

# English Learner Students Thriving in ERWC Classrooms: Scenes and Strategies from New ERWC- ELD Curriculum for Middle School

Christine Snyder, PhD  
2023 ERWC Literacy Conference

# Presenter Introduction

Christine Snyder, PhD  
Research Associate  
WestEd  
[csnyder2@WestEd.org](mailto:csnyder2@WestEd.org)



---

## Session Objectives: Participants will...

- Deepen their understanding of
  - culturally sustaining comprehensive ELD instruction
  - Part II of the ELD Standards
- Brainstorm an activity for ELA with integrated ELD
- Analyze video footage of culturally sustaining ELA with integrated ELD instruction

---

# Agenda

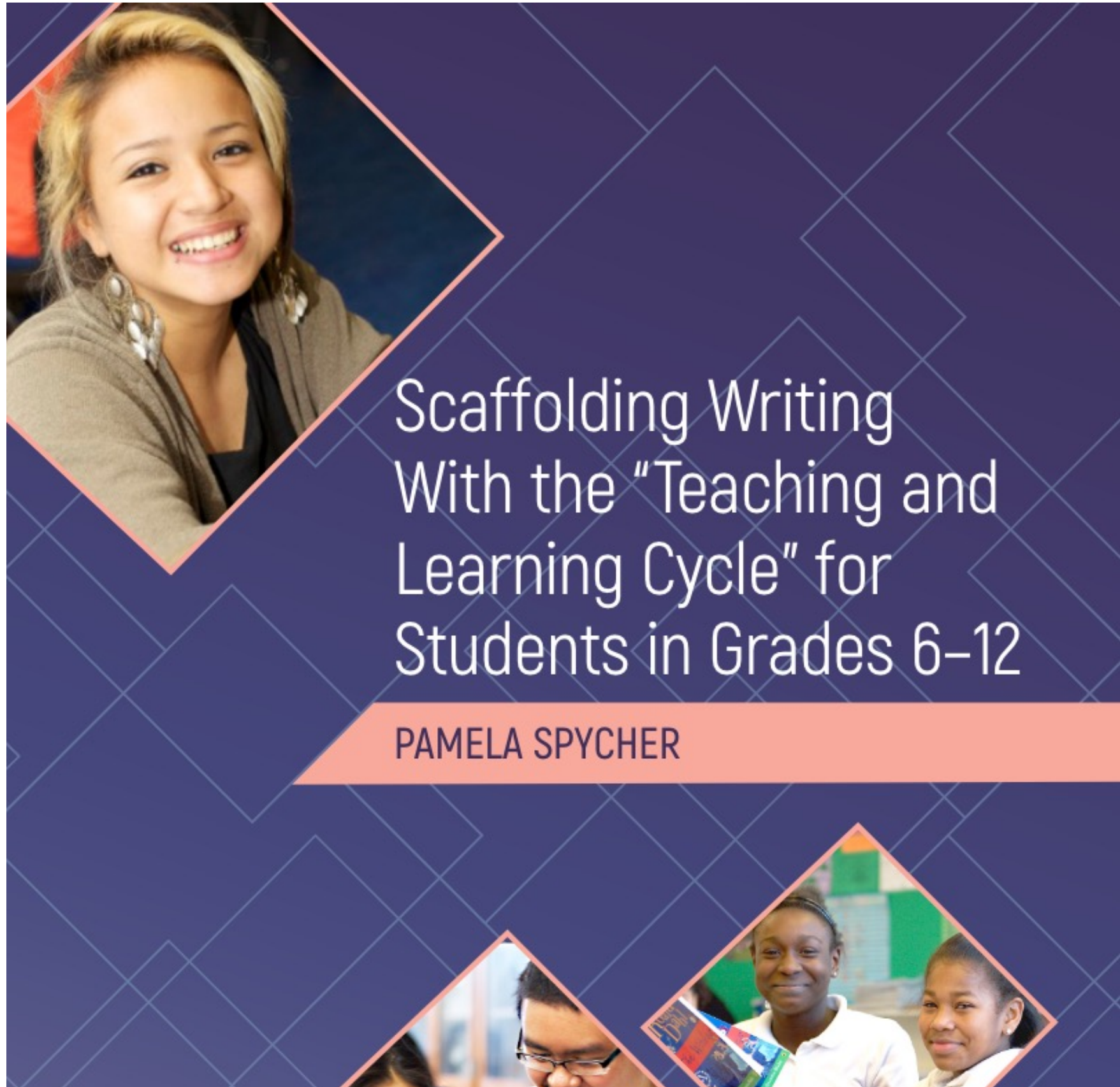
1. Welcome & Introductions
2. Integrated and Designated ELD
3. Standards Analysis
4. Vamos a bailar!
5. Video examples
6. Culturally Sustaining ELD Collaborative
7. Closure



# My Journey



Journal of Teacher Education  
1-16  
© 2021 American Association of  
Colleges for Teacher Education  
Article reuse guidelines:  
[sagepub.com/journals-permissions](http://sagepub.com/journals-permissions)  
DOI: 10.1177/00224871211000071  
[journals.sagepub.com/home/jte](http://journals.sagepub.com/home/jte)



---

# Joyful Schooling in PK-12: Joyful Learning for Students and Educators



**Pam Spycher, PhD**



**Sandra Leu Bonanno, PhD**



**Lamar Johnson, PhD**



**Christine Snyder,  
PhD**



**Sam Harris, ABD**

# My “Why”



Hello Ms how are you It's me [redacted]

Here is a photo of my graduation

I would like to thank you for everything you did for me and know look at me I reclassified

And my mother sends thanks and to take care

Yes Ms thx Hope that you are ok and everything is going ok do you

You are one of the best teachers that I have met

thank you for helping me Reclassify

---

## Welcome! Please indicate your role(s):

- Teacher
- TOSA, Coach, etc.
- Site or District Administrator
- County Office or CDE
- University / Research
- Biliteracy Advocates & Policymakers
- Other





# Your “Why”

---

- Introduce yourselves: Name, role, context
- What is your “Why” for doing this work?



