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California's Vision of ELA/ELD Instruction

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Abstract

Using a question-and-answer format, the authors provide information regarding the development and selected content of the 2014 *English Language Arts/English Language Development Framework for California Public Schools: Kindergarten Through Grade Twelve*.

Key words: California, framework, standards, implementation

You probably have heard the news: California is taking a groundbreaking, innovative approach to implementing English language arts/literacy and English language development standards. The *English Language Arts/English Language Development (ELA/ELD) Framework*—the first of its kind in the nation—is California's new state policy document that provides the vision for integrating two sets of world-class standards in transitional kindergarten through grade twelve (TK-12) classrooms—the *California Common Core State Standards for English Language Arts and Literacy in History/Social*

Studies, Science, and the Technical Subjects (CA CCSS for ELA/Literacy) and the *California English Language Development (CA ELD) Standards*. But this document is much more than a statement of policy. The *ELA/ELD Framework* is a resource that provides practical and detailed guidance to TK-12 teachers and leaders, guidance that aims to ensure that each child and adolescent in the state has the opportunity to achieve his or her full potential.

As the primary authors of the *ELA/ELD Framework*, we offer this article as a primer on the document. Using a

question-and-answer format, we include information about its purpose and development and address some frequently asked questions about implementation.

Question #1: What is the purpose of the *ELA/ELD Framework*?

After any adoption of new standards, the California Department of Education is charged with overseeing the development of a framework that provides guidance on implementation of the standards. With the 2010/2013 adoption of the CA CCSS for ELA/Literacy and the 2012 adoption of the CA ELD Standards by the State Board of Education, the development of the 2014 *ELA/ELD Framework* was set in motion. Specifically, the *ELA/ELD Framework* is intended to:

- Provide instructional guidance for educators of transitional kindergarten through grade twelve students
- Identify relevant research and provide implications for practice
- Guide school districts in curriculum development and program design
- Guide professional learning and leadership
- Provide criteria to publishers to ensure high-quality materials that support California’s vision of standards implementation

Question #2: What is the difference between the *ELA/ELD Framework* and the standards?

The CA CCSS for ELA/Literacy and the CA ELD Standards are outcome statements of what California expects children and young people to be able to do—as

long as and after they are provided with appropriate and high-quality teaching and learning experiences. The standards do not provide guidance on how to facilitate learning and monitor students’ progress toward the standards, nor do they provide guidance to principals, district leaders, or those charged with providing professional learning in supporting teachers to facilitate effective teaching and learning experiences. The *ELA/ELD Framework* is the document that provides the guidance needed to implement California’s standards. It provides the vision for educating all learners and the support for implementing the standards in deep and meaningful ways.

Question #3: Who wrote the *ELA/ELD Framework*?

The development of the *Framework* was a collaborative, open, and transparent effort, conducted in accordance with California Education Code Section 51002. Early in the process, the State Board of Education (SBE) prepared guidelines for the *Framework’s* development, identifying content to be included. The Instructional Quality Commission (IQC), a body consisting largely of K-12 educators and authorities in subject matter that advises the SBE on matters related to curriculum and instruction, oversaw the entire development process. It charged the California Department of Education with conducting four focus groups of educators to provide initial guidance on the *Framework*. The comments from the focus group meetings served as a starting point for the development of the *Framework*. The IQC reviewed applications for members of the Curriculum *Framework* and Evaluation Criteria Committee (CFCC) and then recommended the members to the SBE for approval. The Committee (comprised mostly of classroom teachers) worked with

three primary authors to develop a draft document. In addition, advice was solicited from experts in the field. The IQC provided input and then submitted the draft for two 60-day periods of public review. Opportunity for public comment was also provided at each focus group, CFCC, IQC, and SBE meeting. As the primary authors, we carefully considered all feedback from each meeting and public comment period in collaboration with CDE staff, and we were charged with making final revisions and edits before the document was presented to the SBE for approval. On July 9, 2014, the SBE adopted the *Framework* as the state's policy for implementing the CA CCSS for ELA/Literacy and the CA ELD Standards. The final version was posted online in July 2015 at <http://www.cde.ca.gov/ci/rl/cf/elaeldfrmwrksbeadopted.asp>.

