

# Understanding the NEW California ELD Standards and Implications for English Learners



Adapted from California Dept. of Education & West Ed.

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# Norms



- Be respectful of one another
  - Stay focused on meeting content and objectives
  - Electronics away unless it's an emergency or for an activity
- Be a learner - actively participate in readings, discussions and activities
- Please write your questions down and submit any unanswered questions with your evaluation at the end of the session

# Hurricane Activity



Read and compare the two selections about hurricanes.

- How do these two texts differ?
- What makes complex texts complex?
- Why have students read complex text when simple text is so much easier?

# Presentation Objectives

- Share the development process of the Next Generation ELD Standards
- Describe the key shifts in the new CA ELD Standards
- Discuss the elements of the CA Next Generation ELD Standards
- Familiarize ourselves with the Proficiency Level Descriptors (PLDs)

# ELD Standards Development Process

- **October 2011**
  - Assembly Bill 124 mandated revision of ELD standards
- **February 2012**
  - Groups provided input on ELD Standards
- **March 2012-August 2012**
  - Panel of experts appointed and developed the ELD Standards
  - Public review & comments
- **September 2012**
  - ELD Standards presented to State Board of Education
- **November 2012**
  - ELD Standards adopted by State Board of Education
- **January 2013-2014**
  - ELA/ELD Framework



# Next Generation English Language Development Standards

<b>1. FEWER</b>	Those standards that are necessary and essential for development and success;
<b>2. CLEARER</b>	A coherent body of standards that have clear links to curriculum and assessments; and
<b>3. HIGHER</b>	Correspondence with the elevated standards in the CCSS.

# Key Shifts

1999 CA ELD Standards From...		2012 CA Next Generation ELD Standards To...
Five English Language Proficiency Levels	➔	Three English Proficiency Levels: emerging, expanding, bridging
Listening, Speaking, Reading, Writing	➔	Modes of Communication Knowledge of Language Use
ELD Standards as “junior” ELA Standards or as an “onramp” to ELA Standards	➔	ELD Standards working in tandem with ELA and other content standards and seen as the “diamond lane” for acceleration

# Key Shifts

<b>1999 CA ELD Standards From the idea of...</b>		<b>2012 CA Next Generation ELD Standards To understanding...</b>
Language development focused on accuracy and grammatical correctness	➔	Language development focused on interaction, collaboration, comprehension, and communication with strategic scaffolding to guide appropriate linguistic choices
Simplified texts and activities, often separate from content knowledge	➔	Complex texts and intellectually challenging activities with content integral to language learning



# Big Idea

## 1999 CA ELD Standards From the idea of...

Instruction in ELD that is separate from and isolated from instruction in ELA **OR** that is indistinguishable from ELA



## 2012 CA Next Generation ELD Standards To understanding...

Dedicated instruction in ELD that builds into and from instruction in ELA and literacy in the content areas

# Guiding Question #1: Key Shifts

- What Key Shift in the Next Generation ELD Standards resonates with you?



# Walk-through the Next Generation ELD Proficiency Level Descriptors

# Proficiency Level Descriptors Overview

- **Describe** student knowledge, skills, and abilities across a continuum, identifying what ELs know and can do
- **Provide** three proficiency levels:
  - **Emerging, Expanding, Bridging** at **early** and **exit** stages
- **Guide** targeted instruction in ELD, as well as differentiated instruction in academic content areas

# Proficiency Level Descriptors Overview, cont'd.

- Include:
  - **Overall Proficiency-** A general descriptor of EL's abilities at:
    - **entry to/progress through**, and **exit from** the level
- **Extent of linguistic support** needed per the linguistic and cognitive demands of tasks, at early stages and as ELs develop

