California
English Language
Development Standards

(Electronic Edition)

Kindergarten Through Grade 12

COMMON CORE
STATE STANDARDS
CALIFORNIA

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In 2010, the California State Board of Education (SBE) adopted the California Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects (CA CCSS for ELA/Literacy), which describe the knowledge, skills, and abilities in reading, writing, speaking and listening, conventions, knowledge of language, and vocabulary that all students need for college and career readiness across key academic content areas. Those standards, along with the Common Core State Standards for Mathematics and the Next Generation Science Standards, were adopted by California to ensure K–12 (kindergarten through grade 12) students gain the necessary literacy/language arts, science, and mathematics understanding and practices required for twenty-first-century higher-education and workplace participation. The sponsors of the Common Core State Standards Initiative specify that these new standards are intended to apply to all students, including English learners (ELs):

> The National Governors Association Center for Best Practices and the Council of Chief State School Officers strongly believe that all students should be held to the same high expectations outlined in the Common Core State Standards. This includes students who are English language learners . . . However, these students may require additional time, appropriate instructional support, and aligned assessments as they acquire both English language proficiency and content area knowledge.[1]

California's ELs need instructional support in developing proficiency in English language and literacy as they engage in learning academic content based on these new, rigorous standards. ELs face an additional challenge in developing literacy in English since they must develop oral proficiency in English–including

depth and breadth of vocabulary–at the same time that they are learning to read and write (see chapter 6 for more details). In recognition of the need for new English language development standards to clarify what knowledge, skills, and abilities are needed to help ELs engage with and master the state's content standards, including college- and career-readiness standards, Assembly Bill 124 was enacted on October 8, 2011. It required the State Superintendent of Public Instruction, in consultation with the SBE, to update, revise, and align the current California English Language Development Standards (CA ELD Standards), by grade level, with the state's English Language Arts (ELA) Standards.

In response to this legislation, the California Department of Education (CDE), with the assistance of the California Comprehensive Assistance Center at WestEd in partnership with WestEd's Assessment and Standards Development Services Program, conducted an extensive and robust process to develop and validate new CA ELD Standards that correspond to the CA CCSS for ELA/Literacy and address English language and literacy skills that ELs need in key content areas. This process was grounded in two core principles: (1) transparency toward and input from the field and (2) development based on sound theory and empirical research. The first principle included comprehensive guidance and review provided by the CDE, statewide focus groups, and a state-appointed panel of experts, as well as comments on a draft of the standards received from the public through hearings and written feedback. Public commenters included teachers, principals, staff in district and county offices of education, advocacy groups, education scholars, and other educational community members. For the second principle, three overlapping guidance areas were analyzed: (1) theoretical foundations; (2) current empirical research and research reviews; and (3) additional relevant guidance documents, such as policy documents.

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1. Common Core State Standards Initiative, "Application of Common Core State Standards for English Language Learners." http://www.corestandards.org/assets/application-for-english-learners.pdf (accessed October 2, 2013).

academic uses of English and academic success across the disciplines. Chapter 4 was originally appendix C.

Chapter 5, "Learning About How English Works," offers teachers a new perspective on how to support ELs in understanding academic English and gaining proficiency in using it. The chapter aims to help teachers support ELs in ways that are appropriate to each student's grade level and English proficiency level. Chapter 5 was originally appendix B.

Chapter 6, "Foundational Literacy Skills for English Learners," provides a research summary of key findings with implications for foundational literacy skills instruction for ELs. This chapter also outlines general guidance on providing instruction for ELs on foundational literacy skills, which are now wholly contained in the CA CCSS for ELA/Literacy. Chapter 6 was originally appendix A.

The Glossary of Key Terms at the end of this publication, as in its original online format, provides definitions and examples of key terms used in the CA ELD Standards, the CA CCSS for ELA/Literacy, and in related chapters.

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The California English Language Development Standards (CA ELD Standards) reflect recent and emerging research and theory and are intended to support language development as English learners (ELs) engage in rigorous academic content. The CA ELD Standards provide a foundation for ELs in kindergarten through grade 12 (K–12) in California schools so that each EL is able to gain access to academic subjects, engage with them, and meet the state's subject-matter standards for college and career readiness.

Definition of the Standards

The CA ELD Standards describe the key knowledge, skills, and abilities that students who are learning English as a new language need in order to access, engage with, and achieve in grade-level academic content. The CA ELD Standards, in particular, align with the key knowledge, skills, and abilities for achieving college and career readiness described in the California Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects (CA CCSS for ELA/Literacy). However, the CA ELD Standards do not repeat the CA CCSS for ELA/Literacy, nor do they represent ELA content at lower levels of achievement or rigor. Instead, the CA ELD Standards are designed to provide challenging content in English language development for ELs to gain proficiency in a range of rigorous academic English language skills. **The CA ELD Standards are not intended to replace the CA CCSS for ELA/Literacy.** Instead, they amplify the language knowledge, skills, and abilities of these standards, which are essential for ELs to succeed in school while they are developing their English.

Purposes and Intended Users

The CA ELD Standards are designed to meet the needs of a variety of intended users for different purposes. The CA ELD Standards are designed to:

- reflect expectations of what ELs should know and be able to do with the English language in various contexts;

- set clear developmental benchmarks that reflect ELs' English language proficiency at various developmental stages in a variety of cognitive and linguistic tasks;

- provide teachers with a foundation for delivering rich instruction for ELs so that they can help their students develop English proficiency and prepare ELs to meet grade-level academic achievement standards;

- provide parents, guardians, families, and other caretakers with a tool for discussing learning progress so that they can continue to support their children's language and cognitive development at home;

- provide curriculum developers with guidance on creating rigorous, linguistically and academically rich curriculum and instructional materials for ELs;

- provide a framework to guide development of ELD assessment systems that help California educators ensure that all ELs make progress in the English language knowledge, skills, and abilities needed to become college- and career-ready.

California's English Learner Students

ELs come to California schools from all over the world, and from within California. They come with a range of cultural and linguistic backgrounds, experiences with formal schooling, levels of native language and English literacy, immigrant experiences, and socioeconomic levels, as well as other experiences in the home, school, and community. How educators support ELs to achieve school success through the CA ELD Standards and the academic content standards depends on educators' understanding of the following key factors:

- ***Stages of cognitive development.*** It is important to note the stages of ELs' cognitive development. Students in the primary grades are "learning to read" while also engaging in challenging content learning. In contrast, students in the intermediate and secondary grades are "reading to learn" in

informational and literary text types. ELs must successfully engage in these challenging academic activities while simultaneously developing proficiency in advanced English. The CA ELD Standards are intended to support this dual endeavor by providing fewer, clearer, and higher standards:

- **Fewer:** Those standards that are necessary and essential for development and success

- **Clearer:** A coherent body of standards that have clear links to curriculum and assessments

- **Higher:** Alignment with the elevated standards of the CA CCSS for ELA/Literacy

The CA ELD Standards achieve this goal of fewer, clearer, and higher standards in two ways. First, the CA ELD Standards highlight and amplify those CA CCSS for ELA/Literacy that promote ELs' abilities to *interact in meaningful ways* during rich instruction so that they develop both English and content knowledge. Second, the CA ELD Standards guide teachers to build ELs' knowledge *about how the English language works* in different contexts to achieve specific communicative purposes. The CA ELD Standards emphasize specific linguistic processes (e.g., structuring cohesive texts) and linguistic resources (e.g., expanding sentences) that ELs need to develop in the context of rigorous academic learning for successful academic achievement.

By focusing on these two areas, educators can more effectively support all ELs to:

- read, analyze, interpret, and create a variety of literary and informational text types;

- 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;

- be aware that different languages and variations of English exist and recognize their home languages and cultures as resources to value and draw upon in building proficiency in English;

- contribute actively to class and group discussions, asking questions, responding appropriately, and providing useful feedback;

- demonstrate knowledge of content through oral and multimedia presentations, writing, and collaborative conversations;

- develop proficiency in shifting register based on context.

Unintended and Inappropriate Uses of the Standards

Although the CA ELD Standards are a powerful tool for supporting ELs' linguistic and academic development, they are insufficient when used alone to achieve the goals outlined in the previous section. Therefore, it is important to state explicitly the following purposes for which the standards are not intended and uses that would be inappropriate:

- **The CA ELD Standards are *not to be used in isolation from the CA CCSS for ELA/Literacy and other content standards during academic content instruction*.** Instead, they are designed, and should be used, as a *complement* to the CA CCSS for ELA/Literacy and other academic content standards. It is fully expected that all ELs will receive high-quality instruction based on both the CA CCSS for ELA/Literacy and the CA ELD Standards.

- **The CA ELD Standards are *not to be used piecemeal at a given proficiency level*.** To be used appropriately and effectively, standards articulated in both "Part I: Interacting in Meaningful Ways" and "Part II: Learning About How English Works" should be used in tandem in strategic and purposeful ways.

- **The CA ELD Standards *do not provide an exhaustive list of all the linguistic processes and resources that ELs need to develop in order to be successful in school*.** This is especially the case with regard to disciplinary literacy. The CA ELD Standards do, however, provide descriptions of knowledge and skills that are essential and critical for development, which teachers and curriculum developers can both unpack and expand upon in order to provide a comprehensive instructional program for ELs.

for Speakers of Other Languages (ESOL).[2] Additional frameworks (which delineate three proficiency levels) drawn upon include the *Framework for English Language Proficiency Development Standards Corresponding to the Common Core State Standards and the Next Generation Science Standards* (Council of Chief State School Officers 2012); and the *Common European Framework of Reference for Languages: Learning, Teaching, Assessment* (Council of Europe, n.d.). See chapter 4, "Theoretical Foundations and the Research Base of the English Language Development Standards," for a complete list of sources consulted.

The CA ELD Standards describe the knowledge, skills, and abilities in English as a new language that are expected *upon exit from each proficiency level*, with the highest level, Bridging, being aligned with the CA CCSS for ELA/Literacy. These exit descriptors signal high expectations for ELs to progress through all levels and to attain the academic English language they need to access and engage with grade-level content in all content areas. As previously noted, the PLDs include specifications at "early stages" and upon "exit" for each of the three levels, providing valuable information that can be used in the standard-setting process for determining meaningful distinctions in performance levels.

Legislation and Process for Development and Validation

Assembly Bill 124 (Fuentes, Chapter 605, Statutes of 2011), signed into law on October 8, 2011, required 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 ELD standards, by grade level, with the state's ELA standards, by November 2012. This legislation directed the SSPI to complete revised CA ELD Standards for SBE review no later than August 31, 2012.

To accomplish this work in the required time frame, the California Department of Education (CDE) requested the assistance of the California Comprehensive

2. The Kansas Curricular Standards for ESOL are posted at http://www.ksde.org/Default.aspx-?tabid=4694 (accessed October 8, 2013).

Assistance Center at WestEd. Specifically, WestEd's California Comprehensive Assistance Center, in partnership with the Assessment and Standards Development Services program at WestEd, worked at the request of the CDE to conduct an independent analysis of the state's current ELD standards relative to the new CA ELA Standards. Under the CDE's direction, WestEd reviewed information from other states' (e.g., Arizona, Kansas) and organizations' (e.g., WIDA) ELD standards revision and alignment efforts; analyzed statewide public and expert input on revision parameters; drafted the proposed CA ELD Standards; and revised them as needed based on stakeholder review and feedback.

To provide initial input on the CA ELD Standards, the SSPI convened five focus groups in the winter/spring of 2012, which included 10 to 15 educators who were selected to ensure a balanced representation of regions, types of schools, and experience. Focus-group members were recruited from across California, and focus groups were conducted at 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; and 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 ongoing input and guidance on the CA ELD Standards, the PLDs, and accompanying chapters. The panel included school site principals, school district or county office of education administrators overseeing programs and support for ELs, faculty of teacher training programs and researchers with EL expertise at institutions of higher education, and curriculum and instructional specialists with extensive EL experience. The panel of experts, composed of 21 individuals from across California, met five times (two one-day meetings and three two-day meetings, all of which were open to the public) between March and August of 2012, to review initial and revised drafts of the CA ELD Standards and PLDs and to provide guidance for ongoing development. These meetings were recorded, and transcripts were made available, along with shared materials, on the California Comprehensive Center and CDE Web sites.

Part I: Interacting in Meaningful Ways

A. **Collaborative** (engagement in dialogue with others)

1. Exchanging information and ideas via oral communication and conversations

2. Interacting via written English (print and multimedia)

3. Offering opinions and negotiating with or persuading others

4. Adapting language choices to various contexts

B. **Interpretive** (comprehension and analysis of written and spoken texts)

5. Listening actively and asking or answering questions about what was heard

6. Reading closely and explaining interpretations and ideas from reading

7. Evaluating how well writers and speakers use language to present or support ideas

8. Analyzing how writers use vocabulary and other language resources

C. **Productive** (creation of oral presentations and written texts)

9. Expressing information and ideas in oral presentations

10. Writing literary and informational texts

11. Supporting opinions or justifying arguments and evaluating others' opinions or arguments

12. Selecting and applying varied and precise vocabulary and other language resources

In Part II, "Learning About How English Works," the headings identify key *language processes*: "Structuring Cohesive Texts," "Expanding and Enriching Ideas," and "Connecting and Condensing Ideas."

Part II: Learning About How English Works

A. **Structuring Cohesive Texts**

1. *Understanding text structure and organization based on purpose, text type, and discipline*

2. *Understanding cohesion and how language resources across a text contribute to the way a text unfolds and flows*

B. **Expanding and Enriching Ideas**

3. *Using verbs and verb phrases to create precision and clarity in different text types*

4. *Using nouns and noun phrases to expand ideas and provide more detail*

5. *Modifying to add details to provide more information and create precision*

C. **Connecting and Condensing Ideas**

6. *Connecting ideas within sentences by combining clauses*

7. *Condensing ideas within sentences using a variety of language resources*

Part III: Using Foundational Literacy Skills

Considerations for instruction in foundational literacy at each grade level (K–5) and the grade span 6–12 are outlined here.

Corresponding CA CCSS for ELA/Literacy. The right-hand column of the Overview of the CA ELD Standards shows the correspondence[3] of the CA ELD Standards to the CA CCSS for ELA/Literacy. The CCSS are identified by strand, grade, and number (or number and letter, where applicable), so that RI.4.3, for example, stands for Reading, Informational Text, grade 4, standard 3, and

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3. As noted previously, because the CA ELD Standards are not intended to repeat content from the CA CCSS for ELA/Literacy, individual ELD and ELA standards *correspond* to each other in terms of knowledge, skills, abilities, and rigor rather than match exactly.

Teachers help ELs develop an awareness of audience as ELs progress through the grades.

ELD Proficiency Level Continuum. This continuum, explained previously in the "Rationale for Three Proficiency Levels," distinguishes the three overall English language development levels: *Emerging, Expanding, and Bridging*. Gradations and spiraling of acquisition of knowledge and skills between levels, as well as variation within levels, are expected.

Part I: Interacting in Meaningful Ways. Part I provides grade-level CA ELD Standards that set expectations for English learners to participate in meaningful, relevant, and intellectually challenging ways in various contexts and disciplines in three modes: *collaborative, interpretive, and productive*.

Part II: Learning About How English Works. Part II focuses on the ways in which English learners develop awareness of language resources available to them, how English is structured and organized, and how meaning is made through language choices. Instruction about English is designed to improve ELs' ability to comprehend and produce academic texts in various content areas. Part II is organized into the following ways of using language: *structuring cohesive texts, expanding and enriching ideas, and connecting and condensing ideas*.

Part III: Using Foundational Literacy Skills. Part III is presented separately in order to highlight for teachers the potential need to provide ELs with specialized instruction to support the development of foundational literacy skills. This specialized instruction is designed by adapting, in particular, the Reading Standards in Foundational Literacy Skills (K–5) in the CA CCSS for ELA/Literacy based on the age, cognitive level, and previous literacy or educational experiences of ELs. Because the Reading Standards in Foundational Literacy Skills are intended to guide instruction for students in kindergarten through grade 5, these standards need to be adapted—using appropriate instructional strategies and materials—to meet the particular pedagogical and literacy needs of ELs at the secondary level, including the need to teach foundational literacy skills in an accelerated time frame.

References

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Proficiency Level Descriptors for the California English Language Development Standards

The Proficiency Level Descriptors (PLDs) provide an overview of the stages of English language development through which English language learners (ELs) are expected to progress as they gain increasing proficiency in English as a new language. The PLDs depict student knowledge, skills, and abilities across a continuum, identifying what ELs know and can do at early stages and upon exit from each of three proficiency levels: Emerging, Expanding, and Bridging.[1] These descriptors are intended to be used as a guide for teachers and curriculum developers to provide ELs with targeted instruction in English language development as well as differentiated instruction in academic content areas.

It is important to note that while the PLDs describe an aligned set of knowledge, skills, and abilities at each proficiency level that reflect a linear progression across the levels, this is done for purposes of presentation and understanding. Actual second language acquisition does not necessarily occur in a linear fashion within or across proficiency levels. An EL, at any given point along his or her trajectory of English learning, may exhibit some abilities (e.g., speaking skills) at a higher proficiency level, while at the same time exhibiting other abilities (e.g., writing skills) at a lower proficiency level.[2] Additionally, a student may successfully perform a particular skill at a lower proficiency level (such as reading and analyzing an informational text) and, at the next higher proficiency level,

need review in the same reading and analysis skills when presented with a new or more complex type of informational text. Thus, while a student may be identified—based on state assessment results and other state and local criteria—as being eligible for English language services appropriate to a particular proficiency level, the student's actual abilities may vary by language domain (e.g., listening, speaking, reading, and writing). For the same reason, a proficiency level does not identify a student (e.g., "Emerging student"), but rather identifies what a student knows and can do at a particular stage of English language development—for example, "a student at the Emerging level" or "a student whose listening comprehension ability is at the Emerging level."

The California English Language Development Standards (CA ELD Standards) describe the knowledge, skills, and abilities that students who are learning English as a new language are expected to exhibit upon *exit from each proficiency level*, with the highest level, Bridging, corresponding with the California Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects (CA CCSS for ELA/Literacy). These exit descriptors signal high expectations for ELs to progress through all levels and to attain the academic English necessary to access and engage with grade-level content in all subject areas. Note also that the PLDs include specifications at "early stages" and upon "exit" for each of the three levels, providing valuable information that can be used for determining meaningful performance level distinctions based on assessment results.

Organization of the Proficiency Level Descriptors

The organization of the PLDs represents English language development as a continuum of increasing proficiency in language learning and use, starting with *native language* competencies that students possess when they enter school, and concluding (though not ending) with *lifelong language learning* that all

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1. As there is currently no available empirical evidence to support a particular number of ELD proficiency levels as optimal, the development and design of the PLDs for the CA ELD Standards was based on common practices in the state of grouping ELs into three levels for purposes of instruction. These practices were confirmed by practitioners, administrators, and academic researchers throughout the state as part of the ELD standards validation process, as well as by guidance documents such as the *Framework for English Language Proficiency Development Standards Corresponding to the Common Core State Standards and the Next Generation Science Standards* (Council of Chief State School Officers 2012).

2. See the discussion in Margo Gottlieb's *Assessing English Language Learners: Bridges from Language Proficiency to Academic Achievement* (Thousand Oaks, CA: Corwin Press, 2006), 26–27.

Proficiency Level Descriptors

Student Capacities	ELD Proficiency Level Continuum					Lifelong Language Learning
	→ Emerging →		→ Expanding →		→ Bridging →	
Native Language — 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.	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.	As English learners *progress through* the Emerging level, they move from being able to refashion learned phrases and sentences in English to meet their immediate communication and learning needs toward being able to engage in using the English language in more complex, cognitively demanding situations.	As English learners *progress through* the Expanding level, students can use English to learn and communicate about a range of topics and academic content areas.	As English learners *progress through* the Expanding level, they move from being able to communicate in ways that are appropriate to different tasks, purposes, and audiences in a variety of social and academic contexts toward being able to refine and enhance their English language competencies in a broader range of contexts.	As English learners *progress through* 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.	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.
High-Level Thinking with Linguistic Support — 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.*		Upon *exit* from the Emerging level, students have basic English communication skills in social and academic contexts.		Upon *exit* from the Expanding level, students can use English to meet their immediate communication needs but are still learning to apply their English to meet a range of topics and academic content areas.		Upon *exit* from the Bridging level, students continue to build increasing breadth, depth, and complexity in comprehending and communicating in English in a wide variety of contexts.

