**Studying California's English Language Development Standards**

**Collaborative Study and Discussion Tasks**

\* \* \* Facilitator Notes \* \* \*

*Note: The study and discussion tasks are designed to introduce participants to California's new ELD Standards using two resources: The Talking Teaching Network (TTN) ELD/ELA Teacher's Guide (versions by grade level) and the Collaborative Study and Discussion Tasks packet. The first five Study Tasks require only the Collaborative Study and Discussion Tasks packet. Study Tasks 6 and 7 require the Teacher's Guides. The TTN ELD/ELD Teacher's Guides are available for purchase at the Talking Teaching Network's website (*[*www.talkingteaching.org*](http://www.talkingteaching.org)*). The Collaborative Study and Discussion Tasks packet is available via free download at the same website.*

**• Introduce the Study Tasks and the ELD Standards**

About the Collaborative Study and Discussion Tasks (CSDT packet):

-- When a new set of standards are rolled out from the state to districts, there are often many presentations around the standards and about the standards, but rarely are the standards themselves studied carefully in productive ways in a structured manner.

-- These study tasks are designed to allow participants to study the actual standards and learn the logic and order of how the standards were developed.

-- The arc of the study tasks goes from the general to the specific, starting with how the standards are organized—all grades are organized exactly the same—and then delving deeper and deeper into the actual content of the standards.

-- We’ll start first with a little review of the context of the new ELD Standards.

About the ELD Standards Themselves—Context (see CSDT packet page 8 and PPT slides 2-6)

-- Why are there new ELD standards? By law, ELD standards need to be aligned with ELA standards, so the change to the Common Core ELA standards in California necessitated a redrafting of the ELD standards to create alignment.

-- ELD Standards are difficult to develop: EL populations are highly fluid and there are many complex factors to consider (e.g. levels of L1 proficiency, exposure to English outside of school, levels of academic proficiency, etc).

-- Specific improvements over the old ELD Standards:

• The new ELD Standards are grade-specific. The old standards were developed by grade-level bands (K-2, 3-5, 6-8, 9-12). This was problematic as it made it more difficult to determine where students in a particular grade level might fall in the band.

• There are fewer proficiency levels—3 proficiency levels for the new ELD Standards. The old ELD Standards had 5 proficiency levels, which were a bit unwieldy and perhaps overly complex—especially for the purposes of reporting progress.

• The new ELD Standards are more mindful of all teachers of ELs - those teaching ELD, but also content area teachers who are teaching ELs. The new ELD Standards stand on their own better than the former ELD Standards. The old ELD Standards were more like "junior ELA" standards. This isn't helpful for subject area teachers of EL students.

--Review with Participants the Promise of the new ELD Standards:

• There is an common architecture - an organizing principal – the new standards that brings consistency across grades K-12. We will study the “K-12 strands” in Study Task 2.

• For the first time the ELA Standards contain a domain for Language. This is a great advantage for EL students, but also for all students. We should think of the ELD standards as an enrichment of the Language standards for ELA and therefore will have some relevance for all students.

• The ELA/ELD Framework (ELA and ELD are now included in a single unified Framework) is promising. There is much in them that is really helpful (e.g. the vignettes).

• New terminology in the Framework- “Designated ELD” refers to ELD taught during a dedicated ELD block. “Integrated ELD” refers to ELD integrated within content area instruction. As we’ll see, the standards align with these two contexts for ELD instruction.

**• Option: Before Introducing Study Task #1, Review CDE-Formatted Version of ELD Standards**

-- Facilitators might want to briefly review with participants the California Department of Education’s version of the ELD standards. Any particular grade is fine as they are all formatted exactly the same.

CDE versions are available at: http://www.cde.ca.gov/sp/el/er/eldstandards.asp#Standards

-- The purpose of introducing the CDE version is twofold: 1) We want participants to know that everything we will study comes verbatim from the official version of the California ELD standards. 2) By reviewing the CDE version, participants will better grasp the decisions made in the formatting of the TTN ELD/ELA Teacher’s Guides.

