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**ENGLISH LANGUAGE ARTS/ENGLISH
LANGUAGE DEVELOPMENT
FRAMEWORK UPDATE**

ADAPTED FROM A PRESENTATION BY THE CALIFORNIA DEPARTMENT OF EDUCATION

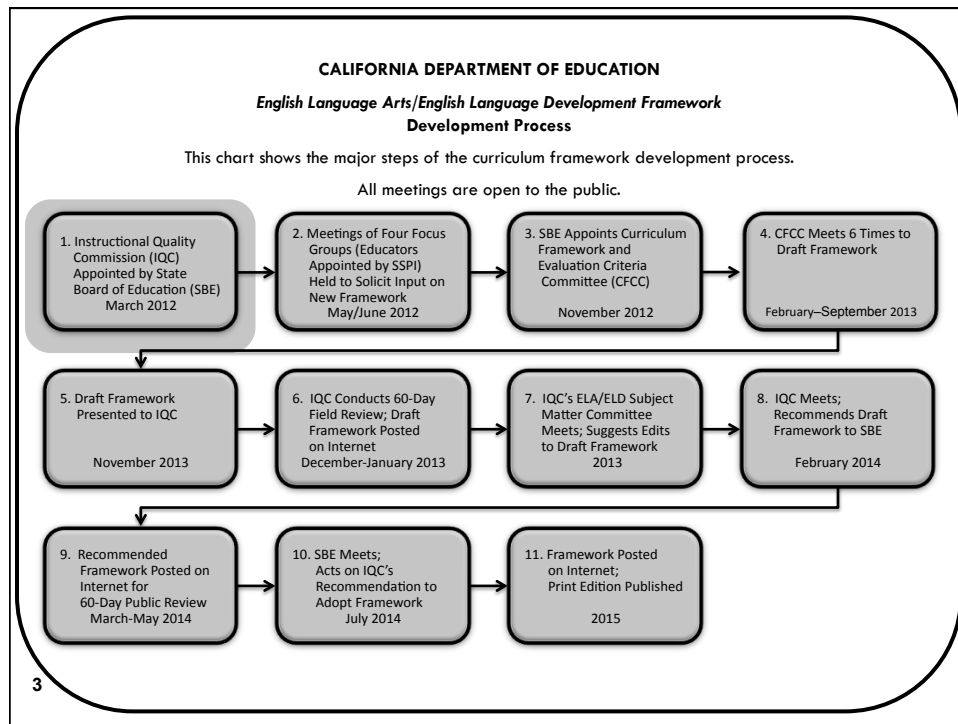
Becky Sullivan, Director, Professional Development

General Purpose of Frameworks

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- Provide support for teachers and guidelines for educational programs
- Guidance to school districts in the development of local curriculum
- Direction to publishers for the development of instructional materials
- Guidelines for local selection of instructional resources (Grades 9–12)
- Reflect current and confirmed research
- Guidance for teacher professional development programs, in-service, pre-service and teacher licensing standards

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Guidelines for 2014 Revision of the ELA/ELD Framework

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- Based on input from the focus group meetings, written comments received, and statutory requirements
- Reviewed and recommended by the IQC in September, and approved by the SBE in November
- ELA/ELD CFCC members develop the framework based on the CFCC

<http://www.cde.ca.gov/ci/rl/cf/elaeldfwguidelines.asp>

Curriculum Framework and Evaluation Criteria Committee

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- Over 125 applications received between June-August 2012
- 20 members appointed by SBE in November 2012
- Teachers: 4 Elementary teachers, 4 middle school teachers; 5 high school teachers
- Others: 4 county educators, 2 university professors, 1 self-employed consultant

<http://www.cde.ca.gov/ci/rl/cf/elaeladfccapplicants.asp>

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Curriculum Framework and Evaluation Criteria Committee

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- Co-Chairs: Becky Sullivan and Martha Hernandez
- Writers: Nancy Brynelson and Hallie Yopp Slowick from the Center for the Advancement of Reading
- Writers: Pam Spycher, Rachel Lagunoff, Marcia Kosanovich, Sarah Feldman, Dona Minders, and Sharen Bertra from WestEd