# Padlet of resources: Peruse and freely share!

## <https://bit.ly/43V5gdp>



Padlet

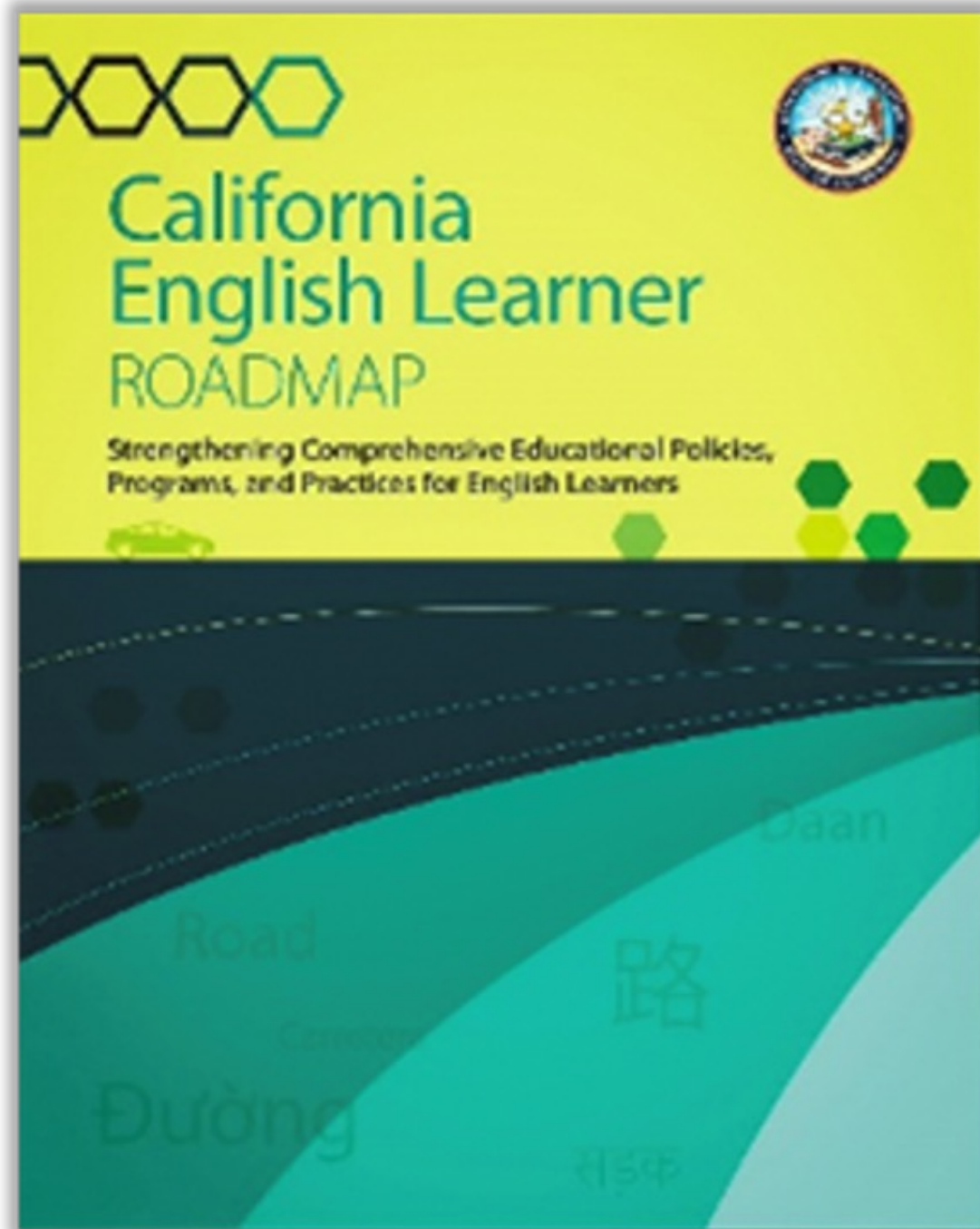
Christine Snyder • 1m

### Culturally Sustaining Integrated and Designated ELD in Middle and High School

Webinar Materials

- Materials**
  - WestEd.org
    - Improving Education: Research, Development, Services
- The Research**
  - Renewing Our Promise
    - Research and Recommendations to Support California's Long-Term English Learners
  - New National Research Raises Teachers' Voices about Instructional Materials for English Learners
- Culturally Sustaining Pedagogy**
  - Asset-based Pedagogy, Family Engagement, and Social-emotional Learning
    - Improving Education for Multilingual and English Learner Students
  - Ch 2 Research to Practice Asset Based Pedagogy
  - What is culturally responsive teaching?
- Standards, Policy & ELA/ELD Framework**
  - CCSS for ELA & Literacy
    - California Common Core State Standards
  - Integrated and Designated ELD in Middle and High School
- Classroom examples**
  - Vignette Collection of the English Language Arts/English Language Development Framework
    - elaeldivignettescollection
    - <https://www.cde.ca.gov/ci/rl/cf/documents/elaeldivignettescollection.pdf>
  - Grade 7 Vignettes
- Other Video Resources**
  - 40 Videos: Integrated & Designated ELD
    - 1. Oral Language Development Through Integrated & Designated ELD
    - 2. Kindergarten Science Integrated ELD: Causal Explanation
    - 3. Kindergarten Science Designated ELD: Using Noun Phrases
    - 4. Kindergarten Math Integrated ELD: Explain Word Problems
    - 5. Kindergarten Math Designated ELD: Sequential Connections
    - 6. Kindergarten Science Integrated and Designated ELD: Force
  - Videos illustrating integrated & designated ELD
  - CDE: ELD Video Series Guidance for Teachers

# What Guides the Work



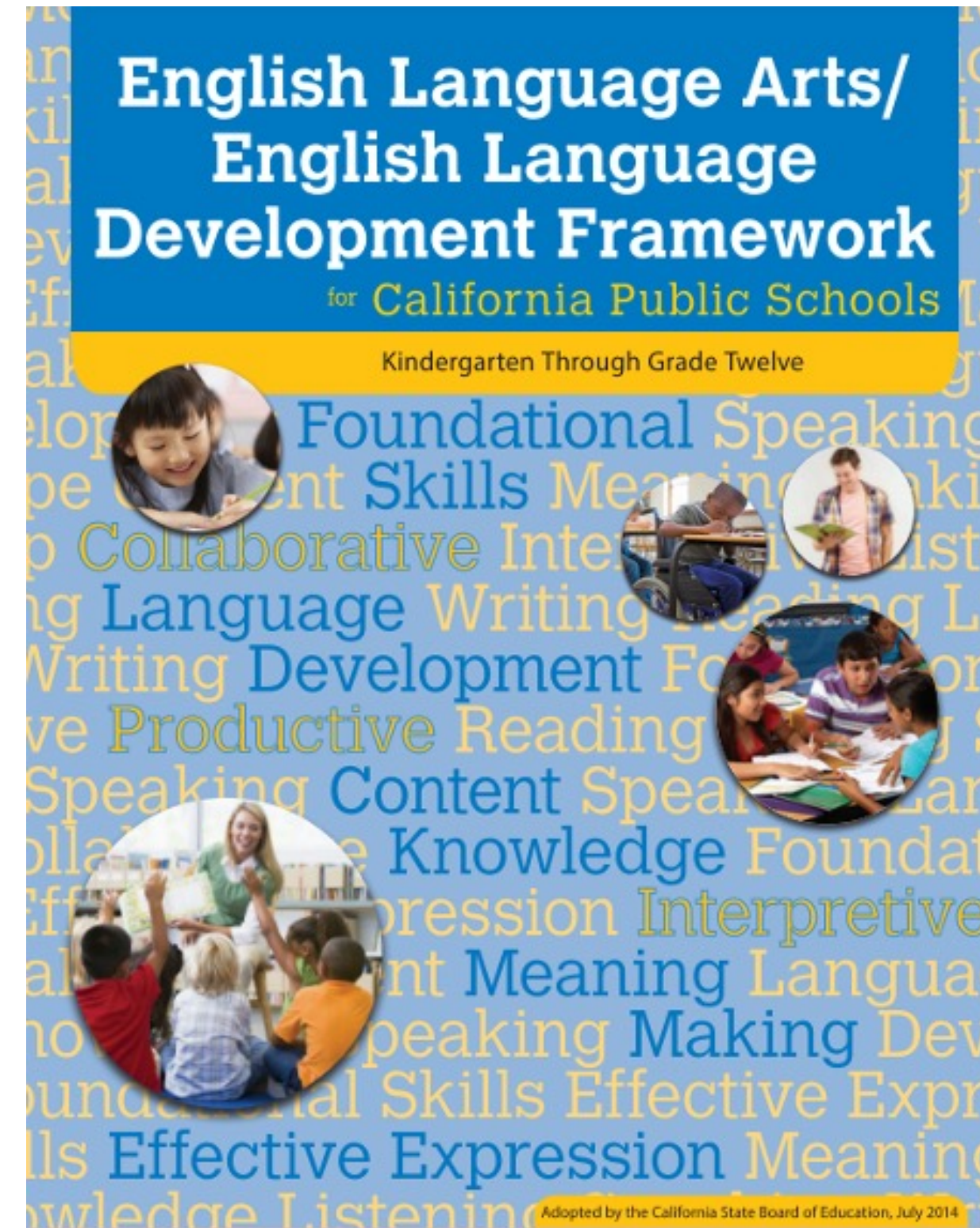
2017



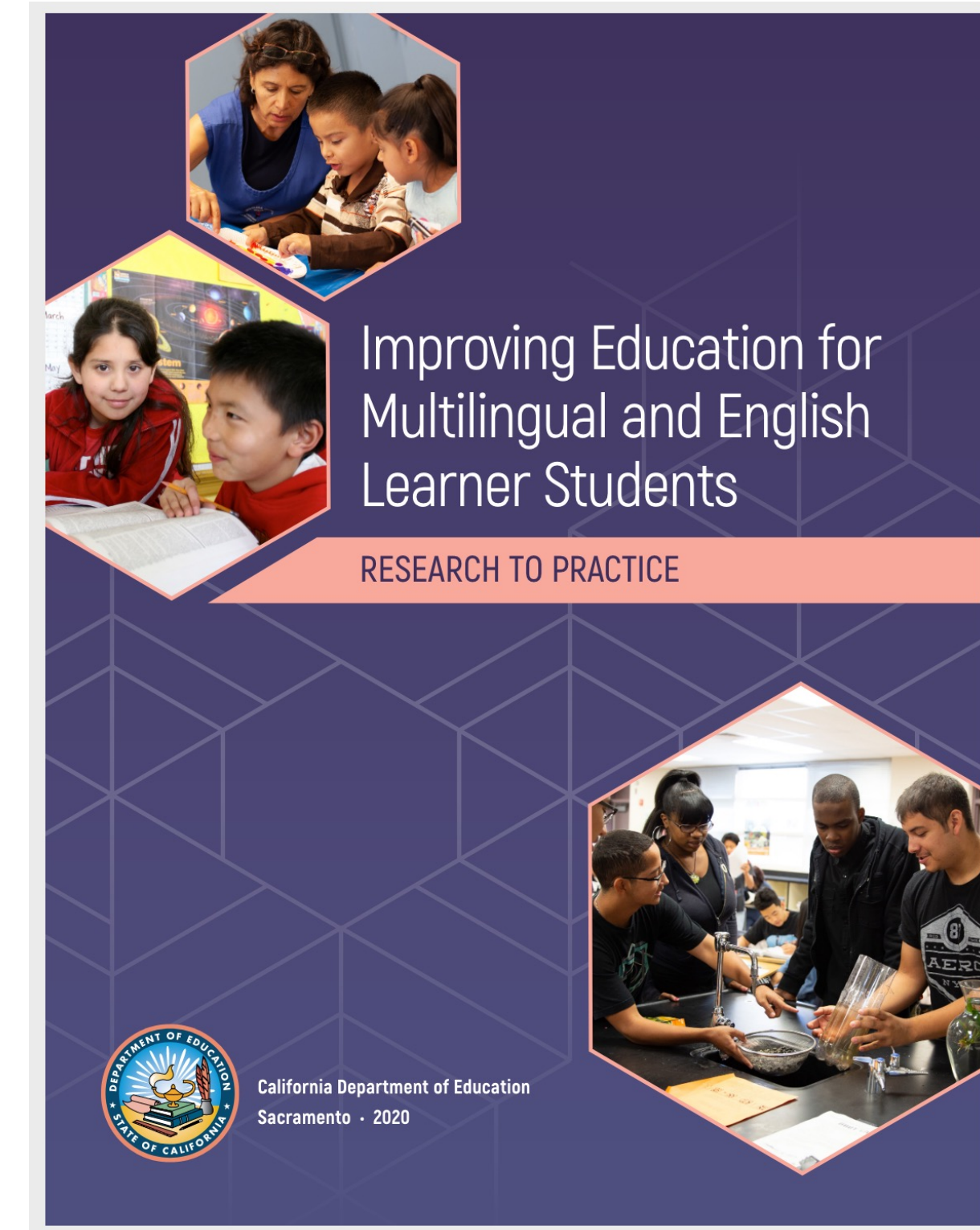
2013



2014



2014



2020



---

## Culturally Sustaining Pedagogy (1)

- A mindset and approach to teaching and leading that sustains (rather than eradicates or leverages) the lifeways and languages of marginalized communities in schools.
- Existing structures and practices often promote assimilation or uphold deficit ideas about marginalized students, which can cause students to develop a fractured or unhealthy sense of self, disengage from education, or lack a sense of belonging.

