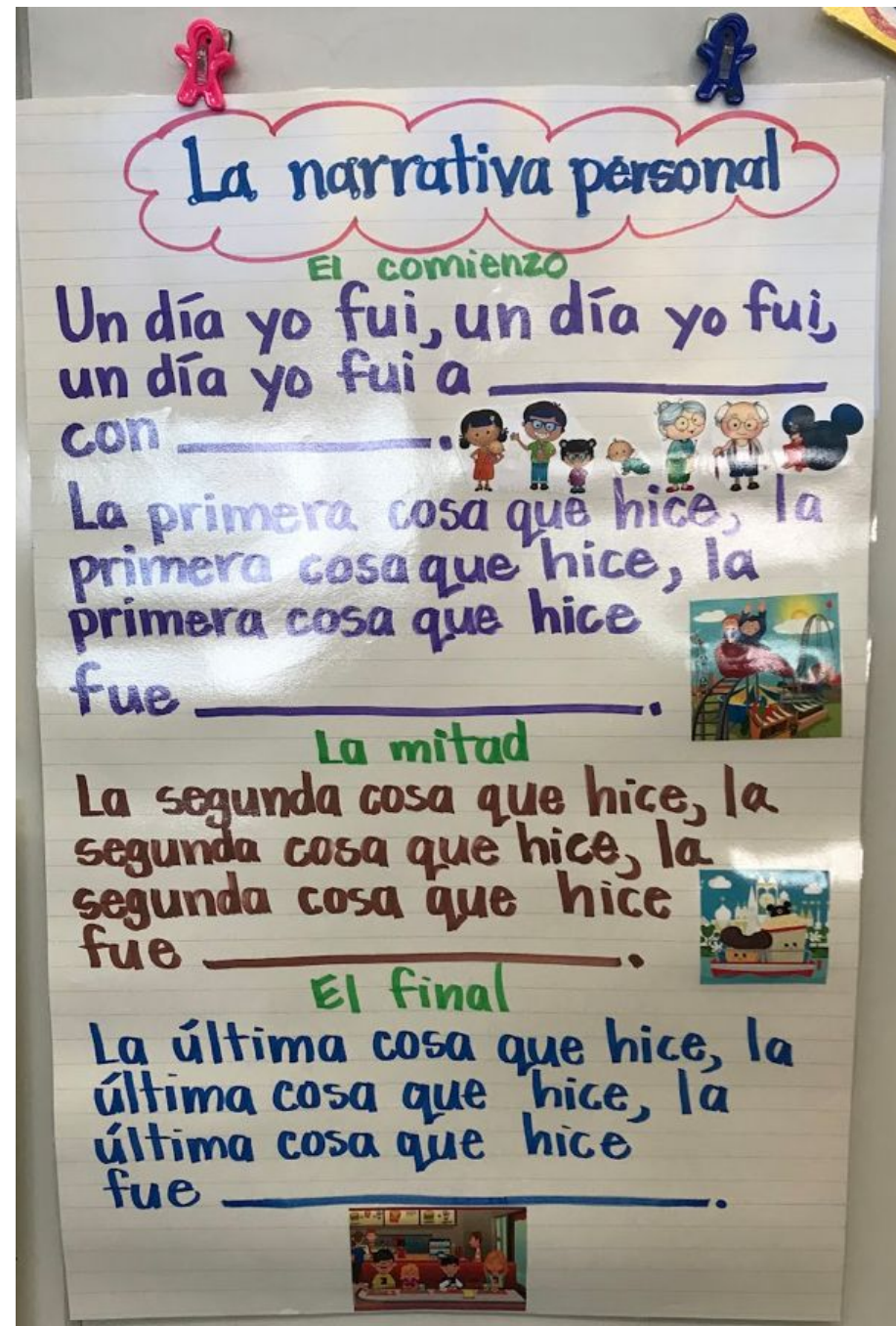
- Sentence frames
- Genre anchor chart
- Sentence pattern chart

Explicit Genre Instruction	
(Writing Format)	
1.	Text Structure (Chronological order, Compare/Contrast, Descriptive, Cause/Effect, Problem/Solution)
1.	Writing Genres (opinion, expository, narrative)



Students illustrate the beginning, middle and end of their small moment prior to writing their first draft.

