PRESENTATION OBJECTIVES

- Highlight the background and the development of the 2012 California ELD Standards
- Describe *key shifts* in the CA ELD standards made to ensure full alignment to CA Common Core ELA Standards
- Share overview and discuss Proficiency Level Descriptors (PLDs)
- Walk through and explore the ELD Standards
LOCATING THE ELD STANDARDS

- California Department of Education
- Specialized Programs
- English Learners
- English Language Development Standards
- Resources

http://www.cde.ca.gov/sp/el/er/eldstandards.asp

Welcome

Karen Cadiero-Kaplan,
Director, English Learner Support Division at California Department of Education
CA ELD STANDARDS: PURPOSE

- **Align with California’s Common Core State Standards** for English Language Arts, Literacy in History/Social Studies, Science, and Technical Subjects (Common Core State Standards)

- **Highlight and amplify the key language knowledge, skills, and abilities** in the Common Core State Standards critical for ELs to simultaneously be successful in school while they are developing English

CA ELD STANDARDS: PURPOSE

- **Provide opportunities** for ELs to access, engage with, and achieve in grade-level academic content while they are learning English

- **Use in tandem** with the Common Core State Standards and **not in isolation**

- **Strengthen** English Language Development in light of next-generation content standards
“All English learners will receive high quality CCSS-based instruction as well as ELD standards-based instruction.”

*California ELD Standards, 2012*

---

**What They Are...**

- are to be used strategically, intentional and purposefully
- do provide descriptions of knowledge and skills that are essential and critical for development
- can be unpacked and expanded in order to provide a comprehensive instructional program for Els
- describe what Els should be able to accomplish if they receive high quality instruction with appropriate scaffolding and instructional materials

---

**What They Are Not...**

- are not be used in isolation from the CCSS and other academic content standards
- do not provide an exhaustive list of all the linguistic processes and resources that Els need to develop in order to be successful in school
- do not specify how teaching should occur or what instructional materials to use
- are not a curriculum or a curriculum framework
### KEY SHIFTS IN THE 2012 CA ELD STANDARDS

<table>
<thead>
<tr>
<th>FROM A CONCEPTUALIZATION OF…</th>
<th>TO UNDERSTANDING…</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language acquisition as an individual and lock-step linear process</td>
<td>Language acquisition as a non-linear, spiraling, dynamic, and complex social process</td>
</tr>
<tr>
<td>Language development focused on accuracy and grammatical correctness</td>
<td>Language development focused on collaboration, comprehension, and communication with strategic scaffolding to guide appropriate linguistic choices</td>
</tr>
<tr>
<td>Use of simplified texts and activities, often separate from content knowledge</td>
<td>Use of complex texts and intellectually challenging activities with content integral to language learning</td>
</tr>
</tbody>
</table>

### KEY SHIFTS (CONTINUED)

<table>
<thead>
<tr>
<th>FROM A CONCEPTUALIZATION OF…</th>
<th>TO UNDERSTANDING…</th>
</tr>
</thead>
<tbody>
<tr>
<td>English as a set of rules</td>
<td>English as a meaning-making resource with different language choices based on audience, task, and purpose</td>
</tr>
<tr>
<td>A traditional notion of grammar with syntax and discrete skills at the center</td>
<td>An expanded notion of grammar with discourse, text structure, syntax, and vocabulary addressed within meaningful contexts</td>
</tr>
<tr>
<td>Literacy foundational skills as one-size-fits-all, neglecting linguistic resources</td>
<td>Literacy foundational skills targeting varying profiles of ELs, tapping linguistic resources and responding to specific needs</td>
</tr>
</tbody>
</table>
2012 ELD Standards
Terminology

ELD STANDARDS
WORD WALL

Proficiency Level
Descriptors (PLDs)

Modes of
Communication

Dimensions of
Knowledge of Language

Proficiency Level Descriptors
- Describe what English language learners know and can do
- Provide three proficiency levels
- Guide targeted instruction in ELD

Modes of Communication
- Collaborative – Engaged in dialogue with others
- Interpretive – Comprehension and analysis of written and spoken texts
- Productive – creation of oral presentations and written texts

Dimensions of Knowledge of Language
- Metalinguistic Awareness – The extent of language awareness and self-monitoring students have at the level
- Accuracy of Production – Extent of accuracy in production
ELD: PROFICIENCY LEVEL DESCRIPTORS

Provide an overview of stages of ELD that English learners are expected to progress through as they gain increasing proficiency in English as a new language.

