Hi, I'm Pam Spycher from WestEd, and I'll be your guide for this tutorial. A lot of people are asking what's in the California ELD Standards, and why do they look this way? In this tutorial, I'll be sharing the intent, structure, and elements of the California ELD Standards. I'll also be sharing some shifts from previous California ELD Standards and briefly describe integrated and designated English language development.

I recommend that you have these materials in front of you — either on your desktop or as a hard copy — as you engage with this tutorial. It’s going to make a lot more sense if you have the documents in front of you so that can see what I’m talking about. You can download them all at the CDE Web site.

There are a few stopping points in this tutorial where we’ve prepared moments for you to think about what you’re learning. You can also stop at any time to go back and listen to something again. So, let’s get started.

One thing that I always try to remember is that as educators, we have a dual obligation: The first is to provide meaningful access to grade-level academic content to all English learners with appropriately designed and scaffolded instruction. At the same time, we need to continuously ensure that our students are developing proficiency in English, and in particular academic English, which is necessary for success in school literacy tasks. These two obligations are interconnected. It’s also important to remember that this is happening simultaneously, and not sequentially. In other words, we’re not waiting for our English learners to learn English first before they can get to intellectually rich content.

This is a description from the California Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects. It articulates part of a vision we have for all students. Notice the things students need to be able to do with and through language in this description.

The California Common Core State Standards for ELA/Literacy set high expectations for students, including English learners, to use English in advanced ways — across the disciplines. These expectations represent significant shifts from previous standards, and they necessitated key shifts in the California ELD Standards.

The California ELD Standards were designed to amplify those language skills, abilities, and understandings that are crucial for successful engagement in school. The standards are nested within the California Common Core State Standards for ELA/Literacy. They focus on using English purposefully. They focus on
interacting in meaningful ways through three communicative processes — collaborative, interpretive, and productive. And they focus on the language resources students need in order to interact meaningfully and use English purposefully. This includes structuring cohesive texts, expanding and enriching ideas, and connecting and condensing ideas.

There are really only 19 California ELD Standards at each grade level, across three different English language proficiency levels. The intent is to focus on what’s most important in supporting English learners to become fully proficient in English.

One thing that’s important to know is that the California ELD Standards are firmly grounded in sound theory and a wide body of research, which has demonstrated that effective instructional experiences for English learners are interactive and intellectually rich and challenging, build both content knowledge and language, value and build on the language resources students bring with them and take an additive approach to learning English, and are appropriately scaffolded with the goal of supporting English learners to become autonomous learners.

When you look at the 2012 California ELD Standards, there are some noticeable shifts from previous ELD Standards. One shift features an expanded notion of language. In this expanded view, language is seen as a resource for making meaning with different language choices available depending on who we’re communicating with, what we’re trying to get done with language, and the mode of our communication. Language development is seen as non-linear, dynamic, and spiraling process. These shifts have some important instructional implications, as well as implications for the way we observe and assess our students’ language development.

That was a lot of new information. Please pause this video and take a moment to think about how this new learning relates to what you already know. Jot down some ideas or just share what you find with a colleague nearby.

These are the four elements of the California ELD Standards. These elements were adopted by the California State Board of Education. The first element is the overview and proficiency level descriptors. The second element are the grade level ELD standards, and in the case of 9–10 and 11–12, the grade span ELD standards. The third element is the appendices. The appendices provide additional information to teachers about how they can implement the California ELD standards in their classrooms. And the fourth element is a glossary of key terms. This is actually much more than your standard glossary, as it has descriptions, explanations and even some examples of key linguistic terms that are both in the California Common Core State Standards for ELA/Literacy and in the California ELD standards.
One of the key differences you'll find in the California ELD Standards is that there are three proficiency levels: emerging, expanding and bridging. Another is the recognition of the primary language resources students bring to school: their native language. All English learners come to school with language resources, and these primary language resources are viewed in the California ELD Standards as valuable in their own right and as useful for learning English.

Now I'm going to talk about the structure of the California ELD standards. This might be a little confusing at first because they look very different from our previous standards. At the very highest level there are two sections: section one has only two pages. In these two pages you'll find the goals, critical principals and an at-a-glance overview of what you'll find in section two. Section two is the rest of the document. These are your grade-level ELD standards broken out by English language proficiency levels.

Taking a closer look at section one, you'll find that at the very top, there are some statements that articulate the goals we have for all English learners in California. This is followed by Critical Principles for Developing Language and Cognition in Academic Contexts. These critical principles are then put into actions via interacting in meaningful ways and learning about how English works. These actions are the colorful parts you see. In the right hand column, you'll find correspondences to the California Common Core State Standards for ELA/Literacy.

Taking a closer look at section two, you'll find the same two parts you saw in section one — interacting in meaningful ways, or Part I, and learning about how English works, or Part 2. Part III of the ELD standards aren't really standards. Rather, this part signals to teachers that there are some things about learning foundational skills in an additional language that teachers will need to consider.