The names of the primary writers, additional contributors, CDE staff, and members of the CFCC, IQC, and SBE are available in the front matter of the *Framework*.

Question #4: The *ELA/ELD Framework* has been called “groundbreaking.” Why?

The California *ELA/ELD Framework* is unique in several ways. Among them are that the *Framework*:

- Provides guidance for implementation of two sets of standards in all chapters: the CA CCSS for ELA/Literacy (which includes standards for English language arts and literacy in the content areas) and the CA ELD Standards
- Promotes an integrated and interdisciplinary approach to literacy and language instruction and is relevant to all content areas
- Discusses the standards in terms of five key themes: Meaning Making, Language

Development, Effective Expression, Content Knowledge, and Foundational Skills. These themes highlight the interconnections among the strands of the CA CCSS for ELA/Literacy (Reading, Writing, Speaking and Listening, and Language) and the parts of the CA ELD Standards (Interacting in Meaningful Ways, Learning About How English Works, and Using Foundational Skills).

- Calls for a range of reading in school and through organized independent reading
- Tells *and* shows, in that it provides guidance that is deeply grounded in research along with snapshots and vignettes that illustrate the standards in action
- Focuses on equity and access for all of California's children and youth, with a special emphasis on culturally and linguistically responsive teaching
- Positions cultural diversity, multilingualism, and biliteracy as valuable resources and assets
- Provides a clear and comprehensive model of ELD, which includes *both* integrated *and* designated ELD, that ensures that teachers of all grades and subject areas address the particular academic and linguistic learning needs of all English learners
- Integrates 21st century skills throughout ELA/literacy and ELD instruction
- Promotes collaboration and shared responsibility among teachers, specialists, educational leaders, parents, and communities

Question #5: Why is the *ELA/ELD Framework* so long?

The 2014 *ELA/ELD Framework* is long—more than 1000 pages! There are two primary reasons for its length. The first is that it combines, for the first time, two sets of standards in a single framework: the CA CCSS for ELA/Literacy (which includes standards for English language arts *and* literacy in the content areas) and the CA ELD Standards. The second is that it includes many examples of practice in the form of snapshots and vignettes. Early in the development process, educators in the field urged the writers to include in the document numerous examples of implementation. As a result, snapshots are provided in most chapters and vignettes are included for each grade level, TK-grade 8, and grade spans 9-10 and 11-12. These examples extend the length of the document considerably. Teachers, educational leaders, and those charged with providing professional learning have indicated that they are finding the examples useful resources in their work.

Question #6: What is the difference between the snapshots and the vignettes?

Snapshots are brief views into classrooms. They provide glimpses of different practices in different contexts. They range from half a page to two pages in length. They provide examples of integration of the strands of English language arts (i.e., reading, writing, speaking and listening, and language), integration of ELA/literacy and ELD instruction, and integration of ELA/literacy and ELD with other content areas. Vignettes are longer, more detailed examples of classroom practice, often occurring over several days. The first vignette in each pair of grade level or grade span vignettes provides a scenario in which integrated ELD

instruction occurs in a content area; the second vignette provides a scenario in which designated ELD is provided to a small group of students. The instruction in the latter grows from or into the lessons described in the first vignette. In many cases, vignettes extend beyond the classroom to portray examples of educator collaboration, professional learning, and system development and monitoring.

Question #7: Is the 2014 *ELA/ELD Framework* intended only for ELA and ELD teachers, or is it also relevant for content area teachers?