Text structure by genre instruction



Sentence patterning chart/ sentence frames

-ing

-ive

describes noun

adjectives

number

quality

size

shape

age

color

origin

material

type

purpose

Person

Place

Thing

noun

idea

idea

-ing

-ed

-action

doing

Verb

traveled

thousands of miles

ly

describes verb

adverb

bravely

nervously

aggressively

happily

sadly

wildly

courageously

incredibly

-With

-before

-during

-while

-after

-in

-outside

-at

-around

-under

-on

Prepositional phrase

- across the boarder

- through the deserts

- across the rivers

- over the mountains

*during natural disasters

- through the forest

- before we were alive

- with other family members

- during segregation

- with no money

- without knowing the language

- during racist times

colorful

beautiful

wonderful

fearless

brave

helpful

smart

hard working

warriors/fighters

*determined

perseverant

*strong

Monarch

butterflies

=

ancestors

traveled

thousands of miles

bravely

nervously

aggressively

happily

sadly

wildly

courageously

incredibly

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Annotations

anotaciones

<div>artículos</div> <div>el la los las</div> <div>sustantivo</div> <div>las mariposas</div>	<div>el adjetivo</div> <div>naranjas</div> <div>blancas</div> <div>negras</div> <div>voladoras</div> <div>ovíparas</div> <div>pequeñas</div> <div>grandes</div>	<div>el verbo</div> <div>vuelan</div> <div>comen</div> <div>duermen</div> <div>migran</div> <div>ponen huevos</div>	<div>la frase preposicional</div> <div>¿Dónde?</div> <div>¿Cuándo?</div> <div>en la planta de algodóncillo</div> <div>por todas partes</div> <div>alrededor de partes calientes</div> <div>en las flores</div>
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Expressing an Opinion

I think/believe/predict/imagine that...

In my opinion...

It seems to me that...

Not everyone will agree with me, but...

Asking for Clarification

Could you repeat that?

Could you give me an example of that?

I have a question about that...

Could you please explain what means?

Would you mind repeating that?

I'm not sure I understood

Could you please give us another example?

So, do you mean...

Building on What Others Say

I agree with what said because...

You bring up an interesting point, and I also think...

That's an interesting idea. I wonder...? I think... Do you think...?

I thought about that also, and I'm wondering why?

I hadn't thought of that before. You make me wonder if...? Do you think...?

said that... I agree and also think...

Based on the ideas from, and, it seems like we all think that...

That's an excellent point, and I would add...

Vocabulary frontloading related to writing

La granja

 vaca	 cerdo	 caballo
 gallina	 Pollito	 gallo
 pavo	 conejo	 chivo
 granjero	 tractor	 granero

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Los Cinco Sentidos

		
agria	Salada	jugosa dulce
	dura	dura
Gusto	fria	aspero
	dura	fria
Tacto	aspero	lisa
	verde	Verde
Vista	Café	azul
	Círculo	pequeño
Olfato	Sal	nada
	Crujiente	Crujiente
Oído	Crujiente	Crujiente

Additional cards on the right show: an ear with 'o i d o', a hand with 'Tacto', a smiling mouth with 'gusto', and a baby's face with 'v i s t a'.

