NEW CALIFORNIA ELD STANDARDS

Focus on ELA/ELD Integration

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San Diego County Office of Education
Participants will gain an understanding of the:

- Purpose and Goals of the New California ELD standards
- Principles for ELL Instruction
- Architecture of the new ELD Standards
  
  Organization of the Proficiency Level Descriptors
  Organization of the ELD Standards
- Content of Appendixes
- Key Pedagogical Shifts in ELD Instruction
AGENDA

Welcome!

History of ELD Standards in California

ELD Standards Review
  Proficiency Level Descriptors
  Part I: Interacting in Meaningful Ways
  Part II: Learning About How Language Works
  Part III: Using Foundational Skills

Planning for Differentiation
  Best Practices

Next Steps
OBJECTIVES

To increase participants understanding of:

- Historical perspective for the development of the new CA ELD Standards
- New ELD Standards Architecture
  - ELD Standards Student Profiles
  - ELD Standards Proficiency Descriptors
- Part I: Interacting in Meaningful Ways
- Part II: Learning about How Language Works
- Part III: Foundational Skills

- How the ELD standards work in tandem with the Common Core Standards
- How to plan for integration of ELD standards and Common Core Standards
Historical Milestones

**Supreme Court *Lau v. Nichols***

Supreme Court declared that equality of educational opportunity for students who do not understand English requires:

1. Access to grade level content area instruction
2. Access to learning the English language

The Court found that:

“students who do not understand English are effectively foreclosed from any meaningful education”
when their opportunities to learn are limited to exposure to instruction in a language they do not understand.
Castaneda v. Pickard

Provides an important criteria for determining a school's degree of compliance with the Equal Educational Opportunity Act of 1974 which requires the satisfaction of three criteria:

Theory: The school must pursue a program based on sound educational theory.

Practice: The school must actually implement the program with instructional practices, resources, and personnel necessary to transfer theory into reality.

Results: The school must not persist in a program that fails to produce results.
Historical Milestones

First California ELD Standards

Created in response to Assembly Bill 748 Requiring that tests assessing the progress of English Learners towards achieving fluency in English be aligned with state standards for English Language Development.

- Grade level spans
- Developmental approach to ELD
- 5 Levels or stages of Language Acquisition
- Not aligned to ELA standards
- Not part of a textbook adoption
- Not included in Framework

Developed at:
The San Diego County Office of Education,
Under contract with the Standards and Assessment Division of the California Department of Education
Historical Milestones

Efforts to map out an ELA/ELD standard alignment

Developed at
San Diego County Office of Education
Correlated ELD and ELA standards by grade level
and levels of language acquisition
Proposing:
1. a horizontal progression across language levels
towards ELA standard
2. a vertical focus by ELD level
3. affirmation of student’s primary language

Horizontal Progression Towards ELA

Vertical ELD focus
1. Move away from defining language primarily as form or even as function, and towards redefinition of language as a complex adaptive system of communicative actions to realize key purposes.

2. Recognize that language learning occurs more effectively through indirect intervention where learners can acquire language experientially rather than through a structural syllabus of language forms.

3. Broaden the conception of literacy and learning and see them as not only being about the development of particular kinds of print-based skills but as “participation in a range of valued meaning-making practices” both in and out of school.
NEW CALIFORNIA ELD STANDARDS
SBE Adopted September 2012

- Grade level specific
- 3 levels of language acquisition
- Work in tandem with content standards
- Horizontal progression toward ELA proficiency
- Vertical focus on specific ELD level
- Affirmation of student’s primary language

Included in the new ELA/ELD FRAMEWORK!
Used to design ELD assessment
KEY IDEAS ABOUT STANDARDS-BASED ELD INSTRUCTION

1. Schools and districts are required by law to provide all English learners with ELD instruction appropriate to their English proficiency level until students are redesignated.

2. This instruction must occur during the regular school day.

3. The law does not require a specific number of minutes of ELD for all English Learners or for EL’s at different English language proficiency levels.

4. The law does not specify how ELD should be taught.

5. However, districts must have a solid rationale for the design of their ELD program, including scheduling and amount of ELD students are receiving that bears relation to progress in English and content areas. (Castañeda vs. Pickard, 1981).
Frequently Asked Question...

Do we still need to teach ELD?

YES

Turn to your partner, use your notes to convey two new ideas learned.
We are at the threshold of challenges and opportunities...

Challenges:
- Changes in standards
- Changes in classroom practices
- Changes in policy

Opportunity to:
- Improve policies
- Improve assessments
- Improve implementation
- Improve practices

We must find specific and strategic entry points to support needed changes and to turn these opportunities into the reality of standards-based implementation that includes English Learners as full participants and full beneficiaries.

From: Jennifer O’Day - Understanding Language Conference Overview Paper, April 2012
Let's begin at the beginning....

Who are English Learners?

What are their characteristics?

What are the stages of language acquisition?
Proficiency Level Descriptors

LEARNING PROFILES

5 LEVELS OF LANGUAGE PROFICIENCY

1. Beginning
2. Early Intermediate
3. Intermediate
4. Early Advanced
5. Advanced

Levels of Language Proficiency and Learning Profiles

Beginning — Students performing at this level of English-language proficiency may demonstrate little or no receptive or productive English skills. They are beginning to understand a few concrete details during unmodified instruction. They may be able to respond to some communication and learning demands, but with many errors. Oral and written production is usually limited to disconnected words and memorized statements and questions. Frequent errors make communication difficult.

Early Intermediate — Students performing at this level of English-language proficiency continue to develop receptive and productive English skills. They are able to identify and understand more concrete details during unmodified instruction. They may be able to respond with increasing ease to more varied communication and learning demands with a reduced number of errors. Oral and written production is usually limited to phrases and memorized statements and questions. Errors still complicate communication.

Intermediate — Students performing at this level of English-language proficiency begin to tailor their English-language skills to meet communication and learning demands with increasing accuracy. They are able to identify and understand more concrete details and some major abstract concepts during unmodified instruction. They are able to respond with increasing ease to more varied communication and learning demands with a reduced number of errors. Oral and written production has usually expanded to sentences, paragraphs, and original statements and questions. Errors still complicate communication.

Early Advanced — Students performing at this level of English-language proficiency begin to combine the elements of the English language in complex, cognitively demanding situations and are able to use English as a means for learning in content areas. They are able to identify and summarize most concrete details and abstract concepts during unmodified instruction in most content areas. Oral and written production is characterized by more elaborate discourse and fully-developed paragraphs and compositions. Errors are less frequent and rarely complicate communication.

Advanced — Students performing at this level of English-language proficiency communicate effectively with various audiences on a wide range of familiar and new topics to meet social and learning demands. In order for students at this level to attain the English-proficiency level of their native English-speaking peers, further linguistic enhancement and refinement are still necessary. Students at this level are able to identify and summarize concrete details and abstract concepts during unmodified instruction in all content areas. Oral and written production reflects discourse appropriate for content areas. Errors are infrequent and do not reduce communication.

