

English Language Arts/English Language Development (ELA/ELD) Framework Webinar Series

Session #5: Meaning Making

January 9, 2024



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

ELA/ELD Framework Webinar Series: Purposes and Goals

- Recenter the *ELA/ELD Framework* as our primary guide for language and literacy policy and practice.
- Share knowledge about key content in the *ELA/ELD Framework*.
- Establish a foundation for successful and sustained implementation of the practices and systems promoted in the *ELA/ELD Framework*.

Recentering California's *ELA/ELD Framework* Webinars Series 2023–24

- September 26: Overview
- October 10: Foundational Skills
- November 14: ELD and Multilingual Programs
- December 12: Language Development
- January 9: Meaning Making
- February 13: Effective Expression
- March 12: Content Knowledge
- April 9: Assessment & Intervention
- May 14: Systems & the California Literacy Roadmap

Agenda

1. Welcome and Opening Remarks
2. Meaning Making Theme: Overview
3. Meaning Making in Elementary School
4. Meaning Making in Middle and High School
5. Meaning Making Theme: Explore and Discuss
6. Closing & Next Steps

Outcomes

- Understand the “Big Ideas” of the Meaning Making theme in the *ELA/ELD Framework*.
- Identify sections in the *ELA/ELD Framework* that guide effective meaning making instruction in transitional kindergarten through grade twelve (TK–12).
- Determine next steps for using the *ELA/ELD Framework* to expand knowledge and enhance practices to support students’ meaning making.

Guiding Questions

During the session, take notes on the following questions:

1. What is resonating with you? What are you excited to hear?
2. What are some key points everyone you work with should know about? What do you want to remember?
3. What are you going to learn more about or try out next?
4. What questions do you have?

Later in the session, you'll have a chance to post your reflections on a Padlet.

Webinar Series Developers



Dr. Hallie Yopp



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State Superintendent's Welcome



Tony Thurmond
State Superintendent of Public Instruction

Meaning Making Theme: Overview



The *ELA/ELD Framework* is ...

California's
Conceptual Model
for Comprehensive
and Integrated
Literacy

[Link to Long Description](#)

