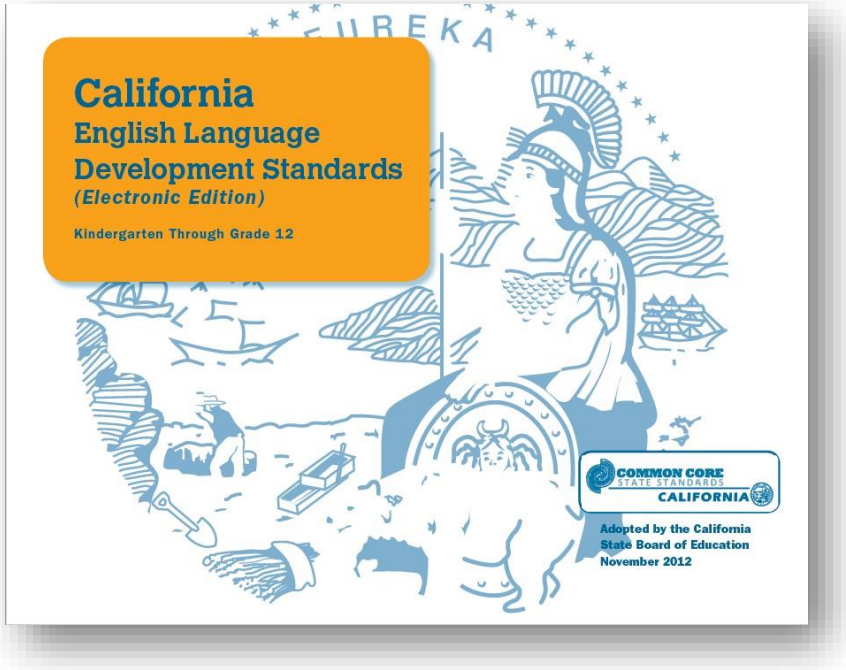
The California English Language Development Standards

February 2, 2021

CALIFORNIA DEPARTMENT OF EDUCATION
Tony Thurmond, State Superintendent of Public Instruction

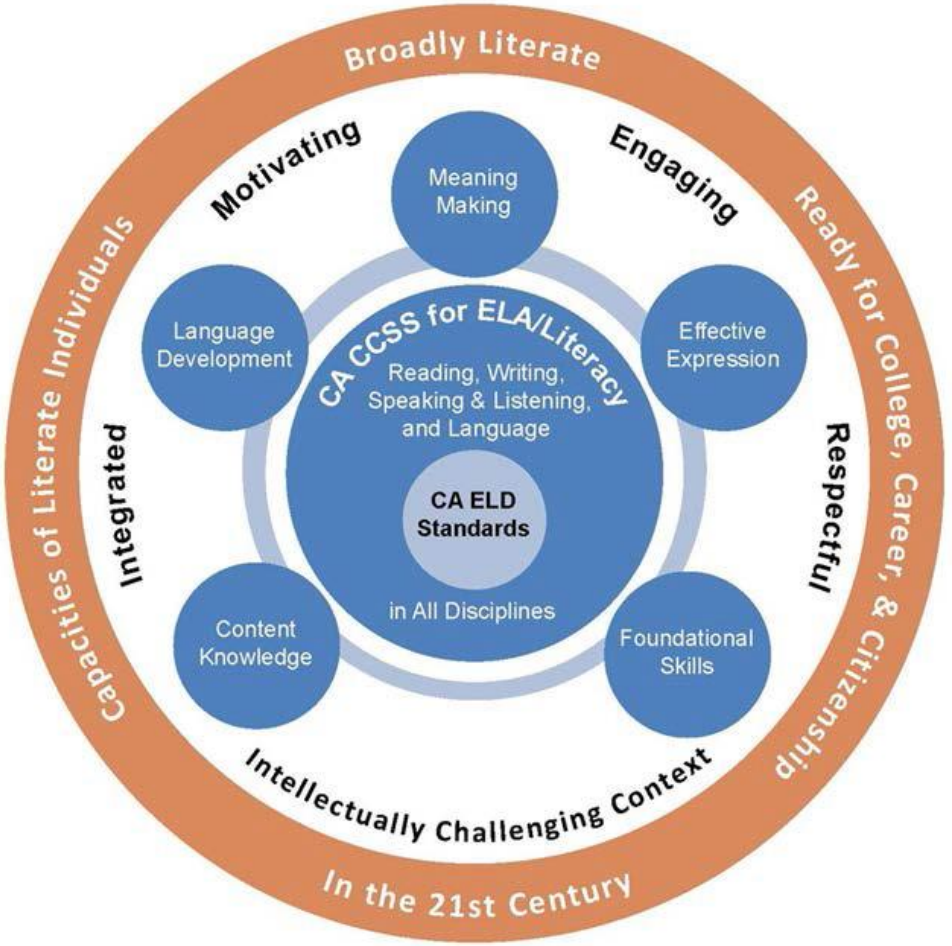
Presentation Goals

- Provide overview of the *California English Language Development Standards* (*CA ELD Standards*)
- Discuss relationship between integrated and designated ELD
- Present the study conducted

