



TOM TORLAKSON
STATE SUPERINTENDENT OF PUBLIC INSTRUCTION

Draft English Language Development (ELD) Standards for California Public Schools

Introduction and
Proficiency Level Descriptors

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Publishing Information

The Draft English Language Development (ELD) Standards for California Public Schools are available for public review and comment. These standards have not been reviewed or approved by the California State Board of Education.

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Part I: Purposes, Intended Users, and Goals

Purpose and Intended Users

The California English Language Development Standards (the ELD Standards) form a foundation for the ways in which we educate our K–12 English learner (EL) students in California schools so that each EL student is able to access, engage, and successfully achieve state subject matter standards for college- and career-readiness. First and foremost, the ELD Standards are intended to provide *teachers* a foundation for delivering rich instruction for EL students. The ELD Standards are based on research and theory and reflect our expectations of what students should know and be able to do with the English language in critical principles for developing English language and content understanding in academic contexts. They set clear developmental benchmarks that reflect EL students’ English language proficiency at various developmental stages in a variety of cognitive and linguistic tasks. These benchmarks identify what EL students know and can do, help them develop English proficiency, and prepare them to meet the same grade-level academic achievement standards as their non-EL peers. The ELD Standards provide a format for discussing learning progress with *parents, guardians, families, and other caretakers* so that they can continue to support their children’s language and cognitive development at home. The ELD Standards provide guidance to curriculum developers on creating rigorous and linguistically rich curriculum and instructional materials for EL students. Finally, the ELD Standards provide a framework that guides the development of *assessment systems* for EL students so that all California educators can actively ensure that every EL student achieves her or his full potential.

Curriculum and assessment frameworks will be developed to provide more specific guidance for implementation of these standards via instructional and assessment practices. *The ELA/ELD Framework* will incorporate and support the Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects and reflect current research on English language arts instruction. It will also incorporate these new ELD Standards. Curriculum frameworks provide guidance to teachers, administrators, and parents on how a standards-based curriculum is implemented in the classroom.

Our English Learner Students

English learners come to California schools from all over the world, including from within California, with a range of cultural and linguistic backgrounds, experiences with formal schooling, proficiency with native language and English literacy, migrant statuses, socioeconomic statuses, as well as other experiences. All of these factors inform how we support our EL students to achieve school success through the ELD Standards and the academic content standards. It is important to note how EL students learn the English language at different stages of their development. Most notably, it is important to distinguish between students in the primary grades, who are primarily “learning to read” while also engaging in challenging content instruction, and students in the intermediate and secondary grades, whose task is primarily “reading to learn” in various content areas. EL students entering in Kindergarten, for example, will benefit from participating in the same literacy instructional

activities as their non-EL peers with specific differentiated support based on student need (e.g., paying explicit attention to English phonemes not present in the native language).

Some EL students who enter California schools after the primary grades may have strong native language foundations in literacy, which they can draw upon for developing English. With appropriate instructional support, students with established native language literacy and content knowledge can transfer these skills and knowledge to English. Nevertheless, even with strong native language foundations, some EL adolescents may still struggle to master disciplinary literacy, given the accelerated time frame in which they are expected to master it in order to meet grade-level content area expectations. Many ELs remain stalled with their English language development, giving rise to the “long-term English learner” phenomenon. These long-term EL students have received U.S. schooling for five or more years but have not made sufficient linguistic and academic progress to exit designation as English learners. Fluent in social/conversational English but challenged by literacy tasks, and particularly disciplinary literacy tasks, these students find it difficult to engage meaningfully in increasingly rigorous coursework. Long-term ELs face considerable challenges succeeding in school as the amount and complexity of the academic texts they encounter beginning in the 4th grade rapidly increase. Regardless of the challenges EL students face, they are expected to achieve at the same high levels in the core academic subjects and as their non-EL peers.

EL students are enrolled in a variety of different school settings that influence the application of the ELD standards. An EL student could be in a separate newcomer program, a mainstream program where they may receive 30–60 minutes of specialized ELD instruction, be placed in a separate ELD class, or are in a bilingual/dual language program. The ELD Standards apply to all of these settings and are to be used by both mainstream and ELD teachers alike, albeit in ways that are appropriate to the setting.

Goals of the ELD Standards

The ELD Standards correspond with the California Common Core Content Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects (the Common Core Standards) and are designed to apply to English language and literacy skills across all academic content areas, in addition to classes specifically designed for English language development. The Common Core Standards have raised expectations we hold for all California students. Among other things, students are expected to participate in sustained dialogue on a variety of topics and content areas, explain their thinking and build on others’ ideas, construct arguments and justify their positions persuasively with sound evidence, and effectively structure written and oral texts in a variety of informational and literary text types. English learners must simultaneously successfully engage in these challenging academic activities while also developing proficiency in advanced English. The ELD Standards are intended to support this dual endeavor by providing fewer, clearer, and higher standards:

1. **Fewer:** Those standards that are necessary and essential for development and success
2. **Clearer:** A coherent body of standards that have clear links to curriculum and assessments

3. **Higher:** Alignment with the elevated standards in the Common Core

The ELD Standards achieve this goal of fewer, clearer, and higher standards in two broad ways. First, the ELD Standards highlight and amplify those Common Core Standards that particularly promote EL students' abilities to *interact in meaningful ways* during rich instruction so that they develop both English and content knowledge. Second, the ELD Standards guide teachers to build EL students' knowledge about how the English language works in different contexts to achieve specific purposes. The Common Core Standards emphasize specific linguistic processes (e.g., structuring cohesive texts) and linguistic resources (e.g., expanding sentences) that EL students need to develop for successful school participation.