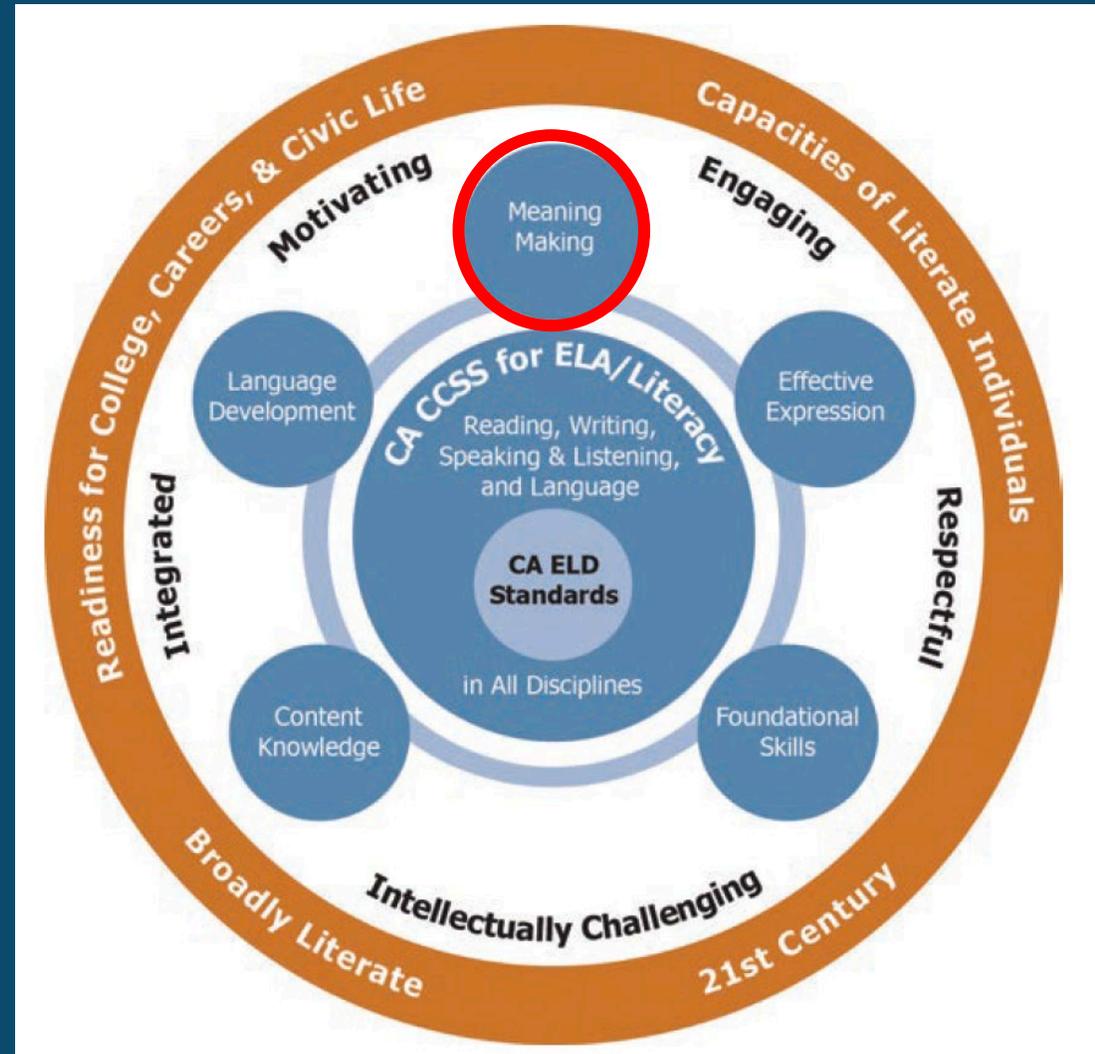


Figure 2.1 The ELA/ELD Framework Circles of Implementation

Models of Reading, Model of Literacy

- Simple View of Reading (Gough & Tunmer, 1986)
- Reading Rope (Scarborough, 2001)
- Active View of Reading (Duke & Cartwright, 2021)
- Direct & Indirect Effects Model of Reading (Kim, 2022)

[Link to Long Description](#)

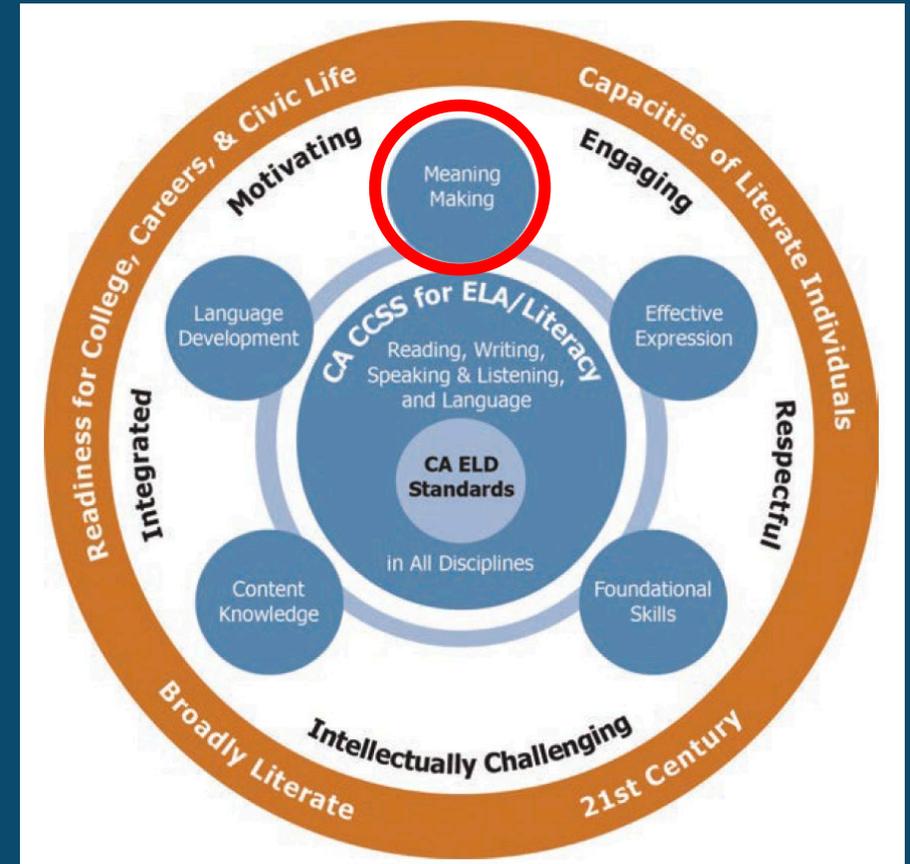


Figure 2.1 The ELA/ELD Framework Circles of Implementation

Meaning Making: The Heart of ELA/Literacy and ELD Instruction

Meaning making should be the central purpose for interacting with text, producing text, participating in discussions, giving presentations, and engaging in research (*ELA/ELD Framework*, p. 69).



Read the text to yourself.

What skills and knowledge are you, as a proficient reader, activating to make meaning?

The term *meaning making*, when referring to reading, is synonymous with the term *reading comprehension*. The *ELA/ELD Framework* uses the definition provided by Snow (2002, xiii): Reading comprehension is “the process of extracting and constructing meaning through interaction and involvement with written language.” The Institute for Education Sciences Practice Guide *Improving Reading Comprehension in Kindergarten Through 3rd Grade* (Shanahan, and others 2010, 5) notes, “Extracting meaning is to understand what an author has stated, explicitly or implicitly. Constructing meaning is to interpret what an author has said by bringing one’s ‘capacities, abilities, knowledge, and experiences’ to bear on what he or she is reading. These personal characteristics also may affect the comprehension process.”