ELD: PROFICIENCY LEVEL DESCRIPTORS

Describe student knowledge, skills, and abilities across a continuum, identifying what ELs know and can do at early stages and at exit from each of three proficiency levels: Emerging, Expanding, and Bridging.
These descriptors are intended to be used as a guide to provide ELs with targeted instruction in ELD as well as differentiated instruction in academic content areas.

**ELD: Proficiency Level Descriptors**

**Emerging:**
Students at this level typically progress very quickly, learning to use English for immediate needs as well as beginning to understand and use academic vocabulary and other features of academic language.
**ELD: Proficiency Level Descriptors**

**Expanding:**
Students at this level are challenged to increase their English skills in more contexts, and learn a greater variety of vocabulary and linguistic structures, applying their growing language skills in more sophisticated ways appropriate to their age and grade level.

**ELD: Proficiency Level Descriptors**

**Bridging:**
Students at this level continue to learn and apply a range of high-level English language skills in a wide variety of contexts, including comprehension and production of highly technical texts.

The “bridge” alluded to is the transition to full engagement in grade-level academic tasks and activities in a variety of content areas without the need for specialized ELD instruction.
ELD: PROFICIENCY LEVEL DESCRIPTORS

ELs at all levels of English language proficiency fully participate in grade level tasks in all content areas with varying degrees of scaffolding in order to develop both content knowledge and English.

Three Proficiency Levels: Emerging, Expanding and Bridging

Discuss:
How might these new proficiency levels impact ELD instruction?
Communication Modes

- Collaborative (engagement in dialogue with others)
- Interpretive (comprehension and analysis of written and spoken texts)
- Productive (creation of oral presentations and written texts)

WALK-THROUGH OF THE 2012 PROFICIENCY LEVEL DESCRIPTORS
### Proficiency Level Descriptors for California English Language Development Standards

<table>
<thead>
<tr>
<th>English Language Development: Proficiency Level Continuum</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proficiency Level Continuum</td>
</tr>
<tr>
<td>Emerging</td>
</tr>
<tr>
<td>Categorization</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student Capabilities</th>
<th>High-Quality Learning Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emerging</td>
<td>Proficient</td>
</tr>
<tr>
<td>Categorization</td>
<td>Categorization</td>
</tr>
</tbody>
</table>

#### High-Quality Learning Activities

- **Emerging**
  - Students may engage in meaningful learning activities that require students to demonstrate understanding and apply higher-order thinking skills.
  - Students may engage in learning activities that build on prior knowledge and encourage critical thinking.

- **Proficient**
  - Students may engage in meaningful learning activities that require students to demonstrate understanding and apply higher-order thinking skills.
  - Students may engage in learning activities that build on prior knowledge and encourage critical thinking.

#### General Level of Support

- **Emerging**
  - Students may benefit from additional support in understanding and applying higher-order thinking skills.
  - Students may benefit from additional support in building on prior knowledge.

- **Proficient**
  - Students may benefit from additional support in understanding and applying higher-order thinking skills.
  - Students may benefit from additional support in building on prior knowledge.

### Additional Notes

- Students may benefit from additional support in understanding and applying higher-order thinking skills.
- Students may benefit from additional support in building on prior knowledge.

---

**August 29, 2012**

---

---
COLLABORATIVE CONVERSATIONS

With a partner, briefly discuss the expectations from early stages to exit of each proficiency level on the continuum.