## Proficiency Level Descriptors for California English Language Development Standards

Student Capacities	English Language Development: Proficiency Level Continuum			
	Emerging		Expanding	
<b>Native Language</b>  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.	<b>Overall Proficiency</b>  English learners enter the Emerging level having limited receptive and productive English skills.  As they progress through the Emerging level, they start to respond to more varied communication tasks using learned words and phrases with increasing ease.	<b>Overall Proficiency</b>  At exit from the Emerging level, students have basic English communication skills in social and academic contexts.	<b>Overall Proficiency</b>  As English learners progress through the Expanding level, they move from being able to refashion learned phrases and sentences in English to meet their immediate communication and learning needs towards being able to increasingly engage in using the English language in more complex, cognitively demanding situations.	<b>Overall Proficiency</b>  At exit from the Expanding level, students can use English to learn and communicate about a range of topics and academic content areas.
<b>High Level Thinking with Linguistic Support</b>  English learners possess cognitive abilities appropriate to their age and experience. In order to communicate about their thinking as they learn English, they may need varying linguistic support depending on the linguistic and cognitive demand of the task.	<b>General Extent of Support: Substantial</b>  Students at the early stages of the Emerging level can engage in complex, cognitively demanding social and academic activities requiring language when provided substantial linguistic support; as they develop more familiarity and ease with understanding and using English, support may be moderate or light for familiar tasks or topics.		<b>General Extent of Support: Moderate</b>  Students at the early stages of the Expanding level can engage in complex, cognitively demanding social and academic activities requiring language when provided moderate linguistic support; as they develop increasing ease with understanding and using English in a variety of contexts, support may be light for familiar tasks or topics.	

## Proficiency Level Descriptors for California English Language Development Standards

English Language Development: Proficiency Level Continuum →-----Bridging-----→			Lifelong Language Learning	
<b>Overall Proficiency</b>  As English learners progress through the Bridging level, they move from being able to communicate in ways appropriate to different tasks, purposes, and audiences in a variety of social and academic contexts towards being able to refine and enhance their English language competencies in a broader range of contexts.		<b>Overall Proficiency</b>  At exit from the Bridging level, students can communicate effectively with various audiences on a wide range of familiar and new topics to meet academic demands in a variety of disciplines.	<b>Overall Proficiency</b>  Students who have reached "proficiency" in the English language as determined by state and/or local criteria continue to build increasing breadth, depth, and complexity in comprehending and communicating in English in a wide variety of contexts.	
<b>General Extent of Support: Light</b>  Students at the early stages of the Bridging level can engage in complex, cognitively demanding social and academic activities requiring language when provided light linguistic support; as they develop increasing ease with understanding and using highly technical English, support may not be necessary for familiar tasks or topics using everyday English.			<b>General Extent of Support: Occasional</b>  Students who have exited the Bridging level benefit from occasional linguistic support in their ongoing learning of English.	

# Proficiency Level Descriptors

- Take a few minutes to silently, review the Proficiency Level Descriptors. Highlight/Underline key words and phrases that will help you better understand them.
- With a partner or table group discuss:
  - What is new and different?
  - Key linguistic characteristics of students at each proficiency level
  - The amount of linguistic support needed for higher-level thinking at each proficiency level



*Take 10 minutes*





# Next Generation English Language Development Standards

Part I: Interacting in Meaningful Ways

Part II: Learning About How English Works

Part III: Using Foundational Literacy Skills

# Part I: Interacting in Meaningful Ways

## Include:

Descriptors for *early stages of* and *exit from* each proficiency level, using ELD standard structure:





## Three Modes of Communication

- Collaborative** (engagement in dialogue with others)
- Interpretive** (comprehension and analysis of written and spoken texts)
- Productive** (creation of oral presentations and written texts)