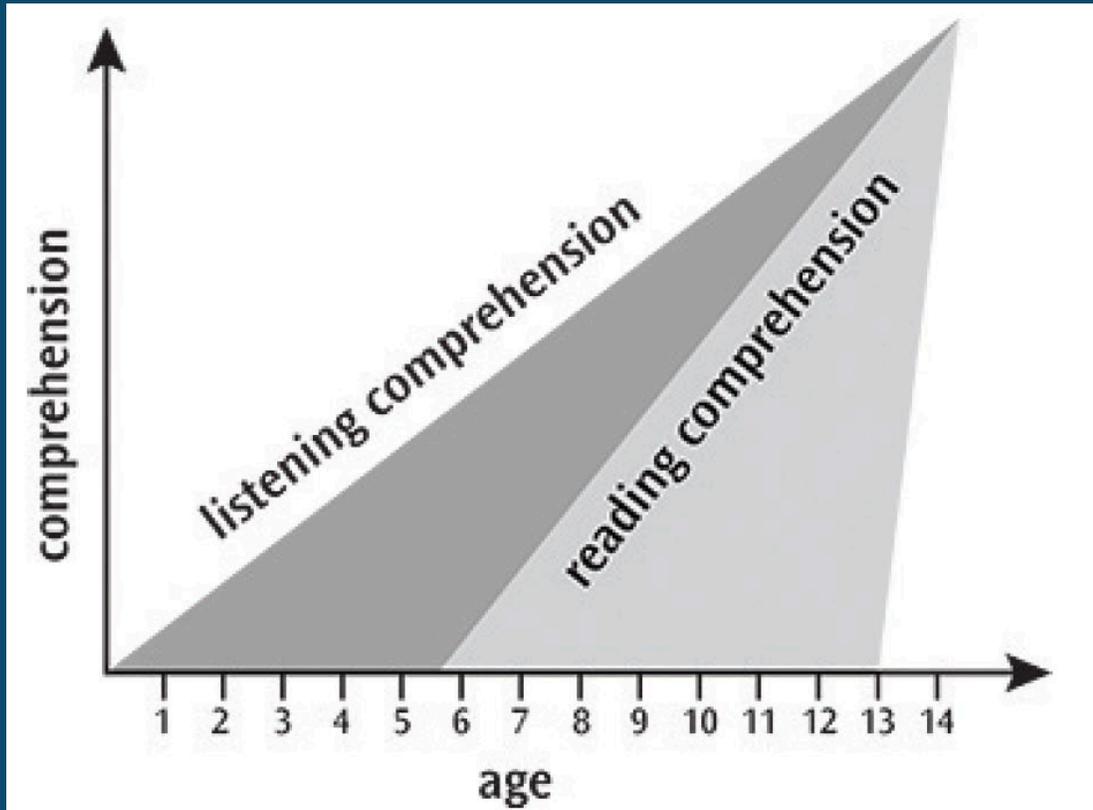
Figure 2.6: *A Definition of Meaning Making as a Reader, ELA/ELD Framework, p. 70*

Meaning Making: A Complex Process

Skills and knowledge you may have noted:

- Reading comprehension skills (e.g., inferring, analyzing)
- Knowledge of language (e.g., genres, vocabulary, grammatical structures)
- Cultural knowledge (e.g., why this is important)
- Life experiences and perspectives (e.g., what you think about the content)
- Reader identity (e.g., what reading “does” for you)
- Motivation and engagement (e.g., relevance for you)
- Reading skills transferred from your first language

The Importance of Reading Aloud (1)



Listening comprehension outpaces reading comprehension until about grade eight.

Figure 2.3 Listening and Reading Comprehension by Age, p. 59

The Importance of Reading Aloud (2)

Reading aloud to children and students of all ages, especially in interactive ways, is a time-honored tradition—one that has many potential benefits. Among these are that reading aloud to students:

- Enriches their language, exposing them to new vocabulary and grammatical structures
- Familiarizes them with a variety of text structures
- Contributes to their knowledge, both of literary works and of the world
- Piques their interest in a topic, genre, or author
- Provides them with opportunities for collaborative meaning making, such as when they discuss the selection with the teacher and peers

The Importance of Reading Aloud (3)

- Contributes to their view of reading as a meaning making process
- Familiarizes them with a variety of text features, such as tables of contents and graphic displays of information, if students' attention is drawn to them
- Provides them with a model of fluent reading
- Contributes to foundational skills, such as phonological awareness and letter knowledge

