



English Language Development (ELD) and the California ELD Standards

2015-2016

Facilitator Guide

Content:	English Language Development (ELD) and the California ELD Standards
Approximate Time Frame:	1.5 hours
Suggested Audience:	Parents

Presentation Summary

Participants' Learning/Performance Objectives

By the end of this training, participants will:

- have an understanding of English Language Development (ELD) and the California ELD Standards (CA ELD Standards).
- gain strategies on how to support children's language development in the home language and in English.

Presenter's Activities to Support this Learning


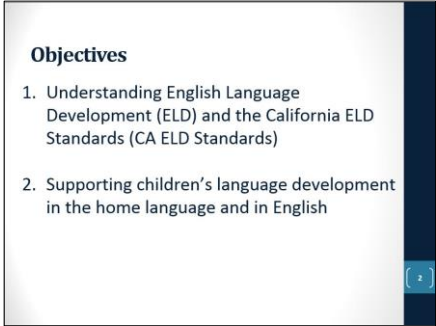

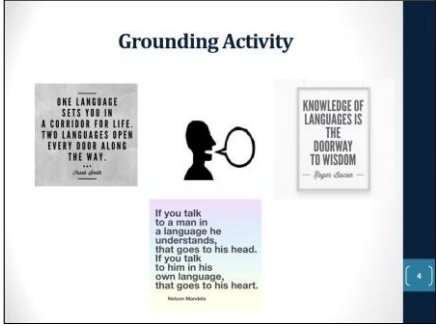
During this training, the facilitator will engage participants in:

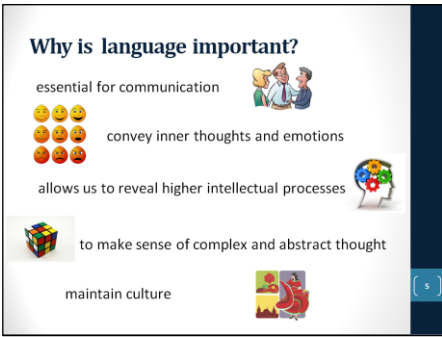

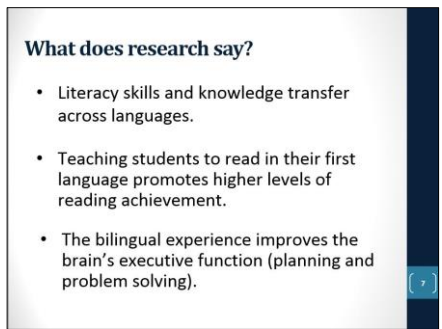
- partner discussions and group interactions.
- group activities to process the information.

Tools and Materials

Handouts for each participant:

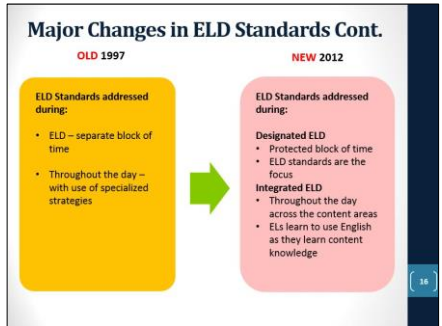
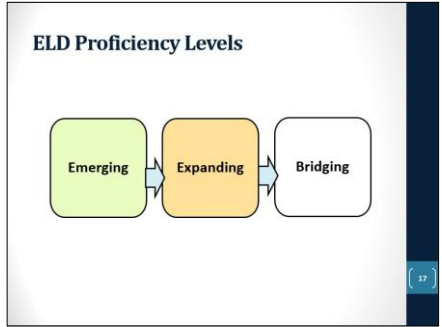
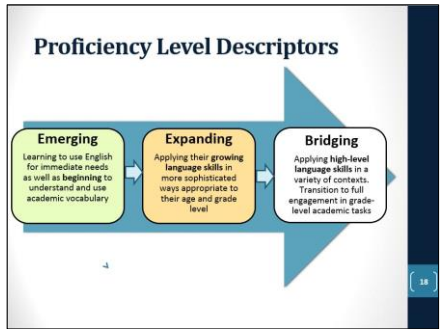
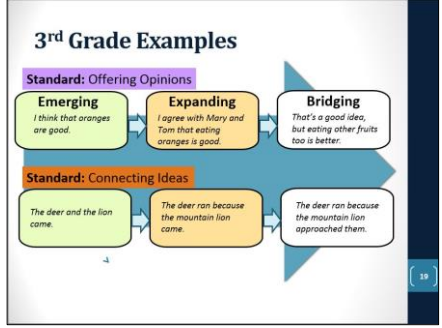
- Copies of Handouts 1-8
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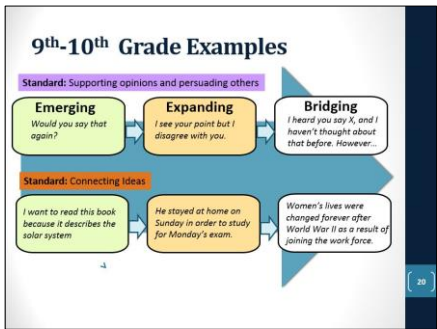