# Culturally Sustaining Pedagogy (2)

What CSP does	How CSP happens
Fosters belonging, pride, and self-confidence because heritage and community languages, cultures, and literacies are centered.	Educators ensure multilingualism, multiculturalism, and multiliteracies are central to curriculum, instruction, and environment.
Empowers students and communities to have agency in declaring what is culturally sustaining.	Students have choice in their learning and voice how learning connects with their communities.  Leaders collaborate with communities to ensure their priorities and hopes are reflected in schools.
Provides opportunities to contend with structural oppression while also uplifting joy and resilience of marginalized communities.	Educators have a strong sense of their own identities and knowledge of structural oppression.  Educators provide opportunities for students to dissect structural oppression (racism, sexism, ableism, etc.) and learn about the joy and resilience of marginalized communities.

---

## The Need

- Approx. 40% of US ELA teachers do not feel materials adequately promote EL students' content and language development (Wynn & Zahner, 2022)
- Most CA teachers do not believe their materials adequately support culturally relevant instruction; more guidance needed on how to integrate content and language learning goals (Burr & Lewis, 2022)



# Comprehensive ELD

## Education Code

### Content with Integrated ELD



(c) **“Integrated English Language Development”** means instruction in which the state-adopted ELD standards are used in tandem with the state-adopted academic content standards.

### Designated ELD



(a) **“Designated English Language Development”** means instruction provided during a time set aside in the regular school day for focused instruction on the state-adopted English language development (ELD) standards to assist English learners to develop critical English language skills necessary for academic content learning in English.