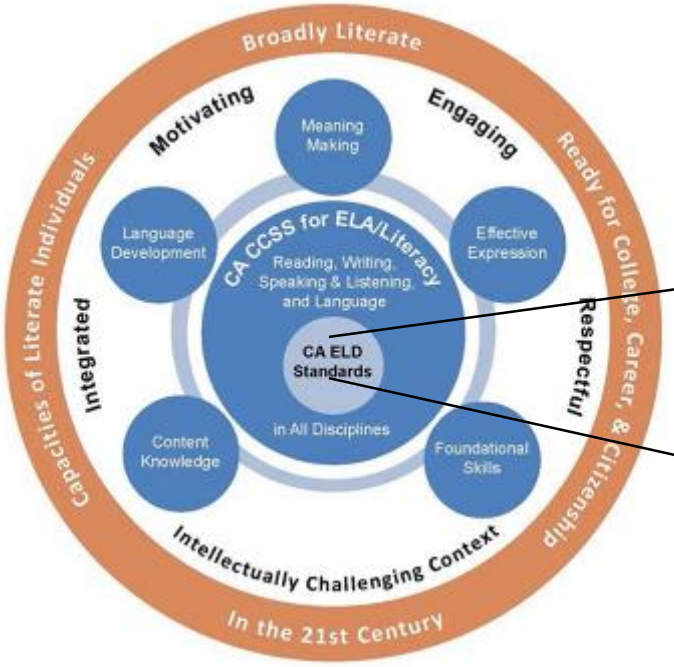


- Available on the California Department of Education ELD Standards web page at *https://www.cde.ca.gov/sp/el/er/eldstandards.asp*

English Language Arts/English Language Development Framework Circles of Implementation



CA ELD Standards Amplify Content Standards



CA ELD Standards

Using English Purposefully:
Describing, explaining, persuading, informing, justifying, negotiating, entertaining, retelling, etc.

Meaningful Interaction:
- Collaborating with others
- Interpreting meaning
- Producing meaningful messages

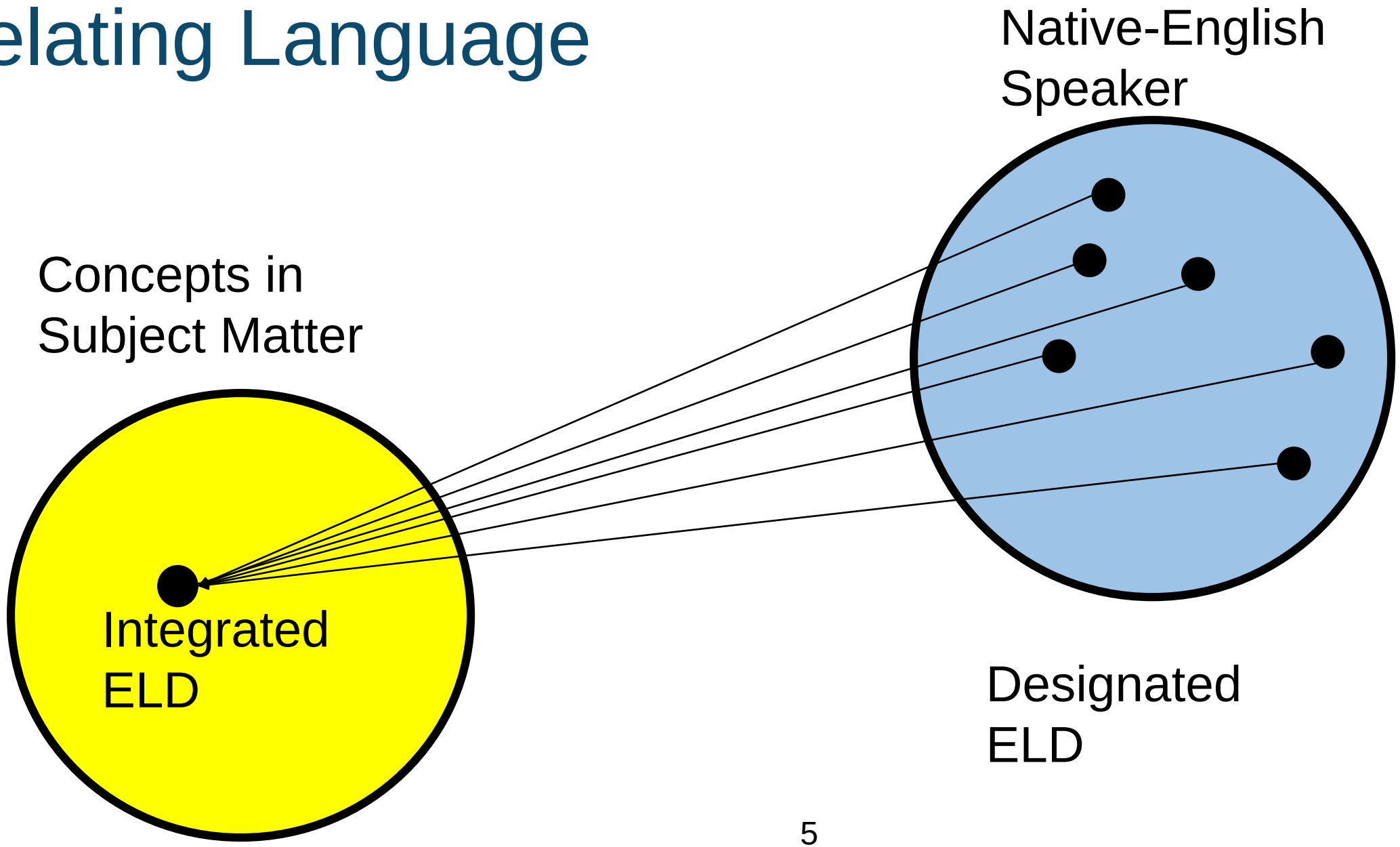
Knowledge of Language:
- Structuring cohesive texts
- Expanding and enriching ideas
- Combining and condensing ideas

