Chapter One

of the

English Language Arts/ English Language Development Framework

for California Public Schools
Kindergarten Through Grade Twelve

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Overview of the Standards

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The *ELA/ELD Framework* provides guidance on the implementation of two sets of standards: the CA CCSS for ELA/Literacy and the CA ELD Standards. Although two separate documents, these standards are inextricably linked in their conception and realization in California's classrooms. Literacy and language are fundamental elements of every discipline and should be taught in ways that further students' development of their skills, abilities, and knowledge in literacy, language, and the specific area of study. Students who are ELs have the added task of navigating the path toward mastery of academic literacy and content knowledge while simultaneously developing full proficiency in English as an additional language.

This chapter outlines the essential elements of each set of standards and discusses their background, intent, nature, and organization and structure. The chapter concludes with an examination of the interrelationships between the CA CCSS for ELA/Literacy (http://www.cde.ca.gov/be/st/ss/documents/finalelaccssstandards.pdf) and the CA ELD Standards (http://www.cde.ca.gov/sp/el/er/eldstandards.asp). If language arts instruction is provided in a language other than English (e.g., in an alternative bilingual program), instruction in that language should be designed according to the same standards and principles indicated for language arts and literacy instruction in this framework. Some bilingual programs also have a version of the CCSS for the designated language other than

English. For example, the Common Core en Español for Spanish Language Arts and Literacy (https://commoncore-espanol.sdcoe.net/) (SDCOE 2013) provides valuable guidance for bilingual programs where Spanish language arts is taught.

In this *ELA/ELD Framework*, five key themes organize the discussion of the CA CCSS for ELA/Literacy and the CA ELD Standards:

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

These crosscutting themes signify the interrelated nature of the strands of both sets of standards and present them in an integrated context. They are discussed in greater detail in subsequent sections of this chapter and throughout the framework. See especially chapter 2.

CA CCSS for ELA/Literacy

Background

The development of the CCSS is the result of a multistate effort to establish a shared set of clear educational standards for English language arts and mathematics for voluntary adoption. Led by the National Governors Association (NGA) and the Council of Chief State School Officers (CCSSO), the standards were designed using the best available evidence and the highest state standards from across the country and globe. Created by a diverse group of teachers, experts, parents, and school administrators who represent the aspirations for our children and the realities of the classroom, "these standards are designed to ensure that students graduating from high school are prepared to go to college or enter the workforce and that parents, teachers, and students have a clear understanding of what is expected of them. The standards are benchmarked to international standards to guarantee that our students are competitive in the emerging global marketplace" (NGA/CCSSO 2010d, Frequently Asked Questions).

> *. . . the adoption of the CCSS in 2010 signals a renewed commitment to ensure that all California students gain the skills and knowledge necessary to succeed in a global economy and technology-rich workplace as responsible, actively engaged citizens.*

Building on the quality and rigor of California's 1997 *English–Language Arts Content Standards*, the adoption of the CCSS in 2010 signals a renewed commitment to ensure that all California students gain the skills and knowledge necessary to succeed in a global economy and technology-rich workplace as responsible, actively engaged citizens. With the additions recommended by the California State Academic Content Standards Commission, the CA CCSS for ELA/Literacy describe the knowledge and skills in reading, writing, speaking, listening,[1] and language that all students need for college and career readiness across academic content areas. These standards, along with the CCSS for Mathematics, the Next Generation Science Standards, and the CA ELD Standards are a part of a

1 As noted throughout this framework, speaking and listening should be broadly interpreted to include signing and viewing for students who are deaf and hard of hearing whose primary language is American Sign Language (ASL). Students who are deaf and hard of hearing who do not use ASL as their primary language but use amplification, residual hearing, listening and spoken language, cued speech and sign supported speech, access general education curriculum with varying modes of communication.

nationwide movement to ensure that kindergarten through grade twelve students gain the necessary literacy, mathematical, scientific, civic, and English language understandings and practices required in 21st century civic life, higher education, and workplace communities.

According to the NGA Center for Best Practices and the CCSSO, the standards "define the knowledge and skills students should have [mastered] within their K–12 education careers so that they will graduate high school able to succeed in entry-level, credit-bearing academic college courses and in workforce training programs" (NGA/CCSSO 2010a, About the Standards). Moreover, the standards are designed to provide guidance on *what* students need to know while California and its local education agencies work together to formulate *how* students engage in learning and thereby create an accessible roadmap for teachers, administrators, community members, parents, and students to navigate the pursuit of these important instructional goals.

Moreover, the standards are designed to provide guidance on what *students need to know while California and its local education agencies work together to formulate* how *students engage in learning . . .*

Intent of the CA CCSS for ELA/Literacy

The CDE's 2011 transition plan, *A Blueprint for Great Schools,* expresses the vital importance of the CA CCSS for ELA/Literacy and Mathematics in achieving California's goals for its students. "The highest performing school systems in the world prepare their students to apply rigorous academic content knowledge to real life situations. The end goal is to foster each student's ability to create innovative solutions for complex problems and to bring higher levels of economic prosperity and social cohesion. As a result, these students are better able to lead productive and prosperous adult lives. Every California student deserves these same opportunities. In our increasingly complex society, students need to use knowledge in flexible ways, and develop complex reasoning and problem solving skills and abilities to collaborate and communicate in multiple forms" (CDE 2011, 11).

The introduction of the CA CCSS for ELA/Literacy provides a portrait of students who meet the standards. These students "readily undertake the close, attentive reading that is at the heart of understanding and enjoying complex works of literature. They habitually perform the critical reading necessary to pick carefully through the staggering amount of information available today in print and digital media. They actively seek the wide, deep, and thoughtful engagement with high-quality literary and informational texts that builds knowledge, enlarges experience, and broadens worldviews. They reflexively demonstrate the cogent reasoning and use of evidence that is essential to both private deliberation and responsible citizenship in a democratic republic. In short, students who meet the standards develop the skills in reading, writing, speaking, and listening that are the foundation for any creative and purposeful expression in language" (CDE 2013a, 2–3).

In our increasingly complex society, students need to use knowledge in flexible ways, and develop complex reasoning and problem solving skills and abilities to collaborate and communicate in multiple forms.

This portrait, coupled with the following statement of the "Capacities of Literate Individuals" (see also the introduction to this *ELA/ELD Framework*, figure I.1), depicts the capabilities that successful California students will achieve. "As students advance through the grades and master the standards in reading, writing, speaking, listening, and language, they are able to exhibit with increasing fullness and regularity these capacities of the literate individual. They demonstrate independence; they build strong content knowledge; they respond to the varying demands of audience, task, purpose, and

discipline; they comprehend as well as critique; they value evidence; they use technology and digital media strategically and capably; and they come to understand other perspectives and cultures" (CDE 2013a, 6).

The CA CCSS for ELA/Literacy also advocate that students read widely—interacting with and viewing a broad range of high-quality literary and informational texts and performances—to become broadly literate. This breadth is highlighted by the College and Career Readiness Anchor Standards:

> To become college and career ready, students must grapple with works of exceptional craft and thought whose range extends across genres, cultures, and centuries. Such works offer profound insights into the human condition and serve as models for students' own thinking and writing. Along with high-quality contemporary works, these texts should be chosen from among seminal U.S. documents, the classics of American literature, and the timeless dramas of Shakespeare. Through wide and deep reading of literature and literary nonfiction of steadily increasing sophistication, students gain a reservoir of literary and cultural knowledge, references, and images; the ability to evaluate intricate arguments; and the capacity to surmount the challenges posed by complex texts. (CDE 2013a, 46).

The attention to the range and content of student reading makes clear the need to entice children to read early with enthusiasm and joy and the need to sustain all learners' love and passion for reading and language as they build their skill, stamina, and capacities to read and express even more.

The clear continuum of learning from kindergarten to grade twelve outlined by the CA CCSS for ELA/Literacy compels educators to view their instruction as part of each student's multi-year journey of learning. This longitudinal view is an important aspect in California's vision to address educational inequities that have persisted in the state. California's commitment to equity and achievement for all students forms the center of the *Common Core State Standards Systems Implementation Plan for California,* "This system of clear expectations for student achievement promotes educational equity. This equity—ensured through universal access for all students—is the cornerstone to our educational philosophy. It's from the results of our continuing research for and development of improved programs and instructional techniques that students will actually achieve their true potential for academic success. When this success is attained—when there is no measureable gap between the academic performance levels of student subgroups—we will have achieved true educational equality" (CDE 2013b, 1–2). Moving every student to college and career readiness requires that educators help students make consistent progress along the path articulated by the CA CCSS for ELA/Literacy. This is especially important for students who have stalled in their progress at particular points in their academic careers.

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New Emphases in the CA CCSS for ELA/Literacy

Three new emphases in the CA CCSS for ELA/Literacy include increased attention to informational text, textual evidence, and text complexity. Often viewed as "shifts" from previous sets of standards, they impact the implementation of the standards, including professional learning, assessment, and curriculum. Drawn from the discussion of the shifts provided by Achieve the Core (Student Achievement Partners 2013), the three emphases are described in the following sections.