Slide	Slide View	Presenter's Text
1		<p>Display slide – English Language Development (ELD) and the California ELD Standards</p> <ul style="list-style-type: none"> • Welcome participants and thank them for their participation. • Introduce yourself. • Housekeeping items – restrooms, breaks and end time. • Review norms (if applicable).
2		<p>Display slide – Objectives</p> <ul style="list-style-type: none"> • Tell participants that there are two objectives for today's presentation. • Say: "By the end of this session you will have a better understanding of English Language Development and the ELD standards and you will also learn ways of supporting your children's language development in the home language and in English."
3		<p>Display and read slide – Objective 1</p>
4		<p>Display slide – Grounding Activity</p> <ul style="list-style-type: none"> • Say, Before digging into the first objective let's frame our learning with a grounding activity related to language." • Give participants a few minutes to read the three quotes on the slide. • Say, "Select the quote that you most connects with." • Have them turn to a partner and share one or two reasons why they selected that quote. • Then have two or three participants share out with the whole group.

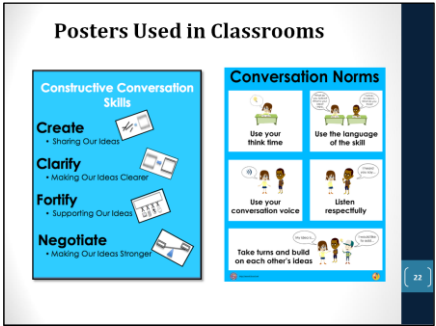
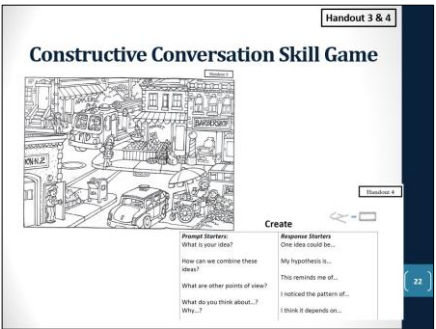
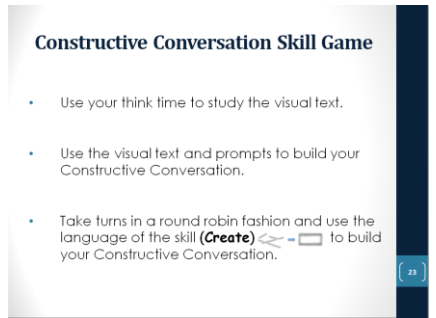
5		<p>Display slide – Why is language important?</p> <ul style="list-style-type: none"> Click and read the first bullet and say, “Language is a means of social communication and it is used for many purposes. For example, it is used to invite friends to different places, give directions and make comments, etc.” Ask participants to give other examples for language use. Click and read the second bullet and say, “Language is used to inform others of feelings, desires and hopes.” Emphasize to parents that it is very important for children learn to express their feelings from an early age. They must learn to voice their hopes and aspirations. Click and read the third bullet and say, “Language is important for recognition, memory and imagination.” Click and read the fourth bullet and say, “Also to formulate thoughts such as considering something carefully, and using logic to solve word problems and or puzzles.” Click and read the fifth bullet and explain that language is a way of maintaining one’s culture, customs and heritage. Language is tied to one’s identity.
6		<p>Display slide – Group Activity: Why is it important to maintain the home language?</p> <ul style="list-style-type: none"> Say, “Now that you understand why language is important let us examine reasons why maintaining the home language is just as important, especially for children who grow up in a bilingual household.” Divide participants into five groups. Assign each group one of the reasons and say, “Each group will discuss how the home language contributes to a student’s growth and success in their assigned topic (personal, social, educational, intellectual, economic).” Give participants five minutes to share their ideas in their groups. Then each group will select one group member to share with the whole group. <p>Note to the presenter: If not mentioned by one of the groups, emphasize that maintaining the home language is critical to a student’s growth and success because it helps the child value his or her culture and heritage, which contributes to a positive self-concept.</p>
7		<p>Display slide – What does research say?</p> <ul style="list-style-type: none"> Click and read the first bullet and say, “If you learn something in one language, you either transfer it to another language or can more easily learn it. There is a positive transfer between the home language and the target language.” Click and read the second bullet and say, “One possible reason is that reading skills learned in their first language help students in their second language (National Literacy Panel 2006).” Click and read the third bullet and say, “In recent years psychologist have studied the intelligence and mental capacity of bilingual children in comparison to monolingual children. The evidence suggests the bilingual experience <u>improves</u> the brain’s attention processes that are used for planning, solving problems and performing various demanding tasks.” <p>Note to the presenter: Some areas that positively transfer are: phonemic awareness; decoding through phonics and word recognition strategies; use of general comprehension strategies and cognates.</p>