California State Department of Education
Proficiency Level Descriptors

3 LEVELS OF LANGUAGE PROFICIENCY

<table>
<thead>
<tr>
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<th>EI</th>
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</thead>
<tbody>
<tr>
<td>EMERGING</td>
<td>EXPANDING</td>
<td>BRIDGING</td>
<td></td>
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</tbody>
</table>

Learning Profiles now include:

- Student Capacities with entry and exit thresholds
- Extent of Support
- Modes of Communications
- Dimensions of Language Learning
# Proficiency Level Descriptors

<table>
<thead>
<tr>
<th>Student Capacities</th>
<th>Native Language</th>
<th>ELD: Proficiency Level Continuum</th>
<th>Life Long Language Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Emerging</td>
<td>Expanding</td>
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<tr>
<td></td>
<td></td>
<td>Overall Proficiency</td>
<td>Overall Proficiency</td>
</tr>
<tr>
<td></td>
<td></td>
<td>English learners enter the Emerging level having limited receptive and productive English skills.</td>
<td>As English learners progress through the Expanding level, they move from being able to refashion learned phrases and sentences in English to meet their immediate communication and learning needs towards being able to increasingly engage in using the English language in more complex, cognitively demanding situations.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>As they progress through the Emerging level, they start to respond to more varied communication tasks using learned words and phrases with increasing ease.</td>
<td>At exit from the Expanding level, students can use English to learn and communicate about a range of topics and academic content areas.</td>
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<td></td>
<td>At exit from the Emerging level, students have basic English communication skills in social and academic contexts.</td>
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<tr>
<td></td>
<td>English learners possess cognitive abilities appropriate to their age and experience. In order to communicate about their thinking as they learn English, they may need varying linguistic support depending on the linguistic and cognitive demand of the task.</td>
<td>Students at the early stages of the Emerging level can engage in complex, cognitively demanding social and academic activities requiring language when provided substantial linguistic support; as they develop more familiarly and ease with understanding and using English, support may be moderate or light for familiar tasks or topics.</td>
<td>Students at the early stages of the Expanding level can engage in complex, cognitively demanding social and academic activities requiring language when provided moderate linguistic support; as they develop increasing ease with understanding and using English in a variety of contexts, support may be light for familiar tasks or topics.</td>
</tr>
</tbody>
</table>

Reformatted for personal study from CA ELD Standard Dorta-Duque de Reyes, September 1, 2012
Critical Principles

While advancing along the continuum of English language development levels, English learners at all levels engage in intellectually challenging literacy, disciplinary, and disciplinary literacy tasks.

They use language in meaningful and relevant ways appropriate to grade level, content area, topic, purpose, audience, and text type in English language arts, mathematics, science, social studies, and the arts.

Specifically, they use language to gain and exchange information and ideas in three communicative modes (collaborative, interpretive, and productive), and they apply knowledge of language to academic tasks via three cross-mode language processes (structuring cohesive texts, expanding and enriching ideas, and connecting and condensing ideas) using various linguistic resources.
Part I: Interacting in Meaningful Ways
# Three Modes of Communication

1. **Collaborative**  
   Engagement in dialogue with others

2. **Interpretive**  
   Comprehension and analysis of written and spoken texts

3. **Productive**  
   Creation of oral presentations and written texts
Three Modes of Communication

Proficiency Level Descriptors for California English Language Development Standards

<table>
<thead>
<tr>
<th>Mode of Communication</th>
<th>English Language Development: Proficiency Level Continuum</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Emerging</td>
</tr>
<tr>
<td>Collaborative</td>
<td>At the early stages of the Emerging level, students are able to:</td>
</tr>
<tr>
<td></td>
<td>express basic personal and safety needs, ideas, and respond to questions on social and academic topics with gestures and words or short phrases;</td>
</tr>
<tr>
<td></td>
<td>use basic social conventions to participate in conversations;</td>
</tr>
<tr>
<td>Interpretive</td>
<td>comprehend frequently occurring words and basic phrases in immediate physical surroundings;</td>
</tr>
<tr>
<td></td>
<td>read very brief grade-appropriate text with simple sentences and familiar vocabulary, supported by graphics or pictures;</td>
</tr>
<tr>
<td></td>
<td>comprehend familiar words, phrases, and questions drawn from content areas;</td>
</tr>
<tr>
<td></td>
<td>comprehend a sequence of information on familiar topics as presented through stories and face-to-face conversations;</td>
</tr>
<tr>
<td></td>
<td>read brief grade-appropriate text with simple sentences and mostly familiar vocabulary, supported by graphics or pictures;</td>
</tr>
<tr>
<td></td>
<td>demonstrate understanding of words and phrases from previously learned content material;</td>
</tr>
<tr>
<td>Productive</td>
<td>produce learned words and phrases and use gestures to communicate basic information;</td>
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<tr>
<td></td>
<td>express ideas using visuals such as drawings or charts, or graphic organizers; and</td>
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<tr>
<td></td>
<td>write or use familiar words and phrases related to everyday and academic topics.</td>
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<tr>
<td></td>
<td>produce basic statements and ask questions in direct informational exchanges on familiar and routine subjects;</td>
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<tr>
<td></td>
<td>express ideas using information and short responses within structured contexts; and</td>
</tr>
<tr>
<td></td>
<td>write or use learned vocabulary drawn from academic content areas.</td>
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</table>

October 19, 2012
<table>
<thead>
<tr>
<th>MODE</th>
<th>Entry</th>
<th>Exit</th>
<th>Entry</th>
<th>Exit</th>
<th>Entry</th>
<th>Exit</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Collaborative</strong></td>
<td>Express basic personal and safety needs, ideas, and respond to questions on social and academic topics with gestures and words or short phrases;</td>
<td>Express basic personal and safety needs, ideas, and respond to questions on social and academic topics with gestures and short sentences;</td>
<td>Express a variety of personal needs, ideas, and opinions and respond to questions using short sentences;</td>
<td>Express more complex feelings, needs, ideas, and opinions using extended oral and written production; respond to questions using extended discourse</td>
<td>Express increasingly complex feelings, needs, ideas, and opinions in a variety of settings; respond to questions using extended more elaborated discourse</td>
<td>Participate fully in all collaborative conversations in all content areas at grade level with occasional support as necessary;</td>
</tr>
<tr>
<td><strong>Interpretive</strong></td>
<td>Comprehend frequently occurring words and basic phrases in immediate physical surroundings;</td>
<td>Comprehend a sequence of information on familiar topics as presented through stories and face-to-face conversations;</td>
<td>Comprehend information on familiar topics and on some unfamiliar topics in contextualized settings;</td>
<td>Independently read a variety of grade appropriate text with simple sentences;</td>
<td>Comprehend detailed information with fewer contextual clues on unfamiliar topics;</td>
<td>Comprehend concrete and abstract topics and begin to recognize language subtleties in a variety of communicative settings;</td>
</tr>
<tr>
<td><strong>Productive</strong></td>
<td>Produce learned words and phrases and use gestures to communicate basic information;</td>
<td>Produce basic statements and ask questions in direct informational exchanges on familiar and routine subjects;</td>
<td>Produce sustained informational exchanges with others on an expanding variety of topics;</td>
<td>Produce, initiate, and sustain spontaneous interactions on a variety of topics; and</td>
<td>Produce, initiate, and sustain extended interactions tailoring language to specific purposes and audiences;</td>
<td>Produce, initiate, and sustain extended interactions tailored to specific purposes and audiences;</td>
</tr>
<tr>
<td></td>
<td>Express ideas using visuals such as drawings or charts, or graphic organizers; and</td>
<td>Express ideas using information and short responses within structured contexts; and</td>
<td>Express ideas in highly structured and scaffolded academic interactions; and</td>
<td>Write and express ideas to meet most social and academic needs through the recombination of learned vocabulary and structures with support.</td>
<td>Write and express ideas to meet increasingly complex academic demands for specific purposes and audiences.</td>
<td>Write and express ideas to meet a variety of social needs and academic demands for specific purposes and audiences.</td>
</tr>
</tbody>
</table>
Part II Learning About How English Works
Two Dimensions of Knowledge of Language