# Proficiency Level Descriptors for California English Language Development Standards

Mode of Communication	English Language Development: Proficiency Level Continuum			
	Emerging		Expanding	
	At the early stages of the Emerging level, students are able to:	At exit from the Emerging level, students are able to:	At the early stages of the Expanding level, students are able to:	At exit from the Expanding level, students are able to:
<b>Collaborative</b>	<ul style="list-style-type: none"> <li>express basic personal and safety needs, ideas, and respond to questions on social and academic topics with gestures and words or short phrases;</li> <li>use basic social conventions to participate in conversations;</li> </ul>	<ul style="list-style-type: none"> <li>express basic personal and safety needs, ideas, and respond to questions on social and academic topics with phrases and short sentences;</li> <li>participate in simple, face-to-face conversations with peers and others;</li> </ul>	<ul style="list-style-type: none"> <li>express a variety of personal needs, ideas, and opinions and respond to questions using short sentences;</li> <li>initiate simple conversations on social and academic topics;</li> </ul>	<ul style="list-style-type: none"> <li>express more complex feelings, needs, ideas, and opinions using extended oral and written production; respond to questions using extended discourse</li> <li>participate actively in collaborative conversations in all content areas with moderate to light support as appropriate;</li> </ul>
<b>Interpretive</b>	<ul style="list-style-type: none"> <li>comprehend frequently occurring words and basic phrases in immediate physical surroundings;</li> <li>read very brief grade-appropriate text with simple sentences and familiar vocabulary, supported by graphics or pictures;</li> <li>comprehend familiar words, phrases, and questions drawn from content areas;</li> </ul>	<ul style="list-style-type: none"> <li>comprehend a sequence of information on familiar topics as presented through stories and face-to-face conversations;</li> <li>read brief grade-appropriate text with simple sentences and mostly familiar vocabulary, supported by graphics or pictures;</li> <li>demonstrate understanding of words and phrases from previously learned content material;</li> </ul>	<ul style="list-style-type: none"> <li>comprehend information on familiar topics and on some unfamiliar topics in contextualized settings;</li> <li>independently read a variety of grade-appropriate text with simple sentences;</li> <li>read more complex text supported by graphics or pictures;</li> <li>comprehend basic concepts in content areas;</li> </ul>	<ul style="list-style-type: none"> <li>comprehend detailed information with fewer contextual clues on unfamiliar topics;</li> <li>read increasingly complex grade-level text while relying on context and prior knowledge to obtain meaning from print;</li> <li>read technical text on familiar topics supported by pictures or graphics;</li> </ul>
<b>Productive</b>	<ul style="list-style-type: none"> <li>produce learned words and phrases and use gestures to communicate basic information;</li> <li>express ideas using visuals such as drawings or charts, or graphic organizers; and</li> <li>write or use familiar words and phrases related to everyday and academic topics.</li> </ul>	<ul style="list-style-type: none"> <li>produce basic statements and ask questions in direct informational exchanges on familiar and routine subjects;</li> <li>express ideas using information and short responses within structured contexts; and</li> <li>write or use learned vocabulary drawn from academic content areas.</li> </ul>	<ul style="list-style-type: none"> <li>produce sustained informational exchanges with others on an expanding variety of topics;</li> <li>express ideas in highly structured and scaffolded academic interactions; and</li> <li>write or use expanded vocabulary to provide information and extended responses in contextualized settings.</li> </ul>	<ul style="list-style-type: none"> <li>produce, initiate, and sustain spontaneous interactions on a variety of topics; and</li> <li>write and express ideas to meet most social and academic needs through the recombination of learned vocabulary and structures with support.</li> </ul>

## Proficiency Level Descriptors for California English Language Development Standards

Mode of Communication	English Language Development: Proficiency Level Continuum	
		
	At the early stages of the Bridging level, students are able to:	At exit from the Bridging level, students are able to:
 Collaborative	<ul style="list-style-type: none"> <li>express increasingly complex feelings, needs, ideas, and opinions in a variety of settings; respond to questions using extended, more elaborated discourse</li> <li>initiate and sustain dialogue on a variety of grade-level academic and social topics;</li> </ul>	<ul style="list-style-type: none"> <li>participate fully in all collaborative conversations in all content areas at grade level with occasional support as necessary;</li> <li>participate fully in both academic and non-academic settings requiring English;</li> </ul>
 Interpretive	<ul style="list-style-type: none"> <li>comprehend concrete and many abstract topics and begin to recognize language subtleties in a variety of communicative settings;</li> <li>read increasingly complex text at grade level;</li> <li>read technical text supported by pictures or graphics;</li> </ul>	<ul style="list-style-type: none"> <li>comprehend concrete and abstract topics and recognize language subtleties in a variety of communicative settings;</li> <li>read, with limited comprehension difficulty, a variety of grade-level and technical texts, in all content areas;</li> </ul>
 Productive	<ul style="list-style-type: none"> <li>produce, initiate, and sustain interactions with increasing awareness of tailoring language to specific purposes and audiences; and</li> <li>write and express ideas to meet increasingly complex academic demands for specific purposes and audiences.</li> </ul>	<ul style="list-style-type: none"> <li>produce, initiate, and sustain extended interactions tailored to specific purposes and audiences; and</li> <li>write and express ideas to meet a variety of social needs and academic demands for specific purposes and audiences.</li> </ul>

# Modes of Communication

- With a partner, read and discuss the three modes of communication: **collaborative**, **interpretive** and **productive**
- How do the modes of communication progress across the proficiency levels?