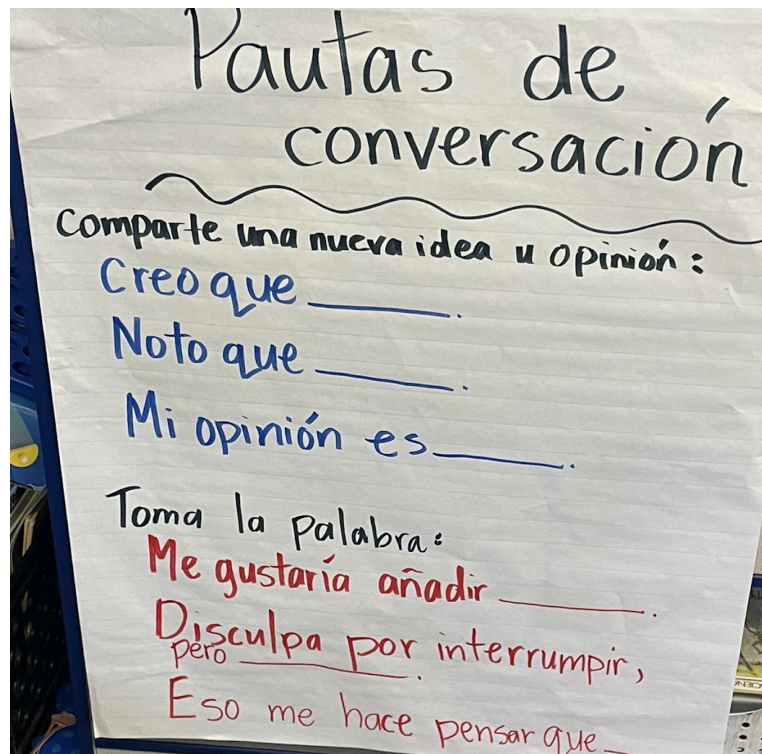
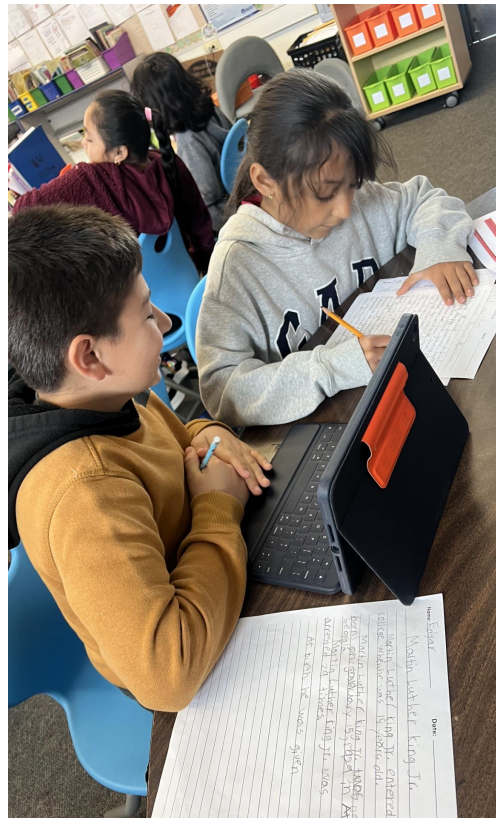
Las Mariposas



A collection of notes and drawings about butterflies. The notes include: 'Las mariposas son mariposas', 'son venenosas', 'Comen el nectar de las flores', 'toman agua del chorro', 'las mariposas son de diferentes colores', 'las mariposas tienen un ciclo de vida', 'solo les gusta vivir en lugares calientes', 'los pájaros son sus enemigos', 'las mariposas huelen con sus antenas', 'Son ovíparas porque ponen huevos', and 'usan sus antenas para probar'. There are also small drawings of a butterfly, a flower, and a chorro.

Orally Sharing Writing With Peers (conferring or revising)

