

Figure Collection
of the
**English Language Arts/
English Language
Development Framework
for California Public Schools
Kindergarten Through
Grade Twelve**

Introduction – Chapter 2

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Introduction – Chapter 2

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Figure I.1. Capacities of Literate Individuals

They demonstrate independence.

Students can, without significant scaffolding, comprehend and evaluate complex texts across a range of types and disciplines, and they can construct effective arguments and convey intricate or multifaceted information. Likewise, students are independently able to discern a speaker's key points, request clarification, and ask relevant questions. They build on others' ideas, articulate their own ideas, and confirm they have been understood. Without prompting, they demonstrate command of standard English and acquire and use a wide-ranging vocabulary. More broadly, they become self-directed learners, effectively seeking out and using resources to assist them, including teachers, peers, and print and digital reference materials.

They build strong content knowledge.

Students establish a base of knowledge across a wide range of subject matter by engaging with works of quality and substance. They become proficient in new areas through research and study. They read purposefully and listen attentively to gain both general knowledge and discipline-specific expertise. They refine and share their knowledge through writing and speaking.

They respond to the varying demands of audience, task, purpose, and discipline.

Students adapt their communication in relation to audience, task, purpose, and discipline. They set and adjust purpose for reading, writing, speaking, listening, and language use as warranted by the task. They appreciate nuances, such as how the composition of an audience should affect tone when speaking and how the connotations of words affect meaning. They also know that different disciplines call for different types of evidence (e.g., documentary evidence in history, experimental evidence in science).

They comprehend as well as critique.

Students are engaged and open-minded—but discerning—readers and listeners. They work diligently to understand precisely what an author or speaker is saying, but they also question an author's or speaker's assumptions and premises and assess the veracity of claims and the soundness of reasoning.

They value evidence.

Students cite specific evidence when offering an oral or written interpretation of a text. They use relevant evidence when supporting their own points in writing and speaking, making their reasoning clear to the reader or listener, and they constructively evaluate others' use of evidence.

They use technology and digital media strategically and capably.

Students employ technology thoughtfully to enhance their reading, writing, speaking, listening, and language use. They tailor their searches online to acquire useful information efficiently, and they integrate what they learn through technology with what they learn offline. They are familiar with the strengths and limitations of various technological tools and mediums and can select and use those best suited to their communication goals.

They come to understand other perspectives and cultures.

Students appreciate that the twenty-first-century classroom and workplace are settings in which people from often widely divergent cultures and who represent diverse experiences and perspectives must learn and work together. Students actively seek to understand other perspectives and cultures through reading and listening, and they are able to communicate effectively with people of varied backgrounds. They evaluate other points of view critically and constructively. Through reading great classic and contemporary works of literature representative of a variety of periods, cultures, and worldviews, students can vicariously inhabit worlds and have experiences much different than their own.

Source

National Governors Association Center for Best Practices and Council of Chief State School Officers. 2010. *Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects*. National Governors Association Center for Best Practices, Council of Chief State School Officers, Washington DC.

Figure I.2. Values for Educating English Learners

Valuing Language and Culture as Assets: English learners receive instruction that values their home cultures and primary languages as assets and builds upon them for new learning.

Ensuring Equity in Intellectual Richness: English learners benefit from the same high expectations of learning established for all students and routinely engage in intellectually rich tasks and texts across the disciplines.

Building Content Knowledge and Language in Tandem: English learners engage in instruction that promotes content and language learning *in tandem* in all disciplines, including ELA, mathematics, social studies, science, the fine arts, and other subjects. Further, ELs have full access to a multi-disciplinary curriculum, including those subjects listed here.

Attending to Specific Language Learning Needs: English learners' content and language learning is fostered when targeted language instruction builds *into* and *from* content learning and attends specifically to English language proficiency levels and prior educational experiences in the primary language and English.

Integrating Domains of Communication: English learners develop full proficiency in English in the integrated domains of listening, speaking, reading, and writing, consistent with expectations for all students.

Providing Appropriate Scaffolding: English learners thrive in instructional environments where teachers intentionally support them to fully engage with intellectually challenging content using strategic scaffolding. Scaffolding is tailored to student needs with the ultimate goal of student autonomy.

Evaluating Progress Appropriately: English learners' progress in developing content knowledge and academic English are best evaluated with intentional, appropriate, and valid assessment tools that take into account English language proficiency levels, primary language literacy, and cultural backgrounds. Formative assessment as a pedagogical practice allows teachers to adjust instruction and provide feedback in a timely manner.

Sharing the Responsibility: English learners' positive educational experiences and academic success is a responsibility shared by all educators, the family, and the community.

Figure 1.1. College and Career Readiness Anchor Standards

College and Career Readiness Anchor Standards

READING	WRITING	SPEAKING AND LISTENING	LANGUAGE
<p>Key Ideas and Details</p> <ol style="list-style-type: none"> 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. 	<p>Text Types and Purposes**</p> <ol style="list-style-type: none"> 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. 	<p>Comprehension and Collaboration</p> <ol style="list-style-type: none"> 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. 	<p>Conventions of Standard English</p> <ol style="list-style-type: none"> 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.
<p>Craft and Structure</p> <ol style="list-style-type: none"> 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. 	<p>Production and Distribution of Writing</p> <ol style="list-style-type: none"> 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 	<p>Presentation of Knowledge and Ideas</p> <ol style="list-style-type: none"> 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 	<p>Knowledge of Language</p> <ol style="list-style-type: none"> 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.
<p>Integration of Knowledge and Ideas</p> <ol style="list-style-type: none"> 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. <p>Range of Reading and Level of Text Complexity</p> <ol style="list-style-type: none"> 10. Read and comprehend complex literary and informational texts independently and proficiently. 	<p>Research to Build and Present Knowledge</p> <ol style="list-style-type: none"> 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. <p>Range of Writing</p> <ol style="list-style-type: none"> 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. 		<p>Vocabulary Acquisition and Use</p> <ol style="list-style-type: none"> 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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Figure 1.2. Circles of Implementation of ELA/Literacy and ELD Instruction



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) <i>Note: References to history/social studies, science, and technical subjects are embedded within the K–5 standards.</i>	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) <i>Note: References to history/social studies, science, and technical subjects are embedded within the K–5 standards.</i>	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.

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. <i>California Common Core Standards Learning Progression Guide</i> . Visalia, CA: Tulare County Office of Education. (Highlighting added)				

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

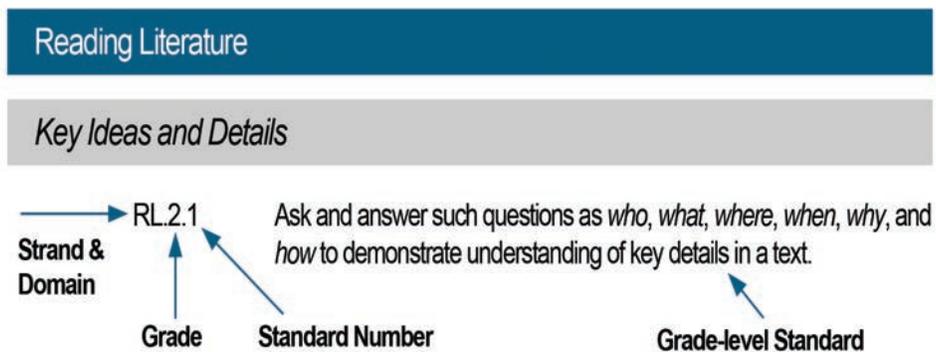


Figure 1.6. Abbreviations of the CA CCSS for ELA/Literacy

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

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.