Content-Rich Informational Texts

Building knowledge through content-rich nonfiction, supported by realia and authentic experiences, plays an essential role in literacy and in the standards. In kindergarten through grade five, fulfilling the standards requires a 50/50 balance between informational and literary reading. Informational reading primarily includes content rich non-fiction in history/social studies, science, and the arts. The standards in kindergarten through grade five strongly recommend that students build coherent content knowledge both within each year and across years.

In grades six through twelve, ELA classes place much greater attention on a specific category of informational text—literary nonfiction—than has been traditional. Examples include biographies, memoirs, journalism, speeches, and more. In grades six through twelve, the standards for literacy in history/social studies, science, and technical subjects ensure that students can independently build knowledge in these disciplines through reading and writing, which complement hands-on authentic experiences. By grade eight, informational text should represent 55 percent of students' reading across all subject areas, and by grade twelve it should represent 70 percent. Students' exposure to informational text is a shared responsibility; especially in grades six through twelve, the bulk of students' interactions with informational text takes place in the context of rich content learning across the disciplines. To be clear, the standards do require substantial attention to literature throughout kindergarten through grade twelve as half of the required work in kindergarten through grade five and the core of the work of ELA teachers in grades six through twelve.

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Responding and Arguing from Textual Evidence

The standards place a premium on reading, writing, and speaking grounded in evidence from text, both literary and informational, with students writing to sources. Students use evidence from texts to present careful analyses, well-defended claims, and clear information. Rather than asking students questions they can answer solely from their prior knowledge or experience, teachers expect students to answer questions that depend on their having read and closely attended to the text or texts. The standards also require the cultivation of narrative writing throughout the grades, and in later grades a command of sequence and detail is essential for effective argumentative and informational writing. Likewise, the reading standards focus on students' ability to read carefully and grasp information, arguments, ideas and details based on evidence from text. Students should be able to answer a range of *text-dependent* questions; those that require engagement with the text, including questions that demand that students make inferences based on textual evidence.

Complex Texts and Academic Language

The standards necessitate regular practice with complex texts and academic language. Rather than focusing solely on the skills of reading and writing, the standards highlight the growing complexity of the texts students should read to be ready for the demands of college and careers. The standards build a staircase of text complexity so that all students are ready for the demands of college- and career-level reading no later than the end of high school.

Closely related to text complexity—and inextricably connected to meaning making and effective expression—is a focus on academic language, including general academic vocabulary (words that appear in a variety of content areas, such as *ignite* and *commit*) and domain-specific vocabulary (words that are largely discipline bound, such as *hypotenuse* and *mitosis*).

Similarly, the standards highlight the importance of grammatical structures and usage. In particular, understanding the purposes for using specific grammatical features in particular disciplines and text types and knowing how to use knowledge of grammar to comprehend complex academic texts are emphasized (NGA/CCSSO 2010c, Appendix A). Students gain proficiency with academic language as they read, write, and discuss complex ideas and information and as they use precise language to communicate with one another in the course of engaging learning experiences, including concrete hands-on experiences.

Nature of the CA CCSS for ELA/Literacy

The College and Career Readiness (CCR) Anchor Standards in the strands of Reading, Writing, Speaking and Listening, and Language form the *backbone* or central structure of the standards. "Grade-specific K–12 standards [CCSS] in reading, writing, speaking, listening, and language translate the broad (and, for the earliest grades, seemingly distant) aims of the CCR [Anchor] Standards into age- and attainment-appropriate terms" (CDE 2013a, 2). The CCR Anchor Standards define the threshold for readiness as students pursue their postsecondary goals for college and careers. (See figure 1.1 on the next page.)

The cross-disciplinary nature of the standards, exemplified by the specific standards for literacy in history/social studies, science, and technical subjects for grades six through twelve, and the emphasis on informational text across all grades, are unique in the history of standards development.

The standards set expectations not only for English language arts (ELA) but also for literacy in history/social studies, science, and technical subjects. Just as students learn to read, write, speak, listen, and use language effectively in ELA, so too do they learn the literacy skills and understandings required for college and career readiness in multiple disciplines. Literacy standards for grade six and above are predicated on teachers of ELA, history/social studies, science, and technical subjects using their content area expertise to help students meet the particular challenges of reading, writing, speaking, listening, and language in their respective fields. It is important to note that the literacy standards in history/social studies, science, and technical subjects are not meant to replace content standards in those areas but rather to supplement them (CDE 2013a, 2).

The cross-disciplinary nature of the standards, exemplified by the specific standards for literacy in history/social studies, science, and technical subjects for grades six through twelve, and the emphasis on informational text across all grades, are unique in the history of standards development. Teachers and school leaders need to engage in an unprecedented level of collaboration and coordination in order to achieve their intent.

Figure 1.1. College and Career Readiness Anchor Standards

College and Career Readiness Anchor Standards

READING
Key Ideas and Details
1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
Craft and Structure
4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.
Integration of Knowledge and Ideas
7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
Range of Reading and Level of Text Complexity
10. Read and comprehend complex literary and informational texts independently and proficiently.

WRITING
Text Types and Purposes**
1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
Production and Distribution of Writing
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others
Research to Build and Present Knowledge
7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
Range of Writing
10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

SPEAKING AND LISTENING
Comprehension and Collaboration
1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
Presentation of Knowledge and Ideas
4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate

LANGUAGE
Conventions of Standard English
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
Knowledge of Language
3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
Vocabulary Acquisition and Use
4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

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The **California additions** to the CCSS for ELA/Literacy highlight critical areas of importance for California's students. The additions reinforce the crucial place of foundational skills in every student's success in reading. The importance of vocabulary and the need for an organized program to develop every student's depth of vocabulary in English language arts and across the disciplines are underscored by the additions. Also essential are strong programs that build reading comprehension using texts that represent the variety of content areas and text types, including the rich and culturally diverse contributions of American authors. Formal presentations and writing, as means of effective communication, are crucial for California students as well. These concepts and others are strengthened by the items added to the CA CCSS for ELA/Literacy. In addition, standards added to the language strand require California students to write fluidly and legibly in cursive or joined italics.

Key Themes of the CA CCSS for ELA/Literacy

Several key themes emerge in the examination of the CA CCSS for ELA/Literacy (and also the CA ELD Standards, discussed in a subsequent section of this chapter). These include the importance of meaning making from the earliest grades; the critical role of language—especially academic language, including vocabulary—in comprehending, composing, communicating, and collaborating; the power of effective expression in oral,[2] visual, and written forms; the interrelationship between content knowledge and literacy development; and the necessity of mastering the foundational skills of reading early in a child's academic career. These themes are best cultivated within an integrated, motivating, engaging, respectful, and intellectually challenging learning environment or context that helps students' achieve the goals of ELA/literacy and ELD instruction: students develop the readiness for college, careers, and civic life; attain the capacities of literate individuals; become broadly literate; and acquire the skills for living and learning in the 21st century. Even though the CA CCSS for ELA/Literacy are divided into Reading, Writing, Speaking and Listening, and Language strands for conceptual clarity, the CA CCSS for ELA/Literacy propose an integrated model of instruction in which the processes of communication are closely connected.

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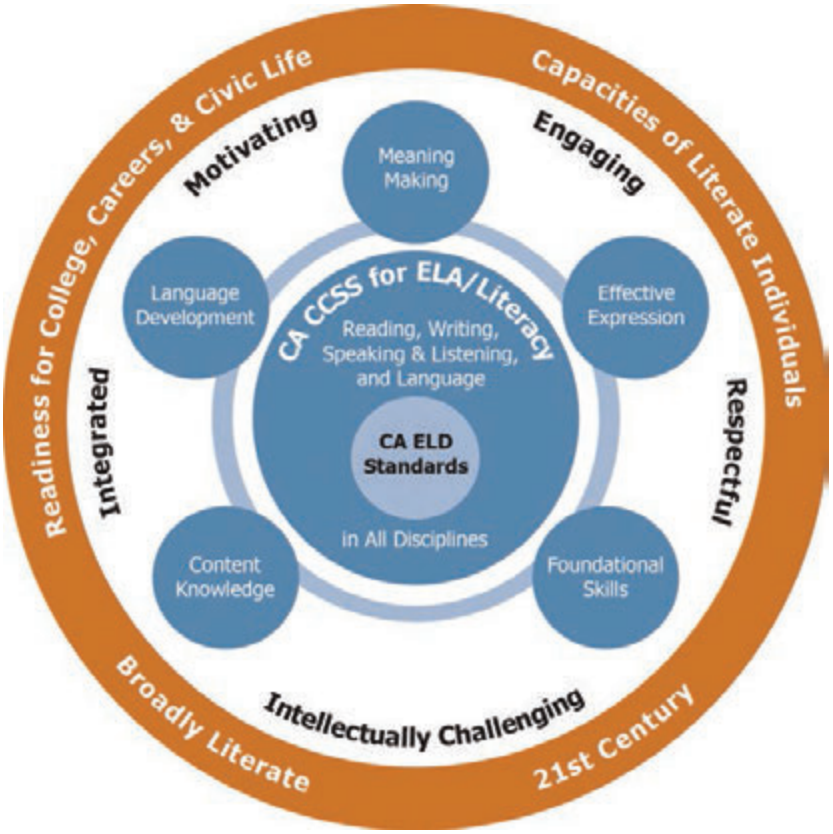
An important purpose of this framework is to outline how teachers in California can successfully implement the standards as illustrated in figure 1.2. The outer ring of the figure represents the goals of ELA/ELD programs for all students. The white field identifies context characteristics of high quality instruction for all students as called for by the CA CCSS for ELA/Literacy and other content standards. At the center and core of the figure are the CA CCSS for ELA/Literacy and the key themes they embody: **Meaning Making**, **Language Development**, **Effective Expression**, **Content Knowledge**, and **Foundational Skills**. Within that core, the CA ELD Standards provide guidance on supporting ELs to access and achieve the CA CCSS for ELA/Literacy by amplifying those CA CCSS for ELA/Literacy that are most critical for developing advanced levels of English. (See the next section of this chapter for a discussion of the CA ELD Standards and see chapter 2 in this *ELA/ELD Framework* for lengthier discussions of elements of the graphic.)