-- Facilitators might simply project a copy of the CA ELD Standards and tour the points of interest (see below), or provide a copy of a CDE version (one grade level) for participants to review (say 1 copy per 2 participants). The Collaborative Study and Discussion Tasks powerpoint includes snap shots of the points of interest (slides 7-11).

Points of Interest (contents of CDE version across grades are generally consistent in terms of pages).

1) Page 1: Goals and Critical Principals

2) Pages 1-2: Organized into Three Parts: Parts I, II, and III

3) Pages 1-2: The listing of corresponding CA ELA standards per each ELD strand (Part I, 1-12 and Part II, 1-7)

4) Page 11 (or last page): Notes about Part III—Using Foundational Literacy Skills.

Note: ELD standards do not include standards for Foundational Literacy Skills but rather refer teachers to the ELA standards.

5) Page 3: Strands 1-4 for Part I with three levels of proficiency—4 strands/standards per page, and also the left hand margin listing suggestions for Texts and Discourse in Context.

6) Page 7 or 8: Stands 1-2 of Part II with three levels of proficiency—2 strands/standards per page.

**• Study Task #1: The Parts of the ELD Standards** (CSDT packet page 1, PPT slide 12)

-- Direct participants to page 1 of the Collaborative Study and Discussion Tasks packet.

-- Explain that page 1 lists the names of the three parts of the ELD Standards. Just the names are listed. Explain that we will study the strands and standards in these three parts of the ELD Standards later in the series of tasks, but now we just want to consider these three names: What do these terms mean? And why is each a part of the ELD standards?

-- Tell participants to respond to the two questions that ask them to think about the titles of Parts I and II. Ask them to think carefully and respond to the questions and be ready to share their responses.

-- Allow participants 10 minutes or so to record their answers, then ask them to share their answers in pairs or a group. As they share, be prepared to provide them with the following should it not come up or it is not stated explicitly:

• Part I is about the use of language ("Interacting in Meaningful Ways")

• Part II is about the language itself ("How Language Works")

• Part III is really a subset of Part II, but they've made a distinction between how English works as a language and how it works as an orthography (the representation of sounds of a language by written or printed symbols).

-- Be sure to remind participants that this is the basis for the architecture of the ELD Standards and all grade levels are organized into these three Parts.

**• Study Task #2: The Modes or Processes That Comprise Parts I and II** (CSDT packet page 2, PPT slides 13-14)

Studying the Modes of Part I: Interacting in Meaningful Ways

-- Direct participants to Page 2 of the Study and Discussion packet.

-- Focus their attention on the Part I Communicative Modes (or Modes of Communication): Interacting in Meaningful Ways (the rows of the table and labeled "A", "B" and "C").

-- Explain that Part I is organized into three Modes - Collaborative, Interpretive and Productive.

-- Ask participants to respond for each of the three Modes by describing what they think the Mode is about and what kind of meaningful interaction it probably leads to. They can record their responses directly in the table on the top of page 2.

-- Allow participants 10-15 minutes to respond to the prompts.

-- Allow participants to share in pairs or groups their thinking and what they've recorded for Part I on page two of the Study and Discussion Tasks packet.

-- Should it not come up, be prepared to share with participants that it is not unusual to carve language up in different ways (e.g. expressive, receptive) and these Modes are how language has been carved up for the purpose of the ELD Standards.

-- Be sure to share the following if it not be stated by the participants:

• The Interpretive Mode is about reading and listening

• The Productive Mode is about writing and speaking.

• The Collaborative Mode is about the dynamic of interacting. It's not simply two or more people exchanging words. It is more about how dynamic language is in real collaboration. What one person expresses may influence and alter the next thing expressed by another. This is an important Mode and forces us to think about language beyond expressive and receptive language use.