3rd grade

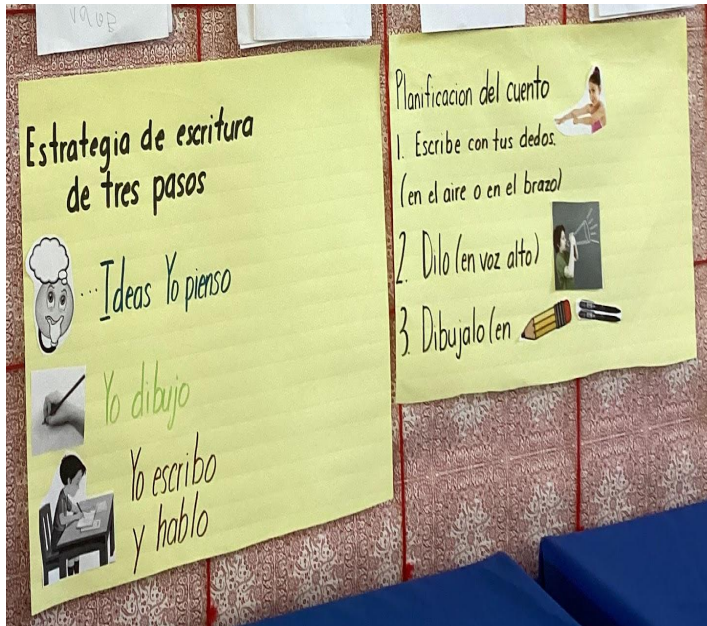
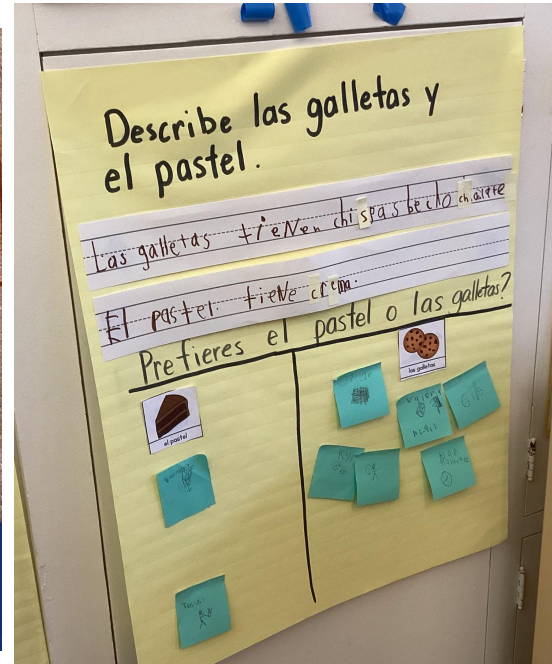
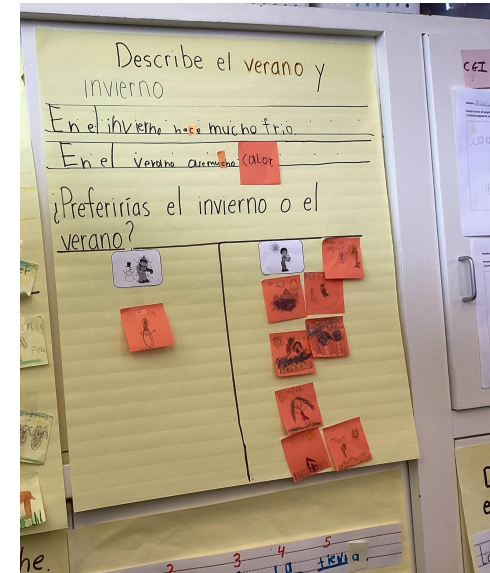
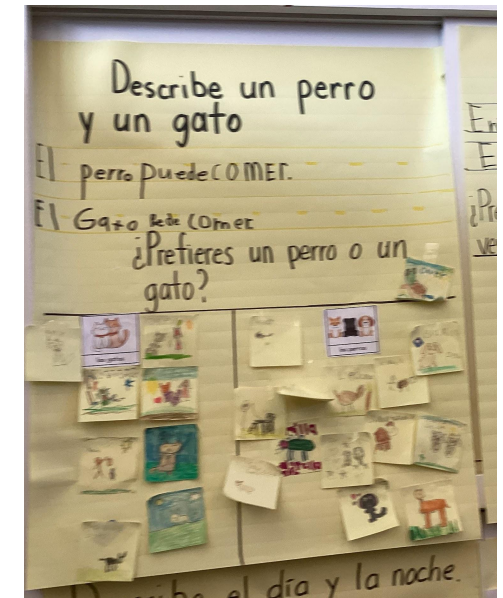