2 For students who are deaf and hard of hearing who use ASL as their primary language, the term *oral* refers to the use of sign language.

Figure 1.2. Circles of Implementation of ELA/Literacy and ELD Instruction



The CA CCSS for ELA/Literacy call for increased rigor of thought and complexity of text; an intertwining of curriculum, instruction, and assessment; increased teacher professionalism and expertise to teach effectively, observe their students carefully, and scaffold student learning; and shared responsibility to integrate content, language, and literacy and to assess student progress and provide tailored instruction so that all students achieve. The CA CCSS for ELA/Literacy also call for rich instruction that skillfully combines related standards, inquiry-based learning, research, analysis of text and media, and use of textual evidence and effective arguments in writing. Through this instruction, students develop "the ability to gather, comprehend, evaluate, synthesize, and report on information and ideas, to conduct original research in order to answer questions or solve problems, and to analyze and create a high volume and extensive range of print and nonprint texts in media forms old and new" (CDE 2013a, 3).

Organization and Structure of the CA CCSS for ELA/Literacy

The CA CCSS for ELA/Literacy are organized by strands, which include Reading, Writing, Speaking and Listening, and Language. In Reading, the standards are further divided by domains, including literature, informational text, and foundational skills (kindergarten through grade five only). Literacy standards for Reading and Writing are specified in history/social studies, science, and technical subjects. The sub-headings (or sub-strands) that organize the standards within each strand are consistent across the CCR Anchor Standards and the grade-level and grade-band standards. For example, the sub-strands in Reading are key ideas and details, craft and structure, integration of knowledge and ideas, and range of reading and level of text complexity; these appear in all grade levels and grade bands. Figure 1.3 provides an overview of the structure of the standards by strand, domain, sub-strand, and standards.

Figure 1.3. Structure of the CA CCSS for ELA/Literacy

Strand	Domains	Sub-strands	Standards
Reading	**Literature** (Grades K–12) **Informational Text** (Grades K–12) **Literacy in History/ Social Studies** (Grades 6–12) **Literacy in Science/ Technical Subjects** (Grades 6–12) *Note: References to history/social studies, science, and technical subjects are embedded within the K–5 standards.*	Key Ideas and Details	1–3
		Craft and Structure	4–6
		Integration of Knowledge and Ideas	7–9 Standard 8 N/A for Literature
		Range and Level of Text Complexity	10
	Foundational Skills (Grades K–5)	Print Concepts	1 (Grades K–1)
		Phonological Awareness	2 (Grades K–1)
		Phonics and Word Recognition	3 (Grades K–5)
		Fluency	4 (Grades K–5)
Writing	(Grades K–12) **Literacy in History/ Social Studies, Science, and Technical Subjects** (Grades 6–12) *Note: References to history/social studies, science, and technical subjects are embedded within the K–5 standards.*	Text Types and Purposes	1–3
		Production and Distribution of Writing	4–6 Standard 4 begins in Grade 2
		Research to Build and Present Knowledge	7–9 Standard 9 begins in Grade 4
		Range of Writing	10 Begins in Grade 2
Speaking and Listening	(Grades K–12)	Comprehension and Collaboration	1–3
		Presentation of Knowledge and Ideas	4–6
Language	(Grades K–12)	Conventions of Standard English	1–2
		Knowledge of Language	3 Begins in Grade 2
		Vocabulary Acquisition and Use	4–6

Source
California Department of Education. 2012. CCSS: Overview of the Common Core State Standards for California Educators. "The Four Strands." California Common Core State Standards Professional Learning Modules.

For kindergarten through grade five, a comprehensive set of standards proposes reading, writing, speaking, listening, and language competencies across a range of literary and informational texts, including history/social studies, science, and technical subjects. Even though the CA CCSS for ELA/Literacy at kindergarten through grade five are organized into one set of standards most often taught by one teacher, the skills and knowledge students learn in ELA/literacy are intended to be applied across all content areas. Students learn to comprehend literature and content area texts from the earliest grades and write across a range of genres and subjects.

Recognizing that students in grades six through twelve are most often taught by several teachers, there are two sets of standards: the ELA standards for English language arts teachers and the literacy standards for teachers of history/social studies, science, and technical subjects. Technical subjects are generally defined as all other subject matter, including mathematics, career-technical education, the arts, and world languages. The literacy standards for history/social studies, science, and technical subjects include only the strands of Reading and Writing, although attention to speaking, listening, and language knowledge and use are necessary components of literacy instruction in these content areas.

The structure of the standards is further illustrated by the correspondence of the CCR Anchor Standards to the standards for each grade level or span: kindergarten through grade eight, grades nine and ten, and grades eleven and twelve. For example, CCR Anchor Standard 1 in reading states: "Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text." For each grade, Reading Standard 1 addresses the same content as appropriate for the grade or grade band. "Put another way, each CCR anchor standard has an accompanying grade-specific standard translating the broader CCR statement into grade-appropriate end-of-year expectations" (CDE 2013a, 7). It should be noted that standards represent the content students are to achieve by the **end** of each grade level or grade span.

Figure 1.4 displays the grade-span and grade-level standards that correspond to the CCR Anchor Standard 1 for the Reading strand. The figure displays the CCR Anchor Standard first and then demonstrates how the standard can be mapped backwards through the grades to kindergarten. The Reading strand in this example is further divided by domain: literature, informational text, history/social studies, and science and technical subjects. Highlighted text indicates the growing sophistication of the standards as they progress through the grades, or in other words, what has been added to a particular grade level. Since all expectations are *new* in kindergarten, the entire standard is highlighted.

The presentation [figure 1.4] also accentuates the cross-disciplinary nature of the domains within the Reading strand and emphasizes the importance of connecting and integrating literacy within and across the disciplines of English language arts, history/social studies, science, and all other technical subjects.

Importantly, this presentation of the standards illuminates the vertical articulation of the standards throughout the grades and the role that every grade level plays in supporting students' progress toward achievement of the CCRs. The presentation also accentuates the cross-disciplinary nature of the domains within the Reading strand and emphasizes the importance of connecting and integrating literacy within and across the disciplines of English language arts, history/social studies, science, and all other technical subjects.

Figure 1.4. Grade-Specific Standards Corresponding to CCR Anchor Standard 1 for Reading, with New Expectations Highlighted

	English Language Arts Standards		Literacy Standards	
	RL	RI	RH	RST
	Reading Literature	Reading Informational Text	Reading in History/ Social Studies	Reading in Science & Technical Subjects
CCR Anchor Standard	R.CCR.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.			
Grades 11–12	**RL.11–12.1** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.	**RI.11–12.1** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.	**RH.11–12.1** Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.	**RST.11–12.1** Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.
Grades 9–10	**RL.9–10.1** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	**RI.9–10.1** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	**RH.9–10.1** Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.	**RH.9–10.1** Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.
Grade 8	**RL.8.1** Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	**RI.8.1** Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	**RH.6–8.1** Cite specific textual evidence to support analysis of primary and secondary sources.	**RST.6–8.1** Cite specific textual evidence to support analysis of science and technical texts.
Grade 7	**RL.7.1** Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	**RI.7.1** Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.		
Grade 6	**RL.6.1** Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	**RI.6.1** Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.		

	English Language Arts Standards		Literacy Standards	
	RL	RI	RH	RST
	Reading Literature	Reading Informational Text	Reading in History/ Social Studies	Reading in Science & Technical Subjects
Grade 5	**RL.5.1** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	**RI.5.1** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	Embedded within the K–5 standards	Embedded within the K–5 standards
Grade 4	**RL.4.1** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	**RI.4.1** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.		
Grade 3	**RL.3.1** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	**RI.3.1** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.		
Grade 2	**RL.2.1** Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	**RI.2.1** Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.		
Grade 1	**RL.1.1** Ask and answer questions about key details in a text.	**RI.1.1** Ask and answer questions about key details in a text.		
Kinder-garten	**RL.K.1** With prompting and support, ask and answer questions about key details in a text.	**RI.K.1** With prompting and support, ask and answer questions about key details in a text.		