Figure 1.8. Three Premises of the CA ELD Standards

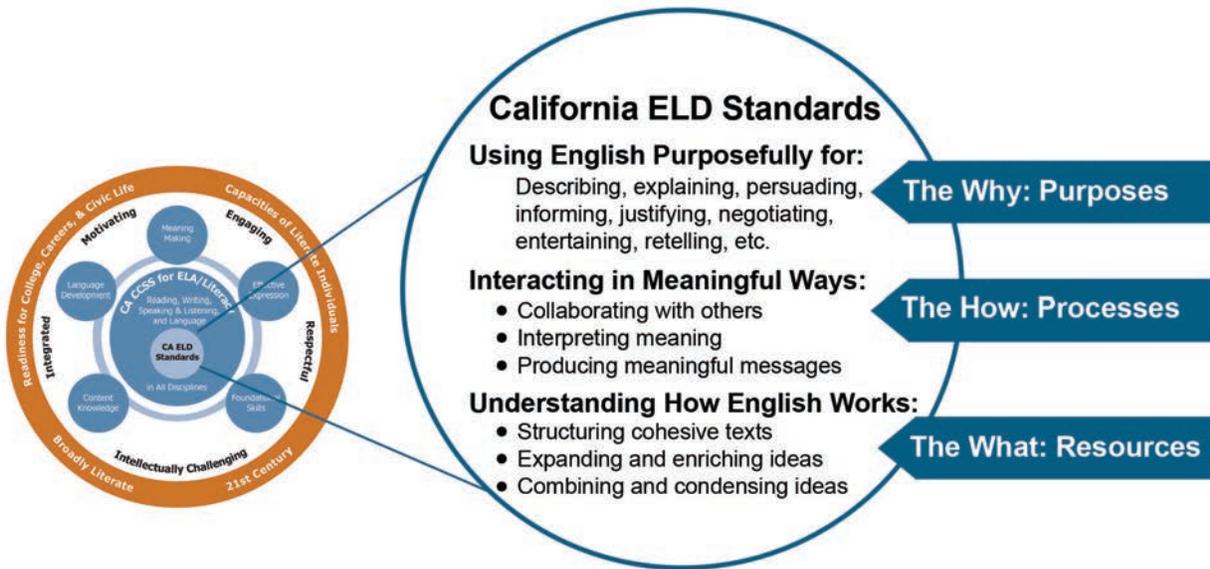


Figure 1.9. CA ELD Standards Goal and Critical Principles

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.

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.

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→	
<p>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.</p>	<p>English learners enter the Emerging level having limited receptive and productive English skills.</p> <p>As they progress through the Emerging level, they start to respond to more varied communication tasks using learned words and phrases with increasing ease.</p> <p>Upon exit from the Emerging level, students have basic English communication skills in social and academic contexts</p>	<p>As English learners progress through the Expanding level, they move from being able to refashion learned phrases and sentences in English to meet their immediate communication and learning needs toward being able to increasingly engage in using the English language in more complex, cognitively demanding situations.</p> <p>Upon exit from the Expanding level, students can use English to learn and communicate about a range of topics and academic content areas.</p>	<p>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.</p> <p>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.</p>	<p>Students who have reached “proficiency” in the English language (as determined by state and/or local criteria) continue to build increasing breadth, depth, and complexity in comprehending and communicating in English in a wide variety of contexts.</p>

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.

Figure 1.12. Structure of the CA ELD Standards

Section 1: Goal, Critical Principles, and Overview		
<p>Goal: This articulates the vision California has for all English learners.</p>		
<p>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.</p>		
<p>Part I: Interacting in Meaningful Ways Part II: Learning About How English Works Part III: Using Foundational Literacy Skills</p>	<p><i>Corresponding CA CCSS for ELA/Literacy</i></p>	
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	<ul style="list-style-type: none"> • Exchanging information/ideas • Interacting via written English • Supporting opinions and persuading others • Adapting language choices 	1–4
Interpretive	<ul style="list-style-type: none"> • Listening actively • Reading/viewing closely • Evaluating language choices • Analyzing language choices 	5–8
Productive	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Understanding text structure • Understanding cohesion 	1–2
Expanding and Enriching Ideas	<ul style="list-style-type: none"> • Using verbs and verb phrases • Using nouns and noun phrases • Modifying to add details 	3–5
Connecting and Condensing Ideas	<ul style="list-style-type: none"> • Connecting ideas • Condensing ideas 	6–7
Part III: Using Foundational Literacy Skills		
<p>This part contains no standards but signals teachers that ELs at all grades require particular instructional considerations for learning foundational literacy skills in English.</p>		

Figure 1.13. Texts and Discourse in Context Snapshot

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)

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	<p>a) Write short literary and informational texts (e.g., an argument about free speech) collaboratively (e.g., with peers) and independently.</p> <p>b) Write brief summaries of texts and experiences using complete sentences and key words (e.g., from notes or graphic organizers).</p>	<p>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.</p> <p>b) Write increasingly concise summaries of texts and experiences using complete sentences and key words (e.g., from notes or graphic organizers).</p>	<p>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.</p> <p>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).</p>	<p>W.11–12, Standards 1–10</p> <p>WHST.11–12, Standards 1–2, 4–10</p> <p>L.11–12, Standards 1–6</p>
8	<p>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.</p> <p>b) Write brief summaries of texts and experiences using complete sentences and key words (e.g., from notes or graphic organizers).</p>	<p>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.</p> <p>b) Write increasingly concise summaries of texts and experiences using complete sentences and key words (e.g., from notes or graphic organizers).</p>	<p>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.</p> <p>b) Write clear and coherent summaries of texts and experiences using complete and concise sentences and key words (e.g., from notes or graphic organizers).</p>	<p>W.8.1–10</p> <p>WHST.8.1–2, 4–10</p> <p>L.8.1–6</p>

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	<p>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.</p> <p>b) Write brief summaries of texts and experiences using complete sentences and key words (e.g., from notes or graphic organizers).</p>	<p>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.</p> <p>b) Write increasingly concise summaries of texts and experiences using complete sentences and key words (e.g., from notes or graphic organizers).</p>	<p>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.</p> <p>b) Write clear and coherent summaries of texts and experiences using complete and concise sentences and key words (e.g., from notes or graphic organizers).</p>	<p>W.5.1–10</p> <p>L.5.1–3, 6</p>
2	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>W.2.1–8, 10</p> <p>L.2.1–3, 6</p>
K	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>W.K.1–3, 5–8</p> <p>L.K.1–2, 6</p>