By focusing on these two broad areas, the ultimate goal we have for all EL students can be achieved. This goal is that EL students 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 and how content is organized in different text types and 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 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. They 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 register based on context.

What the ELD Standards Are Not

While the ELD Standards are a powerful tool for educating our EL students, they cannot achieve the goal outlined above on their own. In this vein, it is inappropriate to use the ELD Standards for purposes for which they were not intended, including the following:

- The ELD standards are *not to be used in isolation* of the Common Core and other content standards. Instead, they should be used as a *complement* to the Common Core and other academic content standards. It is fully expected that all EL students will receive high quality Common Core Standards-based instruction.
- The ELD Standards are *not a curriculum or a curriculum framework*. The ELD Standards tell what EL students should be able to accomplish *if* they receive high quality instruction with appropriate scaffolding and instructional materials. They do not specify how teaching should occur or what instructional materials to use. Where examples are provided in specific standards, they are intended merely as possibilities and should not be misinterpreted as the only way to approach instruction.
- The ELD Standards *do not provide an exhaustive list of all of the linguistic processes and linguistic resources that EL students need* to develop in order to be successful in school. This is especially the case with regard to disciplinary literacy. The ELD Standards do, however, provide descriptions of knowledge and skills that are essential and critical for development that teachers and curriculum developers can

both unpack and expand upon in order to provide a comprehensive instructional program for EL students.

Part II: Legislation Driving the New Standards

Assembly Bill 124 (Fuentes, Chapter 605, Statutes of 2011), signed into law on October 8, 2011, requires the State Superintendent of Public Instruction (SSPI), in consultation with the State Board of Education (SBE), to update, revise, and align the state's current English Language Development (ELD) standards by grade level to the state's English Language Arts (ELA) standards, by November 2012. This legislation directs the SSPI to complete draft revised ELD standards for SBE review no later than August 31, 2012.

Part III: Process for Development and Validation

In order to accomplish this important work in the required time frame, the California Department of Education (CDE) requested the assistance of the California Comprehensive Assistance Center at WestEd. Specifically, WestEd's California Comprehensive Center, in partnership with the Assessment and Standards Development Services Program at WestEd, worked at the request of CDE to conduct an independent analysis of the state's current ELD standards relative to the new California ELA standards; and, under CDE's direction reviewed information on other states' and organizations' (e.g., World-Class Instructional Design and Assessment) ELD standards revision and alignment efforts; analyzed statewide public and expert input on revision parameters; drafted the proposed ELD standards; and revised them as needed based on stakeholder review and feedback.

The SSPI convened five focus groups in the Winter/Spring of 2012, which included between 10 and 15 educators who were selected to ensure balanced representation of regions, types of schools, and experience, to provide initial input on the ELD Standards. Focus group members were recruited across California in the following locations: California Department of Education, Sacramento; Ventura County Office of Education, Camarillo; Alameda County Office of Education, Hayward; Los Angeles County Office of Education, Downey; San Diego County Office of Education, San Diego.

The SSPI also convened a panel consisting of experts in English language instruction, curriculum, and assessment in order to provide on-going input and guidance on the ELD Standards, the Proficiency Level Descriptors, and accompanying materials, such as the Introduction. The panel included school site principals, school district or county office of education administrators overseeing programs and support for ELs, faculty of teacher training schools at institutions of higher education, and curriculum and instructional specialists with EL experience. The Expert Panel, which was comprised of 21 individuals from across California, met four times (one 1-day meeting and three 2-day meetings) between March and June, 2012, to review initial and revised drafts of the ELD standards and Proficiency Level Descriptors and to provide guidance for on-going development.

Before each Expert Panel meeting, WestEd staff met with the California Department of Education (CDE) staff from multiple divisions, including English Learner Support, Curriculum Frameworks and Instructional Resources, Professional Learning Support, Assessment, migrant education, and other departments. These on-going collaborative meetings resulted in further revisions and refinements to the drafts of the ELD Standards, informed by the specific expertise of CDE staff.

Part IV: Theoretical and Research Base for the ELD Standards

Overview

In addition to the guidance provided by the CDE, the Focus Groups, and the Expert Group Panel, the ELD Standards were developed based on solid theory and empirical research and with the guidance of other relevant documents pertaining to the education of English learner (EL) students. The core foundation for development was the California Common Core Content Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects (the Common Core Standards). In order to develop ELD Standards that amplify those Common Core Standards that are necessary and essential for English language development and academic success, three overlapping guidance areas were analyzed: theoretical foundations from multiple traditions, current empirical research and research reviews, and additional relevant guidance documents, such as policy documents. These three broad areas of guidance are explained below.

Theoretical Foundations

The development of the ELD Standards was informed by theoretical foundations from multiple traditions. Sociocultural and sociolinguistic theories of learning highlight the central role that language and interaction play in mediating both linguistic and cognitive development. From these perspectives, language is a form of social action for accomplishing things in the world, and learning occurs through social interaction. Teachers play a central role in “scaffolding,” or providing *temporary* supportive frameworks, adjusted to students’ particular developmental needs, in order to improve their access to meaning and on-going linguistic and cognitive development (Bruner, 1978; Cazden, 1983; Vygotsky, 1978; Walqui & van Lier, 2010). The notion of learning language and content through collaborative activities where students engage in sustained dialogue with appropriate levels of scaffolding is prevalent in the ELD Standards, particularly in Part I, Interacting in Meaningful Ways.