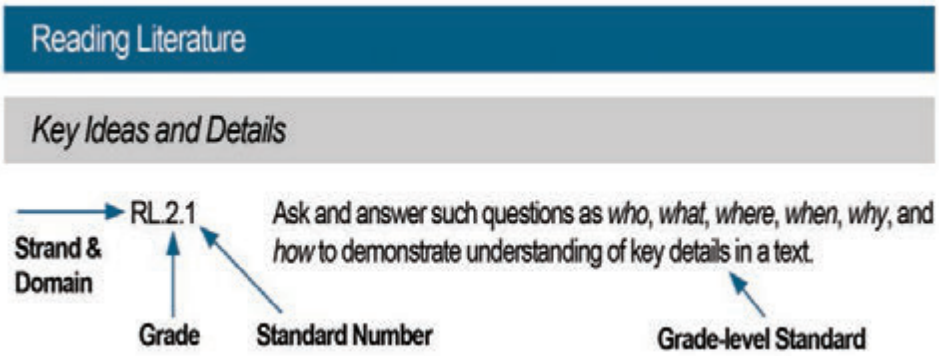
Source

Tulare County Office of Education. 2013. *California Common Core Standards Learning Progression Guide.* Visalia, CA: Tulare County Office of Education. (Highlighting added)

Numbering and Abbreviations of the CA CCSS for ELA/Literacy

Individual CCR anchor standards are identified by their strand, CCR status, and number (e.g., R.CCR.6). Individual grade-specific standards are identified by their strand, domain (only applicable in reading), grade, and number (or number and letter, where applicable), so that RI.4.3, for example, stands for Reading, Informational Text, Grade 4, Standard 3 and W.5.1a stands for Writing, Grade 5, Standard 1a. California additions to the standards are identified in boldface print followed by the abbreviation CA (CDE 2013a, v). See figure 1.5.

Figure 1.5. Numbering of the CA CCSS for ELA/Literacy



The abbreviations used in the CA CCSS for ELA/Literacy are depicted in figure 1.6.

Figure 1.6. Abbreviations of the CA CCSS for ELA/Literacy

Abbreviation	Strand & Domain	Grade Levels
RL	Reading Standards for Literature	K–12
RI	Reading Standards for Informational Text	K–12
RF	Reading Standards for Foundational Literacy Skills	K–5
RH	Reading Standards for Literacy in History/Social Studies	6–12
RST	Reading Standards for Literacy in Science and Technical Subjects	6–12
SL	Speaking and Listening Standards	K–12
L	Language Standards	K–12
W	Writing Standards	K–12
WHST	Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects	6–12

CA ELD Standards

Background

The CA CCSS for ELA/Literacy and all other content standards are intended to apply to all students, including ELs, as the developers of the CCSS have stated: "The National Governors Association Center for Best Practices and the Council of Chief State School Officers strongly believe that all students should be held to the same high expectations outlined in the Common Core State Standards. This

All ELs must have full access to the types of high-quality curriculum and instruction called for by the CA CCSS for ELA/Literacy and other SBE-adopted content standards in all disciplines (including mathematics, science, history/social studies, and other subjects) as they concurrently progress through the continuum of English language development.

includes students who are English language learners. However, these students may require additional time, appropriate instructional support, and aligned assessments as they acquire both English language proficiency and content area knowledge" (NGA/CCSSO 2010b, Application of the Standards for English Language Learners).

All ELs must have full access to the types of high-quality curriculum and instruction called for by the CA CCSS for ELA/Literacy and other SBE-adopted content standards (including mathematics, science, history/social studies, and other subjects) as they concurrently progress through the continuum of English language development. Because they are learning English as an additional language while they are simultaneously learning academic content *through* English, full access to rigorous content for ELs requires specialized instructional support focused on English language development. This support ensures that ELs maintain steady academic and linguistic progress across the disciplines and varies based on individual ELs' language learning needs.

To clarify what English language knowledge, skills, and abilities ELs need to engage with and achieve the CA CCSS for ELA/Literacy and other rigorous content standards, new CA ELD Standards were adopted by the SBE in 2012. The CA ELD Standards were designed to support the dual aims of ensuring that all California ELs have full access to intellectually rich academic content across the disciplines and that they simultaneously develop academic English. The CA ELD Standards provide teachers with clear standards that are practical to implement and are based on sound theory, current research, and promising instructional practices.

Notably, the SBE adopted not only the grade-level and grade-span CA ELD Standards, but also companion documents that serve as critical guides to teachers and curriculum developers (CDE 2014, Chapters 1, 2, 4, 5, and 6). The components of the complete CA ELD Standards package include the following:

- English Language Development Proficiency Level Descriptors and Standards
  - Chapter 1: Purposes, Development, and Structure of the California English Language Development Standards
  - Chapter 2: Proficiency Level Descriptors for the California English Language Development Standards
  - Chapter 3: The Standards: Kindergarten Through Grade Twelve
- Professional Learning for Successful Implementation of the California English Language Development Standards
  - Chapter 4: Theoretical Foundations and Research Base of the California English Language Development Standards
  - Chapter 5: Learning About How English Works
  - Chapter 6: Foundational Literacy Skills for English Learners
  - Glossary of Key Terms

The content of the CA ELD Standards package is woven throughout this *ELA/ELD Framework*. The following sections provide further detail on the intent, nature, and organization and structure of the CA ELD Standards.

Intent of the CA ELD Standards

The intent of the CA ELD Standards is to capture the multilayered and complex process of English language development in kindergarten through grade twelve and convey them in ways that are useful for teachers. The CA ELD Standards describe the key knowledge, skills, and abilities in core areas of English language development needed for ELs to engage with and achieve grade-level academic content. They are aligned to the CA CCSS for ELA/Literacy, and they draw attention to the language of the CA CCSS for ELA/Literacy that is particularly critical for ELs to develop in order to understand and successfully use academic English across the disciplines. The CA ELD Standards are not an exhaustive list. Rather, they amplify (magnify and make clear) areas of English language development that are crucial for academic learning.

New Emphases in the CA ELD Standards

Because they are derived from the CA CCSS for ELA/Literacy and from current research and theoretical frameworks, the CA ELD Standards feature several concepts that may represent *shifts* from previous notions of English language development and their use. These concepts influence the implementation of the standards, including professional learning, pedagogy, assessment, and curriculum design.

One concept is that language is seen as a **resource for making meaning**. It is a resource from which students can make specific choices, which vary depending on audience, purpose, topic, and mode of communication. This notion of language suggests that teachers should portray language not as a set of grammatical rules but rather as a powerful resource for achieving specific purposes (e.g., entertaining, persuading, interpreting, explaining). A related concept is that when ELs develop **language awareness**, that is, conscious understandings about how language works to make meaning in different situations, they are better able to comprehend and produce language. The CA ELD Standards position ELs as capable of learning about how English works and of making intentional and deliberate choices about language, depending on their purpose, audience, or topic.

The CA ELD Standards position ELs as capable of learning about how English works and of making intentional and deliberate choices about language, depending on their purpose, audience, or topic.

Another concept from the CA ELD Standards is that, for ELs at all levels of English language proficiency, **meaningful interaction with others and with complex texts** is essential for learning language and learning content. Through collaborative conversations about rich texts and concepts and through deep interactions with complex informational and literary texts, ELs extend both their language and knowledge of the world. A related concept is that ELs learn language and content better through **intellectually challenging** tasks and texts. Learning should occur through meaningful engagement with content-rich texts and tasks, and use of simplified texts should be judicious. Rather than simplifying language, the CA ELD Standards suggest that teachers should *amplify* ELs' access to the language by holding the complexity of tasks and texts constant while providing appropriate scaffolding so that students are sufficiently supported (Walquí and van Lier 2010).

These shifts represent important implications for instruction, the use of instructional materials, and the ways in which teachers observe and assess their students' content and language development. Chapter 2 and the remainder of this *ELA/ELD Framework* provide specific recommendations for instruction, assessment, and curriculum based on the CA ELD Standards.

Using the CA ELD Standards

The CA ELD Standards are designed to be used *in tandem* with the CA CCSS for ELA/Literacy and other California content standards in order to provide a robust and comprehensive instructional program for ELs. They should be used strategically by *all teachers with ELs in their classrooms* during content instruction (e.g., English language arts, science, history, mathematics). In other words, teachers should use grade-level CA CCSS for ELA/Literacy and other content standards as the focal standards for content instruction, *and* they should also use the CA ELD Standards to ensure that ELs are fully supported to access rich content knowledge and develop academic English across the disciplines. The term for this use of the CA ELD Standards throughout the day in all content areas to support ELs' academic and linguistic development is ***integrated ELD***.

The CA ELD Standards are designed to be used in tandem *with the CA CCSS for ELA/Literacy and other California content standards in order to provide a robust and comprehensive instructional program for ELs.*

In addition, the CA ELD Standards should be used as the focal standards for ***designated ELD*** instruction, which is a protected time during the school day when teachers use the CA ELD Standards to attend to ELs' particular English language development needs. Ideally, students are grouped for designated ELD by English language proficiency levels (Emerging, Expanding, Bridging; see subsequent section in this chapter). Schools, however, need to consider their particular student population (e.g., number of ELs at each proficiency level) and make appropriate decisions about grouping. Designated ELD instruction should support ELs in developing the English language knowledge and abilities needed to be successful in content instruction. Importantly, designated ELD should build *into* and *from* content instruction.