[Image of a diagram showing the collaborative conversations process]

August 29, 2012
### Proficiency Level Descriptors for California English Language Development Standards

#### Mode of Communication

<table>
<thead>
<tr>
<th>English Language Development: Proficiency Level Continuum</th>
<th>Mode of Communication</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Emerging</strong></td>
<td><strong>At the early stages of the Emerging stage, students are able to:</strong></td>
</tr>
<tr>
<td><strong>Developing</strong></td>
<td><strong>At the stages of the Developing stage, students are able to:</strong></td>
</tr>
<tr>
<td><strong>Proficient</strong></td>
<td><strong>At the stages of the Proficient stage, students are able to:</strong></td>
</tr>
</tbody>
</table>

#### Cognitive and Metacognitive Strategies

<table>
<thead>
<tr>
<th>Knowledge of Language</th>
<th><strong>Emerging</strong></th>
<th><strong>Developing</strong></th>
<th><strong>Proficient</strong></th>
</tr>
</thead>
</table>

#### Accuracy of Production

<table>
<thead>
<tr>
<th>Accuracy of Production</th>
<th><strong>Emerging</strong></th>
<th><strong>Developing</strong></th>
<th><strong>Proficient</strong></th>
</tr>
</thead>
</table>

### Collaboration

- Participate fully in all collaborative conversations in all academic areas and grade levels.
- Engage in academic and social talk.

### Interpretation

- Comprehend directions and respond appropriately.
- Recognize and interpret language in a variety of communicative settings.

### Production

- Produce, interpret, and sustain conversations with minimal support.
- Use language to convey complex ideas and express thoughts.

---

**Figure**: Page 9 and Page 10 from the document.
### Proficiency Level Descriptors for California English Language Development Standards

<table>
<thead>
<tr>
<th>Knowledge of Language</th>
<th>English Language Development/Proficiency Level Descriptors</th>
<th>Reading (2.0)</th>
<th>Writing (2.0)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understanding of English and English culture</td>
<td>Apply the learning of English and English culture to new contexts, such as different types of text, different contexts, and different situations that require the use of English.</td>
<td>Apply the learning of English and English culture to new contexts, such as different types of text, different contexts, and different situations that require the use of English.</td>
<td></td>
</tr>
<tr>
<td>Metacognition</td>
<td>Recognize the importance of metacognition in the learning of English and be able to reflect on one's own learning processes.</td>
<td>Recognize the importance of metacognition in the learning of English and be able to reflect on one's own learning processes.</td>
<td></td>
</tr>
<tr>
<td>Productivity of Language</td>
<td>Reflect on and monitor one's learning processes and make adjustments to improve one's proficiency in English.</td>
<td>Reflect on and monitor one's learning processes and make adjustments to improve one's proficiency in English.</td>
<td></td>
</tr>
</tbody>
</table>

**Mode Sort**

- **Collaborative** (engagement in dialogue with others)
- **Interpretive** (comprehension and analysis of written and spoken texts)
- **Productive** (creation of oral presentations and written texts)
ELD: Levels of Support

Three general levels of support are identified:

Substantial

Moderate

Light

TEXT AS EXPERT DIALECTICAL JOURNAL

- Read the section on *Scaffolding* from Appendix C: Theoretical Foundations and Research Base for California’s ELD Standards
- Identify and write three significant direct quotes from the excerpt on the triple entry journal.
- Explain the implications of the quote for leaders and teachers
- Share one with a partner
APPENDIX B: THEORETICAL FOUNDATIONS AND RESEARCH BASE FOR THE ELD STANDARDS

Scaffolding practices are intentionally selected based on the standards-based goals of the lesson, the identified learner needs, and the anticipated challenge of the task. Gibbons (2003) has offered a way of conceptually the dual goal of engaging English learners in intellectually challenging instructional activities while also providing them with the appropriate level of support.

High Challenge

<table>
<thead>
<tr>
<th>Frustration/ Anxiety zone</th>
<th>Learning/ Engagement Zone (ZPD)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Low Support</td>
<td>Comfort Zone</td>
</tr>
<tr>
<td>Low Challenge</td>
<td>(Gibbons, 2003; adapted from Mariana, 1997)</td>
</tr>
</tbody>
</table>

In the ELD Standards, the three overall levels of scaffolding that teachers provide to English learners during instruction are substantial, moderate, and light. English learners at the emerging level of English language proficiency will generally require more substantial support to develop capacity for many academic tasks than will students at the bridging level. This does not mean that these students always will require substantial/moderate/light scaffolding for every task. ELL students at every level of English language proficiency will engage in some academic tasks that require light or no scaffolding.