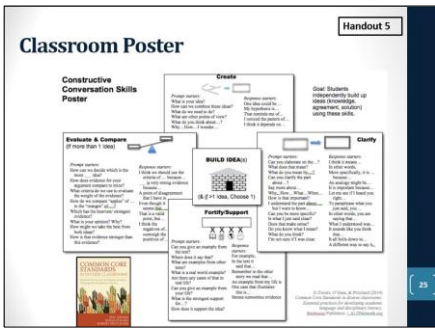

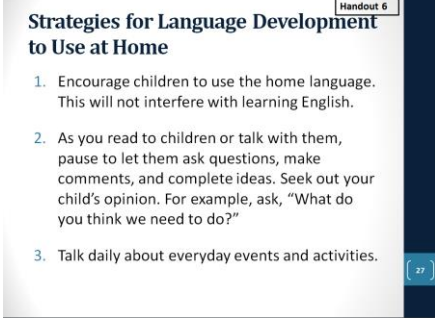
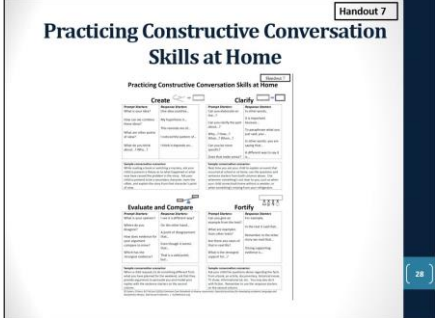