The ELD Standards are also informed by sociocognitive theories of language and literacy, which emphasize the importance of recognizing prior knowledge in order to make connections to new learning, building conceptual networks, and supporting learners to think about their thinking (metacognition) in order to consciously apply particular cognitive strategies (e.g., inferring what the text means by examining textual evidence) when needed (Duke, Pearson, Strachan, & Billman, 2011; Pearson, 2011; Hess, Carlock, Jones, & Walkup, 2009). The notion of students applying metacognitive strategies to learning activities so that they achieve a sense of agency and develop self-regulation is also prevalent in the ELD standards in both Parts I and II.

The ELD Standards are further informed by emerging genre- and meaning-based pedagogies, which stress the importance of positioning English learners as competent and capable of achieving academic literacies, providing them with an intellectually challenging curriculum with appropriate levels of support, apprenticing them into successfully using disciplinary language, and making the features of academic language transparent in order to build proficiency and critical awareness of how language is used in various contexts to achieve specific purposes (Christie, 2012; Derewianka, 2011; Gibbons, 2009; Hyland, 2004; Schleppegrell, 2004). The main pedagogical aims of genre- or meaning-based approaches 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, enabling them to make appropriate grammatical choices so that they can comprehend and construct meaning in oral and written text. The notion of learning about how language works and applying that knowledge to comprehend and create texts is prevalent in the ELD Standards, particularly in Part II, Learning About How English Works.

Research

A large body of research informed the development of the ELD Standards. Multiple reviews of the literature, individual studies, and practice guides synthesizing the research for practical application demonstrate the importance of enacting the theories outlined above when teaching English learners. Decades of research demonstrates that effective instructional experiences for English learners a) are interactive and engaging, meaningful and relevant, and intellectually rich and challenging; b) value and build on home language and culture and other forms of prior knowledge; c) are appropriately scaffolded with support such as visuals, processes, and specific instructional moves; and d) build both language and content knowledge (Francis, Rivera, Lesaux, Kieffer, & Rivera, 2006; Genesee, Lindholm-Leary, K., Saunders & Christian, 2006; Short & Fitzsimmons, 2007).

In addition, recent research has demonstrated the effectiveness of specifically attending to English learners' development of advanced English literacies. Advanced English proficiency hinges on the mastery of academic language. Schleppegrell (2009) has described academic language as "a set of linguistic *registers* that construe multiple and complex meanings at all levels and in all subjects of schooling" (p. 1). The characteristics of academic language include specialized vocabulary, sentences and chunks of text that are densely packed with meaning, and whole texts that are highly structured and cohesive (Anstrom, DiCerbo, Butler, Katz, Millet, & Rivera, 2010; Fang & Schleppegrell, 2010; Schleppegrell & de Oliveira 2006; Snow, Lawrence & White, 2009; Spycher, 2009). For these and other reasons, language has been referred to as the "hidden curriculum" of schooling and why school success can be seen as largely a language matter (Christie, 1999). Teachers who understand the lexical, grammatical, and discourse features of academic English and how to make these features explicit in meaningful ways for their students are in a better position to help them fulfill their linguistic and academic potential.

Guidance Documents

Additional state, national, and international documents designed to inform and guide policy and practice for the education of English learners were consulted. These documents include the following:

- Understanding Language: Language, Literacy, and Learning in the Content Areas (Commissioned Papers on Language and Literacy Issues in the Common Core State Standards and Next Generation Science Standards)
- The Framework for English Language Proficiency/Development Standards Corresponding to the Common Core State Standards and the Next Generation Science Standards
- Improving Education for English Learners: Research-Based Approaches (California Department of Education)
- The Common European Framework of Reference for Languages
- The National Standards for Learning Languages (American Council on the Teaching of Foreign Languages)
- The Framework for High-Quality English Language Proficiency Standards and Assessments, Assessment and Accountability Comprehensive Center
- The ELD/ELP Standards from multiple states
- The Australian National Curriculum

Summary

The wide body of resources that were consulted for the development of the ELD Standards were complemented by the writing team’s deep and varied knowledge working in schools across California with both EL students (as teachers) and teachers of EL students (as professional developers, research partners, and consultants in various capacities). This practical knowledge about what goes on in classrooms paired with the extensive knowledge of the theories and research pertaining to the education of EL students resulted in a rigorous and balanced set of ELD Standards.

Part V: Overview of the Proficiency Level Descriptors

English Language Proficiency Level Continuum

The ELD Standards define three overall levels of English language proficiency for learners of English as a new language. These three broad levels represent general progressions of English language development across three modes of communication: collaborative (engagement in dialogue with others), interpretive (comprehension and analysis of written and spoken texts), and productive (creation of oral presentations and written texts). While it is expected that ELs will progress through the proficiency levels as they receive appropriate instruction in school and acquire English in the wider community, in reality, language learning is not linear, but rather proceeds in cycles based on exposure and practice of language features and processes in context, as well as multiple individual variables (e.g., motivation, goals, engagement with content). Therefore, the descriptors for each level provide a snapshot of a prototypical learner of English at one static moment in time as a basis for comparison to real students who are

learning various skills in various modes at various rates in a spiraling pattern, as new skills are learned and applied in changing contexts.