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Meeting Dates in 2013

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- February 28-March 1
- March 27-28
- May 30-31
- June 27-28
- July 25-26
- September 26-27

All meetings held at the CDE Office in Sacramento

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Organization and Content ELA/ELD Framework

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- Based on the guidelines and other frameworks
- Dynamic document
- Focus on key considerations of CA CCSS for ELA/Literacy standards in grade spans and individual grade levels
- Integration of CA ELD Standards
- Chapters on professional learning and support, 21st century learning and technology, equity and access, assessment, and criteria for evaluating instructional materials

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New Features

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- Use of snapshots and vignettes in all chapters to demonstrate integration of ELA and ELD, examples of implementation of standards in the classroom, and demonstration of different types of assessment
- Links to resources and websites for additional support
- Organizational design around key considerations

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Table of Contents - Chapters

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- Introduction
- 1: CCSS for ELA/Literacy & CA ELD Standards Overview
- 2: Key Considerations for ELA/Literacy and ELD Instruction
- 3–7: Content and Pedagogy for Grades TK-1; 2-3; 4-5; 6-8; and 9-12
- 8: Assessment

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Table of Contents – Chapters (cont.)

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- 9: Access and Equity
- 10: Learning in the 21st Century
- 11: Implementing High-Quality ELA/Literacy and ELD Programs: Professional Learning and Distributed Leadership
- 12: Criteria for Evaluating Instructional Materials
- Glossary
- Resources

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Chapter 2

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Key Considerations for ELA/Literacy and ELD Curriculum, Instruction, and Assessment

- Context Considerations
- Key Themes and Practices for ELA/Literacy and ELD Instruction
(Meaning Making, Language Development, Effective Expression, Content Knowledge, Foundational Skills; Crosscutting Practices in Instruction)
- Approaches to Teaching and Learning
- English Language Development

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Grade-Span Chapters 3–7 At-A-Glance

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Grade-Span Overview

- Integrated and Interdisciplinary Approach
- Key Content and Instructional Practices
(Meaning Making, Language Development, Effective Expression,
Content Knowledge, and Foundational Skills; Supporting All Learners; ELD)
- Grade-Level Content and Practice

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Grade-Span Chapters 3-7 (cont.)

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Within each grade level section:

- Key Content and Instructional Practices
(Meaning Making; Language Development; Effective Expression;
Content Knowledge; Foundational Skills)
- Integrated Curriculum
- ELD in the Grade Level
- ELA/Literacy and ELD in Action

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Chapter Topics

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Chapter 8: Equity and Access

- Addresses California's student diversity
- Identifies planning and support for range of learners using Universal Design for Learning and Multi-Tiered Systems of Supports

Chapter 9: Assessment

- Focus on the use of different types of assessments, highlighting the use of formative assessment to guide instruction
- Background on state assessments and Smarter Balanced Assessment System

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Chapter 8: Access and Equity ~ Opening Paragraph

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Among the core principles that guided the development of this framework is that ***schooling must help all students achieve their highest potential.*** (See Introduction.) To accomplish this, students must be provided equitable access to all areas of the curriculum, appropriate high-quality instruction that addresses their needs and maximally advances their skills and knowledge, and settings that are physically and psychologically safe, respectful, and intellectually stimulating.

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Chapter 12

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Criteria for Evaluating Instructional Materials

Program 1: English Language Arts Basic Program, K-8

Program 2: English Language Arts/English Language Development Basic Program, K-8

Program 3: Biliteracy Language Arts/English Language Development Basic Program, K-8

Program 4: Intensive Intervention Program in English Language Arts, 4-8

Program 5: Specialized Designated English Language Development Program, 4-8

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Future Steps in the Framework

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- All chapters will be revised based on discussion and prepared for the IQC
- ELA/ELD SMC and IQC will meet on November 21-22, 2013
- First 60 day review period
December 2013 – January 2014
- ELA/ELD SMC reviews suggested changes
February 7, 2014
- IQC reviews changes and approves revisions for second 60-day review period March-May 2014
- SBE-action on draft July 2014
- Preparing document for publication

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ELA/ELD Framework

More information available at
<http://www.cde.ca.gov/ci/rl/cf/>

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Questions?

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