



California English Language Development (ELD) Standards

AB 124 ELD Standards Revision

California State Board Of Education

September 13, 2012



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State Superintendent
of Public Instruction

Presentation Objectives

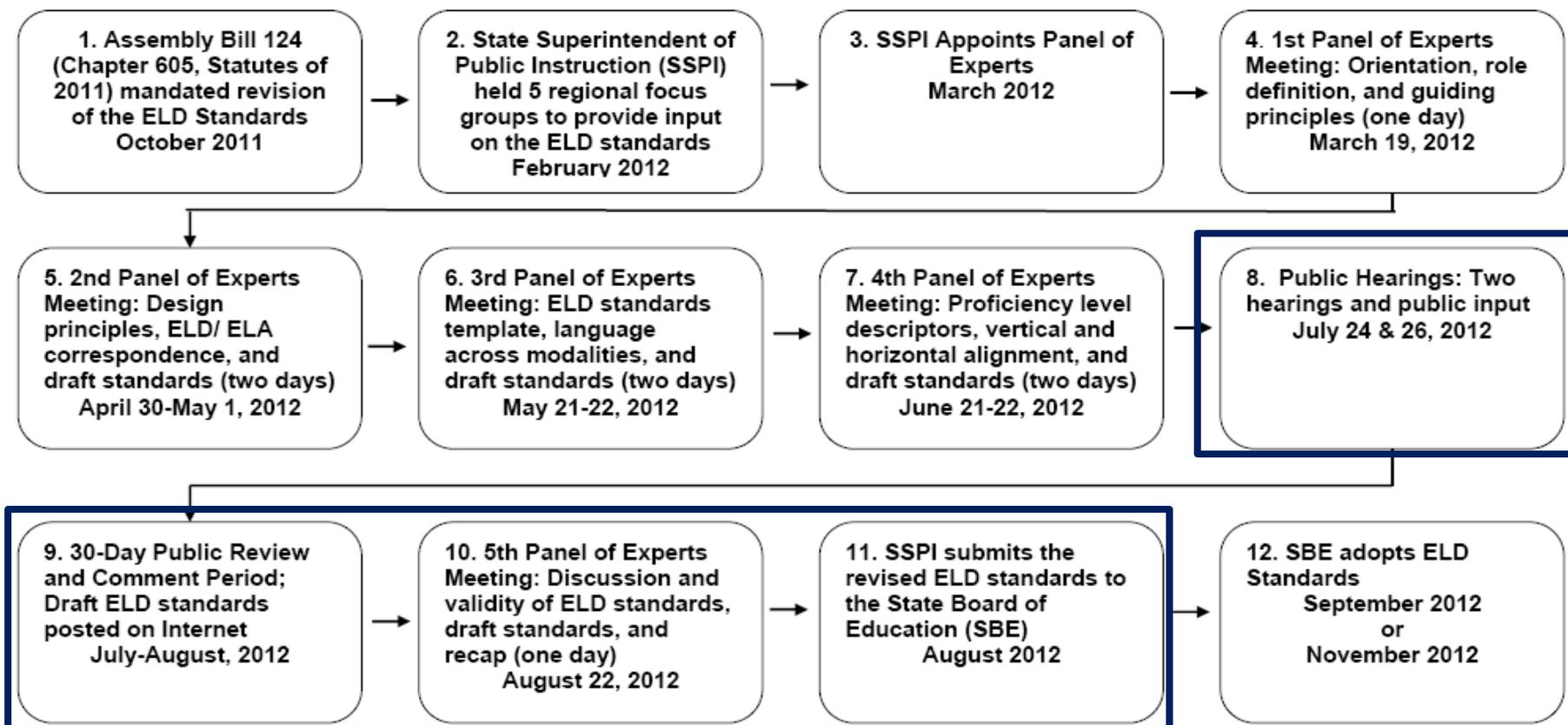
- Provide update on CA English Language Development (ELD) standards revision process
- Describe *key shifts* in the CA ELD standards made to ensure full alignment to Common Core State Standards
- Illustrate how Proficiency Level Descriptors (PLDs) and ELD standards were refined based on public comment
- Highlight implementation plan next steps

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/sp/el/er/eldstandards.asp>.

All meetings are open to the public





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Summary of Public Comments

- Public invited to comment (140 comments received) on the following documents:
 - Introduction/Proficiency Level Descriptors (PLDs)
 - CA ELD Standards Template
 - CA ELD Standards (K-8, 9-10, 11-12)
- Comments categorized into following priorities:

1. Number of Proficiency Levels and PLDs	2. Correspondence to the Common Core
3. Horizontal and Vertical Alignment	4. Reading Foundational Skills



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Response to Comments

Positives, questions, and revisions:

1. Number of Proficiency Levels and PLDs:

- + Ample and clear descriptors
- ? From 5 to 3 proficiency levels
- ✓ Greater delineation (entry/progress through, exit)

2. Correspondence to the Common Core State Standards (CCSS):

- + Clear link to CCSS
- ? Show correspondence, strengthen rigor
- ✓ Rigor added, correspondence shown



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Response to Comments, cont' d.

Positives, questions, and revisions:

3. Horizontal and Vertical Alignment:

- + Clear, gradual, nonlinear
- ? Specificity, distinctions, Parts I and II
- ✓ Strengthened specificity/distinctions; prepared Appendix clarifying how Parts I & 2 interrelate

4. Reading Foundational Skills:

- + Important to signal, place in appendix
- ? Ensure proper use, allow public review, note L1 as resource
- ✓ Prepared appendix clarifying use within ELD standards; shared draft with public; clarified L1 as strategic resource



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Response to Comments, cont' d.

Additional Resources Developed:

- **Overviews** of the CA ELD Standards and of Proficiency Level Descriptors
- **Three appendices:**
 - Theoretical Foundations and Research Base
 - Part II: Learning About How English Works
 - Literacy Foundational Skills



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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



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CA ELD Standards: Purpose

- **Provide opportunities** for ELs to access, engage with, and achieve in grade-level academic content while they are learning English
- **Designed to be used in tandem** with the Common Core State Standards and **not in isolation**

Key Shifts in the 2012 CA ELD Standards



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FROM A CONCEPTUALIZATION OF...

Language acquisition as an individual and lock-step linear process

Language development focused on accuracy and grammatical correctness

Use of simplified texts and activities, often separate from content knowledge

TO UNDERSTANDING...

→ **Language acquisition as a non-linear, spiraling, dynamic, and complex social process**

→ **Language development focused on collaboration, comprehension, and communication with strategic scaffolding to guide appropriate linguistic choices**

→ **Use of complex texts and intellectually challenging activities with *content* integral to language learning**



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Key Shifts (continued)

***FROM A
CONCEPTUALIZATION
OF...***

TO UNDERSTANDING...

- English as a set of rules → **English as a meaning-making resource with different language choices based on audience, task, and purpose**
- A traditional notion of grammar with syntax and discrete skills at the center → **An expanded notion of grammar with discourse, text structure, syntax, and vocabulary addressed within meaningful contexts**
- Literacy foundational skills as one-size-fits-all, neglecting linguistic resources → **Literacy foundational skills targeting varying profiles of ELs, tapping linguistic resources and responding to specific needs**



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Walk-through of the 2012 Proficiency Level Descriptors



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Proficiency Level Descriptors (PLDs) Overview

- ***Describe*** student knowledge, skills, and abilities across a continuum, identifying what ELs know and can do
- ***Provide*** three proficiency levels: Emerging, Expanding, and Bridging – at *early* and *exit* stages
- ***Guide*** targeted instruction in ELD, as well as differentiated instruction in academic content areas



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Proficiency Level Descriptors (PLDs) Overview, cont'd.

Include:

- **Overall Proficiency:** A general descriptor of ELs' abilities at *entry to/progress through*, and *exit from* the level
- **Extent of linguistic support** needed per the linguistic and cognitive demands of tasks, at *early stages* and *as ELs develop*

Proficiency Level Descriptors for California English Language Development Standards



Student Capacities	English Language Development: Proficiency Level Continuum			
	Emerging		Expanding	
<p>Native Language</p> <p>English learners come to school possessing a wide range of competencies in their native language appropriate to their age. They may have varying levels of literacy in their native language depending on their prior experiences in the home, community, and school. As learners of English as a new language, they gain metacognitive awareness of what language is and how it is used and apply this awareness in their language learning strategies, including drawing upon knowledge of their native language.</p>	<p>Overall Proficiency</p> <p>English learners enter the Emerging level having limited receptive and productive English skills.</p> <p>As they progress through the Emerging level, they start to respond to more varied communication tasks using learned words and phrases with increasing ease.</p>	<p>Overall Proficiency</p> <p>At exit from the Emerging level, students have basic English communication skills in social and academic contexts.</p>	<p>Overall Proficiency</p> <p>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.</p>	<p>Overall Proficiency</p> <p>At exit from the Expanding level, students can use English to learn and communicate about a range of topics and academic content areas.</p>
<p>High Level Thinking with Linguistic Support</p> <p>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.</p>	<p>General Extent of Support: Substantial</p> <p>Students at the <i>early stages</i> 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 familiarity and ease with understanding and using English, support may be moderate or light for familiar tasks or topics.</p>		<p>General Extent of Support: Moderate</p> <p>Students at the <i>early stages</i> 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.</p>	

Proficiency Level Descriptors for California English Language Development Standards

English Language Development: Proficiency Level Continuum →-----Bridging-----→		Lifelong Language Learning
<p>Overall Proficiency</p> <p>As English learners progress through the Bridging level, they move from being able to communicate in ways appropriate to different tasks, purposes, and audiences in a variety of social and academic contexts towards being able to refine and enhance their English language competencies in a broader range of contexts.</p>	<p>Overall Proficiency</p> <p>At exit from the Bridging level, students can communicate effectively with various audiences on a wide range of familiar and new topics to meet academic demands in a variety of disciplines.</p>	<p>Overall Proficiency</p> <p>Students who have reached "proficiency" in the English language as determined by state and/or local criteria continue to build increasing breadth, depth, and complexity in comprehending and communicating in English in a wide variety of contexts.</p>
<p>General Extent of Support: Light</p> <p>Students at the early stages of the Bridging level can engage in complex, cognitively demanding social and academic activities requiring language when provided light linguistic support; as they develop increasing ease with understanding and using highly technical English, support may not be necessary for familiar tasks or topics using everyday English.</p>	<p>General Extent of Support: Occasional</p> <p>Students who have exited the Bridging level benefit from occasional linguistic support in their ongoing learning of English.</p>	



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Proficiency Level Descriptors (PLDs) Overview, cont'd.