The reciprocal relationship between integrated and designated ELD and the central position of content knowledge and language development in both types of ELD instruction ensures that all ELs are optimally supported for school success. Through the coordinated application of standards, California educators help their EL students accomplish the vision and goals outlined in the introduction of this *ELA/ELD Framework*. The relationship between integrated and designated ELD is illustrated by the vignettes in the ELA and ELD in action sections of the grade-level chapters in the framework. See figure 1.7 for brief definitions and see chapter 2.

Figure 1.7. Integrated and Designated ELD

Both integrated and designated ELD are provided to English learners.

Integrated ELD is provided to ELs throughout the school day and across all subjects by all teachers of ELs. The CA ELD Standards are used in tandem with the CA CCSS for ELA/Literacy and other content standards to ensure students strengthen their abilities to use English as they simultaneously learn content through English.

Designated ELD is provided by skilled teachers during a protected time during the regular school day. Teachers use the CA ELD Standards as the focal standards in ways that build into and from content instruction to develop the critical language ELs need for content learning in English.

Nature of the CA ELD Standards

The CA ELD Standards are derived from and intended to amplify the CA CCSS for ELA/Literacy, and therefore they emphasize the same cross-disciplinary and meaningful interactions with complex texts and intellectually-rich tasks called for in the CA CCSS for ELA/Literacy—with one critical nuance. The CA ELD Standards represent California's commitment to ensuring that all EL students fully access high-quality curricula as they simultaneously maintain steady progress toward developing advanced levels of English. The CA ELD Standards are built upon three critical premises:

- Using English purposefully
- Interacting in meaningful ways
- Understanding how English works

These premises inform how instruction for ELs is shaped. Figure 1.8 displays the premises and portrays the interrelationship between the CA ELD Standards and the CA CCSS for ELA/Literacy.

As described when presented as figure 1.2, the outer ring of the figure on the left represents the overarching goals of ELA/literacy and ELD programs for all students. The white field illustrates context characteristics of high-quality instruction for all students. The center and core of the figure represents how the CA ELD Standards are both nested within and amplify the CA CCSS for ELA/Literacy. Both sets of standards integrate reading, writing, speaking, listening, and language as expressed in the key themes of Meaning Making, Language Development, Effective Expression, Content Knowledge, and Foundational Skills. Depicted on the right are the key premises, or instructional aims, of the CA ELD Standards—using English purposefully, interacting in meaningful ways, and understanding how English works. These premises, explained in the following paragraphs and illustrated in the grade-level chapters, correspond with and amplify the CA CCSS for ELA/Literacy.

Figure 1.8. Three Premises of the CA ELD Standards

Using English purposefully is an essential reflection of the CA ELD Standards, which call for a comprehensive and integrated approach to language and literacy instruction that artfully integrates reading, writing, speaking, listening, and language awareness. In this instructional environment, ELs learn that language is a resource for making meaning and that there are different purposes for using English, such as describing, explaining, persuading, and retelling. English learners learn to make informed choices about using different language resources in English (such as vocabulary, grammatical structures, text organization) based on discipline, topic, audience, task, and purpose. They learn to make these choices in order to meet the expectations of academic learning in different content areas. In short, ELs learn to use English intentionally to make meaning and engage effectively in different tasks (e.g., retelling a story, writing an argument, participating in a debate). Using English purposefully is reflected in all three parts of the CA ELD Standards.

In short, ELs learn to use English intentionally to make meaning and engage effectively in different tasks (e.g., retelling a story, writing an argument, participating in a debate). Using English purposefully is reflected in all three parts of the CA ELD Standards.

The focus on **interacting in meaningful ways** in the CA ELD Standards ensures that ELs engage with intellectually challenging content, complex texts, and other learning experiences as they develop academic English. Academic English broadly refers to the type of English used in school through which students develop content knowledge and convey their understanding of this knowledge. (See chapter 2 in this *ELA/ELD Framework*.)

Developing knowledge across the disciplines is essential for learning academic English, and this development occurs through rich and meaningful *language* interactions: collaborating with others, interpreting meaning from texts and conversations (and other active listening tasks), and producing meaningful messages. From this perspective, meaningful interaction with others and with intellectually challenging content texts and tasks (including interacting in hands-on project based learning experiences) are essential for both language and content knowledge development. This premise calls for instruction that emphasizes interaction, collaboration, comprehension, and communication, along with strategic teacher scaffolding and specific attention to language.

The CA ELD Standards emphasize the importance of knowledge of language, or language awareness, as a critical element of language development—including understandings about how to organize and structure different texts types, how to expand and enrich ideas, and how to connect and condense ideas. Just as rich content knowledge is critical to developing language, language knowledge is a resource for academic learning across the content areas. In order to make informed and appropriate linguistic choices when using English across the disciplines, ELs should learn **how English works** to make meaning in different disciplines and for different audiences.

*In order to make informed and appropriate linguistic choices when using English across the disciplines, ELs should learn **how English works** to make meaning in different disciplines and for different audiences.*

These three premises echo the call in the CA CCSS for ELA/Literacy for the use of complex texts and intellectually challenging tasks—with *content* integral to language learning—for students at *all* levels of English language proficiency. Therefore, content instruction should be expected to support the development of English as an additional language (integrated ELD) as specified in the CA CCSS for ELA/Literacy and the CA ELD Standards. At the same time, designated ELD instruction should build

into and *from* content instruction in ELA and the other disciplines so that ELs develop the language needed to interact meaningfully in the content areas. Examples of this type of instruction are provided in the grade-level chapters in this framework (chapters 3–7).

Goal and Critical Principles for ELD

The CA ELD Standards describe the knowledge, skills, and abilities in English as an additional language that are expected at each grade level (kindergarten through grade eight) or grade span (grades nine and ten; grades eleven and twelve) at each of three English language proficiency levels: Emerging, Expanding, and Bridging. Children in transitional kindergarten make progress toward the kindergarten standards. The standards make clear the goal established for all ELs in California and the "Critical Principles for Developing Language and Cognition in Academic Contexts" (hereafter, critical principles) that all California educators consider when designing and implementing instruction for ELs, as depicted in figure 1.9.

Figure 1.9. CA ELD Standards Goal and Critical Principles

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

These critical principles are further detailed in statements (shown in figure 1.10) organized into three broad categories. These categories are useful for guiding instructional planning and observing student progress: "Interacting in Meaningful Ways," "Learning About How English Works," and "Using Foundational Literacy Skills." Each numbered critical principle statement, similar to the CCR Anchor

Standards of the CCSS for ELA/Literacy, corresponds to a grade-level or grade-span CA ELD Standard, which defines more specifically what ELs should be able to do at each grade level and grade span across three English language proficiency levels: Emerging, Expanding, and Bridging.

Figure 1.10. Critical Principle Statements

Part I: Interacting in Meaningful Ways

A. **Collaborative** (engagement in dialogue with others)
1. Exchanging information and ideas via oral communication and conversations
2. Interacting via written English (print and multimedia)
3. Offering opinions and negotiating with or persuading others
4. Adapting language choices to various contexts

B. **Interpretive** (comprehension and analysis of written and spoken texts)
5. Listening actively or asking or answering questions about what was heard
6. Reading closely and explaining interpretations and ideas from reading
7. Evaluating how well writers and speakers use language to present or support ideas
8. Analyzing how writers use vocabulary and other language resources

C. Productive (creation of oral presentations and written texts)
9. Expressing information and ideas in oral presentations
10. Writing literary and informational texts
11. Supporting opinions or justifying arguments and evaluating others' opinions or arguments
12. Selecting and applying varied and precise vocabulary and other language resources

Part II: Learning About How English Works

Structuring Cohesive Texts
1. *Understanding text structure* and organization based on purpose, text type, and discipline
2. *Understanding cohesion* and how language resources across a text contribute to the way a text unfolds and flows

Expanding and Enriching Ideas
3. *Using verbs and verb phrases* to create precision and clarity in different text types
4. *Using nouns and noun phrases* to expand ideas and provide more detail
5. *Modifying to add details* to provide more information and create precision

Connecting and Condensing Ideas
6. *Connecting ideas* within sentences by combining clauses
7. *Condensing ideas* within sentences using a variety of language resources

Part III: Using Foundational Literacy Skills

While there are no standards for Part III, this part signals to teachers that they will need to consider particular background characteristics of their K–12 ELs (e.g., age, native language, native language writing system, schooling experience, and literacy experience and proficiency) when designing, teaching, and monitoring foundational literacy skills.

While slight variations in the critical principle statements may exist depending on the grade level or span (e.g., the use of the word *composing* in kindergarten in addition to *writing*), these principles distill the knowledge, abilities, and skills that all ELs should develop in school.

English Language Proficiency Levels

The CA ELD Standards depict English language development as a continuum of increasing proficiency in language learning and use. The standards begin with the idea that all EL children and youth come to school with primary language resources and then progress through relatively predictable stages of language development as a result of their schooling and other experiences. After they have reached proficiency in English, former ELs continue to engage in lifelong language learning, as do all language users (including native speakers of English), and require instruction that attends to their language learning needs. The three English language proficiency levels—Emerging, Expanding, and Bridging—represent three general stages of English language development and describe the knowledge about English and the skills and abilities that students develop as they gain increasing proficiency in English. The standards' statements describe *outcome expectations* for how well students can understand and use the English language at each English language proficiency level as they continue to build on existing language skills and knowledge.