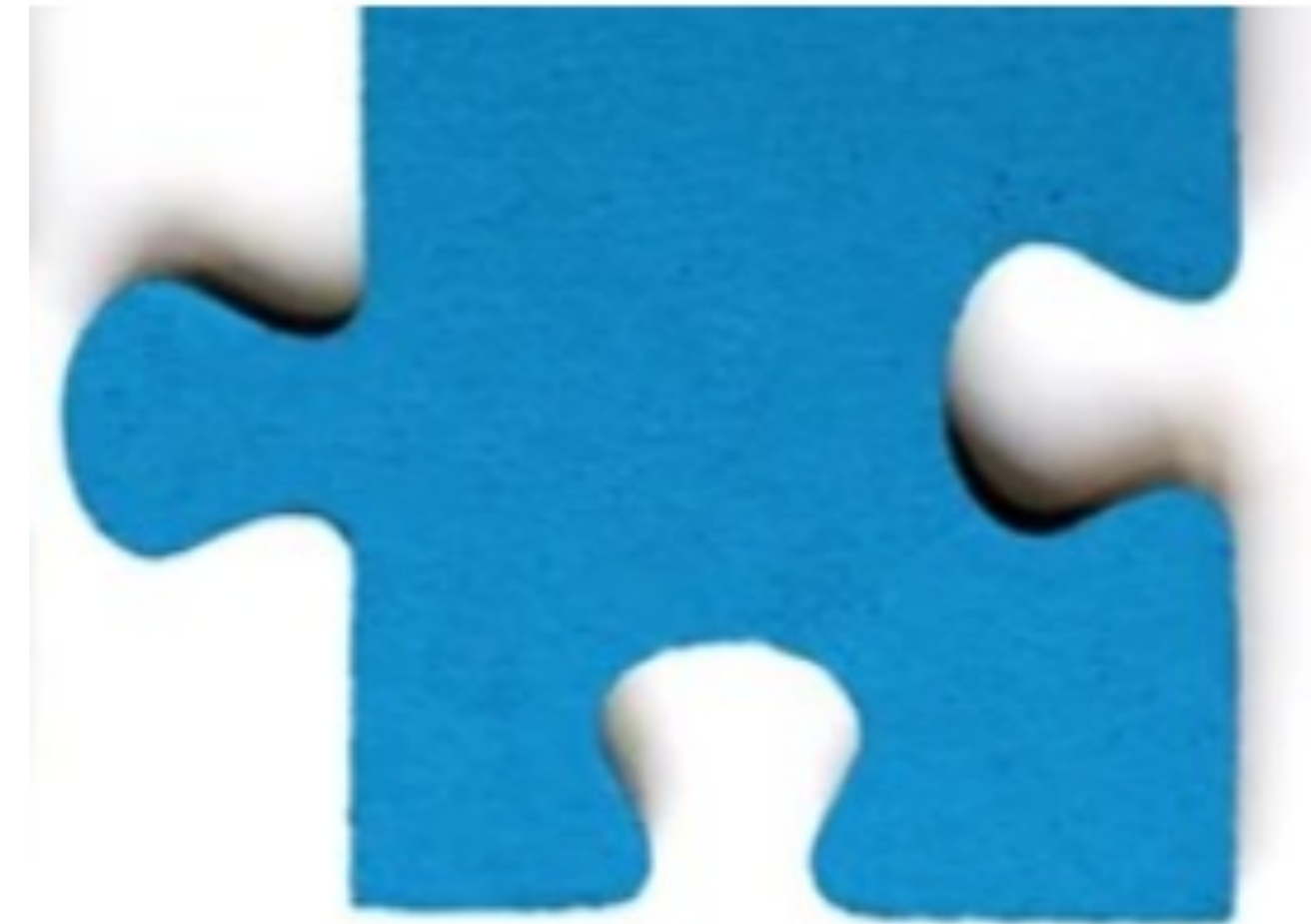
# Comprehensive ELD

## Content with Integrated ELD



**California**  
English Language  
Development Standards  
*(Electronic Edition)*  
Kindergarten Through Grade 12

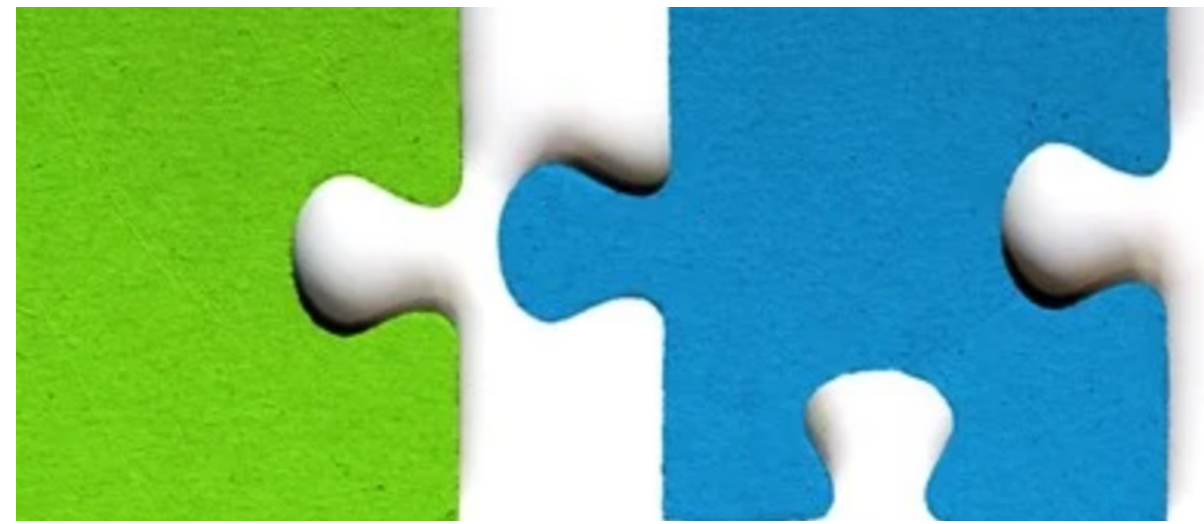
## Designated ELD



**California**  
English Language  
Development Standards  
*(Electronic Edition)*  
Kindergarten Through Grade 12

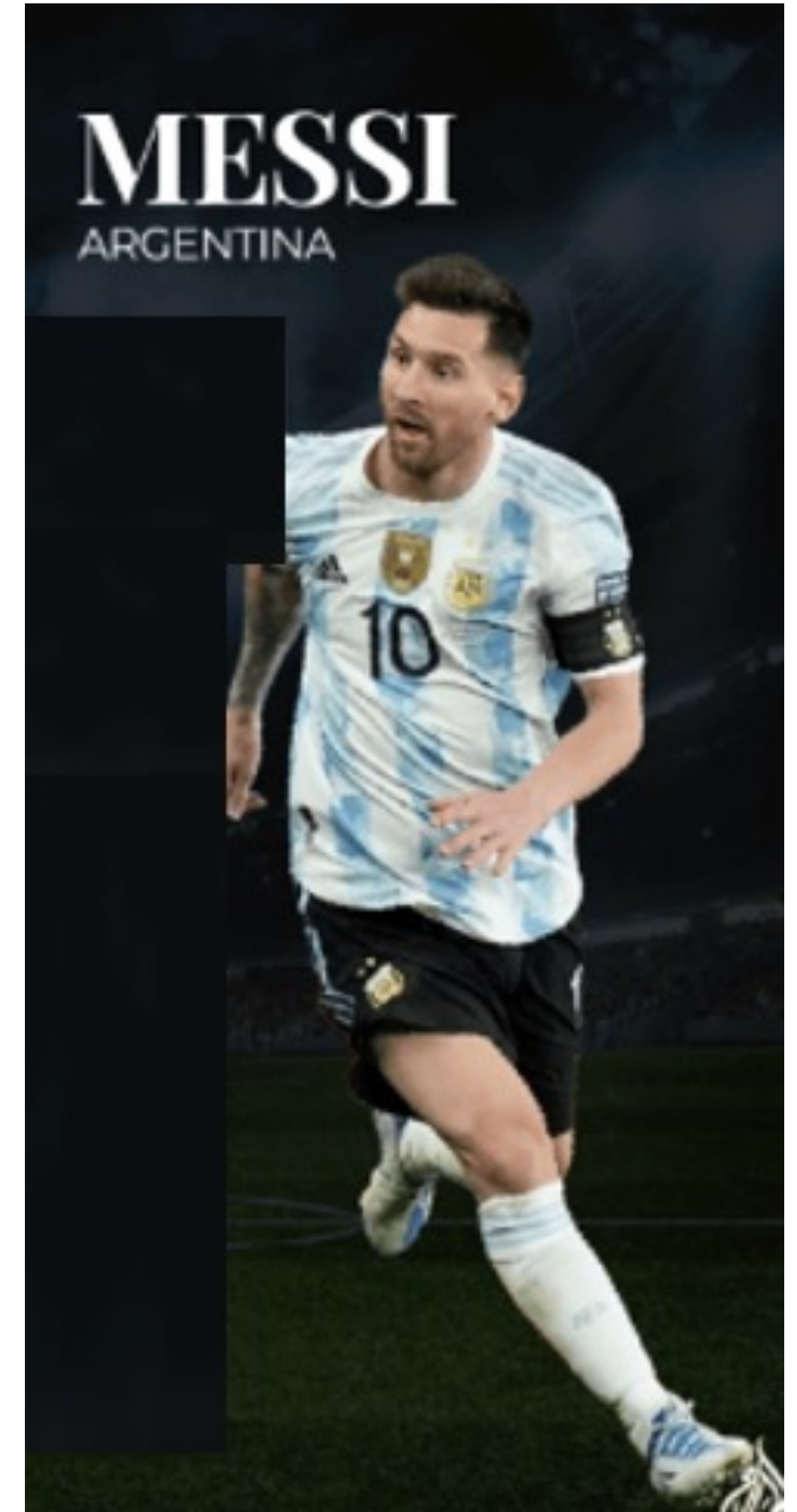
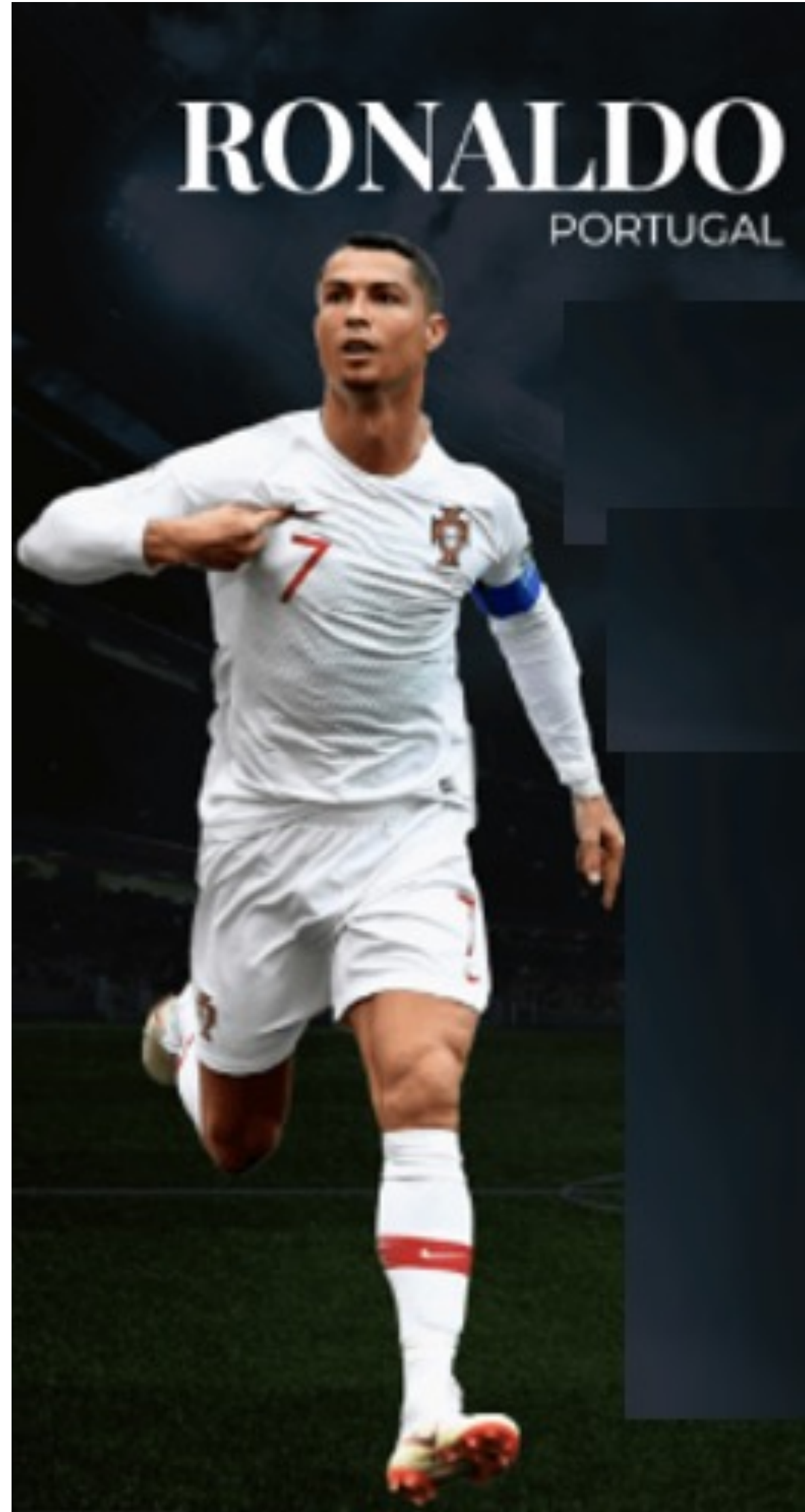


# Comprehensive ELD



Content with Integrated ELD	Designated ELD
Provided in <b>all</b> content areas	Protected <b>time</b> during the regular school day
English Language Development is integrated with content instruction (ELA, science, math, history, etc.)	Amplifies and directly <b>connects to content</b> instruction (NOT isolated language instruction)
Content and ELD Standards used <b>in tandem</b>	<b>ELD Standards</b> are focus
Promotes the development of grade-level content knowledge <b>and</b> increasingly advanced levels of English	Promotes language skills “needed for academic content learning in English”