- **Metalinguistic Awareness:**
  
  The extent of language awareness and self-monitoring students have at a level.

- **Accuracy of Production:**
  
  The extent of accuracy in production English Learners can be expected to exhibit at the level;

  English learners increase in accuracy of linguistic production as they develop proficiency in English.
<table>
<thead>
<tr>
<th>Knowledge of Language</th>
<th>English Language Development: Proficiency Level Continuum</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Metalinguistic Awareness</strong></td>
<td>Emerging → Expanding</td>
</tr>
<tr>
<td>At the <em>early stages</em> of the Emerging level, students are able to:</td>
<td>At exit from the Emerging level, students are able to:</td>
</tr>
<tr>
<td>Apply to their learning of English an emerging awareness about:</td>
<td>Apply to their learning of English an awareness about:</td>
</tr>
<tr>
<td>- differences and similarities between their native language and English;</td>
<td>- differences and similarities between their native language and English;</td>
</tr>
<tr>
<td>- ways in which different kinds of language are appropriate for different tasks, purposes, and audiences; and how to:</td>
<td>- ways in which different kinds of language are appropriate for different tasks, purposes, and audiences; and how to:</td>
</tr>
<tr>
<td>- intentionally and purposefully use a limited range of everyday vocabulary, phrases, and memorized statements and questions in English;</td>
<td>- intentionally and purposefully use mostly everyday, and a limited range of general academic vocabulary and domain-specific vocabulary in English related mostly to familiar topics;</td>
</tr>
<tr>
<td><strong>Accuracy of Production</strong></td>
<td></td>
</tr>
<tr>
<td>- be comprehensible when using memorized or copied words or phrases; and</td>
<td>- be comprehensible when using simple or learned phrases and sentences; and</td>
</tr>
<tr>
<td>- may exhibit <em>frequent errors</em> in pronunciation, grammar, and writing conventions that <em>often</em> impede meaning.</td>
<td>- may exhibit <em>frequent errors</em> in pronunciation, grammar, and writing conventions that <em>sometimes</em> impede meaning.</td>
</tr>
<tr>
<td>- be comprehensible when using simple and some expanded sentences and discourse or texts; and</td>
<td>- be comprehensible when using simple and some expanded sentences and discourse or texts; and</td>
</tr>
<tr>
<td>- may exhibit <em>frequent errors</em> in pronunciation, grammar, and writing conventions that <em>usually do not</em> impede meaning.</td>
<td>- may exhibit <em>fairly frequent errors</em> in pronunciation, grammar, and writing conventions that <em>may sometimes</em> impede meaning.</td>
</tr>
<tr>
<td>Metalinguistic Awareness</td>
<td>Knowledge of Language</td>
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</tr>
<tr>
<td><strong>Entry</strong></td>
<td><strong>Exit</strong></td>
</tr>
<tr>
<td><strong>Emerging</strong></td>
<td><strong>Expanding</strong></td>
</tr>
<tr>
<td>At the early stages of the Emerging level, students are able to:</td>
<td>At exit from the Emerging level, students are able to:</td>
</tr>
<tr>
<td><strong>And how to:</strong></td>
<td><strong>And how to:</strong></td>
</tr>
<tr>
<td>Intentionally and purposefully use a limited range of everyday vocabulary, phrases, and memorized statements and questions in English;</td>
<td>Intentionally and purposefully use mostly everyday vocabulary, and an expanding range of general academic vocabulary and domain-specific vocabulary, phrases, and memorized statements and questions in English related mostly to familiar topics;</td>
</tr>
<tr>
<td>Differences and similarities between their native language and English;</td>
<td>Differences and similarities between their native language and English;</td>
</tr>
<tr>
<td>Ways in which different kinds of language are appropriate for different tasks, purposes, and audiences;</td>
<td>Ways in which language may be different based on task, purpose, and audience;</td>
</tr>
<tr>
<td><strong>Accuracy of Production</strong></td>
<td><strong>Accuracy of Production</strong></td>
</tr>
<tr>
<td>Be comprehensible when using memorized or copied words or phrases; and may exhibit frequent errors in pronunciation, grammar, and writing conventions that often impede meaning.</td>
<td>Be comprehensible when using simple or learned phrases and sentences; and may exhibit frequent errors in pronunciation, grammar, and writing conventions that sometimes impede meaning.</td>
</tr>
</tbody>
</table>

Reformatted for personal study from CA ELD Standard Dorta-Duque de Reyes, September 1, 2012
Table Talk Review

What is the relationship between thought and language?
Taking a Closer Look:

4th Grade ELD Standards
Part I: Interacting in Meaningful Ways
Goal: English learners read, analyze, interpret, and create a variety of literary and informational text types. They develop an understanding of how language is a complex, dynamic, and social resource for making meaning, as well as how content is organized in different text types and across disciplines using text structure, language features, and vocabulary depending on purpose and audience. They are aware that different languages and variations of English exist, and they recognize their home languages and cultures as resources to value in their own right and also to draw upon in order to build proficiency in English. English learners contribute actively to class and group discussions, asking questions, responding appropriately, and providing useful feedback. They demonstrate knowledge of content through oral presentations, writing, collaborative conversations, and multimedia. They develop proficiency in shifting language use based on task, purpose, audience, and text type.

Critical Principles for Developing Language and Cognition in Academic Contexts: While advancing along the continuum of English language development levels, English learners at all levels engage in intellectually challenging literacy, disciplinary, and disciplinary literacy tasks. They use language in meaningful and relevant ways appropriate to grade level, content area, topic, purpose, audience, and text type in English language arts, mathematics, science, social studies, and the arts. Specifically, they use language to gain and exchange information and ideas in three communicative modes (collaborative, interpretive, and productive), and they apply knowledge of language to academic tasks via three cross-mode language processes (structuring cohesive texts, expanding and enriching ideas, and connecting and condensing ideas) using various linguistic resources.