Reading Aloud, ELA/ELD Framework, p. 58

The Importance of Complex Texts



Figure 2.7. The Standards' Model of Text Complexity, page 71

Supporting Engagement with Complex Texts

Figure 2.10. Strategies for Supporting Learners' Engagement with Complex Text

Strategies	Teachers support <i>all</i> students' understanding of complex text by . . .	Additional, amplified, or differentiated support for linguistically diverse learners may include . . .
Background Knowledge	<ul style="list-style-type: none"> Leveraging students' existing background knowledge 	<ul style="list-style-type: none"> Drawing on primary language and home culture to make connections with existing background knowledge Developing students' awareness that their background knowledge may live in another language or culture
Comprehension Strategies	<ul style="list-style-type: none"> Teaching and modeling, through thinking aloud and explicit reference to strategies, how to make meaning from the text using specific reading comprehension strategies (e.g., questioning, visualizing) Providing multiple opportunities to employ learned comprehension strategies 	<ul style="list-style-type: none"> Emphasizing a clear focus on the goal of reading as meaning making (with fluent decoding an important skill) while ELs are still learning to communicate through English
Vocabulary	<ul style="list-style-type: none"> Explicitly teaching vocabulary critical to understanding and developing academic vocabulary over time Explicitly teaching how to use morphological knowledge and context clues to derive the meaning of new words as they are encountered 	<ul style="list-style-type: none"> Explicitly teaching particular cognates and developing cognate awareness Making morphological relationships between languages transparent (e.g., word endings for nouns in Spanish, <i>-dad</i>, <i>-ción/-sión</i>, <i>-ía</i>, <i>-encia</i>) that have English counterparts (<i>-ty</i>, <i>-tion/-sion</i>, <i>-y</i>, <i>-ence/-ency</i>)
Text Organization and Grammatical Structures	<ul style="list-style-type: none"> Explicitly teaching and discussing text organization, text features, and other language resources, such as grammatical structures (e.g., complex sentences) and how to analyze them to support comprehension 	<ul style="list-style-type: none"> Delving deeper into text organization and grammatical features in texts that are new or challenging and necessary to understand in order to build content knowledge Drawing attention to grammatical differences between the primary language and English (e.g., word order differences)
Discussions	<ul style="list-style-type: none"> Engaging students in peer discussions—both brief and extended—to promote collaborative sense making of text and opportunities to use newly acquired vocabulary 	<ul style="list-style-type: none"> Structuring discussions that promote equitable participation, academic discourse, and the strategic use of new grammatical structures and specific vocabulary

Strategies	Teachers support <i>all</i> students' understanding of complex text by . . .	Additional, amplified, or differentiated support for linguistically diverse learners may include . . .
Rereading	<ul style="list-style-type: none"> Rereading the text or selected passages to look for answers to questions or to clarify points of confusion 	<ul style="list-style-type: none"> Rereading the text to build understanding of ideas and language incrementally (e.g., beginning with literal comprehension questions on initial readings and moving to inferential and analytical comprehension questions on subsequent reads) Repeated exposure to rich language over time, focusing on particular language (e.g., different vocabulary) during each reading
Tools	<ul style="list-style-type: none"> Teaching students to develop outlines, charts, diagrams, graphic organizers, or other tools to summarize and synthesize content Teaching students to annotate text (mark text and make notes) for specific elements (e.g., confusing vocabulary, main ideas, evidence) 	<ul style="list-style-type: none"> Explicitly modeling how to use the outlines or graphic organizers to analyze/discuss a model text and providing guided practice for students before they use the tools independently Using the tools as a scaffold for discussions or writing
Writing	<ul style="list-style-type: none"> Teaching students to return to the text as they write in response to the text and providing them with models and feedback 	<ul style="list-style-type: none"> Providing opportunities for students to talk about their ideas with a peer before (or after) writing Providing written language models (e.g., charts of important words or powerful sentences) Providing reference frames (e.g., sentence, paragraph, and text organization frames), as appropriate

Figure 2.10: Strategies for Supporting Learners' Engagement with Complex Text, ELA/ELD Framework, pp. 75–76

The Importance of Using Culturally Responsive and Affirming Texts

Children and youth are more motivated and engaged when they read texts that reflect who they are and what their lives are like.

Prioritize texts that are responsive students' multilayered cultural, racial, ethnic, linguistic, gender, and other identities, as well as their day-to-day realities and experiences.

The Importance of Using the ELD Standards

The California ELD Standards guide teachers in supporting their EL students at different English language proficiency levels to read and actively listen to complex texts.

Vignette 6.1, “The Making of a Scientist,” Close Reading in a Memoir in ELA with Integrated ELD in Grade Six, pp. 568–75

Vignette 6.2, Analyzing Language to Understand Complex Texts, Designated ELD in Grade Six, pp. 575–80

Vignette 6.1. “The Making of a Scientist” Close Reading of a Memoir in ELA with Integrated ELD in Grade Six (cont.)

Next, she reads the first part of the text aloud as students read along silently with her in their own copies. Ms. Valenti has found that reading complex texts aloud gives her students a feeling for the various voices in the narrative and models the intonation she uses as a proficient reader. Reading aloud also provides an oral introduction to the language in the text and gives her an opportunity to stop at strategic points to explain particular vocabulary and untangle complex syntactic structures (i.e., paraphrase particularly complex sentences) that may be unfamiliar to students.