STRUCTURE

- **Part I – Interacting in Meaningful Ways**
  - Collaborative
  - Interpretative
  - Productive

- **Part II – Learning About How English Works**
  - Structuring Cohesive Texts
  - Expanding and Enriching Ideas
  - Connecting and Condensing Ideas

- **Part III – Using Foundation Skills**
THE 2012 ELD STANDARDS’ STRUCTURE AND COMPONENTS

Include:

- 2-page “At a Glance”
- **Part I**: Interacting in Meaningful Ways
- **Part II**: Learning about How English Works
- **Part III**: Using Foundational Literacy Skills

WALK-THROUGH OF THE 2012 ELD STANDARDS’ STRUCTURE AND COMPONENTS: GRADE 7 EXAMPLE
# California English Language Development Standards for Grade 7

## Part I: Core, Critical Principles, and Overview

Qualitative differences exist in reading, writing, listening, and speaking tasks. These differences are evident in the way students use language to communicate complex ideas and engage in sustained discourse. This section provides a framework for understanding how English learners develop proficiency in English language skills.

### Critical Principles for Developing Language and Content-Centric Academic Qualities

English learners at all levels engage in intellectually challenging literacy, disciplinary, and discipline-specific literacy tasks. They use language in meaningful and relevant ways appropriate to grade level, content area, topic, purpose, audience, and mode. In English language arts, mathematics, science, social studies, and the arts, English learners develop skills in reading, writing, listening, and speaking.

### Part I: Interactions: Meanings/Views

#### A. Collaborative

1. Exchanging information and ideas with others through brainstorming, making presentations, writing, collaborative conversations, and multimedia. They develop proficiency in shifting language use based on task, purpose, audience, and text type.

#### B. Interpersonal

5. Listening actively to speakers in a range of social and academic contexts.

#### C. Productive

9. Exchanging information across a range of social and academic contexts.

### Corresponding Common Core State Standards for English Language Arts

<table>
<thead>
<tr>
<th>Part I: Interactions: Meanings/Views</th>
<th>Corresponding Common Core State Standards for English Language Arts</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Collaborative</td>
<td>ELA.11.1, 11.2, 11.3, 11.4</td>
</tr>
<tr>
<td>1. Exchanging information and ideas</td>
<td>ELA.11.1, 11.2, 11.3, 11.4</td>
</tr>
<tr>
<td>2. Interacting with others to share information</td>
<td>ELA.11.1, 11.2, 11.3, 11.4</td>
</tr>
<tr>
<td>3. Collaborating with others to develop understanding</td>
<td>ELA.11.1, 11.2, 11.3, 11.4</td>
</tr>
<tr>
<td>4. Exchanging information, ideas, and opinions in collaborative discussions</td>
<td>ELA.11.1, 11.2, 11.3, 11.4</td>
</tr>
<tr>
<td>B. Interpersonal</td>
<td>ELA.11.1, 11.2, 11.3, 11.4</td>
</tr>
<tr>
<td>5. Listening to others in a range of social and academic contexts</td>
<td>ELA.11.1, 11.2, 11.3, 11.4</td>
</tr>
<tr>
<td>C. Productive</td>
<td>ELA.11.1, 11.2, 11.3, 11.4</td>
</tr>
<tr>
<td>9. Exchanging information across a range of social and academic contexts</td>
<td>ELA.11.1, 11.2, 11.3, 11.4</td>
</tr>
</tbody>
</table>