	General Extent of Support			
	Substantial	**Moderate**	**Light**	**Occasional**
	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.	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.	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.	Students who have *exited* the Bridging level benefit from **occasional** linguistic support in their ongoing learning of English.

Mode of Communication	ELD Proficiency Level Continuum	
	→ Bridging	→
	At the *early stages* of the Bridging level, students are able to perform the following tasks:	Upon *exit* from the Bridging level, students are able to perform the following tasks:
Collaborative	• Initiate and sustain dialogue on a variety of grade-level academic and social topics.	• Participate fully in all collaborative conversations in all content areas at grade level, with occasional support as necessary.
	• Express increasingly complex feelings, needs, ideas, and opinions in a variety of settings; respond to questions using extended and more elaborate discourse.	• Participate fully in both academic and non-academic settings requiring English.
Interpretive	• Comprehend concrete and many abstract topics and begin to recognize language subtleties in a variety of communication settings.	• Comprehend concrete and abstract topics and recognize language subtleties in a variety of communication settings.
	• Read increasingly complex text at grade level.	• Read, with limited comprehension difficulty, a variety of grade-level and technical texts in all content areas.
	• Read technical text supported by pictures or graphics.	
Productive	• Produce, initiate, and sustain interactions with increasing awareness of tailoring language to specific purposes and audiences.	• Produce, initiate, and sustain extended interactions tailored to specific purposes and audiences.
	• Write and express ideas to meet increasingly complex academic demands for specific purposes and audiences.	• Write and express ideas to meet a variety of social needs and academic demands for specific purposes and audiences.

Proficiency Level Descriptors (continued)

Knowledge of Language	ELD Proficiency Level Continuum	
	→ Bridging →	
	At the *early stages* of the Bridging level, students are able to perform the following tasks:	Upon *exit* from the Bridging level, students are able to perform the following tasks:
Metalinguistic Awareness	Apply to their learning of English a sophisticated awareness of: • differences and similarities between their native language and English; • ways in which language may be different based on task, purpose, and audience; • how to intentionally and purposefully use a range of precise and varied grade-level general academic and domain-specific vocabulary in English related to new topics; • how to extend grade-level academic discourse in a variety of ways in a range of conversations and written texts of varying lengths and complexities; • how to recognize language differences, engage in self-monitoring, and adjust oral and written language in a range of contexts.	Apply to their learning of English a sophisticated awareness of: • differences and similarities between their native language and English; • ways in which language may be different based on task, purpose, and audience; • how to 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; • how to extend grade-level academic discourse in a variety of ways in a range of conversations and written texts of varying lengths and complexities across disciplines; • how to recognize language differences, engage in self-monitoring, and adjust oral and written language in a range of contexts across disciplines.
Accuracy of Production	• Be comprehensible when using a variety of grade-level expanded discourse or texts. • Produce English but may exhibit **some errors** in pronunciation, grammar, and writing conventions that **usually do not** impede meaning.	• Be comprehensible when using a variety of grade-level expanded discourse or texts on a variety of topics. • Produce English but may exhibit **some minor errors** in pronunciation, grammar, and writing conventions that **do not** impede meaning.

Kindergarten

Section 1: Overview

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

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

Part I: Interacting in Meaningful Ways

	Corresponding CA CCSS for ELA/Literacy*
A. Collaborative	
1. Exchanging information and ideas with others through oral collaborative conversations on a range of social and academic topics	• SL.K.1, 6; L.K.1, 6
2. Interacting with others in written English in various communicative forms (print, communicative technology, and multimedia)	• W.K.6; L.K.1, 6
3. Offering and supporting opinions and negotiating with others in communicative exchanges	• SL.K.1, 6; L.K.1, 6
4. Adapting language choices to various contexts (based on task, purpose, audience, and text type)	• Not applicable at kindergarten

Section 2: Elaboration on Critical Principles for Developing Language and Cognition in Academic Contexts
Part I: Interacting in Meaningful Ways

Texts and Discourse in Context	ELD Proficiency Level Continuum		
	→ Emerging →	**→ Expanding →**	**→ Bridging →**
Part I, strands 1–4, corresponding to the CA CCSS for ELA/Literacy 1. SL.K.1, 6; L.K.1, 6 2. W.K.6; L.K.1, 6 3. SL.K.1, 6; L.K.1, 6 4. Not applicable at kindergarten **Purposes for using language include but are not limited to:** Describing, entertaining, informing, interpreting, analyzing, recounting, explaining, persuading, negotiating, justifying, evaluating, and so on. **Informational text types include but are not limited to:** Description (e.g., science log entry), procedure (e.g., how to solve a mathematics problem), recount (e.g., autobiography, science experiment results), information report (e.g., science or history report), explanation (e.g., how or why something happened), exposition (e.g., opinion), response (e.g., literary analysis), and so on. **Literary text types include but are not limited to:** Stories (e.g., fantasy, legends, fables), drama (e.g., readers' theater), poetry, retelling a story, and so on. **Audiences include but are not limited to:** Peers (one to one) Small group (one to a group) Whole group (one to many)	**A. Collaborative**		
	1. Exchanging information and ideas Contribute to conversations and express ideas by asking and answering *yes-no* and *wh-* questions and responding using gestures, words, and simple phrases.	**1. Exchanging information and ideas** Contribute to class, group, and partner discussions by listening attentively, following turn-taking rules, and asking and answering questions.	**1. Exchanging information and ideas** Contribute to class, group, and partner discussions by listening attentively, following turn-taking rules, and asking and answering questions.
	2. Interacting via written English Collaborate with the teacher and peers on joint composing projects of short informational and literary texts that include minimal writing (labeling with a few words), using technology, where appropriate, for publishing, graphics, and the like.	**2. Interacting via written English** Collaborate with the teacher and peers on joint composing projects of informational and literary texts that include some writing (e.g., short sentences) using technology, where appropriate, for publishing, graphics, and the like.	**2. Interacting via written English** Collaborate with the teacher and peers on joint composing projects of informational and literary texts that include a greater amount of writing (e.g., a very short story), using technology, where appropriate, for publishing, graphics, and the like.
	3. Offering opinions Offer opinions and ideas in conversations using a small set of learned phrases (e.g., *I think X*), as well as open responses.	**3. Offering opinions** Offer opinions in conversations using an expanded set of learned phrases (e.g., *I think/don't think X. I agree with X*), as well as open responses, in order to gain and/or hold the floor.	**3. Offering opinions** Offer opinions in conversations using an expanded set of learned phrases (e.g., *I think/don't think X. I agree with X, but . . .*), as well as open responses, in order to gain and/or hold the floor or add information to an idea.
	4. Adapting language choices No standard for kindergarten.	**4. Adapting language choices** No standard for kindergarten.	**4. Adapting language choices** No standard for kindergarten.

Section 2: Elaboration on Critical Principles for Developing Language and Cognition in Academic Contexts
Part I: Interacting in Meaningful Ways

Texts and Discourse in Context	ELD Proficiency Level Continuum		
	C. Productive → Emerging →	→ Expanding →	→ Bridging →
Part I, strands 9–12, corresponding to the CA CCSS for ELA/Literacy 9. SL.K.4–6; L.K.1, 6 10. W.K.1–3, 5–8; L.K.1–2, 6 11. W.K.1; SL.K.4, 6; L.K.1–2, 6 12. W.K.5; SL.K.4, 6; L.K.1, 5–6 Purposes for using language include but are not limited to: Describing, entertaining, informing, inter-preting, analyzing, recounting, explaining, persuading, negotiating, justifying, evaluating, and so on. Informational text types include but are not limited to: Description (e.g., science log entry), pro-cedure (e.g., how to solve a mathematics problem), recount (e.g., autobiography, science experiment results), information report (e.g., science or history report), explanation (e.g., how or why something happened), exposition (e.g., opinion), re-sponse (e.g., literary analysis), and so on. Literary text types include but are not limited to: Stories (e.g., fantasy, legends, fables), drama (e.g., readers' theater), poetry, retelling a story, and so on. Audience include but are not limited to: Peers (one to one) Small group (one to a group) Whole group (one to many)	**9. Presenting** Plan and deliver very brief oral presen-tations (e.g., show and tell, describing a picture). **10. Composing/Writing** Draw, dictate, and write to compose very short literary texts (e.g., story) and informational texts (e.g., a description of a dog), using familiar vocabulary col-laboratively in shared language activities with an adult (e.g., joint construction of texts), with peers, and sometimes independently. **11. Supporting opinions** Offer opinions and provide good reasons (e.g., *My favorite book is X because X.*) referring to the text or to relevant back-ground knowledge. **12. Selecting language resources** a. Retell texts and recount experiences using a select set of key words. b. Use a select number of general academic and domain-specific words to add detail (e.g., adding the word *spicy* to describe a favorite food, using the word *larva* when explaining insect metamor-phosis) while speaking and composing.	**9. Presenting** Plan and deliver brief oral presentations on a variety of topics (e.g., show and tell, describing an experience, describing an animal). **10. Composing/Writing** Draw, dictate, and write to compose short literary texts (e.g., story) and informational texts (e.g., a description of dogs), collaboratively with an adult (e.g., joint construction of texts), with peers, and with increasing independence. **11. Supporting opinions** Offer opinions and provide good reasons and some textual evidence or relevant back-ground knowledge (e.g., paraphrased exam-ples from text or knowledge of content). **12. Selecting language resources** a. Retell texts and recount experiences using complete sentences and key words. b. Use a growing number of general aca-demic and domain-specific words in order to add detail or to create shades of meaning (e.g., using the word *scurry* versus *run*) while speaking and composing.	**9. Presenting** Plan and deliver longer oral presentations on a variety of topics in a variety of content areas (e.g., retelling a story, describing a science experiment). **10. Composing/Writing** Draw, dictate, and write to compose longer literary texts (e.g., story) and information-al texts (e.g., an information report on dogs), collaboratively with an adult (e.g., joint construction of texts), with peers, and independently using appropriate text organization. **11. Supporting opinions** Offer opinions and provide good reasons with detailed textual evidence or relevant background knowledge (e.g., specific exam-ples from text or knowledge of content). **12. Selecting language resources** a. Retell texts and recount experiences using increasingly detailed complete sentences and key words. b. Use a wide variety of general academic and domain-specific words, synonyms, ant-onyms, and non-literal language to create an effect (e.g., using the word *suddenly* to signal a change) or to create shades of meaning (e.g., *The cat's fur was as white as snow*) while speaking and composing.

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

Texts and Discourse in Context	B. Expanding and Enriching Ideas		
	ELD Proficiency Level Continuum		
	→ Emerging →	→ Expanding →	→ Bridging →
Part II, strands 3–5, corresponding to the CA CCSS for ELA/Literacy 3. W.K.5; SL.K.6; L.K.1, 6 4. W.K.5; SL.K.6; L.K.1, 6 5. W.K.5; SL.K.4, 6; L.K.1, 6 Purposes for using language include but are not limited to: Describing, entertaining, informing, interpreting, analyzing, recounting, explaining, persuading, negotiating, justifying, evaluating, and so on. Informational text types include but are not limited to: Description (e.g., science log entry), procedure (e.g., how to solve a mathematics problem), recount (e.g., autobiography, science experiment results), information report (e.g., science or history report), explanation (e.g., how or why something happened), exposition (e.g., opinion), response (e.g., literary analysis), and so on. Literary text types include but are not limited to: Stories (e.g., fantasy, legends, fables), drama (e.g., readers' theater), poetry, retelling a story, and so on. Audiences include but are not limited to: Peers (one to one) Small group (one to a group) Whole group (one to many)	3. *Using verbs and verb phrases* a. Use frequently used verbs (e.g., go, eat, run) and verb types (e.g., doing, saying, being/having, thinking/feeling) in shared language activities guided by the teacher and with increasing independence. b. Use simple verb tenses appropriate for the text type and discipline to convey time (e.g., simple past for recounting an experience) in shared language activities guided by the teacher and with increasing independence. 4. *Using nouns and noun phrases* Expand noun phrases in simple ways (e.g., adding a familiar adjective to describe a noun) in order to enrich the meaning of sentences and add details about ideas, people, things, and so on, in shared language activities guided by the teacher and sometimes independently. 5. *Modifying to add details* Expand sentences with frequently used prepositional phrases (such as *in the house, on the boat*) to provide details (e.g., time, manner, place, cause) about a familiar activity or process in shared language activities guided by the teacher and sometimes independently.	3. *Using verbs and verb phrases* a. Use a growing number of verbs and verb types (e.g., doing, saying, being/having, thinking/feeling) in shared language activities guided by the teacher and independently. b. Use a growing number of verb tenses appropriate for the text type and discipline to convey time (e.g., simple past tense for retelling, simple present for a science description) in shared language activities guided by the teacher and independently. 4. *Using nouns and noun phrases* Expand noun phrases in a growing number of ways (e.g., adding a newly learned adjective to a noun) in order to enrich the meaning of sentences and add details about ideas, people, things, and so on, in shared language activities guided by the teacher and with increasing independence. 5. *Modifying to add details* Expand sentences with prepositional phrases to provide details (e.g., time, manner, place, cause) about a familiar or new activity or process in shared language activities guided by the teacher and with increasing independence.	3. *Using verbs and verb phrases* a. Use a wide variety of verbs and verb types (e.g., doing, saying, being/having, thinking/feeling) in shared language activities guided by the teacher and independently. b. Use a wide variety of verb tenses appropriate for the text type and discipline to convey time (e.g., simple present for a science description, simple future to predict) in shared language activities guided by the teacher and independently. 4. *Using nouns and noun phrases* Expand noun phrases in a wide variety of ways (e.g., adding a variety of adjectives to noun phrases) in order to enrich the meaning of phrases/sentences and add details about ideas, people, things, and so on, in shared language activities guided by the teacher and independently. 5. *Modifying to add details* Expand simple and compound sentences with prepositional phrases to provide details (e.g., time, manner, place, cause) in shared language activities guided by the teacher and independently.

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

Foundational literacy skills in an alphabetic writing system • Print concepts • Phonological awareness • Phonics and word recognition • Fluency	See chapter 6 for information on teaching foundational reading skills to English learners of various profiles based on age, native language, native language writing system, schooling experience, and literacy experience and proficiency. Some considerations are as follows: • Native language and literacy (e.g., phoneme awareness or print concept skills in native language) should be assessed for potential transference to English language and literacy. • Similarities between the native language and English should be highlighted (e.g., phonemes or letters that are the same in both languages). • Differences between the native language and English should be highlighted (e.g., some phonemes in English may not exist in the student's native language; native language syntax may be different from English syntax).

Section 1: Overview

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

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

Part I: Interacting in Meaningful Ways

	Corresponding CA CCSS for ELA/Literacy*
A. Collaborative	
1. Exchanging information and ideas with others through oral collaborative conversations on a range of social and academic topics	• SL.1.1, 6; L.1.1, 6
2. Interacting with others in written English in various communicative forms (print, communicative technology, and multimedia)	• W.1.6; L.1.1, 6
3. Offering and supporting opinions and negotiating with others in communicative exchanges	• SL.1.1, 6; L.1.1, 6
4. Adapting language choices to various contexts (based on task, purpose, audience, and text type)	• Not applicable at grade 1

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*The California English Language Development Standards correspond to the California Common Core State Standards for English Language Arts and Literacy in History/Social Science and Technical Subjects (CA CCSS for ELA/Literacy). English learners should have full access to opportunities to learn ELA, mathematics, science, history/social studies, and other content at the same time they are progressing toward full proficiency in English.

Section 2: Elaboration on Critical Principles for Developing Language and Cognition in Academic Contexts
Part I: Interacting in Meaningful Ways

Texts and Discourse In Context		ELD Proficiency Level Continuum		
	A. Collaborative	→ Emerging →	→ Expanding →	→ Bridging →
Part I, strands 1–4, corresponding to the CA CCSS for ELA/Literacy 1. SL.1.1, 6; L.1.1, 6 2. W.1.6; L.1.1, 6 3. SL.1.1, 6; L.1.1, 6 4. Not applicable at grade 1 Purposes for using language include but are not limited to: Describing, entertaining, informing, interpreting, analyzing, recounting, explaining, persuading, negotiating, justifying, evaluating, and so on. Informational text types include but are not limited to: Description (e.g., science log entry), procedure (e.g., how to solve a mathematics problem), recount (e.g., autobiography, science experiment results), information report (e.g., science or history report), explanation (e.g., how or why something happened), exposition (e.g., opinion), response (e.g., literary analysis), and so on. Literary text types include but are not limited to: Stories (e.g., fantasy, legends, fables), drama (e.g., readers' theater), poetry, retelling a story, and so on. Audiences include but are not limited to: Peers (one to one) Small group (one to a group) Whole group (one to many)		**1. Exchanging information and ideas** Contribute to conversations and express ideas by asking and answering yes-no and wh- questions and responding using gestures, words, and simple phrases. **2. Interacting via written English** Collaborate with teacher and peers on joint writing projects of short informational and literary texts, using technology where appropriate for publishing, graphics, and the like. **3. Offering opinions** Offer opinions and ideas in conversations using a small set of learned phrases (e.g., I think X), as well as open responses in order to gain and/or hold the floor. **4. Adapting language choices** No standard for grade 1.	**1. Exchanging information and ideas** Contribute to class, group, and partner discussions by listening attentively, following turn-taking rules, and asking and answering questions. **2. Interacting via written English** Collaborate with peers on joint writing projects of longer informational and literary texts, using technology where appropriate for publishing, graphics, and the like. **3. Offering opinions** Offer opinions and negotiate with others in conversations using an expanded set of learned phrases (e.g., I think/don't think X. I agree with X), as well as open responses in order to gain and/or hold the floor, elaborate on an idea, and so on. **4. Adapting language choices** No standard for grade 1.	**1. Exchanging information and ideas** Contribute to class, group, and partner discussions by listening attentively, following turn-taking rules, and asking and answering questions. **2. Interacting via written English** Collaborate with peers on joint writing projects of longer informational and literary texts, using technology where appropriate for publishing, graphics, and the like. **3. Offering opinions** Offer opinions and negotiate with others in conversations using an expanded set of learned phrases (e.g., I think/don't think X. I agree with X), and open responses in order to gain and/or hold the floor, elaborate on an idea, provide different opinions, and so on. **4. Adapting language choices** No standard for grade 1.

Section 2: Elaboration on Critical Principles for Developing Language and Cognition in Academic Contexts
Part I: Interacting in Meaningful Ways

Texts and Discourse in Context	C. Productive		
	ELD Proficiency Level Continuum		
	→ Emerging →	→ Expanding →	→ Bridging →
Part I, strands 9–12, corresponding to the CA CCSS for ELA/Literacy 9. SL.1.4–6; L.1.1, 6 10. W.1.1–3, 5–8; L.1.1–2, 6 11. W.1.1; SL.1.4, 6; L.1.1–2, 6 12. W.1.5; SL.1.4, 6; L.1.1, 5–6 Purposes for using language include but are not limited to: Describing, entertaining, informing, interpreting, analyzing, recounting, explaining, persuading, negotiating, justifying, evaluating, and so on. Informational text types include but are not limited to: Description (e.g., science log entry), procedure (e.g., how to solve a mathematics problem), recount (e.g., autobiography, science experiment results), information report (e.g., science or history report), explanation (e.g., how or why something happened), exposition (e.g., opinion), response (e.g., literary analysis), and so on. Literary text types include but are not limited to: Stories (e.g., fantasy, legends, fables), drama (e.g., readers' theater), poetry, retelling a story, and so on. Audiences include but are not limited to: Peers (one to one) Small group (one to a group) Whole group (one to many)	**9. *Presenting*** Plan and deliver very brief oral presentations (e.g., show and tell, describing a picture). **10. *Writing*** Write very short literary texts (e.g., story) and informational texts (e.g., a description of an insect) using familiar vocabulary collaboratively with an adult (e.g., joint construction of texts), with peers, and sometimes independently. **11. *Supporting opinions*** Offer opinions and provide good reasons (e.g., *My favorite book is X because X*) referring to the text or to relevant background knowledge. **12. *Selecting language resources*** a. Retell texts and recount experiences, using key words. b. Use a select number of general academic and domain-specific words to add detail (e.g., adding the word *scrumptious* to describe a favorite food, using the word *thorax* to refer to insect anatomy) while speaking and writing.	**9. *Presenting*** Plan and deliver brief oral presentations on a variety of topics (e.g., show and tell, author's chair, recounting an experience, describing an animal, and the like). **10. *Writing*** Write short literary texts (e.g., a story) and informational texts (e.g., an informative text on the life cycle of an insect) collaboratively with an adult (e.g., joint construction of texts), with peers, and with increasing independence. **11. *Supporting opinions*** Offer opinions and provide good reasons and some textual evidence or relevant background knowledge (e.g., paraphrased examples from text or knowledge of content). **12. *Selecting language resources*** a. Retell texts and recount experiences, using complete sentences and key words. b. Use a growing number of general academic and domain-specific words in order to add detail, create an effect (e.g., using the word *suddenly* to signal a change), or create shades of meaning (e.g., *prance versus walk*) while speaking and writing.	**9. *Presenting*** Plan and deliver longer oral presentations on a variety of topics in a variety of content areas (e.g., retelling a story, describing a science experiment). **10. *Writing*** Write longer literary texts (e.g., a story) and informational texts (e.g., an informative text on the life cycle of insects) collaboratively with an adult (e.g., joint construction), with peers, and independently. **11. *Supporting opinions*** Offer opinions and provide good reasons with detailed textual evidence or relevant background knowledge (e.g., specific examples from text or knowledge of content). **12. *Selecting language resources*** a. Retell texts and recount experiences, using increasingly detailed complete sentences and key words. b. Use a wide variety of general academic and domain-specific words, synonyms, antonyms, and non-literal language (e.g., *The dog was as big as a house*) to create an effect, precision, and shades of meaning while speaking and writing.