Next, she asks students to share with a partner what they think the main theme or lesson of the section is. As students share, she listens in while circulating around the room. Her ongoing intent is to support students to interpret texts deliberately, and she needs to know how they are currently interpreting texts so that she can help them develop increasingly sophisticated levels of proficiency and greater autonomy as readers. She notes that there are multiple interpretations of what the main theme or lesson is, and she uses this observational information to shape how she will support students to read the text analytically so that they can refine or revise their initial ideas about what the author is expressing both explicitly and implicitly.

Ms. Valenti then asks students to read the same text excerpt silently while they use a reading guide that contains focus questions. She explains that they will read the text multiple times and that for this **first** reading on their own, they will just read for general understanding; she assures them that they do not need to worry about knowing the meaning of every word. (The students will have opportunities to analyze the vocabulary, grammatical structures, and nuanced meanings in the text as the lesson progresses.) The focus questions are displayed on the board, and she reviews each question to ensure that her students understand them. She also provides them with a half-page handout with the focus questions:

- Focus Questions for Today’s Reading**
Write notes under each question as you read.
- What is happening in the text?
 - Who is in the text and how are they interacting?
 - What was Feynman’s father trying to teach his son with the tiles?
 - What was Feynman’s father trying to teach his son with the dinosaurs?
 - Which sentence best captures the central idea in this part of the text?

Excerpt from the text:

“The Making of a Scientist” by Richard Feynman
Before I was born, my father told my mother, “If it’s a boy, he’s going to be a scientist.” When I was just a little kid, very small in a **highchair**, my father brought home a lot of little bathroom tiles—**seconds**—of different colors. We played with them, my father setting them up **vertically** on my **highchair** like dominoes, and I would push one end so they would all go down.

Vignette 6.2. Analyzing Language to Understand Complex Texts Designated ELD in Grade Six (cont.)

Lesson Excerpts

First, Ms. Valenti explains that they will be looking closely at the language Feynman chose to express his ideas and examining how he organized this language to produce a whole text that is both a pleasure to read and interesting to discuss and learn from. She tells them that this language analysis will help them to read texts more closely and will also give them ideas about the types of language resources they can use in their own speaking and writing. In order to contextualize the language analysis within the bigger goal of making meaning from texts, she asks students to briefly review their notes from the previous ELA lesson and then share what they thought about the memoir.

Tatiana shares that she liked how, rather than merely stating that his father taught him life lessons or principles, Feynman gave examples showing ways his father made the principles real to him as a child. Sergio shares that he enjoyed discussing the text with others but remarks that, even though some of the language was clarified in small and whole group discussions, there are still some words and phrases he does not quite understand. Other students concur. Ms. Valenti has anticipated this, and she asks each of them to select three words from the text that they are still unsure of but feel are important to know. She charts the words they have selected and briefly explains their meaning (the words will be added to the class’s academic word wall later so that students can reference them while speaking and writing).

Next, Ms. Valenti facilitates a discussion about the text organization and structure of Feynman’s memoir.

Ms. Valenti: Lately, we’ve been talking a lot about how different types of texts are structured. For example, a couple of weeks ago, we looked at how short stories are usually organized. Would anyone like to briefly remind us of what we learned about how stories are organized?

One student shares that the typical stages of a story are orientation, complication, and resolution, and other students add to the overall structure by sharing what typically happens in each stage. They also share that a story is structured sequentially. In other words, events are presented in order by time.

Ms. Valenti: It sounds like you really understand how a story is structured. A memoir, which is the type of text we read this morning, is structured in similar ways to a story because the author is telling the story of his or her life. So, usually, events will be presented sequentially, too. But there are differences. Usually, a memoir will have an orientation—where we find out things like who and where—and then there’s a sequence of events, but not necessarily a complication, like a story. And at the end, there’s an evaluation, meaning, the author tells you why the events and details they’ve shared were important or what the impact of these events was on the author’s life. We’re going to take a look at where these stages are in “The Making of a Scientist,” and we’re also going to look at some of the language Feynman uses to show when things are happening.

As she explains the stages of a memoir, Ms. Valenti writes the words orientation, events, and evaluation on the small whiteboard at the table with space below each word. She asks the students to take one minute to look at their copies of the memoir to see if they can identify these big stages. She tells them not to try to reread every sentence; they have already read

Meaning Making in Elementary School



Meaning Making in the TK–Grade Five Years

- Children enter school as meaning makers.
- Meaning making is a focus of all strands of the ELA/Literacy and parts of the ELD standards.
- Many strands or clusters of standards contribute to meaning making. (See Figure 3.3 in chapter 3.)
- Research informs recommendations for instruction.

The Learners and the Learning Context

(See chapter 2, pp, 61–68, and the opening to each grade-level chapter.)