The term selected for each level indicates general expectations for how well students can understand and use the English language at that level as they continue to build on existing language skills and knowledge. At the *Emerging* level, students typically progress very quickly, learning to use English for immediate needs as well as beginning to understand and use academic vocabulary and structures. At the *Expanding* level, students are challenged to increase their English skills in more contexts, and learn a greater variety of vocabulary and linguistic structures, applying their growing language skills in more sophisticated ways appropriate to their age and grade level. At the *Bridging* level, students continue to learn and apply a range of high-level English language skills in a wide variety of contexts, including comprehension and production of highly technical texts. The “bridge” is the transition from strong ELD knowledge and skills to full participation in grade-level academic tasks and activities in a variety of content areas. Each level includes the following sections:

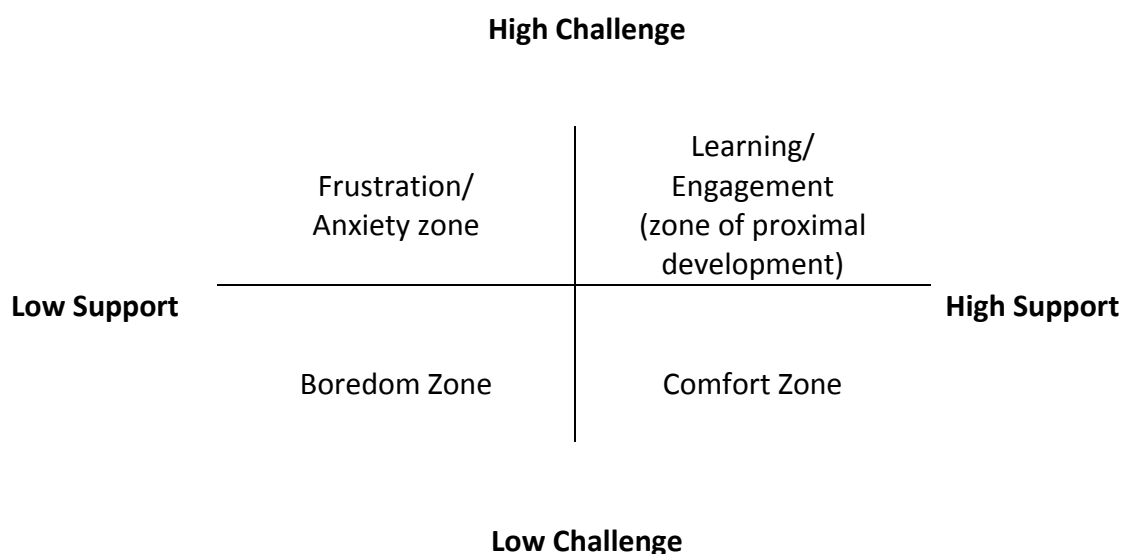
- **General Description:** A general descriptor of ELs’ abilities at entry to and exit from the level;
- **Extent of Support:** The extent of linguistic support (scaffolding) students at the level need in order to engage in complex, cognitively demanding social and academic activities;
- **Metalinguistic Awareness:** The extent of language awareness and self-monitoring students have at the level;
- **Accuracy:** The extent of accuracy in production ELs can be expected to possess at the level;
- **Early Stages:** Descriptors of abilities in English language students have *at the early stages* of the level in the three communicative modes; and
- **Exit Stages:** Descriptors of abilities in English language students have *at exit from* the level in the three communicative modes.

In addition, to show the full trajectory of acquisition of English as a new language, the continuum includes descriptors for students’ linguistic capacity in their native language, before they begin learning English, and their capacity after they are determined to reach “proficiency” in English, as they continue in lifelong learning of the English language.

Scaffolding & the Level of Support Teachers Provide

The metaphorical term “scaffolding” (Bruner, 1978; Cazden, 1983; Celce-Murcia, 2001; Mariani, 1997) refers to ways in which temporary supportive frameworks can be provided to improve access to meaning and cognitive and linguistic growth. The term draws from Vygotsky’s (1978) notion of the “zone of proximal development,” the ideal instructional place that exists between what the learner can do independently and that which is too difficult for the learner to do without strategic support, or scaffolding. Scaffolding is temporary help that is future-oriented. In other words, scaffolding supports a student with how to do something with support today that they will be able to do independently in the future.

As Hammond (2006) has emphasized, scaffolding “does not just spontaneously occur” (p. 271) but is, rather, intentionally designed for a learner’s particular needs and then systematically and strategically carried out. The level of scaffolding a student needs depends on a variety of factors including the nature of the task and the learner’s background knowledge of relevant content, as well as the learner’s proficiency with the language required to engage in and complete the task. Scaffolding does not change the intellectual challenge of the task but instead allows learners to successfully participate in or complete the task in order to build the knowledge and skills to be able to perform the task independently at some future point. Scaffolding practices should not be selected randomly but instead should be selected with intention based on the standards-based goals of the lesson, the identified learner needs, and the anticipated challenge of the task. Gibbons (2009) has offered a way of conceptualizing the dual goal of engaging English learners in intellectually challenging (high challenge) instructional activities while also providing them with the appropriate level of support:



(Gibbons, 2009, adapted from Mariani, 1997)

In the ELD Standards, the three overall levels of scaffolding that teachers provide to English learners during instruction, depending on their level of English language proficiency, are *substantial*, *moderate*, and *light*. This reflects the notion that English learners at emerging levels of English language proficiency will generally require more intensive support for academic tasks than will students at bridging levels. However, when a new challenging academic task that requires students to extend their thinking and stretch their language, students at expanding and bridging levels of proficiency may also require substantial support. It is expected that teachers provide the level of scaffolding appropriate for specific tasks and learner profiles and that students will need more or less support depending on these and other variables.