The *ELA/ELD Framework* is relevant to the work of all teachers. The literacy standards for grades six through twelve make clear how reading and writing support student learning in all disciplines, in particular history/social studies and science. The CA ELD Standards are intended to be used by all teachers, regardless of discipline, to provide appropriate instruction for EL students. Content area teachers will find the sections on disciplinary literacy in Chapters 6 and 7 useful in understanding the intersection of literacy and their content areas; so too will they find the many snapshots and vignettes that portray instruction in history, science, mathematics, and other subjects integrated with ELA and ELD. All teachers will benefit from Chapters 1 and 2 in understanding the CA ELD Standards and integrated and designated ELD.

Question #8: What does the *ELA/ELD Framework* say about the types of texts students should experience? Are we no longer engaging students in fiction?

The standards require—and the *Framework* calls

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In kindergarten through grade five, addressing the standards requires a 50-50 balance between engagement with literary and informational text.

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for—experiences with a wide range of texts, both in classroom settings and as part of an independent reading program. (See Figure 1 regarding independent reading.) Importantly, the *Framework* emphasizes the value of diverse text experiences—with “text” defined broadly to include written, spoken, performed, and visual text. It includes graphic text, fan fiction, slam poetry, and more. Furthermore, the *Framework* emphasizes that California’s students should see the broad spectrum of humankind reflected in these texts.

Figure 1. Independent Reading

“...teachers develop a plan for independent reading as an essential component of daily language arts instruction encompassing the current year and multiple years. Independent reading is planned and structured while allowing students to choose selections and read for uninterrupted periods of time. During independent reading, students actively engage in reading rather than aimlessly flipping through books. Students are held accountable for reading, but they are not expected to produce an assignment in response to every reading” (*ELAVELD Framework*, p. 58)

Fiction is an essential part of TK through grade 12 text experiences. See page 57 of the *Framework* for a discussion of the vital role that fiction plays in the education of children and youth. The standards and the *Framework* also highlight the crucial role of informational

text in ELA and subject matter instruction throughout the grades. Interactions with such text are important because they contribute to students’ content knowledge, expose them to powerful and influential ideas, and build their skill with an important text type, one that plays a significant role in their adult lives. Research has shown, however, that rich engagement with informational text has been sorely lacking in students’ school experience. The standards and the *Framework* respond to this finding by explicitly addressing the need.

In kindergarten through grade five, addressing the standards requires a 50-50 balance between engagement with literary and informational text. Informational reading primarily includes content nonfiction in history/social studies, science, and the arts. In grades six through twelve, ELA classes place much greater attention on a specific category of informational text—literary nonfiction—than has been traditional. Examples include biographies, memoirs, journalism, speeches, and more. In grades six through twelve, the standards for literacy in history/social studies, science, and technical subjects ensure that students can independently build knowledge in all disciplines through reading and writing, which complement hands-on authentic experiences. By grade eight, informational text should represent 55 percent of students’ reading across all subject areas, and by grade twelve it should represent

70 percent. Students' exposure to informational text is a shared responsibility; especially in grades six through twelve, the bulk of students' interactions with informational text takes place in the context of rich content learning across the disciplines.

To reiterate, the standards require substantial attention to literary text (including fiction) throughout kindergarten through grade twelve, as half of the required focus in kindergarten through grade five and the core of the focus of ELA teachers in grades six through twelve.

Question #9: What does the *Framework* say about teaching the foundational skills of reading?

California remains steadfast in its commitment to ensure that all students acquire the foundational skills of literacy that enable them to independently read and use written language to learn about the world and themselves; experience extraordinary and diverse works of literary fiction and nonfiction; and share their knowledge, ideas, stories, and perspectives with others. The *ELA/ELD Framework* recognizes that the foundational skills (RF.K-5.1-4) of the CA CCSS for ELA/Literacy are just that—the foundation upon which other standards may be most richly achieved. Students who develop automaticity with print—recognizing most words instantly, decoding new words rapidly, and encoding words with little effort—are best positioned to make significant strides in making meaning with increasingly complex text, expanding their language, expressing themselves effectively, and gaining and constructing knowledge. (See discussions in Chapter 2 of the *ELA/ELD Framework* regarding the five themes of the standards.) In short, acquisition of the foundational skills is a

necessary, although by no means sufficient, condition for students to achieve the overarching goals of California's ELA/literacy and ELD instruction.