The Why: Purposes

The How: Processes

The What: Resources

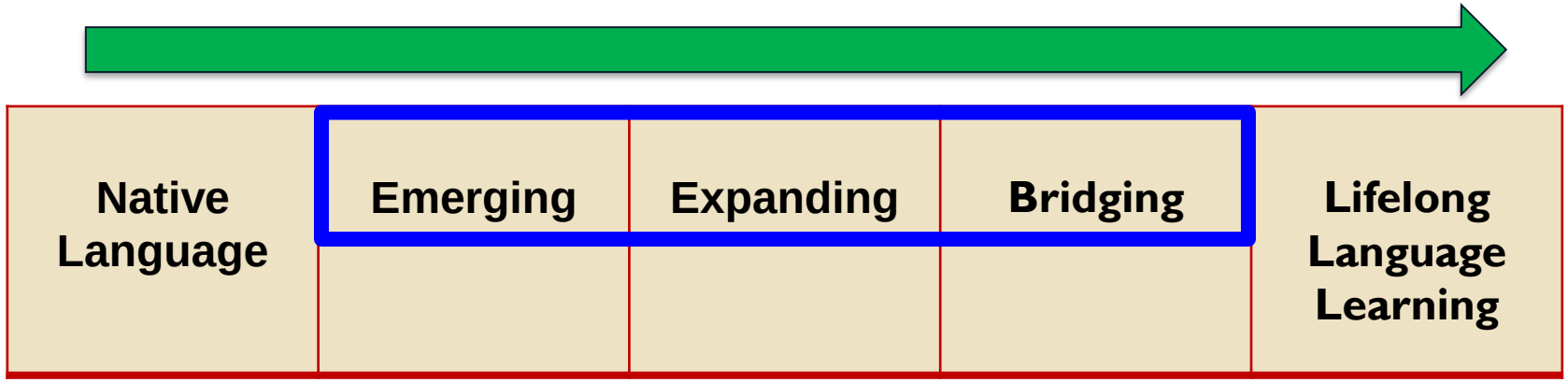
Relating Language



Using the *CA ELD Standards* to Enact a Comprehensive ELD Approach

Integrated ELD	Designated ELD
All teachers of English learner students **use the *CA ELD Standards* in tandem** with *ELA/Literacy* and other content standards.	Teachers use the ***CA ELD Standards* as the focal standards** in ways that build **into and from content instruction.**
English language arts (ELA), science, math, social studies, art, etc. (throughout the day)	Specialized instruction for English learner students focused on language (protected time)