<table>
<thead>
<tr>
<th>Part I: Interacting in Meaningful Ways</th>
<th>Corresponding Common Core State Standards for English Language Arts*</th>
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</thead>
<tbody>
<tr>
<td><strong>A. Collaborative</strong></td>
<td></td>
</tr>
<tr>
<td>1. Exchanging information and ideas with others through oral collaborative discussions on a range of social and academic topics</td>
<td>SL.4.1,6; L.4.1,3,6</td>
</tr>
<tr>
<td>2. Interacting with others in written English in various communicative forms (print, communicative technology, and multimedia)</td>
<td>W.4.6; L.4.1,3,6</td>
</tr>
<tr>
<td>3. Offering and supporting opinions and negotiating with others in communicative exchanges</td>
<td>SL.4.1,6; L.4.1,3,6</td>
</tr>
<tr>
<td>4. Adapting language choices to various contexts (based on task, purpose, audience, and text type)</td>
<td>W.4.4-5; SL.4.1,6; L.4.1,3,6</td>
</tr>
<tr>
<td><strong>B. Interpretive</strong></td>
<td></td>
</tr>
<tr>
<td>5. Listening actively to spoken English in a range of social and academic contexts</td>
<td>SL.4.1-3; L.4.3</td>
</tr>
<tr>
<td>6. Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language</td>
<td>RL.4.1-7,9-10; RI.4.1-7,9-10; SL.4.2-3; L.4.3,4,6</td>
</tr>
<tr>
<td>7. Evaluating how well writers and speakers use language to support ideas and opinions with details or reasons depending on modality, text type, purpose, audience, topic, and content area</td>
<td>RL.4.3-4,6; RI.4.2,6,8; SL.4.3; L.4.3-6</td>
</tr>
<tr>
<td>8. Analyzing how writers and speakers use vocabulary and other language resources for specific purposes (to explain, persuade, entertain, etc.) depending on modality, text type, purpose, audience, topic, and content area</td>
<td>RL.4.4-5; RI.4.4-5; SL.4.3; L.4.3-6</td>
</tr>
<tr>
<td><strong>C. Productive</strong></td>
<td></td>
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<tr>
<td>9. Expressing information and ideas in formal oral presentations on academic topics</td>
<td>SL.4.4-6; L.4.1,3,6</td>
</tr>
<tr>
<td>10. Writing literary and informational texts to present, describe, and explain ideas and information, using appropriate technology</td>
<td>W.4.1-10; L.4.1-3,6</td>
</tr>
<tr>
<td>11. Supporting own opinions and evaluating others’ opinions in speaking and writing</td>
<td>W.4.1,4,9-10; SL.4.4,6; L.4.1-3,6</td>
</tr>
<tr>
<td>12. Selecting and applying varied and precise vocabulary and other language resources to effectively convey ideas</td>
<td>W.4.4-5; SL.4.4,6; L.4.1,3,5-6</td>
</tr>
</tbody>
</table>
### Section 2: Elaboration on Critical Principles for Developing Language & Cognition in Academic Contexts

#### Part 1: Interacting in Meaningful Ways

<table>
<thead>
<tr>
<th>Texts and Discourse in Context</th>
<th>English Language Development Level Continuum</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Part 1, strands 1–4</strong> Corresponding Common Core State Standards for English Language Arts:</td>
<td><strong>Emerging</strong> 1. <em>Exchanging information/ideas</em> Contribute to conversations and express ideas by asking and answering yes-no and wh- questions and responding using short phrases.</td>
</tr>
<tr>
<td>1. SL.4.1.6; L.4.1.3.6</td>
<td><strong>Expanding</strong> 1. <em>Exchanging information/ideas</em> Contribute to class, group, and partner discussions, including sustained dialogue, by following turn-taking rules, asking relevant questions, affirming others, and adding relevant information.</td>
</tr>
<tr>
<td>2. W.4.5; L.4.1.3.6</td>
<td>2. <em>Interacting via written English</em> Collaborate with peers on joint writing projects of short informational and literary texts, using technology where appropriate for publishing, graphics, etc.</td>
</tr>
<tr>
<td>3. SL.4.1.6; L.4.1.3.6</td>
<td>2. <em>Interacting via written English</em> Collaborate with peers on joint writing projects of longer informational and literary texts, using technology where appropriate for publishing, graphics, etc.</td>
</tr>
<tr>
<td>4. W.4.4-5; SL.4.1.6; L.4.1.3.6</td>
<td>3. <em>Offering opinions</em> Negotiate with or persuade others in conversations using basic learned phrases (e.g., <em>I think...</em>), as well as open responses, in order to gain and/or hold the floor.</td>
</tr>
<tr>
<td>Purposes for using language include: Describing, entertaining, informing, interpreting, analyzing, recounting, explaining, persuading, negotiating, justifying, evaluating, etc.</td>
<td>3. <em>Offering opinions</em> Negotiate with or persuade others in conversations using an expanded set of learned phrases (e.g., <em>I agree with X, but...</em>), as well as open responses, in order to gain and/or hold the floor, provide counter-arguments, etc.</td>
</tr>
<tr>
<td><strong>Text types include:</strong> informational text types include: description (e.g., science log entry); procedure (e.g., how to solve a mathematics problem; recount (e.g., autobiography, science experiment results); information report (e.g., science or history report); explanation (e.g., how or why something happened); exposition (e.g., opinion); response (e.g., literary analysis); etc.</td>
<td>4. <em>Adapting language choices</em> Adjust language choices according to social setting (e.g., playground, classroom) and audience (e.g., peers, teacher) with substantial support.</td>
</tr>
<tr>
<td>Literary text types include: stories (e.g., fantasy, legends, fables); drama (e.g., readers’ theater); poetry; retelling a story; etc.</td>
<td>4. <em>Adapting language choices</em> Adjust language choices according to purpose (e.g., persuading, entertaining), task (e.g., telling a story versus explaining a science experiment), and audience with light support.</td>
</tr>
<tr>
<td>Audiences include: Peers (one-to-one) Small group (one-to-group) Whole group (one-to-many)</td>
<td><strong>Bridging</strong> 1. <em>Exchanging information/ideas</em> Contribute to class, group, and partner discussions, including sustained dialogue, by following turn-taking rules, asking relevant questions, affirming others, adding relevant information, building on responses, and providing useful feedback.</td>
</tr>
<tr>
<td>2. <em>Interacting via written English</em> Collaborate with peers on joint writing projects of a variety of longer informational and literary texts, using technology where appropriate for publishing, graphics, etc.</td>
<td>2. <em>Interacting via written English</em> Collaborate with peers on joint writing projects of longer informational and literary texts, using technology where appropriate for publishing, graphics, etc.</td>
</tr>
<tr>
<td>3. <em>Offering opinions</em> Negotiate with or persuade others in conversations using an expanded set of learned phrases (e.g., <em>That’s a good idea. However...</em>), as well as open responses, in order to gain and/or hold the floor, provide counter-arguments, elaborate on an idea, etc.</td>
<td>4. <em>Adapting language choices</em> Adjust language choices according to purpose, task (e.g., facilitating a science experiment), and audience with light support.</td>
</tr>
</tbody>
</table>
### California Department of Education