The CA ELD Standards emphasize that ELs at all proficiency levels are capable of high-level thinking and can engage in complex, cognitively demanding social and academic activities requiring English, as long as they are provided appropriate language support.

The CA ELD Standards emphasize that ELs at all proficiency levels are capable of high-level thinking and can engage in complex, cognitively demanding social and academic activities requiring English, as long as they are provided appropriate language support. The highest English language proficiency level—Bridging—represents a student's readiness to be successful with the demands of the CA CCSS for ELA/Literacy *with minimal support*. However, the *extent of support students need varies depending on the familiarity and complexity of the task and topic.* Three general levels of support are identified in some of the grade-level/grade-span standards: *substantial, moderate*, and *light*. These general levels of support signal the extent of scaffolding most likely needed for students at each proficiency level. They are not intended to explain how to provide support or differentiate instruction for ELs at each level. Figure 1.11 depicts the ELD continuum and the way that scaffolding is represented in the CA ELD Standards. (A discussion of scaffolding is provided in chapter 2 of this *ELA/ELD Framework*. A discussion of proficiency level descriptors is provided in chapter 2 of the *California English Language Development Standards: Kindergarten Through Grade 12* [2014].)

Figure 1.11. English Language Proficiency Levels and General Extent of Support

Student Capacities	English Language Development Proficiency Level Continuum			Lifelong Language Learning
	→ Emerging	→ Expanding	→ Bridging →	
Native Language 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.	English learners ***enter*** the Emerging level having limited receptive and productive English skills. As they ***progress through*** the Emerging level, they start to respond to more varied communication tasks using learned words and phrases with increasing ease. Upon ***exit*** from the Emerging level, students have basic English communication skills in social and academic contexts	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 toward being able to increasingly engage in using the English language in more complex, cognitively demanding situations. Upon ***exit*** from the Expanding level, students can use English to learn and communicate about a range of topics and academic content areas.	As English learners ***progress through*** the Bridging level, they move from being able to communicate in ways that are appropriate to different tasks, purposes, and audiences in a variety of social and academic contexts toward being able to refine and enhance their English language competencies in a broader range of contexts. Upon ***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.	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.

Student Capacities	English Language Development Proficiency Level Continuum			Lifelong Language Learning
	→Emerging	→Expanding	→Bridging→	
High-Level Thinking with Linguistic Support 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.***	**General Extent of Support**			
	Substantial Students at the ***early stages*** of the Emerging level can engage in complex, cognitively demanding social and academic activities requiring language when provided **substantial** linguistic support; as they develop more familiarity and ease with understanding and using English, support may be **moderate or light** for familiar tasks or topics.	**Moderate** Students at the ***early stages*** of the Expanding level can engage in complex, cognitively demanding social and academic activities requiring language when provided **moderate** linguistic support; as they develop increasing ease with understanding and using English in a variety of contexts, support may be **light** for familiar tasks or topics.	**Light** 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.	**Occasional** Students who have ***exited*** the Bridging level benefit from **occasional** linguistic support in their ongoing learning of English.

English learners may demonstrate varying levels of English language proficiency on different CA ELD Standards. For example, while a student may demonstrate that she or he is at the Bridging level in contributing to discussions, she or he may be at the Expanding level in explaining ideas based on close readings of texts.

Organization and Structure of the CA ELD Standards

Each set of grade-level (kindergarten through grade eight) or grade-span (grades nine and ten, eleven and twelve) standards contain two main sections.

Section 1 describes the goal and critical principles for developing language and cognition in academic contexts (described earlier in this chapter as goals and critical principles for ELD) and provides a preview of the detailed grade-level standards in section 2. Section 1 is generally consistent across all grades, with some variations in terminology to indicate relevant differences.

Section 2 contains the grade-level or grade-span standards, with outcome expectations at each proficiency level: Emerging, Expanding, Bridging.

Section 2 informs teachers' instructional planning and evaluation of student progress. It is organized by the three interrelated areas of learning English as an additional language:

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

Part I: "Interacting in Meaningful Ways" provides standards that set expectations for ELs to participate in meaningful, relevant, and intellectually challenging ways in various contexts and disciplines. The standards in Part I are enacted in three *communicative modes* through which students develop and apply their knowledge and skills of the English language: *collaborative* (engagement in dialogue with others), *interpretive* (comprehension and analysis of written and spoken texts), and *productive* (creation of oral presentations and written texts).

Part II: "Learning About How English Works" focuses on ways in which ELs build awareness about English resources available to them, how English is structured and organized, and how meaning is made through language choices. Instruction about English is designed to improve ELs' ability to comprehend and produce academic texts in various content areas. The standards in Part II cluster within three language processes: *structuring cohesive texts*, *expanding and enriching ideas*, and *connecting and condensing ideas*.

Part III: "Using Foundational Literacy Skills" does not provide standards but instead signals to teachers at all grades the potential need to provide specialized English foundational skills instruction to ELs. This specialized instruction is designed by adapting, in particular, the Reading Standards for Foundational Skills (K–5) in the CA CCSS for ELA/Literacy based on a variety of factors, including an individual EL student's age, similarities and differences between the student's primary language and English, the student's primary literacy proficiency, and the student's oral and written proficiency in English. Since the Reading Standards for Foundational Skills are intended to guide instruction for students in kindergarten through grade five, these standards also need to be adapted—using appropriate instructional strategies and materials—to meet the particular pedagogical and literacy needs of ELs at the secondary level, including the need to teach foundational literacy skills in an accelerated time frame. Additional guidance on adapting foundational skills instruction for ELs is provided in chapters 2–7.

Because content and language are inextricably linked, the three parts of the CA ELD Standards—"Interacting in Meaningful Ways," "Learning About How English Works," and "Using Foundational Literacy Skills"—are complementary and interrelated dimensions of what should be addressed in a robust instructional program for ELs. Parts I and II are intentionally presented separately in order to call attention to the need for *both* a focus on meaningful interaction *and* a focus on building knowledge about the linguistic features of English. However, Parts I and II should be used in tandem.

. . . the CA ELD Standards are organized with the focus on meaningful interaction first and the focus on knowledge about the English language and how it works afterward.

Just as teachers focus on meaningful and engaging activities designed to build content knowledge before strategically delving into specifics about how language is structured, the CA ELD Standards are organized with the focus on meaningful interaction first and the focus on knowledge about the English language and how it works afterward. The expectations communicated in the standards assume that ELs are provided with an appropriately designed curriculum, effective instruction, and strategic levels of scaffolding as they progress through the ELD continuum. Figure 1.12 provides an overview of the structure of the CA ELD Standards.

Figure 1.12. Structure of the CA ELD Standards

Section 1: Goal, Critical Principles, and Overview	
Goal: This articulates the vision California has for all English learners.	
Critical Principles for Developing Language and Cognition in Academic Contexts: This emphasizes the three general areas teachers need to focus on when planning instruction for ELs and observing their progress. These areas are elaborated upon, by English language proficiency level, in section 2.	
Part I: Interacting in Meaningful Ways Part II: Learning About How English Works Part III: Using Foundational Literacy Skills	*Corresponding CA CCSS for ELA/Literacy*

Section 2: Elaboration on Critical Principles for Developing Language and Cognition in Academic Contexts		
Part I: Interacting in Meaningful Ways		
Communicative Mode	**Critical Principles Addressed (by English language proficiency level)**	**Standard Number**
Collaborative	• Exchanging information/ideas • Interacting via written English • Supporting opinions and persuading others • Adapting language choices	1–4
Interpretive	• Listening actively • Reading/viewing closely • Evaluating language choices • Analyzing language choices	5–8
Productive	• Presenting • Writing • Justifying/arguing • Selecting language resources	9–12
Part II: Learning About How English Works		
Language Process	**Critical Principles Addressed (by English language proficiency level)**	**Standard Number**
Structuring Cohesive Texts	• Understanding text structure • Understanding cohesion	1–2
Expanding and Enriching Ideas	• Using verbs and verb phrases • Using nouns and noun phrases • Modifying to add details	3–5
Connecting and Condensing Ideas	• Connecting ideas • Condensing ideas	6–7
Part III: Using Foundational Literacy Skills This part contains no standards but signals teachers that ELs at all grades require particular instructional considerations for learning foundational literacy skills in English.		

Section 2 presents the grade-level and grade-span standards across the range of proficiency. See chapter 3 of the *California English Language Development Standards: Kindergarten Through Grade 12* (CDE 2014) for the actual layout of the standards. Each page includes a column on the left, Texts and Discourse in Context. This column provides critical information for instructional planning, curriculum design, and assessment. (See figure 1.13.)

Figure 1.13. Texts and Discourse in Context Snapshot[3]

Part I, Strands 1–4, corresponding to the CA CCSS for ELA/ Literacy

1. SL.5.1, 6; L.5.1, 3, 6
2. W.5.6; L.5.1, 3, 6
3. SL.5.1, 6; L.5.1, 3, 6
4. W.5, 4–5; SL.5.1, 6; L.5.1, 3, 6

Purposes for using language include but are not limited to

Describing, entertaining, informing, interpreting, analyzing, recounting, explaining, persuading, negotiating, justifying, evaluating, and so on.