CA ELD Standards: Proficiency Levels

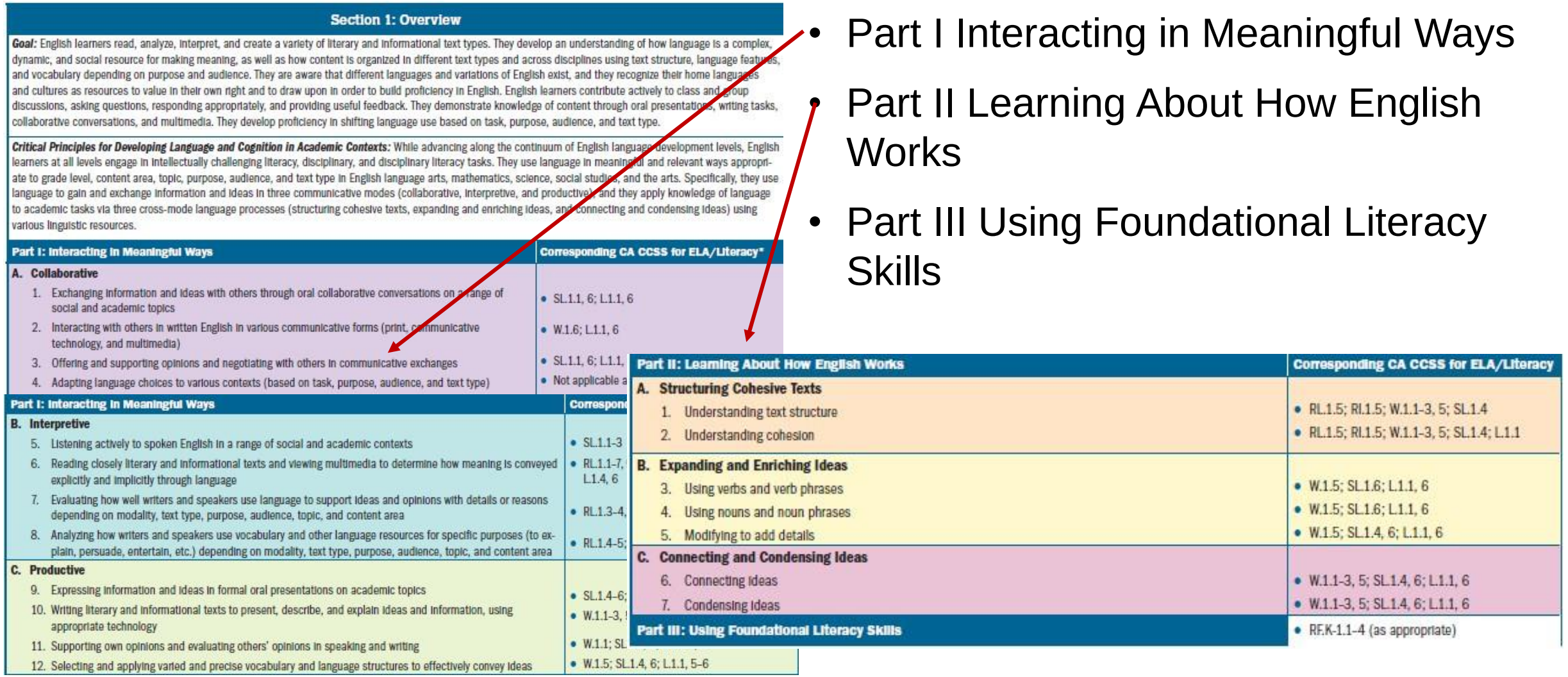


Native Language:
Students come to school with a wide range of language resources from their home language.

Lifelong Language Learning:
Students who reach proficiency in English continue to build increasing breadth, depth, and complexity in comprehending and communicating in English in a wide variety of contexts.

CA ELD Standards: Section One Overview

- Part I Interacting in Meaningful Ways
- Part II Learning About How English Works
- Part III Using Foundational Literacy Skills



Section 1: Overview

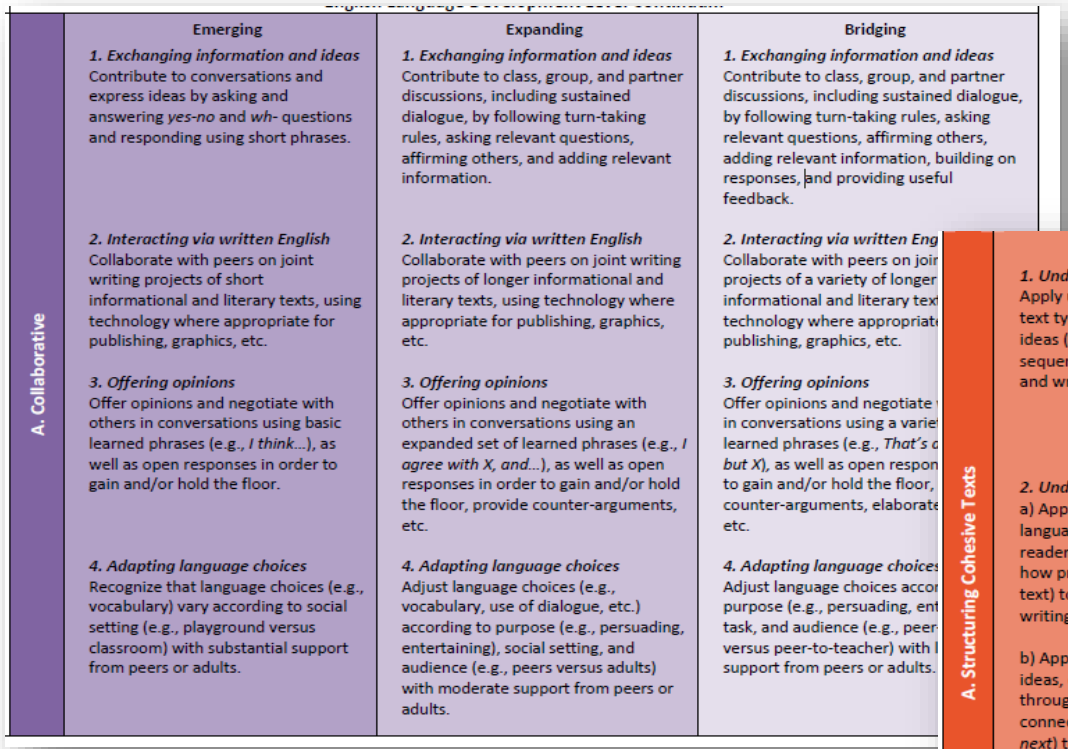
Goal: English learners read, analyze, interpret, and create a variety of literary and informational text types. They develop an understanding of how language is a complex, dynamic, and social resource for making meaning, as well as how content is organized in different text types and across disciplines 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 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 tasks, 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.