		<p>Cognates are words that sound alike and/or look alike in both English and Spanish such as cooperation/cooperación, and revoke/revocar. There are also false cognates, words that sound alike but mean something totally different such as “embarrassed” and “embarazada.”</p>												
8	<p>What must students be able to do with language?</p> <ul style="list-style-type: none"> Comprehend and evaluate ideas and complex text Construct explanations Justify answers Convey ideas and information to others using academic language <p>Science, English Language Arts (ELA), Math</p>	<p>Display slide – What must students be able to do with language?</p> <ul style="list-style-type: none"> Say, “Students must be able to use language across all content areas and master the grade level California Content Standards.” Invite participants to read one bullet each. Say, “In order to prepare students for these language demands, language development skills in both English and the home language must begin as early as possible.” 												
9	<p>What must students be able to do in English language arts?</p> <p>9th Grade Smarter Balanced Assessment English Language Arts (ELA) Training Test Question</p> <p>Read the sentences from “What Happened to Solar Power for Home Use?”</p> <p>Simultaneously, petroleum prices dropped significantly, further crippling the solar power industry. By 2000, the cost of installing and maintaining a set of residential solar-cells were too high and home use dwindled.</p> <p>Based on the sentences, what can a reader conclude about the author's predictions in “The Homeowner's Salvation: Solar Energy?”</p> <p>Support your answer with evidence from the text.</p> <ul style="list-style-type: none"> ✓ read and understand complex text and vocabulary words (such as crippling and dwindled) ✓ figure out the author's key points ✓ create an effective written response with evidence from the text 	<p>Display slide – What must students be able to do in English language arts?</p> <ul style="list-style-type: none"> Say, “This example demonstrates the language demands a 9th grade student must be able to meet in English language arts. The sample question is taken from the Smarter Balanced-English language arts training test. Point out the language skills that students need in order to successfully complete the task: <ul style="list-style-type: none"> ✓ read and understand complex text and vocabulary words (such as crippling and dwindled) ✓ figure out the author's key points ✓ create an effective written response with evidence from the text 												
10	<p>What must students be able to do in math?</p> <p>9th Grade Smarter Balanced Assessment Math Training Test Question</p> <p>Lisa and Jason both deliver newspapers. In the first hour Lisa delivered 15 newspapers. Lisa and Jason continue to deliver newspapers at the same rate for the next 2 hours.</p> <p>Complete the table to show how many newspapers each delivers during the second and third hours.</p> <table border="1"> <thead> <tr> <th>Hour</th><th>Lisa</th><th>Jason</th></tr> </thead> <tbody> <tr> <td>1</td><td>8</td><td>15</td></tr> <tr> <td>2</td><td>16</td><td></td></tr> <tr> <td>3</td><td></td><td></td></tr> </tbody> </table>	Hour	Lisa	Jason	1	8	15	2	16		3			<p>Display slide – What must students be able to do in math?</p> <ul style="list-style-type: none"> Explain to participants that language is used throughout all content areas and that this is an example of a 9th grade test question taken from the Smarter Balanced-Math practice test. Point out the language skills that students need in order to successfully complete the task: <ul style="list-style-type: none"> ✓ Read and understand the word problem ✓ Make sense of the problem Explain to participants that other math questions require students to form an opinion with given information and build a logical progression of statements. Students must also justify their conclusions.
Hour	Lisa	Jason												
1	8	15												
2	16													
3														
11	<p>What is English Language Development (ELD)?</p> <p>What? Daily English instruction provided to all English Learners</p> <p>Why? To help ELs learn English as quickly as possible and understand and use academic English</p> <p>How? Comprehensive ELD</p> <p>Goal: English learners are college and career ready</p>	<p>Display and read slide – What is English Language Development (ELD)?</p> <ul style="list-style-type: none"> Say, “In order to prepare ELs for the language demands of the California Content Standards, English instruction is provided daily to all English learners across instructional programs.” In order for ELs to achieve they must learn English as quickly as possible and develop academic language in order to understand the content. Comprehensive ELD will be explained in the next slide. The ultimate goal is for ELs to be college and career ready!” 												