The *ELA/ELD Framework* states clearly that acquisition of the foundational skills should be given high priority in ELA/literacy instruction in the early years and sufficient priority in later years to meet the needs of older children and adolescents. Moreover, it states that instruction *should match the needs of the students* through a carefully planned program of instruction. Because children enter school and each grade level with different skills and knowledge and progress at different rates, small group instruction is crucial. Children who already know the alphabet should not be expected to participate in whole group instruction focused on the alphabet, whereas children who need more support in learning the alphabet should be provided appropriate instruction. Similarly, children who can fluently decode multisyllabic words should not be expected to sit through instruction focused on this skill, whereas children who need to better develop this skill should be provided the appropriate instruction. In short, instruction must be differentiated so that children are neither bored nor left behind. Assessment plays a crucial role in ensuring that students receive appropriate instruction. (See Question #16.)

Equally clear in the *ELA/ELD Framework* is that the foundational skills should not be taught to the exclusion of the other themes (Meaning Making, Language Development, Effective Expression and Content Knowledge) even in the earliest grades and even with children experiencing difficulty with print. They are but one component—a critical one—of a comprehensive literacy education.

See the foundational skills sections of Chapters 2-7 of the *ELA/ELD Framework* for additional information. A resource guide to the foundational skills is also available at <http://www.cde.ca.gov/ci/r/cf/documents/foundskillswitepaper.pdf>.

The *ELA/ELD Framework* also highlights the instructional considerations that should be made when teaching foundational skills to English learners. These include the following:

- Previous literacy experiences in the primary language
- Oral proficiency in the primary language and in English
- The relationship between the primary language and English
- The type of writing system used (for students with primary language proficiency)

The *Framework* also states emphatically that foundational skills instruction should include attention to meaning making, especially with students who are learning English as an additional language. We learn how the symbol system works in order to engage meaningfully with it. This purpose should be explicit from the earliest lessons in the foundational skills.

Question #10: What does the *ELA/ELD Framework* say about English Language Development?

The *Framework* is very clear about the need for a comprehensive approach to English language development for students who are English learners at all language proficiency levels. This comprehensive approach includes both integrated and designated ELD,

which work together in a coherent and complementary way. There have been many interpretations of integrated and designated ELD, and some people have said it is what is already being done in classrooms. Although the approach advocated in the standards and the *Framework* does build on the solid theoretical foundations and research base that many teachers also draw from to design instruction, the definition of the two components of ELD instruction provided in the *Framework* is significantly different from what is actually happening in many schools and districts. Figure 2 provides definitions as discussed in Chapter 2 of the *Framework*.

Figure 2. Integrated and Designated ELD

Integrated ELD	Designated ELD
All teachers with ELs in their classrooms use the CA ELD Standards <i>in tandem</i> with the CA CCSS for ELA/Literacy and other content standards throughout the school day.	During a protected time for ELs during the school day, teachers provided specialized instruction using the CA ELD Standards as the focal standards <i>in ways that build into and from content instruction</i> .

In these definitions, it is clear that the use of the CA ELD Standards guides the design and facilitation of learning experiences for students who are ELs. This is different from calling *integrated ELD* a time when teachers are using good teaching strategies designed for ELs. Of course, we still want teachers to use good teaching strategies for ELs, but the *Framework* adds focus and coherence to the use of good strategies by explicitly directing educators to use the CA ELD

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Designated ELD is provided to ELs by skilled teachers during a protected time during the regular school day.

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Standards in the selection and implementation of these strategies.