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

Texts and Discourse in Context	ELD Proficiency Level Continuum		
	→ Emerging →	→ Expanding →	→ Bridging →
Part II, strands 3–5, corresponding to the CA CCSS for ELA/Literacy 3. W.1.5; SL.1.6; L.1.1, 6 4. W.1.5; SL.1.6; L.1.1. 6 5. W.1.5; SL.1.4, 6; L.1.1. 6 Purposes for using language include but are not limited to: Describing, entertaining, informing, interpreting, analyzing, recounting, explaining, persuading, negotiating, justifying, evaluating, and so on. Informational text types include but are not limited to: Description (e.g., science log entry), procedure (e.g., how to solve a mathematics problem), recount (e.g., autobiography, science experiment results), information report (e.g., science or history report), explanation (e.g., how or why something happened), exposition (e.g., opinion), response (e.g., literary analysis), and so on. Literary text types include but are not limited to: Stories (e.g., fantasy, legends, fables), drama (e.g., readers' theater), poetry, retelling a story, and so on. Audiences include but are not limited to: Peers (one to one) Small group (one to a group) Whole group (one to many)	**B. Expanding and Enriching Ideas**		
	3. *Using verbs and verb phrases* a. Use frequently used verbs (e.g., go, eat, run) and verb types (e.g., doing, saying, being/having, thinking/feeling) in shared language activities guided by the teacher and sometimes independently. b. Use simple verb tenses appropriate for the text type and discipline to convey time (e.g., simple past for recounting an experience) in shared language activities guided by the teacher and sometimes independently.	3. *Using verbs and verb phrases* a. Use a growing number of verbs and verb types (e.g., doing, saying, being/having, thinking/feeling) in shared language activities guided by the teacher and with increasing independence. b. Use a growing number of verb tenses appropriate for the text type and discipline to convey time (e.g., simple past tense for retelling, simple present for a science description) in shared language activities guided by the teacher and with increasing independence.	3. *Using verbs and verb phrases* a. Use a wide variety of verbs and verb types (e.g., doing, saying, being/having, thinking/feeling) in shared language activities guided by the teacher and independently. b. Use a wide variety of verb tenses appropriate for the text type and discipline to convey time (e.g., simple present for predict) in shared language activities guided by the teacher and independently.
	4. *Using nouns and noun phrases* Expand noun phrases in simple ways (e.g., adding a familiar adjective to describe a noun) in order to enrich the meaning of sentences and add details about ideas, people, things, and the like, in shared language activities guided by the teacher and sometimes independently.	4. *Using nouns and noun phrases* Expand noun phrases in a growing number of ways (e.g., adding a newly learned adjective to a noun) to enrich the meaning of sentences and add details about ideas, people, things, and the like, in shared language activities guided by the teacher and sometimes independently.	4. *Using nouns and noun phrases* Expand noun phrases in a wide variety of ways (e.g., adding a variety of adjectives to noun phrases) in order to enrich the meaning of phrases/ sentences and add details about ideas, people, things, and the like, in shared language activities guided by the teacher and independently.
	5. *Modifying to add details* Expand sentences with frequently used prepositional phrases (such as *in the house, on the boat*) to provide details (e.g., time, manner, place, cause) about a familiar activity or process in shared language activities guided by the teacher and sometimes independently.	5. *Modifying to add details* Expand sentences with prepositional phrases to provide details (e.g., time, manner, place, cause) about a familiar or new activity or process in shared language activities guided by the teacher and with increasing independence.	5. *Modifying to add details* Expand simple and compound sentences with prepositional phrases to provide details (e.g., time, manner, place, cause) in shared language activities guided by the teacher and independently.

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

Foundational literacy skills in an alphabetic writing system

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

See chapter 6 for information on teaching foundational reading skills to English learners of various profiles based on age, native language, native language writing system, schooling experience, and literacy experience and proficiency. Some considerations are as follows:

- Native language and literacy (e.g., phoneme awareness or print concept skills in native language) should be assessed for potential transference to English language and literacy.

- Similarities between the native language and English should be highlighted (e.g., phonemes or letters that are the same in both languages).

- Differences between the native language and English should be highlighted (e.g., some phonemes in English may not exist in the student's native language; native language syntax may be different from English syntax).

Section 1: Overview

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

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

Part I: Interacting in Meaningful Ways

	Corresponding CA CCSS for ELA/Literacy*
A. Collaborative	
1. Exchanging information and ideas with others through oral collaborative conversations on a range of social and academic topics	• SL.2.1, 6; L.2.1, 3, 6
2. Interacting with others in written English in various communicative forms (print, communicative technology, and multimedia)	• W.2.6; L.2.1, 3, 6
3. Offering and supporting opinions and negotiating with others in communicative exchanges	• SL.2.1, 6; L.2.1, 3, 6
4. Adapting language choices to various contexts (based on task, purpose, audience, and text type)	• W.2.4–5; SL.2.1, 6; L.2.1, 3, 6

*The California English Language Development Standards correspond to the California Common Core State Standards for English Language Arts and Literacy in History/Social Science and Technical Subjects (CA CCSS for ELA/Literacy). English learners should have full access to opportunities to learn ELA, mathematics, science, history/social studies, and other content at the same time they are progressing toward full proficiency in English.

Section 2: Elaboration on Critical Principles for Developing Language and Cognition in Academic Contexts
Part I: Interacting in Meaningful Ways

Texts and Discourse in Context	A. Collaborative		
	ELD Proficiency Level Continuum		
	Emerging →	Expanding →	Bridging →
Part I, strands 1–4, corresponding to the CA CCSS for ELA/Literacy 1. SL.2.1, 6; L.2.1, 3, 6 2. W.2.6; L.2.1, 3, 6 3. SL.2.1, 6; L.2.1, 3, 6 4. W.2.4–5; SL.2.1, 6; L.2.1, 3, 6 **Purposes for using language include but are not limited to:** Describing, entertaining, informing, interpreting, analyzing, recounting, explaining, persuading, negotiating, justifying, evaluating, and so on. **Informational text types include but are not limited to:** Description (e.g., science log entry), procedure (e.g., how to solve a mathematics problem), recount (e.g., autobiography, science experiment results), information report (e.g., science or history report), explanation (e.g., how or why something happened), exposition (e.g., opinion), response (e.g., literary analysis), and so on. **Literary text types include but are not limited to:** Stories (e.g., fantasy, legends, fables), drama (e.g., readers' theater), poetry, retelling a story, and so on. **Audiences include but are not limited to:** Peers (one to one) Small group (one to a group) Whole group (one to many)	**1. Exchanging information and ideas** Contribute to conversations and express ideas by asking and answering yes-no and wh- questions and responding using gestures, words, and learned phrases.	**1. Exchanging information and ideas** Contribute to class, group, and partner discussions, including sustained dialogue, by listening attentively, following turn-taking rules, asking relevant questions, affirming others, and adding relevant information.	**1. Exchanging information and ideas** Contribute to class, group, and partner discussions, including sustained dialogue, by listening attentively, following turn-taking rules, asking relevant questions, affirming others, adding pertinent information, building on responses, and providing useful feedback.
	2. Interacting via written English Collaborate with peers on joint writing projects of short informational and literary texts, using technology where appropriate for publishing, graphics, and the like.	**2. Interacting via written English** Collaborate with peers on joint writing projects of longer informational and literary texts, using technology where appropriate for publishing, graphics, and the like.	**2. Interacting via written English** Collaborate with peers on joint writing projects of a variety of longer informational and literary texts, using technology where appropriate for publishing, graphics, and the like.
	3. Offering opinions Offer opinions and negotiate with others in conversations using learned phrases (e.g., I think X), as well as open responses, in order to gain and/or hold the floor.	**3. Offering opinions** Offer opinions and negotiate with others in conversations using an expanded set of learned phrases (e.g., I agree with X, but X.), as well as open responses, in order to gain and/or hold the floor, provide counterarguments, and the like.	**3. Offering opinions** Offer opinions and negotiate with others in conversations using a variety of learned phrases (e.g., That's a good idea, but X), as well as open responses, in order to gain and/or hold the floor, provide counterarguments, elaborate on an idea, and the like.
	4. Adapting language choices Recognize that language choices (e.g., vocabulary) vary according to social setting (e.g., playground versus classroom), with substantial support from peers or adults.	**4. Adapting language choices** Adjust language choices (e.g., vocabulary, use of dialogue, and so on) according to purpose (e.g., persuading, entertaining), task, and audience (e.g., peers versus adults), with moderate support from peers or adults.	**4. Adapting language choices** Adjust language choices according to purpose (e.g., persuading, entertaining), task, and audience (e.g., peer-to-peer versus peer-to-teacher), with light support from peers or adults.

Section 2: Elaboration on Critical Principles for Developing Language and Cognition in Academic Contexts
Part I: Interacting in Meaningful Ways

Texts and Discourse in Context	ELD Proficiency Level Continuum		
	→ Emerging →	→ Expanding →	→ Bridging →
	C. Productive		
Part I, strands 9-12, corresponding to the CA CCSS for ELA/Literacy 9, SL.2.4-6; L.2.1, 3, 6 10. W.2.1-8, 10; L.2.1-3, 6 11. W.2.1, 4, 10; SL.2.4, 6; L.2.1-3, 6 12. W.2.4-5; SL.2.4, 6; L.2.1, 3, 5-6 Purposes for using language include but are not limited to: Describing, entertaining, informing, interpreting, analyzing, recounting, explaining, persuading, negotiating, justifying, evaluating, and so on. Informational text types include but are not limited to: Description (e.g., science log entry), procedure (e.g., how to solve a mathematics problem), recount (e.g., autobiography, science experiment results), information report (e.g., science or history report), explanation (e.g., how or why something happened), exposition (e.g., opinion), response (e.g., literary analysis), and so on. Literary text types include but are not limited to: Stories (e.g., fantasy, legends, fables), drama (e.g., readers' theater), poetry, retelling a story, and so on. Audiences include but are not limited to: Peers (one to one) Small group (one to a group) Whole group (one to many)	**9. Presenting** Plan and deliver very brief oral presentations (e.g., recounting an experience, retelling a story, describing a picture). **10. Writing** Write very short literary texts (e.g., story) and informational texts (e.g., a description of a volcano) using familiar vocabulary collaboratively with an adult (e.g., joint construction of texts), with peers, and sometimes independently. **11. Supporting opinions** Support opinions by providing good reasons and some textual evidence or relevant background knowledge (e.g., referring to textual evidence or knowledge of content). **12. Selecting language resources** a. Retell texts and recount experiences by using key words. b. Use a select number of general academic and domain-specific words to add detail (e.g., adding the word *generous* to describe a character, using the word *lava* to explain volcanic eruptions) while speaking and writing.	**9. Presenting** Plan and deliver brief oral presentations on a variety of topics (e.g., retelling a story, describing an animal). **10. Writing** Write short literary texts (e.g., a story) and informational texts (e.g., an explanatory text explaining how a volcano erupts) collaboratively with an adult (e.g., joint construction of texts), with peers, and with increasing independence. **11. Supporting opinions** Support opinions by providing good reasons and increasingly detailed textual evidence (e.g., providing examples from the text) or relevant background knowledge about the content. **12. Selecting language resources** a. Retell texts and recount experiences using complete sentences and key words. b. Use a growing number of general academic and domain-specific words in order to add detail, create an effect (e.g., using the word *suddenly* to signal a change), or create shades of meaning (e.g., *scurry* versus *dash*) while speaking and writing.	**9. Presenting** Plan and deliver longer oral presentations on a variety of topics and content areas (e.g., retelling a story, recounting a science experiment, describing how to solve a mathematics problem). **10. Writing** Write longer literary texts (e.g., a story) and informational texts (e.g., an explanatory text explaining how a volcano erupts) collaboratively with an adult (e.g., joint construction), with peers and independently. **11. Supporting opinions** Support opinions or persuade others by providing good reasons and detailed textual evidence (e.g., specific events or graphics from text) or relevant background knowledge about the content. **12. Selecting language resources** a. Retell texts and recount experiences using increasingly detailed complete sentences and key words. b. Use a wide variety of general academic and domain-specific words, synonyms, antonyms, and non-literal language (e.g., *He was as quick as a cricket*) to create an effect, precision, and shades of meaning while speaking and writing.

Part II: Learning About How English Works

Texts and Discourse in Context	ELD Proficiency Level Continuum		
	Emerging	**Expanding**	**Bridging**
Part II, strands 3–5, corresponding to the CA CCSS for ELA/Literacy 3. W.2.5; SL.2.6; L.2.1, 3, 6 4. W.2.5; SL.2.6; L.2.1, 3, 6 5. W.2.5; SL.2.4, 6; L.2.1, 3, 6 Purposes for using language include but are not limited to: Describing, entertaining, informing, interpreting, analyzing, recounting, explaining, persuading, negotiating, justifying, evaluating, and so on. Informational text types include but are not limited to: Description (e.g., science log entry), procedures (e.g., how to solve a mathematics problem), recount (e.g., autobiography, science experiment results), information report (e.g., science or history report), explanation (e.g., how or why something happened), exposition (e.g., opinion), response (e.g., literary analysis), and so on. Literary text types include but are not limited to: Stories (e.g., fantasy, legends, fables), drama (e.g., readers' theater); poetry, retelling a story, and so on. Audiences include but are not limited to: Peers (one to one) Small group (one to a group) Whole group (one to many)	**B. Expanding and Enriching Ideas**		
	3. Using verbs and verb phrases a. Use frequently used verbs (e.g., walk, run) and verb types (e.g., doing, saying, being/having, thinking/feeling) in shared language activities guided by the teacher and sometimes independently. b. Use simple verb tenses appropriate to the text type and discipline to convey time (e.g., simple past tense for recounting an experience) in shared language activities guided by the teacher and sometimes independently.	*3. Using verbs and verb phrases* a. Use a growing number of verb types (e.g., doing, saying, being/having, thinking/feeling) with increasing independence. b. Use a growing number of verb tenses appropriate to the text type and discipline to convey time (e.g., simple past tense for retelling, simple present for a science description) with increasing independence.	*3. Using verbs and verb phrases* a. Use a variety of verb types (e.g., doing, saying, being/having, thinking/feeling) independently. b. Use a wide variety of verb tenses appropriate to the text type and discipline to convey time (e.g., simple present tense for a science description, simple future to predict) independently.
	4. Using nouns and noun phrases Expand noun phrases in simple ways (e.g., adding a familiar adjective to describe a noun) in order to enrich the meaning of sentences and to add details about ideas, people, things, and the like, in shared language activities guided by the teacher and sometimes independently.	*4. Using nouns and noun phrases* Expand noun phrases in a growing number of ways (e.g., adding a newly learned adjective to a noun) in order to enrich the meaning of sentences and to add details about ideas, people, things, and the like, with increasing independence.	*4. Using nouns and noun phrases* Expand noun phrases in a variety of ways (e.g., adding comparative/superlative adjectives to nouns) in order to enrich the meaning of phrases/sentences and to add details about ideas, people, things, and the like, independently.
	5. Modifying to add details Expand sentences with frequently used adverbials (e.g., prepositional phrases, such as *at school, with my friend*) to provide details (e.g., time, manner, place, cause) about a familiar activity or process in shared language activities guided by the teacher and sometimes independently.	*5. Modifying to add details* Expand sentences with a growing number of adverbials (e.g., adverbs, prepositional phrases) to provide details (e.g., time, manner, place, cause) about a familiar or new activity or process with increasing independence.	*5. Modifying to add details* Expand sentences with a variety of adverbials (e.g., adverbs, adverb phrases, prepositional phrases) to provide details (e.g., time, manner, place, cause) independently.

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

Foundational literacy skills in an alpha-betic writing system • Print concepts • Phonological awareness • Phonics and word recognition • Fluency	See chapter 6 for information on teaching foundational reading skills to English learners of various profiles based on age, native language, native language writing system, schooling experience, and literacy experience and proficiency. Some considerations are as follows: • Native language and literacy (e.g., phoneme awareness or print concept skills in native language) should be assessed for potential transference to English language and literacy. • Similarities between the native language and English should be highlighted (e.g., phonemes or letters that are the same in both languages). • Differences between the native language and English should be highlighted (e.g., some phonemes in English may not exist in the student's native language; native language syntax may be different from English syntax).

Section 1: Overview

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

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

Part I: Interacting in Meaningful Ways

	Corresponding CA CCSS for ELA/Literacy*
A. Collaborative	
1. Exchanging information and ideas with others through oral collaborative discussions on a range of social and academic topics	• SL.3.1, 6; L.3.1, 3, 6
2. Interacting with others in written English in various communicative forms (print, communicative technology, and multimedia)	• W.3.6; L.3.1, 3, 6
3. Offering and supporting opinions and negotiating with others in communicative exchanges	• SL.3.1, 6; L.3.1, 3, 6
4. Adapting language choices to various contexts (based on task, purpose, audience, and text type)	• W.3.4–5; SL.3.1, 6; L.3.1, 3, 6

* The California English Language Development Standards correspond to the California Common Core State Standards for English Language Arts and Literacy in History/Social Science and Technical Subjects (CA CCSS for ELA/Literacy). English learners should have full access to opportunities to learn ELA, mathematics, science, history/social studies, and other content at the same time they are progressing toward full proficiency in English.