12	<p>What is Comprehensive ELD?</p> <p>Designated ELD A specific time during the day in which ELs learn about how English works for successful participation in academic tasks.</p> <p>Integrated ELD Throughout the day and across subjects, ELs learn to use English as they develop academic English and academic content.</p> <p>Source: CA ELA/ELD Framework</p>	<p>Display and read slide – What is Comprehensive ELD?</p> <ul style="list-style-type: none"> Say, “What does comprehensive mean?” Acknowledge participant responses and say, “ELD instruction includes all the elements needed to learn English successfully.” Read the definition of Designated ELD and add, “Designated ELD takes place during a protected time of 45-60 minutes. Students learn about how English works through discourse practices, grammatical structures and vocabulary using the ELD Standards.” Read the definition of Integrated ELD.
13	<p>What are the CA ELD Standards?</p> <p>What? Skills English learners need to master in English to meet grade level expectations</p> <p>Why? To help ELs perform at or above grade level academic work in all content areas</p> <p>Goal: English learners are college and career ready</p> <p>Source: 2012 CA ELD Standards</p>	<p>Display slide – What are the CA ELD Standards?</p> <ul style="list-style-type: none"> Say, “The ELD Standards describe the knowledge, skills and abilities in English that ELs need to master and are expected to attain in order to meet grade level expectations.” Read the Why and add, “The ELD Standards provide a foundation and help ELs meet the state’s grade level content standards.” <p>Note to the presenter: The CA ELD Standards cannot be taught in isolation, but must be used in the context of developing meaningful interactions. They are designed to be used by all teachers of academic content and of ELD in instructional programs for English learners.</p>
14	<p>New California ELD Standards</p> <p>OLD 1997 CA ELD Standards</p> <p>NEW 2012 CA ELD Standards Aligned to the CA ELA Content State Standards</p>	<p>Display slide – New California ELD Standards</p> <ul style="list-style-type: none"> Click to show the picture of the old ELD Standards Say, “The 1997 standards were aligned to the old ELA standards.” Click and show the front cover of the new 2012 ELD Standards. Say, “The new ELD Standards were developed by the state to align to the CA ELA Content State Standards. They are to be implemented this school year 2015-16.”
15	<p>Major Changes in ELD Standards</p> <p>OLD 1997</p> <ul style="list-style-type: none"> ELD proficiency levels: 1. Beginning, 2. Early Intermediate, 3. Intermediate, 4. Early Advanced, 5. Advanced ELD Standards by domains: Reading, Writing, Listening, Speaking Standards organized by grade spans: (K-2, 3-5, 6-8, 9-12) <p>NEW 2012</p> <ul style="list-style-type: none"> ELD proficiency levels: Emerging, Expanding, Bridging ELD Standards by: Part I - Interacting in Meaningful Ways, Part II - Learning About How English Works, Part III - Using Foundational Skills Standards organized by grade level: (K, 1, 2, 3, 4, 5, 6, 7, 8, 9-10, 11-12) 	<p>Display slide – Major Changes in ELD Standards- Handout 1</p> <ul style="list-style-type: none"> Distribute Handout 1. Tell participants that this handout outlines the elements of the new ELD Standards. Point out that before there were five ELD proficiency levels, and now there are only three. Say, “The ELD Standards were divided by domains: listening, speaking, reading and writing. Now they are divided into Part I: Interacting in Meaningful Ways. Part II: Learning About How English Works and Part III: Using Foundational Skills.” Say, “Listening, speaking, reading and writing are infused throughout the sections.”

16		<p>Display slide – Major Changes in ELD Continued</p> <ul style="list-style-type: none"> Explain that before the ELD Standards were only addressed during a separate block of time. Now they are addressed during Designated and Integrated ELD.
17		<p>Display slide – ELD Proficiency Levels</p> <ul style="list-style-type: none"> Say, “These are the three stages English learners progress through as they gain increasing proficiency in English.” Say, “The levels represent a continuum from native language competencies to lifelong language learning.”
18		<p>Display slide – Proficiency Level Descriptors</p> <ul style="list-style-type: none"> Say, “The Proficiency Level Descriptors describe expectations for how well students can understand and use the English language at each level as they continue to build on existing language skills and knowledge.” Click and read the first box and say, “Students at the Emerging level typically progress very quickly.” Click and read the second box and say, “Students at the Expanding level are challenged to increase their English skills in more contexts, and learn a variety of vocabulary and linguistic structures.” Click and read the third box and say, “Students at the Bridging level transition to full engagement in grade level academic tasks and activities in a variety of content areas without the need for specialized ELD instruction.” Emphasize that ELs at all proficiency levels are capable of high-level thinking. ELs can engage in complex, cognitively demanding social and academic activities requiring language as long as they are provided linguistic support.
19		<p>Display slide - 3rd Grade Proficiency Level Examples</p> <ul style="list-style-type: none"> Say, “These are examples of a typical 3rd grader at each of the three proficiency levels.” Click and show the standard: Offering Opinions and say, “Students are expected to offer opinions and negotiate with others in conversation using learned phrases.” Click and invite a participant to read each response Ask participants to identify how the language skills increase in difficulty. <p>Note to the presenter: At their corresponding proficiency levels, the students are using:</p> <p>Emerging: basic learned phrases.</p> <p>Expanding: an expanded set of learned phrases as well as open responses in order to gain and or hold the floor.</p> <p>Bridging: a variety of learned phrases as well as open responses in order to gain and or hold the floor.</p> <ul style="list-style-type: none"> Click and show the standard: Connecting Ideas and say,