Include:

Descriptors for *early stages of* and *exit from* each proficiency level, using ELD standard structure:

- **Three Modes of Communication:**
 - **Collaborative** (engagement in dialogue with others)
 - **Interpretive** (comprehension and analysis of written and spoken texts)
 - **Productive** (creation of oral presentations and written texts)
- **Two dimensions of Knowledge of Language:**
 - **Metalinguistic Awareness** (language awareness & self-monitoring)
 - **Accuracy of Production** (acknowledging variation)

Proficiency Level Descriptors for California English Language Development Standards

Mode of Communication	English Language Development: Proficiency Level Continuum			
	Emerging		Expanding	
	At the <i>early stages</i> of the Emerging level, students are able to:	At <i>exit</i> from the Emerging level, students are able to:	At the <i>early stages</i> of the Expanding level, students are able to:	At <i>exit</i> from the Expanding level, students are able to:
Collaborative	<ul style="list-style-type: none"> express basic personal and safety needs, ideas, and respond to questions on social and academic topics with gestures and words or short phrases; use basic social conventions to participate in conversations; 	<ul style="list-style-type: none"> express basic personal and safety needs, ideas, and respond to questions on social and academic topics with phrases and short sentences; participate in simple, face-to-face conversations with peers and others; 	<ul style="list-style-type: none"> express a variety of personal needs, ideas, and opinions and respond to questions using short sentences; initiate simple conversations on social and academic topics; 	<ul style="list-style-type: none"> express more complex feelings, needs, ideas, and opinions using extended oral and written production; respond to questions using extended discourse participate actively in collaborative conversations in all content areas with moderate to light support as appropriate;
Interpretive	<ul style="list-style-type: none"> comprehend frequently occurring words and basic phrases in immediate physical surroundings; read very brief grade-appropriate text with simple sentences and familiar vocabulary, supported by graphics or pictures; comprehend familiar words, phrases, and questions drawn from content areas; 	<ul style="list-style-type: none"> comprehend a sequence of information on familiar topics as presented through stories and face-to-face conversations; read brief grade-appropriate text with simple sentences and mostly familiar vocabulary, supported by graphics or pictures; demonstrate understanding of words and phrases from previously learned content material; 	<ul style="list-style-type: none"> comprehend information on familiar topics and on some unfamiliar topics in contextualized settings; independently read a variety of grade-appropriate text with simple sentences; read more complex text supported by graphics or pictures; comprehend basic concepts in content areas; 	<ul style="list-style-type: none"> comprehend detailed information with fewer contextual clues on unfamiliar topics; read increasingly complex grade-level text while relying on context and prior knowledge to obtain meaning from print; read technical text on familiar topics supported by pictures or graphics;
Productive	<ul style="list-style-type: none"> produce learned words and phrases and use gestures to communicate basic information; express ideas using visuals such as drawings or charts, or graphic organizers; and write or use familiar words and phrases related to everyday and academic topics. 	<ul style="list-style-type: none"> produce basic statements and ask questions in direct informational exchanges on familiar and routine subjects; express ideas using information and short responses within structured contexts; and write or use learned vocabulary drawn from academic content areas. 	<ul style="list-style-type: none"> produce sustained informational exchanges with others on an expanding variety of topics; express ideas in highly structured and scaffolded academic interactions; and write or use expanded vocabulary to provide information and extended responses in contextualized settings. 	<ul style="list-style-type: none"> produce, initiate, and sustain spontaneous interactions on a variety of topics; and write and express ideas to meet most social and academic needs through the recombination of learned vocabulary and structures with support.

Proficiency Level Descriptors for California English Language Development Standards

Mode of Communication	English Language Development: Proficiency Level Continuum	
	←----- Bridging ----->	
	At the early stages of the Bridging level, students are able to:	At exit from the Bridging level, students are able to:
Collaborative	<ul style="list-style-type: none"> express increasingly complex feelings, needs, ideas, and opinions in a variety of settings; respond to questions using extended, more elaborated discourse initiate and sustain dialogue on a variety of grade-level academic and social topics; 	<ul style="list-style-type: none"> participate fully in all collaborative conversations in all content areas at grade level with occasional support as necessary; participate fully in both academic and non-academic settings requiring English;
Interpretive	<ul style="list-style-type: none"> comprehend concrete and many abstract topics and begin to recognize language subtleties in a variety of communicative settings; read increasingly complex text at grade level; read technical text supported by pictures or graphics; 	<ul style="list-style-type: none"> comprehend concrete and abstract topics and recognize language subtleties in a variety of communicative settings; read, with limited comprehension difficulty, a variety of grade-level and technical texts, in all content areas;
Productive	<ul style="list-style-type: none"> produce, initiate, and sustain interactions with increasing awareness of tailoring language to specific purposes and audiences; and write and express ideas to meet increasingly complex academic demands for specific purposes and audiences. 	<ul style="list-style-type: none"> produce, initiate, and sustain extended interactions tailored to specific purposes and audiences; and write and express ideas to meet a variety of social needs and academic demands for specific purposes and audiences.

Proficiency Level Descriptors for California English Language Development Standards

Knowledge of Language	English Language Development: Proficiency Level Continuum			
	Emerging →		Expanding →	
	At the early stages of the Emerging level, students are able to:	At exit from the Emerging level, students are able to:	At the early stages of the Expanding level, students are able to:	At exit from the Expanding level, students are able to:
Metalinguistic Awareness	<p>Apply to their learning of English an emerging awareness about:</p> <ul style="list-style-type: none"> differences and similarities between their native language and English; ways in which different kinds of language are appropriate for different tasks, purposes, and audiences; <p>and how to:</p> <ul style="list-style-type: none"> intentionally and purposefully use a limited range of everyday vocabulary, phrases, and memorized statements and questions in English; 	<p>Apply to their learning of English an awareness about:</p> <ul style="list-style-type: none"> differences and similarities between their native language and English; ways in which different kinds of language are appropriate for different tasks, purposes, and audiences; <p>and how to:</p> <ul style="list-style-type: none"> intentionally and purposefully use mostly everyday, and a limited range of general academic vocabulary and domain-specific vocabulary, phrases, and memorized statements and questions in English related mostly to familiar topics; 	<p>Apply to their learning of English an expanding awareness about:</p> <ul style="list-style-type: none"> differences and similarities between their native language and English; ways in which language may be different based on task, purpose, and audience; <p>and how to:</p> <ul style="list-style-type: none"> intentionally and purposefully use mostly everyday vocabulary, and an expanding range of general academic and domain-specific vocabulary in English related mostly to familiar topics; extend discourse in limited ways in a range of conversations; recognize language differences and engage in some self-monitoring; 	<p>Apply to their learning of English awareness about:</p> <ul style="list-style-type: none"> differences and similarities between their native language and English; ways in which language may be different based on task, purpose, and audience; <p>and how to:</p> <ul style="list-style-type: none"> intentionally and purposefully use both everyday vocabulary and a range of general academic and domain-specific vocabulary in English related to familiar and new topics; extend discourse in a variety of ways in a range of conversations; recognize language differences, engage in self-monitoring, and adjust oral and written language;
Accuracy of Production	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> be comprehensible when using simple and some expanded sentences and discourse or texts; and may exhibit fairly frequent errors in pronunciation, grammar, and writing conventions that may sometimes impede meaning. 	<ul style="list-style-type: none"> be comprehensible when using expanded sentences, discourse or texts; and may exhibit fairly frequent errors in pronunciation, grammar, and writing conventions that usually do not impede meaning.

Proficiency Level Descriptors for California English Language Development Standards

Knowledge of Language	English Language Development: Proficiency Level Continuum	
	→----- Bridging -----→	
	At the <i>early stages</i> of the Bridging level, students are able to:	At <i>exit</i> from the Bridging level, students are able to:
Metalinguistic Awareness	<p>Apply to their learning of English a sophisticated awareness about:</p> <ul style="list-style-type: none"> differences and similarities between their native language and English to learning English; ways in which language may be different based on task, purpose, and audience; <p>and how to:</p> <ul style="list-style-type: none"> intentionally and purposefully use a range of precise and varied grade-level general academic and domain-specific vocabulary in English related to new topics; extend grade-level academic discourse in a variety of ways in a range of conversations and written texts of varying lengths and complexities; recognize language differences, engage in self-monitoring, and adjust oral and written language in a range of contexts; 	<p>Apply to their learning of English a sophisticated awareness about:</p> <ul style="list-style-type: none"> differences and similarities between their native language and English to learning English; ways in which language may be different based on task, purpose, and audience; <p>and how to:</p> <ul style="list-style-type: none"> intentionally and purposefully use a range of precise and varied grade-level general academic and domain-specific vocabulary in English related to new topics across the disciplines; extend grade-level academic discourse in a variety of ways in a range of conversations and written texts of varying lengths and complexities across the disciplines; recognize language differences, engage in self-monitoring, and adjust oral and written language in a range of contexts across the disciplines;
Accuracy of Production	<ul style="list-style-type: none"> be comprehensible when using a variety of grade-level expanded discourse or texts; and may exhibit some errors in pronunciation, grammar, and writing conventions that usually do not impede meaning. 	<ul style="list-style-type: none"> be comprehensible when using a variety of grade-level expanded discourse or texts on a variety of topics; and may exhibit some minor errors in pronunciation, grammar, and writing conventions that do not impede meaning.



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Walk-Through of the 2012 ELD Standards' Structure and Components: Grade 7 Example

California English Language Development Standards for Grade 7

Section 1: Goal, Critical Principles, and Overview	
<p>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 varieties 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.</p> <p>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 literary, 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.</p>	
<p>Part I: Interacting in Meaningful Ways</p>	
	Corresponding Common Core State Standards for English Language Arts
<p>A. Collaborative</p> <p>1. Exchanging information and ideas with others through oral collaborative discussions on a range of social and academic topics.....</p> <p>2. Interacting with others in written English in various communicative forms (print, communicative technology and multimedia).....</p> <p>3. Offering and justifying opinions, negotiating with and persuading others in communicative exchanges.....</p> <p>4. Adapting language choices to various contexts (based on task, purpose, audience, and text type).....</p>	<p>WSL.7.1.6; L.7.3.6</p> <p>WSL.7.6; WHST.7.6; SL.7.2; L.7.3.6</p> <p>WSL.7.1; WHST.7.1; SL.7.1.6; L.11-2.3.6</p> <p>WSL.7.4.5; WHST.7.4.5; SL.7.6; L.11.3.6</p>
<p>B. Interpretive</p> <p>5. Listening actively to spoken English in a range of social and academic contexts.....</p> <p>6. Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language.....</p> <p>7. Evaluating how well writers and speakers use language to support ideas and arguments with details or evidence depending on modality, text type, purpose, audience, topic, and content area.....</p> <p>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.....</p>	<p>WSL.7.1.3.6; L.7.1.3.6</p> <p>WSL.7.3-7.10; RI.7.1-10; RH.7.1-10; RST.7.1-10; SL.7.2; L.7.3.6</p> <p>WSL.7.4.5; RH.7.4.4.8; RH.7.4.4.6; RST.7.4.4-7.4.6; RH.7.3; L.7.3.6</p> <p>WSL.7.4.5; RH.7.4.5; RH.7.4.4.6; RST.7.4.4-7.4.6; L.7.3.6</p>
<p>C. Productive</p> <p>9. Expressing information and ideas in formal oral presentations on academic topics.....</p> <p>10. Writing literary and informational texts to present, analyze, and explain ideas and information, using appropriate technology.....</p> <p>11. Justifying own arguments and evaluating others' arguments in writing.....</p> <p>12. Selecting and applying varied and precise vocabulary and other language resources to effectively convey ideas.....</p>	<p>WSL.7.4.6; L.7.3.3</p> <p>WSL.7.1-10; WHST.7.1-10; L.7.1-10</p> <p>WSL.7.1.8-9; WHST.7.1.8-9; L.7.1.8-1.9</p> <p>WSL.7.4.5; WHST.7.4.5; SL.7.4.6; L.7.3.3.6</p>