Part VI: Organization of the ELD Standards

Overview

The California English Language Development (ELD) Standards are organized into two main sections:

1. *Section 1* outlines the entire document and includes:
 - a. A Goal statement for all English learners
 - b. Critical Principles for Developing Language & Cognition in Academic Contexts
 - c. Correlations to specific Common Core Standards
2. *Section 2* elaborates on the Critical Principles by providing exit-of-proficiency-level descriptions of expectations for English learners at various points along the English language development continuum:
 - a. Part I: Interacting in Meaningful Ways
 - b. Part II: Learning About How English Works
 - c. Part III: Foundational Reading Skills

Elaboration on each section and part of the ELD Standards is provided below.

Section 1: High Level Outline of Learning Goal and Critical Principles

This section provides a high level outline of the desired learning goals and critical principles to be considered in the students' English language development.

Goal: This section provides an overarching goal statement which crystallizes what all educators in California want for English learners' in terms of their development of academic English proficiency, success with grade-level disciplinary content, and broader awareness about language.

Critical Principles for Developing Language & Cognition in Academic Contexts: This section unpacks the goal statement into critical and meaningful experiences and knowledge that English learners need in order to ultimately achieve the Goal. The section also serves as an overview of the bulk of the ELD Standards document and provides an outline of the two main components of the critical principles that will be elaborated upon in the remainder of the document:

- a. Part I: Interacting in Meaningful Ways
- b. Part II: Learning About How English Works
- c. Part III: Foundational Reading Skills

Just as content and language are inextricably linked, the three parts should be interpreted as complementary aspects of the outcomes of a robust instructional program for English learners. Parts I and II are intentionally presented separately in order to call attention to the need for both a focus on meaning and interaction and a focus on building knowledge about the linguistic features and structure of English. Additionally, just as teachers would focus on meaningful and engaging activities designed to build content knowledge before strategically delving into specifics about how language is structured, the ELD Standards are organized with the focus on meaning and interaction first and the focus on knowledge about language and how it works

afterward. Part III is provided separately in order to highlight for teachers the potential need to help their EL students develop foundational reading skills.

Corresponding California Common Core Standards for ELA: This column shows the correspondence of the ELD Standards to the California Common Core Content Standards for English Language Arts and, for 6–12, Literacy in History/Social Studies, Science, and Technical Subjects. The ELD Standards are not intended to replace the Common Core Content Standards but instead to amplify those standards that are critical for English learners to simultaneously be successful in school while they are developing English. English learners should have full access to and opportunities to learn ELA, mathematics, science, and social studies content at the same time they are progressing through the ELD levels.

Section 2: Elaboration on the Critical Principles for Academic Language and Cognition

This section unpacks Parts I, II, and III of the Critical Principles by providing descriptions of expectations for English learners at various points along the English language development continuum, if in a context where they are provided with an appropriate curriculum and level of scaffolding.

Part I: Interacting in Meaningful Ways: This section focuses on ways in which English learners participate in meaningful, relevant, and intellectually challenging ways about content in three modes: *collaborative*, *interpretive*, and *productive*.

Texts and Discourse in Context: This column emphasizes the conceptualization of language as a complex and social meaning-making resource that should be addressed in intellectually challenging, interactive, and dialogue-rich contexts that are focused on content knowledge and linguistic development. *Texts* can be written, spoken, or multimodal, and in print or digital forms, and they provide the primary means for human communication. *Discourse* is, in very broad terms, communication of meaning in all modalities (e.g., spoken, written, gestured, signed, visual). The language choices students make, including which grammatical and lexical resources to use, are influenced by *context*, which includes purposes for using language, audience, and relationship to the audience, and text type. This column calls out some of the variables teachers need to consider when designing and implementing instruction for English learners:

- Text Types:
 - Literary text types include stories (e.g., fantasy, legends, fables), drama, poetry, retelling, and other types of narratives.
 - Informational text types include description (e.g., science log entry), procedure (e.g., how to solve a math problem, to write a hypothesis), recount (e.g., biography, science experiment results), information report, explanation (e.g., causal, factorial), exposition

(e.g., opinion, argument, debate), response (e.g., literary analysis), and other types.

- Types of Vocabulary: Conversational, General academic, Domain-specific
- Meanings of words and phrases: Figurative language, connotative meanings, denotations, technical meanings, idioms and proverbs, figures of speech, multiple-meaning words & phrases, synonyms & antonyms, shades of meaning, fixed phrases, etc.
- Purposes for Using Language: Describing, entertaining, informing, recounting, explaining, persuading, negotiating, justifying, evaluating, etc.
- Audiences: Peers (one-to-one), Small group (one-to-group), Whole group (one-to-many)

English Language Development Level Continuum: This continuum distinguishes three overall English language development (ELD) levels: *Emerging*, *Expanding*, and *Bridging*. Gradations and spiraling of acquisition of knowledge and skills between levels, as well as variation within levels, is expected. Elaboration on the continuum is provided in the English Language Proficiency Level Descriptors document.

Part II: Developing Knowledge About the English Language to Comprehend and Express Ideas: Part II focuses on ways in which English learners build awareness about the language resources and organization of the English language and how meaning is made through language in order to improve their ability to comprehend and produce academic text in the content areas. Part II is organized into meaningful ways of using language: *structuring cohesive texts*, *expanding and enriching ideas*, and *connecting and condensing ideas*.