---

## Part II: Learning About How English Works

### A. Understanding Common Texts

1. Understanding text structures.

### B. Expanding & Enriching Ideas

5. Using varied and appropriate language styles, formulas, and multimedia to represent ideas and information.

### Corresponding Common Core State Standards for English Language Arts

<table>
<thead>
<tr>
<th>Part II: Learning About How English Works</th>
<th>Corresponding Common Core State Standards for English Language Arts</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Understanding Common Texts</td>
<td>ELA.11.1, 11.2, 11.3, 11.4</td>
</tr>
<tr>
<td>1. Understanding text structures</td>
<td>ELA.11.1, 11.2, 11.3, 11.4</td>
</tr>
<tr>
<td>B. Expanding &amp; Enriching Ideas</td>
<td>ELA.11.1, 11.2, 11.3, 11.4</td>
</tr>
<tr>
<td>5. Using varied and appropriate language styles, formulas, and multimedia to represent ideas and information</td>
<td>ELA.11.1, 11.2, 11.3, 11.4</td>
</tr>
</tbody>
</table>

---

* The California English Language Development Standards reflect the Common Core State Standards for English Language Arts (ELA) and the ELA standards for History/Social Sciences, Science, and Technical Subjects. English learners must achieve full access to and opportunities to learn ELA, mathematics, science, and social studies, and other content in the same way they are progressing toward full proficiency in English.
## Part I: Interacting in Meaningful Ways

### Tools and Discourse in Context

<table>
<thead>
<tr>
<th>Tools and Discourse in Context</th>
<th>Emerging</th>
<th>Expanding</th>
<th>Bridging</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Part I, Level 1-4</strong> Corresponding Common Core State Standards for English Language Arts</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. SL.1.D.4, 1.D.5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Part I, Level 2-3</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. SL.2.D.1, 2.D.2, 2.D.3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. SL.2.D.4, 2.D.5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Part I, Level 1-3</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. SL.1.D.4, 1.D.5</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### California English Language Development Standards for Grade 7

**Part I: Interacting in Meaningful Ways**

1. **Exchange Information and Ideas**
   - Engage in conversational exchanges and negotiate meaning on familiar topics, asking and answering questions and responding using simple phrases.

2. **Integrating and Extending English**
   - Engage in short written exchanges on familiar topics, asking and answering questions to complete tasks using technology when appropriate.

3. **Supporting Opinions and Persuading Others**
   - Engage with persuasive others in conversations, using open-ended questions to clarify meaning and directions.

4. **Adapting Language Choice**
   - Adapt language choices according to context (e.g., stories, letters, dialogues) and audiences (e.g., peers, teachers).

---

### California English Language Development Standards for Grade 7

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

**Part I: Interacting in Meaningful Ways**

1. **Clarity of Thought**
   - Demonstrates clear thinking in oral and written presentations.

2. **Revealing the Main Idea**
   - Reveals key ideas and supporting details in oral and written presentations.

3. **Clarity of Expression**
   - Expresses ideas and thoughts clearly in oral and written presentations.

**Part I: Interacting in Meaningful Ways**

1. **Clarity of Thought**
   - Demonstrates clear thinking in oral and written presentations.

2. **Revealing the Main Idea**
   - Reveals key ideas and supporting details in oral and written presentations.

3. **Clarity of Expression**
   - Expresses ideas and thoughts clearly in oral and written presentations.
### Part I: Interacting in Meaningful Ways

**English Language Development Level Continuums**

<table>
<thead>
<tr>
<th>Tools and Techniques</th>
<th>Emerging</th>
<th>Expanding</th>
<th>Bridging</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Constructing and delivering short, oral presentations on familiar topics</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Reading</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Writing</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Speaking</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Listening</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Interpreting and responding to art, music, dance, poetry, drama, and other forms of visual and performing arts</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Part I, Level 3 (Corresponding Common Core State Standards for English Language Arts)**

1. RL.7.5, RL.7.8, RL.7.9, W.7.1, W.7.5, W.7.10
2. L.7.1a, L.7.2d
3. W.7.4d, W.7.8a, W.7.9c

**Part I, Level 4 (Corresponding Common Core State Standards for English Language Arts)**

1. RL.8.5, RL.8.8, RL.8.9, W.8.1, W.8.5, W.8.10
2. L.8.1a, L.8.2d
3. W.8.4d, W.8.8a, W.8.9c

### Part II: Learning about How English Works

**Tools and Techniques**

<table>
<thead>
<tr>
<th>Emerging</th>
<th>Expanding</th>
<th>Bridging</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Understanding the meaning of different text types</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Understanding the structure of sentences and paragraphs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Applying knowledge of common English language structures to writing and speaking</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Part II, Level 3 (Corresponding Common Core State Standards for English Language Arts)**