Studying the Processes of Part II: Learning About How English Works

-- Draw participants’ attention to the table for Part II: Learning About How English Works on page two of the Study and Discussion Tasks packet.

-- Tell participants that Part II is made up of “processes” that are applicable across the Modes of Part I of the standards. These processes represent the kind of thinking that must occur as language is used.

-- Explain that they will respond to the prompts on page 2 of the Study and Discussion Tasks packet as they did for the Part I Modes.

-- Be sure to point out that the second prompt has changed to: “What kinds of things might one study and learn about with this language process?”

-- Allow participants 10 minutes to study, discuss and respond to the prompts.

-- Invite participants to share in pairs or groups what they have recorded on their worksheets.

-- Be sure the following points are covered as thoughts are shared:

• Structuring Cohesive Texts focuses on how language is used to structure, organize, and make cohesive extended communication (whole texts, beyond just the word or sentence level).

• Expanding and Enriching Ideas focuses on how language is used to elaborate ideas, information or events

• Connecting and Condensing Ideas focuses on how language is used to show relationships among and communicate precisely ideas, information or events.

Reflection: Before proceeding to Study Task #3, ask participants to jot down some notes on a separate sheet of paper regarding what they've learned about the new ELD Standards to this point. This will give them a minute to take stock of what they have learned thus far.

**•Study Task #3: The Strands Within Each Mode and Each Process** (CSDT packet page 3, PPT slides 15-16)

-- Direct participants to page 3 of the Study and Discussion packet.

-- Point out that what appears on page 3 is Part I (Modes) and Part II (Processes), but now there is more descriptive detail included. The numbered items in each of Part I and Part II are referred to as Strands.

-- They are just as they appear in the state publication, but they have been reformatted.

-- Remind participants that the strands are consistent across all grade levels with the exception of some minor language changes (opinion and detail in elementary levels becomes argument and evidence for middle and high school levels).

-- Reiterate the point that the strands that comprise Modes of Part I and the Processes of Part II are the architecture for the ELD Standards. These are the exact same for all grade levels. The grade specific nature of the ELD Standards is communicated via the descriptors for each of the three proficiency levels which we will study a little bit later. NOTE: For participants that are administrators or coaches/TOSAs who work with multiple grade levels, the common K-12 architecture as represented by these 19 strands (12 Part I and 7 Part II) provided the key level to be studied and mastered.

-- Give participants 10-15 minutes or so to study the strands, and highlight key words or phrases that help them distinguish one strand from another.

-- Invite participants to share in pairs or groups what they have recorded on their worksheets.

**• Study Task #4: The Part I Strands Within and Across the Modes** (CSDT packet page 4, PPT slides 17)

-- Direct participants to page 4 of the Study and Discussion packet.

-- Tell participants that they will use this page to detect and describe the relationships between the strands of Part I.

-- Explain that the table on page 4 lists the strands in columns (Collaborative, Interpretive and Productive). The rows show strands that are most closely related across the Modes of Communication.

-- Point out to participants that as they study the strands listed in the rows, they'll see that strands 1, 5 and 9 are related in some way. The same holds true for strands 2, 6 and 10; 3, 7 and 11; 4, 8 and 12. In other words, each Mode of Communication has four strands, and across the three Modes, the strands in first position (i.e., 1, 5 and 9) are related to one another, and the strands in second position (i.e., 2, 6, and 10) are related to one another, etc.

-- Explain that this tasks will ask them to provide labels or short descriptions for each row of related strands. They can jot their notes down in the left hand box that starts each row. The directions for this Study Task are included at the top of page 4.

-- Allow participants 10 minutes or so to complete Study Task #4, then allow time to share and discuss their thoughts and observations about the relationship of the strands across Modes.

-- You may want to share the labels for the rows. As will be apparent in the ELD/ELA Teacher’s Guide, through research and development, TTN staff came up with the following label for each of the four rows:

• Speaking and Listening to exchange information, ideas, and experiences.