California English Language Development Standards for Grade 7—August 29, 2012

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California English Language Development Standards for Grade 7

Texts and Discourse in Context	English Language Development Level Continuum		
	Emerging	Expanding	Bridging
<p>Part I: Strands 1-4: Corresponding Common Core State Standards for English Language Arts</p> <p>1. SL.7.6; L.7.3.6</p> <p>2. W.7.6; WHST.7.6; SL.7.2; L.7.3.6</p> <p>3. W.7.3; WHST.7.1; SL.7.1.6; L.11-2.3.6</p> <p>4. W.7.4.5; WHST.7.4.5; SL.7.6; L.7.1.3.6</p> <p>Purposes for using language include: describing, orientating, informing, interpreting, analyzing, recognizing, explaining, persuading, negotiating, justifying, evaluating, etc.</p> <p>Text types include: Informational text types include descriptions or accounts (e.g., scientific, historical, economic, technical), recounts (e.g., biography, memoir), information reports, explanations (e.g., causal, technical), expository (e.g., speeches, opinion pieces, argument, debate), responses (e.g., literary analysis), etc. Literary text types include stories (e.g., historical fiction, myth, graphic novel), poetry, drama, etc.</p> <p>Audiences include: Pairs (one-to-one) Small group (one-to-group) Whole group (one-to-many)</p>	<p>1. Exchanging Information/Ideas Engage in conversational exchanges and express ideas on familiar topics by asking and answering peers' and self-questions and responding using simple phrases.</p> <p>2. Interacting via written English Engage in short written exchanges with peers and collaborate on simple written texts on familiar topics, using technology when appropriate.</p> <p>3. Supporting opinions and persuading others Negotiate with or persuade others in conversations (e.g., to gain and hold the floor or ask for clarification), using learned phrases (e.g., I think... , ... Would you please repeat that?) and open responses.</p> <p>4. Adaptive language choices Adjust language choices according to social setting (e.g., classroom, break time) and audience (e.g., peers, teacher).</p>	<p>2. Exchanging Information/Ideas Contribute to class, group, and partner discussions by following turn-taking rules, asking relevant questions, affirming others, adding relevant information, and paraphrasing key ideas.</p> <p>2. Interacting via written English Engage in longer written exchanges with peers and collaborate on more detailed written texts on a variety of topics, using technology when appropriate.</p> <p>3. Supporting opinions and persuading others Negotiate with or persuade others in conversations (e.g., to provide counter-arguments) using learned phrases (e.g., I agree with you, ... ,) and open responses.</p> <p>4. Adaptive language choices Adjust language choices according to purpose (e.g., explaining, persuading, entertaining), task, and audience.</p>	<p>3. Exchanging Information/Ideas Contribute to class, group, and partner discussions by following turn-taking rules, asking relevant questions, affirming others, adding relevant information and evidence, paraphrasing key ideas, building on responses, and providing useful feedback.</p> <p>2. Interacting via written English Engage in extended written exchanges with peers and collaborate on complex written texts on a variety of topics, using technology when appropriate.</p> <p>3. Supporting opinions and persuading others Negotiate with or persuade others in conversations using appropriate register (e.g., to acknowledge new information) using a variety of learned phrases, indirect reported speech (e.g., I heard you say X, but I haven't thought about that before), and open responses.</p> <p>4. Adaptive language choices Adjust language choices according to task (e.g., facilitating a science experiment, providing peer feedback on a writing assignment), purpose, task, and audience.</p>

California English Language Development Standards for Grade 7—August 29, 2012

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Section 1: Goal, Critical Principles, and 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 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.

Part I: Interacting in Meaningful Ways

Corresponding Common Core State Standards for English Language Arts*

A. Collaborative

- | | |
|--------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------|
| 1. Exchanging information and ideas with others through oral collaborative discussions on a range of social and academic topics..... | •SL.7.1,6; L.7.3,6 |
| 2. Interacting with others in written English in various communicative forms (print, communicative technology and multimedia)..... | •W.7.6; WHST.7.6; SL.7.2; L.7.3,6 |
| 3. Offering and justifying opinions, negotiating with and persuading others in communicative exchanges..... | •W.7.1; WHST.7.1; SL.7.1,4,6; L.11-2.3,6 |
| 4. Adapting language choices to various contexts (based on task, purpose, audience, and text type) | •W.7.4-5; WHST.4-5; SL.7.6; L.7.1,3,6 |

B. Interpretive

- | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------|
| 5. Listening actively to spoken English in a range of social and academic contexts | •SL.7.1,3,6; L.7.1,3,6 |
| 6. Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language | •RL.7.1-7.9-10; RI.7.1-10; RH.7.1-10; RST.7.1-10; SL.7.2; L.7.1,3,6 |
| 7. Evaluating how well writers and speakers use language to support ideas and arguments with details or evidence depending on modality, text type, purpose, audience, topic, and content area..... | •RL.7.4-5; RI.7.4,6,8; RH.7.4-6,8; RST.7.4-6,8; SL.7.3; L.7.3,5-6 |
| 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.7.4-5; RI.7.4-5; RH.7.4-5; RST.7.4-5; SL.7.3; L.7.3,5-6 |

C. Productive

- | | |
|------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------|
| 9. Expressing information and ideas in formal oral presentations on academic topics..... | •SL.7.4-6; L.7.1,3 |
| 10. Writing literary and informational texts to present, describe, and explain ideas and information, using appropriate technology | •W.7.1-10; WHST.7.1-2,4-10; L.7.1-6 |
| 11. Justifying own arguments and evaluating others' arguments in writing | •W.7.1,8-9; WHST.7.1,8-9; L.7.1-3,6 |
| 12. Selecting and applying varied and precise vocabulary and other language resources to effectively convey ideas..... | •W.7.4-5; WHST.7.4-5; SL.7.4,6; L.7.1,3,5-6 |

Section 1: Goal, Critical Principles, and 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 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.

Part I: Interacting in Meaningful Ways

Corresponding Common Core State Standards for English Language Arts*

A. Collaborative 1. Exchanging information and ideas with others through oral collaborative discussions on a range of social and academic topics..... 2. Interacting with others in written English in various communicative forms (print, communicative technology and multimedia)..... 3. Offering and justifying opinions, negotiating with and persuading others in communicative exchanges..... 4. Adapting language choices to various contexts (based on task, purpose, audience, and text type)	•SL.7.1,6; L.7.3,6 •W.7.6; WHST.7.6; SL.7.2; L.7.3,6 •W.7.1; WHST.7.1; SL.7.1,4,6; L.11-2.3,6 •W.7.4-5; WHST.4-5; SL.7.6; L.7.1,3,6
B. Interpretive 5. Listening actively to spoken English in a range of social and academic contexts 6. Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language 7. Evaluating how well writers and speakers use language to support ideas and arguments with details or evidence depending on modality, text type, purpose, audience, topic, and content area 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	•SL.7.1,3,6; L.7.1,3,6 •RL.7.1-7.9-10; RI.7.1-10; RH.7.1-10; RST.7.1-10; SL.7.2; L.7.1,3,6 •RL.7.4-5; RI.7.4,6,8; RH.7.4-6,8; RST.7.4-6,8; SL.7.3; L.7.3,5-6 •RL.7.4-5; RI.7.4-5; RH.7.4-5; RST.7.4-5; SL.7.3; L.7.3,5-6
C. Productive 9. Expressing information and ideas in formal oral presentations on academic topics..... 10. Writing literary and informational texts to present, describe, and explain ideas and information, using appropriate technology..... 11. Justifying own arguments and evaluating others' arguments in writing 12. Selecting and applying varied and precise vocabulary and other language resources to effectively convey ideas.....	•SL.7.4-6; L.7.1,3 •W.7.1-10; WHST.7.1-2,4-10; L.7.1-6 •W.7.1,8-9; WHST.7.1,8-9; L.7.1-3,6 •W.7.4-5; WHST.7.4-5; SL.7.4,6; L.7.1,3,5-6

Section 1: Goal, Critical Principles, and Overview	
<p>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.</p>	
<p>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.</p>	
Part I: Interacting in Meaningful Ways	Corresponding Common Core State Standards for English Language Arts*
<p>A. Collaborative</p> <ol style="list-style-type: none"> Exchanging information and ideas with others through oral collaborative discussions on a range of social and academic topics..... Interacting with others in written English in various communicative forms (print, communicative technology and multimedia)..... Offering and justifying opinions, negotiating with and persuading others in communicative exchanges..... Adapting language choices to various contexts (based on task, purpose, audience, and text type) 	<ul style="list-style-type: none"> •SL.7.1,6; L.7.3,6 •W.7.6; WHST.7.6; SL.7.2; L.7.3,6 •W.7.1; WHST.7.1; SL.7.1,4,6; L.11-2.3,6 •W.7.4-5; WHST.4-5; SL.7.6; L.7.1,3,6
<p>B. Interpretive</p> <ol style="list-style-type: none"> Listening actively to spoken English in a range of social and academic contexts Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language Evaluating how well writers and speakers use language to support ideas and arguments with details or evidence depending on modality, text type, purpose, audience, topic, and content area 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 	<ul style="list-style-type: none"> •SL.7.1,3,6; L.7.1,3,6 •RL.7.1-7.9-10; RI.7.1-10; RH.7.1-10; RST.7.1-10; SL.7.2; L.7.1,3,6 •RL.7.4-5; RI.7.4,6,8; RH.7.4-6,8; RST.7.4-6,8; SL.7.3; L.7.3,5-6 •RL.7.4-5; RI.7.4-5; RH.7.4-5; RST.7.4-5; SL.7.3; L.7.3,5-6
<p>C. Productive</p> <ol style="list-style-type: none"> Expressing information and ideas in formal oral presentations on academic topics..... Writing literary and informational texts to present, describe, and explain ideas and information, using appropriate technology..... Justifying own arguments and evaluating others' arguments in writing Selecting and applying varied and precise vocabulary and other language resources to effectively convey ideas..... 	<ul style="list-style-type: none"> •SL.7.4-6; L.7.1,3 •W.7.1-10; WHST.7.1-2,4-10; L.7.1-6 •W.7.1,8-9; WHST.7.1,8-9; L.7.1-3,6 •W.7.4-5; WHST.7.4-5; SL.7.4,6; L.7.1,3,5-6

Part II: Learning About How English Works	Corresponding Common Core State Standards for English Language Arts *
A. Structuring Cohesive Texts 1. Understanding text structure 2. Understanding cohesion	•RL.7.5; RI.7.5; RH.7.5; RST.7.5; W.7.1-5,10; WHST.7.1-2,4-5,10; SL.7.4 •RI.7.5; RH.7.5; RST.7.5; W.7.1-5,10; WHST.7.1-2,4-5,10; L.7.1,3-6
B. Expanding & Enriching Ideas 3. Using verbs and verb phrases 4. Using nouns and noun phrases 5. Modifying to add details	•W.7.5; WHST.7.5; SL.7.6; L.7.1,3-6 •W.7.5; WHST.7.5; SL.7.6; L.7.1,3-6 •W.7.4-5; WHST.7.4-5; SL.7.6; L.7.1,3-6
C. Connecting & Condensing Ideas 6. Connecting ideas 7. Condensing ideas	•W.7.1-5; WHST.7.1-2,4-5; SL.7.4,6; L.7.1,3-6 •W.7.1-5; WHST.7.1-2,4-5; SL.7.4,6; L.7.1,3-6
Part III: Using Foundational Literacy Skills	•RF.K-1.1-4; RF.2-5.3-4 (as appropriate)
* The California English Language Development Standards correspond to California’s Common Core State Standards for English Language Arts (ELA) and, for 6–12, Literacy in History/Social Studies, Science, and Technical Subjects. 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.	