# Activity



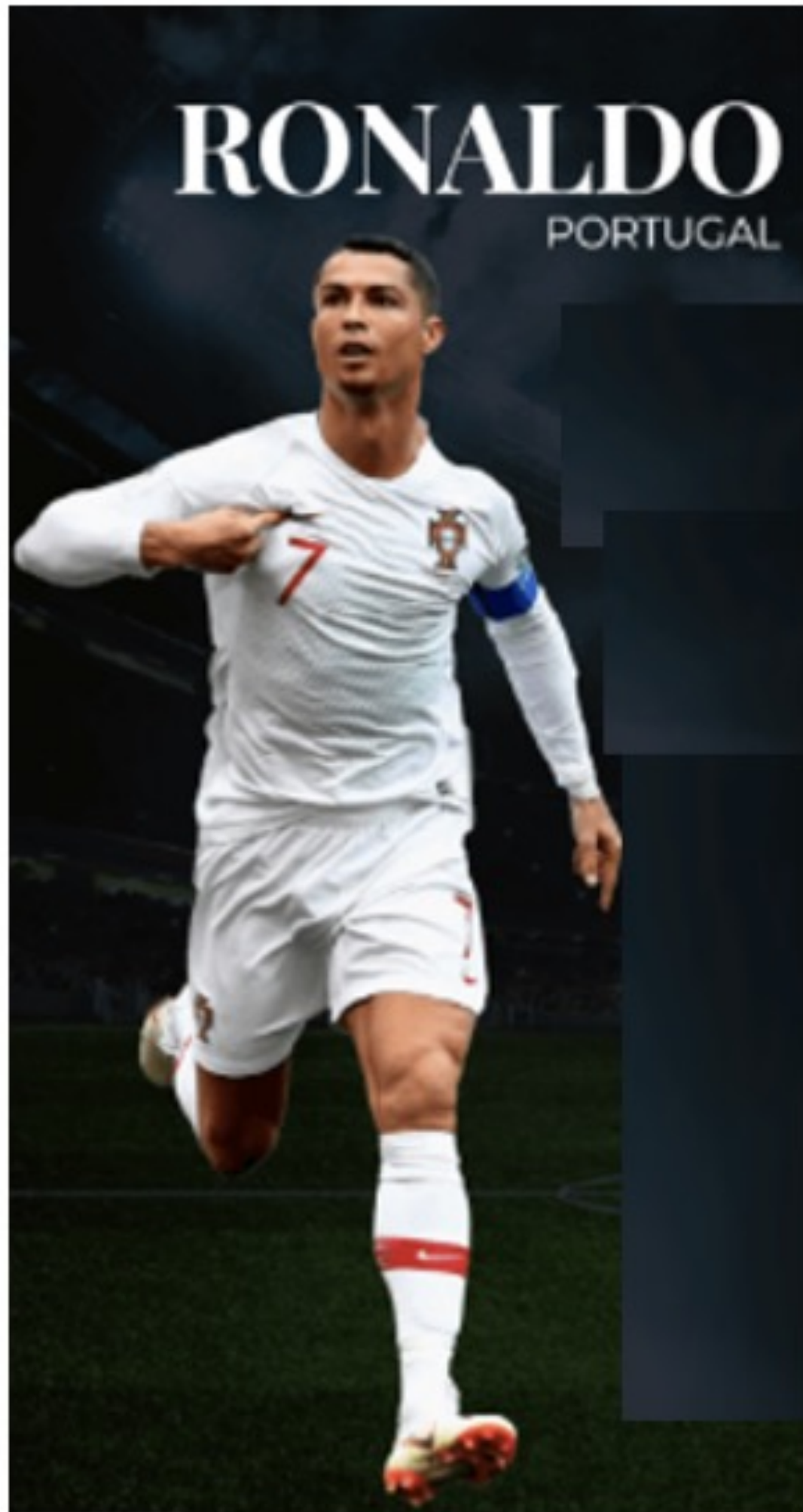
# Oral Cloze

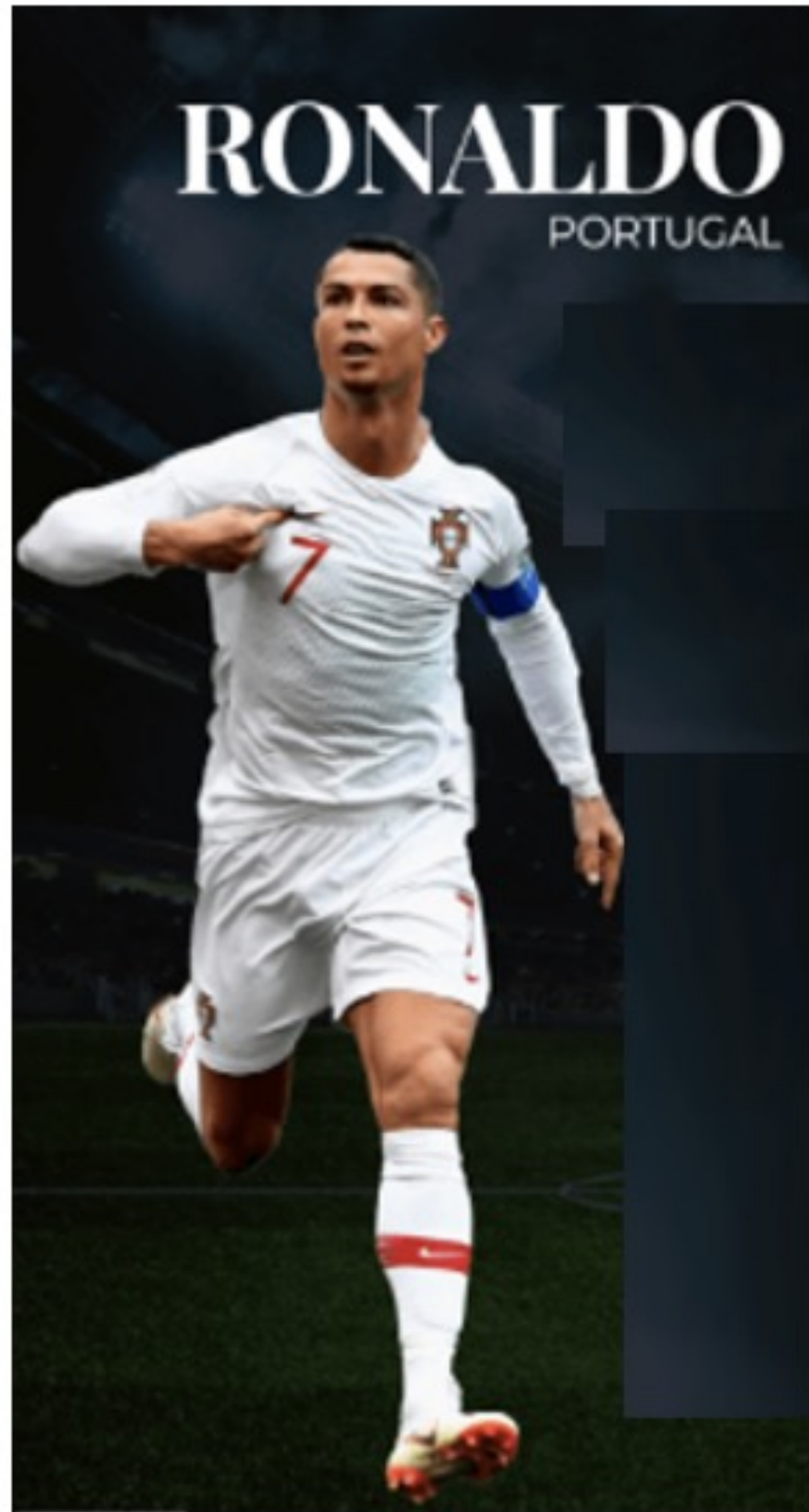
## Grade 7 CCSS ELA Standards

**RL.1. Key Ideas and Details.** Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

**W.3. Text Types and Purposes.** Write narratives to develop real or imagined experiences or events using... relevant descriptive details and well-structured event sequences. b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

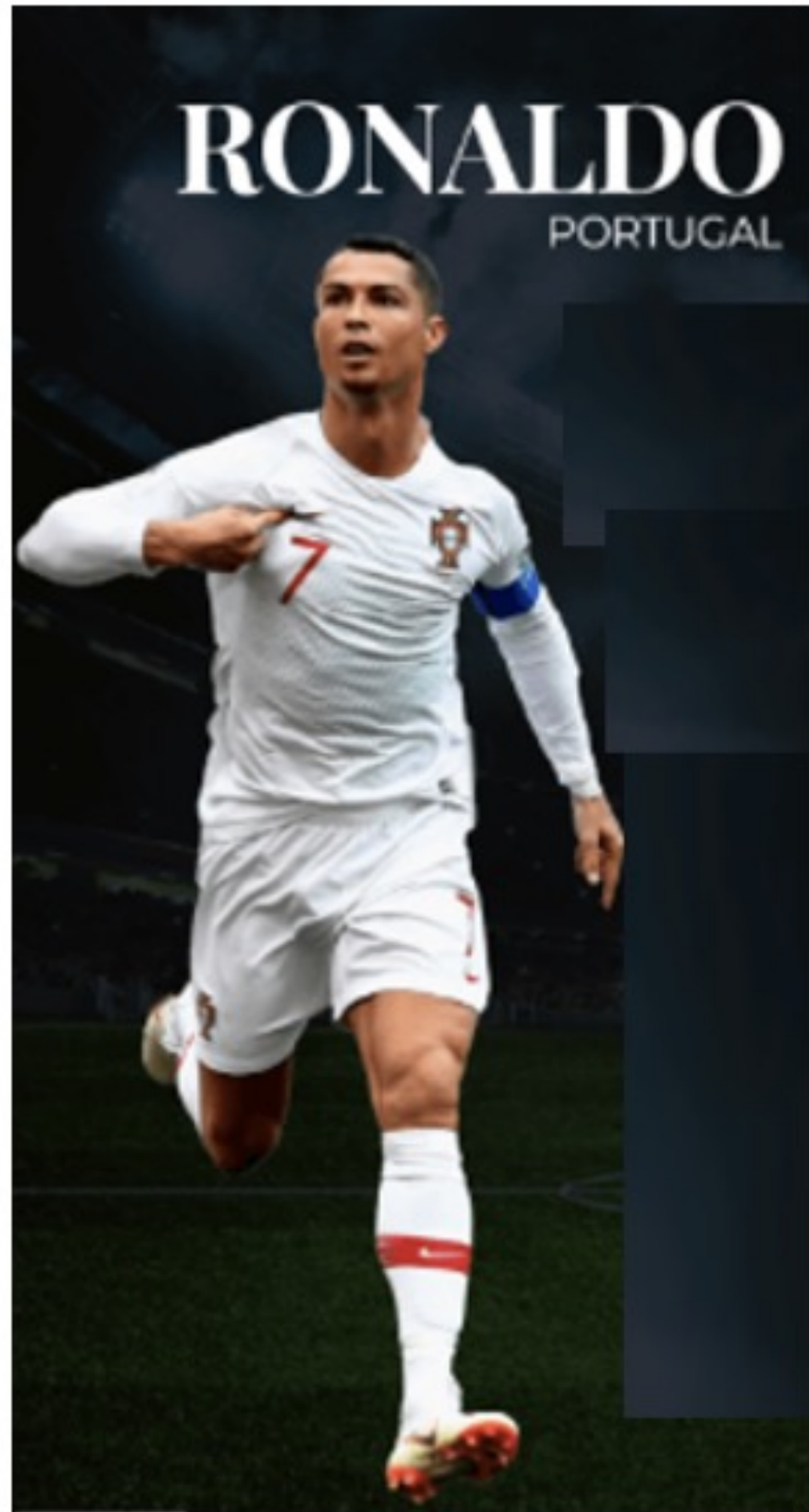
**W.5. Production and Distribution of Writing.** With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.