Figure 1.15. Numbering of the CA ELD Standards

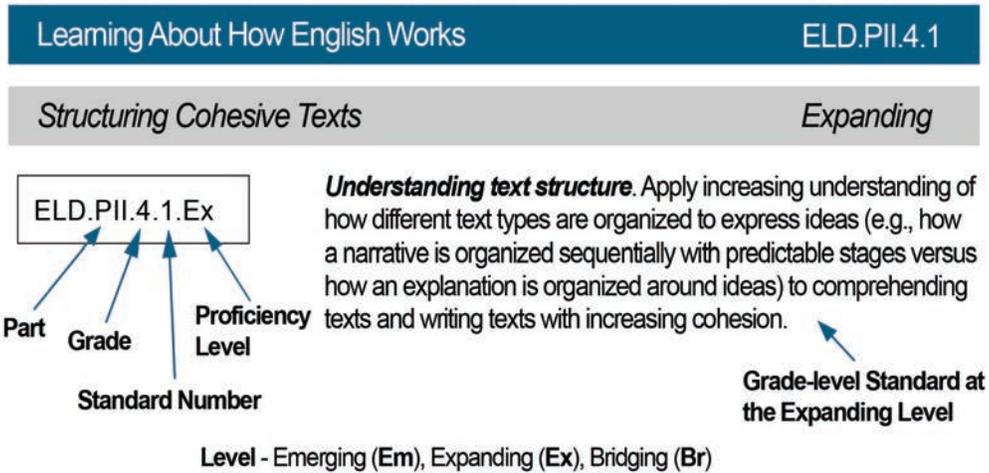


Figure 1.16. Many-to-Many Correspondences between Grade 5 CA CCSS for ELA/Literacy and CA ELD Standards

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
<p>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</p> <p>RL.5.5 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.</p> <p>RI.5.5 Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.</p> <p>W.5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p>a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped . . .</p> <p>c. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).</p> <p>d. Provide a concluding statement or section related to the opinion presented. (See similar cohesion expectations in W.5.2 and W.5.3)</p> <p>W.5.4 Produce clear and coherent writing (including multiple paragraph texts) in which the development and organization are appropriate to task, purpose, and audience . . .</p>	<p>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.</p> <p>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.</p>	<p>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.</p> <p>2. Understanding cohesion a) Apply growing understanding of language resources that refer the reader back or forward in text (e.g., how pronouns or synonyms refer back to nouns in text) to comprehending texts and writing texts with increasing cohesion.</p>	<p>1. Understanding text structure Apply increasing understanding of how different text types are organized to express ideas (e.g., how a historical account is organized chronologically versus how opinions/arguments are structured logically around reasons and evidence) to comprehending texts and writing cohesive texts.</p> <p>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.</p>

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
<p>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.</p> <p>SL.5.4 Report on a topic or text or present an opinion, sequencing ideas logically . . .</p> <p>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., <i>consequently</i> and <i>therefore</i>) . . .</p> <p>L.5.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking . . .</p> <p>L.5.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p>	<p>b) Apply basic understanding of how ideas, events, or reasons are linked throughout a text using a select set of everyday connecting words or phrases (e.g., <i>first/next, at the beginning</i>) to comprehending texts and writing basic texts.</p>	<p>b) Apply growing understanding of how ideas, events, or reasons are linked throughout a text using a variety of connecting words or phrases (e.g., <i>for example, in the first place, as a result</i>) to comprehending texts and writing texts with increasing cohesion.</p>	<p>b) Apply increasing understanding of how ideas, events, or reasons are linked throughout a text using an increasing variety of academic connecting and transitional words or phrases (e.g., <i>consequently, specifically, however</i>) to comprehending texts and writing cohesive texts</p>

Figure 2.1. Circles of Implementation of ELA/Literacy and ELD Instruction



The **outer ring** identifies the overarching goals of ELA/literacy and ELD instruction. By the time California’s students complete high school, they have developed the readiness for college, careers, and civic life; attained the capacities of literate individuals; become broadly literate; and acquired the skills for living and learning in the 21st century.

The **white field** represents the context in which instruction occurs. This framework asserts that the context for learning should be integrated, motivating, engaging, respectful, and intellectually challenging for all students.

Circling the standards are the key themes of the standards: Meaning Making, Language Development, Effective Expression, Content Knowledge, and Foundational Skills. These themes highlight the interconnections among the strands of CA CCSS for ELA/Literacy (Reading, Writing, Speaking and Listening, and Language) and the parts of the CA ELD Standards (“Interacting in Meaningful Ways,” “Learning About How English Works,” and “Using Foundational Skills”). The themes are organizing components for the grade-level discussions (chapters 3–7).

In the **center** of the graphic are the CA CCSS for ELA/Literacy and the CA ELD Standards, which define year-end expectations for student knowledge and abilities and guide instructional planning and observation of student progress. The CA ELD Standards also identify proficiency level expectations (Emerging, Expanding, and Bridging) and ensure that EL students have full access to the CA CCSS for ELA/Literacy and other content standards. These standards are the pathway to achievement of the overarching goals.