		<p>“student needs to connect ideas within sentences by combining clauses.”</p> <ul style="list-style-type: none"> Click and invite a participant to read each response. Ask, participants to identify how the language skills increase in difficulty. <p>Note to the presenter: The students are combining clauses in: <u>Emerging</u>: basic ways using <i>and</i>, <i>so</i>, and <i>but</i>. <u>Expanding</u>: an increasing variety of ways: For example, express cause and effect. <u>Bridging</u>: a wide variety of ways to make a concession or link two ideas that happen at the same time.</p>
20	 <p>The slide titled "9th-10th Grade Examples" displays two standards. The first standard, "Supporting opinions and persuading others," shows three levels: Emerging ("Would you say that again?"), Expanding ("I see your point but I disagree with you."), and Bridging ("I heard you say X, and I haven't thought about that before. However..."). The second standard, "Connecting Ideas," shows three levels: Emerging ("I want to read this book because it describes the solar system"), Expanding ("He stayed at home on Sunday in order to study for Monday's exam."), and Bridging ("Women's lives were changed forever after World War II as a result of joining the work force.").</p>	<p>Display slide – 9th-10th Grade Examples</p> <ul style="list-style-type: none"> Say, “These are examples of a typical 9th or 10th grader at each of the three proficiency levels.” Click and show the standard: Supporting opinions and persuading others and say, “Students are expected to negotiate with or persuade others in conversation.” Click and invite a participant to read each response. Ask participants to identify how the language skills increase in difficulty. <p>Note to presenter: At their corresponding proficiency levels, the students are using: <u>Emerging</u>: learned phrases. <u>Expanding</u>: a growing number of learned phrases. <u>Bridging</u>: a variety of learned phrases.</p> <ul style="list-style-type: none"> Click and show the standard: Connecting Ideas Say, “Students are expected to combine clauses to create compound and complex sentences.” Click and invite a participant to read each response. Ask, participants to identify how the language skills increase in difficulty. <p>Note to presenter: The students are combining clauses: <u>Emerging</u>: in a few basic ways (e.g., creating compound sentences using <i>and</i> , <i>but</i>, <i>so</i>; creating complex sentences using <i>because</i>) to join ideas. <u>Expanding</u>: in a growing number of ways to create compound and complex sentences that make connections between and link concrete and abstract ideas. <u>Bridging</u>: in a variety of ways to create compound and complex sentences: For example, to make a concession or to establish a cause.</p>
21	 <p>The slide titled "How are standards organized?" is labeled "Handout 2". It outlines three parts of the standards: Part I: Interacting in Meaningful Ways (illustrated with icons of students interacting), Part II: Learning About How English Works (illustrated with icons of a person listening, a person reading, and a person speaking), and Part III: Foundational Skills (illustrated with icons of a person writing, a person thinking, and a person speaking). A note at the bottom states "Critical literacy skills needed in English Language Arts".</p>	<p>Display slide – How are standards organized? Handout 2</p> <ul style="list-style-type: none"> Distribute Handout 2 Say, “Part I: Interacting in Meaningful Ways focuses on how ELs will develop oral and written skills by interacting with text and other students (ways of using language).” Click on the icon and say, “students are expected to hold conversation with others by asking and answering questions.” Click on second icon and say, “students are expected to understand grade level listening and reading material.” Click on the last icon and say, “Students are expected to plan and deliver oral presentations.” Click and say, “Part II: Learning How English Works focuses on how ELs will develop an understanding of how English is structured and organized (purpose for using