Part I: Interacting in Meaningful Ways	Corresponding CA CCSS for ELA/Literacy*
A. Collaborative	
1. Exchanging information and ideas with others through oral collaborative conversations on a range of social and academic topics	• SL.1.1, 6; L.1.1, 6
2. Interacting with others in written English in various communicative forms (print, communicative technology, and multimedia)	• W.1.6; L.1.1, 6
3. Offering and supporting opinions and negotiating with others in communicative exchanges	• SL.1.1, 6; L.1.1,
4. Adapting language choices to various contexts (based on task, purpose, audience, and text type)	• Not applicable a
B. Interpretive	
5. Listening actively to spoken English in a range of social and academic contexts	• SL.1.1-3
6. Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language	• RL.1.1-7, L.1.4, 6
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	• RL.1.3-4,
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	• RL.1.4-5;
C. Productive	
9. Expressing information and ideas in formal oral presentations on academic topics	• SL.1.4-6;
10. Writing literary and informational texts to present, describe, and explain ideas and information, using appropriate technology	• W.1.1-3,
11. Supporting own opinions and evaluating others' opinions in speaking and writing	• W.1.1; SL
12. Selecting and applying varied and precise vocabulary and language structures to effectively convey ideas	• W.1.5; SL.1.4, 6; L.1.1, 5-6

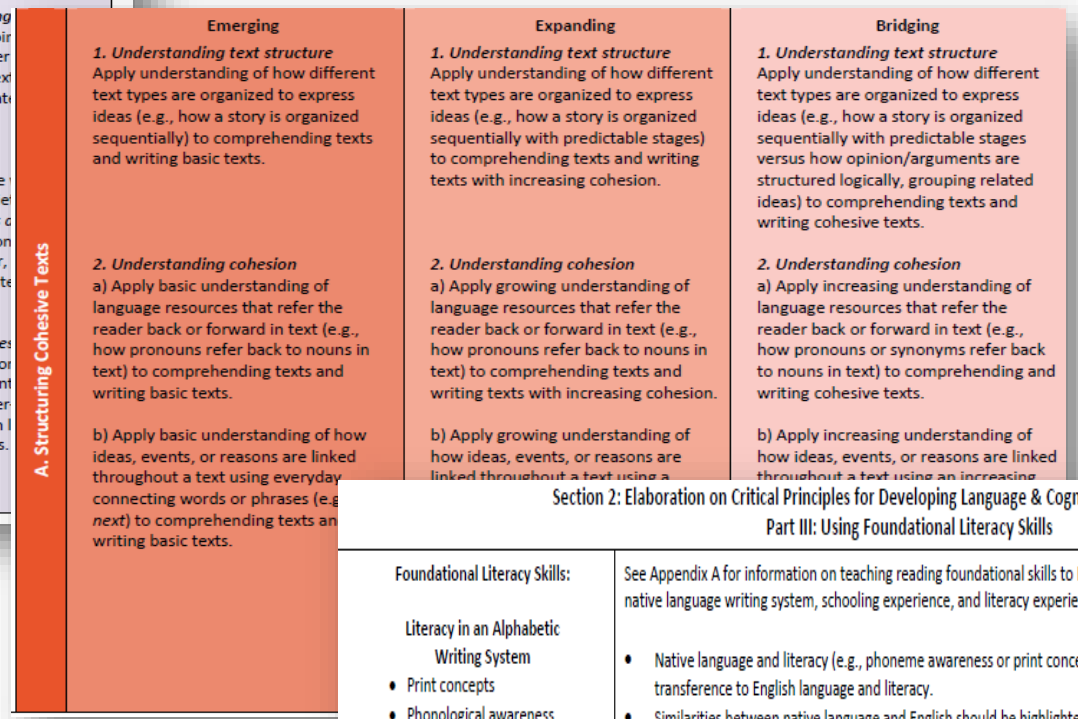
Part II: Learning About How English Works	Corresponding CA CCSS for ELA/Literacy
A. Structuring Cohesive Texts	
1. Understanding text structure	• RL.1.5; RI.1.5; W.1.1-3, 5; SL.1.4
2. Understanding cohesion	• RL.1.5; RI.1.5; W.1.1-3, 5; SL.1.4; L.1.1
B. Expanding and Enriching Ideas	
3. Using verbs and verb phrases	• W.1.5; SL.1.6; L.1.1, 6
4. Using nouns and noun phrases	• W.1.5; SL.1.6; L.1.1, 6
5. Modifying to add details	• W.1.5; SL.1.4, 6; L.1.1, 6
C. Connecting and Condensing Ideas	
6. Connecting ideas	• W.1.1-3, 5; SL.1.4, 6; L.1.1, 6
7. Condensing ideas	• W.1.1-3, 5; SL.1.4, 6; L.1.1, 6
Part III: Using Foundational Literacy Skills	• RF.K-1.1-4 (as appropriate)