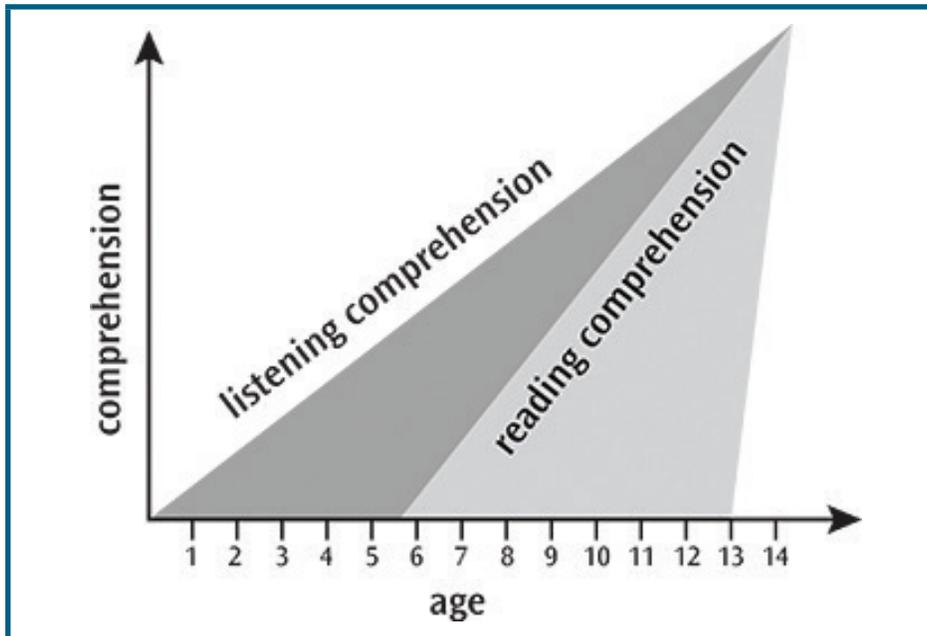
Figure 2.2. Range of Text Types

Grade Span	Literature			Informational Text
	Stories	Drama	Poetry	Literary Nonfiction and Historical, Scientific, and Technical Texts
K–5	Includes children’s adventure stories, folktales, legends, fables, fantasy, realistic fiction, and myth.	Includes staged dialogue and brief familiar scenes.	Includes nursery rhymes and the subgenres of the narrative poem, limerick, and free verse poem.	Includes biographies and autobiographies; books about history, social studies, science, and the arts; technical texts, including directions, forms, and the information displayed in graphs, charts, or maps; and digital sources on a range of topics.
6–12	Includes the subgenres of adventure stories, historical fiction, mysteries, myths, science fiction, realistic fiction, allegories, parodies, satire, and graphic novels.	Includes classical through contemporary one-act and multi-act plays, both in written form and on film, and works by writers representing a broad range of literary periods and cultures.	Includes classical through contemporary works and the subgenres of narrative poems, lyrical poems, free verse poems, sonnets, odes, ballads, and epics by writers representing a broad range of literary periods and cultures.	Includes the subgenres of exposition, argument, and functional text in the form of personal essays, speeches, opinion pieces, essays about art or literature, biographies, memoirs, journalism, and historical, scientific, technical, or economic accounts (including digital sources) written for a broad audience.

Source

California Department of Education. 2013. *California Common Core State Standards: English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects*, 41 and 77. Sacramento: California Department of Education.

Figure 2.3. Listening and Reading Comprehension by Age



Source

National Governors Association Center for Best Practices and Council of Chief State School Officers (NGA/CCSSO). 2010a. *Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Appendix A*. National Governors Association Center for Best Practices, Council of Chief State School Officers, Washington DC.

Figure 2.4. Relationships and Convergences Among the Practices in Science, Mathematics and English Language Arts

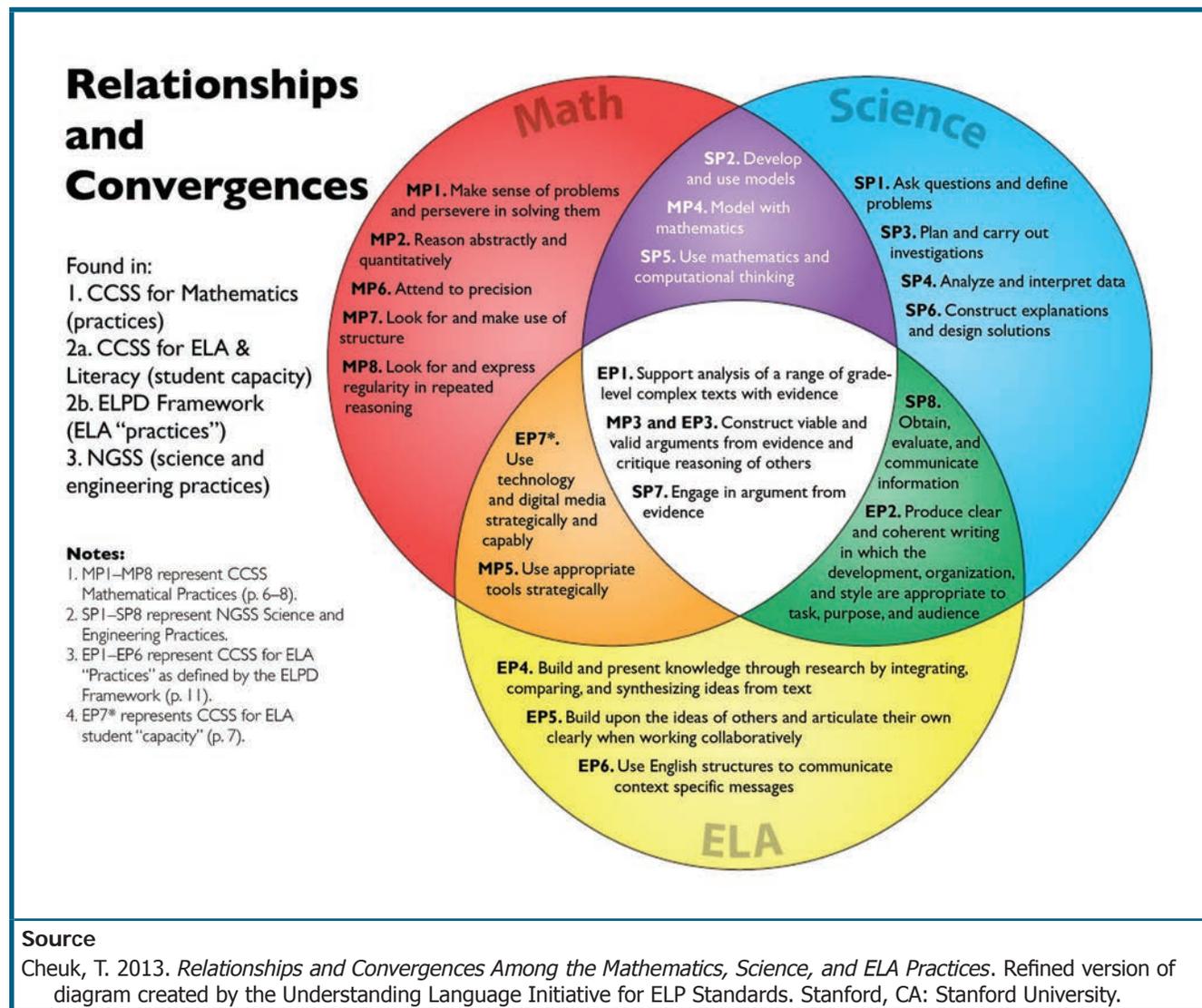


Figure 2.5. Bloom’s Taxonomy and Webb’s Depth of Knowledge (DOK)