Texts and Discourse in Context: This column emphasizes the conceptualization of language as a complex and social meaning-making resource that should be addressed in intellectually challenging, interactive, and dialogue-rich contexts that are focused on content knowledge and linguistic development. One implication of the ELD Standards is that students use their knowledge of the English language in the context of intellectually engaging instruction where the focus is on comprehending and making meaning.

Text Organization and Language Resources: This column heading is intended to emphasize how students develop an understanding of the ways in which language is organized and how they use language resources to make meaning.

Language Processes: Part II of the ELD Standards is organized by three broad ways of thinking about how English language resources are used to get things done based on text type, purpose, and audience. The three modalities (collaborative, interpretive, and productive) cut across these three broad ways of thinking, which are:

- Structuring Cohesive Texts
- Expanding & Enriching Ideas
- Connecting & Condensing Ideas

Language Resources: This section is intended to call out ways in which the English language is organized to achieve different purposes at five levels:

- types of text (narrative, informative/explanatory, opinion/argument)
- types of sentences (simple, compound, complex, compound-complex)
- types of clauses (main, independent, subordinate, adverbial, etc.)
- types of phrases (noun, adjective, prepositional, verb)
- types of words (parts of speech, word parts, words with affixes [prefixes and suffixes], compound words, comparatives and superlatives, modals, etc.)

Part III: Foundational Reading Skills: Part III is provided separately in order to highlight for teachers the potential need to help their EL students develop foundational reading skills, such as fluent decoding. However, the nature and specifics of this type of instructional support will vary, depending on assessed needs, age upon arrival into US schools, prior schooling experiences, primary language writing system, and other factors. For this reason, specific guidance on attending to foundational reading skills for various types of EL students will be provided in a separate document.

Glossary of Key Terms

[in progress; not comprehensive]

Clause: A clause is a unit of meaning that expresses a message. A clause always contains a verb (e.g., Go!) and is usually accompanied by a subject noun (e.g., I ate).

Embedded clause: An embedded clause is a clause within another clause. Embedding clauses allows writers to condense or compact text. Embedded clauses are usually marked in some way, e.g., by the initial *who*, *that*, and *when*. In the following examples the embedded clauses are given in boldface, and the main clause is not in boldface:

The woman **who sang** is my mother.

This is a story about a girl **called Anne Frank**.

The digestive system is a system **that breaks down food**.

The mouse ran off **when the owl swooped in**.

Modal adverbs: Modal adverbs enable speakers and writers to temper statements and provide information about the degree of obligation or certainty. We use modal adverbs to increase or decrease the force of a message or to sharpen or soften the focus of a message. High modality adverbs include definitely, absolutely, certainly. Medium modality adverbs include probably, apparently. Low modality adverbs include possibly, perhaps, maybe. Modal adverbs help in adjusting language choices based on audience, text type, and purpose.

Modal verbs: Modal auxiliary verbs are used to temper statements, give information about the degree of obligation or certainty, or express the degree to which we are willing to entertain other possibilities. High modality verbs leave little room for other possibilities (e.g., You **must** leave now). Medium modality verbs leave some room (e.g., You **should** leave now). Low modality verbs leave a good deal of room for other possibilities (e.g., You **could** leave now). Modal verbs help in adjusting language choices based on audience, text type, and purpose.

Nouns and noun groups: Nouns and noun phrases provide information about who or what is involved in an activity, event, or phenomenon.

Expanding noun groups: We can add more detail about the who or what involved in an activity by expanding the noun phrase, for example:

frog -> That **frog** -> That green **frog** -> That fat green **frog** -> That very fat green **frog** -> That very fat green **frog** on the rock

Nominalization: Nominalization collapses whole clauses or shifts verb groups into noun groups. This linguistic resource enables writers and speakers to make texts more compact and pack them tightly with meaning, making texts more cohesive. Nominalization allows

writers/speakers to create abstractions by condensing entire events, theories, and concepts into nouns and noun phrases. For example, in conversational language, a student might say, “The ranchers came and cut down the rain forest. Then there weren’t any more trees. When it rained, there was a lot of flooding.” Nominalization allows writers/speakers to densely pack these three sentences into one: “The destruction of the rain forest led to widespread flooding.” This increases the lexical density (the number of words that carry meaning/content per total number of words) of texts. Also note how the nominalized subject of the sentence (destruction) hides the agents involved in the act, which is characteristic of history texts.

Prepositions and prepositional phrases: Prepositional phrases provide more information or specific details about the circumstances surrounding an activity, thereby expanding and enriching sentences. Specifically, they enable us to add more information about where things are, why things occur, or how things are in comparison to other things. We generally use prepositional phrases to locate something in space or time (e.g., under the table, on the moon), to show reason (e.g., due to the rain) purpose (e.g., for tomorrow) or comparison (e.g., like a dog), or to specify which thing we are referring to (e.g., the lady *with* the blue hat). Prepositional phrases help answer questions such as: where? with what? what is it like? whose? about what? what kind? what for?