Part II: Learning About How English Works	Corresponding Common Core State Standards for English Language Arts *
A. Structuring Cohesive Texts 1. Understanding text structure 2. Understanding cohesion	•RL.7.5; RI.7.5; RH.7.5; RST.7.5; W.7.1-5,10; WHST.7.1-2,4-5,10; SL.7.4 •RI.7.5; RH.7.5; RST.7.5; W.7.1-5,10; WHST.7.1-2,4-5,10; L.7.1,3-6
B. Expanding & Enriching Ideas 3. Using verbs and verb phrases 4. Using nouns and noun phrases 5. Modifying to add details	•W.7.5; WHST.7.5; SL.7.6; L.7.1,3-6 •W.7.5; WHST.7.5; SL.7.6; L.7.1,3-6 •W.7.4-5; WHST.7.4-5; SL.7.6; L.7.1,3-6
C. Connecting & Condensing Ideas 6. Connecting ideas 7. Condensing ideas	•W.7.1-5; WHST.7.1-2,4-5; SL.7.4,6; L.7.1,3-6 •W.7.1-5; WHST.7.1-2,4-5; SL.7.4,6; L.7.1,3-6
Part III: Using Foundational Literacy Skills	•RF.K-1.1-4; RF.2-5.3-4 (as appropriate)
* The California English Language Development Standards correspond to California’s Common Core State Standards for English Language Arts (ELA) and, for 6–12, Literacy in History/Social Studies, Science, and Technical Subjects. 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.	

Part II: Learning About How English Works	Corresponding Common Core State Standards for English Language Arts *
A. Structuring Cohesive Texts 1. Understanding text structure 2. Understanding cohesion	•RL.7.5; RI.7.5; RH.7.5; RST.7.5; W.7.1-5,10; WHST.7.1-2,4-5,10; SL.7.4 •RI.7.5; RH.7.5; RST.7.5; W.7.1-5,10; WHST.7.1-2,4-5,10; L.7.1,3-6
B. Expanding & Enriching Ideas 3. Using verbs and verb phrases 4. Using nouns and noun phrases 5. Modifying to add details	•W.7.5; WHST.7.5; SL.7.6; L.7.1,3-6 •W.7.5; WHST.7.5; SL.7.6; L.7.1,3-6 •W.7.4-5; WHST.7.4-5; SL.7.6; L.7.1,3-6
C. Connecting & Condensing Ideas 6. Connecting ideas 7. Condensing ideas	•W.7.1-5; WHST.7.1-2,4-5; SL.7.4,6; L.7.1,3-6 •W.7.1-5; WHST.7.1-2,4-5; SL.7.4,6; L.7.1,3-6
Part III: Using Foundational Literacy Skills	•RF.K-1.1-4; RF.2-5.3-4 (as appropriate)
* The California English Language Development Standards correspond to California’s Common Core State Standards for English Language Arts (ELA) and, for 6–12, Literacy in History/Social Studies, Science, and Technical Subjects. 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.	

Part I: Interacting in Meaningful Ways

California English Language Development Standards for Grade 7

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

Texts and Discourse in Context	English Language Development Level Continuum →----- Emerging -----→----- Expanding -----→----- Bridging -----→			
<p>Part I, strands 1–4 Corresponding Common Core State Standards for English Language Arts:</p> <ol style="list-style-type: none"> SL.7.1,6; L.7.3,6 W.7.6; WHST.7.6; SL.7.2; L.7.3,6 W.7.1; WHST.7.1; SL.7.1,4,6; L.11-2.3,6 W.7.4-5; WHST.4-5; SL.7.6; L.7.1,3,6 <p>Purposes for using language include: Describing, entertaining, informing, interpreting, analyzing, recounting, explaining, persuading, negotiating, justifying, evaluating, etc.</p> <p>Text types include: Informational text types include descriptions or accounts (e.g., scientific, historical, economic, technical), recounts (e.g., biography, memoir), information reports, explanations (e.g., causal, factorial), expositions (e.g., speeches, opinion pieces, argument, debate), responses (e.g., literary analysis), etc.</p> <p>Literary text types include stories (e.g., historical fiction, myths, graphic novels), poetry, drama, etc.</p> <p>Audiences include: Peers (one-to-one) Small group (one-to-group) Whole group (one-to-many)</p>	A. Collaborative	<p>1. Exchanging information/ideas Engage in conversational exchanges and express ideas on familiar topics by asking and answering <i>yes-no</i> and <i>wh</i>-questions and responding using simple phrases.</p> <p>2. Interacting via written English Engage in short written exchanges with peers and collaborate on simple written texts on familiar topics, using technology when appropriate.</p> <p>3. Supporting opinions and persuading others Negotiate with or persuade others in conversations (e.g., to gain and hold the floor or ask for clarification) using learned phrases (e.g., <i>I think . . .</i>, <i>Would you please repeat that?</i>) and open responses.</p> <p>4. Adapting language choices Adjust language choices according to social setting (e.g., classroom, break time) and audience (e.g., peers, teacher).</p>	<p>1. Exchanging information/ideas Contribute to class, group, and partner discussions by following turn-taking rules, asking relevant questions, affirming others, adding relevant information, and paraphrasing key ideas.</p> <p>2. Interacting via written English Engage in longer written exchanges with peers and collaborate on more detailed written texts on a variety of topics, using technology when appropriate.</p> <p>3. Supporting opinions and persuading others Negotiate with or persuade others in conversations (e.g., to provide counter-arguments) using learned phrases (<i>I agree with X, but . . .</i>), and open responses.</p> <p>4. Adapting language choices Adjust language choices according to purpose (e.g., explaining, persuading, entertaining), task, and audience.</p>	<p>1. Exchanging information/ideas Contribute to class, group, and partner discussions by following turn-taking rules, asking relevant questions, affirming others, adding relevant information and evidence, paraphrasing key ideas, building on responses, and providing useful feedback.</p> <p>2. Interacting via written English Engage in extended written exchanges with peers and collaborate on complex written texts on a variety of topics, using technology when appropriate.</p> <p>3. Supporting opinions and persuading others Negotiate with or persuade others in conversations using appropriate register (e.g., to acknowledge new information) using a variety of learned phrases, indirect reported speech (e.g., <i>I heard you say X, and I haven't thought about that before</i>), and open responses.</p> <p>4. Adapting language choices Adjust language choices according to task (e.g., facilitating a science experiment, providing peer feedback on a writing assignment), purpose, task, and audience.</p>

Part I: Interacting in Meaningful Ways

California English Language Development Standards for Grade 7

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

Texts and Discourse in Context	English Language Development Level Continuum			
	→----- Emerging -----→	→----- Expanding -----→	→----- Bridging -----→	
<p>Part I, strands 1–4 Corresponding Common Core State Standards for English Language Arts:</p> <ol style="list-style-type: none"> SL.7.1,6; L.7.3,6 W.7.6; WHST.7.6; SL.7.2; L.7.3,6 W.7.1; WHST.7.1; SL.7.1,4,6; L.11-2.3,6 W.7.4-5; WHST.4-5; SL.7.6; L.7.1,3,6 <p>Purposes for using language include: Describing, entertaining, informing, interpreting, analyzing, recounting, explaining, persuading, negotiating, justifying, evaluating, etc.</p> <p>Text types include: Informational text types include descriptions or accounts (e.g., scientific, historical, economic, technical), recounts (e.g., biography, memoir), information reports, explanations (e.g., causal, factorial), expositions (e.g., speeches, opinion pieces, argument, debate), responses (e.g., literary analysis), etc.</p> <p>Literary text types include stories (e.g., historical fiction, myths, graphic novels), poetry, drama, etc.</p> <p>Audiences include: Peers (one-to-one) Small group (one-to-group) Whole group (one-to-many)</p>	A. Collaborative	<p>1. Exchanging information/ideas Engage in conversational exchanges and express ideas on familiar topics by asking and answering <i>yes-no</i> and <i>wh-</i> questions and responding using simple phrases.</p> <p>2. Interacting via written English Engage in short written exchanges with peers and collaborate on simple written texts on familiar topics, using technology when appropriate.</p> <p>3. Supporting opinions and persuading others Negotiate with or persuade others in conversations (e.g., to gain and hold the floor or ask for clarification) using learned phrases (e.g., <i>I think. . .</i>, <i>Would you please repeat that?</i>) and open responses.</p> <p>4. Adapting language choices Adjust language choices according to social setting (e.g., classroom, break time) and audience (e.g., peers, teacher).</p>	<p>1. Exchanging information/ideas Contribute to class, group, and partner discussions by following turn-taking rules, asking relevant questions, affirming others, adding relevant information, and paraphrasing key ideas.</p> <p>2. Interacting via written English Engage in longer written exchanges with peers and collaborate on more detailed written texts on a variety of topics, using technology when appropriate.</p> <p>3. Supporting opinions and persuading others Negotiate with or persuade others in conversations (e.g., to provide counter-arguments) using learned phrases (<i>I agree with X, but. . .</i>), and open responses.</p> <p>4. Adapting language choices Adjust language choices according to purpose (e.g., explaining, persuading, entertaining), task, and audience.</p>	<p>1. Exchanging information/ideas Contribute to class, group, and partner discussions by following turn-taking rules, asking relevant questions, affirming others, adding relevant information and evidence, paraphrasing key ideas, building on responses, and providing useful feedback.</p> <p>2. Interacting via written English Engage in extended written exchanges with peers and collaborate on complex written texts on a variety of topics, using technology when appropriate.</p> <p>3. Supporting opinions and persuading others Negotiate with or persuade others in conversations using appropriate register (e.g., to acknowledge new information) using a variety of learned phrases, indirect reported speech (e.g., <i>I heard you say X, and I haven't thought about that before</i>), and open responses.</p> <p>4. Adapting language choices Adjust language choices according to task (e.g., facilitating a science experiment, providing peer feedback on a writing assignment), purpose, task, and audience.</p>