Section 2: Elaboration on Critical Principles for Developing Language and Cognition in Academic Contexts
Part I: Interacting in Meaningful Ways

Texts and Discourse in Context	ELD Proficiency Level Continuum		
	Emerging →	Expanding →	Bridging →
Part I, strands 1–4, corresponding to the CA CCSS for ELA/Literacy 1. SL.3.1.6; L.3.1, 3, 6 2. W.3.6; L.3.1, 3, 6 3. SL.3.1.6; L.3.1, 3, 6 4. W.3.4–5; SL.3.1, 6; L.3.1, 3, 6 Purposes for using language include but are not limited to: Describing, entertaining, informing, interpreting, analyzing, recounting, explaining, persuading, negotiating, justifying, evaluating, and so on. Informational text types include but are not limited to: Description (e.g., science log entry), procedure (e.g., how to solve a mathematics problem), recount (e.g., autobiography, science experiment results), information report (e.g., science or history report), explanation (e.g., how or why something happened), exposition (e.g., opinion), response (e.g., literary analysis), and so on. Literary text types include but are not limited to: Stories (e.g., fantasy, legends, fables), drama (e.g., readers' theater), poetry, retelling a story, and so on. Audiences include but are not limited to: Peers (one to one) Small group (one to a group) Whole group (one to many)	**A. Collaborative** **1. Exchanging information and ideas** Contribute to conversations and express ideas by asking and answering yes-no and wh- questions and responding using short phrases. **2. Interacting via written English** Collaborate with peers on joint writing projects of short informational and literary texts, using technology where appropriate for publishing, graphics, and the like. **3. Offering opinions** Offer opinions and negotiate with others in conversations using basic learned phrases (e.g., I think . . .), as well as open responses in order to gain and/or hold the floor. **4. Adapting language choices** Recognize that language choices (e.g., vocabulary) vary according to social setting (e.g., playground versus classroom), with substantial support from peers or adults.	**1. Exchanging information and ideas** Contribute to class, group, and partner discussions, including sustained dialogue, by following turn-taking rules, asking relevant questions, affirming others, and adding relevant information. **2. Interacting via written English** Collaborate with peers on joint writing projects of longer informational and literary texts, using technology where appropriate for publishing, graphics, and the like. **3. Offering opinions** Offer opinions and negotiate with others in conversations using an expanded set of learned phrases (e.g., I agree with X, and . . .), as well as open responses in order to gain and/or hold the floor, provide counterarguments, and the like. **4. Adapting language choices** Adjust language choices (e.g., vocabulary, use of dialogue, and the like) according to purpose (e.g., persuading, entertaining), social setting, and audience (e.g., peers versus adults), with moderate support from peers or adults.	**1. Exchanging information and ideas** Contribute to class, group, and partner discussions, including sustained dialogue, by following turn-taking rules, asking relevant questions, affirming others, adding relevant information, building on responses, and providing useful feedback. **2. Interacting via written English** Collaborate with peers on joint writing projects of a variety of longer informational and literary texts, using technology where appropriate for publishing, graphics, and the like. **3. Offering opinions** Offer opinions and negotiate with others in conversations using a variety of learned phrases (e.g., That's a good idea, but . . .), as well as open responses in order to gain and/or hold the floor, provide counterarguments, elaborate on an idea, and the like. **4. Adapting language choices** Adjust language choices according to purpose (e.g., persuading, entertaining), task, and audience (e.g., peer-to-peer versus peer-to-teacher), with light support from peers or adults.

Section 2: Elaboration on Critical Principles for Developing Language and Cognition in Academic Contexts
Part I: Interacting in Meaningful Ways

Texts and Discourse in Context		ELD Proficiency Level Continuum	
	→ Emerging →	→ Expanding →	→ Bridging →
Part I, strands 9–12, corresponding to the CA CCSS for ELA/Literacy: 9, SL.3.4–6; L.3.1, 3, 6 10. W.3.1–8, 10; L.3.1–3, 11. W.3.1, 4, 10; SL.3.4, 6; L.3.1–3, 6 12. W.3.4–5; SL.3.4, 6; L.3.1, 3, 5–6 Purposes for using language include but are not limited to: Describing, entertaining, informing, interpreting, analyzing, recounting, explaining, persuading, negotiating, justifying, evaluating, and so on. Informational text types include but are not limited to: Description (e.g., science log entry), procedure (e.g., how to solve a mathematics problem), recount (e.g., autobiography, science experiment results), information report (e.g., science or history report), explanation (e.g., how or why something happened), exposition (e.g., opinion), response (e.g., literary analysis), and so on. Literary text types include but are not limited to: Stories (e.g., fantasy, legends, fables), drama (e.g., readers' theater), poetry, retelling a story, and so on. Audiences include but are not limited to: Peers (one to one) Small group (one to a group) Whole group (one to many)	**C. Productive** **9. Presenting** Plan and deliver very brief oral presentations (e.g., retelling a story, describing an animal, and the like). **10. Writing** a. Write short literary and informational texts (e.g., a description of a flashlight) collaboratively (e.g., joint construction of texts with an adult or with peers) and sometimes independently. b. Paraphrase texts and recount experiences using key words from notes or graphic organizers. **11. Supporting opinions** Support opinions by providing good reasons and some textual evidence or relevant background knowledge (e.g., referring to textual evidence or knowledge of content). **12. Selecting language resources** Use a select number of general academic and domain-specific words to add detail (e.g., adding the word *dangerous* to describe a place, using the word *habitat* when describing animal behavior) while speaking and writing.	**9. Presenting** Plan and deliver brief oral presentations on a variety of topics and content areas (e.g., retelling a story, explaining a science process or historical event, and the like). **10. Writing** a. Write longer literary and informational texts (e.g., an explanatory text on how flashlights work) collaboratively (e.g., joint construction of texts with an adult or with peers) and with increasing independence using appropriate text organization. b. Paraphrase texts and recount experiences using complete sentences and key words from notes or graphic organizers. **11. Supporting opinions** Support opinions by providing good reasons and increasingly detailed textual evidence (e.g., providing examples from the text) or relevant background knowledge about the content. **12. Selecting language resources** Use a growing number of general academic and domain-specific words in order to add detail, create an effect (e.g., using the word *suddenly* to signal a change), or create shades of meaning (e.g., *scurry* versus *dash*) while speaking and writing.	**9. Presenting** Plan and deliver longer oral presentations on a variety of topics and content areas (e.g., retelling a story, explaining a science process or historical event, and the like). **10. Writing** a. Write longer and more detailed literary and informational texts (e.g., an explanatory text on how flashlights work) collaboratively (e.g., joint construction of texts with an adult or with peers) and independently using appropriate text organization and growing understanding of register. b. Paraphrase texts and recount experiences using increasingly detailed complete sentences and key words from notes or graphic organizers. **11. Supporting opinions** Support opinions or persuade others by providing good reasons and detailed textual evidence (e.g., specific events or graphics from text) or relevant background knowledge about the content. **12. Selecting language resources** Use a wide variety of general academic and domain-specific words, synonyms, antonyms, and non-literal language to create an effect, precision, and shades of meaning while speaking and writing.

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

Texts and Discourse in Context	B. Expanding and Enriching Ideas		
	ELD Proficiency Level Continuum		
	→ Emerging →	→ Expanding →	→ Bridging →
Part II, strands 3–5, corresponding to the CA CCSS for ELA/Literacy 3. W.3.5; SL.3.6; L.3.1, 3, 6 4. W.3.5; SL.3.6; L.3.1, 3, 6 5. W.3.5; SL.3.4, 6; L.3.1, 3, 6 Purposes for using language include but are not limited to: Describing, entertaining, informing, interpreting, analyzing, recounting, explaining, persuading, negotiating, justifying, evaluating, and so on. Informational text types include but are not limited to: Description (e.g., science log entry), procedure (e.g., how to solve a mathematics problem), recount (e.g., autobiography, science experiment results), information report (e.g., science or history report), explanation (e.g., how or why something happened), exposition (e.g., opinion), response (e.g., literary analysis), and so on. Literary text types include but are not limited to: Stories (e.g., fantasy, legends, fables), drama (e.g., readers' theater), poetry, retelling a story, and so on. Audiences include but are not limited to: Peers (one to one) Small group (one to a group) Whole group (one to many)	**3. Using verbs and verb phrases** Use frequently used verbs, different verb types (e.g., doing, saying, being/having, thinking/feeling), and verb tenses appropriate to the text type and discipline to convey time (e.g., simple past for recounting an experience). **4. Using nouns and noun phrases** Expand noun phrases in simple ways (e.g., adding an adjective to a noun) in order to enrich the meaning of sentences and add details about ideas, people, things, and the like. **5. Modifying to add details** Expand sentences with adverbials (e.g., adverbs, adverb phrases, prepositional phrases) to provide details (e.g., time, manner, place, cause, and the like) about a familiar activity or process (e.g., They walked to the soccer field).	**3. Using verbs and verb phrases** Use a growing number of verb types (e.g., doing, saying, being/having, thinking/ feeling) and verb tenses appropriate to the text type and discipline to convey time (e.g., simple past for retelling, simple present for a science description). **4. Using nouns and noun phrases** Expand noun phrases in a growing number of ways (e.g., adding comparative/superlative adjectives to nouns) in order to enrich the meaning of sentences and add details about ideas, people, things, and the like. **5. Modifying to add details** Expand sentences with adverbials (e.g., adverbs, adverb phrases, prepositional phrases) to provide details (e.g., time, manner, place, cause, and the like) about a familiar or new activity or process (e.g., They worked quietly; they ran across the soccer field).	**3. Using verbs and verb phrases** Use a variety of verb types (e.g., doing, saying, being/having, thinking/feeling) and verb tenses appropriate to the text type and discipline to convey time (e.g., simple present for a science description, simple future to predict). **4. Using nouns and noun phrases** Expand noun phrases in a variety of ways (e.g., adding comparative/ superlative adjectives to noun phrases, simple clause embedding) in order to enrich the meaning of sentences and add details about ideas, people, things, and the like. **5. Modifying to add details** Expand sentences with adverbials (e.g., adverbs, adverb phrases, prepositional phrases) to provide details (e.g., time, manner, place, cause, and the like) about a range of familiar and new activities or processes (e.g., They worked quietly all night in their room).

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

Foundational literacy skills in an alphabetic writing system • Print concepts • Phonological awareness • Phonics and word recognition • Fluency	See chapter 6 for information on teaching foundational reading skills to English learners of various profiles based on age, native language, native language writing system, schooling experience, and literacy experience and proficiency. Some considerations are as follows: • Native language and literacy (e.g., phoneme awareness or print concept skills in native language) should be assessed for potential transference to English language and literacy. • Similarities between the native language and English should be highlighted (e.g., phonemes or letters that are the same in both languages). • Differences between the native language and English should be highlighted (e.g., some phonemes in English may not exist in the student's native language; native language syntax may be different from English syntax).

Section 1: Overview

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

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

Part I: Interacting in Meaningful Ways

	Corresponding CA CCSS for ELA/Literacy*
A. Collaborative	
1. Exchanging information and ideas with others through oral collaborative discussions on a range of social and academic topics	• SL.4.1, 6; L.4.1, 3, 6
2. Interacting with others in written English in various communicative forms (print, communicative technology, and multimedia)	• W.4.6; L.4.1, 3, 6
3. Offering and supporting opinions and negotiating with others in communicative exchanges	• SL.4.1, 6; L.4.1, 3, 6
4. Adapting language choices to various contexts (based on task, purpose, audience, and text type)	• W.4-5; SL.4.1, 6; L.4.1, 3, 6

*The California English Language Development Standards correspond to the California Common Core State Standards for English Language Arts and Literacy in History/Social Science and Technical Subjects (CA CCSS for ELA/Literacy). English learners should have full access to opportunities to learn ELA, mathematics, science, history/social studies, and other content at the same time they are progressing toward full proficiency in English.

Section 2: Elaboration on Critical Principles for Developing Language and Cognition in Academic Contexts
Part I: Interacting in Meaningful Ways

Texts and Discourse In Context		ELD Proficiency Level Continuum	
	→ Emerging →	→ Expanding →	→ Bridging →
Part I, strands 1–4, corresponding to the CA CCSS for ELA/Literacy 1. SL.4.1, 6; L.4.1, 3, 6 2. W.4.6; L.4.1, 3, 6 3. SL.4.1, 6; L.4.1, 3, 6 4. W.4.4–5; SL.4.1, 6; L.4.1, 3, 6 **Purposes for using language include but are not limited to:** Describing, entertaining, informing, interpreting, analyzing, recounting, explaining, persuading, negotiating, justifying, evaluating, and so on. **Informational text types include but are not limited to:** Description (e.g., science log entry), procedure (e.g., how to solve a mathematics problem), recount (e.g., autobiography, science experiment results), information report (e.g., science or history report), explanation (e.g., how or why something happened); exposition (e.g., opinion), response (e.g., literary analysis), and so on. **Literary text types include but are not limited to:** Stories (e.g., fantasy, legends, fables), drama (e.g., readers' theater), poetry, retelling a story, and so on. **Audiences include but are not limited to:** Peers (one to one) Small group (one to a group) Whole group (one to many)	**A. Collaborative**		
	1. Exchanging information/ideas Contribute to conversations and express ideas by asking and answering yes-no and wh- questions and responding using short phrases. **2. Interacting via written English** Collaborate with peers on joint writing projects of short informational and literary texts, using technology where appropriate for publishing, graphics, and the like. **3. Offering opinions** Negotiate with or persuade others in conversations using basic learned phrases (e.g., I think . . .), as well as open responses, in order to gain and/or hold the floor. **4. Adapting language choices** Adjust language choices according to social setting (e.g., playground, classroom) and audience (e.g., peers, teacher), with substantial support.	**1. Exchanging information/ideas** Contribute to class, group, and partner discussions, including sustained dialogue, by following turn-taking rules, asking relevant questions, affirming others, and adding relevant information. **2. Interacting via written English** Collaborate with peers on joint writing projects of longer informational and literary texts, using technology where appropriate for publishing, graphics, and the like. **3. Offering opinions** Negotiate with or persuade others in conversations using an expanded set of learned phrases (e.g., I agree with X, but . . .), as well as open responses, in order to gain and/or hold the floor, provide counterarguments, and so on. **4. Adapting language choices** Adjust language choices according to purpose (e.g., persuading, entertaining), task (e.g., telling a story versus explaining a science experiment), and audience, with moderate support.	**1. Exchanging information/ideas** Contribute to class, group, and partner discussions, including sustained dialogue, by following turn-taking rules, asking relevant questions, affirming others, adding relevant information, building on responses, and providing useful feedback. **2. Interacting via written English** Collaborate with peers on joint writing projects of a variety of longer informational and literary texts, using technology where appropriate for publishing, graphics, and the like. **3. Offering opinions** Negotiate with or persuade others in conversations using a variety of learned phrases (e.g., That's a good idea. However . . .), as well as open responses, in order to gain and/or hold the floor, provide counterarguments, elaborate on an idea, and so on. **4. Adapting language choices** Adjust language choices according to purpose, task (e.g., facilitating a science experiment), and audience, with light support.

Section 2: Elaboration on Critical Principles for Developing Language and Cognition in Academic Contexts
Part I: Interacting in Meaningful Ways

Texts and Discourse in Context	ELD Proficiency Level Continuum		
	Emerging →	**Expanding** →	**Bridging** →
Part I, strands 9–12, corresponding to the CA CCSS for ELA/Literacy 9, SL.4.4–6; L.4.1, 3, 6 10. W.4.1–10; L.4.1–3, 6 11. W.4.1.4, 9–10; SL.4.4, 6; L.4.1–3, 6 12. W.4.4–5; SL.4.4, 6; L.4.1, 3, 5–6 **Purposes for using language include but are not limited to:** Describing, entertaining, informing, interpreting, analyzing, recounting, explaining, persuading, negotiating, justifying, evaluating, and so on. **Informational text types include but are not limited to:** Description (e.g., science log entry), procedure (e.g., how to solve a mathematics problem), recount (e.g., autobiography, science experiment results), information report (e.g., science or history report), explanation (e.g., how or why something happened), exposition (e.g., opinion), response (e.g., literary analysis), and so on. **Literary text types include but are not limited to:** Stories (e.g., fantasy, legends, fables), drama (e.g., readers' theater), poetry, retelling a story, and so on. **Audiences include but are not limited to:** Peers (one to one) Small group (one to a group) Whole group (one to many)	**C. Productive**		
	9. Presenting Plan and deliver brief oral presentations on a variety of topics and content areas (e.g., retelling a story, explaining a science process, reporting on a current event, recounting a memorable experience, and so on), with substantial support. **10. Writing** a. Write short literary and informational texts (e.g., a description of a flashlight) collaboratively (e.g., joint construction of texts with an adult or with peers) and sometimes independently. b. Write brief summaries of texts and experiences using complete sentences and key words (e.g., from notes or graphic organizers). **11. Supporting opinions** a. Support opinions by expressing appropriate/accurate reasons using textual evidence (e.g., referring to text) or relevant background knowledge about content, with substantial support. b. Express ideas and opinions or temper statements using basic modal expressions (e.g., can, will, maybe).	**9. Presenting** Plan and deliver longer oral presentations on a variety of topics and content areas (e.g., retelling a story, explaining a science process, reporting on a current event, recounting a memorable experience, and so on), with moderate support. **10. Writing** a. Write longer literary and informational texts (e.g., an explanatory text on how flashlights work) collaboratively (e.g., joint construction of texts with an adult or with peers) and with increasing independence using appropriate text organization. b. Write increasingly concise summaries of texts and experiences using complete sentences and key words (e.g., from notes or graphic organizers). **11. Supporting opinions** a. Support opinions or persuade others by expressing appropriate/accurate reasons using some textual evidence (e.g., paraphrasing facts) or relevant background knowledge about content, with moderate support. b. Express attitude and opinions or temper statements with familiar modal expressions (e.g., maybe/probably, can/must).	**9. Presenting** Plan and deliver longer oral presentations on a variety of topics in a variety of content areas (e.g., retelling a story, explaining a science process, reporting on a current event, recounting a memorable experience, and so on), with light support. **10. Writing** a. Write longer and more detailed literary and informational texts (e.g., an explanatory text on how flashlights work) collaboratively (e.g., joint construction of texts with an adult or with peers) and independently using appropriate text organization and growing understanding of register. b. Write clear and coherent summaries of texts and experiences using complete and concise sentences and key words (e.g., from notes or graphic organizers). **11. Supporting opinions** a. Support opinions or persuade others by expressing appropriate/accurate reasons using detailed textual evidence (e.g., quotations or specific events from text) or relevant background knowledge about content, with light support. b. Express attitude and opinions or temper statements with nuanced modal expressions (e.g., probably/certainly, should/would) and phrasing (e.g., In my opinion . . .).

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

Texts and Discourse in Context	ELD Proficiency Level Continuum		
	→ Emerging →	→ Expanding →	→ Bridging →
Part II, strands 1–2, corresponding to the CA CCSS for ELA/Literacy 1. RL.4.5; RI.4.5; W.4.1–5; SL.4.4 2. RL.4.5; RI.4.5; W.4.1–4; SL.4.4; L.4.1, 3 **Purposes for using language include but are not limited to:** Describing, entertaining, informing, interpreting, analyzing, recounting, explaining, persuading, negotiating, justifying, evaluating, and so on. **Informational text types include but are not limited to:** Description (e.g., science log entry), procedure (e.g., how to solve a mathematics problem), recount (e.g., autobiography, science experiment results), information report (e.g., science or history report); explanation (e.g., how or why something happened), exposition (e.g., opinion), response (e.g., literary analysis), and so on. **Literary text types include but are not limited to:** Stories (e.g., fantasy, legends, fables), drama (e.g., readers' theater), poetry, retelling a story, and so on. **Audiences include but are not limited to:** Peers (one to one) Small group (one to a group) Whole group (one to many)	**A. Structuring Cohesive Texts**		
	1. Understanding text structure Apply understanding of how different text types are organized to express ideas (e.g., how a narrative is organized sequentially) to comprehending texts and writing basic texts.	**1. Understanding text structure** Apply increasing understanding of how different text types are organized to express ideas (e.g., how a narrative is organized sequentially with predictable stages versus how an explanation is organized around ideas) to comprehending texts and writing texts with increasing cohesion.	**1. Understanding text structure** Apply understanding of how different text types are organized to express ideas (e.g., how a narrative is organized sequentially with predictable stages versus how opinions/arguments are structured logically, grouping related ideas) to comprehending texts and writing cohesive texts.
	2. Understanding cohesion a. Apply basic understanding of language resources for referring the reader back or forward in text (e.g., how pronouns refer back to nouns in text) to comprehending texts and writing basic texts. b. Apply basic understanding of how ideas, events, or reasons are linked throughout a text using everyday connecting words or phrases (e.g., first, yesterday) to comprehending texts and writing basic texts.	**2. Understanding cohesion** a. Apply growing understanding of language resources for referring the reader back or forward in text (e.g., how pronouns or synonyms refer back to nouns in text) to comprehending texts and writing texts with increasing cohesion. b. Apply growing understanding of how ideas, events, or reasons are linked throughout a text using a variety of connecting words or phrases (e.g., since, next, for example) to comprehending texts and writing texts with increasing cohesion.	**2. Understanding cohesion** a. Apply increasing understanding of language resources for referring the reader back or forward in text (e.g., how pronouns, synonyms, or nominalizations refer back to nouns in text) to comprehending texts and writing cohesive texts. b. Apply increasing understanding of how ideas, events, or reasons are linked throughout a text using an increasing variety of academic connecting and transitional words or phrases (e.g., for instance, in addition, at the end) to comprehending texts and writing cohesive texts.