## Quickwrite #1

- Choose one ELA standard we just read
- Briefly describe an ELA lesson on narrative that focuses on that standard



## Turn and Tell a Partner

- Choose one ELA standard we just read
- Briefly describe an ELA lesson on narrative that focuses on that standard

# Oral Cloze

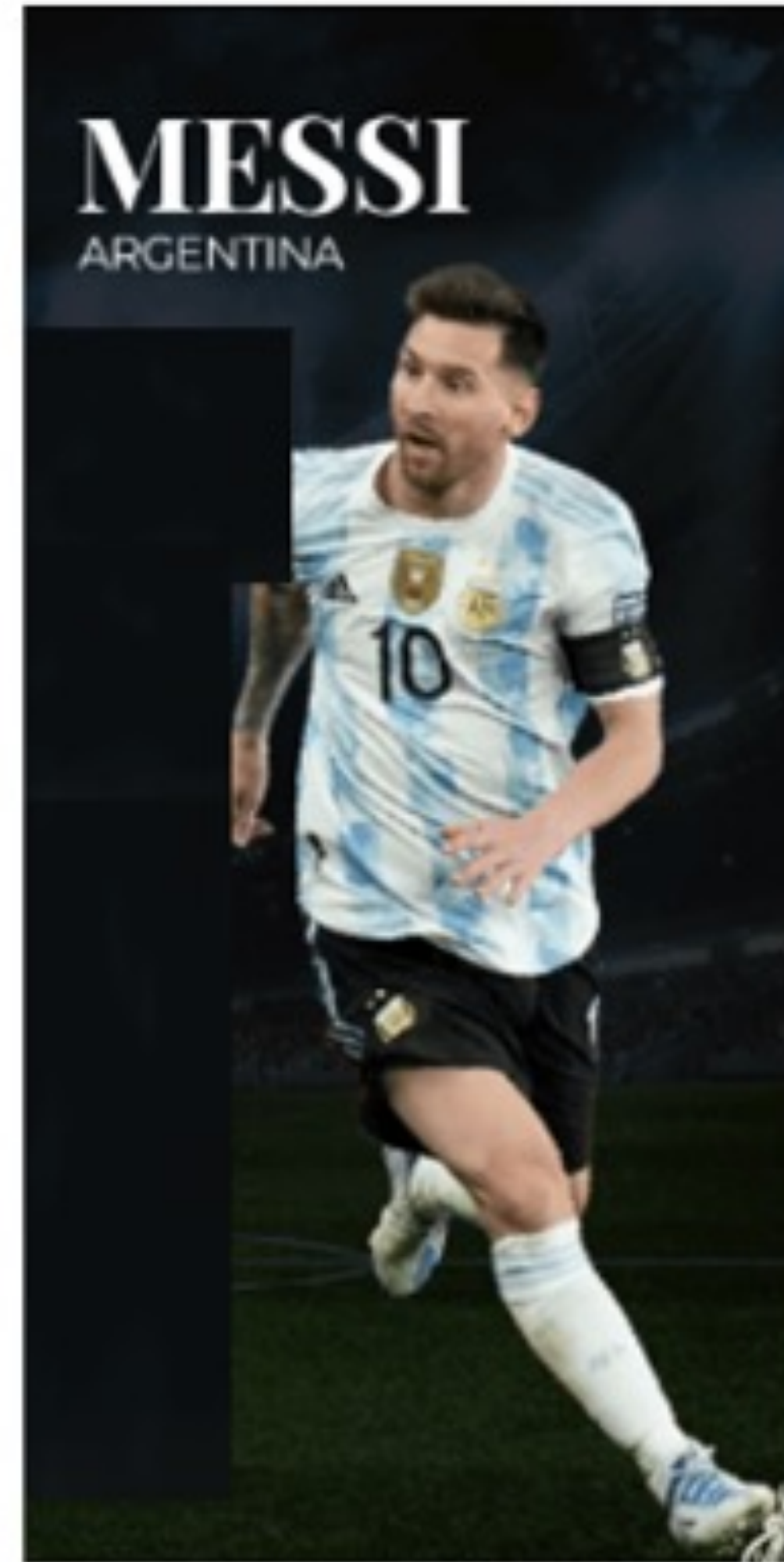
## Grade 7 ELD Standards (Bridging)

### Part II: Learning About How English Works

**P2.A.1. Understanding text structure.** Apply understanding of the organizational structure of different text types (e.g., how narratives are organized by an event sequence that unfolds naturally)... to comprehending texts and to writing... narratives.

**P2.A.2b. Understanding cohesion.** Apply increasing understanding of how ideas [and] events... are linked throughout a text using an increasing variety of academic connecting and transitional words or phrases (e.g. *for instance, in addition, consequently*) to comprehending texts and writing texts with increasing cohesion.

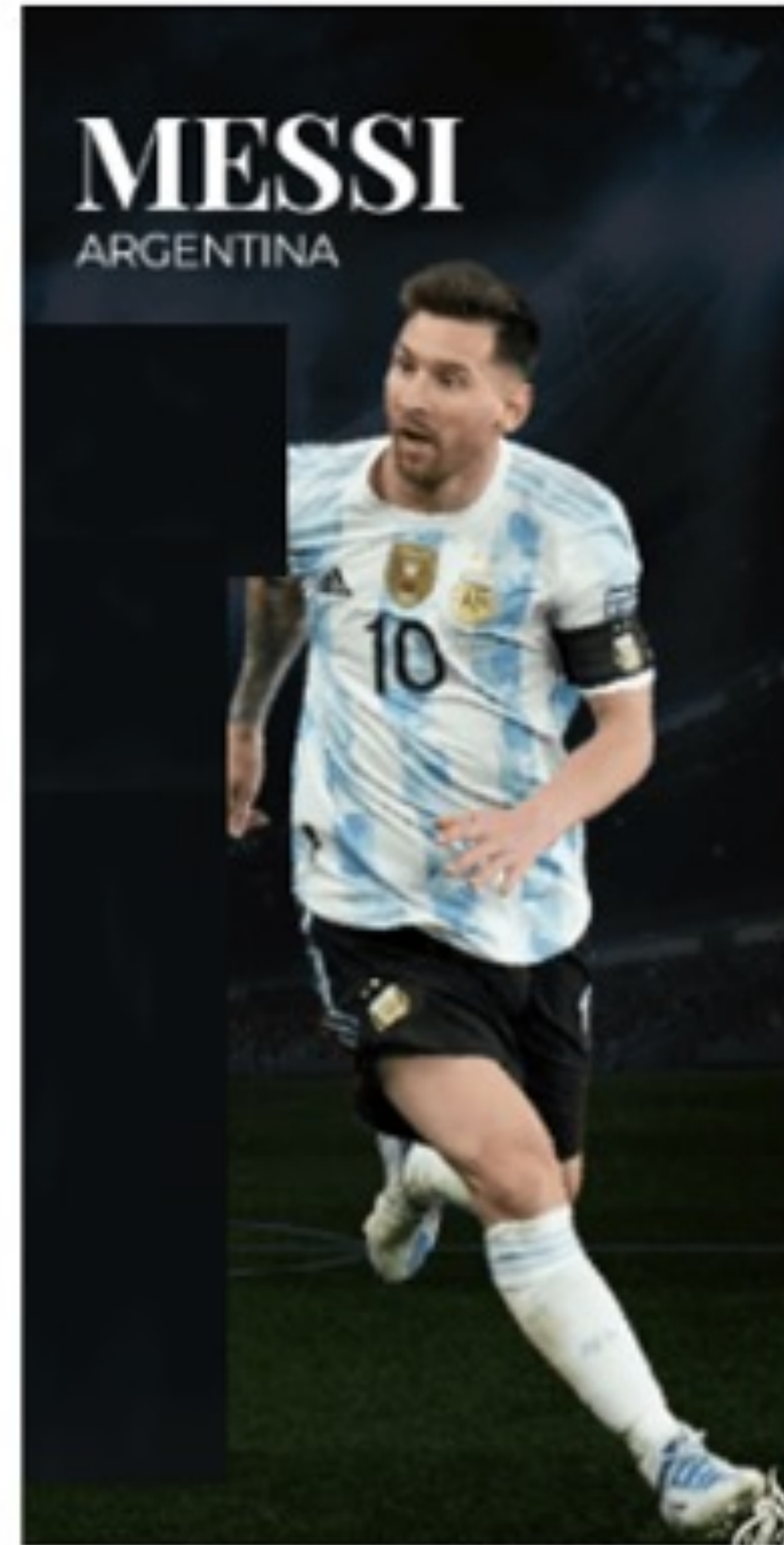
**P2.B.5. Modifying to add details.** Expand sentences... to provide details (e.g. time, manner, place...) about a variety of familiar and new activities and processes.