Part I: Interacting in Meaningful Ways

California English Language Development Standards for Grade 7

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

Texts and Discourse in Context	English Language Development Level Continuum			
	→----- Emerging -----→		→----- Expanding -----→	
<p>Part I, strands 1–4 Corresponding Common Core State Standards for English Language Arts:</p> <ol style="list-style-type: none"> SL.7.1,6; L.7.3,6 W.7.6; WHST.7.6; SL.7.2; L.7.3,6 W.7.1; WHST.7.1; SL.7.1,4,6; L.11-2.3,6 W.7.4-5; WHST.4-5; SL.7.6; L.7.1,3,6 <p>Purposes for using language include: Describing, entertaining, informing, interpreting, analyzing, recounting, explaining, persuading, negotiating, justifying, evaluating, etc.</p> <p>Text types include: Informational text types include descriptions or accounts (e.g., scientific, historical, economic, technical), recounts (e.g., biography, memoir), information reports, explanations (e.g., causal, factorial), expositions (e.g., speeches, opinion pieces, argument, debate), responses (e.g., literary analysis), etc.</p> <p>Literary text types include stories (e.g., historical fiction, myths, graphic novels), poetry, drama, etc.</p> <p>Audiences include: Peers (one-to-one) Small group (one-to-group) Whole group (one-to-many)</p>	A. Collaborative	<p>1. Exchanging information/ideas Engage in conversational exchanges and express ideas on familiar topics by asking and answering <i>yes-no</i> and <i>wh-</i> questions and responding using simple phrases.</p>	<p>1. Exchanging information/ideas Contribute to class, group, and partner discussions by following turn-taking rules, asking relevant questions, affirming others, adding relevant information, and paraphrasing key ideas.</p>	<p>1. Exchanging information/ideas Contribute to class, group, and partner discussions by following turn-taking rules, asking relevant questions, affirming others, adding relevant information and evidence, paraphrasing key ideas, building on responses, and providing useful feedback.</p>
		<p>2. Interacting via written English Engage in short written exchanges with peers and collaborate on simple written texts on familiar topics, using technology when appropriate.</p>	<p>2. Interacting via written English Engage in longer written exchanges with peers and collaborate on more detailed written texts on a variety of topics, using technology when appropriate.</p>	<p>2. Interacting via written English Engage in extended written exchanges with peers and collaborate on complex written texts on a variety of topics, using technology when appropriate.</p>
		<p>3. Supporting opinions and persuading others Negotiate with or persuade others in conversations (e.g., to gain and hold the floor or ask for clarification) using learned phrases (e.g., <i>I think. . .</i>, <i>Would you please repeat that?</i>) and open responses.</p>	<p>3. Supporting opinions and persuading others Negotiate with or persuade others in conversations (e.g., to provide counter-arguments) using learned phrases (<i>I agree with X, but. . .</i>), and open responses.</p>	<p>3. Supporting opinions and persuading others Negotiate with or persuade others in conversations using appropriate register (e.g., to acknowledge new information) using a variety of learned phrases, indirect reported speech (e.g., <i>I heard you say X, and I haven't thought about that before</i>), and open responses.</p>
		<p>4. Adapting language choices Adjust language choices according to social setting (e.g., classroom, break time) and audience (e.g., peers, teacher).</p>	<p>4. Adapting language choices Adjust language choices according to purpose (e.g., explaining, persuading, entertaining), task, and audience.</p>	<p>4. Adapting language choices Adjust language choices according to task (e.g., facilitating a science experiment, providing peer feedback on a writing assignment), purpose, task, and audience.</p>

Part I: Interacting in Meaningful Ways

California English Language Development Standards for Grade 7

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

Texts and Discourse in Context	English Language Development Level Continuum			
	→----- Emerging -----→	→----- Expanding -----→	→----- Bridging -----→	
<p>Part I, strands 1–4 Corresponding Common Core State Standards for English Language Arts:</p> <ol style="list-style-type: none"> SL.7.1,6; L.7.3,6 W.7.6; WHST.7.6; SL.7.2; L.7.3,6 W.7.1; WHST.7.1; SL.7.1,4,6; L.11-2.3,6 W.7.4-5; WHST.4-5; SL.7.6; L.7.1,3,6 <p>Purposes for using language include: Describing, entertaining, informing, interpreting, analyzing, recounting, explaining, persuading, negotiating, justifying, evaluating, etc.</p> <p>Text types include: Informational text types include descriptions or accounts (e.g., scientific, historical, economic, technical), recounts (e.g., biography, memoir), information reports, explanations (e.g., causal, factorial), expositions (e.g., speeches, opinion pieces, argument, debate), responses (e.g., literary analysis), etc.</p> <p>Literary text types include stories (e.g., historical fiction, myths, graphic novels), poetry, drama, etc.</p> <p>Audiences include: Peers (one-to-one) Small group (one-to-group) Whole group (one-to-many)</p>	A. Collaborative	<p>1. Exchanging information/ideas Engage in conversational exchanges and express ideas on familiar topics by asking and answering <i>yes-no</i> and <i>wh-</i> questions and responding using simple phrases.</p>	<p>1. Exchanging information/ideas Contribute to class, group, and partner discussions by following turn-taking rules, asking relevant questions, affirming others, adding relevant information, and paraphrasing key ideas.</p>	<p>1. Exchanging information/ideas Contribute to class, group, and partner discussions by following turn-taking rules, asking relevant questions, affirming others, adding relevant information and evidence, paraphrasing key ideas, building on responses, and providing useful feedback.</p>
		<p>2. Interacting via written English Engage in short written exchanges with peers and collaborate on simple written texts on familiar topics, using technology when appropriate.</p>	<p>2. Interacting via written English Engage in longer written exchanges with peers and collaborate on more detailed written texts on a variety of topics, using technology when appropriate.</p>	<p>2. Interacting via written English Engage in extended written exchanges with peers and collaborate on complex written texts on a variety of topics, using technology when appropriate.</p>
		<p>3. Supporting opinions and persuading others Negotiate with or persuade others in conversations (e.g., to gain and hold the floor or ask for clarification) using learned phrases (e.g., <i>I think. . .</i>, <i>Would you please repeat that?</i>) and open responses.</p>	<p>3. Supporting opinions and persuading others Negotiate with or persuade others in conversations (e.g., to provide counter-arguments) using learned phrases (<i>I agree with X, but. . .</i>), and open responses.</p>	<p>3. Supporting opinions and persuading others Negotiate with or persuade others in conversations using appropriate register (e.g., to acknowledge new information) using a variety of learned phrases, indirect reported speech (e.g., <i>I heard you say X, and I haven't thought about that before</i>), and open responses.</p>
		<p>4. Adapting language choices Adjust language choices according to social setting (e.g., classroom, break time) and audience (e.g., peers, teacher).</p>	<p>4. Adapting language choices Adjust language choices according to purpose (e.g., explaining, persuading, entertaining), task, and audience.</p>	<p>4. Adapting language choices Adjust language choices according to task (e.g., facilitating a science experiment, providing peer feedback on a writing assignment), purpose, task, and audience.</p>

Part I: Interacting in Meaningful Ways

California English Language Development Standards for Grade 7

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

Texts and Discourse in Context	English Language Development Level Continuum			
	→----- Emerging -----→	→----- Expanding -----→	→----- Bridging -----→	
<p>Part I, strands 5–8 Corresponding Common Core State Standards for English Language Arts:</p> <p>5. SL.7.1,3,6; L.7.1,3,6 6. RL.7.1-7,9-10; RI.7.1-10; RH.7.1-10; RST.7.1-10; SL.7.2; L.7.1,3,6 7. RL.7.4-5; RI.7.4,6,8; RH.7.4-6,8; RST.7.4-6,8; SL.7.3; L.7.3,5-6 8. RL.7.4-5; RI.7.4-5; RH.7.4-5; RST.7.4-5; SL.7.3; L.7.3,5-6</p> <p><u>Purposes for using language include:</u> Describing, entertaining, informing, interpreting, analyzing, recounting, explaining, persuading, negotiating, justifying, evaluating, etc.</p> <p><u>Text types include:</u> Informational text types include descriptions or accounts (e.g., scientific, historical, economic, technical), recounts (e.g., biography, memoir), information reports, explanations (e.g., causal, factorial), expositions (e.g., speeches, opinion pieces, argument, debate), responses (e.g., literary analysis), etc. Literary text types include stories (e.g., historical fiction, myths, graphic novels), poetry, drama, etc.</p> <p><u>Audiences include:</u> Peers (one-to-one) Small group (one-to-group) Whole group (one-to-many)</p>	<p>B. Interpretive (page 1 of 2)</p>	<p>5. Listening actively Demonstrate active listening in oral presentation activities by asking and answering basic questions with prompting and substantial support.</p>	<p>5. Listening actively Demonstrate active listening in oral presentation activities by asking and answering detailed questions with occasional prompting and moderate support.</p>	<p>5. Listening actively Demonstrate active listening in oral presentation activities by asking and answering detailed questions with minimal prompting and support.</p>
		<p>6. Reading/viewing closely a) Explain ideas, phenomena, processes, and text relationships (e.g., compare/contrast, cause/effect, problem/solution) based on close reading of a variety of grade-appropriate texts and viewing of multimedia with substantial support.</p>	<p>6. Reading/viewing closely a) Explain ideas, phenomena, processes, and text relationships (e.g., compare/contrast, cause/effect, problem/solution) based on close reading of a variety of grade-level texts and viewing of multimedia with moderate support.</p>	<p>6. Reading/viewing closely a) Explain ideas, phenomena, processes, and text relationships (e.g., compare/contrast, cause/effect, problem/solution) based on close reading of a variety of grade-level texts and viewing of multimedia with light support.</p>
		<p>b) Express inferences and conclusions drawn based on close reading of grade-appropriate texts and viewing of multimedia using some frequently used verbs (e.g., <i>shows that, based on</i>).</p>	<p>b) Express inferences and conclusions drawn based on close reading of grade-appropriate texts and viewing of multimedia using a variety of verbs (e.g., <i>suggests that, leads to</i>).</p>	<p>b) 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., <i>indicates that, influences</i>).</p>
<p>c) Use knowledge of morphology (e.g., affixes, roots, and base words), context, reference materials, and visual cues to determine the meaning of unknown and multiple-meaning words on familiar topics.</p>	<p>c) Use knowledge of morphology (e.g., affixes, roots, and base words), context, reference materials, and visual cues to determine the meaning of unknown and multiple-meaning words on familiar and new topics.</p>	<p>c) Use knowledge of morphology (e.g., affixes, roots, and base words), context, reference materials, and visual cues to determine the meaning, including figurative and connotative meanings, of unknown and multiple-meaning words on a variety of new topics.</p>		