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

Texts and Discourse in Context	C. Connecting and Condensing Ideas	ELD Proficiency Level Continuum		
		→ Emerging →	→ Expanding →	→ Bridging →
Part II, strands 6–7, corresponding to the CA CCSS for ELA/Literacy 6.W.4.1-3, 5; SL.4.4, 6; L.4.1, 3, 6 7. W.4.1-3. 5; SL.4.4, 6; L.4.1, 3, 6 Purposes for using language include but are not limited to: Describing, entertaining, informing, interpreting, analyzing, recounting, explaining, persuading, negotiating, justifying, evaluating, and so on. Informational text types include but are not limited to: Description (e.g., science log entry), procedure (e.g., how to solve a mathematics problem), recount (e.g., autobiography, science experiment results), information report (e.g., science or history report), explanation (e.g., how or why something happened), exposition (e.g., opinion), response (e.g., literary analysis), and so on. Literary text types include but are not limited to: Stories (e.g., fantasy, legends, fables), drama (e.g., readers' theater), poetry, retelling a story, and so on. Audiences include but are not limited to: Peers (one to one) Small group (one to a group) Whole group (one to many)	**6. Connecting ideas** Combine clauses in a few basic ways to make connections between and join ideas in sentences (e.g., creating compound sentences using coordinate conjunctions, such as *and, but, so*). **7. Condensing ideas** Condense clauses in simple ways (e.g., through simple embedded clauses, as in, The woman is a doctor. She helps children. → The woman is a doctor *who helps children*) to create precise and detailed sentences.	**6. Connecting ideas** Combine clauses in an increasing variety of ways (e.g., creating complex sentences using familiar subordinate conjunctions) to make connections between and join ideas in sentences, for example, to express cause/effect (e.g., *The deer ran because the mountain lion came*) or to make a concession (e.g., *She studied all night even though she wasn't feeling well*). **7. Condensing ideas** Condense clauses in an increasing variety of ways (e.g., through a growing number of embedded clauses and other condensing, as in, The dog ate so quickly. The dog choked. → The dog ate so quickly *that it choked*) to create precise and detailed sentences.	**6. Connecting ideas** Combine clauses in a wide variety of ways (e.g., creating complex sentences using a variety of subordinate conjunctions) to make connections between and join ideas, for example, to express cause/effect (e.g., *Since the lion was at the waterhole, the deer ran away*), to make a concession, or to link two ideas that happen at the same time (e.g., *The cubs played while their mother hunted*). **7. Condensing ideas** Condense clauses in a variety of ways (e.g., through various types of embedded clauses and other ways of condensing as in, There was a Gold Rush. It began in the 1850s. It brought a lot of people to California. → The Gold Rush *that began in the 1850s* brought a lot of people to California) to create precise and detailed sentences.

Grade 5

Section 1: Overview

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

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

Part I: Interacting in Meaningful Ways

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

Section 2: Elaboration on Critical Principles for Developing Language and Cognition in Academic Contexts
Part I: Interacting in Meaningful Ways

Texts and Discourse in Context	ELD Proficiency Level Continuum		
	Emerging →	Expanding →	Bridging →
A. Collaborative			
Part I, strands 1–4, corresponding to the CA CCSS for ELA/Literacy 1. SL.5.1, 6; L.5.1, 3, 6 2. W.5.6; L.5.1, 3, 6 3. SL.5.1, 6; L.5.1, 3, 6 4. W.5.4–5; SL.5.1, 6; L.5.1, 3, 6 Purposes for using language include but are not limited to: Describing, entertaining, informing, interpreting, analyzing, recounting, explaining, persuading, negotiating, justifying, evaluating, and so on. Informational text types include but are not limited to: Description (e.g., science log entry), procedure (e.g., how to solve a mathematics problem), recount (e.g., autobiography, science experiment results), information report (e.g., science or history report), explanation (e.g., how or why something happened), exposition (e.g., opinion), response (e.g., literary analysis), and so on. Literary text types include but are not limited to: Stories (e.g., fantasy, legends, fables), drama (e.g., readers' theater), poetry, retelling a story, and so on. Audiences include but are not limited to: Peers (one to one) Small group (one to a group) Whole group (one to many)	**1. Exchanging information/ideas** Contribute to conversations and express ideas by asking and answering yes-no and wh- questions and responding using short phrases. **2. Interacting via written English** Collaborate with peers on joint writing projects of short informational and literary texts, using technology where appropriate for publishing, graphics, and the like. **3. Offering opinions** Negotiate with or persuade others in conversations using basic learned phrases (e.g., *I think . . .*), as well as open responses, in order to gain and/or hold the floor. **4. Adapting language choices** Adjust language choices according to social setting (e.g., playground, classroom) and audience (e.g., peers, teacher), with substantial support.	**1. Exchanging information/ideas** Contribute to class, group, and partner discussions, including sustained dialogue, by following turn-taking rules, asking relevant questions, affirming others, and adding relevant information. **2. Interacting via written English** Collaborate with peers on joint writing projects of longer informational and literary texts, using technology where appropriate for publishing, graphics, and the like. **3. Offering opinions** Negotiate with or persuade others in conversations using an expanded set of learned phrases (e.g., *I agree with X, but . . .*), as well as open responses, in order to gain and/or hold the floor, provide counterarguments, and so on. **4. Adapting language choices** Adjust language choices according to purpose (e.g., persuading, entertaining), task (e.g., telling a story versus explaining a science experiment), and audience, with moderate support.	**1. Exchanging information/ideas** Contribute to class, group, and partner discussions, including sustained dialogue, by following turn-taking rules, asking relevant questions, affirming others, adding relevant information, building on responses, and providing useful feedback. **2. Interacting via written English** Collaborate with peers on joint writing projects of a variety of longer informational and literary texts, using technology where appropriate for publishing, graphics, and the like. **3. Offering opinions** Negotiate with or persuade others in conversations using a variety of learned phrases (e.g., *That's an interesting idea. However, . . .*), as well as open responses, in order to gain and/or hold the floor, provide counterarguments, elaborate on an idea, and so on. **4. Adapting language choices** Adjust language choices according to purpose, task (e.g., facilitating a science experiment), and audience, with light support.

Section 2: Elaboration on Critical Principles for Developing Language and Cognition in Academic Contexts
Part I: Interacting in Meaningful Ways

Texts and Discourse in Context	C. Productive		
	ELD Proficiency Level Continuum		
	→ Emerging →	→ Expanding →	→ Bridging →

Texts and Discourse in Context

Part I, strands 9–12, corresponding to the CA CCSS for ELA/Literacy

9. SL.5.4–6; L.5.1, 3, 6
10. W.5.1–10; L.5.1–3, 6
11. W.5.1, 4, 9–10; SL.5.4, 6; L.5.1–3, 6
12. W.5.4–5; SL.5.4, 6; L.5.1, 3, 5–6

Purposes for using language include but are not limited to:

Describing, entertaining, informing, interpreting, analyzing, recounting, explaining, persuading, negotiating, justifying, evaluating, and so on.

Informational text types include but are not limited to:

Description (e.g., science log entry), procedure (e.g., how to solve a mathematics problem), recount (e.g., autobiography, science experiment results), information report (e.g., science or history report), explanation (e.g., how or why something happened), exposition (e.g., opinion), response (e.g., literary analysis), and so on.

Literary text types include but are not limited to:

Stories (e.g., fantasy, legends, fables), drama (e.g., readers' theater), poetry, retelling a story, and so on.

Audiences include but are not limited to:

Peers (one to one)
Small group (one to a group)
Whole group (one to many)

C. Productive — Emerging

9. Presenting
Plan and deliver brief oral presentations on a variety of topics and content areas (e.g., providing a report on a current event, reciting a poem, recounting an experience, explaining a science process), with moderate support, such as graphic organizers.

10. Writing
a. Write short literary and informational texts (e.g., a description of a camel) collaboratively (e.g., joint construction of texts with an adult or with peers) and sometimes independently.

b. Write brief summaries of texts and experiences using complete sentences and key words (e.g., from notes or graphic organizers).

11. Supporting opinions
a. Support opinions by expressing appropriate/accurate reasons using textual evidence (e.g., referring to text) or relevant background knowledge about content, with substantial support.

b. Express ideas and opinions or temper statements using basic modal expressions (e.g., can, has to, maybe).

C. Productive — Expanding

9. Presenting
Plan and deliver longer oral presentations on a variety of topics and content areas (e.g., providing an opinion speech on a current event, reciting a poem, recounting an experience, explaining a science process), with moderate support.

10. Writing
a. Write longer literary and informational texts (e.g., an informative report on different kinds of camels) collaboratively (e.g., joint construction of texts with an adult or with peers) and with increasing independence by using appropriate text organization.

b. Write increasingly concise summaries of texts and experiences using complete sentences and key words (e.g., from notes or graphic organizers).

11. Supporting opinions
a. Support opinions or persuade others by expressing appropriate/accurate reasons using some textual evidence (e.g., paraphrasing facts from a text) or relevant background knowledge about content, with moderate support.

b. Express attitude and opinions or temper statements with familiar modal expressions (e.g., maybe/probably, can/must).

C. Productive — Bridging

9. Presenting
Plan and deliver oral presentations on a variety of topics in a variety of content areas (e.g., providing an opinion speech on a current event, reciting a poem, recounting an experience, explaining a science process), with light support.

10. Writing
a. Write longer and more detailed literary and informational texts (e.g., an explanation of how camels survive without water for a long time) collaboratively (e.g., joint construction of texts with an adult or with peers) and independently by using appropriate text organization and growing understanding of register.

b. Write clear and coherent summaries of texts and experiences using complete and concise sentences and key words (e.g., from notes or graphic organizers).

11. Supporting opinions
a. Support opinions or persuade others by expressing appropriate/accurate reasons using detailed textual evidence (e.g., quoting the text directly or specific events from text) or relevant background knowledge about content, with mild support.

b. Express attitude and opinions or temper statements with nuanced modal expressions (e.g., probably/certainly, should/would) and phrasing (e.g., In my opinion . . .).

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

Texts and Discourse in Context	ELD Proficiency Level Continuum		
	→ Emerging →	→ Expanding →	→ Bridging →
Part II, strands 1–2, corresponding to the CA CCSS for ELA/Literacy 1. RL.5.5; RI.5.5; W.5.1–5; SL.5.4 2. RL.5.5; RI.5.5; W.5.1–4; SL.5.4; L.5.1, 3 **Purposes** for using language include but are not limited to: Describing, entertaining, informing, interpreting, analyzing, recounting, explaining, persuading, negotiating, justifying, evaluating, and so on. Informational **text types** include but are not limited to: Description (e.g., science log entry), procedure (e.g., how to solve a mathematics problem), recount (e.g., autobiography, science experiment results), information report (e.g., science or history report), explanation (e.g., how or why something happened), exposition (e.g., opinion), response (e.g., literary analysis), and so on. Literary **text types** include but are not limited to: Stories (e.g., fantasy, legends, fables), drama (e.g., readers' theater), poetry, retelling a story, and so on. **Audiences** include but are not limited to: Peers (one to one) Small group (one to a group) Whole group (one to many)	**A. Structuring Cohesive Texts**		
	1. Understanding text structure Apply basic understanding of how different text types are organized to express ideas (e.g., how a narrative is organized sequentially with predictable stages versus how opinions/arguments are organized around ideas) to comprehending texts and writing basic texts.	**1. Understanding text structure** Apply growing understanding of how different text types are organized to express ideas (e.g., how a narrative is organized sequentially with predictable stages versus how opinions/arguments are structured logically around reasons and evidence) to comprehending texts and writing texts with increasing cohesion.	**1. Understanding text structure** Apply increasing understanding of how different text types are organized to express ideas (e.g., how a historical account is organized chronologically versus how opinions/arguments are structured logically around reasons and evidence) to comprehending texts and writing cohesive texts.
	2. Understanding cohesion a. Apply basic understanding of language resources for referring the reader back or forward in text (e.g., how pronouns refer back to nouns in text) to comprehending texts and writing basic texts. b. Apply basic understanding of how ideas, events, or reasons are linked throughout a text using a select set of everyday connecting words or phrases (e.g., *first/next, at the beginning*) to comprehending texts and writing basic texts.	**2. Understanding cohesion** a. Apply growing understanding of language resources for referring the reader back or forward in text (e.g., how pronouns or synonyms refer back to nouns in text) to comprehending texts and writing texts with increasing cohesion. b. Apply growing understanding of how ideas, events, or reasons are linked throughout a text using a variety of connecting words or phrases (e.g., *for example, in the first place, as a result*) to comprehend-ing texts and writing texts with increasing cohesion.	**2. Understanding cohesion** a. Apply increasing understanding of language resources for referring the reader back or forward in text (e.g., how pronouns, synonyms, or nominalizations refer back to nouns in text) to comprehending texts and writing cohesive texts. b. Apply increasing understanding of how ideas, events, or reasons are linked throughout a text using an increasing variety of academic connecting and transi-tional words or phrases (e.g., *consequently, specifically, however*) to comprehending texts and writing cohesive texts.

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

Texts and Discourse in Context	ELD Proficiency Level Continuum		
	→ Emerging →	→ Expanding →	→ Bridging →
Part II, strands 6–7, corresponding to the CA CCSS for ELA/Literacy 6. W.5.1-3, 5; SL.5.4, 6; L.5.1, 3, 6 7. W.5.1-3, 5; SL.5.4, 6; L.5.1, 3, 6 Purposes for using language include but are not limited to: Describing, entertaining, informing, interpreting, analyzing, recounting, explaining, persuading, negotiating, justifying, evaluating, and so on. Informational text types include but are not limited to: Description (e.g., science log entry), procedure (e.g., how to solve a mathematics problem), recount (e.g., autobiography, science experiment results), information report (e.g., science or history report), explanation (e.g., how or why something happened), exposition (e.g., opinion), response (e.g., literary analysis), and so on. Literary text types include but are not limited to: Stories (e.g., fantasy, legends, fables), drama (e.g., readers' theater), poetry, retelling a story, and so on. Audiences include but are not limited to: Peers (one to one) Small group (one to a group) Whole group (one to many)	**C. Connecting and Condensing Ideas**		
	6. Connecting ideas Combine clauses in a few basic ways to make connections between and join ideas (e.g., You must X because X) or to provide evidence to support ideas or opinions (e.g., creating compound sentences using and, but, so).	**6. Connecting ideas** Combine clauses in an increasing variety of ways (e.g., creating compound and complex sentences) to make connections between and join ideas, for example, to express cause/effect (e.g., The deer ran because the mountain lion came), to make a concession (e.g., She studied all night even though she wasn't feeling well), or to provide reasons to support ideas (e.g., X is an extremely good book because ———).	**6. Connecting ideas** Combine clauses in a wide variety of ways (e.g., creating compound and complex sentences) to make connections between and join ideas, for example, to express cause/effect (e.g., The deer ran because the mountain lion approached them), to make a concession (e.g., She studied all night even though she wasn't feeling well), to link two ideas that happen at the same time (e.g., The cubs played while their mother hunted), or to provide reasons to support ideas (e.g., The author persuades the reader by ———).
	7. Condensing ideas Condense clauses in simple ways (e.g., through simple embedded clauses as in, The book is on the desk. The book is mine. → The book that is on the desk is mine) to create precise and detailed sentences.	**7. Condensing ideas** Condense clauses in an increasing variety of ways (e.g., through a growing number of types of embedded clauses and other condensing as in, The book is about science. The book is on the desk. The book is mine. → The science book that's on the desk is mine) to create precise and detailed sentences.	**7. Condensing ideas** Condense clauses in a variety of ways (e.g., through various types of embedded clauses and some nominalizations as in, They were a very strong army. They had a lot of enemies. They crushed their enemies because they were strong. → Their strength helped them crush their numerous enemies) to create precise and detailed sentences.

Grade 6

Section 1: Overview

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

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

Part I: Interacting in Meaningful Ways

	Corresponding CA CCSS for ELA/Literacy*
A. Collaborative	
1. Exchanging information and ideas with others through oral collaborative discussions on a range of social and academic topics	• SL.6.1, 6; L.6.3, 6
2. Interacting with others in written English in various communicative forms (print, communicative technology, and multimedia)	• W.6.6; WHST.6.6; SL.6.2; L.6.3, 6
3. Offering and justifying opinions, negotiating with and persuading others in communicative exchanges	• W.6.1; WHST.6.1; SL.6.1, 4, 6; L.6.3, 6
4. Adapting language choices to various contexts (based on task, purpose, audience, and text type)	• W.6.4–5; WHST.6.4–5; SL.6.6; L.6.1, 3, 6

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*The California English Language Development Standards correspond to the California Common Core State Standards for English Language Arts and Literacy in History/Social Science and Technical Subjects (CA CCSS for ELA/Literacy). English learners should have full access to opportunities to learn ELA, mathematics, science, history/social studies, and other content at the same time they are progressing toward full proficiency in English.

Section 2: Elaboration on Critical Principles for Developing Language and Cognition in Academic Contexts
Part I: Interacting in Meaningful Ways

Texts and Discourse in Context	A. Collaborative		
	ELD Proficiency Level Continuum		
	→ Emerging →	→ Expanding →	→ Bridging →
Part I, strands 1–4, corresponding to the CA CCSS for ELA/Literacy 1. SL.6.1,6; L.6.3, 6 2. W.6.6; WHST.6.6; SL.6.2; L.6.3, 6 3. W.6.1; WHST.6.1; SL.6.1, 4, 6; L.6.3, 6 4. W.6.4–5; WHST.6.4–5; SL.6.6; L.6.1, 3, 6	**1. Exchanging information/ideas** Engage in conversational exchanges and express ideas on familiar topics by asking and answering yes-no and *wh-* questions and responding using simple phrases.	**1. Exchanging information/ideas** Contribute to class, group, and partner discussions by following turn-taking rules, asking relevant questions, affirming others, adding relevant information, and paraphrasing key ideas.	**1. Exchanging information/ideas** Contribute to class, group, and partner discussions by following turn-taking rules, asking relevant questions, affirming others, adding relevant information and evidence, paraphrasing key ideas, building on responses, and providing useful feedback.
Purposes for using language include but are not limited to: Describing, entertaining, informing, interpreting, analyzing, recounting, explaining, persuading, negotiating, justifying, evaluating, and so on.	**2. Interacting via written English** Engage in short written exchanges with peers and collaborate on simple written texts on familiar topics, using technology when appropriate.	**2. Interacting via written English** Engage in longer written exchanges with peers and collaborate on more detailed written texts on a variety of topics, using technology when appropriate.	**2. Interacting via written English** Engage in extended written exchanges with peers and collaborate on complex written texts on a variety of topics, using technology when appropriate.
Informational text types include but are not limited to: Descriptions or accounts (e.g., scientific, historical, economic, technical), recounts (e.g., biography, memoir), information reports, explanations (e.g., causal, factual), expositions (e.g., speeches, opinion pieces, argument, debate), responses (e.g., literary analysis), and so on.	**3. Supporting opinions and persuading others** Negotiate with or persuade others in conversations (e.g., to gain and hold the floor or ask for clarification) using basic learned phrases (e.g., *I think . . . , Would you please repeat that?*), as well as open responses.	**3. Supporting opinions and persuading others** Negotiate with or persuade others in conversations (e.g., to provide counterarguments) using an expanded set of learned phrases (*I agree with X, but . . .*), as well as open responses.	**3. Supporting opinions and persuading others** Negotiate with or persuade others in conversations using appropriate register (e.g., to reflect on multiple perspectives) using a variety of learned phrases, indirect reported speech (e.g., *I heard you say X, and Gabriel just pointed out Y*), as well as open responses.
Literary text types include but are not limited to: Stories (e.g., historical fiction, myths, graphic novels), poetry, drama, and so on.	**4. Adapting language choices** Adjust language choices according to social setting (e.g., classroom, break time) and audience (e.g., peers, teacher).	**4. Adapting language choices** Adjust language choices according to purpose (e.g., explaining, persuading, entertaining), task, and audience.	**4. Adapting language choices** Adjust language choices according to task (e.g., facilitating a science experiment, providing peer feedback on a writing assignment), purpose, task, and audience.
Audiences include but are not limited to: Peers (one to one) Small group (one to a group) Whole group (one to many)			

Section 2: Elaboration on Critical Principles for Developing Language and Cognition in Academic Contexts
Part I: Interacting in Meaningful Ways

Texts and Discourse in Context	ELD Proficiency Level Continuum		
	→ Emerging →	→ Expanding →	→ Bridging →

B. Interpretive

Texts and Discourse in Context	Emerging	Expanding	Bridging
Part I, strands 5–8 corresponding to the CA CCSS for ELA/Literacy 5. SL.6.1, 3, 6; L.6.1, 3, 6 6. RL.6.1–7, 9–10; RI.6.1–10; RH.6.1–10; RST.6.1–10; SL.6.2; L.6.1, 3, 6 7. RL.6.4–5; RI.6.4, 6, 8; RH.6.4–6, 8; RST.6.4–6, 8; SL.6.3; L.6.3, 5–6 8. RL.6.4–5; RI.6.4–5; RH.6.4–5; RST.6.4–5; SL.6.3; L.6.3, 5–6 **Purposes for using language include but are not limited to:** Describing, entertaining, informing, interpreting, analyzing, recounting, explaining, persuading, negotiating, justifying, evaluating, and so on. **Informational text types include but are not limited to:** Descriptions or accounts (e.g., scientific, historical, economic, technical), recounts (e.g., biography, memoir), information reports, explanations (e.g., causal, factual), expositions (e.g., speeches, opinion pieces, argument, debate), responses (e.g., literary analysis), and so on. **Literary text types include but are not limited to:** Stories (e.g., historical fiction, myths, graphic novels), poetry, drama, and so on. **Audiences include but are not limited to:** Peers (one to one) Small group (one to a group) Whole group (one to many)	**8. Analyzing language choices** Explain how phrasing or different common words with similar meaning (e.g., choosing to use the word *cheap* versus the phrase *a good saver*) produce different effects on the audience.	**8. Analyzing language choices** Explain how phrasing, different words with similar meaning (e.g., describing a character as *stingy* versus *economical*), or figurative language (e.g., *The room was like a dank cave, littered with food wrappers, soda cans, and piles of laundry*) produce shades of meaning and different effects on the audience.	**8. Analyzing language choices** Explain how phrasing, different words with similar meaning (e.g., *stingy, economical, frugal, thrifty*), or figurative language (e.g., *The room was depressed and gloomy. The room was like a dank cave, littered with food wrappers, soda cans, and piles of laundry*) produce shades of meaning, nuances, and different effects on the audience.