Depth of Thinking (Webb) + Type of Thinking (Revised Bloom, 2001)	DOK Level 1 Recall and Reproduction	DOK Level 2 Basic Skills and Concepts	DOK Level 3 Strategic Thinking and Reasoning	DOK Level 4 Extended Thinking
Remember	<ul style="list-style-type: none"> Recall , locate basic facts, definitions, details, events 			
Understand	<ul style="list-style-type: none"> Select appropriate words for use when intended meaning is clearly evident 	<ul style="list-style-type: none"> Specify, explain relationships Summarize Identify central ideas 	<ul style="list-style-type: none"> Explain, generalize, or connect ideas using supporting evidence (quote, text evidence, example . . .) 	<ul style="list-style-type: none"> Explain how concepts or ideas specifically relate to other content domains or concepts
Apply	<ul style="list-style-type: none"> Use language structure (pre/ suffix) or word relationships (synonym/ antonym) to determine meaning 	<ul style="list-style-type: none"> Use content to identify word meanings Obtain and interpret information using text features 	<ul style="list-style-type: none"> Use concepts to solve non-routine problems 	<ul style="list-style-type: none"> Devise an approach among many alternatives to research a novel problem
Analyze	<ul style="list-style-type: none"> Identify the kind of information contained in a graphic table, visual, etc. 	<ul style="list-style-type: none"> Compare literary elements, facts, terms, events Analyze format, organization, and text structures 	<ul style="list-style-type: none"> Analyze or interpret author’s craft (e.g. literary devices, viewpoint, or potential bias) to critique a text 	<ul style="list-style-type: none"> Analyze multiple sources or texts Analyze complex/ abstract themes
Evaluate			<ul style="list-style-type: none"> Cite evidence and develop a logical argument for conjectures based on one text or problem 	<ul style="list-style-type: none"> Evaluate relevancy, accuracy, and completeness of information across text/sources
Create	<ul style="list-style-type: none"> Brainstorm ideas, concepts, problems, or perspectives related to a topic or concept 	<ul style="list-style-type: none"> Generate conjectures or hypothesis based on observations or prior knowledge and experience 	<ul style="list-style-type: none"> Develop a complex model for a given situation Develop an alternative solution 	<ul style="list-style-type: none"> Synthesize information across multiple sources or texts Articulate a new voice, alternate theme, new knowledge or perspective

Source

Adapted from

Hess, Karin, K., Dennis Carlock, Ben Jones, and John R. Walkup. 2009. “What Exactly Do ‘Fewer, Clearer, and Higher Standards’ Really Look Like in the Classroom? Using a Cognitive Rigor Matrix to Analyze Curriculum, Plan Lessons, and Implement Assessments.”

Figure 2.6. A Definition of Meaning Making as a Reader

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

Figure 2.7. The Standards' Model of Text Complexity

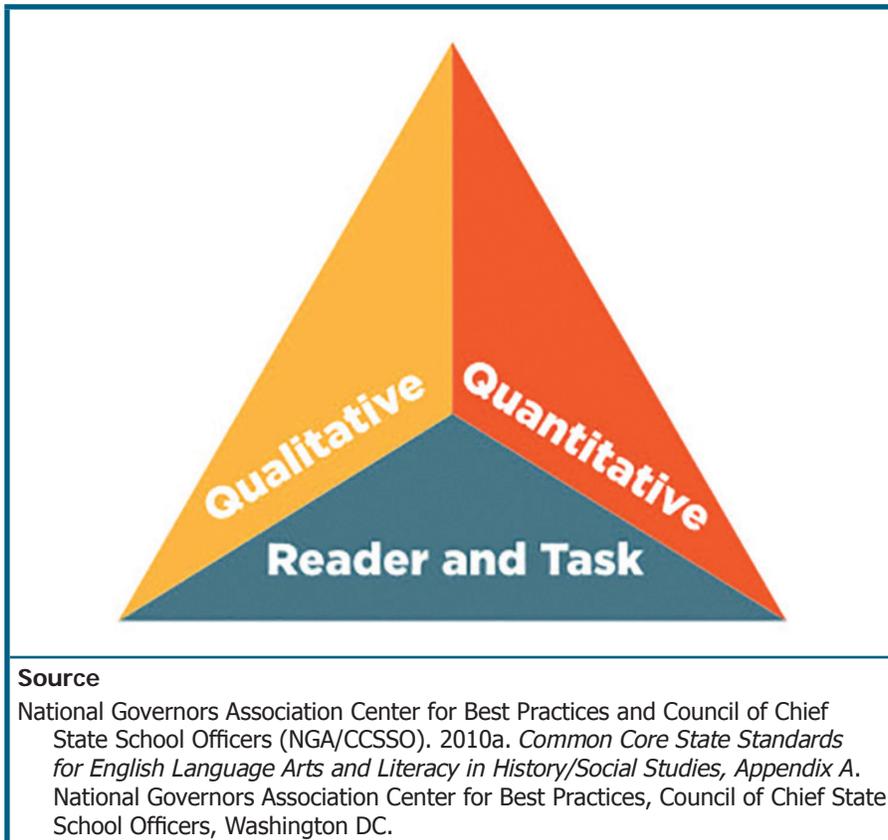


Figure 2.8. Qualitative Dimensions of Text Complexity

Levels of Meaning (literary texts) or Purpose (informational texts)

- Single level of meaning → Multiple levels of meaning
- Explicitly stated purpose → Implicit purpose, may be hidden or obscure

Structure

- Simple → Complex
- Explicit → Implicit
- Conventional → Unconventional (chiefly literary texts)
- Events related in chronological order → Events related out of chronological order (chiefly literary texts)
- Traits of a common genre or subgenre → Traits specific to a particular discipline (chiefly informational texts)
- Simple graphics → Sophisticated graphics
- Graphics unnecessary or merely supplementary to understanding the text → Graphics essential to understanding the text and may provide information not otherwise conveyed in the text

Language Conventionality and Clarity

- Literal → Figurative or ironic
- Clear → Ambiguous or purposefully misleading
- Contemporary, familiar → Archaic or otherwise unfamiliar
- Conversational → General academic and domain-specific

Knowledge Demands: Life Experiences (literary texts)

- Simple theme → Complex or sophisticated themes
- Single themes → Multiple themes
- Common, everyday experiences or clearly fantastical situations → Experiences distinctly different from one's own
- Single perspective → Multiple perspectives
- Perspective(s) like one's own → Perspective(s) unlike or in opposition to one's own

Knowledge Demands: Cultural/Literary Knowledge (chiefly literary texts)

- Everyday knowledge and familiarity with genre conventions required → Cultural and literary knowledge useful
- Low intertextuality (few if any references/allusions to other texts) → High intertextuality (many references/allusions to other texts)

Knowledge Demands: Content/Discipline Knowledge (chiefly informational texts)

- Everyday knowledge and familiarity with genre conventions required → Extensive, perhaps specialized discipline-specific content knowledge required
- Low intertextuality (few if any references to/citations of other texts) → High intertextuality (many references to/citations of other texts)

Source

Excerpted from

National Governors Association Center for Best Practices and Council of Chief State School Officers (NGA/CCSSO). 2010a. *Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Appendix A, 6*. National Governors Association Center for Best Practices, Council of Chief State School Officers, Washington DC.

Figure 2.9. Updated Text Complexity Grade Bands and Associated Ranges from Multiple Measures

Common Core Band	ATOS *	Degrees of Reading Power®	Flesch Kincaid 8	The Lexile Framework®	Reading Maturity	SourceRater
2nd–3rd	2.75–5.14	42–54	1.98–5.34	420–820	3.53–6.13	0.05–2.48
4th–5th	4.97–7.03	52–60	4.51–7.73	740–1010	5.42–7.92	0.84–5.75
6th–8th	7.00–9.98	57–67	6.51–10.34	925–1185	7.04–9.57	4.11–10.66
9th–10th	9.67–12.01	62–72	8.32–12.12	1050–1335	8.41–10.81	9.02–13.93
11th–CCR	11.20–14.10	67–74	10.34–14.2	1185–1385	9.57–12.00	12.30–14.50
* Renaissance Learning						
<p>Source National Governors Association for Best Practices and Council of Chief State Schools Officers. n.d. "Supplemental Information for Appendix A of the Common Core State Standards for English Language Arts and Literacy: New Research on Text Complexity," 4. <i>Common Core State Standards Initiative</i>.</p>						

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

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

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

Figure 2.11. Text-Dependent Questions

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

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

The following seven steps may be used for developing questions:

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

Source

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

Figure 2.12. Academic Language

Academic language broadly refers to the language used in school to help students develop content knowledge and to convey their understandings of this knowledge. It is different than the type of English used in informal, or everyday, social interactions. For example, the way we describe a movie to a friend is different from the way a movie review is written for a newspaper. These two communicative acts or texts have different audiences and purposes (to persuade someone to do something versus to entertain and inform readers). Similarly, the text structure and organization of an oral argument is different than that of a written review because the purpose is different.

There are some features of academic English that are common across disciplines, such as general academic vocabulary (e.g., *evaluate, infer, resist*), but there is also variation based on the discipline, such as domain-specific vocabulary (e.g., *metamorphic, parallelogram*). However, academic English encompasses more than vocabulary. In school or other academic settings, students choose particular ways of using language or language resources to meet the expectations of the people with whom they interact or the academic tasks they are assigned. Although these language resources include vocabulary, they also include ways of combining clauses to show relationships between ideas, expanding sentences to add precision or detail, or organizing texts in cohesive ways. Language resources enable students to make meaning and achieve specific purposes (e.g., persuading, explaining, entertaining, describing) with different audiences in discipline-specific ways.

From this perspective, language is a meaning-making resource, and *academic English* encompasses discourse practices, text structures, grammatical structures, and vocabulary—all inseparable from meaning (Bailey and Huang 2011; Wong-Fillmore and Fillmore 2012; Schleppegrell 2004; Snow and Uccelli 2009). As indicated, academic English shares characteristics across disciplines (it is densely packed with meaning, authoritatively presented, and highly structured) but is also highly dependent upon disciplinary content (Christie and Derewianka 2008; Derewianka and Jones 2012; Moje 2010; Schleppegrell 2004).

Not all children come to school equally prepared to engage with academic English. However, all students can learn academic English, use it to achieve success in academic tasks across the disciplines, and build upon it to prepare for college and careers. Attending to how students use the language resources of academic English to make meaning and achieve particular social purposes is critically important. Deep knowledge about how language works allows students to

- represent their experiences and express their ideas effectively;
- interact with a broader variety of audiences; and
- structure their messages intentionally and purposefully in order to achieve particular purposes.

For more on the characteristics of academic English, see chapter five of the CA ELD Standards (CDE 2014a).

Figure 2.13. Categories of Vocabulary

Vocabulary	Definition	Examples
Conversational (Tier One)	Words of everyday use	<i>happy, dog, run, family, boy, play, water</i>
General Academic (Tier Two)	Words that are far more likely to appear in text than in everyday use, are highly generalizable because they appear in many types of texts, and often represent precise or nuanced meanings of relatively common things	<i>develop, technique, disrupt, fortunate, frightening, enormous, startling, strolled, essential</i>
Domain-Specific (Tier Three)	Words that are specific to a domain or field of study and key to understanding a new concept	<i>equation, place value, germ, improvisation, tempo, percussion, landform, thermometer</i>

Figure 2.14. Understanding Register

Register refers to the ways in which grammatical and lexical resources are combined to meet the expectations of the context (i.e., the content area, topic, audience, and mode in which the message is conveyed). In this sense, “register variation” (Schleppegrell 2012) depends on what is happening (the content), who the communicators are and what their relationship is (e.g., peer-to-peer, expert-to-peer), and how the message is conveyed (e.g., written, spoken, or other format). More informal or “spoken-like” registers might include chatting with a friend about a movie or texting a relative. More formal or “written-like” *academic* registers might include writing an essay for history class, participating in a debate about a scientific topic, or providing a formal oral presentation about a work of literature. The characteristics of these academic registers, which are critical for school success, include specialized and technical vocabulary, sentences and clauses that are densely packed with meaning and combined in purposeful ways, and whole texts that are highly structured and cohesive in ways dependent upon the disciplinary area and social purpose (Christie and Derewianka 2008; Halliday and Matthiessen 2004; O’Dowd 2010; Schleppegrell 2004).

Many students often find it challenging to move from more everyday or informal registers of English to more formal academic registers. Understanding and gaining proficiency with academic registers and the language resources that build them opens up possibilities for expressing ideas and understanding the world. From this perspective, teachers who understand the lexical, grammatical, and discourse features of academic English and how to make these features explicit to their students in purposeful ways that build both linguistic and content knowledge are in a better position to help their students fulfill their linguistic and academic potential.

Teaching about the grammatical patterns found in specific disciplines has been shown to help students with their reading comprehension and writing proficiency. The aims are to help students become more conscious of how language is used to construct meaning in different contexts and to provide them with a wider range of linguistic resources. Knowing how to make appropriate language choices will enable students to comprehend and construct meaning in oral and written texts. Accordingly, instruction should focus on the language features of the academic texts students read and are expected to write in school (e.g., arguments, explanations, narratives). Instruction should also support students’ developing awareness of and proficiency in using the language features of these academic registers (e.g., how ideas are condensed in science texts through nominalization, how arguments are constructed by connecting clauses in particular ways, or how agency is hidden in history texts by using the passive voice) so that they can better comprehend and create academic texts (Brisk 2012; Gebhard, Willett, Jimenez, and Piedra 2011; Fang and Schleppegrell 2010; Gibbons 2008; Hammond 2006; Rose and Acevedo 2006; Schleppegrell and de Oliveira 2006; Spycher 2007).

Figure 2.15. Structures for Engaging All Students in Academic Conversations

Rather than posing a question and taking immediate responses from a few students, teachers employ more participatory and collaborative approaches such as those that follow. Teachers also ensure that students interact with a range of peers. For each of the illustrative examples provided here, teachers emphasize extended discourse, that is, multiple exchanges between students in which they engage in rich dialogue. It is also important that teachers select approaches that support the needs of students and encourage varying types of interaction.

Think-Pair-Share

A question is posed and children are given time to think individually. Then each student expresses his or her thoughts and responds to a partner, asking clarifying questions, adding on, and so forth. The conversation is often expanded to a whole-class discussion. (Lyman 1981)

Think-Write-Pair-Share

Students respond to a prompt or question by first thinking independently about their response, then writing their response. They then share their thoughts with a peer. The conversation is often expanded to a whole-group discussion.

Quick Write/Quick Draw

Students respond to a question by quickly writing a few notes or rendering a drawing (e.g., a sketch of the water cycle) before being asked to share their thinking with classmates.

Literature/Learning Circles

Students take on various roles in preparation for a small-group discussion. For example, as they listen to, view, or read a text, one student attends to and prepares to talk about key vocabulary, another student prepares to discuss diagrams in the text, and a third student prepares questions to pose to the group. When they meet, each student has a turn to share and others are expected to respond by asking clarifying questions as needed and reacting to and building on the comments of the student who is sharing. (Daniels 1994)

Inside-Outside Circles

Students think about and mentally prepare a response to a prompt such as *What do you think was the author's message in the story?* or *Be ready to tell a partner something you found interesting in this unit of study.* Students form two circles, one inside the other. Students face a peer in the opposite circle. This peer is the person with whom they share their response. After brief conversations, students in one circle move one or more peers to their right in order to have a new partner, thus giving them the opportunity to articulate their thinking again and hear a new perspective. (Kagan 1994)

Discussion Web

Students discuss a debatable topic incorporating listening, speaking, reading, and writing. Students are given content-based reading, a focusing question, and clear directions and scaffolds for developing arguments supporting both sides of the question. (Alvermann 1991; Buehl 2009)

Expert Group Jigsaw

Students read a text and take notes, then work together in small (3–5 students) *expert groups* with other students who read the same text to compare notes and engage in an extended discussion about the reading. They come to a consensus on the most important things to share with others who did not read the same text. Then, they convene in small *jigsaw groups* to share about what they read and to gather information about what others read. Finally, the expert groups reconvene to compare notes on what they learned.

Structured Academic Controversy

Like the Discussion Web, Structured Academic Controversy is a cooperative approach to conversation in which small teams of students learn about a controversial issue from multiple perspectives. Students work in pairs, analyzing texts to identify the most salient parts of the argument from one perspective. Pairs present their arguments to another set of partners, debate the points, and then switch sides, debating a second time. Finally, the students aim to come to consensus through a discussion of the strengths and weaknesses of both sides of the argument. (Johnson and Johnson 1999)

Opinion Formation Cards

Students build their opinion on a topic as they listen to the ideas of others. Students have *evidence cards*—small cards with different points of evidence drawn from a text or texts. Students meet with other students who have different points of evidence, read the points to each other, state their current opinions, ask questions, and prompt for elaboration. (Zwiers, O’Hara, and Pritchard 2014)

Socratic Seminar

Students engage in a formal discussion in which the leader asks open-ended questions based on a text. The teacher facilitates the discussion as students listen closely to the comments of others, ask questions, articulate their own thoughts, and build on the thoughts of others. (Israel 2002)

Philosopher’s Chair, Strategic Collaborative Instruction, Constructive Conversations, and Argument Balance Scales are examples of other strategies, and there are many others.

Figure 2.16. Framing Questions for Lesson Planning

Framing Questions for All Students	Add for English Learners
<ul style="list-style-type: none">• What are the big ideas and culminating performance tasks of the larger unit of study, and how does this lesson build toward them?• What are the learning targets for this lesson, and what should students be able to do at the end of the lesson?• Which clusters of CA CCSS for ELA/Literacy does this lesson address?• What background knowledge, skills, and experiences do my students have related to this lesson?• How complex are the texts and tasks?• How will students make meaning, express themselves effectively, develop language, and learn content? How will they apply or learn foundational skills?• What types of scaffolding, accommodations, or modifications will individual students need for effectively engaging in the lesson tasks?• How will my students and I monitor learning during and after the lesson, and how will that inform instruction?	<ul style="list-style-type: none">• What are the English language proficiency levels of my students?• Which CA ELD Standards amplify the CA CCSS for ELA/Literacy at students' English language proficiency levels?• What language might be new for students and/or present challenges?• How will students interact in meaningful ways and learn about how English works in collaborative, interpretive, and/or productive modes?

Figure 2.17. Four Zones of Teaching and Learning

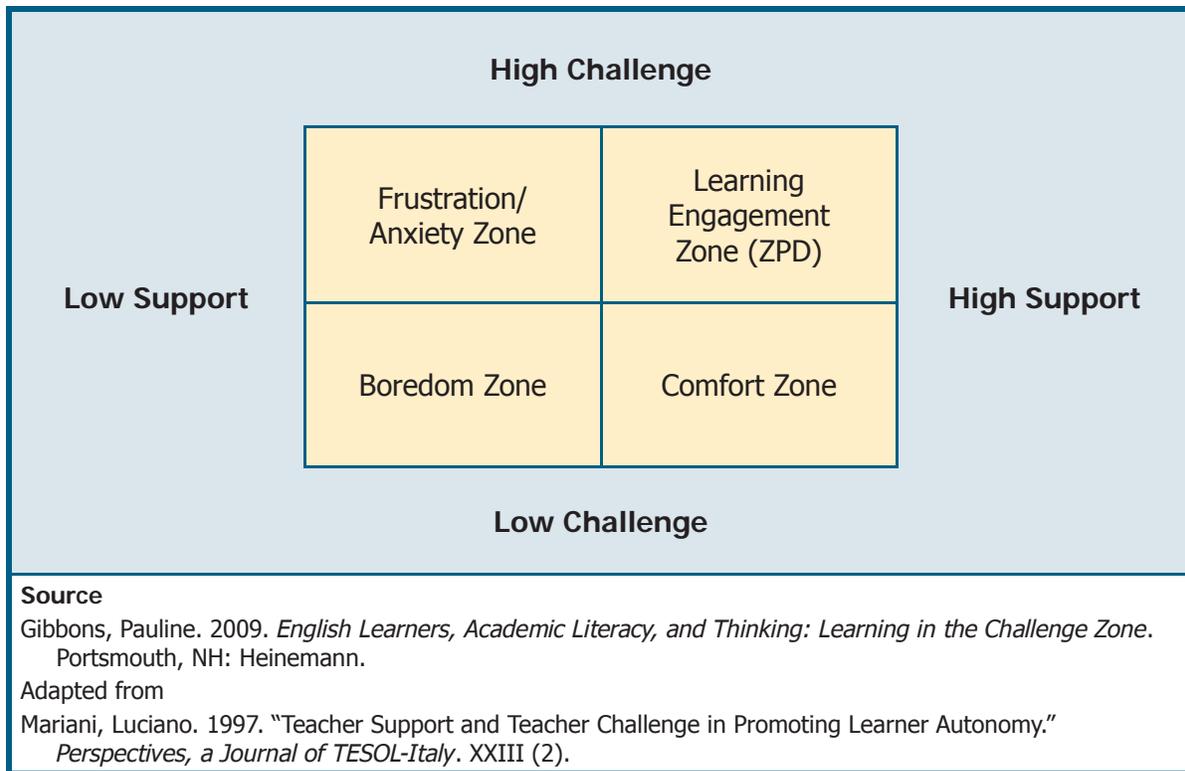


Figure 2.18. General Progression in the CA ELD Standards ELD Continuum

ELD Continuum				
Native Language	→Emerging →Expanding →Bridging →			Lifelong Language Learners
ELs come to school with a wide range of knowledge and competencies in their primary language, which they draw upon to develop English.	ELs at this level typically progress very quickly, learning to use English for immediate needs as well as beginning to understand and use academic vocabulary and other features of academic language.	ELs at this level increase their English knowledge, skills, and abilities in more contexts. They learn to apply a greater variety of academic vocabulary, grammatical structures, and discourse practices in more sophisticated ways, appropriate to their age and grade level.	ELs at this level continue to learn and apply a range of advanced English language knowledge, skills, and abilities in a wide variety of contexts, including comprehension and production of highly complex texts. The “bridge” alluded to is the transition to full engagement in grade-level academic tasks and activities in a variety of content areas without the need for specialized instruction.	Students who have reached full 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.