Both integrated and designated ELD are provided to English learners. *Integrated ELD* is provided to ELs throughout the school day and across all subjects by all teachers who have ELs in their classrooms. The CA ELD Standards are used in tandem with the ELA/literacy standards and other content standards to ensure students strengthen their abilities to use English as they simultaneously learn content through English. In other words, all teachers with ELs in their classrooms use grade-level CA ELA/literacy and other content standards as the focal standards for content instruction and they also use the CA ELD Standards in order to ensure ELs are fully supported to access rich content knowledge and develop academic English across the disciplines.

Designated ELD is provided to ELs by skilled teachers during a protected time during the regular school day. Teachers use the CA ELD Standards as the focal standards in ways that build into and from content instruction in order to develop critical language ELs need for content learning in English and to develop advanced levels of disciplinary literacy in English. Ideally, students are grouped for designated ELD by English language proficiency levels (Emerging, Expanding, Bridging), though schools need to consider their particular student

population (e.g., number of ELs at each proficiency level) and make appropriate decisions about grouping. Designated ELD instruction should support ELs to develop the English language knowledge and abilities they need in order to be successful in content instruction.

Question #11: How do we organize instruction in order to offer both integrated and designated ELD?

This new, comprehensive approach to ELD is easier said than done. The pairs of vignettes found at the end of all grade level sections in the grade span chapters of the *Framework* (Chapters 3-7) provide examples of how integrated and designated ELD might look in different school contexts. The vignettes are intended to promote conversations about, among other things, how schools might re-envision their program models to meet the needs of their particular population of English learner students. In the grades TK-5 vignettes, there are examples of how teachers work collaboratively as grade level teams to design instruction across the content areas to integrate ELD and also share the responsibility of designated ELD instruction by regrouping their students during a protected time. For example, during designated ELD time, one teacher might work with students at the Emerging level of English language proficiency, another might work with students at the

Expanding level, and another might work with students at the Bridging level. Still another might work with students for whom English is their primary language. The focus for all students is on the development of language that is directly related to content learning in one or more areas (not just ELA).



[The ELD] teacher collaborates closely with the world history (and other) teachers to understand the linguistic challenges in the world history disciplinary texts and the type of language resources students need to “take up” in order to understand these texts, engage in extended discourse about the texts, and produce academic texts of their own.



Similar guidance is provided for secondary settings. Interdisciplinary teaching and cross-departmental collaboration are featured prominently in the middle and high school vignettes. For example, in the grades 9-10 vignettes, the tenth grade world literature teacher and the tenth grade world history teacher collaborate and align their major units of instruction so that their students see the connections between the content taught in each discipline. At the same time, they integrate the ELD Standards to ensure they are meeting the academic and linguistic learning needs of their EL students. Meanwhile, the designated ELD teacher teaches the “University and Career Prep” classes, designed for EL students who have been in U.S. schools for four or more years and are still at the late Expanding or early Bridging level of English language proficiency and need a boost in their disciplinary literacy development. This teacher collaborates closely with the world history (and other) teachers to understand the linguistic challenges in the world history disciplinary texts and the type of language resources students need to “take up” in order to understand these texts, engage in extended discourse about the texts, and produce academic texts of their own. Through these teachers’ collaboration, the designated ELD teacher is able to focus intensively on the disciplinary literacy that is critical for his EL students’ success in their world history class.

Question #12: What does the *ELA/ELD Framework* say about bilingual education?

One of the most exciting things about the *ELA/ELD Framework* is that bilingualism and biliteracy (and multiliteracy) are viewed as assets to be valued in their own right and also as indispensable resources for further

learning. Throughout the *Framework*, bilingualism and biliteracy are promoted for students learning English as an additional language, native English speakers, heritage language speakers, and students in world language programs as essential for California's participation in our global society.