Section 2: Elaboration on Critical Principles for Developing Language and Cognition in Academic Contexts
Part I: Interacting in Meaningful Ways

Texts and Discourse in Context	C. Productive		
	ELD Proficiency Level Continuum		
	→ Emerging →	→ Expanding →	→ Bridging →
Part I, strands 9–12, corresponding to the CA CCSS for ELA/Literacy 9. SL.6.4–6; L.6.1, 3, 5, 6 10. W.6.1–10; WHST.6.1–10; L.6.1–3, 6 11. W.6.1, 4, 8–10; WHST.6.1, 4, 8–10; SL.6.3, 6; L.6.1–3, 6 12. RI.6.1–4; RL.6.1, 2, 4; W.6.1–10; WHST.6.1–10; SL.6.1, 2, 4, 6; L.6.3–6 Purposes for using language include but are not limited to: Describing, entertaining, informing, interpreting, analyzing, recounting, explaining, persuading, negotiating, justifying, evaluating, and so on. Informational text types include but are not limited to: Descriptions or accounts (e.g., scientific, historical, economic, technical), recounts (e.g., biography, memoir), information reports, explanations (e.g., causal, factual), expositions (e.g., speeches, opinion pieces, argument, debate), responses (e.g., literary analysis), and so on. Literary text types include but are not limited to: Stories (e.g., historical fiction, myths, graphic novels), poetry, drama, and so on. Audiences include but are not limited to: Peers (one to one) Small group (one to a group) Whole group (one to many)	12. Selecting language resources a. Use a select number of general academic words (e.g., *author, chart*) and domain-specific words (e.g., *scene, cell, fraction*) to create some precision while speaking and writing. b. Use knowledge of morphology to appropriately select affixes in basic ways (e.g., *She likes X*).	12. Selecting language resources a. Use a growing set of academic words (e.g., *author, chart, global, affect*), domain-specific words (e.g., *scene, setting, plot, point of view, fraction, cell membrane, democracy*), synonyms, and antonyms to create precision and shades of meaning while speaking and writing. b. Use knowledge of morphology to appropriately select affixes in a growing number of ways to manipulate language (e.g., *She likes X. That's impossible*).	12. Selecting language resources a. Use an expanded set of general academic words (e.g., *affect, evidence, demonstrate, reluctantly*), domain-specific words (e.g., *scene, setting, plot, point of view, fraction, cell membrane, democracy*), synonyms, antonyms, and figurative language to create precision and shades of meaning while speaking and writing. b. Use knowledge of morphology to appropriately select affixes in a variety of ways to manipulate language (e.g., *reluctantly, produce → production,* and so on).

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

Texts and Discourse in Context	ELD Proficiency Level Continuum		
	→ Emerging →	→ Expanding →	→ Bridging →
B. Expanding and Enriching Ideas			
Part II, strands 3–5, corresponding to the CA CCSS for ELA/Literacy 3. W.6.5; WHST.6.5; SL.6.6; L.6.1, 3–6 4. W.6.5; WHST.6.5; SL.6.6; L.6.1, 3–6 5. W.6.4–5; WHST.6.4–5; SL.6.6; L.6.1, 3–6 Purposes for using language include but are not limited to: Describing, entertaining, informing, interpreting, analyzing, recounting, explaining, persuading, negotiating, justifying, evaluating, and so on. Informational text types include but are not limited to: Descriptions or accounts (e.g., scientific, historical, economic, technical), recounts (e.g., biography, memoir), information reports, explanations (e.g., causal, factual), expositions (e.g., speeches, opinion pieces, argument, debate), responses (e.g., literary analysis), and so on. Literary text types include but are not limited to: Stories (e.g., historical fiction, myths, graphic novels), poetry, drama, and so on. Audiences include but are not limited to: Peers (one to one) Small group (one to a group) Whole group (one to many)	**3. *Using verbs and verb phrases*** Use a variety of verb types (e.g., doing, saying, being/having, thinking/feeling), tenses (e.g., present, past, future, simple, progressive) appropriate to the text type and discipline (e.g., simple past and past progressive for recounting an experience) on familiar topics. **4. *Using nouns and noun phrases*** Expand noun phrases in simple ways (e.g., adding a sensory adjective to a noun) in order to enrich the meaning of sentences and add details about ideas, people, things, and the like. **5. *Modifying to add details*** Expand sentences with simple adverbials (e.g., adverbs, adverb phrases, prepositional phrases) to provide details (e.g., time, manner, place, cause) about a familiar activity or process.	**3. *Using verbs and verb phrases*** Use various verb types (e.g., doing, saying, being/having, thinking/feeling, reporting), tenses (e.g., present, past, future, simple, progressive, perfect) appropriate to the task, text type, and discipline (e.g., simple present perfect to describe previously made claims or conclusions) on an increasing variety of topics. **4. *Using nouns and noun phrases*** Expand noun phrases in a variety of ways (e.g., adding comparative/ superlative adjectives to noun phrases or simple clause embedding) in order to enrich the meaning of sentences and add details about ideas, people, things, and the like. **5. *Modifying to add details*** Expand sentences with an increasing variety of adverbials (e.g., adverbs, adverb phrases, prepositional phrases) to provide details (e.g., time, manner, place, cause) about a familiar or new activity or process.	**3. *Using verbs and verb phrases*** Use various verb types (e.g., doing, saying, being/having, thinking/feeling, reporting), tenses (e.g., present, past, future, simple, progressive, perfect) appropriate to the task, text type, and discipline (e.g., the present perfect to describe previously made claims or conclusions) on a variety of topics. **4. *Using nouns and noun phrases*** Expand noun phrases in an increasing variety of ways (e.g., adding comparative/ superlative and general academic adjectives to noun phrases or more complex clause embedding) in order to enrich the meaning of sentences and add details about ideas, people, things, and the like. **5. *Modifying to add details*** Expand sentences with a variety of adverbials (e.g., adverbs, adverb phrases and clauses, prepositional phrases) to provide details (e.g., time, manner, place, cause) about a variety of familiar and new activities and processes.

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

Foundational literacy skills in an alpha-betic writing system • Print concepts • Phonological awareness • Phonics and word recognition • Fluency	See chapter 6 for information on teaching foundational reading skills to English learners of various profiles based on age, native language, native language writing system, schooling experience, and literacy experience and proficiency. Some considerations are as follows: • Native language and literacy (e.g., phoneme awareness or print concept skills in native language) should be assessed for potential transference to English language and literacy. • Similarities between native language and English should be highlighted (e.g., phonemes or letters that are the same in both languages). • Differences between native language and English should be highlighted (e.g., some phonemes in English may not exist in the student's native language; native language syntax may be different from English syntax).

Section 1: Overview

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

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

Part I: Interacting in Meaningful Ways

	Corresponding CA CCSS for ELA/Literacy*
A. Collaborative	
1. Exchanging information and ideas with others through oral collaborative discussions on a range of social and academic topics	• SL.7.1, 6; L.7.3, 6
2. Interacting with others in written English in various communicative forms (print, communicative technology and multimedia)	• W.7.6; WHST.7.6; SL.7.2; L.7.3, 6
3. Offering and justifying opinions, negotiating with and persuading others in communicative exchanges	• W.7.1; WHST.7.1; SL.7.1, 4, 6; L.7.3, 6
4. Adapting language choices to various contexts (based on task, purpose, audience, and text type)	• W.7.4–5; WHST.7.4–5; SL.7.6; L.7.1, 3, 6

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*The California English Language Development Standards correspond to the California Common Core State Standards for English Language Arts and Literacy in History/Social Science and Technical Subjects (CA CCSS for ELA/Literacy). English learners should have full access to opportunities to learn ELA, mathematics, science, history/social studies, and other content at the same time they are progressing toward full proficiency in English.

Section 2: Elaboration on Critical Principles for Developing Language and Cognition in Academic Contexts
Part I: Interacting in Meaningful Ways

Texts and Discourse in Context	ELD Proficiency Level Continuum		
	→ Emerging →	→ Expanding →	→ Bridging →
	A. Collaborative		
Part I, strands 1–4, corresponding to the CA CCSS for ELA/Literacy 1. SL.7.1,6; L.7.3, 6 2. W.7.6; WHST.7.6; SL.7.2; L.7.3, 6 3. W.7.1; WHST.7.1; SL.7.1,4, 6; L.7.3, 6 4. W.7.4–5; WHST.7.4–5; SL.7.6; L.7.1, 3, 6 Purposes for using language include but are not limited to: Describing, entertaining, informing, interpreting, analyzing, recounting, explaining, persuading, negotiating, justifying, evaluating, and so on. Informational text types include but are not limited to: Descriptions or accounts (e.g., scientific, historical, economic, technical), recounts (e.g., biography, memoir), information reports, explanations (e.g., causal, factual), expositions (e.g., speeches, opinion pieces, argument, debate), responses (e.g., literary analysis), and so on. Literary text types include but are not limited to: Stories (e.g., historical fiction, myths, graphic novels), poetry, drama, and so on. Audiences include but are not limited to: Peers (one to one) Small group (one to a group) Whole group (one to many)	**1. Exchanging information/ideas** Engage in conversational exchanges and express ideas on familiar topics by asking and answering yes-no and wh- questions and responding using simple phrases. **2. Interacting via written English** Engage in short written exchanges with peers and collaborate on simple written texts on familiar topics, using technology when appropriate. **3. Supporting opinions and persuading others** Negotiate with or persuade others in conversations (e.g., to gain and hold the floor or ask for clarification) using learned phrases (e.g., *I think . . .*, *Would you please repeat that?*) and open responses. **4. Adapting language choices** Adjust language choices according to social setting (e.g., classroom, break time) and audience (e.g., peers, teacher).	**1. Exchanging information/ideas** Contribute to class, group, and partner discussions by following turn-taking rules, asking relevant questions, affirming others, adding relevant information, and paraphrasing key ideas. **2. Interacting via written English** Engage in longer written exchanges with peers and collaborate on more detailed written texts on a variety of topics, using technology when appropriate. **3. Supporting opinions and persuading others** Negotiate with or persuade others in conversations (e.g., to provide counterarguments) using learned phrases (*I agree with X, but . . .*), and open responses. **4. Adapting language choices** Adjust language choices according to purpose (e.g., explaining, persuading, entertaining), task, and audience.	**1. Exchanging information/ideas** Contribute to class, group, and partner discussions by following turn-taking rules, asking relevant questions, affirming others, adding relevant information and evidence, paraphrasing key ideas, building on responses, and providing useful feedback. **2. Interacting via written English** Engage in extended written exchanges with peers and collaborate on complex written texts on a variety of topics, using technology when appropriate. **3. Supporting opinions and persuading others** Negotiate with or persuade others in conversations using appropriate register (e.g., to acknowledge new information) using a variety of learned phrases, indirect reported speech (e.g., *I heard you say X, and I haven't thought about that before*), and open responses. **4. Adapting language choices** Adjust language choices according to task (e.g., facilitating a science experiment, providing peer feedback on a writing assignment), purpose, task, and audience.

Section 2: Elaboration on Critical Principles for Developing Language and Cognition in Academic Contexts
Part I: Interacting in Meaningful Ways

Texts and Discourse in Context	ELD Proficiency Level Continuum		
	→ Emerging →	→ Expanding →	→ Bridging →
Part I, strands 5–8, corresponding to the CA CCSS for ELA/Literacy 5. SL.7.1,3, 6; L.7.1, 3, 6 6. RL.7.1–7, 9–10; RI.7.1–10; RH.7.1–10; RST.7.1–10; SL.7.2; L.7.1, 3, 6 7. RL.7.4–5; RI.7.4, 6, 8; RH.7.4–6, 8; RST.7.4–6, 8; SL.7.3; L.7.3, 5–6 8. RL.7.4–5; RI.7.4–5; RH.7.4–5; RST.7.4–5; SL.7.3; L.7.3, 5–6	**B. Interpretive**		
	8. *Analyzing language choices* Explain how phrasing or different common words with similar meaning (e.g., choosing to use the word *polite* versus *good*) produce different effects on the audience.	8. *Analyzing language choices* Explain how phrasing, different words with similar meaning (e.g., describing a character as *diplomatic* versus *respectful*) or figurative language (e.g., *The wind blew through the valley like a furnace*) produce shades of meaning and different effects on the audience.	8. *Analyzing language choices* Explain how phrasing, different words with similar meaning (e.g., *refined-respectful-polite-diplomatic*), or figurative language (e.g., *The wind whispered through the night*) produce shades of meaning, nuances, and different effects on the audience.

Purposes for using language include but are not limited to:

Describing, entertaining, informing, interpreting, analyzing, recounting, explaining, persuading, negotiating, justifying, evaluating, and so on.

Informational text types include but are not limited to:

Descriptions or accounts (e.g., scientific, historical, economic, technical), recounts (e.g., biography, memoir), information reports, explanations (e.g., causal, factual), expositions (e.g., speeches, opinion pieces, argument, debate), responses (e.g., literary analysis), and so on.

Literary text types include but are not limited to:

Stories (e.g., historical fiction, myths, graphic novels), poetry, drama, and so on.

Audiences include but are not limited to:

Peers (one to one)
Small group (one to a group)
Whole group (one to many)

Section 2: Elaboration on Critical Principles for Developing Language and Cognition in Academic Contexts
Part I: Interacting in Meaningful Ways

Texts and Discourse in Context	ELD Proficiency Level Continuum		
	→ Emerging →	→ Expanding →	→ Bridging →
Part I, strands 9–12, corresponding to the CA CCSS for ELA/Literacy 9. SL.7.4–6; L.7.1, 3 10. W.7.1–10; WHST.7.1–2, 4–10; L.7.1–6 11. W.7.1, 8–9; WHST.7.1, 8–9; L.7.1–3, 6 12. W.7.4–5; WHST.7.4–5; SL.7.4, 6; L.7.1, 3, 5–6 Purposes for using language include but are not limited to: Describing, entertaining, informing, interpreting, analyzing, recounting, explaining, persuading, negotiating, justifying, evaluating, and so on. Informational text types include but are not limited to: Descriptions or accounts (e.g., scientific, historical, economic, technical), recounts (e.g., biography, memoir), information reports, explanations (e.g., causal, factual), expositions (e.g., speeches, opinion pieces, argument, debate), responses (e.g., literary analysis), and so on. Literary text types include but are not limited to: Stories (e.g., historical fiction, myths, graphic novels), poetry, drama, and so on. Audiences include but are not limited to: Peers (one to one) Small group (one to a group) Whole group (one to many)	**C. Productive** 12. *Selecting language resources* a. Use a select number of general academic words (e.g., *cycle, alternative*) and domain-specific words (e.g., *scene, soliloquy, sonnet, friction, monarchy, fraction*), synonyms, and antonyms to create precision while speaking and writing. b. Use knowledge of morphology to appropriately select affixes in basic ways (e.g., *She likes X. He walked to school*).	12. *Selecting language resources* a. Use a growing set of academic words (e.g., *cycle, alternative, indicate, process*), domain-specific words (e.g., *scene, soliloquy, sonnet, friction, monarchy, fraction*), synonyms, and antonyms to create precision and shades of meaning while speaking and writing. b. Use knowledge of morphology to appropriately select affixes in a growing number of ways to manipulate language (e.g., *She likes walking to school. That's impossible*).	12. *Selecting language resources* a. Use an expanded set of general academic words (e.g., *cycle, alternative, indicate, process, emphasize, illustrate*), domain-specific words (e.g., *scene, soliloquy, sonnet, friction, monarchy, fraction*), synonyms, antonyms, and figurative language to create precision and shades of meaning while speaking and writing. b. Use knowledge of morphology to appropriately select affixes in a variety of ways to manipulate language (e.g., changing *destroy → destruction, probably → probability, reluctant → reluctantly*).

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

Texts and Discourse in Context	ELD Proficiency Level Continuum		
	→ Emerging →	→ Expanding →	→ Bridging →
B. Expanding and Enriching Ideas			
Part II, strands 3–5, corresponding to the CA CCSS for ELA/Literacy 3. W.7.5; WHST.7.5; SL.7.6; L.7.1, 3–6 4. W.7.5; WHST.7.5; SL.7.6; L.7.1, 3–6 5. W.7.4–5; WHST.7.4–5; SL.7.6; L.7.1, 3–6 Purposes for using language include but are not limited to: Describing, entertaining, informing, interpreting, analyzing, recounting, explaining, persuading, negotiating, justifying, evaluating, and so on. Informational text types include but are not limited to: Descriptions or accounts (e.g., scientific, historical, economic, technical), recounts (e.g., biography, memoir), information reports, explanations (e.g., causal, factual), expositions (e.g., speeches, opinion pieces, argument, debate), responses (e.g., literary analysis), and so on. Literary text types include but are not limited to: Stories (e.g., historical fiction, myths, graphic novels), poetry, drama, and so on. Audiences include but are not limited to: Peers (one to one) Small group (one to a group) Whole group (one to many)	**3. Using verbs and verb phrases** Use a variety of verbs in different tenses (e.g., present, past, future, simple, progressive) appropriate to the text type and discipline (e.g., simple past and past progressive for recounting an experience) on familiar topics. **4. Using nouns and noun phrases** Expand noun phrases in basic ways (e.g., adding a sensory adjective to a noun) in order to enrich the meaning of sentences and add details about ideas, people, and things. **5. Modifying to add details** Expand sentences with simple adverbials (e.g., adverbs, adverb phrases, prepositional phrases) to provide details (e.g., time, manner, place, cause) about a familiar activity or process.	**3. Using verbs and verb phrases** Use a variety of verbs in different tenses (e.g., present, past, future, simple, progressive, perfect) appropriate to the task, text type, and discipline (e.g., simple present for literary analysis) on an increasing variety of topics. **4. Using nouns and noun phrases** Expand noun phrases in a growing number of ways (e.g., adding adjectives to nouns or simple clause embedding) in order to enrich the meaning of sentences and add details about ideas, people, and things. **5. Modifying to add details** Expand sentences with adverbials (e.g., adverbs, adverb phrases, prepositional phrases) to provide details (e.g., time, manner, place, cause) about a familiar or new activity or process.	**3. Using verbs and verb phrases** Use a variety of verbs in different tenses (e.g., present, past, future, simple, progressive, perfect) appropriate to the task, text type, and discipline (e.g., the present perfect to describe previously made claims or conclusions) on a variety of topics. **4. Using nouns and noun phrases** Expand noun phrases in an increasing variety of ways (e.g., more complex clause embedding) in order to enrich the meaning of sentences and add details about ideas, people, and things. **5. Modifying to add details** Expand sentences with a variety of adverbials (e.g., adverbs, adverb phrases and clauses, prepositional phrases) to provide details (e.g., time, manner, place, cause) about a variety of familiar and new activities and processes.