**English Language Development Standards for Grade 4**

**Section 2: Elaboration on Critical Principles for Developing Language & Cognition in Academic Contexts**

#### Part 1: Interacting in Meaningful Ways

<table>
<thead>
<tr>
<th>Texts and Discourse in Context</th>
<th>Emerging</th>
<th>Expanding</th>
<th>Bridging</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Part 1, strands 5–8</strong> Corresponding Common Core State Standards for English Language Arts:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. SL.4.1-3; L.4.3</td>
<td>5. Listening actively</td>
<td>5. Listening actively</td>
<td>5. Listening actively</td>
</tr>
<tr>
<td>6. RL.4.1-7,9-10; RI.4.1-7,9-10; SL.4.2-3; L.4.3-4,6</td>
<td>Demonstrate active listening of read-alouds and oral presentations by asking and answering basic questions with prompting and substantial support.</td>
<td>Demonstrate active listening of read-alouds and oral presentations by asking and answering detailed questions with occasional prompting and moderate support.</td>
<td>Demonstrate active listening of read-alouds and oral presentations by asking and answering detailed questions with minimal prompting and light support.</td>
</tr>
<tr>
<td>7. RL.4.3-4,6; RI.4.2,6,8; SL.4.3; L.4.3-6</td>
<td>6. Reading/viewing closely</td>
<td>6. Reading/viewing closely</td>
<td></td>
</tr>
<tr>
<td>8. RL.4.4-5; RI.4.4-5; SL.4.3; L.4.3-6</td>
<td>a) Describe ideas, phenomena (e.g., volcanic eruptions), and text elements (main idea, characters, events, etc.) based on close reading of a select set of grade-level texts with substantial support.</td>
<td>a) Describe ideas, phenomena (e.g., animal migration), and text elements (main idea, central message, etc.) in greater detail based on close reading of a variety of grade-level texts with moderate support.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>b) Use knowledge of frequently-used affixes (e.g., -un, -mis-) and linguistic context, reference materials, and visual cues to determine the meaning of unknown words on familiar topics.</td>
<td>b) Use knowledge of morphology (e.g., affixes, roots, and base words), linguistic context, and reference materials to determine the meaning of unknown words on familiar topics.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Describe the specific language writers or speakers use to present or support an idea (e.g., the specific vocabulary or phrasing used to provide evidence) with prompting and substantial support.</td>
<td>Describe how well writers or speakers use specific language resources to support an opinion or present an idea (e.g., whether the vocabulary or phrasing used to provide evidence is strong enough) with prompting and moderate support.</td>
<td>Describe how well writers and speakers use specific language resources to support an opinion or present an idea (e.g., the clarity or appealing nature of language used to present evidence) with prompting and light support.</td>
</tr>
<tr>
<td></td>
<td>Distinguish how different words with similar meanings produce different effects on the audience (e.g., describing a character's actions as whined versus said).</td>
<td>Distinguish how different words with similar meanings (e.g., describing a character as smart versus an expert) and figurative language (e.g., as big as a whale) produce shades of meaning and different effects on the audience.</td>
<td>Distinguish how different words with related meanings (e.g., fun versus entertaining versus thrilling, possibly versus certainly) and figurative language produce shades of meaning and different effects on the audience.</td>
</tr>
</tbody>
</table>

Purposes for using language include:
- Describing, entertaining, informing, interpreting, analyzing, recounting, explaining, persuading, negotiating, justifying, evaluating, etc.

Text types include:
- Informational text types include: description (e.g., science log entry); procedure (e.g., how to solve a mathematics problem); recount (e.g., autobiography, science experiment results); information report (e.g., science or history report); explanation (e.g., how or why something happened); exposition (e.g., opinion); response (e.g., literary analysis); etc.

Literary text types include:
- Stories (e.g., fantasy, legends, fables); drama (e.g., readers' theater); poetry; retelling a story; etc.

Audiences include:
- Peers (one-to-one)
- Small group (one-to-group)
- Whole group (one-to-many)

---

California English Language Development Standards for Grade 4—October 5, 2012
California Department of Education
English Language Development Standards for Grade 4

Section 2: Elaboration on Critical Principles for Developing Language & Cognition in Academic Contexts
Part I: Interacting in Meaningful Ways

<table>
<thead>
<tr>
<th>Texts and Discourse in Context</th>
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<th>Bridging</th>
</tr>
</thead>
<tbody>
<tr>
<td>9. SL.4.4-6; L.4.1.3,6</td>
<td>Plan and deliver brief oral presentations on a variety of topics and content areas (e.g., retelling a story, explaining a science process, recounting a memorable experience, etc.) with substantial support.</td>
<td>Plan and deliver longer oral presentations on a variety of topics and content areas (e.g., retelling a story, explaining a science process, recounting a memorable experience, etc.) with moderate support.</td>
<td>Plan and deliver oral presentations on a variety of topics in a variety of content areas (e.g., retelling a story, explaining a science process, recounting a memorable experience, etc.) with light support.</td>
</tr>
<tr>
<td>10. W.4.4-10; L.4.1-3,6</td>
<td>10. Writing</td>
<td>10. Writing</td>
<td></td>
</tr>
<tr>
<td>11. W.4.4-9-10; SL.4.4,6; L.4.1-3,6</td>
<td>a) Write short literary and informational texts (e.g., a description of a flashlight) collaboratively (e.g., joint construction of texts with an adult or with peers) and sometimes independently.</td>
<td>a) Write longer literary and informational texts (e.g., an explanatory text on how flashlights work) collaboratively (e.g., joint construction of texts with an adult or with peers) and with increasing independence using appropriate text organization.</td>
<td></td>
</tr>
<tr>
<td>12. W.4.4-5; SL.4.4,6; L.4.1.3,5-6</td>
<td>b) Write brief summaries of texts and experiences using complete sentences and key words (e.g., from notes or graphic organizers).</td>
<td>b) Write increasingly concise summaries of texts and experiences using complete sentences and key words (e.g., from notes or graphic organizers).</td>
<td>b) Write clear and coherent summaries of texts and experiences using complete and concise sentences and key words (e.g., from notes or graphic organizers).</td>
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Text types include: Informational text types include: description (e.g., science log entry); procedure (e.g., how to solve a mathematics problem); recount (e.g., autobiography, science experiment results); information report (e.g., science or history report); explanation (e.g., how or why something happened); exposition (e.g., opinion); response (e.g., literary analysis); etc.

Literary text types include: stories (e.g., fantasy, legends, fables); drama (e.g., readers' theater); poetry; retelling a story; etc.

Audiences include: Peers (one-to-one) Small group (one-to-group) Whole group (one-to-many)
How Does Language Work?

Text and Discourse in Context

Language as Action
What is it about?