1. RL.7.5, RL.7.8, RL.7.9, W.7.1, W.7.5, W.7.10
2. L.7.1a, L.7.2d
3. W.7.4d, W.7.8a, W.7.9c

**Part II, Level 4 (Corresponding Common Core State Standards for English Language Arts)**

1. RL.8.5, RL.8.8, RL.8.9, W.8.1, W.8.5, W.8.10
2. L.8.1a, L.8.2d
3. W.8.4d, W.8.8a, W.8.9c
**Part II: Learning about How English Works**

### Goals:

**Emerging**

- Students can identify and describe how English works in relation to daily experiences.

**Expanding**

- Students can apply their understanding of English to new contexts and topics.

**Bridging**

- Students can analyze and discuss complex texts and arguments using English.

### Tasks and Activities:

#### Examples:

**Emerging**

- **Connecting Ideas**: Combine clauses or a few basic ideas to make connections between and join ideas (e.g., combining simple ideas using and, but, or, inserted complex sentence using because).

**Expanding**

- **Connecting Ideas**: Combine clauses or a few basic ideas to make connections between and join ideas (e.g., combining simple ideas using and, but, or, inserted complex sentence using because).

**Bridging**

- **Connecting Ideas**: Combine clauses or a few basic ideas to make connections between and join ideas (e.g., combining simple ideas using and, but, or, inserted complex sentence using because).

### Standards:

- **Part II, Standard 1**: Developing an understanding of core components of how English works.
  - **Section 1**:
    - **Emerging**
      - Students can identify and describe how English works in relation to daily experiences.
    - **Expanding**
      - Students can apply their understanding of English to new contexts and topics.
    - **Bridging**
      - Students can analyze and discuss complex texts and arguments using English.

### Resources:

- **Library Texts**: Include stories (e.g., historical fiction, myths, legends, biographies, poems, songs, etc.), and small group (2-4 students) reading discussion of the text.

---

**California English Language Development Standards for Grade 7 — August 20, 2012**

22
Part III: Using Foundational Literacy Skills

Foundational literacy skills alignment charts for ELD in Appendix A

STANDARD CODING

- Grade Level
- Part I, II or III
- Part I - Interacting in Meaningful Ways
  - Mode of Communication – A,B,C
  - Standard Number
  - Level – Emerging (EM), Expanding (EX), Bridging (B)
- Part II - Learning About How English Works
  - Language Process – A,B,C
  - Standard Number
STANDARD CODING EXAMPLE

- 7.1.A.3.EX
- 7th Grade, Part 1, Collaborative Mode, Standard 3, Expanding
- **Supporting Opinions and Persuading Others**
  
  Negotiate with and persuade other in conversations (e.g. to provide counter arguments) using learned phrases (I agree with X, but …), and open responses

ON YOUR OWN

Find the following standard:

7.1.C.11b.B

Talk with a partner
EXPLORE

Spend a little time exploring the ELD standards and their progressions
What new insights do you have?

Talk to a partner

OUTCOME STATEMENTS

I was surprised…
I learned…
I wonder…
ADDITIONAL INFORMATION

ELD STANDARDS DEVELOPMENT TIMELINE

California Department of Education
English Language Development Standards Development Process
This chart shows the major steps in the development process. Further information can be found on the CDE ELD Web page at http://www.cde.ca.gov/ta/tg/tr/eldstandards.asp.