Part I: Interacting in Meaningful Ways

California English Language Development Standards for Grade 7

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

Texts and Discourse in Context	English Language Development Level Continuum			
	→----- Emerging -----→	→----- Expanding -----→	→----- Bridging -----→	
<p>Part I, strands 9–12 Corresponding Common Core State Standards for English Language Arts:</p> <p>9. SL.7.4-6; L.7.1,3 10. W.7.1-10; WHST.7.1-2,4-10; L.7.1-6 11. W.7.1,8-9; WHST.7.1,8-9; L.7.1-3,6 12. W.7.4-5; WHST.7.4-5; SL.7.4,6; L.7.1,3,5-6</p> <p>Purposes for using language include: Describing, entertaining, informing, interpreting, analyzing, recounting, explaining, persuading, negotiating, justifying, evaluating, etc.</p> <p>Text types include: Informational text types include descriptions or accounts (e.g., scientific, historical, economic, technical), recounts (e.g., biography, memoir), information reports, explanations (e.g., causal, factorial), expositions (e.g., speeches, opinion pieces, argument, debate), responses (e.g., literary analysis), etc. Literary text types include stories (e.g., historical fiction, myths, graphic novels), poetry, drama, etc.</p> <p>Audiences include: Peers (one-to-one) Small group (one-to-group) Whole group (one-to-many)</p>	C. Productive (page 1 of 2)	<p>9. Presenting Plan and deliver brief informative oral presentations on familiar topics.</p>	<p>9. Presenting Plan and deliver longer oral presentations on a variety of topics, using details and evidence to support ideas.</p>	<p>9. Presenting Plan and deliver longer oral presentations on a variety of topics in a variety of disciplines, using reasoning and evidence to support ideas, as well as growing understanding of register.</p>
		<p>10. Writing a) Write short literary and informational texts (e.g., an argument for wearing school uniforms) collaboratively (e.g., with peers) and independently.</p>	<p>10. Writing a) Write longer literary and informational texts (e.g., an argument for wearing school uniforms) collaboratively (e.g., with peers) and independently using appropriate text organization.</p>	<p>10. Writing a) Write longer and more detailed literary and informational texts (e.g., an argument for wearing school uniforms) collaboratively (e.g., with peers) and independently using appropriate text organization and growing understanding of register.</p>
		<p>b) Write brief summaries of texts and experiences using complete sentences and key words (e.g., from notes or graphic organizers).</p> <p>11. Justifying/arguing a) Justify opinions by providing some textual evidence or relevant background knowledge with substantial support.</p> <p>b) Express attitude and opinions or temper statements with familiar modal expressions (e.g., <i>can, may</i>).</p>	<p>b) Write increasingly concise summaries of texts and experiences using complete sentences and key words (e.g., from notes or graphic organizers).</p> <p>11. Justifying/arguing a) Justify opinions or persuade others by providing relevant textual evidence or relevant background knowledge with moderate support.</p> <p>b) Express attitude and opinions or temper statements with a variety of familiar modal expressions (e.g., <i>possibly/likely, could/would/should</i>).</p>	<p>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).</p> <p>11. Justifying/arguing a) Justify opinions or persuade others by providing detailed and relevant textual evidence or relevant background knowledge with light support.</p> <p>b) Express attitude and opinions or temper statements with nuanced modal expressions (e.g., <i>possibly/potentially/absolutely, should/might</i>).</p>

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

Part II: Learning About How English Works

Texts and Discourse in Context	English Language Development Level Continuum →----- Emerging -----→----- Expanding -----→----- Bridging -----→			
<p>Part II, strands 1–2 Corresponding Common Core State Standards for English Language Arts:</p> <ol style="list-style-type: none"> RL.7.5; RI.7.5; RH.7.5; RST.7.5; W.7.1-5,10; WHST.7.1-2,4-5,10; SL.7.4 RI.7.5; RH.7.5; RST.7.5; W.7.1-5,10; WHST.7.1-2,4-5,10; L.7.1,3-6 <p>Purposes for using language include: Describing, entertaining, informing, interpreting, analyzing, recounting, explaining, persuading, negotiating, justifying, evaluating, etc.</p> <p>Text types include: Informational text types include descriptions or accounts (e.g., scientific, historical, economic, technical), recounts (e.g., biography, memoir), information reports, explanations (e.g., causal, factorial), expositions (e.g., speeches, opinion pieces, argument, debate), responses (e.g., literary analysis), etc.</p> <p>Literary text types include stories (e.g., historical fiction, myths, graphic novels), poetry, drama, etc.</p> <p>Audiences include: Peers (one-to-one) Small group (one-to-group) Whole group (one-to-many)</p>	<p>A. Structuring Cohesive Texts</p>	<p>1. Understanding text structure Apply understanding of how different text types are organized to express ideas (e.g., how narratives are organized sequentially) to comprehending texts and to writing brief arguments, informative/explanatory texts and narratives.</p> <p>2. Understanding cohesion a) Apply knowledge of familiar language resources for referring to make texts more cohesive (e.g., how pronouns refer back to nouns in text) to comprehending texts and writing brief texts. b) Apply basic understanding of how ideas, events, or reasons are linked throughout a text using everyday connecting words or phrases (e.g., <i>at the end, next</i>) to comprehending texts and writing brief texts.</p>	<p>1. Understanding text structure Apply understanding of the organizational features of different text types (e.g., how narratives are organized by an event sequence that unfolds naturally versus how arguments are organized around reasons and evidence) to comprehending texts and to writing increasingly clear and coherent arguments, informative/explanatory texts and narratives.</p> <p>2. Understanding cohesion a) Apply knowledge of familiar language resources for referring to make texts more cohesive (e.g., how pronouns refer back to nouns in text, how using synonyms helps avoid repetition) to comprehending texts and writing texts with increasing cohesion. b) Apply growing understanding of how ideas, events, or reasons are linked throughout a text using a variety of connecting words or phrases (e.g., <i>for example, as a result, on the other hand</i>) to comprehending texts and writing texts with increasing cohesion.</p>	<p>1. Understanding text structure Apply understanding of the organizational structure of different text types (e.g., how narratives are organized by an event sequence that unfolds naturally versus how arguments are organized around reasons and evidence) to comprehending texts and to writing clear and cohesive arguments, informative/explanatory texts and narratives.</p> <p>2. Understanding cohesion a) Apply knowledge of familiar language resources for referring to make texts more cohesive (e.g., how pronouns, synonyms, or nominalizations are used to refer backward in a text) to comprehending texts and writing cohesive texts. b) Apply increasing understanding of how ideas, events, or reasons are linked throughout a text using an increasing variety of academic connecting and transitional words or phrases (e.g., <i>for instance, in addition, consequently</i>) to comprehending texts and writing texts with increasing cohesion.</p>

Part II: Learning about How English Works

California English Language Development Standards for Grade 7

Section 2: Elaboration on Critical Principles for Developing Language & Cognition in Academic Contexts Part II: Learning About How English Works

Texts and Discourse in Context	English Language Development Level Continuum			
	→ Emerging ←	→ Expanding ←	→ Bridging ←	
<p>Part II, strands 1–2 Corresponding Common Core State Standards for English Language Arts:</p> <p>1. RL.7.5; RI.7.5; RH.7.5; RST.7.5; W.7.1-5,10; WHST.7.1-2,4-5,10; SL.7.4</p> <p>2. RI.7.5; RH.7.5; RST.7.5; W.7.1-5,10; WHST.7.1-2,4-5,10; L.7.1,3-6</p> <p>Purposes for using language include: Describing, entertaining, informing, interpreting, analyzing, recounting, explaining, persuading, negotiating, justifying, evaluating, etc.</p> <p>Text types include: Informational text types include descriptions or accounts (e.g., scientific, historical, economic, technical), recounts (e.g., biography, memoir), information reports, explanations (e.g., causal, factorial), expositions (e.g., speeches, opinion pieces, argument, debate), responses (e.g., literary analysis), etc.</p> <p>Literary text types include stories (e.g., historical fiction, myths, graphic novels), poetry, drama, etc.</p> <p>Audiences include: Peers (one-to-one) Small group (one-to-group) Whole group (one-to-many)</p>	A. Structuring Cohesive Texts	<p>1. Understanding text structure Apply understanding of how different text types are organized to express ideas (e.g., how narratives are organized sequentially) to comprehending texts and to writing brief arguments, informative/explanatory texts and narratives.</p>	<p>1. Understanding text structure Apply understanding of the organizational features of different text types (e.g., how narratives are organized by an event sequence that unfolds naturally versus how arguments are organized around reasons and evidence) to comprehending texts and to writing increasingly clear and coherent arguments, informative/explanatory texts and narratives.</p>	<p>1. Understanding text structure Apply understanding of the organizational structure of different text types (e.g., how narratives are organized by an event sequence that unfolds naturally versus how arguments are organized around reasons and evidence) to comprehending texts and to writing clear and cohesive arguments, informative/explanatory texts and narratives.</p>
		<p>2. Understanding cohesion a) Apply knowledge of familiar language resources for referring to make texts more cohesive (e.g., how pronouns refer back to nouns in text) to comprehending texts and writing brief texts.</p>	<p>2. Understanding cohesion a) Apply knowledge of familiar language resources for referring to make texts more cohesive (e.g., how pronouns refer back to nouns in text, how using synonyms helps avoid repetition) to comprehending texts and writing texts with increasing cohesion.</p>	<p>2. Understanding cohesion a) Apply knowledge of familiar language resources for referring to make texts more cohesive (e.g., how pronouns, synonyms, or nominalizations are used to refer backward in a text) to comprehending texts and writing cohesive texts.</p>
		<p>b) Apply basic understanding of how ideas, events, or reasons are linked throughout a text using everyday connecting words or phrases (e.g., <i>at the end, next</i>) to comprehending texts and writing brief texts.</p>	<p>b) Apply growing understanding of how ideas, events, or reasons are linked throughout a text using a variety of connecting words or phrases (e.g., <i>for example, as a result, on the other hand</i>) to comprehending texts and writing texts with increasing cohesion.</p>	<p>b) Apply increasing understanding of how ideas, events, or reasons are linked throughout a text using an increasing variety of academic connecting and transitional words or phrases (e.g., <i>for instance, in addition, consequently</i>) to comprehending texts and writing texts with increasing cohesion.</p>

Part II: Learning about How English Works

California English Language Development Standards for Grade 7

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

Part II: Learning About How English Works

Texts and Discourse in Context	English Language Development Level Continuum			
	→----- Emerging -----→	→----- Expanding -----→	→----- Bridging -----→	
<p>Part II, strands 3–5 Corresponding Common Core State Standards for English Language Arts:</p> <p>3. W.7.5; WHST.7.5; SL.7.6; L.7.1,3-6 4. W.7.5; WHST.7.5; SL.7.6; L.7.1,3-6 5. W.7.4-5; WHST.7.4-5; SL.7.6; L.7.1,3-6</p> <p>Purposes for using language include: Describing, entertaining, informing, interpreting, analyzing, recounting, explaining, persuading, negotiating, justifying, evaluating, etc.</p> <p>Text types include: Informational text types include descriptions or accounts (e.g., scientific, historical, economic, technical), recounts (e.g., biography, memoir), information reports, explanations (e.g., causal, factorial), expositions (e.g., speeches, opinion pieces, argument, debate), responses (e.g., literary analysis), etc.</p> <p>Literary text types include stories (e.g., historical fiction, myths, graphic novels), poetry, drama, etc.</p> <p>Audiences include: Peers (one-to-one) Small group (one-to-group) Whole group (one-to-many)</p>	B. Expanding & Enriching Ideas	<p>3. Using verbs & verb phrases Use a variety of verbs in different tenses (e.g., present, past, future), and aspects (e.g., simple, progressive) appropriate for the text type and discipline (e.g., simple past and past progressive for recounting an experience) on familiar topics.</p>	<p>3. Using verbs & verb phrases Use a variety of verbs in different 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.</p>	<p>3. Using verbs & verb phrases Use a variety of verbs in different tenses (e.g., present, past, future), and aspects (e.g., simple, progressive, perfect) appropriate for the task, text type, and discipline (e.g., the present perfect to describe previously made claims or conclusions) on a variety of topics.</p>
		<p>4. Using nouns & noun phrases Expand noun phrases in basic ways (e.g., adding a sensory adjective to a noun) in order to enrich the meaning of sentences and add details about ideas, people, and things.</p>	<p>4. Using nouns & noun phrases Expand noun phrases in a growing number of ways (e.g., adding adjectives to nouns or simple clause embedding) in order to enrich the meaning of sentences and add details about ideas, people, and things.</p>	<p>4. Using nouns & noun phrases Expand noun phrases in an increasing variety of ways (e.g., more complex clause embedding) in order to enrich the meaning of sentences and add details about ideas, people, and things.</p>
		<p>5. Modifying to add details Expand sentences with simple adverbials (e.g., adverbs, adverb phrases, prepositional phrases) to provide details (e.g., time, manner, place, cause) about a familiar activity or process.</p>	<p>5. Modifying to add details Expand sentences with adverbials (e.g., adverbs, adverb phrases, prepositional phrases) to provide details (e.g., time, manner, place, cause) about a familiar or new activity or process.</p>	<p>5. Modifying to add details Expand sentences with a variety of adverbials (e.g., adverbs, adverb phrases and clauses, prepositional phrases) to provide details (e.g., time, manner, place, cause) about a variety of familiar and new activities and processes.</p>