Thinking and Language Processes

• Structure and Cohesiveness of Thought Through Text

• Expanding and Enriching Ideas

• Connecting and Condensing Ideas
## ELD Standards

### Part II: Learning about How English Works

<table>
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<tr>
<th>Part II: Learning About How English Works</th>
<th>Corresponding California Common Core Standards*</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Structuring Cohesive Texts</strong></td>
<td>•RL.3.5; RL.3.5; W.3.1-5,10; L.3.1,3-6</td>
</tr>
<tr>
<td>1. Text structure</td>
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<tr>
<td>2. Cohesion</td>
<td></td>
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<tr>
<td><strong>Expanding &amp; Enriching Ideas</strong></td>
<td>•RL.3.5; RL.3.5; W.3.1-5,10; L.3.1,3-6</td>
</tr>
<tr>
<td>3. Verbs and verb groups (phrases, tense, aspect, modals, etc.)</td>
<td></td>
</tr>
<tr>
<td>4. Nouns and noun groups</td>
<td></td>
</tr>
<tr>
<td>5. Modification (relative clauses, prepositional phrases, etc.)</td>
<td></td>
</tr>
<tr>
<td><strong>Connecting &amp; Condensing Ideas</strong></td>
<td>•RL.3.5; RL.3.5; W.3.1-5,10; L.3.1,3-6</td>
</tr>
<tr>
<td>6. Connecting ideas</td>
<td></td>
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<tr>
<td>7. Condensing ideas</td>
<td></td>
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### Part III: Using Foundational Reading Skills

<table>
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<th>Corresponding California Common Core Standards*</th>
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<tbody>
<tr>
<td></td>
<td>•RF.K-1.1; RF.K-1.2; RF.K-5.3; RF.K-5.4</td>
</tr>
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</table>

* The ELD standards correspond to the California Common Core Content Standards for English Language Arts. English learners should have full access to and opportunities to learn ELA, mathematics, science, history/social studies, and other content at the same time they are progressing toward full proficiency in English.

Overview of the California ELD Standards and Proficiency Level Descriptors pp. 12-13
## Structuring Cohesive Text

<table>
<thead>
<tr>
<th>Texts and Discourse in Context</th>
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<td><strong>Learning About How English Works</strong></td>
<td>Emerging</td>
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<tr>
<td><strong>Language Processes</strong></td>
<td>1. <strong>Text structure</strong></td>
</tr>
<tr>
<td>- Structuring cohesive texts</td>
<td>2. <strong>Cohesion</strong></td>
</tr>
<tr>
<td>- Expanding &amp; enriching ideas</td>
<td></td>
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<tr>
<td>- Connecting &amp; condensing ideas</td>
<td></td>
</tr>
<tr>
<td><strong>Language Structures</strong></td>
<td></td>
</tr>
<tr>
<td>- Types of texts</td>
<td></td>
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<tr>
<td>- Types of sentences</td>
<td></td>
</tr>
<tr>
<td>- Types of clauses</td>
<td></td>
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<tr>
<td>- Types of phrases</td>
<td></td>
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<tr>
<td>- Types of words</td>
<td></td>
</tr>
<tr>
<td><strong>Purposes for Using Language</strong></td>
<td></td>
</tr>
<tr>
<td>Describing, entertaining, informing, interpreting, analyzing, recounting, explaining, persuading, negotiating, justifying, evaluating, etc.</td>
<td></td>
</tr>
<tr>
<td><strong>Audiences</strong></td>
<td></td>
</tr>
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<td>Peers (one-to-one)</td>
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<td>Small group (one-to-group)</td>
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<td>Whole group (one-to-many)</td>
<td></td>
</tr>
</tbody>
</table>
# Expanding and Enriching Ideas

**Language as Action**

<table>
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<tr>
<th>Texts and Discourse in Context</th>
<th>English Language Development Level Continuum</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>5. Verbs &amp; verb groups</strong></td>
<td>Emerging ➔ Expanding ➔ Bridging</td>
</tr>
<tr>
<td>a) Express what is happening in a sentence using frequently-used verbs and verb types (e.g., doing, saying, being/having, thinking/feeling).</td>
<td></td>
</tr>
<tr>
<td>b) Use simple verb tenses appropriate for the text type and discipline to convey time (e.g., simple past for recounting an experience).</td>
<td></td>
</tr>
<tr>
<td><strong>4. Nouns &amp; noun groups</strong></td>
<td></td>
</tr>
<tr>
<td>Expand noun groups in simple ways (e.g., adding an adjective to a noun) in order to enrich the meaning of sentences and add details about ideas, people, things, etc.</td>
<td></td>
</tr>
<tr>
<td><strong>5. Modification</strong></td>
<td></td>
</tr>
<tr>
<td>Expand sentences with adverbials (e.g., adverbs, adverb phrases, prepositional phrases) to provide details (e.g., time, manner, place, cause, etc.) about a familiar activity or process.</td>
<td></td>
</tr>
</tbody>
</table>

**Elaboration on Critical Principles for Academic Language Development and Cognition**

**Part II: Learning about How English Works**
## Connecting and Condensing Ideas

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>Connecting &amp; Condensing Ideas</td>
<td>Emerging  Expanding  Bridging</td>
</tr>
</tbody>
</table>

### 6. Connecting Ideas
Combine clauses in a few basic ways to make connections between and join ideas (e.g., creating compound sentences using *and, but, so*).

### 7. Condensing Ideas
Condense clauses in simple ways (e.g., through simple embedded clauses as in *I like the book that’s on the table.*) to create precise and detailed sentences.

### 6. Connecting Ideas
Combine clauses in an increasing variety of ways (e.g., creating compound and complex sentences) to make connections between and join ideas, for example to express cause/effect (e.g., *The deer ran because the mountain lion came.*) or to make a concession (e.g., *She studied all night even though she wasn’t feeling well.*).

### 7. Condensing Ideas
Condense clauses in an increasing variety of ways (e.g., through a growing number of types of embedded clauses) to create precise and detailed sentences.

### 6. Connecting Ideas
Combine clauses in a wide variety of ways (e.g., creating compound and complex sentences) to make connections between and join ideas, for example to express cause/effect (e.g., *The deer ran because the mountain lion approached them.*) or to make a concession (e.g., *She studied all night even though she wasn’t feeling well.*), or to link two ideas that happen at the same time (e.g., *The cubs played while their mother hunted.*).

### 7. Condensing Ideas
Condense clauses in a variety of ways (e.g., through various types of embedded clauses) to create precise and detailed sentences.
PART III: Foundational Skills

What are foundational skills?

Foundational literacy skills as described in the CCSS Reading Standards primarily address:

★ print concepts
★ phonological awareness
★ phonics and word recognition
★ fluency
# Part III. Using Foundational Skills

## Foundational Skills Overview

<table>
<thead>
<tr>
<th>Oral Skills</th>
<th>Print Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>No or little spoken English proficiency</td>
<td>Some foundational literacy proficiency in a language not using the Latin alphabet (e.g., Arabic, Chinese, Korean, Russian)</td>
</tr>
<tr>
<td>Spoken English proficiency</td>
<td>Some foundational literacy proficiency in a language using the Latin alphabet (e.g., Spanish)</td>
</tr>
</tbody>
</table>

### Oral Skills
- Students will need instruction in recognizing and distinguishing the sounds of English as compared or contrasted with sounds in their native language (e.g., vowels, consonants, consonant blends, syllable structures).
- Students can apply their knowledge of the English sound system to literacy foundational learning.