[Link to Long Description](#)

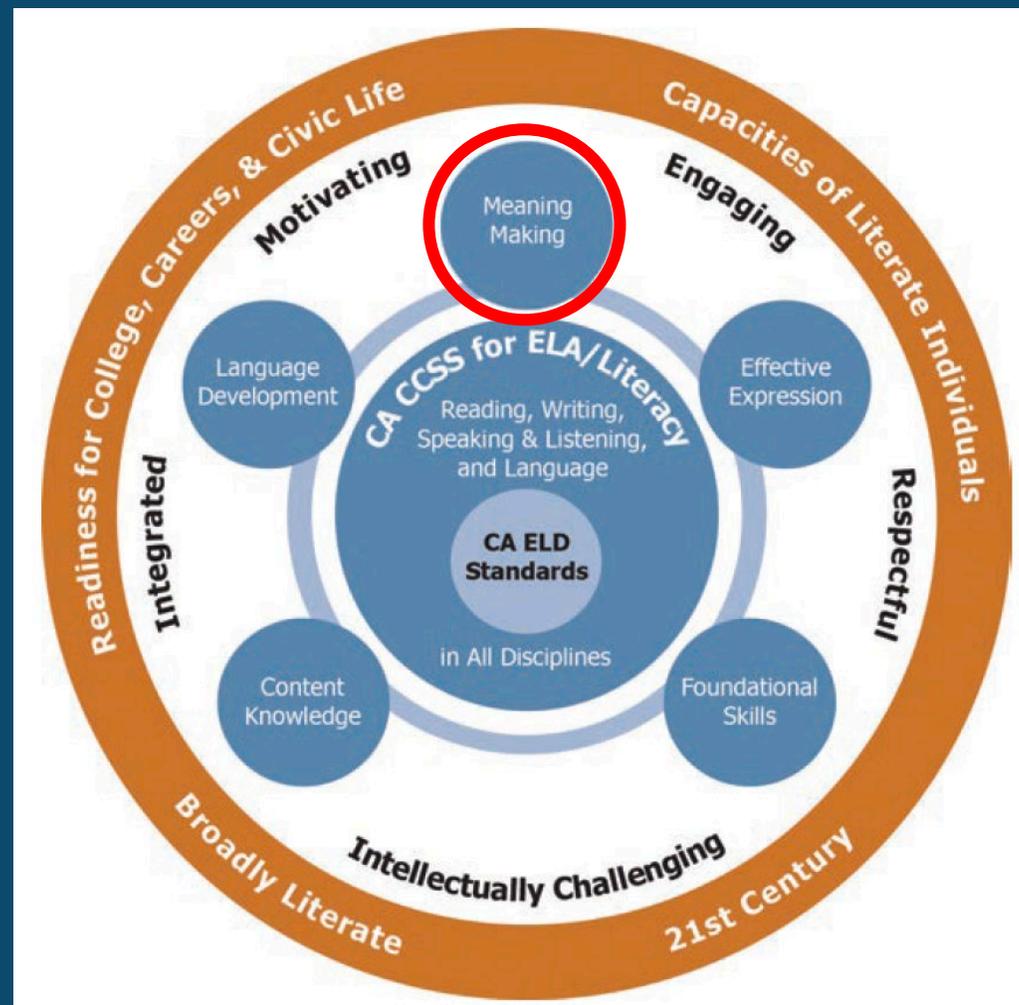


Figure 2.1 The ELA/ELD Framework Circles of Implementation

Research

“...students who read with understanding at an early age gain access to a broader range of texts, knowledge, and educational opportunities, making early reading comprehension instruction particularly critical.” (p. 5)

“The panel believes students should begin learning how to comprehend text effectively from their earliest school years.” (p. 39)

Improving Reading Comprehension in Kindergarten Through 3rd Grade (Shanahan and others, 2010)

Recommendations from the Report

- Teach students how to use reading comprehension strategies.
- Teach students to identify and use the text's organizational structure.
- Guide students through focused, high-quality discussion on the meaning of text.
- Select texts purposefully to support comprehension development.
- Establish an engaging and motivating context in which to teach reading comprehension.

Comprehension Strategies

- Activating prior knowledge/
predicting
- Questioning
- Visualizing
- Monitoring, clarifying, and
fix-up strategies
- Inference making
- Summarizing/retelling

Figure 4.4. Comprehension Strategies and Descriptions

Effective Strategy	Description
Activating Prior Knowledge/ Predicting	Students think about what they already know and use that knowledge in conjunction with other clues to construct meaning from what they read or to hypothesize what will happen next in the text. It is assumed that students will continue to read to see if their predictions are correct.
Questioning	Students develop and attempt to answer questions about the important ideas in the text while reading, using words such as where or why to develop their questions.
Visualizing	Students develop a mental image of what is described in the text.
Monitoring, Clarifying, and Fix-Up	Students pay attention to whether they understand what they are reading, and when they do not, they reread or use strategies that will help them understand what they have read.
Drawing Inferences	Students generate information that is important to constructing meaning but that is not explicitly stated in the text.
Summarizing/Retelling	Students briefly describe, orally or in writing, the main points of what they read.

