



Studying the New California English Language Development Standards

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A Little Context

English Language Development Standards? —A difficult task.

Variance among English Learners in terms of:

- the age and grade when they enter a U.S. school
- prior and/or current exposure to English outside of school
- their first language and its similarities to and/or differences from English
- their academic proficiency in their home language

Why New ELD Standards?

- With new ELA/Literacy standards (Common Core), by law, ELD standards had to be updated
- The intent in CA to learn from the past and improve the ELD standards

English Language Arts/English Language Development Framework for California Public Schools: Transitional Kindergarten¹ Through Grade Twelve (ELA/ELD Framework)

Identified Limitations of the Previous ELD Standards

- Multi-grade bands (not grade-specific): K-2, 3-5, 6-8, 9-12
- Five proficiency levels: Beginning, Early Intermediate, Intermediate, Early Advanced, Advanced
- Junior version of ELA standards—on-ramp (utility beyond ELD and ELA?)

Advancements of the New ELD Standards

- Grade-specific: K, 1, 2, 3, 4, 5, 6, 7, 8, 9-10, 11-12 (like new ELA standards)
- Three proficiency levels: Emerging, Expanding, and Bridging
- Related and aligned with ELA standards but stands on its own (greater potential utility)

The Challenges

- New ELA/Literacy Standards, new Math Standards, new Science Standards, new ELD standards
- New summative assessments, new formative and interim assessments (forthcoming)
- New report cards and record keeping systems

Good News

- New ELD standards and new ELA/ELD framework are promising

Could/should be good for English Learners

With careful thought and work, might help us help all students (better understanding of language)

Section 1: Goal, Critical Principles, and Overview

Goal: English learners read, analyze, interpret, and create a variety of literary and informational text types. They develop an understanding of how language is a complex, dynamic, and social resource for making meaning, as well as how content is organized in different text types and across disciplines using text structure, language features, and vocabulary depending on purpose and audience. They are aware that different languages and variations of English exist, and they recognize their home languages and cultures as resources to value in their own right and also to draw upon in order to build proficiency in English. English learners contribute actively to class and group discussions, asking questions, responding appropriately, and providing useful feedback. They demonstrate knowledge of content through oral presentations, writing, collaborative conversations, and multimedia. They develop proficiency in shifting language use based on task, purpose, audience, and text type.

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

Part I: Interacting in Meaningful Ways

Corresponding Common Core State Standards for English Language Arts*

A. Collaborative

1. Exchanging information and ideas with others through oral collaborative discussions on a range of social and academic topics	• SL.5.1,6; L.5.1,3,6
2. Interacting with others in written English in various communicative forms (print, communicative technology, and multimedia)	• W.5.6; L.5.1,3,6
3. Offering and supporting opinions and negotiating with others in communicative exchanges	• SL.5.1,6; L.5.1,3,6
4. Adapting language choices to various contexts (based on task, purpose, audience, and text type)	• W.5.4-5; SL.5.1,6; L.5.1,3,6

B. Interpretive

5. Listening actively to spoken English in a range of social and academic contexts	• SL.5.1-3; L.5.3
6. Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language	• RL.5.1-7,9-10; RI.5.1-7,9-10; SL.5.2-3; L.5.3,4,6
7. Evaluating how well writers and speakers use language to support ideas and opinions with details or reasons depending on modality, text type, purpose, audience, topic, and content area	• RL.5.3-4,6; RI.5.2,6,8; SL.5.3; L.5.3-6
8. Analyzing how writers and speakers use vocabulary and other language resources for specific purposes (to explain, persuade, entertain, etc.) depending on modality, text type, purpose, audience, topic, and content area	• RL.5.4-5; RI.5.4-5; SL.5.3; L.5.3-6