### Print Skills
- Students will need to learn print concepts.
- Students will be familiar with print concepts generally, and will need to learn the Latin alphabet for English, comparing and contrasting with their native language writing system (e.g., direction of print, symbols representing whole words, syllables or phonemes) and native language vocabulary (e.g., cognates) and sentence structure (e.g., SVO vs. SOV word order).
- Students can apply their knowledge of print concepts and phonics and word recognition to the English writing system, comparing and contrasting with their native language alphabet (e.g., letters that are the same or different, or represent the same or different sounds) and native language vocabulary (e.g., cognates) and sentence structure (e.g., SVO vs. SOV word order).

### Considerations for Literacy Foundational Skills Instruction
- Oral Skills: Write and speak in English, representing sounds with letters and syllable structure.
- Print Skills: Compare English letters and sounds with those of their native language, matching alphabetic units to segment sounds and words.

### CA Common Core Reading Standards: Foundational Skills
- Phonological Awareness
  1. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
  - RF.K.1
  - RF.1.2

### Print Concepts
1. Demonstrate understanding of the organization and basic features of print.
   - RF.K.1

### Phonics and Word Recognition
3. Know and apply grade-level phonics and word analysis skills in decoding words.
   - RF.2.3
   - RF.2.4
   - RF.3.3
   - RF.3.4

### Fluency
4. Read emergent-reader texts with purpose and understanding.
   - RF.1.4
   - RF.1.5
   - RF.2.4

Reformatted for personal study from CA ELD Standard Elena-Cristina de la Reyes, September 30, 2012
<table>
<thead>
<tr>
<th>If</th>
<th>Then...</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student Language and Literacy</strong></td>
<td><strong>Considerations for Foundational Literacy Skills Instruction</strong></td>
</tr>
</tbody>
</table>
| **Oral Skills**                         | Students will need instruction in recognizing and distinguishing the sounds of English as compared or contrasted with sounds in their native language (e.g., vowels, consonants, consonant blends, syllable structures). Students will need instruction in applying their knowledge of the English sound system to foundational literacy learning. | Phonological Awareness  
2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).  
RF.K.2 |
| No or little spoken English proficiency | Students will need instruction in recognizing and distinguishing the sounds of English as compared or contrasted with sounds in their native language (e.g., vowels, consonants, consonant blends, syllable structures). Students will need instruction in applying their knowledge of the English sound system to foundational literacy learning. | Phonological Awareness  
2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).  
RF.K.2 |
| Spoken English proficiency             | Students will need instruction in applying their knowledge of the English sound system to foundational literacy learning. | Phonological Awareness  
2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).  
RF.K.2 |
| **Print Skills**                        | Students will need instruction in print concepts.                       | Print Concepts  
1. Demonstrate understanding of the organization and basic features of print.  
RF.K.1 |
| No or little native language literacy   | Students will need instruction in print concepts.                       | Print Concepts  
1. Demonstrate understanding of the organization and basic features of print.  
RF.K.1 |
| Some foundational literacy proficiency  | Students will need instruction in learning the Latin alphabet for English, as compared or contrasted with their native language writing system (e.g., direction of print, symbols representing whole words, syllables or phonemes). Students will need instruction in learning the Latin alphabet for English, as compared or contrasted with their native language writing system (e.g., direction of print, symbols representing whole words, syllables or phonemes). Students will need instruction in learning the Latin alphabet for English, as compared or contrasted with their native language writing system (e.g., direction of print, symbols representing whole words, syllables or phonemes). | Phonics and Word Recognition  
3. Know and apply grade-level phonics and word analysis skills in decoding words.  
RF.K.3 |
| in a language not using the Latin alphabet (e.g., Arabic, Chinese, Korean, Russian) | Students will need instruction in learning the Latin alphabet for English, as compared or contrasted with their native language writing system (e.g., direction of print, symbols representing whole words, syllables or phonemes). Students will need instruction in learning the Latin alphabet for English, as compared or contrasted with their native language writing system (e.g., direction of print, symbols representing whole words, syllables or phonemes). Students will need instruction in learning the Latin alphabet for English, as compared or contrasted with their native language writing system (e.g., direction of print, symbols representing whole words, syllables or phonemes). | Phonics and Word Recognition  
3. Know and apply grade-level phonics and word analysis skills in decoding words.  
RF.K.3 |
| Some foundational literacy proficiency in a language using the Latin alphabet (e.g., Spanish) | Students will need instruction in applying their knowledge of print concepts, phonics and word recognition to the English writing system, as compared or contrasted with their native language alphabet (e.g., letters that are the same or different, or represent the same or different sounds) and native language vocabulary (e.g., cognates) and sentence structure (e.g., subject-verb-object vs. subject-object-verb word order). Students will need instruction in applying their knowledge of print concepts, phonics and word recognition to the English writing system, as compared or contrasted with their native language alphabet (e.g., letters that are the same or different, or represent the same or different sounds) and native language vocabulary (e.g., cognates) and sentence structure (e.g., subject-verb-object vs. subject-object-verb word order). Students will need instruction in applying their knowledge of print concepts, phonics and word recognition to the English writing system, as compared or contrasted with their native language alphabet (e.g., letters that are the same or different, or represent the same or different sounds) and native language vocabulary (e.g., cognates) and sentence structure (e.g., subject-verb-object vs. subject-object-verb word order). | Phonics and Word Recognition  
3. Know and apply grade-level phonics and word analysis skills in decoding words.  
RF.K.3 |

Explicit teaching of skill transference
Question? Comments? Implications?
IT’S ABOUT PURPOSE AND USE

Describe – Entertain – Inform - Interpret - Analyze

Recount – Explain – Persuade - Negotiate – Justify – Evaluate -
TEXT AND DISCOURSE IN CONTEXT

Making the essential connection

Texts and Discourse in Context

Part I, strands 1–4 Corresponding
Common Core State Standards for English
Language Arts:
1. SL.4.1.6; L.4.1,3,6
2. W.4.6; L.4.1,3,6
3. SL.4.1,6; L.4.1,3,6
4. W.4.4-5; SL.4.1,6; L.4.1,3,6

purposes for using language include:
Describing, entertaining, informing,
interpreting, analyzing, recounting,
explaining, persuading, negotiating,
justifying, evaluating, etc.

Text types include:
informational text types include:
description (e.g., science log entry);
procedure (e.g., how to solve a
mathematics problem); recount (e.g.,
autobiography, science experiment
results); information report (e.g., science or
history report); explanation (e.g., how or
why something happened); exposition
(e.g., opinion); response (e.g., literary
analysis); etc.

Literary text types include:
stories (e.g., fantasy, legends, fables);
drama (e.g., readers’ theater); poetry;
retelling a story; etc.