CA ELD Standards: Section Two
Parts I, II, and III



	Emerging	Expanding	Bridging
A. Collaborative	***1. Exchanging information and ideas*** Contribute to conversations and express ideas by asking and answering *yes-no* and *wh-* questions and responding using short phrases.	***1. Exchanging information and ideas*** Contribute to class, group, and partner discussions, including sustained dialogue, by following turn-taking rules, asking relevant questions, affirming others, and adding relevant information.	***1. Exchanging information and ideas*** 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.
	2. Interacting via written English Collaborate with peers on joint writing projects of short informational and literary texts, using technology where appropriate for publishing, graphics, etc.	***2. Interacting via written English*** Collaborate with peers on joint writing projects of longer informational and literary texts, using technology where appropriate for publishing, graphics, etc.	***2. Interacting via written Eng*** Collaborate with peers on joi projects of a variety of longer informational and literary tex technology where appropriat publishing, graphics, etc.
	3. Offering opinions Offer opinions and negotiate with others in conversations using basic learned phrases (e.g., *I think…*), as well as open responses in order to gain and/or hold the floor.	***3. Offering opinions*** Offer opinions and negotiate with others in conversations using an expanded set of learned phrases (e.g., *I agree with X, and…*), as well as open responses in order to gain and/or hold the floor, provide counter-arguments, etc.	***3. Offering opinions*** Offer opinions and negotiate in conversations using a varie learned phrases (e.g., *That's but X*), as well as open respon to gain and/or hold the floor, counter-arguments, elaborat etc.
	4. Adapting language choices Recognize that language choices (e.g., vocabulary) vary according to social setting (e.g., playground versus classroom) with substantial support from peers or adults.	***4. Adapting language choices*** Adjust language choices (e.g., vocabulary, use of dialogue, etc.) according to purpose (e.g., persuading, entertaining), social setting, and audience (e.g., peers versus adults) with moderate support from peers or adults.	***4. Adapting language choice*** Adjust language choices acco purpose (e.g., persuading, ent task, and audience (e.g., peer versus peer-to-teacher) with l support from peers or adults.

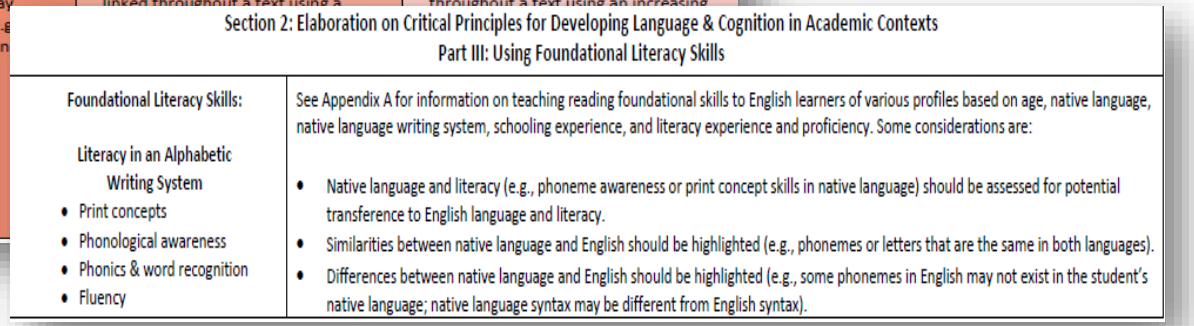
Part I



	Emerging	Expanding	Bridging
A. Structuring Cohesive Texts	***1. Understanding text structure*** Apply understanding of how different text types are organized to express ideas (e.g., how a story is organized sequentially) to comprehending texts and writing basic texts.	***1. Understanding text structure*** Apply understanding of how different text types are organized to express ideas (e.g., how a story is organized sequentially with predictable stages) to comprehending texts and writing texts with increasing cohesion.	***1. Understanding text structure*** Apply understanding of how different text types are organized to express ideas (e.g., how a story is organized sequentially with predictable stages versus how opinion/arguments are structured logically, grouping related ideas) to comprehending texts and writing cohesive texts.
	2. Understanding cohesion a) Apply basic understanding of language resources that refer the reader back or forward in text (e.g., how pronouns refer back to nouns in text) to comprehending texts and writing basic texts.	***2. Understanding cohesion*** a) Apply growing understanding of language resources that refer the reader back or forward in text (e.g., how pronouns refer back to nouns in text) to comprehending texts and writing texts with increasing cohesion.	***2. Understanding cohesion*** a) Apply increasing understanding of language resources that refer the reader back or forward in text (e.g., how pronouns or synonyms refer back to nouns in text) to comprehending and writing cohesive texts.
	b) Apply basic understanding of how ideas, events, or reasons are linked throughout a text using everyday connecting words or phrases (e.g *next*) to comprehending texts an writing basic texts.	b) Apply growing understanding of how ideas, events, or reasons are linked throughout a text using a	b) Apply increasing understanding of how ideas, events, or reasons are linked throughout a text using an increasing

Part II

Part III



Section 2: Elaboration on Critical Principles for Developing Language & Cognition in Academic Contexts
Part III: Using Foundational Literacy Skills

Foundational Literacy Skills:	See Appendix A for information on teaching reading foundational skills to English learners of various profiles based on age, native language, native language writing system, schooling experience, and literacy experience and proficiency. Some considerations are:
Literacy in an Alphabetic Writing System • Print concepts • Phonological awareness • Phonics & word recognition • Fluency	• Native language and literacy (e.g., phoneme awareness or print concept skills in native language) should be assessed for potential transference to English language and literacy. • Similarities between native language and English should be highlighted (e.g., phonemes or letters that are the same in both languages). • Differences between native language and English should be highlighted (e.g., some phonemes in English may not exist in the student's native language; native language syntax may be different from English syntax).