C. Productive

9. Expressing information and ideas in formal oral presentations on academic topics	• SL.5.4-6; L.5.1,3,6
10. Writing literary and informational texts to present, describe, and explain ideas and information, using appropriate technology	• W.5.1-10; L.5.1-3,6
11. Supporting own opinions and evaluating others' opinions in speaking and writing	• W.5.1,4,9-10; SL.5.4,6; L.5.1-3,6
12. Selecting and applying varied and precise vocabulary and language structures to effectively convey ideas	• W.5.4-5; SL.5.4,6; L.5.1,3,5-6

Part II: Learning About How English Works		Corresponding Common Core State Standards for English Language Arts*
A. Structuring Cohesive Texts		
1. Understanding text structure		• RL.5.5; RI.5.5; W.5.1-5; SL.5.4
2. Understanding cohesion		• RL.5.5; RI.5.5; W.5.1-4; SL.5.4; L.5.1,3
B. Expanding & Enriching Ideas		
3. Using verbs and verb phrases		• W.5.5; SL.5.6; L.5.1,3,6
4. Using nouns and noun phrases		• W.5.5; SL.5.6; L.5.1,3,6
5. Modifying to add details		• W.5.5; SL.5.4,6; L.5.1,3,6
C. Connecting & Condensing Ideas		
6. Connecting ideas		• W.5.1-3,5; SL.5.4,6; L.5.1,3,6
7. Condensing ideas		• W.5.1-3,5; SL.5.4,6; L.5.1,3,6
Part III: Using Foundational Literacy Skills		• RF.K-1.1-4; RF.2-5.3-4 (as appropriate)

Note: Examples provided in specific standards *are offered only as illustrative possibilities* and should not be misinterpreted as the only objectives of instruction or as the only types of language English learners might or should be able to understand or produce.

Section 2: Elaboration on Critical Principles for Developing Language & Cognition in Academic Contexts
Part III: Using Foundational Literacy Skills

Foundational Literacy Skills:

**Literacy in an Alphabetic
Writing System**

- Print concepts
- Phonological awareness
- Phonics & word recognition
- Fluency

See Appendix A for information on teaching reading foundational skills to English learners of various profiles based on age, native language, native language writing system, schooling experience, and literacy experience and proficiency. Some considerations are:

- Native language and literacy (e.g., phoneme awareness or print concept skills in native language) should be assessed for potential transference to English language and literacy.
- Similarities between native language and English should be highlighted (e.g., phonemes or letters that are the same in both languages).
- Differences between native language and English should be highlighted (e.g., some phonemes in English may not exist in the student's native language; native language syntax may be different from English syntax).