*Take 10 minutes*



## Part II: Learning About How English Works

### **Two dimensions of Knowledge of Language:**

**-Metalinguistic Awareness** (language awareness & self-monitoring)

**-Accuracy of Production**

# Proficiency Level Descriptors for California English Language Development Standards

Knowledge of Language	English Language Development: Proficiency Level Continuum			
	Emerging		Expanding	
	At the early stages of the Emerging level, students are able to:	At exit from the Emerging level, students are able to:	At the early stages of the Expanding level, students are able to:	At exit from the Expanding level, students are able to:
Metalinguistic Awareness	<p>Apply to their learning of English an emerging awareness about:</p> <ul style="list-style-type: none"> <li>differences and similarities between their native language and English;</li> <li>ways in which different kinds of language are appropriate for different tasks, purposes, and audiences;</li> </ul> <p>and how to:</p> <ul style="list-style-type: none"> <li>intentionally and purposefully use a limited range of everyday vocabulary, phrases, and memorized statements and questions in English;</li> </ul>	<p>Apply to their learning of English an awareness about:</p> <ul style="list-style-type: none"> <li>differences and similarities between their native language and English;</li> <li>ways in which different kinds of language are appropriate for different tasks, purposes, and audiences;</li> </ul> <p>and how to:</p> <ul style="list-style-type: none"> <li>intentionally and purposefully use mostly everyday, and a limited range of general academic vocabulary and domain-specific vocabulary, phrases, and memorized statements and questions in English related mostly to familiar topics;</li> </ul>	<p>Apply to their learning of English an expanding awareness about:</p> <ul style="list-style-type: none"> <li>differences and similarities between their native language and English;</li> <li>ways in which language may be different based on task, purpose, and audience;</li> </ul> <p>and how to:</p> <ul style="list-style-type: none"> <li>intentionally and purposefully use mostly everyday vocabulary, and an expanding range of general academic and domain-specific vocabulary in English related mostly to familiar topics;</li> <li>extend discourse in limited ways in a range of conversations;</li> <li>recognize language differences and engage in some self-monitoring;</li> </ul>	<p>Apply to their learning of English awareness about:</p> <ul style="list-style-type: none"> <li>differences and similarities between their native language and English;</li> <li>ways in which language may be different based on task, purpose, and audience;</li> </ul> <p>and how to:</p> <ul style="list-style-type: none"> <li>intentionally and purposefully use both everyday vocabulary and a range of general academic and domain-specific vocabulary in English related to familiar and new topics;</li> <li>extend discourse in a variety of ways in a range of conversations;</li> <li>recognize language differences, engage in self-monitoring, and adjust oral and written language;</li> </ul>
Accuracy of Production	<ul style="list-style-type: none"> <li>be comprehensible when using memorized or copied words or phrases; and</li> <li>may exhibit frequent errors in pronunciation, grammar, and writing conventions that often impede meaning.</li> </ul>	<ul style="list-style-type: none"> <li>be comprehensible when using simple or learned phrases and sentences; and</li> <li>may exhibit frequent errors in pronunciation, grammar, and writing conventions that sometimes impede meaning.</li> </ul>	<ul style="list-style-type: none"> <li>be comprehensible when using simple and some expanded sentences and discourse or texts; and</li> <li>may exhibit fairly frequent errors in pronunciation, grammar, and writing conventions that may sometimes impede meaning.</li> </ul>	<ul style="list-style-type: none"> <li>be comprehensible when using expanded sentences, discourse or texts; and</li> <li>may exhibit fairly frequent errors in pronunciation, grammar, and writing conventions that usually do not impede meaning.</li> </ul>