Informational text types include but are not limited to

Description (e.g., science log entry), procedure (e.g., how to solve a mathematics problem), recount (e.g., autobiography, science experiment results), information report (e.g., science or history report), explanation (e.g., how or why something happened), exposition (e.g., opinion), response (e.g., literary analysis), and so on.

Literary text types include but are not limited to

Stories (e.g., fantasy, legends, fables), drama (e.g., readers' theater), poetry, retelling a story, and so on.

Audiences include but are not limited to

Peers (one to one)

Small group (one to a group)

Whole group (one to many)

This Texts and Discourse in Context element of the standards reminds teachers that language is a complex, meaning-making resource to be fostered via intellectually challenging, interactive, and dialogue-rich learning environments that are focused on both content knowledge and language development. *Texts* can be written, spoken, or multimodal, and in print or digital forms. *Discourse* is, in broad terms, communication of meaning in any modality (e.g., spoken, written, visual, multimodal). The language choices students make, including which vocabulary and grammatical resources to use, are influenced by *context*, which includes the purpose for communicating, audience, text type, and content area. This column highlights variables teachers need to consider when designing and implementing instruction for ELs. The elements in the Texts and Discourse in Context column include the following:

- *Corresponding CA CCSS for ELA/Literacy*: The corresponding CA CCSS for ELA/Literacy are provided so that teachers see the interconnected nature of the CA CCSS for ELA/Literacy and CA ELD Standards.

3 The *strands* correspond to the "Critical Principle Statements." Note that the corresponding CA CCSS for ELA/Literacy change depending on the particular CA ELD Standards in focus, the texts and tasks used, and individual student needs.

- *Purposes for Using Language*: This lists some of the purposes for using language that are featured prominently in the CA CCSS for ELA/Literacy, and correspondingly, in the CA ELD Standards. Teachers support ELs in developing an awareness of these purposes as they progress in language proficiency and through the grades.
- *Text Types*: Provided in the CA CCSS for ELA/Literacy, each text type has particular language features, based on discipline, content, purpose, and audience. Teachers help ELs develop an awareness of the differences between and language patterns within text types as they progress through the grades. Informational text types are presented first in order to emphasize their importance in college and career readiness, as well as in developing content knowledge.
- *Audiences*: As they progress through the grades and use language in different ways, ELs need to consider their audience, which could be a peer in a one-to-one conversation about a social topic, a group of peers engaged in an academic conversation (one-to-group), or an academic oral presentation or written task (one-to-many), as well as other types of audiences.

The structure of the grade-level CA ELD Standards conceptualizes the standards (in section 2) as the elaboration of the critical principle statements (in section 1) for each grade level and grade span and English language proficiency level (Emerging, Expanding, Bridging). For example, critical principle statement 10 for all grade levels is: "Writing literary and informational texts to present, describe, and explain ideas and information, using appropriate technology" (note that "composing" is included at kindergarten). At each grade, this critical principle statement corresponds to Part I, Standard 10, which addresses the same content as appropriate for the grade level or grade span. Figure 1.14 displays the grade-span and grade-level CA ELD Standards that correspond to Critical Principle Statement 10. The chart displays the critical principle statement first and then demonstrates how the standard can be mapped backwards through selected grades to kindergarten. The highlighted text indicates the growing sophistication of the standards as they progress through the grades and across English language proficiency levels, or in other words, what has been added to a particular grade level or span or to a proficiency level (Emerging, Expanding, Bridging) across the ELD continuum.

As they progress through the grades and use language in different ways, ELs need to consider their audience, which could be a peer in a one-to-one conversation about a social topic, a group of peers engaged in an academic conversation (one-to-group), or an academic oral presentation or written task (one-to-many) as well as other types of audiences.

Figure 1.14. Selected CA ELD Standards – Part 1, Standard 10 (Writing)

Critical Principle Statement:	Writing literary and informational texts to present, describe, and explain ideas and information, using appropriate technology.			
Grade	**English Language Development Continuum**			**CA CCSS for ELA/ Literacy**
	→ *Emerging*	→ *Expanding*	→ *Bridging* →	
11–12	a) Write short literary and informational texts (e.g., an argument about free speech) collaboratively (e.g., with peers) and independently. b) Write brief summaries of texts and experiences using complete sentences and key words (e.g., from notes or graphic organizers).	a) Write longer literary and informational texts (e.g., an argument about free speech) collaboratively (e.g., with peers) and independently by using appropriate text organization and growing understanding of register. b) Write increasingly concise summaries of texts and experiences using complete sentences and key words (e.g., from notes or graphic organizers).	a) Write longer and more detailed literary and informational texts (e.g., an argument about free speech) collaboratively (e.g., with peers) and independently by using appropriate text organization and register. b) Write clear and coherent summaries of texts and experiences by using complete and concise sentences and key words (e.g., from notes or graphic organizers).	W.11–12, Standards 1–10 WHST.11–12, Standards 1–2, 4–10 L.11–12, Standards 1–6
8	a) Write short literary and informational texts (e.g., an argument about whether the government should fund research using stem cells) collaboratively (e.g., with peers) and independently. b) Write brief summaries of texts and experiences using complete sentences and key words (e.g., from notes or graphic organizers).	a) Write longer literary and informational texts (e.g., an argument about whether the government should fund research using stem cells) collaboratively (e.g., with peers) and independently using appropriate text organization. b) Write increasingly concise summaries of texts and experiences using complete sentences and key words (e.g., from notes or graphic organizers).	a) Write longer and more detailed literary and informational texts (e.g., an argument about whether the government should fund research using stem cells) collaboratively (e.g., with peers) and independently using appropriate text organization and growing understanding of register. 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).	W.8.1–10 WHST.8.1–2, 4–10 L.8.1–6

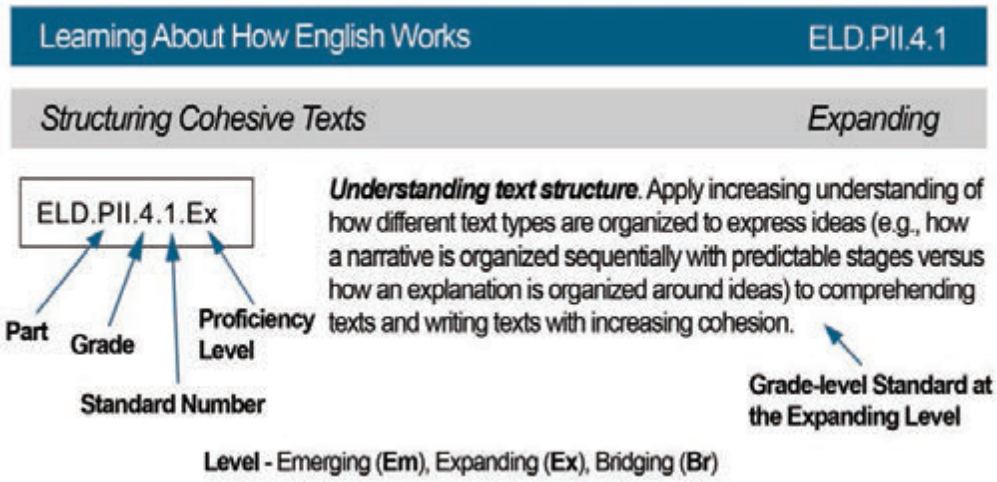
Critical Principle Statement:	Writing literary and informational texts to present, describe, and explain ideas and information, using appropriate technology.			
Grade	English Language Development Continuum			CA CCSS for ELA/ Literacy
	→ *Emerging*	→ *Expanding*	→ *Bridging* →	
5	a) Write short literary and informational texts (e.g., a description of a camel) collaboratively (e.g., joint construction of texts with an adult or with peers) and sometimes independently. b) Write brief summaries of texts and experiences using complete sentences and key words (e.g., from notes or graphic organizers).	a) Write longer literary and informational texts (e.g., an informative report on different kinds of camels) collaboratively (e.g., joint construction of texts with an adult or with peers) and with increasing independence using appropriate text organization. b) Write increasingly concise summaries of texts and experiences using complete sentences and key words (e.g., from notes or graphic organizers).	a) Write longer and more detailed literary and informational texts (e.g., an explanation of how camels survive without water for a long time) collaboratively (e.g., joint construction of texts with an adult or with peers) and independently using appropriate text organization and growing understanding of register. 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).	W.5.1–10 L.5.1–3, 6
2	Write very short literary texts (e.g., story) and informational texts (e.g., a description of a volcano) using familiar vocabulary collaboratively with an adult (e.g., joint construction of texts), with peers, and sometimes independently.	Write short literary texts (e.g., a story) and informational texts (e.g., an explanatory text explaining how a volcano erupts) collaboratively with an adult (e.g., joint construction of texts), with peers, and with increasing independence.	Write longer literary texts (e.g., a story) and informational texts (e.g., an explanatory text explaining how a volcano erupts) collaboratively with an adult (e.g., joint construction), with peers and independently.	W.2.1–8, 10 L.2.1–3, 6
K	Draw, dictate, and write to compose very short literary texts (e.g., story) and informational texts (e.g., a description of a dog), using familiar vocabulary collaboratively in shared language activities with an adult (e.g., joint construction of texts), with peers, and sometimes independently.	Draw, dictate, and write to compose short literary texts (e.g., story) and informational texts (e.g., a description of dogs), collaboratively with an adult (e.g., joint construction of texts), with peers, and with increasing independence.	Draw, dictate, and write to compose longer literary texts (e.g., story) and informational texts (e.g., an information report on dogs), collaboratively with an adult (e.g., joint construction of texts), with peers, and independently using appropriate text organization.	W.K.1–3, 5–8 L.K.1–2, 6

As is the case with the CA CCSS for ELA/Literacy, the language of particular standards across grade levels and spans or proficiency levels may be very similar or even the same. This consistency and continuity across grade levels is intentional: the complexity of texts and tasks increases as students progress through the grades. The consistency and continuity across the ELD continuum is also intentional: ELs at all proficiency levels are expected to engage in the same level of cognitive rigor, although the amount or nature of scaffolding may differ.