Audiences include:
Peers (one-to-one)
Small group (one-to-group)
Whole group (one-to-many)
Getting Ready

Tests and Discourse in Context: This column emphasizes language as a complex and social meaning-making resource to be fostered via intellectually challenging, interactive, and dialogic contexts focused on content knowledge and linguistic development. Texts can be written, spoken, or multimodal, and in print or digital forms. Discourse is in localized, context-referential contexts, and the possibilities of meaning in any modality (e.g., spoken, written, multimodal) are influenced by context, which includes the communicative purpose, audience, text type, and disciplinary context. Students use their knowledge of the English language in the context of intellectually engaging ideas when they are constructing, understanding, and creating meaning. This column sets out some of the variables teachers need to consider when designing and implementing instruction for English learners:

1. Corresponding Common Core State Standards for ELL. The corresponding Common Core State Standards for ELL are provided first so that teachers see the interconnectedness of their instruction for English learners. See Process & Products for a full description of the standards.

2. Purposes for Using Language. Purposes for using language that are featured prominently in the Common Core State Standards, and correspondingly in the CA ELD Standards. Teachers support ELLs to develop an awareness of these purposes as they progress in language proficiency through the grades.

3. Text Types. In the Common Core State Standards, each text type has particular language features, based on the discipline, content, purpose, and audience. Teachers help ELLs develop an awareness of these text types as they progress in language proficiency through the grades.

4. Audiences. As they use language, ELLs need to consider the audience, which could be a peer in a small group discussion about a social topic, a group of peers engaged in an academic conversation (one-to-one or in a small group), a teacher or audience member (in written task performance, or as a member of an audience).

ADAPTED FROM: Overview of the California English Language Development Standards and Proficiency Level Descriptors, October 19, 2012.
**Guiding Question:** What are some of the variables teachers need to consider when designing and implementing instruction for English learners?

1. Corresponding ELA Standards
2. Purpose for Using Language
3. Text Types
4. Audiences

*ELD Overview p. 18*
**Text and Discourse in Context**

**Guiding Question:** What are some of the variables teachers need to consider when designing and implementing instruction for English learners?

5. Determine Communicative Modes *(ELD Part I)*

6. Determine a Language Processes *(ELD Part II)* that supports the communicative mode chosen.

*ELD Overview p. 18*
We do it together!

1. Read **ELA Standard**
2. Consider the purpose for using language
3. Consider the text type
4. Consider the audience
5. Determine a Communicative Mode (**ELD Part I**)  
Determine a Language Process (**ELD Part II**) that supports the communicative mode that you chose.

<table>
<thead>
<tr>
<th>ELD</th>
<th>Craft and Structure</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>RL.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meaning.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ELD</th>
<th>EMERGING</th>
<th>EXPANDING</th>
<th>BRIDGING</th>
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<tbody>
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<td></td>
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</tbody>
</table>
## Step I  Corresponding ELA/ELD Standards

### Key Ideas and Details

1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
2. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

<table>
<thead>
<tr>
<th>ELD</th>
<th>EMERGING</th>
<th>EXPANDING</th>
<th>BRIDGING</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>6b) Reading/viewing closely</strong></td>
<td><strong>6b) Reading/viewing closely</strong></td>
<td><strong>6b) Reading/viewing closely</strong></td>
<td></td>
</tr>
<tr>
<td>Express inferences and conclusions drawn based on close reading of grade-level texts and viewing of multimedia using some frequently used verbs (e.g., shows that, based on).</td>
<td>Express inferences and conclusions drawn based on close reading of grade-level texts and viewing of multimedia using a variety of verbs (e.g., suggest that, leads to).</td>
<td>Express inferences and conclusions drawn based on close reading of grade-level texts and viewing of multimedia using a variety of precise academic verbs (e.g., indicates that, influences).</td>
<td></td>
</tr>
<tr>
<td>Use a variety of verb types (e.g., doing, saying, being/having, thinking/feeling), tenses (e.g., present, and aspects (e.g., simple, progressive) appropriate for the text type and discipline (e.g., simple past progressive for recounting experience) on familiar topics.</td>
<td>Use a variety of verb types (e.g., doing, saying, being/having, thinking/feeling, reporting), tenses (e.g., present, past, future), and aspects (e.g., simple, progressive, perfect) appropriate for the task, text type and discipline (e.g., simple present for literary analysis) on an increasing variety of topics.</td>
<td>Use a variety of verb types (e.g., doing, saying, being/having, thinking/feeling, reporting), tenses (e.g., present, past, future), and aspects (e.g., simple, progressive, perfect) appropriate for the task, text type and discipline (e.g., present prefect to describe previously made claims or conclusions) on a variety of topics.</td>
<td></td>
</tr>
<tr>
<td>Emerging</td>
<td>Expanding</td>
<td>Bridging</td>
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<tr>
<td>What are the key performance indicators?</td>
<td>What are the strategic scaffolds needed at each level?</td>
<td>How do we provide support for a gradual increase in complexity?</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>What is the depth of knowledge of the assigned task?</td>
<td></td>
</tr>
</tbody>
</table>
Your Turn!

1. Read **ELA** Standard
2. Consider the purpose for using language
3. Consider the text type
4. Consider the audience
5. Determine a Communicative Mode (**ELD Part I**)
6. Determine a Language Process (**ELD Part II**) that supports the communicative mode that you chose.
7. Plan differentiated instruction and scaffolding
ELD PEDAGOGICAL SHIFTS

NEW ELD STANDARDS PEDAGOGICAL SHIFTS

<table>
<thead>
<tr>
<th>FROM</th>
<th>NEW 2012 ELD STANDARDS</th>
<th>IMPLICATIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Five English Language Proficiency levels</td>
<td>1. Three Proficiency Level Descriptors: Emerging, Expanding, Bridging</td>
<td></td>
</tr>
<tr>
<td>2. Early literacy skills embedded in the ELD Standards</td>
<td>2. Functional Literacy Skills apply appropriately depending on individual student needs</td>
<td></td>
</tr>
<tr>
<td>3. ELD Standards as an &quot;onramp&quot; to the ELA Standards</td>
<td>3. ELD Standards working in tandem with ELA and other content standards and state The &quot;diamond lane&quot; for acceleration</td>
<td></td>
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<tr>
<td>4. English as a set of rules</td>
<td>4. English as a meaning-making resource with different language choices based on audience, task, and purpose</td>
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<tr>
<td>5. Grammar as syntax with discrete skills at the center</td>
<td>5. An expanded notion of grammar with discourse, text structure, syntax, and vocabulary addressed within meaningful contexts</td>
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<tr>
<td>6. Language acquisition as an individual and lock-step linear process</td>
<td>6. Language acquisition as a non-linear, spiraling, dynamic, and complex social process</td>
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<tr>
<td>7. Language development focused on accuracy and grammatical correctness</td>
<td>7. Language development focused on interaction, collaboration, comprehension, and communication with strategic scaffolding to promote apprenticeship</td>
<td></td>
</tr>
<tr>
<td>8. Instruction in ELD not a separate and isolated level in ELA or literacy in the content areas</td>
<td>8. Instruction that holistically integrates reading, writing, speaking and listening, and language</td>
<td></td>
</tr>
<tr>
<td>9. Instruction in ELD that is separate and isolated from ELA and literacy in the content areas</td>
<td>9. Instruction in ELA that builds on and/or integrates ELA and literacy in the content areas</td>
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</tbody>
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