CA ELD Standards Relationship with Content Standards: Mathematics Example

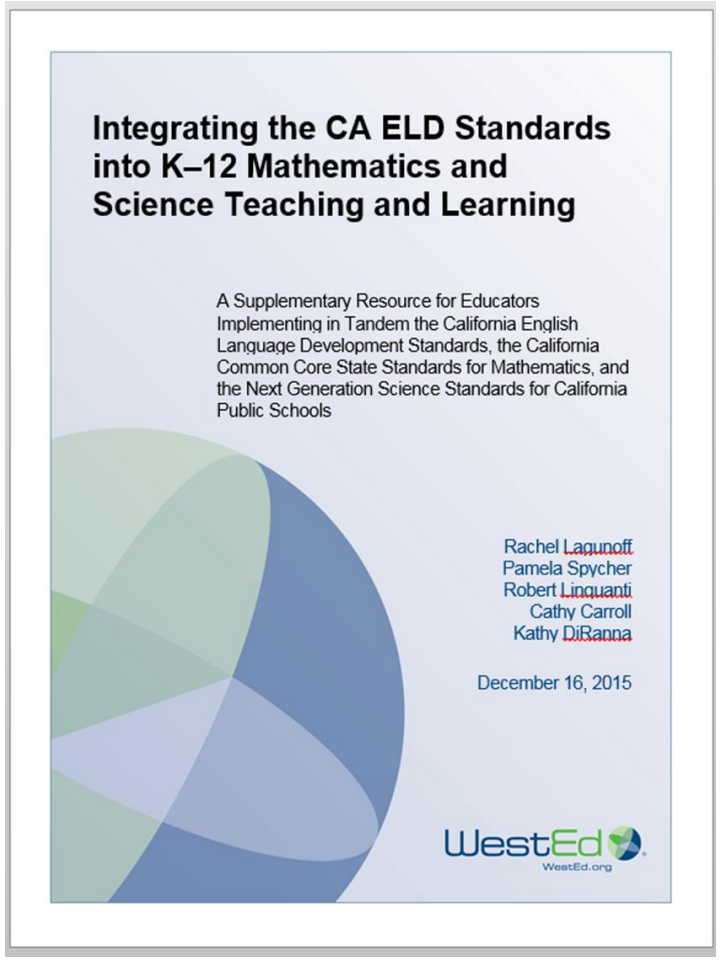
CA ELD Standards Grade 4 Part I Standard 10a Writing		
Emerging Write short literary and informational texts (e.g., a description of a flashlight) collaboratively (e.g., joint construction of texts with an adult or with peers) and sometimes independently.	**Expanding** Write longer literary and informational 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.	**Bridging** Write longer and more detailed 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 independently using appropriate text organization and growing understanding of register.
CA ELD Standards Grade 4 Part II Standard 1 Understanding Text Structure		
Emerging Apply understanding of how different text types are organized to express ideas (e.g., how a narrative is organized sequentially) to comprehending texts and writing basic texts.	**Expanding** Apply increasing understanding of how different text types are organized to express ideas (e.g., how a narrative is organized sequentially with predictable stages, versus how and explanation is organized around ideas) to comprehending texts and writing texts with increasing cohesion.	**Bridging** Apply understanding of how different text types are organized to express ideas (e.g., how a narrative is organized sequentially with predictable stages, versus how opinions/arguments are structured logically, grouping related ideas) to comprehending texts and writing cohesive texts.
California State Standards for Mathematics **Grade 4: Number and Operations in Base Ten**		**Mathematical Practices**
Use place value understanding and properties of operations to perform multi-digit arithmetic. **Standard 5:** Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.		• Make sense of problems and persevere • Construct viable arguments and critique the reasoning of others • Look for and express regularity in repeated reasoning

Integrated ELD
Focal content standards driving the instruction are used in tandem with the supporting ELD standards

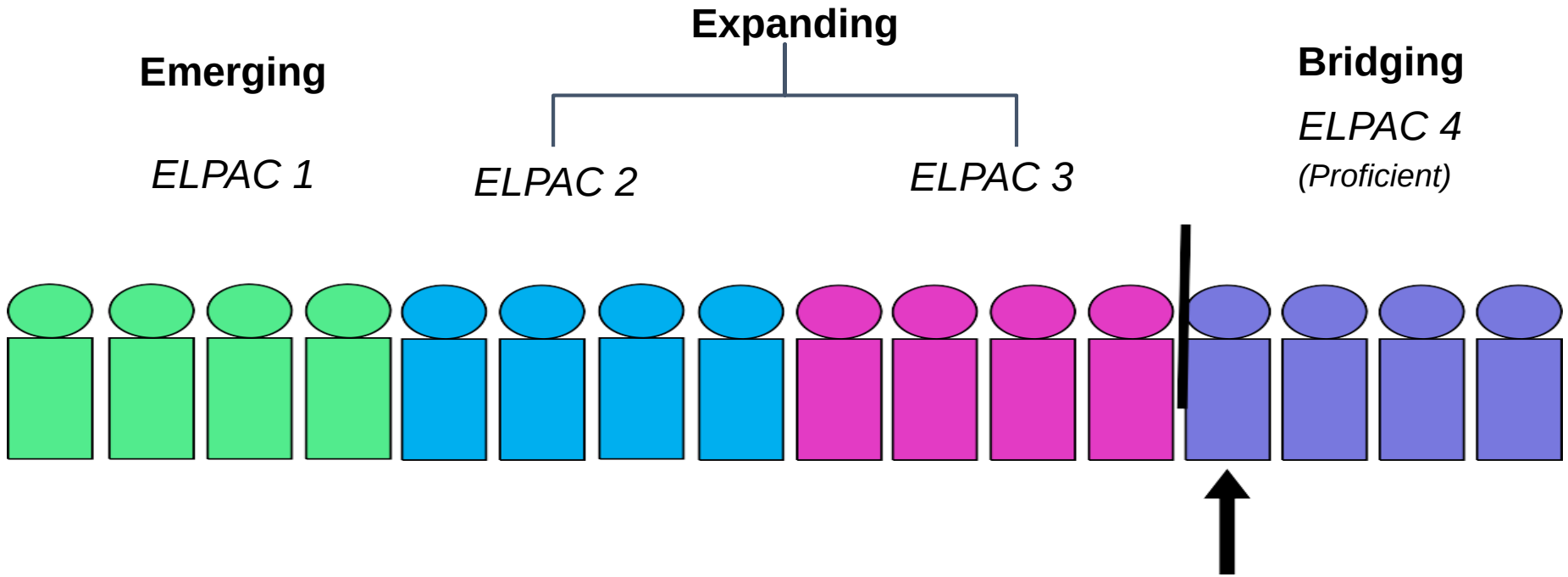
Designated ELD
Focal standards driving instruction that builds into and from content.