• Reading and Writing to make meaning and convey information, ideas, and experiences.

• Using Language to Make a Point, i.e., to offer and support opinions or arguments.

• Adapting Language and language choices to and within different contexts.

**• Study Task #5: The Part I Strands with Tag Phrases** (CSDT packet page 5, PPT slides 18)

-- Now that participants have studied and considered how the strands might be related across the Modes, direct them to page 5 of the Study and Discussion packet.

-- Tell participants that this version of the Strands includes tag phrases for each of the Part I strands. The grade level ELD standards, completed with descriptors for each of the three proficiency levels, use these tag phrases to label each strand (Part I, 1-12, and Part II, 1-7).

-- Ask participants to review the tag phrases and think about the relationships they studied and considered in Study Task #4.

-- Be sure to remind them to consider especially the most highly related standards across the Modes that they considered in the previous Study Task (1, 5, and 9; 2, 6 and 10; 3, 7 and 11; 4, 8 and 12) and to further consider the work they did in Study Task #4 against the tag phrases that appear on page 5 of the Study and Discussion packet.

-- Allow participants about 10 minutes to study and consider the tag phrases associated with the Strands of Part I of the ELD standards.

Reflection: Before proceeding to Study Task #6, ask participants to jot down some notes on a separate sheet of paper regarding what they've learned about the new ELD Standards to this point. This will give them a minute to take stock of what they have learned thus far.

• **Distribute and Tour the TTN ELD/ELA Teacher's Guides** (Teacher’s Guide and PPT slide 19)

*Note: Distribute the Teacher's Guides and provide teachers with an tour of its contents. The Teacher's Guides will be used for subsequent Study Tasks 6 and 7. Since the formatting and layout of the Teacher’s Guides are identical for all grades (K-12), this tour is feasible with a group of participants representing different grade levels.*

-- Preface: A brief note regarding the Teacher's Guides and the original ELD Standards as published by California. The ELD Standards as originally published by the State are a lengthy. The TTN Teacher's Guides do not alter the content of the ELD Standards as published by the State, but they do reformat them to make them more accessible, usable and understandable. Formatting and layout (side-by-side displays) were developed and piloted with teachers in TTN member districts.

-- Tour of the ELD Teacher's Guides—Points of Interest

• Page 1 of the Teacher's Guide contains the Strands of the ELD standards. It's important to study and register the Strands even before seeing and studying them across the proficiency levels with all the additional detail. It is also important at times just review and revisit the strands themselves.

• Pages 2 and 3 contain the grade level ELD Standards for Part I (Interacting in Meaningful Ways). The strands plus the descriptors for each of the three proficiency levels constitute the ELD standards.

• Page 4 contains the grade level ELD Standards Part II (Learning About How English Works).

• Page 5 shows the correlation of the ELD Strands (the columns) with the ELA Standards (rows). The developers of the ELD Standards (California Department of Education) provided these correlations, but in the original document, the correlated ELA standards are simply listed next to each strand. Page 5 makes the pattern of relationships among the ELD Standards and the ELA Standards a little more apparent.

• Pages 6, 7 and 8 contain the ELA Standards for the grade level. During the development of this document, teachers requested a single document that included both the ELD and the ELA standards for the grade level. The ELA Standards are also organized in a unique way. The reading literature and informational text standards are organized in a table so the standards can be viewed side-by-side. The writing standards for the three major types of writing are also in a table so they can be viewed side-by-side.

• Page 9 includes the Goal and Principals of the ELD Standards, as published in the original State publication along with information about Texts and Discourse in Context.

• Page 10 shows the Part I Strands across Modes (recall Study Task 4). Labels for each row are included. TTN staff and teachers developed the labels during the development of the Teacher’s Guides. The material and ELD standards that follow on pages 11-15 use this organization of the Part I standards.

• Page 11 shows the correlation of ELA Standards (columns) to ELA Standards (rows) with the related ELD Standards organized across modes.