Teachers are encouraged to learn about their students' cultural and linguistic backgrounds and to convey and promote positive dispositions toward diversity of all kinds. All teachers of English learner students, whether or not they teach in bilingual programs, can leverage and celebrate their students' primary language resources, encourage students and their parents to support the continuing development of the primary language, and instill in all students respect and admiration of multilingualism. The *Framework* provides abundant guidance in this area, both in discussions of the research on the bilingualism and culturally relevant teaching and in illustrations of how this looks in classrooms through the snapshots and vignettes.

Question #13: Is the guidance for teaching young children developmentally appropriate?

Everyone involved in the development of the *ELA/ELD Framework* kept the learner central in their work on the document. Considerations of the developmental needs and characteristics all learners—from young children to students in middle childhood to young adolescents to older adolescents—is clear throughout the *Framework*.

Although the CA CCSS for ELA/Literacy and CA ELD Standards are designed for students in kindergarten through grade twelve, educators of transitional

kindergarteners use the Kindergarten Standards along with the California Preschool Learning Foundations to guide curriculum, instruction, and assessment. Special attention is given in the *Framework* to appropriate implementation of the Kindergarten Standards with transitional kindergarteners.

Selected key points from the *Framework* regarding *ELA/ELD* instruction for young children include the following:

- Social-emotional, physical, and cognitive development all contribute to long-term literacy development (and healthy development, in general) and should be thoughtfully and appropriately attended to by caring, knowledgeable adults.
- Programs should capitalize on young children's active, social, and inquisitive natures.
- Children should have daily opportunities to engage in teacher-led and child-initiated projects and activities.
- Children learn a great deal through play and should have many opportunities to engage in literacy and language activities in playful contexts, including dramatic play areas.
- Language interactions should be plentiful, authentic, and purposeful, and they should occur between children and adults (who serve as rich models and interested listeners) and among children.

See Chapter 3 of the *Framework* for discussions of appropriate practices with young children.

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The most important guidance is that all students need to be engaged with the full curriculum; students should not be removed from the core curriculum in order to receive specialized instruction.

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Question #14: Is the guidance appropriate for the range of learners, including those with special needs?

The *ELA/ELD Framework* addresses the full range of learners, including students with special needs, in every chapter. In Chapter 2, the section on supporting students strategically introduces the important concepts of Universal Design for Learning (UDL) and Multi-Tiered System of Supports (MTSS). In addition, it presents guidelines for assessment, planning, grouping, scaffolding, primary language support, and structuring the instructional day. Chapters 3-7 also include sections on supporting students strategically within the overview of each grade span. And finally, Chapter 9, Access and Equity, provides detailed information on supports for many groups of students. The most important guidance is that all students need to be engaged with the full curriculum; students should not be removed from the core curriculum in order to receive specialized instruction. Rather, specialized instruction for students with special needs should be offered within the context of the regular classroom and specialized settings in ways that support students' participation in a full and balanced curriculum and provide needed services and intervention. Creating flexible schedules that accommodate instruction that integrates ELA and ELD with all content areas, provides integrated and designated ELD, and addresses the range of learners, including students with special needs, is a

tremendous challenge, particularly for departmentalized schools. Within the frameworks of UDL and MTSS, the entire school should mobilize to plan curriculum and develop instructional schedules to accommodate the needs of all students.

Question #15: What is the relationship between ELA/literacy and ELD instruction and the development of 21st century skills?

In recognition of the changes the 21st century portends for schooling, careers, and life, the California legislature passed AB 250, the Curriculum Support and Reform Act, with the intent to develop a curriculum, instruction, and assessment system to implement the CA CCSS that accomplishes the following:

(A) Focuses on integrating 21st century skills, including critical thinking, problem solving, communication, collaboration, creativity, and innovation, as a competency-based approach to learning in all core academic content areas, including English language arts, mathematics, history-social science, science, health education, visual and performing arts, and world languages.

(B) Promotes higher order thinking skills and interdisciplinary approaches that integrate the use of supportive technologies, inquiry, and problem-based learning to provide contexts for pupils to

apply learning in relevant, real-world scenarios and that prepare pupils for college, career, and citizenship in the 21st century.