Source:
Adapted from
Shanahan, Timothy, and others. 2010. *Improving Reading Comprehension in Middle-Grade Through 2nd Grade: A Practice Guide (NCEE 2010-0032)*, p. 13-15. Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education.

- See Figure 4.4. Comprehension strategies and Descriptions.
- See figures, snapshots, and vignettes.

Questioning

- See Figure 2.11 Text-Dependent Questions
- See Figure 3.4. Examples of Text-Dependent and Text-Independent Questions for Mr. Pepper's Penguins by Richard and Florence Atwater
- See Figure 5.9 Creating Question for Close Analytic Reading of Complex Text

Figure 2.11. Text-Dependent Questions

Typical text-dependent questions ask students to perform one or more of the following tasks:

- Analyze paragraphs on a sentence by sentence basis and sentences on a word by word basis to determine the role played by individual paragraphs, sentences, phrases, or words.
- Investigate how meaning can be altered by changing key words and why an author may have chosen one word over another.
- Probe each argument in persuasive text, each idea in informational text, each key detail in literary text, and determine how these build to a whole.
- Examine how shifts in the direction of an argument or explanation are achieved and the impact of those shifts.
- Question why authors choose to begin and end when they do.
- Note and assess patterns of writing and what they achieve.
- Consider what the text leaves uncertain or unstated.

The following seven steps may be used for developing questions:

1. Identify the core understandings and key ideas of the text.
2. Start small to build confidence.
3. Target vocabulary and text structure.
4. Tackle tough sections head-on.
5. Create coherent sequences of text-dependent questions.
6. Identify the standards that are being addressed.
7. Create the culminating assessment.

Source: Student Achievement Partners, 2013. "A Guide to Creating Text-Dependent Questions for Close Analytic Reading." Achieve the Core.

Figure 2.4. Examples of Text-Dependent and Text-Independent Questions for Mr. Pepper's Penguins by Richard and Florence Atwater

Text-Dependent Questions	Text-Independent Questions
Literal Comprehension Questions: <ul style="list-style-type: none">• What surprising package arrived in the mail?• Why was the package sent to Mr. Pepper?• What reason is suspected for Captain Cook's declining health?• What is Captain Cook's response to Crut?• How do the penguins affect the Peppers' lives? Inferential Comprehension Questions: <ul style="list-style-type: none">• How do the Peppers feel about receiving so many penguins? What in the book contributes to your conclusion?• Based on the events in the story up to this point, what do you think will become of the penguins and the Peppers? Why do you think so?	<ul style="list-style-type: none">• What surprise package would you like to receive in the mail?• Have you ever seen a penguin?• What do penguins look like?• Have you been to a zoo? What animals most interested you?• Penguins are birds that cannot fly. Why do you suppose that is?• In this story, Captain Cook is sad. What are other reasons a character might be sad?• Would you like to own several penguins? Why or why not? What animals do you own?

Figure 5.9. Creating Questions for Close Analytic Reading of Complex Text

1. Think about what you think is the most important ideas or learning to be drawn from the text. Note this as raw material for the culminating assignment and the focus point for other activities to build toward.
2. Determine the key ideas of the text. Create a series of questions structured to bring the reader to an understanding of these.
3. Locate the most powerful academic words in the text and integrate questions and discussions that explore their role into the set of questions above.
4. Take stock of what standards are being addressed in the series of questions above. Then decide if any other standards are suited to being a focus for this text. If so, form questions that exercise those standards.
5. Consider if there are any other academic words or phrases (including figurative language) that students would profit from focusing on. Build discussion tasks or additional questions to focus attention on the language.

Discussion

Contributors to successful discussion of text:

- Ensure texts are compelling enough to spark discussion.
- Prepare higher-order questions that prompt children to think deeply about the text.
- Ask follow-up questions.
- Provide opportunities, with ample scaffolding, for children to engage in peer-led discussions.

(Attend Webinar 6!)

Writing

Contributors to comprehension:

- Writing an extended response to a text
- Writing a summary about a text
- Taking notes about a text
- Receiving writing instruction
- Increasing the amount of writing

(Attend Webinar 6!)

Meaning Making in Middle and High School



Meaning Making in Middle and High School (1)

Adolescent development

- Rapid brain development and cognitive capacity
- Developing but imperfect executive functioning
- Quest for autonomy, relevance, meaning, and competence
- Craving for social affiliation, understanding, and validation
- Increasing need for independence, exploration, novelty, and flexibility
- Importance of motivation, authentic engagement, and stamina

Meaning Making in Middle and High School (2)

Students primed *“for engaging with interesting inquiries, inspirational literature, and deep questions of humanity”* (p. 663).