Numbering and Abbreviations of the CA ELD Standards

Individual grade-level and grade-span CA ELD Standards are identified first by ELD (in order to distinguish them from the CA CCSS for ELA/Literacy), followed by their part, grade level, number (or number and letter, where applicable), and proficiency level (if applicable) so that ELD.PII.4.1.Ex for example, stands for ELD Standards, Part II: Learning About How English Works, Grade 4, Standard 1, Expanding level. See figure 1.15.

Figure 1.15. Numbering of the CA ELD Standards



Interrelationship of the CA CCSS for ELA/Literacy and the CA ELD Standards

As stated throughout this chapter, the CA CCSS for ELA/Literacy and ELD Standards are inextricably linked. The two sets of standards intersect and connect with one another across the multiple dimensions of language, literacy, and content knowledge. The two sets of standards also promote the fundamental integration of reading, writing, speaking, and listening while highlighting the role of language in each of these communicative acts. The CA CCSS for ELA/Literacy serve as the foundation for the CA ELD Standards, which amplify the language necessary for the development of advanced English and academic success across the disciplines. The key themes of Meaning Making, Language Development, Effective Expression, Content Knowledge, and Foundational Skills crosscut both sets of standards and are used to organize discussions of the standards throughout this *ELA/ELD Framework*.

Although presented separately, the Language strands in the CA CCSS for ELA/Literacy and Part II of the ELD Standards, "Learning About How English Works," are not meant to be used in isolation. Instead, they are intended to overlay the other strands/parts of both sets of standards. The focus on understanding how English works in Part II of the CA ELD Standards is *integral to* and *inseparable*

from ELs' development of meaning making and purposeful interaction as delineated in Part I of the CA ELD Standards: "Interacting in Meaningful Ways." Similarly both Parts I and II interconnect with all the strands of Reading, Writing, Speaking and Listening, and Language. The reciprocal nature of the CA CCSS for ELA/Literacy and the CA ELD Standards is further demonstrated by the ways in which the standards echo one another. The CA CCSS for ELA/Literacy and CA ELD Standards do not correspond on a one-to-one basis, but rather many CA CCSS for ELA/Literacy connect across many CA ELD Standards and vice versa, as the following Grade 5 CA ELD Standards example in figure 1.16 illustrates.

Figure 1.16. Many-to-Many Correspondences between Grade 5 CA CCSS for ELA/Literacy and CA ELD Standards

Grade 5 CA CCSS for ELA/ Literacy	**Grade 5 CA ELD Standards Part II: Learning About How English Works Structuring Cohesive Texts, Strands 1 & 2**		
	→ Emerging →	**Expanding →**	**Bridging →**
RL.5.5; RI.5.5; W.5.1–5; SL.5.4 RL.5.5; RI.5.5; W.5.1–4; SL.5.4; L.5.1,3 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. 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. W.5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information. a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped . . . c. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically). d. Provide a concluding statement or section related to the opinion presented. (See similar cohesion expectations in W.5.2 and W.5.3) 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 . . .	***1. Understanding text structure*** Apply basic understanding of how different text types are organized to express ideas (e.g., how a narrative is organized sequentially with predictable stages versus how opinions/arguments are organized around ideas) to comprehending texts and writing basic texts. ***2. Understanding cohesion*** a) Apply basic understanding of language resources for referring the reader back or forward in text (e.g., how pronouns refer back to nouns in text) to comprehending texts and writing basic texts.	***1. Understanding text structure*** Apply growing understanding of how different text types are organized to express ideas (e.g., how a narrative is organized sequentially with predictable stages versus how opinions/arguments are structured logically around reasons and evidence) to comprehending texts and writing texts with increasing cohesion. ***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 comprehending texts and writing texts with increasing cohesion.	***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 versus how opinions/arguments are structured logically around reasons and evidence) to comprehending texts and writing cohesive texts. ***2. Understanding cohesion*** a) Apply increasing understanding of language resources for referring the reader back or forward in text (e.g., how pronouns, synonyms, or nominalizations refer back to nouns in text) to comprehending texts and writing cohesive texts.

Grade 5 CA CCSS for ELA/ Literacy	Grade 5 CA ELD Standards Part II: Learning About How English Works Structuring Cohesive Texts, Strands 1 & 2		
	→ Emerging	→ Expanding	→ Bridging →
W.5.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. SL.5.4 Report on a topic or text or present an opinion, sequencing ideas logically . . . a. Plan and deliver an opinion speech that: states an opinion, logically sequences evidence to support the speaker's position, uses transition words to effectively link opinions and evidence (e.g., consequently and therefore) . . . L.5.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking . . . L.5.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.	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., *first/ next, at the beginning*) to comprehending texts and writing basic texts.	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., *for example, in the first place, as a result*) to comprehending texts and writing texts with increasing cohesion.	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., *consequently, specifically, however*) to comprehending texts and writing cohesive texts

The relationship of English language arts and literacy, English language development, and the disciplines is interdependent; content knowledge grows from students' knowledge of language and their ability to understand and use particular discourse practices, grammatical structures, and vocabulary while reading, writing, speaking, and listening to accomplish their disciplinary goals. Similarly, as ELs delve deeper into the ways in which meaning is conveyed in the content areas, their knowledge of how language works and their ability to make informed linguistic choices also grows. Both sets of standards illustrate the reciprocal and inextricable relationship among knowledge, literacy, and language. Accordingly, California teachers of all students, and especially ELs, have an opportunity to make explicit how language is used powerfully to achieve particular purposes in particular disciplines.

The relationship of English language arts and literacy, English language development, and the disciplines is interdependent; content knowledge grows from students' knowledge of language and their ability to understand and use particular discourse practices, grammatical structures, and vocabulary while reading, writing, speaking, and listening to accomplish their disciplinary goals.

This does not mean that content teachers should become linguists or that ELD specialists should become content experts. Rather, content teachers need to know enough about language to support their ELs at different English language proficiency levels so that ELs maintain a steady trajectory along the ELD continuum. This also means that ELD teachers and EL specialists need to know enough about content to ensure that ELs are developing the language of the

disciplines and of specific disciplinary topics in order to be successful in their core content coursework. This approach to teaching and learning necessarily requires educators to collaborate with one another to ensure that all students, but especially ELs, receive instruction that is rigorous, comprehensive, and robust in terms of content knowledge, disciplinary literacy, and language. Different approaches to collaboration are illustrated throughout this framework, and a few ideas follow:

- A high school English teacher asks the school's ELD teacher to help her identify some of the language that will be challenging to her EL students in the novel students will be reading. She wants to call attention to the language during instruction, and she asks the ELD teacher for ideas on how to approach this. The ELD teacher asks the English teacher to help her understand the content of the novel better, including the major themes students should discern, so she can support her beginning EL students to better understand them during designated ELD time. The teachers agree to use similar structures for collaborative conversations in their classrooms in order to reinforce the importance of academic discussions.

- A middle school interdisciplinary team works together to focus on general academic and domain-specific vocabulary across the disciplines, with varying degrees of emphasis in each content area. The science teacher introduces the domain-specific words in a class reading of a complex informational text, and the English teacher teaches the general academic words in a rereading of the text. The social studies/history teacher conducts a debate using the content of the reading and prompts her students to use the words as they debate. The mathematics teacher uses the words in a word problem. At the end of the week, the English teacher asks her students to write a response to a debatable question, using the words and evidence from the text read that week in their arguments.

- During their grade-level collaboration time, elementary teachers work together to plan science lessons using the CA ELD Standards as a guide to provide strategic language support to their ELs at different English language proficiency levels. Together, they plan integrated science/ELA lessons with integrated ELD and designated ELD lessons that specifically focus on the language of the science content by English language proficiency level.

The remainder of this *ELA/ELD Framework* explicates the CA CCSS for ELA/Literacy and CA ELD Standards by grade level and grade span level, including the ways in which the standards work together for specific purposes. This framework also provides numerous examples to illustrate ways in which schools and teachers can best organize instruction for powerful teaching and learning for all students in order to achieve the ambitious and important goals set forth in this *ELA/ELD Framework*.

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