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

Part I: Interacting in Meaningful Ways

Texts and Discourse in Context	English Language Development Level Continuum			
<p>Part I, strands 1–4 Corresponding Common Core State Standards for English Language Arts:</p> <ol style="list-style-type: none"> SL.5.1,6; L.5.1,3,6 W.5.6; L.5.1,3,6 SL.5.1,6; L.5.1,3,6 W.5.4-5; SL.5.1,6; L.5.1,3,6 <p>Purposes for using language include: Describing, entertaining, informing, interpreting, analyzing, recounting, explaining, persuading, negotiating, justifying, evaluating, etc.</p> <p>Text types include: Informational text types include: 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); etc.</p> <p>Literary text types include: stories (e.g., fantasy, legends, fables); drama (e.g., readers' theater); poetry; retelling a story; etc.</p> <p>Audiences include: Peers (one-to-one) Small group (one-to-group) Whole group (one-to-many)</p>	A. Collaborative	<p>Emerging</p> <p>1. Exchanging information/ideas Contribute to conversations and express ideas by asking and answering <i>yes-no</i> and <i>wh-</i> questions and responding using short phrases.</p> <p>2. Interacting via written English Collaborate with peers on joint writing projects of short informational and literary texts, using technology where appropriate for publishing, graphics, etc.</p> <p>3. Offering opinions Negotiate with or persuade others in conversations using basic learned phrases (e.g., <i>I think . . .</i>), as well as open responses, in order to gain and/or hold the floor.</p> <p>4. Adapting language choices Adjust language choices according to social setting (e.g., playground, classroom) and audience (e.g., peers, teacher) with substantial support.</p>	<p>Expanding</p> <p>1. Exchanging information/ideas Contribute to class, group, and partner discussions, including sustained dialogue, by following turn-taking rules, asking relevant questions, affirming others, and adding relevant information.</p> <p>2. Interacting via written English Collaborate with peers on joint writing projects of longer informational and literary texts, using technology where appropriate for publishing, graphics, etc.</p> <p>3. Offering opinions Negotiate with or persuade others in conversations using an expanded set of learned phrases (e.g., <i>I agree with X, but . . .</i>), as well as open responses, in order to gain and/or hold the floor, provide counter-arguments, etc.</p> <p>4. Adapting language choices Adjust language choices according to purpose (e.g., persuading, entertaining), task (e.g., telling a story versus explaining a science experiment), and audience with moderate support.</p>	<p>Bridging</p> <p>1. Exchanging information/ideas Contribute to class, group, and partner discussions, including sustained dialogue, by following turn-taking rules, asking relevant questions, affirming others, adding relevant information, building on responses, and providing useful feedback.</p> <p>2. Interacting via written English Collaborate with peers on joint writing projects of a variety of longer informational and literary texts, using technology where appropriate for publishing, graphics, etc.</p> <p>3. Offering opinions Negotiate with or persuade others in conversations using a variety of learned phrases (e.g., <i>That's an interesting idea. However . . .</i>), as well as open responses, in order to gain and/or hold the floor, provide counter-arguments, elaborate on an idea, etc.</p> <p>4. Adapting language choices Adjust language choices according to purpose, task (e.g., facilitating a science experiment), and audience with light support.</p>

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

Texts and Discourse in Context	English Language Development Level Continuum			
<p>Part II, strands 1–2 Corresponding Common Core State Standards for English Language Arts:</p> <p>1. RL.5.5; RI.5.5; W.5.1-5; SL.5.4</p> <p>2. RL.5.5; RI.5.5; W.5.1-4; SL.5.4; L.5.1,3</p> <p>Purposes for using language include: Describing, entertaining, informing, interpreting, analyzing, recounting, explaining, persuading, negotiating, justifying, evaluating, etc.</p> <p>Text types include: Informational text types include: 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); etc.</p> <p>Literary text types include: stories (e.g., fantasy, legends, fables); drama (e.g., readers' theater); poetry; retelling a story; etc.</p> <p>Audiences include: Peers (one-to-one) Small group (one-to-group) Whole group (one-to-many)</p>	A. Structuring Cohesive Texts	<p>Emerging</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>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>Expanding</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 for referring 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>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>Bridging</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> <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>

Study Task 1

Understanding
the Parts
that comprise
the ELD Standards

What do they mean?

1) The Parts

The New CA ELD Standards: Parts I, II and III

Part I: Interacting in Meaningful Ways

What do you think is meant by “Interacting in Meaningful Ways?” Why is it one of the three parts of the ELD standards? How is it distinct from Parts II and III?

Part II: Learning About How English Works

What do you think is meant by “Learning About How English Works?” Why is it one of the three parts of the ELD standards? How is it distinct from Parts I and III?

Study Task 2

Understanding
the
Communicative Modes
that comprise
Part 1

What are these about?

2) The Modes or Processes That Comprise Each Part

Part I: Interacting in Meaningful Ways (Communicative Modes)

Communicative Modes	What do you think this mode is about?	What kind of meaningful interaction does this mode probably include?
A. Collaborative		
B. Interpretive		
C. Productive		

Study Task 2

Understanding
the Cross-Modal Language
Processes
that comprise
Part 2

What are these about?