CA ELD Standards Relationship with the Math and Science Standards

- *CA ELD Standards* address the full range and rigor of the language demands across all grade levels for math and science:
  - Standards for Mathematical Practice
  - Science and Engineering Practices and Performance Expectations
- Relationship is strong but implicit
- Study supported using the *CA ELD Standards* to develop the English Language Proficiency Assessments for California (ELPAC)



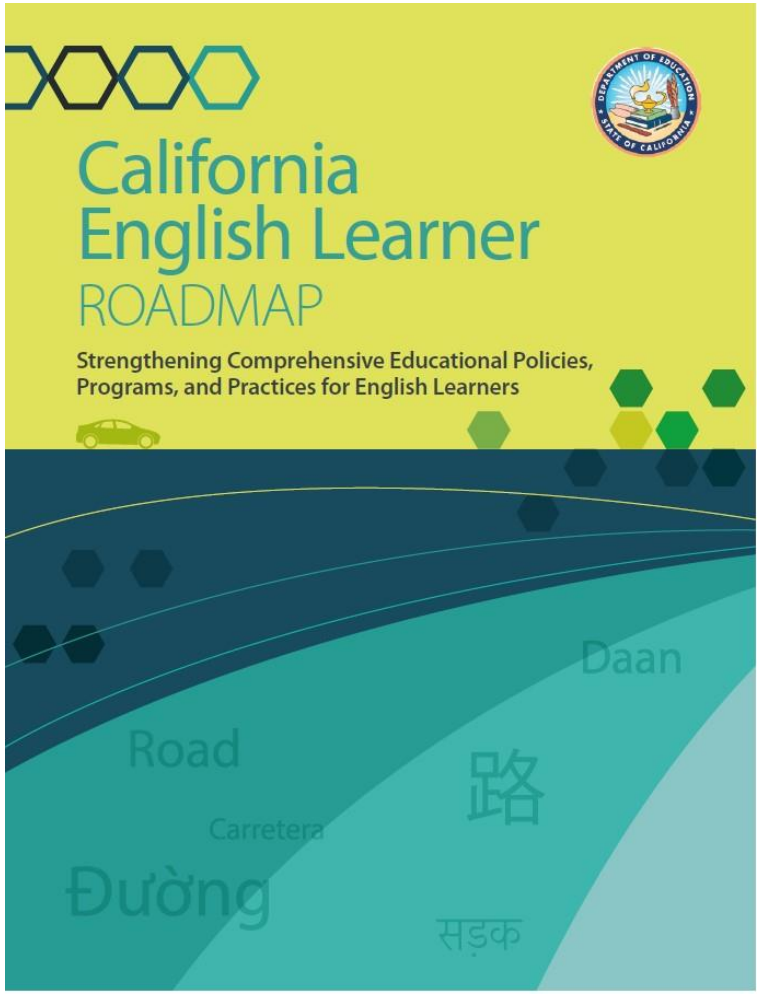
ELPAC **Performance** Levels



California English Learner Roadmap Policy

Adopted unanimously by the California State Board of Education

- Principle One: Assets-Oriented and Needs Responsive Schools
- Principle Two: High Quality Intellectually Rich Instruction
- Principle Three: System Conditions that Support Effectiveness
- Principle Four: Alignment and Articulation



CDE and External Resources

CDE Resources

- *CA ELD Standards*: Getting Started https://www.mydigitalchalkboard.org/portal/default/Content/Viewer/Content?action=2&scId=509334
- A Deeper Dive into the *CA ELD Standards* https://www.mydigitalchalkboard.org/portal/default/Content/Viewer/Content?action=2&scId=509621

External Resources

- Blueprint for Effective Leadership and Instruction for our English Learners' Future (B.E.L.I.E.F.) Modules https://rcoe.learning.powerschool.com/mmccabe/b.e.l.i.e.f/cms_page/view
- Considerations or Inclusivity and Support within Designated English Language Development in Remote Learning https://www.scoe.org/blog_files/CISC%20Designated%20ELD.pdf

Contact Information

Elena Fajardo, Administrator
Language Policy and Leadership Office
California Department of Education

Email: efajardo@cde.ca.gov
Phone: 916-310-0247