# Proficiency Level Descriptors for California English Language Development Standards

Knowledge of Language	English Language Development: Proficiency Level Continuum →-----Bridging-----→	
	At the early stages of the Bridging level, students are able to:	At exit from the Bridging level, students are able to:
Metalinguistic Awareness	<p>Apply to their learning of English a sophisticated awareness about:</p> <ul style="list-style-type: none"> <li>• differences and similarities between their native language and English to learning English;</li> <li>• ways in which language may be different based on task, purpose, and audience;</li> </ul> <p>and how to:</p> <ul style="list-style-type: none"> <li>• intentionally and purposefully use a range of precise and varied grade-level general academic and domain-specific vocabulary in English related to new topics;</li> <li>• extend grade-level academic discourse in a variety of ways in a range of conversations and written texts of varying lengths and complexities;</li> <li>• recognize language differences, engage in self-monitoring, and adjust oral and written language in a range of contexts;</li> </ul>	<p>Apply to their learning of English a sophisticated awareness about:</p> <ul style="list-style-type: none"> <li>• differences and similarities between their native language and English to learning English;</li> <li>• ways in which language may be different based on task, purpose, and audience;</li> </ul> <p>and how to:</p> <ul style="list-style-type: none"> <li>• intentionally and purposefully use a range of precise and varied grade-level general academic and domain-specific vocabulary in English related to new topics across the disciplines;</li> <li>• extend grade-level academic discourse in a variety of ways in a range of conversations and written texts of varying lengths and complexities across the disciplines;</li> <li>• recognize language differences, engage in self-monitoring, and adjust oral and written language in a range of contexts across the disciplines;</li> </ul>
Accuracy of Production	<ul style="list-style-type: none"> <li>• be comprehensible when using a variety of grade-level expanded discourse or texts; and</li> <li>• may exhibit some errors in pronunciation, grammar, and writing conventions that usually do not impede meaning.</li> </ul>	<ul style="list-style-type: none"> <li>• be comprehensible when using a variety of grade-level expanded discourse or texts on a variety of topics; and</li> <li>• may exhibit some minor errors in pronunciation, grammar, and writing conventions that do not impede meaning.</li> </ul>



# Knowledge of Language

- With a partner, read and discuss the two dimensions of the knowledge of language: **Metalinguistic Awareness and Accuracy of Production**
- How do they develop throughout the course of all three proficiency levels?



*Take 5 minutes*

# CA Next Generation ELD Standards: Elements

Additional Resources to Support  
Understanding and Implementation:

Appendices:

- A. Foundational Literacy Skills for ELs
  - B. Part II: Learning About How English Works
  - C. Theoretical Foundations and Research Base
  - D. Context, Development, and Validation
- 
- Glossary

# Hurricane Activity



Read and compare the two selections about hurricanes.

- What instructional supports will ELLs (and other students) need?

# Next Steps for California

- ELD Professional development materials produced (2013-14)
- ELA/ELD Curriculum Framework developed (2013-14)
- Next-generation ELD assessment developed (2015-16)
- ELA/ELD Adoption of K-8 Instructional Materials (2016)

# Resources

- California Department of Education-  
<http://www.cde.ca.gov/sp/el/er/eldstandards.asp>
- HUSD- <http://www.husd.us/ell2>
- Santa Clara County office of Education-  
[http://www.sccoe.org/depts/ell/accountability/ali\\_13thannual.asp](http://www.sccoe.org/depts/ell/accountability/ali_13thannual.asp)
- Colorin Colorado- <http://www.colorincolorado.org/>
- Understanding Language- <http://ell.stanford.edu/>
- Lily Wong-Fillmore-  
[http://assets.pearsonpd.com/asset\\_mgr/current/201211/CCSS%20EL%20&%20Language%20Minority%20Students%20Maui.pdf](http://assets.pearsonpd.com/asset_mgr/current/201211/CCSS%20EL%20&%20Language%20Minority%20Students%20Maui.pdf)
- CCSS implications for ELL's-  
[http://www.nassp.org/Content/158/pl\\_feb12\\_goldenberg.pdf](http://www.nassp.org/Content/158/pl_feb12_goldenberg.pdf)
- High School ELA Curriculum Video: The Gettysburg Address  
<http://engageny.org/resource/high-school-ela-curriculum-video-the-gettysburg-address>