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

Foundational literacy skills in an alpha-betic writing system	See chapter 6 for information on teaching foundational reading skills to English learners of various profiles based on age, native language, native language writing system, schooling experience, and literacy experience and proficiency. Some considerations are as follows:
• Print concepts	Native language and literacy (e.g., phoneme awareness or print concept skills in native language) should be assessed for potential transference to English language and literacy.
• Phonological awareness	
• Phonics and word recognition	• Similarities between the native language and English should be highlighted (e.g., phonemes or letters that are the same in both languages).
• Fluency	
	• Differences between the native language and English should be highlighted (e.g., some phonemes in English may not exist in the student's native language; native language syntax may be different from English syntax).

Section 1: Overview

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

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

Part I: Interacting in Meaningful Ways

	Corresponding CA CCSS for ELA/Literacy*
A. Collaborative	
1. Exchanging information and ideas with others through oral collaborative discussions on a range of social and academic topics	• SL.8.1, 6; L.8.3, 6
2. Interacting with others in written English in various communicative forms (print, communicative technology and multimedia)	• W.8.6; WHST.8.6; SL.8.2; L.8.3, 6
3. Offering and justifying opinions, negotiating with and persuading others in communicative exchanges	• W.8.1; WHST.8.1; SL.8.1, 4, 6; L.8.3, 6
4. Adapting language choices to various contexts (based on task, purpose, audience, and text type)	• W.8.4–5; WHST.8.4–5; SL.8.6; L.8.1, 3, 6

*The California English Language Development Standards correspond to the California Common Core State Standards for English Language Arts and Literacy in History/Social Science and Technical Subjects (CA CCSS for ELA/Literacy). English learners should have full access to opportunities to learn ELA, mathematics, science, history/social studies, and other content at the same time they are progressing toward full proficiency in English.

Part I: Interacting in Meaningful Ways

Texts and Discourse in Context	ELD Proficiency Level Continuum		
	→ Emerging →	→ Expanding →	→ Bridging →

A. Collaborative

Texts and Discourse in Context	Emerging	Expanding	Bridging
Part I, strands 1–4, corresponding to the CA CCSS for ELA/Literacy: 1. SL.8.1, 6; L.8.3, 6 2. W.8.6; WHST.8.6; SL.8.2; L.8.3, 6 3. W.8.1; WHST.8.1; SL.8.1, 4, 6; L.8.3, 6 4. W.8.4–5; WHST.8.4–5; SL.8.6; L.8.1, 3, 6 Purposes for using language include but are not limited to: Describing, entertaining, informing, interpreting, analyzing, recounting, explaining, persuading, negotiating, justifying, evaluating, and so on. Informational text types include but are not limited to: Descriptions or accounts (e.g., scientific, historical, economic, technical), recounts (e.g., biography, memoir), information reports, explanations (e.g., causal, factual, expositions (e.g., speeches, opinion pieces, argument, debate), responses (e.g., literary analysis), and so on. Literary text types include but are not limited to: Stories (e.g., historical fiction, myths, graphic novels), poetry, drama, and so on. Audiences include but are not limited to: Peers (one to one) Small group (one to a group) Whole group (one to many)	**1. Exchanging information/ideas** Engage in conversational exchanges and express ideas on familiar topics by asking and answering yes-no and wh- questions and responding using simple phrases. **2. Interacting via written English** Engage in short written exchanges with peers and collaborate on simple written texts on familiar topics, using technology when appropriate. **3. Supporting opinions and persuading others** Negotiate with or persuade others in conversations (e.g., to gain and hold the floor or to ask for clarification) using learned phrases (e.g., I think . . . Would you please repeat that?) and open responses. **4. Adapting language choices**	**1. Exchanging information/ideas** Contribute to class, group, and partner discussions by following turn-taking rules, asking relevant questions, affirming others, adding relevant information, and paraphrasing key ideas. **2. Interacting via written English** Engage in longer written exchanges with peers and collaborate on more detailed written texts on a variety of topics, using technology when appropriate. **3. Supporting opinions and persuading others** Negotiate with or persuade others in conversations (e.g., to provide counter-arguments) using learned phrases (I agree with X, but . . .) and open responses. **4. Adapting language choices** Adjust language choices according to purpose (e.g., explaining, persuading, entertaining), task, and audience.	**1. Exchanging information/ideas** Contribute to class, group, and partner discussions by following turn-taking rules, asking relevant questions, affirming others, adding relevant information and evidence, paraphrasing key ideas, building on responses, and providing useful feedback. **2. Interacting via written English** Engage in extended written exchanges with peers and collaborate on complex written texts on a variety of topics, using technology when appropriate. **3. Supporting opinions and persuading others** Negotiate with or persuade others in conversations using an appropriate register (e.g., to acknowledge new information and justify views) using a variety of learned phrases, indirect reported speech (e.g., I heard you say X, and that's a good point. I still think Y, though, because . . .) and open responses. **4. Adapting language choices**

(continued)

Below the table, bottom-of-column adapting language choices cells:

Emerging — **4. Adapting language choices**
Adjust language choices according to social setting (e.g., classroom, break time) and audience (e.g., peers, teacher).

Bridging — **4. Adapting language choices**
Adjust language choices according to task (e.g., facilitating a science experiment, providing peer feedback on a writing assignment), purpose, and audience.

Part I: Interacting in Meaningful Ways

Texts and Discourse in Context	B. Interpretive	ELD Proficiency Level Continuum		
		→ Emerging →	→ Expanding →	→ Bridging →

Texts and Discourse in Context

Part I, strands 5–8, corresponding to the CA CCSS for ELA/Literacy

5. SL.8.1, 3, 6; L.8.1, 3, 6
6. RL.8.1-7.9-10; RI.8.1-10; RH.8.1-10; RST.8.1-10; SL.8.2; L.8.1, 3, 6
7. RL.8.4-5; RI.8.4, 6, 8; RH.8.4-6, 8; RST.8.4-6, 8; SL.8.3; L.8.3, 5-6
8. RL.8.4-5; RI.8.4-5; RH.8.4-5; RST.8.4-5; SL.8.3; L.8.3, 5-6

Purposes for using language include but are not limited to:

Describing, entertaining, informing, interpreting, analyzing, recounting, explaining, persuading, negotiating, justifying, evaluating, and so on.

Informational text types include but are not limited to:

Descriptions or accounts (e.g., scientific, historical, economic, technical), recounts (e.g., biography, memoir), information reports, explanations (e.g., causal, factual), expositions (e.g., speeches, opinion pieces, argument, debate), responses (e.g., literary analysis), and so on.

Literary text types include but are not limited to:

Stories (e.g., historical fiction, myths, graphic novels), poetry, drama, and so on.

Audiences include but are not limited to:

Peers (one to one)
Small group (one to a group)
Whole group (one to many)

Emerging

7. Evaluating language choices

Explain how well writers and speakers use language to support ideas and arguments with detailed evidence (e.g., identifying the precise vocabulary used to present evidence, or the phrasing used to signal a shift in meaning) when provided with substantial support.

8. Analyzing language choices

Explain how phrasing or different common words with similar meanings (e.g., choosing to use the word persistent versus the term *hard worker*) produce different effects on the audience.

Expanding

7. Evaluating language choices

Explain how well writers and speakers use specific language to present ideas or support arguments and provide detailed evidence (e.g., showing the clarity of the phrasing used to present an argument) when provided with moderate support.

8. Analyzing language choices

Explain how phrasing or different words with similar meanings (e.g., describing a character as *stubborn* versus *persistent*) or figurative language (e.g., *Let me throw some light onto the topic*) produce shades of meaning and different effects on the audience.

Bridging

7. Evaluating language choices

Explain how well writers and speakers use specific language resources to present ideas or support arguments and provide detailed evidence (e.g., identifying the specific language used to present ideas and claims that are well supported and distinguishing them from those that are not) when provided with light support.

8. Analyzing language choices

Explain how phrasing or different words with similar meanings (e.g., *cunning* versus *smart*, *stammer* versus *say*) or figurative language (e.g., *Let me throw some light onto the topic*) produce shades of meaning, nuances, and different effects on the audience.

Section 2: Elaboration on Critical Principles for Developing Language and Cognition in Academic Contexts
Part I: Interacting in Meaningful Ways

Texts and Discourse in Context		ELD Proficiency Level Continuum		
		→ Emerging →	→ Expanding →	→ Bridging →
Part I, strands 9–12, corresponding to the CA CCSS for ELA/Literacy 9. SL.8.4–6; L.8.1, 3 10. W.8.1–10; WHST.8.1-2, 4-10; L.8.1-6 11. W.8.1, 8-9; WHST.8.1, 8-9; L.8.1-3, 6 12. W.8.4-5; WHST.8.4-5; SL.8.4, 6; L.8.1, 3, 5–6	**C. Productive**	**12. Selecting language resources** a. Use a select number of general academic words (e.g., *specific, contrast*) and domain-specific words (e.g., *scene, cell, fraction*) to create some precision while speaking and writing. b. Use knowledge of morphology to appropriately select affixes in basic ways (e.g., *She likes X. He walked to school.*).	**12. Selecting language resources** a. Use a growing set of academic words (e.g., *specific, contrast, significant, func-tion*), domain-specific words (e.g., *scene, irony, suspense, analogy, cell membrane, fraction*), synonyms, and antonyms to create precision and shades of meaning while speaking and writing. b. Use knowledge of morphology to appro-priately select affixes in a growing number of ways to manipulate language (e.g., *She likes walking to school. That's impossible.*).	**12. Selecting language resources** a. Use an expanded set of general academic words (e.g., *specific, contrast, significant, function, adequate, analysis*), domain-specific words (e.g., *scene, irony, suspense, analogy, cell membrane, frac-tion*), synonyms, antonyms, and figurative language to create precision and shades of meaning while speaking and writing. b. Use knowledge of morphology to appro-priately select affixes in a variety of ways to manipulate language (e.g., *changing destroy → destruction, probably → proba-bility, reluctant → reluctantly*).
Purposes for using language include but are not limited to: Describing, entertaining, informing, inter-preting, analyzing, recounting, explaining, persuading, negotiating, justifying, evalu-ating, and so on.				
Informational text types include but are not limited to: Descriptions or accounts (e.g., scientific, historical, economic, technical), recounts (e.g., biography, memoir), information reports, explanations (e.g., causal, factu-al), expositions (e.g., speeches, opinion pieces, argument, debate), responses (e.g., literary analysis), and so on.				
Literary text types include but are not limited to: Stories (e.g., historical fiction, myths, graphic novels), poetry, drama, and so on.				
Audiences include but are not limited to: Peers (one to one) Small group (one to a group) Whole group (one to many)				

Texts and Discourse in Context	ELD Proficiency Level Continuum		
	→ Emerging →	→ Expanding →	→ Bridging →
B. Expanding and Enriching Ideas			
Part II, strands 3–5, corresponding to the CA CCSS for ELA/Literacy 3. W.8.5; WHST.8.5; SL.8.6; L.8.1, 3–6 4. W.8.5; WHST.8.5; SL.8.6; L.8.1, 3–6 5. W.8.4–5; WHST.8.4–5; SL.8.6; L.8.1, 3–6 Purposes for using language include but are not limited to: Describing, entertaining, informing, interpreting, analyzing, recounting, explaining, persuading, negotiating, justifying, evaluating, and so on. Informational text types include but are not limited to: Descriptions or accounts (e.g., scientific, historical, economic, technical), recounts (e.g., biography, memoir), information reports, explanations (e.g., causal, factual), expositions (e.g., speeches, opinion pieces, argument, debate), responses (e.g., literary analysis), and so on. Literary text types include but are not limited to: Stories (e.g., historical fiction, myths, graphic novels), poetry, drama, and so on. Audiences include but are not limited to: Peers (one to one) Small group (one to a group) Whole group (one to many)	**3. Using verbs and verb phrases** Use a variety of verbs in different tenses (e.g., past, present, future, simple, progressive) appropriate to the text type and discipline (e.g., simple past and past progressive for recounting an experience) on familiar topics. **4. Using nouns and noun phrases** Expand noun phrases in basic ways (e.g., adding a sensory adjective to a noun) in order to enrich the meaning of sentences and add details about ideas, people, things, and so on. **5. Modifying to add details** Expand sentences with simple adverbials (e.g., adverbs, adverb phrases, prepositional phrases) to provide details (e.g., time, manner, place, cause) about a familiar activity or process.	**3. Using verbs and verb phrases** Use a variety of verbs in different tenses (e.g., past, present, future, simple, progressive, perfect) appropriate to the text type, and discipline (e.g., the present perfect to describe previously made claims or conclusions) on an increasing variety of topics. **4. Using nouns and noun phrases** Expand noun phrases in a growing number of ways (e.g., adding prepositional or adjective phrases) in order to enrich the meaning of sentences and add details about ideas, people, things, and so on. **5. Modifying to add details** Expand sentences with adverbials (e.g., adverbs, adverb phrases, prepositional phrases) to provide details (e.g., time, manner, place, cause) about a familiar or new activity or process.	**3. Using verbs and verb phrases** Use a variety of verbs in different tenses (e.g., past, present, future, simple, progressive, perfect), voices (active and passive), and moods (e.g., declarative, interrogative, subjunctive) appropriate to the task, text type, and discipline (e.g., the passive voice in simple past to describe the methods of a scientific experiment) on a variety of topics. **4. Using nouns and noun phrases** Expand noun phrases in an increasing variety of ways (e.g., embedding relative or complement clauses) in order to enrich the meaning of sentences and add details about ideas, people, things, and so on. **5. Modifying to add details** Expand sentences with increasingly complex adverbials (e.g., adverbs, adverb phrases and clauses, prepositional phrases) to provide details (e.g., time, manner, place, cause) about a variety of familiar and new activities and processes.

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

Foundational literacy skills in an alphabetic writing system • Print concepts • Phonological awareness • Phonics and word recognition • Fluency	See chapter 6 for information on teaching foundational reading skills to English learners of various profiles based on age, native language, native language writing system, schooling experience, and literacy experience and proficiency. Some considerations are as follows: • Native language and literacy (e.g., phoneme awareness or print concept skills in native language) should be assessed for potential transference to English language and literacy. • Similarities between the native language and English should be highlighted (e.g., phonemes or letters that are the same in both languages). • Differences between the native language and English should be highlighted (e.g., some phonemes in English may not exist in the student's native language; native language syntax may be different from English syntax).

Section 1: Overview

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

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

Part I: Interacting in Meaningful Ways

	Corresponding CA CCSS for ELA/Literacy*
A. Collaborative	
1. Exchanging information and ideas with others through oral collaborative discussions on a range of social and academic topics	• SL.9–10.1, 6; L.9–10.3, 6
2. Interacting with others in written English in various communicative forms (print, communicative technology and multimedia)	• W.9–10.6; WHST.9–10.6; SL.9–10.2; L.9–10.3, 6 • W.9–10.1; WHST.9–10.1; SL.9–10.1, 4, 6; L.9–10.3, 6
3. Offering and justifying opinions, negotiating with and persuading others in communicative exchanges	• W.9–10.4–5; WHST. 9–10.4–5; SL.9–10.6; L.9–10.1, 3, 6
4. Adapting language choices to various contexts (based on task, purpose, audience, and text type)	

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*The California English Language Development Standards correspond to the California Common Core State Standards for English Language Arts and Literacy in History/Social Science and Technical Subjects (CA CCSS for ELA/Literacy). English learners should have full access to opportunities to learn ELA, mathematics, science, history/social studies, and other content at the same time they are progressing toward full proficiency in English.

Section 2: Elaboration on Critical Principles for Developing Language and Cognition in Academic Contexts
Part I: Interacting in Meaningful Ways

Texts and Discourse in Context	ELD Proficiency Level Continuum		
	→ Emerging →	→ Expanding →	→ Bridging →
	A. Collaborative		
Part I, strands 1–4, corresponding to the CA CCSS for ELA/Literacy 1. SL.9-10.1,6; L.9-10.3, 6 2. W.9-10.6; WHST.9-10.6; SL.9-10.2; L.9-10.3, 6 3. W.9-10.1; WHST.9-10.1; SL.9-10.1, 4, 6; L.9-10.3, 6 4. W.9-10.4-5; WHST.9-10.4-5; SL.9-10.6; L.9-10.1, 3, 6	**1. Exchanging information/ideas** Engage in conversational exchanges and express ideas on familiar current events and academic topics by asking and answering yes-no questions and wh-questions and responding using phrases and short sentences.	**1. Exchanging information/ideas** Contribute to class, group, and partner discussions, sustaining conversations on a variety of age and grade-appropriate academic topics by following turn-taking rules, asking and answering relevant, on-topic questions, affirming others, providing additional, relevant information, and paraphrasing key ideas.	**1. Exchanging information/ideas** Contribute to class, group, and partner discussions, sustaining conversations on a variety of age and grade-appropriate academic topics by following turn-taking rules, asking and answering relevant, on-topic questions, affirming others, and providing coherent and well-articulated comments and additional information.
Purposes for using language include but are not limited to: Describing, entertaining, informing, interpreting, analyzing, recounting, explaining, persuading, negotiating, justifying, evaluating, and so on.	**2. Interacting via written English** Collaborate with peers to engage in short, grade-appropriate written exchanges and writing projects, using technology as appropriate.	**2. Interacting via written English** Collaborate with peers to engage in increasingly complex grade-appropriate written exchanges and writing projects, using technology as appropriate.	**2. Interacting via written English** Collaborate with peers to engage in a variety of extended written exchanges and complex grade-appropriate writing projects, using technology as appropriate.
Informational text types include but are not limited to: Descriptions or accounts (e.g., scientific, historical, economic, technical), recounts (e.g., biography, memoir), information reports, explanations (e.g., causal, factual), expositions (e.g., speeches, opinion pieces, argument, debate), responses (e.g., literary analysis), and so on.	**3. Supporting opinions and persuading others** Negotiate with or persuade others in conversations using learned phrases (e.g., *Would you say that again? I think . . .*), as well as open responses to express and defend opinions.	**3. Supporting opinions and persuading others** Negotiate with or persuade others in conversations (e.g., to provide counter-arguments) using a growing number of learned phrases (*I see your point, but . . .*) and open responses to express and defend nuanced opinions.	**3. Supporting opinions and persuading others** Negotiate with or persuade others in conversations in appropriate registers (e.g., to acknowledge new information in an academic conversation but then politely offer a counterpoint) using a variety of learned phrases, indirect reported speech (e.g., *I heard you say X, and I haven't thought about that before. However . . .*), and open responses to express and defend nuanced opinions.
Literary text types include but are not limited to: Stories (e.g., historical fiction, myths, graphic novels), poetry, drama, and so on. **Audiences include but are not limited to:** Peers (one to one) Small group (one to a group) Whole group (one to many)	**4. Adapting language choices** Adjust language choices according to context (e.g., classroom, community) and audience (e.g., peers, teachers).	**4. Adapting language choices** Adjust language choices according to the context (e.g., classroom, community), purpose (e.g., to persuade, to provide arguments or counterarguments) task, and audience (e.g., peers, teachers, guest lecturer).	**4. Adapting language choices** Adjust language choices according to the task (e.g., group presentation of research project), context (e.g., classroom, community), purpose (e.g., to persuade, to provide arguments or counterarguments), and audience (e.g., peers, teachers, college recruiter).