---

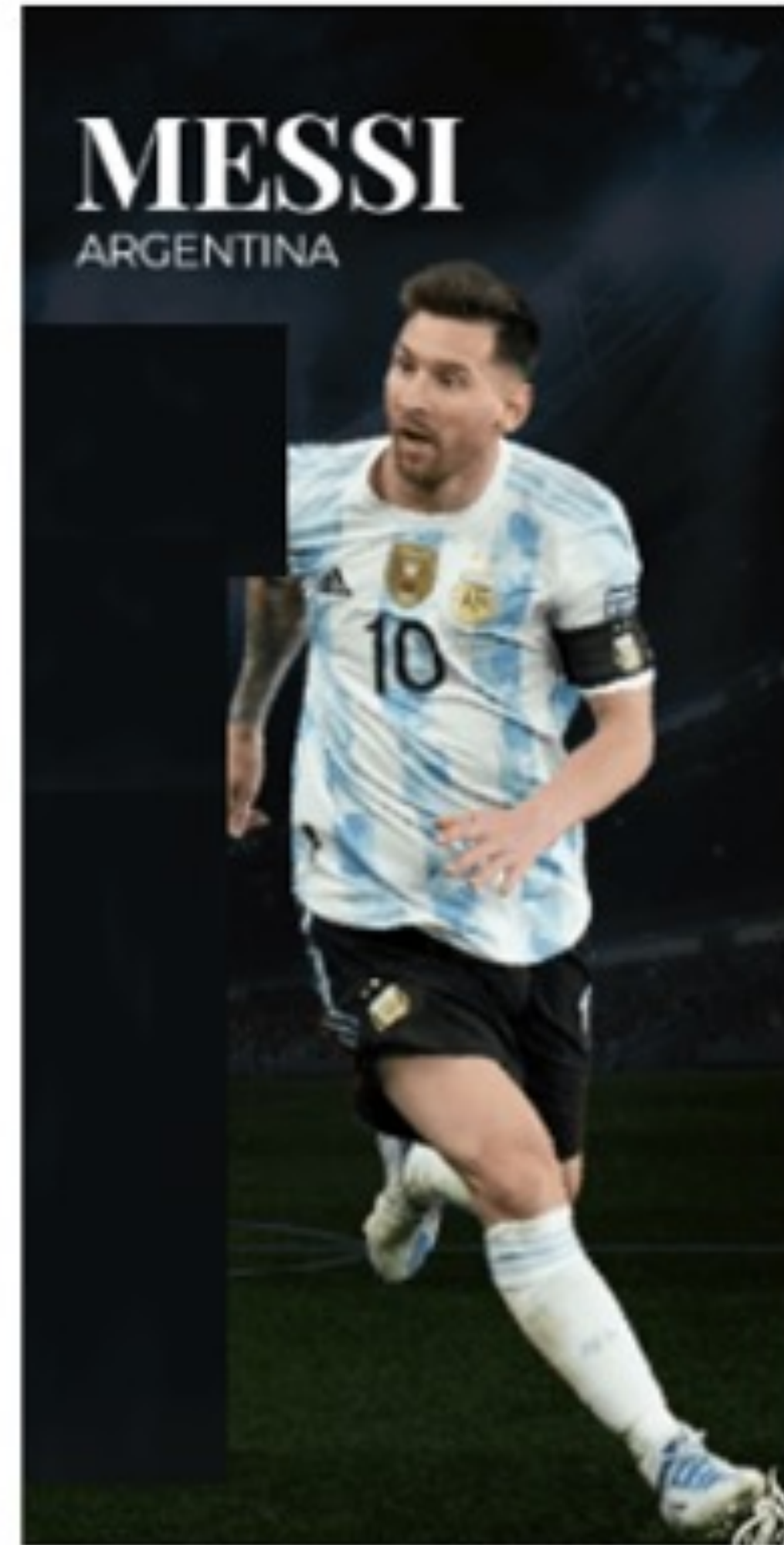
## Quickwrite #2

- Choose one ELD standard we just read
- Briefly describe a designated ELD lesson that focuses on that standard



# Turn and Tell a Partner

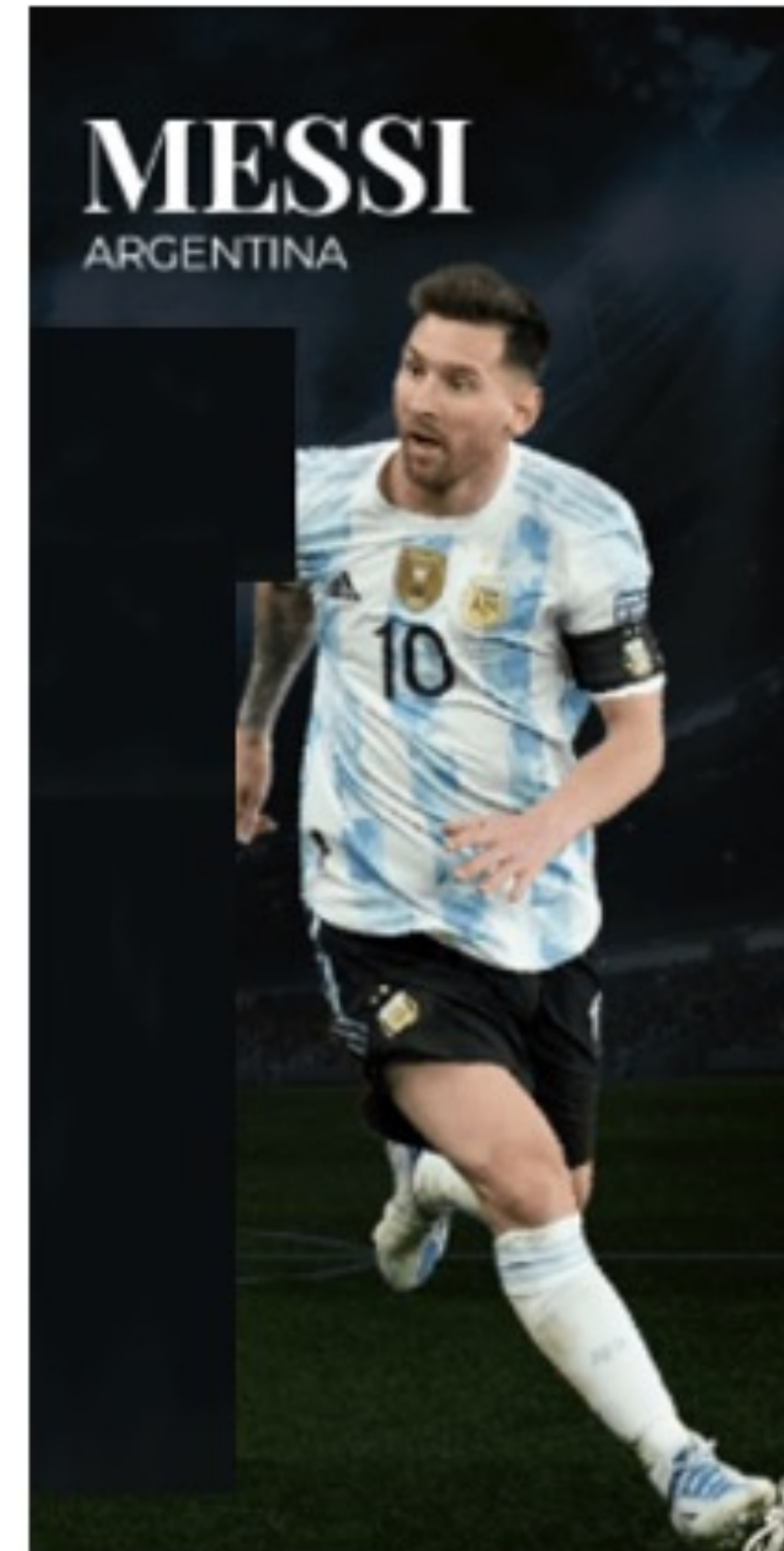
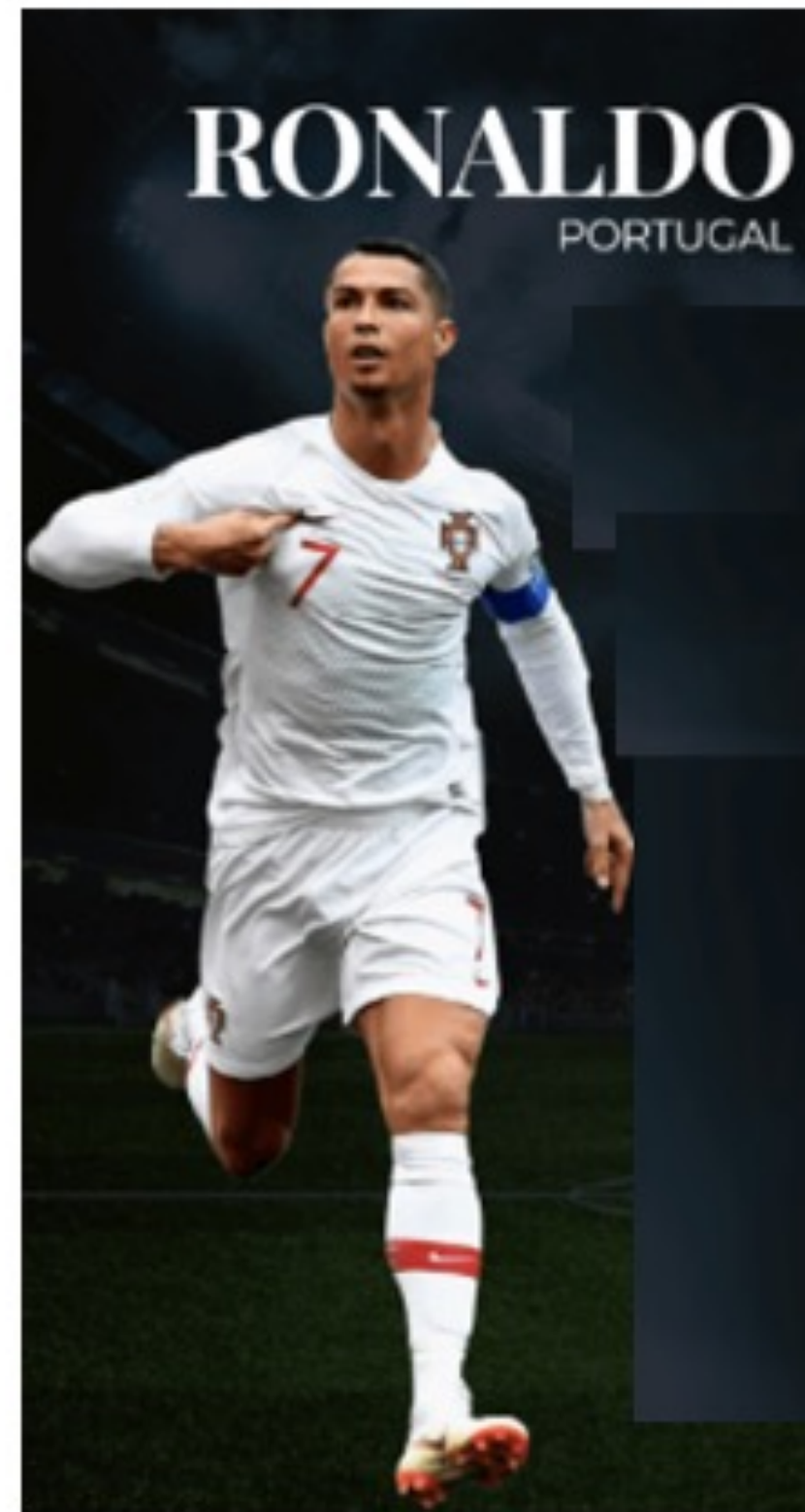
- Choose one ELD standard we just read
- Briefly describe a designated ELD lesson that focuses on that standard