• Pages 12 and 13 show the Part I ELD Standards organized across Modes.

• Page 14 contains the Part II Standards just as they appeared earlier on page 4. Part II Standards are repeated so that teachers who prefer the alternative organization of the Part I standards have the entire set of ELD Standards (Parts I and II) in close proximity.

• Page 15 contains an explanation of qualitative text complexity and the origins of the complexity rubrics on pages 16 and 17. The reason for including these Smarter Balanced Assessment Consortium (SBAC) in this ELD/ELA Teacher’s Guide is also explained on page 15

• Pages 16 and 17 contain text complexity rubrics for Literature (page 16) and informational texts (page 17). Note: These rubrics are included as an additional resource for teachers (by request of the teachers who helped developed the Teacher’s Guides).

**• Study Task #6:** **The Part II Strands** (Teacher’s Guide, CSDT packet page 6, PPT slides 20)

Note: Unlike the more explicit and elaborate Part I strands, the strands of Part II are conveyed only by very brief tag phrases, e.g., Understanding Text Structure, Using Verb and Verb and Verb Phrases, and Connecting Ideas. During the development of the Teacher’s Guides, TTN staff and teachers found it productive to study the Part II grade level standards and the progression from proficiency level to proficiency level as a way of better defining what each Part II strand is about. That is what Study Task #6 does.

-- Ask participants to turn to page 6 of the Study and Discussion packet and the grade level ELD Standards in their Teacher’s Guide.

-- Explain that this Study Task will help them study and better understand the Strands for Part II of the ELD standards (Learning About How English Works) and what those strands are really about by studying the proficiency level descriptors. The proficiency level descriptors provide information that allows for a more explicit understanding of what each Part II strand is about.

-- Review the directions at the top of the page and check that participants understand what they are to do.

-- Allow participants 15-20 minutes to complete page 6 of the Study and Discussion packet.

-- Have participants share in pairs or groups (or whole group) their responses and discuss the meaning of the Part II Strands.

NOTE: Facilitators might want to pursue this task through a jigsaw activity: form groups of participants from the same grade level (i.e., same Teacher’s Guide), say 3-4 individuals per group, each individual studies 1-2 of the 7 Part II strands, and then the group convenes with each individual teaching his/her strands to everyone else in the group.

**• Study Task #7: The Proficiency Level Distinctions** (Teacher’s Guide, CSDT packet page 7, PPT slides 21)

-- Direct participants to page 7 of the Study and Discussion Tasks packet and the grade level ELD Standards in their Teacher’s Guide.

-- Tell them that at this point they'll have another chance to dig into their grade level version of the ELD Standards via the Teacher’s Guide, including both Parts I and II.

-- Just to reinforce the point, remind participants that at this level (Parts, Modes and Process, and strands) they are reviewing the ELD Standards. At the level of the Strands, grade levels are identical, but once you go to the level of proficiency levels, these are the grade level ELD standards.

-- Remind participants that as they study they should be taking notes on page 7 of the Study and Discussion Tasks packet regarding the distinctions they are noticing from Emerging to Expanding to Bridging.

-- Allow participants 20 minutes to study the standards for Parts I and II.

-- Ask participants to share some of the distinctions they found in the proficiency levels as they studied them.

-- Have participants share in pairs or groups their responses and discuss the distinctions they saw across the three proficiency levels.

NOTE: Facilitators might want to pursue this task through a jigsaw activity: form groups of participants from the same grade level (i.e., same Teacher’s Guide), say 3-4 individuals per group, each individual studies 4-6 different standards, and then the group convenes with each individual teaching the distinctions of their standards to everyone else in the group. Facilitators might also choose to study a subset of the standards. The goal here is to begin to understand the ELD continuum represented by the progression from Emerging to Expanding to Bridging.

Reflection: Ask participants to jot down some notes on a separate sheet of paper regarding what they've learned about the new ELD Standards.