Section 2: Elaboration on Critical Principles for Developing Language and Cognition in Academic Contexts
Part I: Interacting in Meaningful Ways

Texts and Discourse in Context	ELD Proficiency Level Continuum		
	→ Emerging →	→ Expanding →	→ Bridging →
Part I, strands 5–8, corresponding to the CA CCSS for ELA/Literacy	**B. Interpretive**		
5. SL.9–10.1, 3, 6; L.9–10.1, 3, 6	**7. Evaluating language choices** Explain how successfully writers and speakers structure texts and use language (e.g., specific word or phrasing choices) to persuade the reader (e.g., by providing evidence to support claims or connecting points in an argument) or create other specific effects, with substantial support.	**7. Evaluating language choices** Explain how successfully writers and speakers structure texts and use language (e.g., specific word or phrasing choices) to persuade the reader (e.g., by providing well-worded evidence to support claims or connecting points in an argument in specific ways) or create other specific effects, with moderate support.	**7. Evaluating language choices** Explain how successfully writers and speakers structure texts and use language (e.g., specific word or phrasing choices) to persuade the reader (e.g., by providing well-worded evidence to support claims or connecting points in an argument in specific ways) or create other specific effects, with light support.
6. RL.9–10.1–7,9–10; RI.9–10.1–10; RH.9–10.1–10, RST.9–10.1–10; SL.9–10.2; L.9–10.1, 3, 6			
7. RL.9–10.4–5; RI.9–10.4, 6, 8; RH.9–10.4–6, 8; RST.9–10.4–6, 8; SL.9–10.3; L.9–10.3, 5–6			
8. RL.9–10.4–5; RI.9–10.4–5; RH.9–10.4–5; RST.9–10.4–5; SL.9–10.3; L.9–10.3, 5–6	**8. Analyzing language choices** Explain how a writer's or speaker's choice of phrasing or specific words (e.g., describing a character or action as *aggressive* versus *bold*) produces nuances and different effects on the audience.	**8. Analyzing language choices** Explain how a writer's or speaker's choice of phrasing or specific words (e.g., using figurative language or words with multiple meanings to describe an event or character) produces nuances and different effects on the audience.	**8. Analyzing language choices** Explain how a writer's or speaker's choice of a variety of different types of phrasing or words (e.g., hyperbole, varying connotations, the cumulative impact of word choices) produces nuances and different effects on the audience.
Purposes for using language include but are not limited to: Describing, entertaining, informing, interpreting, analyzing, recounting, explaining, persuading, negotiating, justifying, evaluating, and so on.			
Informational text types include but are not limited to: Descriptions or accounts (e.g., scientific, historical, economic, technical), recounts (e.g., biography, memoir), information reports, explanations (e.g., causal, factual), expositions (e.g., speeches, opinion pieces, argument, debate), responses (e.g., literary analysis), and so on.			
Literary text types include but are not limited to: Stories (e.g., historical fiction, myths, graphic novels), poetry, drama, and so on.			
Audiences include but are not limited to: Peers (one to one) Small group (one to a group) Whole group (one to many)			

Part I: Interacting in Meaningful Ways

Texts and Discourse in Context	ELD Proficiency Level Continuum		
	→ Emerging →	→ Expanding →	→ Bridging →
Part I, strands 9–12, corresponding to the CA CCSS for ELA/Literacy 9. SL.9-10.4–6; L.9-10.1, 3 10. W.9-10.1-10; WHST.9-10.1-2, 4–10; L.9-10.1-6 11. W.9-10.1, 8–9; WHST.9-10.1, 8–9; L.9-10.1-3, 6 12. W.9-10.4-5; WHST.9-10.4-5; SL.9-10.4, 6; L.9-10.1, 3, 5–6	**C. Productive**		
	12. Selecting language resources a. Use familiar general academic (e.g., temperature, document) and domain-specific (e.g., characterization, photosynthesis, society, quadratic functions) words to create clear spoken and written texts. b. Use knowledge of morphology to appropriately select basic affixes (e.g., The skull protects the brain).	**12. Selecting language resources** a. Use an increasing variety of grade-appropriate general academic (e.g., dominate, environment) and domain-specific (e.g., characterization, photosynthesis, society, quadratic functions) academic words accurately and appropriately when producing increasingly complex written and spoken texts. b. Use knowledge of morphology to appropriately select affixes in a growing number of ways to manipulate language (e.g., diplomatic, stems are branched or unbranched).	**12. Selecting language resources** a. Use a variety of grade-appropriate general (e.g., anticipate, transaction) and domain-specific (e.g., characterization, photosynthesis, society, quadratic functions) academic words and phrases, including persuasive language, accurately and appropriately when producing complex written and spoken texts. b. Use knowledge of morphology to appropriately select affixes in a variety of ways to manipulate language (e.g., changing humiliate to humiliation or incredible to incredibly).

Purposes for using language include but are not limited to:
Describing, entertaining, informing, interpreting, analyzing, recounting, explaining, persuading, negotiating, justifying, evaluating, and so on.

Informational text types include but are not limited to:
Descriptions or accounts (e.g., scientific, historical, economic, technical), recounts (e.g., biography, memoir), information reports, explanations (e.g., causal, factual), expositions (e.g., speeches, opinion pieces, argument, debate), responses (e.g., literary analysis), and so on.

Literary text types include but are not limited to:
Stories (e.g., historical fiction, myths, graphic novels), poetry, drama, and so on.

Audiences include but are not limited to:
Peers (one to one)
Small group (one to a group)
Whole group (one to many)

Part II: Learning About How English Works

Texts and Discourse in Context	ELD Proficiency Level Continuum		
	→ Emerging →	→ Expanding →	→ Bridging →
B. Expanding and Enriching Ideas			
Part II, strands 3–5, corresponding to the CA CCSS for ELA/Literacy 3. W.9-10.5; WHST.9-10.5; SL.9-10.6; L.9-10.1, 3–6 4. W.9-10.5; WHST.9-10.5; SL.9-10.6; L.9-10.1, 3–6 5. W.9-10.4–5; WHST.9-10.4–5; SL.9-10.6; L.9-10.1, 3–6	**3. _Using verbs and verb phrases_** Use a variety of verbs in different tenses (e.g., past, present, future, simple, progressive) appropriate to the text type and discipline to create short texts on familiar academic topics.	**3. _Using verbs and verb phrases_** Use a variety of verbs in different tenses (e.g., past, present, future, simple, progressive, perfect) appropriate to the text type and discipline to create a variety of texts that explain, describe, and summarize concrete and abstract thoughts and ideas.	**3. _Using verbs and verb phrases_** Use a variety of verbs in different tenses (e.g., past, present, future, simple, progressive, perfect), and mood (e.g., subjunctive) appropriate to the text type and discipline to create a variety of texts that describe concrete and abstract ideas, explain procedures and sequences, summarize texts and ideas, and present and critique points of view.
Purposes for using language include but are not limited to: Describing, entertaining, informing, interpreting, analyzing, recounting, explaining, persuading, negotiating, justifying, evaluating, and so on. Informational text types include but are not limited to: Descriptions or accounts (e.g., scientific, historical, economic, technical), recounts (e.g., biography, memoir), information reports, explanations (e.g., causal, factual), expositions (e.g., speeches, opinion pieces, argument, debate), responses (e.g., literary analysis), and so on. Literary text types include but are not limited to: Stories (e.g., historical fiction, myths, graphic novels), poetry, drama, and so on. Audiences include but are not limited to: Peers (one to one) Small group (one to a group) Whole group (one to many)	**4. _Using nouns and noun phrases_** Expand noun phrases to create increasingly detailed sentences (e.g., adding adjectives for precision) about personal and familiar academic topics. **5. _Modifying to add details_** Expand sentences with simple adverbials (e.g., adverbs, adverb phrases, prepositional phrases) to provide details (e.g., time, manner, place, cause) about familiar activities or processes.	**4. _Using nouns and noun phrases_** Expand noun phrases in a growing number of ways (e.g., adding adjectives to nouns; simple clause embedding) to create detailed sentences that accurately describe, explain, and summarize information and ideas on a variety of personal and academic topics. **5. _Modifying to add details_** Expand sentences with a growing variety of adverbials (e.g., adverbs, adverb phrases, prepositional phrases) to provide details (e.g., time, manner, place, cause) about a variety of familiar and new activities or processes.	**4. _Using nouns and noun phrases_** Expand noun phrases in a variety of ways (e.g., more complex clause embedding) to create detailed sentences that accurately describe concrete and abstract ideas, explain procedures and sequences, summarize texts and ideas, and present and critique points of view on a variety of academic topics. **5. _Modifying to add details_** Expand sentences with a variety of adverbials (e.g., adverbs, adverb phrases and clauses, prepositional phrases) to provide details (e.g., time, manner, place, cause) about a variety of familiar and new activities and processes.

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

Foundational literacy skills in an alphabetic writing system • Print concepts • Phonological awareness • Phonics and word recognition • Fluency	See chapter 6 for information on teaching foundational reading skills to English learners of various profiles based on age, native language, native language writing system, schooling experience, and literacy experience and proficiency. Some considerations are as follows: • Native language and literacy (e.g., phoneme awareness or print concept skills in native language) should be assessed for potential transference to English language and literacy. • Similarities between the native language and English should be highlighted (e.g., phonemes or letters that are the same in both languages). • Differences between the native language and English should be highlighted (e.g., some phonemes in English may not exist in the student's native language; native language syntax may be different from English syntax).

Section 1: Overview

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

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

Part I: Interacting in Meaningful Ways

	Corresponding CA CCSS for ELA/Literacy*
A. Collaborative	
1. Exchanging information and ideas with others through oral collaborative discussions on a range of social and academic topics	• SL.11–12.1, 6; L.11–12.3, 6
2. Interacting with others in written English in various communicative forms (print, communicative technology and multimedia)	• W.11–12.6; WHST.11–12.6; SL.11–12.2; L.11–12.3, 6
3. Offering and justifying opinions, negotiating with and persuading others in communicative exchanges	• W.11–12.1; WHST.11–12.1; SL.11–12.1, 4, 6; L.11–12.3, 6
4. Adapting language choices to various contexts (based on task, purpose, audience, and text type)	• W.11–12.4–5; WHST.11–12.4–5; SL.11–12.6; L.11–12.1, 3, 6

*The California English Language Development Standards correspond to the California Common Core State Standards for English Language Arts and Literacy in History/Social Science and Technical Subjects (CA CCSS for ELA/Literacy). English learners should have full access to opportunities to learn ELA, mathematics, science, history/social studies, and other content at the same time they are progressing toward full proficiency in English.

Texts and Discourse in Context	ELD Proficiency Level Continuum		
	→ Emerging →	→ Expanding →	→ Bridging →
Part I, strands 1–4, corresponding to the CA CCSS for ELA/Literacy 1. SL.11-12.1,6; L.11-12.3, 6 2. W.11-12.6; WHST.11-12.6; SL.11-12.2; L.11-12.3, 6 3. W.11-12.1; WHST.11-12.1; SL.11-12.1, 4, 6; L.11-12.3, 6 4. W.11-12.4-5; WHST.4-5; SL.11-12.6; L.11-12.1, 3, 6 Purposes for using language include but are not limited to: Describing, entertaining, informing, interpreting, analyzing, recounting, explaining, persuading, negotiating, justifying, evaluating, and so on. Informational text types include but are not limited to: Descriptions or accounts (e.g., scientific, historical, economic, technical), recounts (e.g., biography, memoir), information reports, explanations (e.g., causal, factual), expositions (e.g., speeches, opinion pieces, argument, debate), responses (e.g., literary analysis), and so on. Literary text types include but are not limited to: Stories (e.g., historical fiction, myths, graphic novels), poetry, drama, and so on. Audiences include but are not limited to: Peers (one to one) Small group (one to a group) Whole group (one to many)	**A. Collaborative**		
	1. Exchanging information/ideas Engage in conversational exchanges and express ideas on familiar current events and academic topics by asking and answering *yes-no* questions and *wh-* questions and responding using phrases and short sentences.	**1. Exchanging information/ideas** Contribute to class, group, and partner discussions, sustaining conversations on a variety of age and grade-appropriate academic topics by following turn-taking rules, asking and answering relevant, on-topic questions, affirming others, providing additional, relevant information, and paraphrasing key ideas.	**1. Exchanging information/ideas** Contribute to class, group, and partner discussions, sustaining conversations on a variety of age and grade-appropriate academic topics by following turn-taking rules, asking and answering relevant, on-topic questions, affirming others, and providing coherent and well-articulated comments and additional information.
	2. Interacting via written English Collaborate with peers to engage in short, grade-appropriate written exchanges and writing projects, using technology as appropriate.	**2. Interacting via written English** Collaborate with peers to engage in increasingly complex grade-appropriate written exchanges and writing projects, using technology as appropriate.	**2. Interacting via written English** Collaborate with peers to engage in a variety of extended written exchanges and complex grade-appropriate writing projects, using technology as appropriate.
	3. Supporting opinions and persuading others Negotiate with or persuade others in conversations (e.g., ask for clarification or repetition) using learned phrases (e.g., *Could you repeat that please?*) and open responses to express and defend opinions.	**3. Supporting opinions and persuading others** Negotiate with and persuade others (e.g., by presenting counter-arguments) in discussions and conversations using learned phrases (e.g., *You make a valid point, but my view is . . .*) and open responses to express and defend nuanced opinions.	**3. Supporting opinions and persuading others** Negotiate with or persuade others in discussions and conversations in appropriate registers (e.g., to acknowledge new information and politely offer a counterpoint) using a variety of learned phrases (e.g., *You postulate that X. However, I've reached a different conclusion on this issue*) and open responses to express and defend nuanced opinions.
	4. Adapting language choices Adjust language choices according to the context (e.g., classroom, community) and audience (e.g., peers, teachers).	**4. Adapting language choices** Adjust language choices according to the context (e.g., classroom, community), purpose (e.g., to persuade, to provide arguments or counterarguments) task, and audience (e.g., peers, teachers, guest lecturer).	**4. Adapting language choices** Adjust language choices according to the task (e.g., group presentation of research project), context (e.g., classroom, community), purpose (e.g., to persuade, to provide arguments or counterarguments), and audience (e.g., peers, teachers, college recruiter).

Section 2: Elaboration on Critical Principles for Developing Language and Cognition in Academic Contexts
Part I: Interacting in Meaningful Ways

Texts and Discourse in Context	ELD Proficiency Level Continuum		
	→ Emerging →	→ Expanding →	→ Bridging →
Part I, strands 5–8, corresponding to the CA CCSS for ELA/Literacy 5. SL.11–12.1, 3, 6; L.11–12.1, 3, 6 6. RL.11–12.1–7,9–10; RI.11–12.1–10; RH.11–12.1 –10; RST.11–12.1-10; L.11–12.2; L.11–12.1, 3, 6 7. RL.11–12.4–5; RI.11–12.4, 6, 8; RH.11-12.4–6, 8; RST.11–12.4–6, 8; SL.11–12.3; L.11–12.3, 5–6 8. RL.11–12.4–5; RI.11–12.4–5; RH.11–12.4–5; RST.11–12.4–5; SL.11–12.3; L.11–12.3, 5–6 **Purposes for using language include but are not limited to:** Describing, entertaining, informing, interpreting, analyzing, recounting, explaining, persuading, negotiating, justifying, evaluating, and so on. **Informational text types include but are not limited to:** Descriptions or accounts (e.g., scientific, historical, economic, technical), recounts (e.g., biography, memoir), information reports, explanations (e.g., causal, factual), expositions (e.g., speeches, opinion pieces, argument, debate), responses (e.g., literary analysis), and so on. **Literary text types include but are not limited to:** Stories (e.g., historical fiction, myths, graphic novels), poetry, drama, and so on. **Audiences include but are not limited to:** Peers (one to one) Small group (one to a group) Whole group (one to many)	**B. Interpretive** **7. Evaluating language choices** Explain how successfully writers and speakers structure texts and use language (e.g., specific word or phrasing choices) to persuade the reader (e.g., by providing evidence to support claims or connecting points in an argument) or create other specific effects. **8. Analyzing language choices** Explain how a writer's or speaker's choice of phrasing or specific words (e.g., describing a character or action as *aggressive* versus *bold*) produces nuances or different effects on the audience.	**7. Evaluating language choices** Explain how successfully writers and speakers structure texts and use language (e.g., specific word or phrasing choices) to persuade the reader (e.g., by providing well-worded evidence to support claims or connecting points in an argument in specific ways) or create other specific effects, with moderate support. **8. Analyzing language choices** Explain how a writer's or speaker's choice of phrasing or specific words (e.g., using figurative language or words with multiple meanings to describe an event or character) produces nuances and different effects on the audience.	**7. Evaluating language choices** Explain how successfully writers and speakers structure texts and use language (e.g., specific word or phrasing choices) to persuade the reader (e.g., by providing well-worded evidence to support claims or connecting points in an argument in specific ways) or create other specific effects, with light support. **8. Analyzing language choices** Explain how a writer's or speaker's choice of a variety of different types of phrasing or words (e.g., hyperbole, varying connotations, the cumulative impact of word choices) produces nuances and different effects on the audience.

Section 2: Elaboration on Critical Principles for Developing Language and Cognition in Academic Contexts
Part I: Interacting in Meaningful Ways

Texts and Discourse in Context	ELD Proficiency Level Continuum		
	→ Emerging →	→ Expanding →	→ Bridging →
C. Productive			
Part I, strands 9–12, corresponding to the CA CCSS for ELA/Literacy 9. SL.11-12.4–6; L.11-12.1, 3 10. W.11-12.1-10; WHST.11-12.1-2, 4–10; L.11-12.1-6 11. W.11-12.1, 8–9; WHST.11-12.1, 8–9; L.11-12.1-3, 6 12. W.11-12.4–5; WHST.11-12.4–5; SL.11-12.4, 6; L.11-12.1, 3, 5–6 Purposes for using language include but are not limited to: Describing, entertaining, informing, interpreting, analyzing, recounting, explaining, persuading, negotiating, justifying, evaluating, and so on. Informational text types include but are not limited to: Descriptions or accounts (e.g., scientific, historical, economic, technical), recounts (e.g., biography, memoir), information reports, explanations (e.g., causal, factual), expositions (e.g., speeches, opinion pieces, argument, debate), responses (e.g., literary analysis), and so on. Literary text types include but are not limited to: Stories (e.g., historical fiction, myths, graphic novels), poetry, drama, and so on. Audiences include but are not limited to: Peers (one to one) Small group (one to a group) Whole group (one to many)	12. *Selecting language resources* a. Use familiar general academic (e.g., *temperature, document*) and domain-specific (e.g., *cell, the Depression*) words to create clear spoken and written texts. b. Use knowledge of morphology to appropriately select basic affixes (e.g., The news media relies on official sources).	12. *Selecting language resources* a. Use an increasing variety of grade-appropriate general and domain-specific academic (e.g., *fallacy, dissuade*) and domain-specific (e.g., *chromosome, federalism*) academic words accurately and appropriately when producing increasingly complex written and spoken texts. b. Use knowledge of morphology to appropriately select affixes in a growing number of ways to manipulate language (e.g., The cardiac muscle works continuously).	12. *Selecting language resources* a. Use a variety of grade-appropriate general (e.g., *alleviate, salutary*) and domain-specific (e.g., *soliloquy, microorganism*) academic words and phrases, including persuasive language, accurately and appropriately when producing complex written and spoken texts. b. Use knowledge of morphology to appropriately select affixes in a variety of ways to manipulate language (e.g., changing *inaugurate to inauguration*).

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

Texts and Discourse in Context	ELD Proficiency Level Continuum		
	→ Emerging →	→ Expanding →	→ Bridging →
	B. Expanding and Enriching Ideas		
Part II, strands 3–5, corresponding to the CA CCSS for ELA/Literacy 3. W.11-12.5; WHST.11-12.5; SL.11-12.6; L.11-12.1, 3–6 4. W.11-12.5; WHST.11-12.5; SL.11-12.6; L.11-12.1, 3–6 5. W.11-12.4–5; WHST.11-12.4–5; SL.11-12.6; L.11-12.1, 3–6 Purposes for using language include but are not limited to: Describing, entertaining, informing, interpreting, analyzing, recounting, explaining, persuading, negotiating, justifying, evaluating, and so on. Informational text types include but are not limited to: Descriptions or accounts (e.g., scientific, historical, economic, technical), recounts (e.g., biography, memoir), information reports, explanations (e.g., causal, factual), expositions (e.g., speeches, opinion pieces, argument, debate), responses (e.g., literary analysis), and so on. Literary text types include but are not limited to: Stories (e.g., historical fiction, myths, graphic novels), poetry, drama, and so on. Audiences include but are not limited to: Peers (one to one) Small group (one to a group) Whole group (one to many)	**3.** *Using verbs and verb phrases* Use a variety of verbs in different tenses (e.g., past, present, future, simple, progressive) appropriate to the text type and discipline to create short texts on familiar academic topics. **4.** *Using nouns and noun phrases* Expand noun phrases to create increasingly detailed sentences (e.g., adding adjectives for precision) about personal and familiar academic topics. **5.** *Modifying to add details* