Chapter	ltem	Title	Applies to ELs	Pages
INTRODU	CTION T	D THE FRAMEWORK		
-	F I.1	Capacities of Literate Individuals		6
-	F I.2	Values for Educating English Learners	X	11
OVERVIE	W OF TH	STANDARDS		
1	F 1.1	College and Career Readiness Anchor Standards		21
1	F 1.2	Circles of Implementation of ELA/Literacy and ELD Instruction	X	23
1	F 1.3	Structure of the CA CCSS for ELA/Literacy		24
1	F 1.4	Grade-Specific Standards Corresponding to CCR Anchor Standard 1 for Reading, with New Expectations Highlighted		26–27
1	F 1.5	Numbering of the CA CCSS for ELA/Literacy		28
1	F 1.6	Abbreviations of the CA CCSS for ELA/Literacy		28
1	F 1.7	Integrated and Designated ELD	X	31
1	F 1.8	Three Premises of the CA ELD Standards	Х	32
1		CA ELD Standards Goal and Critical Principles	X	34
1		Critical Principle Statements	X	35
		English Language Proficiency Levels and General Extent of Support	X	37–38
		Structure of the CA ELD Standards	X	40
		Texts and Discourse in Context Snapshot	X	41
		Selected CA ELD Standards – Part 1, Standard 10 (Writing)	X	43–44
		Numbering of the CA ELD Standards	X	45
		Many-to-Many Correspondences between Grade 5 CA CCSS for ELA/Literacy and CA ELD Standards	X	46-47
		DERATIONS IN ELA/LITERACY AND ELD CURRICULUM, INSTRUCTION, AND ASSESSMENT		10 17
2	F 2.1	Circles of Implementation of ELA/Literacy and ELD Instruction	Х	53
		Range of Text Types	X	56
2		Listening and Reading Comprehension by Age		50
2		Relationships and Convergences Among the Practices in Science, Mathematics and English Language Arts		62
2		Bloom's Taxonomy and Webb's Depth of Knowledge (DOK)		68
2		A Definition of Meaning Making as a Reader		70
2	F 2.7	The Standards' Model of Text Complexity		70
2	F 2.8	Qualitative Dimensions of Text Complexity		71
2	F 2.0	Updated Text Complexity Grade Bands and Associated Ranges from Multiple Measures		72
2		Strategies for Supporting Learners' Engagement with Complex Text	Х	75-76
			^	
2		Text-Dependent Questions		77
2		Academic Language		80
2		Categories of Vocabulary		81
2		Understanding Register	Х	83
2		Structures for Engaging All Students in Academic Conversations		86-87
		Framing Questions for Lesson Planning	Х	98
2		Four Zones of Teaching and Learning		100
2	F 2.18	General Progression in the CA ELD Standards ELD Continuum	X	105
2	F 2.19	Three Interrelated Areas of Comprehensive ELD	Х	108
2		Sentence Unpacking	Х	112
2	F 2.21	Integrated ELD	X	114

Chapter	Item	Title	Applies to ELs	Pages
2	F 2.22	Sentence Deconstruction Focusing on Structure and Meaning	Х	116
2	F 2.23	Essential Features of Designated ELD Instruction	X	117–118
CONTENT	AND PE	DAGOGY: TRANSITIONAL KINDERGARTEN THROUGH GRADE ONE		•
3	F 3.1	Circles of Implementation of ELA/Literacy and ELD Instruction	X	135
3	F 3.2	Motivation and Engagement	X	135-136
3	F 3.3	Contributors to Meaning Making with Text		138–139
3	F 3.4	Examples of Text-Dependent and Text-Independent Questions for <i>Mr. Popper's Penguins</i> by Richard and Florence Atwater		140
3	F 3.5	Selected Academic Vocabulary and Complex Grammatical Structures from Rumpelstiltskin by Paul O. Zelinsky		144
3	F 3.6	Selected Academic Vocabulary and Complex Grammatical Structures from Surprising Sharks by Nicola Davies		145
3	F 3.7	Independence with the Code		151–152
3	F 3.8	Phonological Units of Speech		153
3	F 3.9	English Phonemes		154
3		Phonics and Word Recognition Terminology, Including Morphology		157–158
3	F 3.11	Foundational Literacy Skills for ELs in the Transitional Kindergarten through Grade One Span	X	163–164
3		Literacy and Language Environments and Practices for Young Children		170
3	F 3.13	Circles of Implementation of ELA/Literacy and ELD Instruction	X	171
3		California Preschool Learning Foundations Related to Language Development		173
3		Ensuring Young Children's Access to Informational Text		178–179
3		California Preschool Learning Foundations Related to Reading		181-182
3		Read Aloud Books that Play with Language		183
3		Framing Questions for Lesson Planning	Х	100
3	F 3.19	Collaboration	~	200
3		Circles of Implementation of ELA/Literacy and ELD Instruction	Х	200
3	F 3.20	Story Map for Uncle Peter's Amazing Chinese Wedding by Lenore Look	^	202
3		Questions for The Little Red Hen by Vera Southgate		203
3	F 3.22			200
3		Kindergarten Writing Sample		209
3	F 3.24	Kindergarten Standards in Phonological Awareness with Examples Kindergarten Standards in Phonics and Word Recognition with Examples		214-215
			×	210
3		Framing Questions for Lesson Planning	Х	
3	F 3.27	Collaboration	×	238
3		Circles of Implementation of ELA/Literacy and ELD Instruction	Х	239
3	F 3.29	Grade One Writing Sample		243-244
3	F 3.30	Questions and Sentence Starters to Promote Responses to and Building on the Comments of Others		245
3	F 3.31	Grade One Standards in Phonological Awareness with Examples		248
3		An Elkonin Box with Letter Tiles		249
3		Grade One Standards in Phonics and Word Recognition with Examples		252
		Blending Sounds in Printed Words in Grade One		253-254
3	F 3.35	Framing Questions for Lesson Planning	X	262
3		Collaboration		275
		DAGOGY: GRADES TWO AND THREE		
4	F 4.1	Circles of Implementation of ELA/Literacy and ELD Instruction	X	288
4	F 4.2	Motivation and Engagement	X	288–289

Chapter	Item	Title	Applies to ELs	Pages
4	F 4.3	Associated Ranges from Multiple Measures for the Grades Two and Three Text Complexity Band		291
4	F 4.4	Comprehension Strategies and Descriptions		292
4	F 4.5	Sample Academic Language from Bunnicula: A Rabbit-Tale of Mystery by Deborah and James Howe		297
4	F 4.6	Sample Academic Language from The Story of Snow: The Science of Winter's Wonder by Mark Cassino with Jon Nelson		298
4	F 4.7	Language Conventions Learned in Prior Grades and Maintained in the Second- and Third-Grade Span		303
4	F 4.8	Stages of Spelling Development		305
4	F 4.9	Texts to Build Knowledge on the Human Body		308
4	F 4.10	Texts to Build Knowledge on Topics in Science		309
4	F 4.11	English Syllable Types		312
4		Foundational Literacy Skills for ELs in Grades Two and Three	Х	314-315
4		Circles of Implementation of ELA/Literacy and ELD Instruction	Х	319
4		Grade Two Writing Sample		323
4	F 4.15	Language Conventions in Grade Two		324
4	F 4.16	Cards Sorted by Long and Short Vowel Sounds		325
4	F 4.17	Books Related to Animals and Their Habitats		326
4	F 4.18	Grade Two Standards in Phonics and Word Analysis with Examples		327
4		Mean Oral Reading Rate of Grade Two Students		329
4		Using the CA ELD Standards in Integrated ELD	Х	334
4		Framing Questions for Lesson Planning	X	340
4		Collaboration		350
4		Circles of Implementation of ELA/Literacy and ELD Instruction	Х	351
4		Grade Three Writing Sample		356-358
4	F 4.25	Language Conventions in Grade Three		360
4		Books Related to Social Studies for Grade Three		361
4	F 4.27	Grade Three Standards in Phonics and Word Analysis Skills with Examples		362-363
4		Cards Sorted by Prefix		363
4	F 4.29	Mean Oral Reading Rate of Grade Three Students		365
4		Using the CA ELD Standards in Integrated ELD	Х	373
4	F 4.31	Framing Questions for Lesson Planning	X X	376
4		Collaboration	X	387
		DAGOGY: GRADES FOUR AND FIVE		507
5	F 5.1	Circles of Implementation of ELA/Literacy and ELD Instruction	X	396
5	F 5.2	Motivation and Engagement	X	396-397
5	F 5.3	Associated Ranges from Multiple Measures for the Grades Four and Five Text Complexity Band		401
5		Selected Academic Language from Where the Mountain Meets the Moon by Grace Lin		401
5	F 5.5	Selected Academic Language from We Are the Ship: The Story of Negro League Baseball by Kadir Nelson		404
	F 5.6	Components of the Writing Process		404
5	F 5.7	Foundational Literacy Skills for ELs in Grades Four and Five	X	420-421
5	F 5.8	Circles of Implementation of ELA/Literacy and ELD Instruction	X	420-421
5	F 5.9	Creating Questions for Close Analytic Reading of Complex Text		424
5	F 5.10	Greek and Latin Roots		423-420
5	F 5.10	Grade Four Writing Sample		428
Э	r 5.11			431-432

Chapter	ltem	Title	Applies to ELs	Pages
5	F 5.12	Discussant Roles in Literature Circles		433–434
5	F 5.13	Language Conventions in Grade Four		436
5	F 5.14	Texts on Earth's Systems		438
5	F 5.15	Mean Oral Reading Rate of Grade Four Students		440
5	F 5.16	Using the CA ELD Standards in Integrated ELD	Х	445
5	F 5.17	Framing Questions for Lesson Planning	Х	451
5	F 5.18	Collaboration		463
5	F 5.19	Circles of Implementation of ELA/Literacy and ELD Instruction	Х	464
5	F 5.20	Grade Five Writing Sample		468–469
5	F 5.21	Language Conventions in Grade Five		471
5	F 5.22	Books Related to the American Revolution		473
5	F 5.23	Mean Oral Reading Rate of Grade Five Students		474
5	F 5.24	Using the CA ELD Standards in Integrated ELD	Х	482
5	F 5.25	Framing Questions for Lesson Planning	Х	487
5	F 5.26	Collaboration		498
CONTENT	AND PE	DAGOGY: GRADES SIX THROUGH EIGHT		
6	F 6.1	Circles of Implementation of ELA/Literacy and ELD Instruction	Х	510
6	F 6.2	Motivation and Engagement	Х	510-511
6	F 6.3	Associated Ranges from Multiple Measures for the Grades Six through Eight Text Complexity Band		515
6	F.6.4	Recommendations from Writing to Read		517
6	F 6.5	Elements of Effective Adolescent Writing Instruction		524
6	F 6.6	Language Standards That May Need Continued Attention Through Middle School		529
6	F 6.7	Advanced Literacy in Four Disciplines		532
6	F 6.8	Foundational Literacy Skills for ELs in Grades Six through Eight	Х	540-541
6	F 6.9	Circles of Implementation of ELA/Literacy and ELD Instruction	Х	548
6	F 6.10	Text-Dependent Questions		551-552
6	F 6.11	Grade Six Writing Sample		556-558
6	F 6.12	Small-Group Roles for Nonfiction Discussions		559-561
6	F 6.13	Mean Oral Reading Rate of Grade Six Students		564
6	F 6.14	Using the CA ELD Standards in Integrated ELD	Х	566
6	F 6.15	Framing Questions for Lesson Planning	Х	567
6	F 6.16	Collaboration		581
6	F 6.17	Circles of Implementation of ELA/Literacy and ELD Instruction	х	582
6	F 6.18	Five Word Summary Strategy		583
6	F 6.19	Grade Seven Writing Sample		590-592
6	F 6.20	Sentence Starters		592
6	F 6.21	Mean Oral Reading Rate of Grade Seven Students		597
6	F 6.22	Using the CA ELD Standards in Integrated ELD	Х	598
6	F 6.23	Framing Questions for Lesson Planning	X	600
6	F 6.24	Collaboration		615
6	F 6.25	Circles of Implementation of ELA/Literacy and ELD Instruction	Х	617
6	F 6.26	Procedure for Identifying Main Ideas and Developing a Summary		618–619

Chapter	Item	Title	Applies to ELs	Pages
6	F 6.27	Sentence Detective Practice		620
6	F 6.28	Grade Eight Writing Sample		624–626
6	F 6.29	Mean Oral Reading Rate of Grade Eight Students		634
6	F 6.30	Using the CA ELD Standards in Integrated ELD	Х	636
6	F 6.31	Framing Questions for Lesson Planning	Х	637
6	F 6.32	Collaboration		655
CONTENT	AND PE	DAGOGY: GRADES NINE THROUGH TWELVE		•
7	F 7.1	Circles of Implementation of ELA/Literacy and ELD Instruction	Х	670
7	F 7.2	Motivation and Engagement	Х	670–671
7	F.7.3	Associated Ranges from Multiple Measures for the Grades Nine and Ten and Eleven and Twelve Text Complexity Bands		676
7	F 7.4	Questioning Culture Conditions		677
7	F 7.5	Joining the Conversation		678
7	F 7.6	What Good Readers Do When They Read		679
7	F 7.7	Key Dimensions of Support for Reading Development		680
7	F 7.8	Components of the Framework for Success in Postsecondary Writing		688
7	F 7.9	Overview of Dialogic Instruction		692
7	F 7.10	Language Standards That May Need Continued Attention Through High School		696
7		Advanced Literacy in Four Disciplines		699
7		Student Goals for Building Knowledge of the Disciplines		700–701
7		Samples of Paired Literary and Informational Texts		706–708
7		Effectiveness of Independent Learning Techniques		709–710
7	F 7.15	Foundational Literacy Skills for ELs in Grades Nine through Twelve	Х	714–715
7	F 7.16	Circles of Implementation of ELA/Literacy and ELD Instruction	Х	724
7	F 7.17	Examples of Queries in Questioning the Author		725
7	F 7.18	Grade Ten Writing Sample		728–730
7		Preparing an Effective Socratic Seminar		731
7		Using the CA ELD Standards in Integrated ELD	Х	738
7	F 7.21	Framing Questions for Lesson Planning	Х	743
7		Collaboration		767
7		Circles of Implementation of ELA/Literacy and ELD Instruction	Х	768
7	1	Noticing Language Activity (Syntax: Participial Modifiers)		772
7		Grade Twelve Writing Sample		775–777
7		PAPA Square (Purpose, Audience, Argument, and Persona)		777
7	F 7.27	Using the CA ELD Standards in Integrated ELD	X	788
7	F 7.28	Framing Questions for Lesson Planning	Х	791
7	F 7.29	Collaboration		812
ASSESSM				
8	F 8.1	Circles of Implementation of ELA/Literacy and ELD Instruction	Х	820
8	F 8.2	What is Formative Assessment?		823
8	F 8.3	Key Dimensions of Assessment for Learning and Assessment of Learning		824
8	F 8.4	Assessment Cycles by Purpose		826
8	F 8.5	Types and Uses of Assessments Within Assessment Cycles		827–828

Chapter	Item	Title	Applies to ELs	Pages
8	F 8.6	Essay Scoring Rubric		843
8	F 8.7	Language Analysis Framework for Writing	Х	852
8	F 8.8	Student Annotated Writing Sample Using the CA ELD Standards	Х	854
8	F 8.9	Grade Seven Collaborative Conversations Observation Notes	Х	857
8	F 8.10	Smarter Balanced Assessment Consortium System		863
8	F 8.11	ELPAC Conceptual Model	Х	867
8	F 8.12	Key Points in Technical Quality of Assessments: Long- and Medium-Cycle Assessments		870
8	F 8.13	Key Points in Technical Quality of Assessments: Short-Cycle Formative Assessment		872
ACCESS A	ND EQU	ТҮ	•	
9	F 9.1	Circles of Implementation of ELA/Literacy and ELD Instruction	Х	880
9	F 9.2	California Education Code Definition of Long-Term English Learner	Х	890
9	F 9.3	Instructional Characteristics in Programs for English Learners	Х	892
9	F 9.4	Poverty and Classroom Engagement: Issues and Classroom Actions		896
9	F 9.5	Excerpt from the NAGC's Statement on the CCSS and Gifted Education		899–890
9	F 9.6	CCSSO Statement About the Application of the CCSS to Students with Disabilities		903
9	F 9.7	Types of Accommodations for Students with Disabilities		906
9	F 9.8	UDL Principles and Guidelines		911
9	F 9.9	Multi-Tiered System of Supports (MTSS)		915
9	F 9.10	The Larger Context of MTSS		916
9	F 9.11	Culturally and Linguistically Responsive Teaching	Х	917
9	F 9.12	New Ways of Talking About Language	Х	919
9	F 9.13	Components of Four CA CCSS for ELA/Literacy		924
9	F 9.14	Strategies for Supporting Learners' Engagement with Complex Text	Х	925–927
LEARNIN	G IN THE	21ST CENTURY		
10	F 10.1	Circles of Implementation of ELA/Literacy and ELD Instruction	Х	938
10	F 10.2	Student Outcomes Identified by the Partnership for 21st Century Skills		939
10	F 10.3	Competencies Identified by the Committee on Defining Deeper Learning and 21st Century Skills		940
10	F 10.4	Alignment Between the Capacities of Literate Individuals and 21st Century Skills Identified by the Partnership for 21st Century Skills (P21), Committee on		942
		Defining Deeper Learning and 21st Century Skills (DL), and the CCSSO EdSteps Initiative and Asia Society Partnership for Global Learning (GL)		
10	F 10.5	Critical Thinking		943
10	F 10.6	Selected CCR Anchor Standards of the CA CCSS for ELA/Literacy and Critical Principles of the CA ELD Standards that Demand Critical Thinking	Х	944
10	F 10.7	Creativity and Innovation		949
10	F 10.8	Global Competences Aligned with CCR Anchor Standards of the CA CCSS for ELA/Literacy		951–954
10	F 10.9	CCR Anchor Standards and CA ELD Standards Critical Principles and Selected Grade-Level/Proficiency-Level Standards with Explicit Technology Components	X	957
10	F 10.10	Selected 21st Century Skills and Literary and Informational Text Experiences		962
IMPLEME	NTING H	IGH-QUALITY ELA/LITERACY AND ELD INSTRUCTION: PROFESSIONAL LEARNING, LEADERSHIP, AND PROGRAM SUPPORTS		
11	F 11.1	Circles of Implementation of ELA/Literacy and ELD Instruction	Х	971
11	F 11.2	Learning Forward Standards for Professional Learning		978
11	F 11.3	Critical Content for Professional Learning		980
11	F 11.4	Addressing the Unique Needs of English Learners	Х	982–983

Chapter	Item	Title	Applies to	Pages
			ELs	
11	F 11.5	Framing Questions for Lesson Planning	Х	986
11	F 11.6	Inventory of Types and Uses of Assessments	Х	991
11	F 11.7	Sample Districtwide Plan for Monitoring ELD Progress	х	992–993
11	F 11.8	Models of Co-Teaching		995
11	F 11.9	Principles and Guidance for Parent Involvement		998-1000
11	F 11.10	One Indicator of Standard 4 of the National PTA Standards for Family-School Partnerships		1001

California Department of Education, August, 2015