2) The Modes or Processes That Comprise Each Part

Part II: Learning About How English Works (Cross-Modal Language Processes, i.e., across the modes)

Cross-Modal Language Processes	What do you think this language process is about?	What kinds of things might one study and learn about with this language process?
A. Structuring Cohesive Texts		
B. Expanding and Enriching Ideas		
C. Connecting and Condensing Ideas		

Study Task 3

Studying the K-12 Strands within Part I

3) The Strands Within Each Mode and Each Process

K-12 English Language Development Strands: Parts I, II and III

Part I: Interacting in Meaningful Ways (Communicative Modes)

A. Collaborative

1. Exchanging information and ideas with others through oral collaborative discussions on a range of social and academic topics.
2. Interacting with others in written English in various communicative forms (print, communicative technology, and multimedia).
3. Offering and supporting/justifying* opinions, negotiating with/and persuading* others in communicative exchanges.
4. Adapting language choices to various contexts (based on task, purpose, audience, and text type).

B. Interpretive

5. Listening actively to spoken-English in a range of social and academic contexts.
6. Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language.
7. Evaluating how well writers and speakers use language to support ideas and opinions/arguments* with details or reasons/evidence* depending on modality, text, type, purpose, audience, topic, and content area.
8. Analyzing how writers and speakers use vocabulary and other language resources for specific purposes (to explain, persuade, entertain, etc.) depending on modality, text type, purpose, audience, topic, and content area.

C. Productive

9. Expressing information and ideas in formal oral presentations on academic topics.
10. Writing literary and informational texts to present, describe, and explain ideas and information, using appropriate technology.
11. Supporting/justifying* own opinions/arguments* and evaluating others' opinions/arguments* in speaking and writing.
12. Selecting and applying varied and precise vocabulary and language structures to effectively convey ideas.

Study Task 3

Studying the K-12 Strands within Part II

3) The Strands Within Each Mode and Each Process

K-12 English Language Development Strands: Parts I, II and III

Part II: Learning About How English Works (Cross-Modal Language Processes)

A. Structuring Cohesive Texts

1. Understanding text structure
2. Understanding cohesion

B. Expanding and Enriching Ideas

3. Using verbs and verb phrases
4. Using nouns and noun phrases
5. Modifying to add details

C. Connecting and Condensing Ideas

6. Connecting ideas
7. Condensing ideas

Study Task 4

Analyzing the Part I Strands across Modes of Communication

4) The Part I Strands Within and Across the Modes

Analyzing the Part I Strands across Modes of Communication

Part I: Interacting in Meaningful Ways (Communicative Modes)

Directions: In the far left column, provide each row with a general label and short description: What are those three strands (to the right) about, distinct from the other three rows of strands?

Label and Description	Modes of Communication		
	A. Collaborative	B. Interpretive	C. Productive
	1. Exchanging information and ideas with others through oral collaborative discussions on a range of social and academic topics.	5. Listening actively to spoken English in a range of social and academic contexts.	9. Expressing information and ideas in formal oral presentations on academic topics.
	2. Interacting with others in written English in various communicative forms (print, communicative technology, and multimedia).	6. Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language.	10. Writing literary and informational texts to present, describe, and explain ideas and information, using appropriate technology.
	3. Offering and supporting/justifying* opinions and negotiating with and persuading* others in communicative exchanges.	7. Evaluating how well writers and speakers use language to support ideas and opinions/arguments* with details or reasons/evidence* depending on modality, text, type, purpose, audience, topic, and content area.	11. Supporting/justifying* own opinions/arguments* and evaluating others' opinions/arguments* in speaking and writing.
	4. Adapting language choices to various contexts (based on task, purpose, audience, and text type).	8. Analyzing how writers and speakers use vocabulary and other language resources for specific purposes (to explain, persuade, entertain, etc.) depending on modality, text type, purpose, audience, topic, and content area.	12. Selecting and applying varied and precise vocabulary and language structures to effectively convey ideas.

* The asterisk follows a word used in the 6th-12th grade standards: The terms opinion and supporting are used grades K-5, while the terms argument and justifying are used in grades 6-12.