2nd Grade



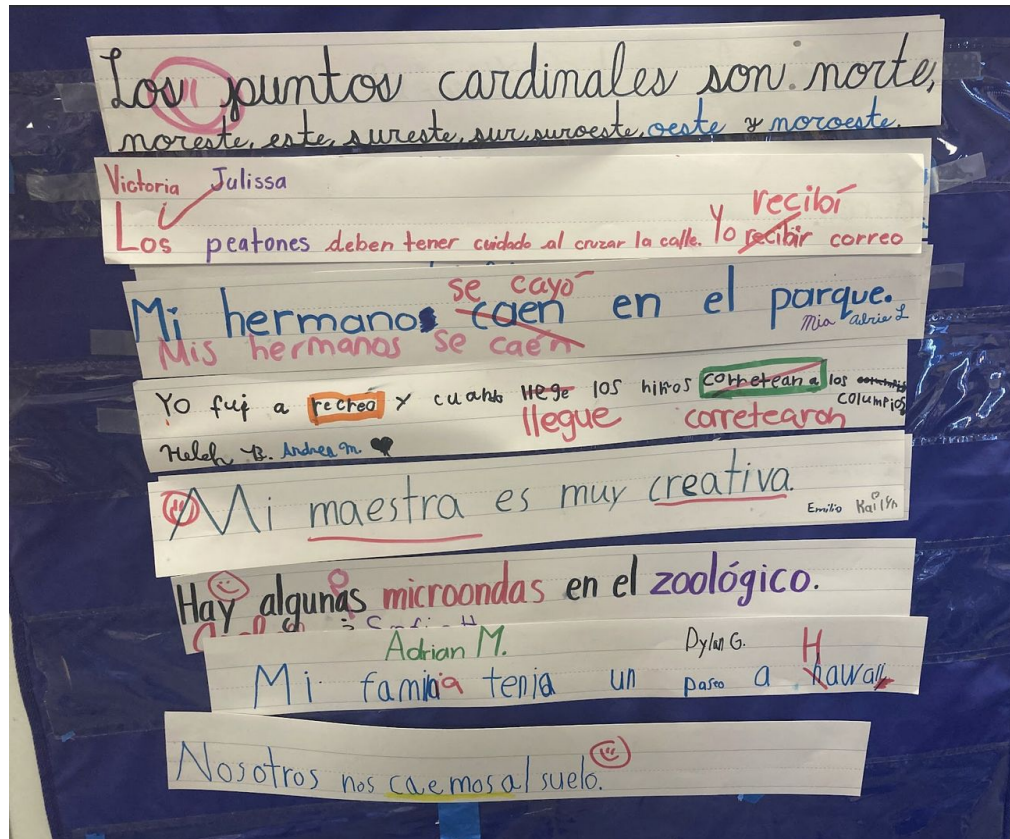
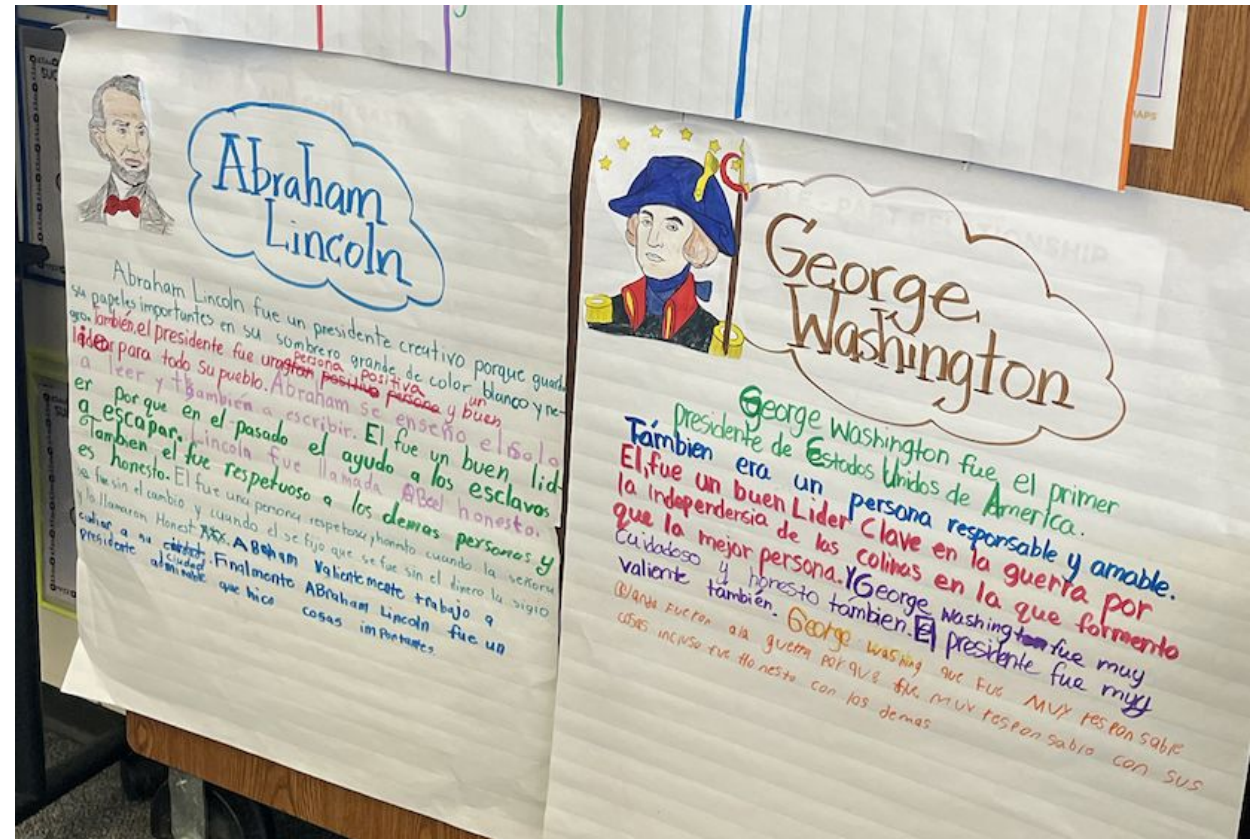
Oral Rehearsal Before Writing