Register: The notion of register is borrowed from music theory. The language choices we unconsciously and consciously make when shifting register varies depending upon the context in which we are communicating. Just as a singer changes register, we shift the ways in which we use language depending upon multiple contextual variables: the nature of the social activity in which we’re using language (e.g., talking with a friend about a movie, persuading someone in a debate, or writing a science report), the nature of the relationship between the language users in the social activity (e.g., friend-to-friend, expert-to-learner, etc.), and the role language itself plays in the social activity (e.g., a message conveyed in a text message versus an essay). Each discipline has its own specialized discourses, and the grammar and vocabulary choices will vary depending on topic, as well as discipline. This notion of register expands on explanations of register as “informal versus formal” English. As English learners progress through the grades, they learn to adjust register based on context.

Scaffolding: Scaffolding (Bruner, 1978; Cazden, 1983; Celce-Muria, 2001; Mariani, 1997) refers to ways in which temporary supportive frameworks can be provided to improve access to meaning and cognitive and linguistic growth. The term draws from Vygotsky’s (1978) notion of the “zone of proximal development,” the ideal instructional place that exists between what the learner can do independently and that which is too difficult for the learner to do without strategic support, or scaffolding. Scaffolding is temporary help that is future-oriented. In other words, scaffolding supports a student with how to do something with support today that they will be able to do independently in the future. The level of scaffolding a student needs depends on a variety of factors including the nature of the task and the learner’s background knowledge of relevant content, as well as the learner’s proficiency with the language required to engage in and complete the task. Scaffolding does not change the intellectual challenge of the task but instead allows learners to successfully

participate in or complete the task in order to build the knowledge and skills to be able to perform the task independently at some future point.

Shades of meaning: Shades of meaning can be created using various language resources, including vocabulary, figurative language, phrasing, using dependent clauses to begin sentences in order to emphasize something, etc. Vocabulary can be used to evaluate (e.g., She was a *stubborn* horse) or express degree or intensity (e.g., It's *very likely* that..., It was an *extremely* gloomy room). In addition, phrases and clauses can be used to create nuances or precision and to shape how the message will be interpreted by readers/listeners. This often occurs at the beginning of sentences (e.g., *In my opinion...*, *Bizarrely*, she interrupted...). As English learners progress through the grades, they learn to create shades of meaning in increasingly sophisticated and subtle ways in order to cause a certain reaction in the reader (e.g., to build suspense or characterize a historical figure) or to persuade readers (e.g., to believe something, to take action, etc.).

Verbs and verb groups: Verbs allow speakers and writers to express different kinds of happenings, doings, and states of being. Though verb group can consist of a single verb (e.g., She **ran**.) or a number of words around the verb (e.g., She **might have been running**.).

Verb types: There are different types of verbs that English learners need to be aware of in order to comprehend text and create precision in texts. The ELD Standards use four categories of verbs:

- Doing/action verbs (e.g., go, take, gather, abandon)
- Saying verbs (e.g., ask, say, suggest, explain, promise)
- Being/having verbs (am/is/are, appear, symbolize, have, include)
- Thinking/feeling verbs (know, reflect, decide dislike, smell)

Vocabulary: One of the most tangible linguistic resources of academic language that distinguishes it from everyday language is domain-specific and general academic vocabulary. English learners need to develop a comprehensive repertoire of different types of vocabulary that will be useful in a variety of academic and social contexts.

- **Domain-specific vocabulary** is densely packed with content knowledge (e.g., hypotenuse, chromosome, democratic).
- **General academic vocabulary** provides more nuanced or sophisticated ways of expressing meaning than everyday language (e.g., devastation, reluctance, significantly).
- **Conversational vocabulary** is the vocabulary of everyday interaction (e.g., run, table, friend, etc.). This is also referred to as **frequently-occurring vocabulary**.

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[in progress; not comprehensive]

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APPENDIX A: Proficiency Level Descriptors for Next Generation CA ELD Standards

Native Language	English Language Proficiency Level Continuum →----- Emerging -----→----- Expanding -----→----- Bridging -----→			Lifelong English Language Learning
<p>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 <i>enter</i> the Emerging level having limited receptive and productive English skills. As they progress, they can start to respond to more varied communication tasks with learned material and increasing ease. At <i>exit</i> from the Emerging level, students have basic English communication skills in social and academic contexts.</p>	<p>English learners <i>enter</i> the Expanding level of the continuum being able to refashion learned material in English to meet their immediate communication and learning needs. As they progress, they increasingly engage in creative use of the English language in more complex, cognitively demanding situations. At <i>exit</i> from the Expanding level, students can use English to learn and communicate about a range of topics and academic content areas.</p>	<p>English learners <i>enter</i> the Bridging level being able to communicate adequately in a variety of social and academic contexts. As they progress, they continue to refine and enhance their English language competencies in a broader range of contexts. At <i>exit</i> 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 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>
	<p>Extent of Support: Substantial Students at the <i>early stages</i> of the Emerging level can engage in complex, cognitively demanding social and academic activities when provided substantial linguistic support; as they develop more familiarity and ease with understanding and using English, support may be moderate for familiar tasks or topics.</p>	<p>Extent of Support: Moderate Students at the <i>early stages</i> of the Expanding level can engage in complex, cognitively demanding social and academic activities 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.</p>	<p>Extent of Support: Light Students at the <i>early stages</i> of the Bridging level can engage in complex, cognitively demanding social and academic activities 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.</p>	<p>Extent of Support: Occasional Students who have <i>exited</i> the Bridging level benefit from occasional linguistic support in their ongoing learning of English such as sophisticated use of a dictionary and thesaurus, or graphic representations of complex concepts accompanying a highly technical text.</p>
	<p>Metalinguistic Awareness Students <i>progressing through</i> the Emerging level begin to become aware of differences and similarities between features of their native language and English and apply this awareness in learning English.</p>	<p>Metalinguistic Awareness Students <i>progressing through</i> the Expanding level gain increasing understanding of the features and structures of English language and, with guidance, can revise their own and others’ production for accuracy and precision.</p>	<p>Metalinguistic Awareness Students <i>progressing through</i> the Bridging level gain sophisticated understanding of nuances of the features and structures of English language and apply this understanding to self-monitoring and providing feedback to others on various elements of production.</p>	<p>Metalinguistic Awareness Students <i>exiting</i> the Bridging level continue to build and apply highly sophisticated understanding of nuances of the features and structures of English language and apply them in a variety of contexts for multiple purposes.</p>
	<p>Accuracy Students <i>progressing through</i> the Emerging level typically exhibit frequent errors in pronunciation, grammar, and writing conventions that often impede meaning.</p>	<p>Accuracy Students <i>progressing through</i> the Expanding level typically exhibit fairly frequent errors in pronunciation, grammar, and writing conventions that may sometimes impede meaning.</p>	<p>Accuracy Students <i>progressing through</i> the Bridging level typically exhibit some errors in pronunciation, grammar, and writing conventions that usually do not impede meaning.</p>	<p>Accuracy Students <i>exiting</i> the Bridging level may exhibit occasional errors in pronunciation, grammar, and writing conventions that do not impede meaning.</p>