		<p>language).”</p> <ul style="list-style-type: none"> Click on the icon and say, “Students are expected to know how a text is organized.” Click on the icon and say, “Students are expected to add details to sentences through verbs, nouns and adverbs. Click on the icon and say, “Students are expected to combine ideas and express ideas in fewer words. Click and say, “Part III: Using Foundational Skills focuses on the critical literacy skills needed in English Language Arts.” Emphasize that all students receive instruction in foundational skills during ELA. However, these skills must be considered when teaching ELs. Factors such as the age of the child and how much literacy they have should be taken into account. (The student’s native language and literacy should be assessed). <p>Note to the presenter:</p> <p>Phonological Awareness-An understanding of spoken words, syllables, and sounds (phonemes).</p> <p>Print Concepts -Demonstrate understanding of the organization and basic features of printed text in English.</p> <p>Fluency- The ability to read with speed, accuracy, and expression to support comprehension.</p> <p>Phonics and Word Recognition- Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text.</p>
22	 <p>The image shows two posters. The left poster is titled 'Constructive Conversation Skills' and lists four skills: Create (Sharing Our Ideas), Clarify (Making Our Ideas Clearer), Fortify (Supporting Our Ideas), and Negotiate (Making Our Ideas Stronger). The right poster is titled 'Conversation Norms' and lists four norms: Use your think time, Use the language of the skill, Use your conversation voice, and Listen respectfully. It also includes a prompt: 'Take turns and build on each other's ideas.'</p>	<p>Display slide – Posters Used in Classrooms</p> <ul style="list-style-type: none"> Click and show the Constructive Conversation Skills poster and tell participants that students are taught to use these skills when they engage in conversations. Show parents the hand gestures that correspond to each skill. Click and show the Conversation Norms poster and explain that students use norms in the classroom to remind them of the rules they need to follow.
23	 <p>The image shows a handout for the Constructive Conversation Skill Game. It features a street scene illustration with various signs and buildings. Below the illustration, there are two columns of prompts: 'Prompt Starters' (What is your idea?, How can we combine these ideas?, What are other points of view?, What do you think about...? Why?,) and 'Response Starters' (One idea could be..., My hypothesis is..., This reminds me of..., I noticed the pattern of..., I think it depends on...).</p>	<p>Display slide – Constructive Conversation Skill Game Handout 3 & 4</p> <ul style="list-style-type: none"> Distribute Handouts 3 and 4. Let participants know that they will use these two handouts to participate in an activity in which they will engage in conversation with each other. Point to the prompt starters and the response starters and select volunteers to read them.
24	 <p>The image shows a slide titled 'Constructive Conversation Skill Game'. It lists three steps: 1. Use your think time to study the visual text. 2. Use the visual text and prompts to build your Constructive Conversation. 3. Take turns in a round robin fashion and use the language of the skill (Create) to build your Constructive Conversation.</p>	<p>Display slide – Constructive Conversation Skill Game</p> <ul style="list-style-type: none"> Group participants into small groups of 4 or 5. Let participants know that these are the directions used with students in classrooms. Ask for three volunteers to read a bullet each. Encourage all participants to use the prompt and response starters. Let participants know that they will have 8-10 minutes to engage in conversation.

25		<p>Display slide – Classroom Poster- Handout 5</p> <ul style="list-style-type: none"> • Distribute Handout 5. • Inform participants that the goal is for students to <u>independently build up ideas</u> (knowledge, agreement, solutions) using the Constructive Conversation Skills Poster. • Create-Sharing our ideas • Clarify-Making our ideas clearer • Fortify- Supporting our ideas • Evaluate and Compare – Making our ideas stronger • Encourage participants to use this handout at home.
26		<p>Display and read slide – Objective 2</p>
27		<p>Display slide – Strategies for Language Development to Use at Home – Handout 6</p> <ul style="list-style-type: none"> • Distribute Handout 6. • Ask for volunteers to read one strategy each from the slide. • Have participants turn to Handout 6 and continue reading the remainder of the strategies quietly. • Allow time for participants to share with their elbow partner any other strategy that they have used at home.
28		<p>Display slide – Practicing Constructive Conversation Skills at Home – Handout 7</p> <ul style="list-style-type: none"> • Distribute Handout 7 • Let participants know that they will have an opportunity to practice the four conversation skills at home. • Each skill has a scenario illustrating how parents can engage in conversation with their child using the prompt starters and response starters at home.
29		<p>Display slide – How do you know if your child is making good progress? Handout 8</p> <ul style="list-style-type: none"> • Distribute Handout 8. • Click and explain each of the four steps participants can take to ensure their child is making good progress. • Step 4 -Distribute Handout 8 and review each section with participants. • Tell them that the form is to be filled out by the child's teacher. If the child is in secondary school, then the ELD/English teacher should fill out the form.

<p>30</p>	<div data-bbox="180 115 612 438"> <p>Reflection</p>  <p>"...it is up to you to create a warm and comfortable environment in which your child can grow to learn the complexities of language. The communication skills that your child learns early in life will be the foundation for his or her communication abilities for the future. Strong language skills are an asset that will promote a lifetime of effective communication."</p> <p><i>By Leonardo De Valloes, Adjunct Faculty 2014</i></p> </div>	<p>Display slide – Reflection</p> <ul style="list-style-type: none"> • Have participants read the quote and share with their elbow partner any final thoughts.
<p>31</p>	<div data-bbox="180 478 612 802"> <p><i>For all you do, We Appreciate you!</i></p>  <p><i>Thank you for your participation.</i></p> </div>	<p>Display slide – Thank participants for their participation!</p>