Part II: Learning about How English Works

California English Language Development Standards for Grade 7

Section 2: Elaboration on Critical Principles for Developing Language & Cognition in Academic Contexts Part II: Learning About How English Works

Texts and Discourse in Context	English Language Development Level Continuum			
	→----- Emerging -----→	→----- Expanding -----→	→----- Bridging -----→	
<p>Part II, strands 6–7 Corresponding Common Core State Standards for English Language Arts:</p> <p>6. W.7.1-5; WHST.7.1-2,4-5; SL.7.4,6; L.7.1,3-6</p> <p>7. W.7.1-5; WHST.7.1-2,4-5; SL.7.4,6; L.7.1,3-6</p> <p>Purposes for using language include: Describing, entertaining, informing, interpreting, analyzing, recounting, explaining, persuading, negotiating, justifying, evaluating, etc.</p> <p>Text types include: Informational text types include descriptions or accounts (e.g., scientific, historical, economic, technical), recounts (e.g., biography, memoir), information reports, explanations (e.g., causal, factual), expositions (e.g., speeches, opinion pieces, argument, debate), responses (e.g., literary analysis), etc.</p> <p>Literary text types include stories (e.g., historical fiction, myths, graphic novels), poetry, drama, etc.</p> <p>Audiences include: Peers (one-to-one) Small group (one-to-group) Whole group (one-to-many)</p>	C. Connecting & Condensing Ideas	<p>6. Connecting ideas Combine clauses in a few basic ways to make connections between and join ideas (e.g., creating compound sentences using <i>and</i>, <i>but</i>, <i>so</i>; creating complex sentences using <i>because</i>).</p>	<p>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 a reason (e.g., <i>He stayed at home on Sunday in order to study for Monday's exam</i>) or to make a concession (e.g., <i>She studied all night even though she wasn't feeling well</i>).</p>	<p>6. Connecting ideas Combine clauses in a wide variety of ways (e.g., creating compound, complex sentences, and compound-complex sentences) to make connections between and join ideas, for example, to show the relationship between multiple events or ideas (e.g., <i>After eating lunch, the students worked in groups while their teacher walked around the room.</i>) or to evaluate an argument (e.g., <i>The author claims X, although there is a lack of evidence to support this claim.</i>).</p>
		<p>7. Condensing ideas Condense ideas in simple ways (e.g., by compounding verbs, adding prepositional phrases, or through simple embedded clauses or other ways of condensing as in, <i>This is a story about a girl. The girl changed the world.</i> → <i>This is a story about a girl who changed the world.</i>) to create precise and detailed sentences.</p>	<p>7. Condensing ideas Condense ideas in an increasing variety of ways (e.g., through various types of embedded clauses and other ways of condensing, as in, <i>Organic vegetables are food. They're made without chemical fertilizers. They're made without chemical insecticides.</i> → <i>Organic vegetables are foods that are made without chemical fertilizers or insecticides.</i>) to create precise and detailed sentences.</p>	<p>7. Condensing ideas Condense ideas in a variety of ways (e.g., through various types of embedded clauses, ways of condensing, and nominalization as in, <i>They destroyed the rainforest. Lots of animals died.</i> → <i>The destruction of the rainforest led to the death of many animals.</i>) to create precise and detailed sentences.</p>

Section 2: Elaboration on Critical Principles for Developing Language & Cognition in Academic Contexts Part III: Using Foundational Literacy Skills	
<p><u>Foundational Literacy Skills:</u></p> <p>Literacy in an Alphabetic Writing System</p> <ul style="list-style-type: none"> • Print concepts • Phonological awareness • Phonics & word recognition • Fluency 	<p>See Appendix 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:</p> <ul style="list-style-type: none"> • 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).



Foundational literacy skills alignment charts for ELD in Appendix



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Highlights of Draft Appendices

- ✓ Additional Resources to Support Understanding and Implementation:
 - Theoretical Foundations and Research Base
 - Part II: Learning About How English Works
 - Literacy Foundational Skills



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Appendix: 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



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Appendix: Theoretical Foundations and Research Base for the ELD Standards

Theoretical Foundations

The development of the ELD Standards was informed by multiple theories pertaining to the linguistic and academic education of English learners. Sociocognitive and cognitive theories of learning emphasize, among other things, the importance of recognizing and tapping into prior knowledge in order to make connections to new learning, building conceptual networks, and supporting learners to think about their thinking (metacognition) in order to consciously apply particular cognitive strategies (e.g., inferring what the text means by examining textual evidence) when needed for self-regulation, self-monitoring, and intentional learning (Duke, Pearson, Strachan, & Billman, 2011; Palinscar & Brown, 1984; Pearson, 2011; Hess, Carlock, Jones, & Walkup, 2009).

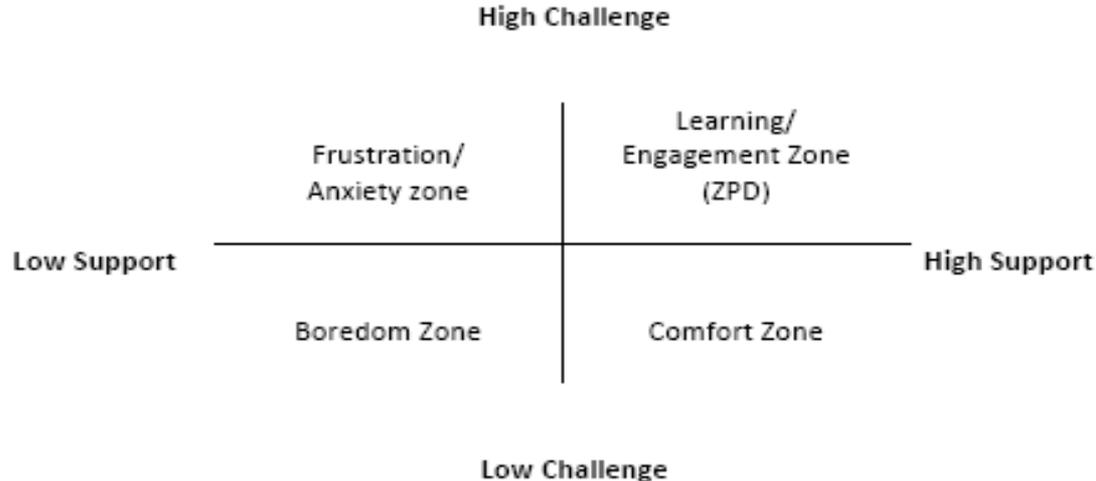
Sociocultural and sociolinguistic theories of learning highlight the central role that language and interaction play in mediating both linguistic and cognitive development. From these perspectives, language is a form of social action for accomplishing things in the world, and learning occurs through social interaction. Teachers play a central role in “scaffolding,” or providing *temporary* supportive frameworks, adjusted to students’ particular developmental needs, in order to improve their access to meaning and on-going linguistic and cognitive development (Bruner, 1978; Cazden, 1983; Vygotsky, 1978; Walqui & van Lier, 2010).



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Appendix: 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 (2009) has offered a way of conceptualizing the dual goal of engaging English learners in intellectually challenging instructional activities while also providing them with the appropriate level of support:



(Gibbons, 2009, adapted from Mariani, 1997)

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. EL students at every level of English language proficiency will engage in some academic tasks that require *light* or *no*



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Appendix: Theoretical Foundations and Research Base for the ELD Standards

Examples of *planned scaffolding*¹ that teachers prepare in advance during their lesson and curriculum planning in order to support access to academic content and linguistic development include, but are not limited to, the following:

- Taking into account what students already know, including primary language and culture, and relating it to what they are to learn;
- Selecting and sequencing tasks, such as modeling and explaining, providing guided practice, in a logical order;
- Frequently checking for understanding during instruction, as well as gauging progress at appropriate intervals throughout the year;
- Choosing texts carefully for specific purposes (e.g., motivational, linguistic, content);
- Providing a variety of collaborative grouping processes;
- Constructing good questions that promote critical thinking and extended discourse;
- Using a range of information systems, such as graphic organizers, diagrams, photographs, videos, or other multimedia to enhance access to content;
- Providing students with language models, such as sentence frames/starters academic vocabulary walls, language frame charts, exemplary writing samples, or teacher language modeling (e.g., using academic vocabulary or phrasing).

This planned scaffolding in turn allows teachers to provide *just-in-time* scaffolding during instruction, which flexibly attends to students' needs as they interact with content and language. Examples of this type of scaffolding include:

- Prompting a student to elaborate on a response to extend their language use and thinking;
- Paraphrasing a student's response and including target academic language as a model while, at the same time, accepting the student's response using everyday or "flawed" language;



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Appendix: Theoretical Foundations and Research Base for the ELD Standards

Research Base

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The Common Core Standards draw particular attention to domain-specific and general academic vocabulary knowledge and usage due to the prevalence of these types of vocabulary in academic contexts. Research conducted over the past decade, in particular, has demonstrated the positive effects of focusing on domain-specific and general academic vocabulary with K-12 EL students (August, Carlo, Dressler, & Snow, 2005; Calderon, August, Slavin, Duran, Madden, & Cheung, 2005; Carlo, August, McLaughlin, Snow, Dressler, Lippman, Lively, & White, 2004; Collins, 2005; Kieffer & Lesaux, 2008, 2010; Silverman, 2007; Snow, Lawrence & White, 2009; Spycher, 2009; Townsend & Collins, 2009).

Research on genre- and meaning-based approaches to literacy education with EL students in the US and internationally has demonstrated the effectiveness of teaching EL students about how language works to achieve different purposes in a variety of contexts and disciplines (Achugar, Schleppegrell, & Oteiza, 2007; Aguirre-Muñoz, Park, Amabisca & Boscardin 2008; Gebhard & Martin 2010; Schleppegrell, Achugar, & Oteiza, 2004; Spycher, 2007). This research has stressed the importance of positioning English learners as competent and capable of achieving academic literacies, providing them with an intellectually challenging curriculum with appropriate levels of support, apprenticing them into successfully using disciplinary language, and making the features of academic language transparent in order to build proficiency with and critical awareness of the features of academic language (Christie, 2012; Derewianka, 2011; Gibbons, 2009; Halliday, 1993; Hyland, 2004; Schleppegrell, 2004).