Study Task 5

Note the tag phrase for each strand

5) The Part I Strands with Tag Phrases

K-12 English Language Development Strands: Parts I, II and III

Part I: Interacting in Meaningful Ways (Communicative Modes)

A. Collaborative

1. Exchanging information/ideas—Exchanging information and ideas with others through oral collaborative discussions on a range of social and academic topics.
2. Interacting via written English—Interacting with others in written English in various communicative forms (print, communicative technology, and multimedia).
3. Offering opinions/Supporting opinions and persuading others*—Offering and supporting/justifying* opinions, negotiating with/and persuading* others in communicative exchanges.
4. Adapting language choices—Adapting language choices to various contexts (based on task, purpose, audience, and text type).

B. Interpretive

5. Listening actively—Listening actively to spoken-English in a range of social and academic contexts.
6. Reading/viewing closely—Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language.
7. Evaluating language choices—Evaluating how well writers and speakers use language to support ideas and opinions/arguments* with details or reasons/evidence* depending on modality, text, type, purpose, audience, topic, and content area.
8. Analyzing language choices—Analyzing how writers and speakers use vocabulary and other language resources for specific purposes (to explain, persuade, entertain, etc.) depending on modality, text type, purpose, audience, topic, and content area.

C. Productive

9. Presenting—Expressing information and ideas in formal oral presentations on academic topics.
10. Writing—Writing literary and informational texts to present, describe, and explain ideas and information, using appropriate technology.
11. Supporting opinions/Justifying-arguing—Supporting/justifying* own opinions/arguments* and evaluating others' opinions/arguments* in speaking and writing.
12. Selecting language resources—Selecting and applying varied and precise vocabulary and language structures to effectively convey ideas.

California's
English
Language Development
Standards
and
English
Language Arts/Literacy
Standards

Teacher's
Guide
Grade 5

Study Task 6

Studying grade-specific
ELD Standards
and the descriptors
(Emerging, Expanding, Bridging)
in order to
better understand
and articulate
the Part II strands.

6) The Part II Strands

Studying Part II Strands via Grade-Specific ELD Standards

Directions: For each Strand (the numbered items) read the descriptors (Emerging, Expanding, and Bridging) from the ELD Standards, and then articulate the strand in your own words (with examples, if you like): What is this Strand about?

<small>Part II: Learning About How English Works (Cross-Modal Language Processes)</small>	<small>What is this Strand about (numbered items)?</small>
A. Structuring Cohesive Texts	
1. Understanding text structure	
2. Understanding cohesion	
B. Expanding and Enriching Ideas	
3. Using verbs and verb phrases	
4. Using nouns and noun phrases	
5. Modifying to add details	
C. Connecting and Condensing Ideas	
6. Connecting ideas	
7. Condensing ideas	

Study Task 7

Studying the distinctions
from Emerging
to Expanding
to Bridging.

7) Proficiency Level Distinctions

Studying the Distinctions from Emerging to Expanding to Bridging

Directions: What are some of the ways descriptors change as we go from Emerging to Expanding to Bridging?

	Emerging	Expanding	Bridging
Part I: Interacting in Meaningful Ways			
A. Collaborative			
1. Exchanging information/ideas			
2. Interacting via written English			
3. Offering opinions/Supporting opinions and persuading others*			
4. Adapting language choices			
B. Interpretive			
5. Listening actively			
6. Reading/viewing closely			
7. Evaluating language choices			
8. Analyzing language choices			
C. Productive			
9. Presenting			
10. Writing			
11. Supporting opinions/Justifying-arguing*			
12. Selecting language resources			
Part II: Learning How English Works			
A. Structuring Cohesive Texts			
1. Understanding text structure			
2. Understanding cohesion			
B. Expanding and Enriching Ideas			
3. Using verbs and verb phrases			
4. Using nouns and noun phrases			
5. Modifying to add details			
C. Connecting & Condensing Ideas			
6. Connecting ideas			
7. Condensing ideas			



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