All meetings are open to the public

5. Assembly Bill 124 (Chapter 650, Statutes of 2010) mandated revision of the ELD Standards. October 2011

6. 1st Panel of Experts Meeting: Review and complete content; develop non-regional focus groups. Early January 2012

7. 1st Panel of Experts Meeting: Complete focus group work on the ELD standards. February 2012

8. 2nd Panel of Experts Meeting: ELA standards, ELA standards, and ELA standards. April 30-May 1, 2012


ADDITIONAL RESOURCES TO SUPPORT UNDERSTANDING AND IMPLEMENTATION

Overviews of the CA ELD Standards and of Proficiency Level Descriptors

Four Appendices
A. Foundational Literacy Skills for ELs
B. Part II: Learning About How English Works
C. Theoretical Foundations and Research Base
D. Context, Development, and Validation Glossary

APPENDIX A: FOUNDATIONAL LITERACY SKILLS

Research on English Learners
- English learners benefit from reading foundational skills instruction
- Oral English proficiency is crucial for English literacy
- Native language literacy facilitates English literacy learning
APPENDIX A:
FOUNDATIONAL LITERACY SKILLS

- **Reading Foundational Skills Alignment Charts**
  - Student language and literacy characteristics
  - Considerations for literacy foundational skills instruction
  - CA Common Core Reading Standards: Foundational Skills

- **Alignment Charts**
  - K – 5, by grade
  - 6 – 12, by grade span

APPENDIX B: CA ELD STANDARDS PART II:
LEARNING ABOUT HOW ENGLISH WORKS

**Perspective on how to support EL students using Parts I and II in concert:**

**Language Demands of the Common Core**

- Description of how language is integrated into the Common Core

**Moving From Everyday to Academic Registers**

- Strategies to support transition to academic registers

**Application of Part II strands**
APPENDIX C: THEORETICAL FOUNDATIONS AND RESEARCH BASE FOR THE ELD STANDARDS

Theoretical Foundations

• Socio-cultural and socio-linguistic approaches
• Socio-cognitive and cognitive approaches
• Genre and meaning based approaches
• Substantial section on scaffolding for ELs
• Explanation of “substantial, moderate, light” descriptors

Research Base

• EL language and literacy development
• Effective instructional practices

Other Resources

• “Understanding Language”; “Framework for ELPD Standards”; state, national, and international frameworks
CALIFORNIA DEPARTMENT OF EDUCATION

English Language Arts/English Language Development Framework Development Process

This chart shows the major steps of the curriculum framework development process. All meetings are open to the public.

1. Instructional Quality Commission (IQC) Appointed by State Board of Education (SBE) March 2012
2. Meetings of Four Focus Groups (Educators Appointed by SSPI) Held to Solicit Input on New Framework May/June 2012
3. SBE Appoints Curriculum Framework and Evaluation Criteria Committee (CFCC) November 2012
4. CFCC Meets 6 Times to Draft Framework February–July 2013
5. Draft Framework Presented to IQC September 2013
6. IQC Conducts 60-Day Field Review; Draft Framework Posted on Internet October/November 2013
7. IQC’s ELA/ELD Subject Matter Committee Meets; Suggests Edits to Draft Framework December 2013
8. IQC Meets; Recommends Draft Framework to SBE January 2014
10. SBE Meets; Acts on IQC’s Recommendation to Adopt Framework May 2014
11. Framework Posted on Internet; Print Edition Published 2015

NEXT STEPS FOR CA IN LARGER CONTEXT OF CCSS IMPLEMENTATION

- ELD standards revised & approved (2012)
- ELD implementation plan approved (2013)
- ELD professional development materials produced (2013-14)
- ELA/ELD Curriculum Framework developed by Instructional Quality Commission (2014-15)
NEXT STEPS FOR CA IN LARGER CONTEXT OF CCSS IMPLEMENTATION

- SBAC assessment developed (2014-15)
- Next-generation ELD assessment developed (2015-16)
- ELA/ELD Adoption of K-8 Instructional Materials (2016)

Please fill out the evaluations
Thank you!

Martha Hernandez
mahernandez@vcoe.org
805 437-1333

Lynn Friedman
lfriedman@vcoe.org
805 437-1306

Charice Guerra
cguerra@vcoe.org
805 437-1317

Armando Zuniga
azuniga@vcoe.org
805 437-1345

Lisa Walthall
lwalthall@vcoe.org
805 437-1346