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Appendix: 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



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Appendix: CA ELD Standards Part II: Learning About How English Works

Appendix [X]—California ELD Standards Part II: Learning About How English Works

1. Introduction

Many California teachers have observed that while their English learner (EL) students develop everyday English quite rapidly and use it to communicate effectively in a variety of social situations, sometimes they struggle with academic language and literacy tasks in English, such as writing a logical argument, comprehending their science or history textbooks, or participating in an academic debate.¹ Part II of the California Next Generation English Language Development Standards (the ELD Standards)—Learning About How English Works, offers K–12 teachers a new perspective on how to support their EL students to develop an understanding of and proficiency in using academic English. The goal of learning about how English works is to support EL students as they progress through the grades to a) unpack meaning in the texts they read and hear across the disciplines, and b) make informed choices about language when producing oral and written disciplinary texts.

It is critical to understand that, although presented separately to draw educators' attention to it, the focus on learning about how English works in Part II is *integral to* and *inseparable from* EL students' development of meaning-making and purposeful interaction delineated in Part I of the ELD standards. This approach parallels that of the Common Core Standards themselves, which identify a strand for language standards, but note, "the inclusion of Language standards in their own strand should not be taken as an indication that skills related to conventions, effective language use, and vocabulary are unimportant to reading, writing, speaking, and listening; indeed, they are inseparable from such contexts" (p.25).



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Appendix: CA ELD Standards Part II: Learning About How English Works

Academic registers in English include a variety of *linguistic resources* that are different from those we use in everyday social English. Teachers can draw students’ attention to these linguistic resources in order to make them more transparent and understandable. The linguistic features of academic registers vary depending upon a variety of factors, but they tend to include a higher proportion of general academic and domain-specific vocabulary, complex sentences that connect ideas with subordinating conjunctions more typical of written language (e.g., although, rather than, in order to), expanded noun phrases, and longer stretches of discourse that are tightly organized depending upon their text type and disciplinary area. Table I illustrates some of the ways in which everyday English registers differ from academic English registers.

Table 1: Differences between everyday and academic registers

Everyday English registers	Academic English registers
“Polluting the air is wrong, and I think people should really stop polluting.”	“Although many countries are addressing pollution, environmental degradation creates devastating human health problems each year.”
<i>Register:</i> More typical of spoken (informal) English	<i>Register:</i> More typical of written (formal) English
<i>Background knowledge:</i> More typical of everyday interactions about commonsense things in the world	<i>Background knowledge:</i> Specialized or content-rich knowledge about topics, particularly developed through school experiences and wide reading
<i>Vocabulary:</i> Fewer general academic and domain-specific words (pollute, pollution)	<i>Vocabulary:</i> More general academic words (address, although, devastating) and domain-specific words/phrases (environmental degradation, pollution)
<i>Sentence:</i> Compound sentence	<i>Sentence:</i> Complex sentence
<i>Clauses:</i> Two independent clauses connected with a coordinating conjunction (and)	<i>Clauses:</i> One independent clause and one dependent clause connected with a subordinating conjunction (although) to show concession



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Appendix: CA ELD Standards Part II: Learning About How English Works

Table 2: Sample Correspondence—Grade 5 Common Core Standards and ELD Standards

Common Core Standards	ELD Standards, Part II: Strands 1 & 2: Structuring Cohesive Texts		
	<i>Emerging</i>	<i>Expanding</i>	<i>Bridging</i>
<p>RL.5.5 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.</p> <p>RI.5.5 Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.</p> <p>L.5.6: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).</p> <p>W.5.1: Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p>a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped...</p> <p>c. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).</p> <p>d. Provide a concluding statement or section related to the opinion presented. (See similar cohesion expectations in W.5.2 and W.5.3.)</p> <p>W.5.4: Produce clear and coherent writing (including multiple paragraph texts) in which the development and organization are appropriate to task, purpose, and audience . . .</p> <p>SL.5.4: Report on a topic or text or present an opinion, sequencing ideas logically . . .</p>	<p>1. Understanding text structure Apply basic 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 basic texts.</p> <p>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 writing basic texts.</p> <p>b) Apply basic understanding of how ideas, events, or reasons are linked throughout a text using a select set of everyday connecting words or phrases (e.g., <i>so, because</i>).</p>	<p>1. Understanding text structure Apply growing understanding of how different text types are organized to express ideas (e.g., how a story is organized sequentially with predictable stages vs. how opinions/arguments are structured logically, grouping related ideas) to comprehending texts and writing texts with increasing cohesion.</p> <p>2. Understanding cohesion a) Apply growing 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 writing texts with increasing cohesion.</p> <p>b) Apply growing understanding of how ideas, events, or reasons are linked throughout a text using a variety of connecting words or phrases (e.g., <i>since, another, next, for example</i>).</p>	<p>1. Understanding text structure Apply increasing understanding of how different text types are organized to express ideas (e.g., how a historical account is organized chronologically vs. how opinions/arguments are structured logically, grouping related ideas) to comprehending texts and writing cohesive texts.</p> <p>2. Understanding cohesion a) Apply increasing understanding of language resources that refer the reader back or forward in text (e.g., how pronouns, synonyms, or nominalizations refer back to nouns in text) to writing cohesive texts.</p> <p>b) Apply increasing understanding of how ideas, events, or reasons are linked throughout a text using an increasing variety of academic connecting and transitional words or phrases (e.g., <i>consequently, specifically, however</i>).</p>



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Appendix: 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

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: Foundational Literacy Skills

Grade 5

Note: Below Grade-Level Standards Need to be Adapted for Student Age, Cognitive Level, and Experience

Student Language & Literacy Characteristics:		Considerations for Literacy Foundational Skills Instruction	CA Common Core Reading Standards: Foundational Skills
Oral Skills	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).	Phonological Awareness 2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). <ul style="list-style-type: none"> RF.K.2 RF.1.2
	Spoken English proficiency	Students can apply their knowledge of the English sound system to foundational literacy learning.	Review of Phonological Awareness skills as needed
Print Skills	No or little native language literacy	Students will need to learn print concepts.	Print Concepts 1. Demonstrate understanding of the organization and basic features of print. <ul style="list-style-type: none"> RF.K.1 RF.1.1
	Foundational literacy proficiency in a language not using the Latin alphabet (e.g., Arabic, Chinese, Korean, Russian)	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).	Phonics and Word Recognition 3. Know and apply grade-level phonics and word analysis skills in decoding words. <ul style="list-style-type: none"> RF.K.3 RF.1.3 RF.2.3 RF.3.3 RF.4.3 RF.5.3
	Foundational literacy proficiency in a language using the Latin alphabet (e.g., Spanish)	Students can apply their knowledge of print concepts and phonics and word recognition to the English writing system, comparing and contrasting with their	Fluency 4. Read with sufficient accuracy and fluency to support comprehension. <ul style="list-style-type: none"> RF.5.4
			Phonics and Word Recognition 3. Know and apply grade-level phonics and word analysis skills in decoding words.



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Next Steps for CA in Larger Context of CCSS Implementation

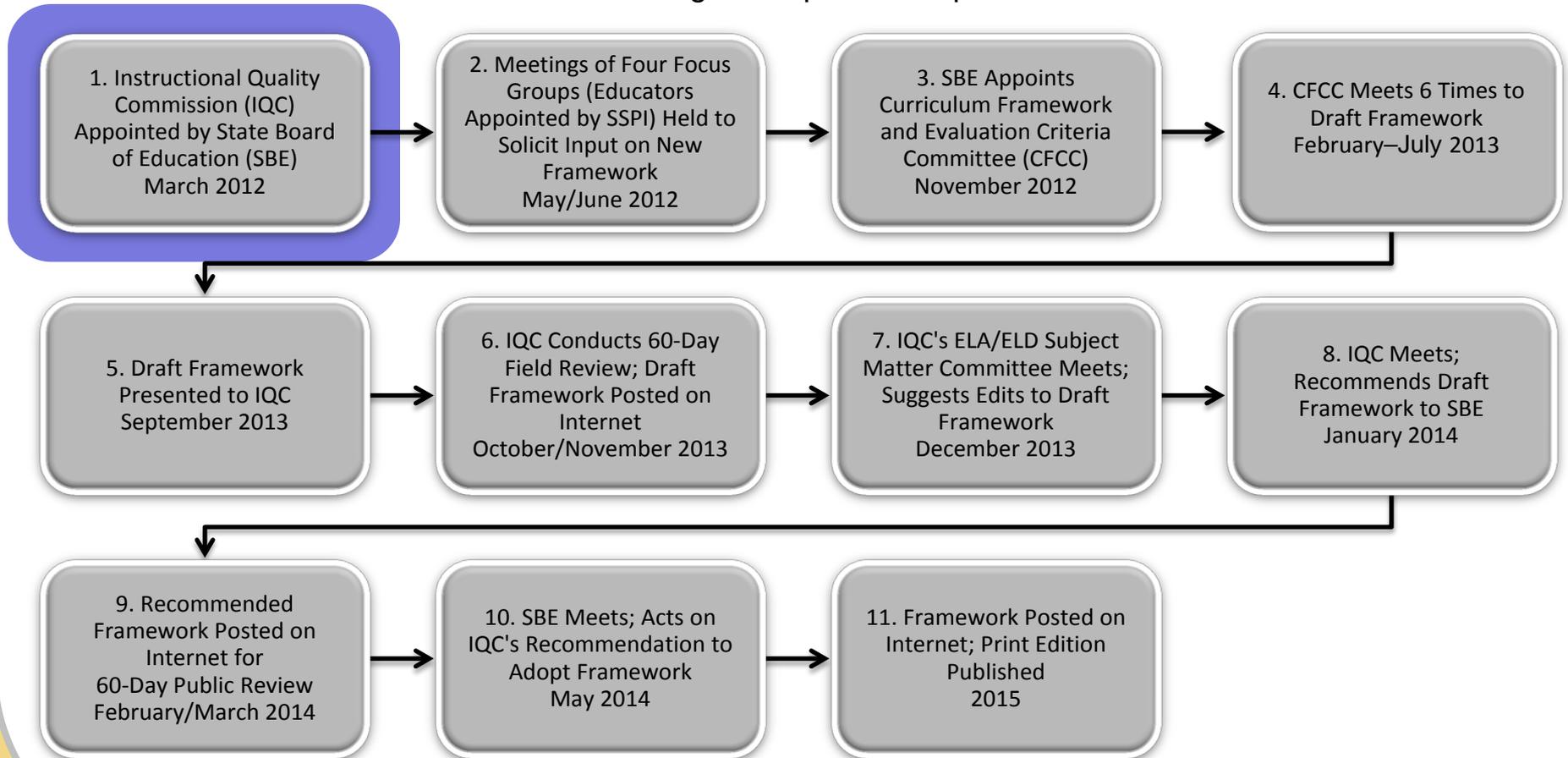
- *ELD standards revised & approved (2012)*
- *ELD implementation plan approved (2013)*
- ELD professional development materials produced (2013-14)
- ELA/ELD Curriculum Framework developed by Instructional Quality Commission (2014-15)
- SBAC assessment developed (2014-15)
- Next-generation ELD assessment developed (2015-16)
- ELA/ELD Adoption of K-8 Instructional Materials (2016)

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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.





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Reflections on ELD Standards Development Process & Outcomes

Panel of Expert Members

- Maritza Rodriguez, Ph.D.
Administrator, Instructional Services
Division of Educational Services
Riverside County Office of Education
- Barbara Merino, Ph.D.
Professor, School of Education UC Davis



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Questions and comments...