Zooming in on the left hand column in section 2, we can see that it's titled Texts and Discourse in Context. This signals that language development occurs in the context of using a variety of texts and engaging in meaningful discourse. Below the title, we see the "many-to-many" correspondences between the California Common Core State Standards for ELA/Literacy and the California ELD Standards. Below that, there's a reminder that we use language to achieve a purpose, whether it's describing, entertaining, persuading, etc. Below that, you can see a variety of informational and literary text types are identified. This signals to teachers that English learners need to engage meaningfully with many different text types. And finally, we need to support our students to make informed choices about using language, depending on their audience, and we need to ensure that they have plenty of opportunities to communicate with different audiences.

That was a lot of information to take in. Please pause this video and take a moment to examine your grade-level or grade span ELD Standards. Look at both
Part I and Part II and use these questions to focus your analysis. Jot down some ideas or just share what you find with a colleague nearby.

The numbering of the California ELD Standards is very similar to the numbering of the California Common Core State Standards for ELA/Literacy. Take a moment to look at how we number the California ELD standards.

Now we’re going to talk a little bit about the California ELD Standards appendices. These are resources to support your implementation of the California ELD Standards. We’re going to talk briefly about Appendix A, Appendix B, and Appendix C. In units 2 and 3, you’ll delve more deeply into Appendix B, and Appendix C.

Remember that Part III of the California ELD Standards really serves as a signal to remind teachers about things they need to consider when teaching foundational literacy skills to English learners. Appendix A: Foundational Literacy Skills, outlines general guidance on providing instruction to English learners on foundational literacy skills in K–12. The charts address student language and literacy characteristics, considerations for literacy foundational skills instruction, and corresponding Common Core State Standards foundational reading standards, each across both oral and print skills. This guidance is intended to provide a general overview. It doesn’t address all of the individual characteristics of English learners that need to be considered when designing and providing foundational literacy skills instruction.

So that you can see how the guidance charts in Appendix A look, please pause this video and take a moment to examine them. Use these questions to focus your analysis and then jot down some ideas or just share what you find with a colleague nearby.

Appendix B provides guidance on understanding and implementing Part II of the California ELD Standards: learning about how English works. It provides guidance on how to apply Part II of the ELD standards in tandem with Part I, and not in isolation. It discusses some of the language demands of the California Common Core State Standards for ELA/Literacy that may provide challenges for English learners. It shows differences between more everyday uses of English and more academic uses of English, and finally it provides practical ideas and instructional strategies for implementing Part II of the ELD standards.

This is a snapshot from Appendix B. It shows some differences between everyday and academic registers. In unit 3, we’re gonna delve more deeply into Appendix B.

Appendix C discusses the theoretical foundations and research base that shaped the development of the California ELD standards. These are some of the things that are discussed in Appendix C. A substantial section in Appendix C is devoted
to carefully defining scaffolding practices, both from a conceptual standpoint as I highlighted here, and clarifying the appropriate, temporary use of scaffolds. We’ll delve more deeply into Appendix C in Unit 2 of this module.

And finally, the last element of the California ELD standards suite of resources is the glossary. The glossary is your secret source of knowledge about language. It provides definitions, explanations, and even examples of key terms in both the California Common Core State Standards for ELA/Literacy and the California ELD standards. I encourage you to delve deeply into the glossary to find out more about how language works.

Lots of people are asking about ELD. The California ELD Standards can be used for both integrated ELD and designated ELD. For content instruction, the California ELD Standards should be used by all teachers who have English learners in their classroom in tandem with the California Common Core State Standards for ELA/Literacy and other content standards.

The California ELD Standards should be used as the focal standards for designated ELD, or a protected time when we focus on the particular language learning needs of our English learners in ways that build into and from content instruction.

The California ELD Standards push us to think about adopting a comprehensive approach to English language development, one that ensures that as English learners are learning to use English and learning content knowledge through English, they also learn about how English works to make meaning. With this comprehensive approach, English learners can be more analytical and discerning about how language is used when they read and listen and make informed choices about using language when they write and speak.

Here are some of the big ideas from this tutorial. A lot of things are working in tandem. The California ELD Standards should be used in tandem with the California Common Core State Standards for ELA/Literacy and other content standards. Part I and Part II of the California ELD Standards should be used in tandem. Part II shouldn’t be used in isolation. Integrated and designated ELD should work in tandem. Designated ELD should build into and from content instruction and integrated ELD.

And here are some parting thoughts as you continue to move through this module. First of all, take a deep breath, and remember this is a process that will take time. It’s important to take risks and try new things. And it’s okay to make mistakes. And finally, you’re part of a learning culture — we’re all learning together. We work better together than only by ourselves. Remember to be inspired by the teachers and students you see in this module, and also remember to acknowledge the hard work that you’re doing to improve the learning experiences of your own students.