Figure 2.19. Three Interrelated Areas of Comprehensive ELD

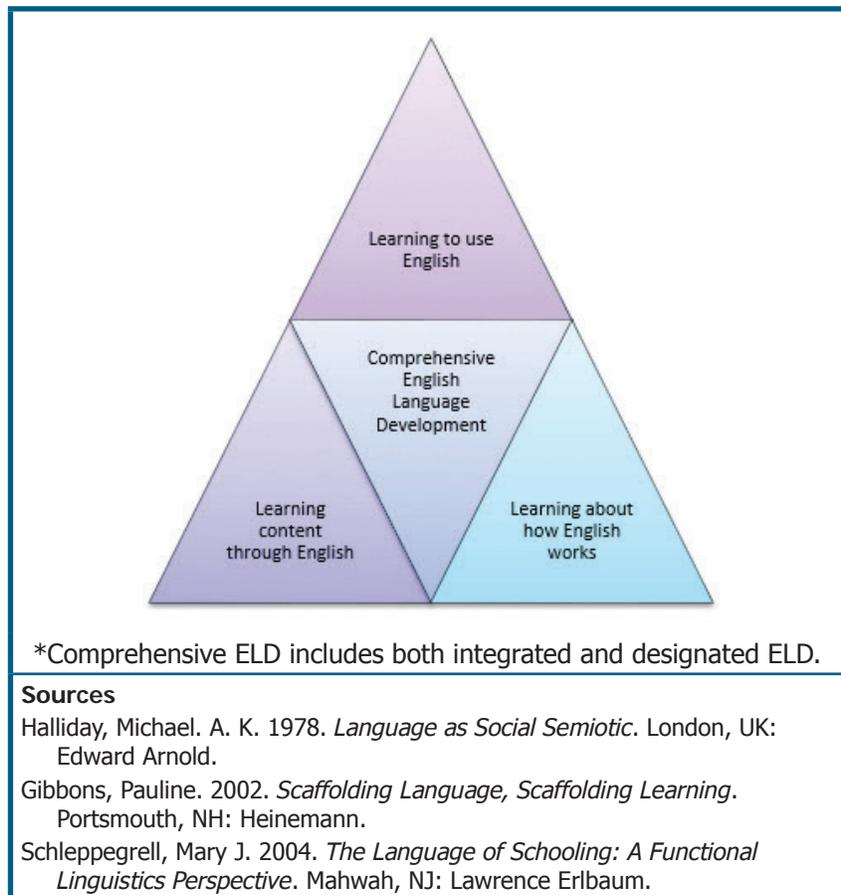


Figure 2.20. Sentence Unpacking

Original sentence:

“Although many countries are addressing pollution, *environmental degradation continues to create devastating human health problems each year.*”

Meanings:

- Pollution is a big problem around the world.
- People are creating pollution and ruining the environment.
- The ruined environment leads to health problems in people.
- Health problems are still happening every year.
- The health problems are really, really bad.
- A lot of countries are doing something about pollution.
- Even though the countries are doing something about pollution, there are still big problems.

What this sentence is mostly about: Environmental degradation

What it means in our own words: People are creating a lot of pollution and messing up the environment all around the world, and even though a lot of countries are trying to do things about it, a lot of people have big health problems because of it.

Figure 2.21. Integrated ELD

Effective instructional experiences for ELs throughout the day and across the disciplines:

- Are interactive and engaging, meaningful and relevant, and intellectually rich and challenging
- Are appropriately scaffolded in order to provide strategic support that moves learners toward independence
- Develop both content knowledge and academic English
- Value and build on primary language and culture and other forms of prior knowledge

Figure 2.22. Sentence Deconstruction Focusing on Structure and Meaning

Sentence: Broken into clauses	Analysis: Type of clause and how I know	Meaning: What it means
Although many countries are addressing pollution,	<p>Dependent (subordinate clause)</p> <p>It starts with <i>although</i>, so it can't stand on its own.</p> <p>It <i>depends</i> on the other clause.</p>	<p>The clause gives credit to a lot of countries for doing something about pollution. Using the word <i>although</i> tells me that the rest of the sentence will show that what they are doing is not enough.</p>
environmental degradation continues to create devastating human health problems each year.	<p>Independent (main clause)</p> <p>It can stand on its own, even if I take the other clause away.</p>	<p>The clause has the most important information. Pollution keeps hurting a lot of people every year all over the world.</p>

Figure 2.23. Essential Features of Designated ELD Instruction

1. **Intellectual Quality:** Students are provided with intellectually motivating, challenging, and purposeful tasks, along with support to meet the tasks.
2. **Academic English Focus:** Students' proficiency with academic English and literacy in the content areas, as described in the CA ELD Standards, the CA CCSS for ELA/Literacy, and other content standards, is the main focus of instruction.
3. **Extended Language Interaction:** Extended language interaction between students, including ample opportunities for students to communicate in meaningful ways using English, is central. Opportunities for listening or viewing and speaking or signing are thoughtfully planned and not left to chance. As students progress along the ELD continuum, these activities also increase in sophistication.
4. **Focus on Meaning:** Instruction predominantly focuses on meaning, connecting to the language demands of ELA and other content areas, and identifies the language of texts and tasks critical for understanding meaning.
5. **Focus on Forms:** Congruent with the focus on meaning, instruction explicitly focuses on learning about how English works based on purpose, audience, topic, and text type. This includes attention to the discourse practices, text organization, grammatical structures, and vocabulary that enable individuals to make meaning as members of discourse communities.
6. **Planned and Sequenced Events:** Lessons and units are carefully planned and sequenced to strategically build language proficiency along with content knowledge.
7. **Scaffolding:** Teachers contextualize language instruction, build on background knowledge, and provide appropriate levels of scaffolding based on individual differences and needs. Scaffolding is both planned in advance and provided just in time.
8. **Clear Lesson Objectives:** Lessons are designed using the CA ELD Standards as the primary standards and are grounded in appropriate content standards.
9. **Corrective Feedback:** Teachers provide students with judiciously selected corrective feedback on language usage in ways that are transparent and meaningful to students. Overcorrection or arbitrary corrective feedback is avoided.
10. **Formative Assessment Practices:** Teachers frequently monitor student progress through informal observations and ongoing formative assessment practices; they analyze student writing, work samples, and oral language production to prioritize student instructional needs.

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