# Divide the room

- Half the room ELA, other half ELD
- Let's create an ELA with integrated ELD lesson...



# Vamos a bailar! – Round #1



Click to play

When the music plays:

- Dance toward a partner of the OTHER Standards list.
- 3 minutes: Brainstorm a lesson that integrates BOTH your standards.

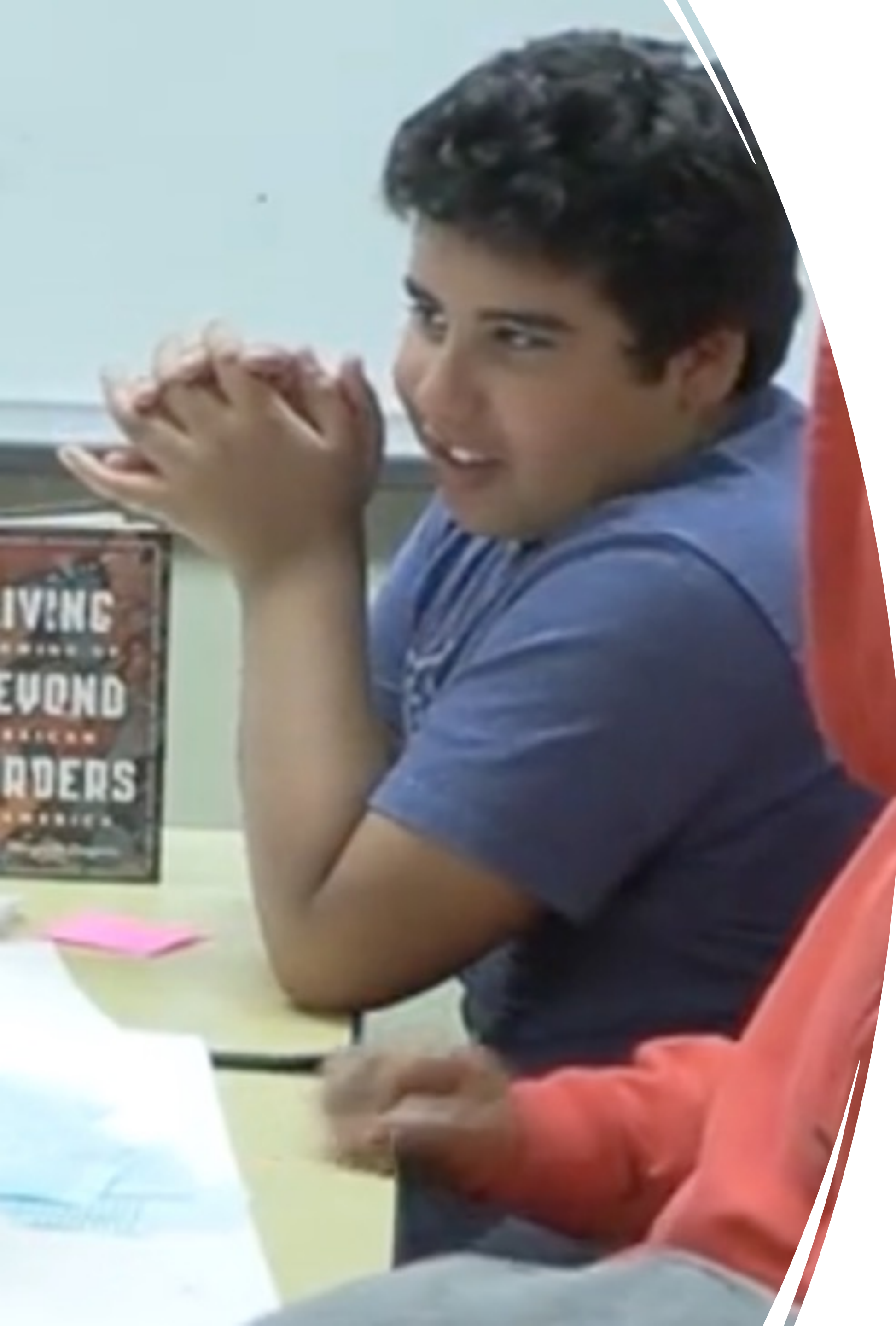
# Vamos a bailar! – Round #2



Click to play

When the music plays:

- Dance toward a **NEW** partner of the **OTHER** Standards list.
- 3 minutes: Brainstorm a lesson that integrates **BOTH** your standards.



# Example from Fresno Unified

## ELA with Integrated ELD

---

- Grade 7 class
- EL and non-EL students
- 10-day visit
- ERWC-ELD Unit
- *Living Beyond Borders: Growing Up Mexican in America*, edited by Margarita Longoria (2021)

---

# Guided Viewing Questions for Video

- 
1. How do these clips illustrate culturally sustaining ELA with integrated ELD?
  2. What needs to happen for this type of instruction to take place in your classroom or in all classrooms in your context?



---

## Quickwrite #3

What did you notice about...

- the students?
- how ELA and ELD were integrated?
- anything else?

---

# Turn and Tell a Partner

What did you notice about...

- the students?
- how ELA and ELD were integrated?
- anything else?





---

# Whole Group Discussion

What did you notice about...

- the students?
- how ELA and ELD were integrated?
- anything else?

---

# Key Points

## Culturally Sustaining Pedagogy

- Choice of text centers students' languages, cultural ways of knowing and being
- Rigorous instruction values & sustains cultural/linguistic practices

## Comprehensive ELD

- Integrated:
  - Content & ELD Standards in tandem
  - Promotes content knowledge *and* increasingly advanced levels of English
- Designated ELD
  - ELD Standards
  - Protected time



Christine Snyder, PhD  
Research Associate  
WestEd  
[csnyder2@WestEd.org](mailto:csnyder2@WestEd.org)