ELA and ELD standards represent:

- Increasing complexity and sophistication of texts and tasks
- Shifting focus from opinions, reasons, and details to argumentation, textual evidence, and claims/counterclaims
- Integration, analysis, synthesis of multiple pieces of evidence
- Growing volume of reading and writing

Students Posing Questions

*“Standards expect students to **question** more and consider the impact of authors' choices of language and text structure. For some students,... [this] may be the first time they consider that a content area text may not represent indisputable truth or that a literary text can be interrogated for its choices in presentation and ideas” (p. 724).*

Questioning in the Classroom

- Creating a “questioning culture” (p. 677)
 - Conditions of collective inquiry and active intellectual engagement beyond “correct” answers and demonstrations of understanding
- Importance of debatable or essential questions (p. 677)
 - Thought-provoking, open-ended, requiring evidence and justification
- Considering texts (their own and others’) from different perspectives (p.769)
 - Reading *with the grain* and *against the grain*
 - Playing the *believing* and the *doubting* game

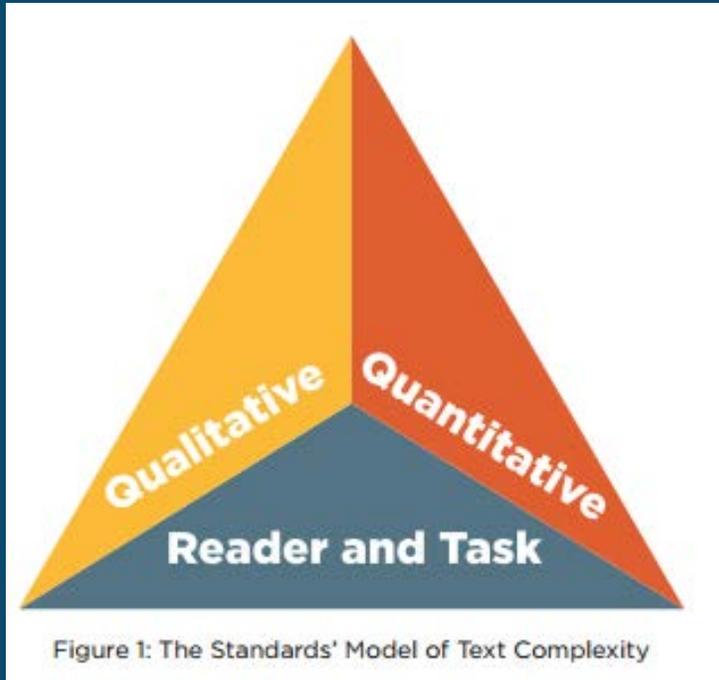
Resources for Supporting Students to Make Meaning with Increasingly Complex Text (1)

- Text-Dependent Questions (Figure 6.10, pp. 551–52)
- Five-Word Summary Strategy (Figure 6.18, p. 583)
- Teacher Modeling/Thinking Aloud (p. 584)
- This is About/This is *Really* About (Figure 6.26, pp. 618–19)

Resources for Supporting Students to Make Meaning with Increasingly Complex Text (2)

- Using Comprehension Strategies (pp. 678–79)
- What Good Readers Do When They Read (Figure 7.6, p. 679)
- Questioning the Author (Figure 7.17, pp. 724–25)
- Descriptive Outlining ([ERWC High-Impact Strategies Toolkit](#), pp. 62–63)

Analysis of Text Complexity



Qualitative Dimensions

- Structure
- Language Clarity and Conventions (including vocabulary and syntax)
- Knowledge Demands
- Levels of Meaning/Purpose

Meaning Making Theme: Explore and Reflect



Activity: Explore and Reflect

Directions:

1. Use the “Meaning Making Theme Guidance”

- Choose something you’re interested in exploring.

2. Reflect:

- What resonates with you?
- What are you excited to hear?
- What questions do you have?

Closing & Next Steps



Recentering California's *ELA/ELD Framework*

Upcoming Webinars: 3:30–4:45 p.m.

- February 13: Effective Expression
- March 12: Content Knowledge
- April 9: Assessment & Intervention
- May 14: Systems for Implementation & the California Literacy Roadmap

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Thank you!

CALIFORNIA DEPARTMENT OF EDUCATION

Tony Thurmond, State Superintendent of Public Instruction

Circles of Implementation Long Description

The outer ring: Overarching goals

- Readiness for college, careers, and civic life
- Attained the capacities of literate individuals
- Become broadly literate
- Acquired the skills for living and learning in the 21st century

Inner field: Context in which instruction occurs:

- Integrated
- Motivating
- Engaging
- Respectful
- Intellectually challenging

Circles of Implementation Long Description (2)

Orbiting the center: Key Themes of the ELA/Literacy Standards

- Meaning Making
- Language Development
- Effective Expression
- Content Knowledge
- Foundational Skills

Center:

- CA CCSS for ELA/Literacy
- CA ELD Standards

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