Kindergarten



Student Writing Practice With Genre in English and Spanish

5th grade interactive writing guided practice



Anchor Chart With Explicit Writing Genre Instruction

Second Grade

Pingüinos

Características

- tienen aletas
- cuerpos cubiertos de plumas
- caminan dando pequeño pasos
- hay pingüinos de diferentes tamaños
- son excelente nadadores



Habitat

- viven en la Antártida y América del Sur
- viven en regiones muy frías
- pasan mucho tiempo en el agua y tierra.
- viven en colonias de hasta 200,000 pingüinos

Dieta

- comen pescados
- comen Krill
- comen calamar
- son carnívoros
- no comen plantas

Datos Interesantes

- pueden sumergirse hasta 300 metros para buscar comida
- solo ponen un huevo
- comunican a través de sonidos y movimientos
- tienen una capa de grasa y plumas que los protege

Third Grade

Informational Writing

Sentence Starters

(Choose one)

Beginning	Middle	End
<ul style="list-style-type: none">• Let me tell you about.....• I know many things about.....• Do you know about.....?	<ul style="list-style-type: none">• One thing I know is.....• One fact is that.....• Another fact is that.....• There are.....	<ul style="list-style-type: none">• Now you know about.....• In conclusion, I learned about.....• Finally, you have discovered what about.....• I hope you learned something new about.....

Fourth Grade

Reading Lectura

Writing Escritura

El viaje de James

Hay muchas razones por las que la tecnología es importante. Diariamente se necesita para la comunicación y el aprendizaje. En mi opinión, la tecnología nos ayuda en la escuela. Específicamente, en lectura puedo leer libros en EPIC. Así es como la tecnología nos ayuda en la escuela. Yo pienso que la tecnología es esencial para guardar nuestros recuerdos. Por ejemplo, yo tengo recuerdos de mi mascota Tison de cachorro. Yo no tendría estos recuerdos sin la tecnología.



Questionss?



Give Us Your Opinion

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EL Roadmap # 1:
Assets-Oriented and
Needs-Responsive Schools