In addition, the *Framework* includes global competence among crucial 21st century skills. California's students, its communities, our nation, and the planet benefit when individuals have the skills and dispositions to appreciate and understand diverse perspectives and engage effectively and respectfully with individuals from different geographic, linguistic, ideological, and cultural backgrounds..

Chapter 10, Learning in the 21st Century, offers a detailed discussion of these outcomes, competencies, and more. The chapter addresses the overlap between ELA/Literacy and CA ELD Standards and 21st century skills, which is considerable. Discussions are also woven throughout the *Framework*. California's Model School Library Standards (CDE 2010) also provide grade-level guidance on teaching students to access, evaluate, use and integrate information and ideas found in print, media, and digital resources.

Question #16: What guidance is provided regarding assessment?

The *Framework* highlights throughout the chapters the importance of formative assessment for serving all students well. It argues that a primary purpose of assessment is to inform instruction. Formative assessment is defined in Figure 8.2 of Chapter 8 of the *ELA/ELD Framework* as "a process used by teachers and students during instruction that provides feedback to adjust ongoing teaching and learning to improve students' achievement of intended instructional

outcomes." Throughout the chapters, the *Framework* provides many examples of and suggestions for formative assessment as an instructional process rather than a set of tests.

The *Framework* also provides information regarding the California Assessment of Student Performance and Progress (CAASP), which includes Smarter Balanced assessments and the English Language Proficiency Assessments for California (ELPAC), which is still in development. See Chapter 8 in particular.

Question #17: How should educational leaders use the ELA/ELD Framework?

The *Framework* provides educational leaders with ready material for designing professional learning for teachers, specialists, paraprofessionals, and administrators. It provides a resource to all leaders—teachers, specialists, and administrators—to design instructional systems and evaluate curricular resources to meet the needs of all students. School board members and district level administrators should consult the *Framework*, especially the introduction and Chapters 1 and 2, when establishing district goals and developing Local Control and Accountability Plans. The *Framework* provides the answer to many questions: How do we implement the CA CCSS for ELA/Literacy and the CA ELD Standards? How do we support students to develop the readiness for college, careers, and civic life; attain the capacities of a literate individual; become broadly literate; and acquire the skills for living and learning in the 21st century? In addition, many other resources are becoming available to support educators, such as the *Executive Summary* of the *Framework* and professional learning modules. See Figure 3 for a selection.

Figure 3. Resources

California English Language Arts / English Language Development Framework for California Public Schools: Kindergarten Through Grade Twelve. Sacramento, CA: California Department of Education. Available at <http://www.cde.ca.gov/ci/rl/cf/elaeldfrmwrksbeadopted.asp>

CCSS Professional Learning Modules for Educators. Sacramento: California Department of Education. Available at <http://www.cde.ca.gov/re/cc/ccssplm.asp>

Digital Chalkboard. Sponsored by the California Department of Education. Available at <http://www.cde.ca.gov/eo/in/dc.asp>

Slowik, Hallie Yopp, and Nancy Brynelson. (2015). *Executive Summary: English Language Arts/English Language Development Framework for California Public Schools: Kindergarten Through Grade Twelve.* Sacramento: Consortium for the Implementation of the Common Core State Standards. Available at <https://www.scoe.org/files/ELA.ELDExecutiveSummary.pdf>

Slowik, Hallie Yopp. (2014). *Resource Guide to the Foundational Skills of the California Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects.* Sacramento, CA: Department of Education. Available at <http://www.cde.ca.gov/ci/rl/cf/documents/foundskillswhitepaper.pdf>

FINAL COMMENT

This is an exciting time for California's educators and students. The standards and the *ELA/ELD Framework* reflect important shifts in what and how we teach California's most precious resource—our children and youth. We encourage all educators to dig deeply into the *Framework* and collaborate with one another to best serve our students.

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