Mode	English Language Proficiency Level Continuum		
	→----- Emerging -----→	----- Expanding -----→	----- Bridging -----→
	At the early stages of the Emerging level, students are able to:	At the early stages of the Expanding level, students are able to:	At the early stages of the Bridging level, students are able to:
Collaborative	<ul style="list-style-type: none"> express basic personal and safety needs and respond to questions on social and academic topics with gestures and words or short phrases; use basic social conventions to participate in conversations; 	<ul style="list-style-type: none"> express a variety of personal needs and opinions, and respond to questions using short sentences; initiate simple conversations on social and academic topics; 	<ul style="list-style-type: none"> express increasingly complex feelings, needs, and opinions in a variety of settings; initiate and sustain dialogue on a variety of grade-level academic and social topics;
Interpretive	<ul style="list-style-type: none"> comprehend frequently-occurring words and basic phrases in immediate physical concrete surroundings; follow classroom routines and schedules; read very brief grade-appropriate text with simple sentences and familiar vocabulary, supported by graphics or pictures; comprehend familiar words, phrases, and questions drawn from content areas; 	<ul style="list-style-type: none"> comprehend information on familiar topics in contextualized settings; independently read a variety of grade-appropriate simplified print; read more complex text supported by graphics or pictures; comprehend main ideas and basic concepts in content areas; 	<ul style="list-style-type: none"> comprehend concrete and many abstract topics and begin to recognize language subtleties in a variety of communicative settings; read increasingly complex written material at grade level; read technical text supported by pictures or graphics;
Productive	<ul style="list-style-type: none"> produce learned words and phrases and use gestures to communicate basic needs; and write familiar words and phrases related to everyday and academic topics. 	<ul style="list-style-type: none"> produce sustained conversation with others on an expanding variety of general topics; and write basic information and expanded responses in contextualized settings. 	<ul style="list-style-type: none"> produce, initiate, and sustain interactions with increasing awareness of tailoring language to specific purposes and audiences; and write to meet increasingly complex academic demands for specific purposes and audiences.
	At exit from the Emerging level, students are able to:	At exit from the Expanding level, students are able to:	At exit from the Bridging level, students are able to:
Collaborative	<ul style="list-style-type: none"> express basic personal and safety needs and respond to questions on social and academic topics with phrases and short sentences; participate in simple, face-to-face conversations with peers and others; 	<ul style="list-style-type: none"> express more complex feelings, needs, and opinions using extended oral and written production; participate actively in all content areas with moderate to light support as appropriate; participate actively in non-academic settings requiring English; 	<ul style="list-style-type: none"> participate fully in all content areas at grade level with occasional support as necessary; express and satisfy personal and safety needs in a wide variety of settings; participate fully in non-academic settings requiring English;
Interpretive	<ul style="list-style-type: none"> comprehend a sequence of information on familiar topics as presented through stories and face-to-face conversations; read brief text with simple sentences and mostly familiar vocabulary, supported by graphics or pictures; demonstrate understanding of words and phrases from previously learned content material; 	<ul style="list-style-type: none"> comprehend detailed information with fewer contextual clues on unfamiliar topics; read increasingly complex written material while relying on context and prior knowledge to obtain meaning from print; read technical text on familiar topics supported by pictures or graphics; 	<ul style="list-style-type: none"> comprehend concrete and abstract topics and recognize language subtleties in a variety of communicative settings; read, with a limited number of comprehension difficulties, grade-level written material;
Productive	<ul style="list-style-type: none"> produce basic statements and ask questions in direct informational exchanges on familiar and routine subjects; write basic personal information and short responses within structured contexts; and use learned vocabulary drawn from academic content areas. 	<ul style="list-style-type: none"> produce, initiate, and sustain spontaneous language interactions using circumlocution when necessary; and write to meet most social and academic needs through the recombination of learned vocabulary and structures with support. 	<ul style="list-style-type: none"> produce, initiate, and sustain extended interactions tailored to specific purposes and audiences; and write to meet a variety of social needs and academic demands for specific purposes and audiences.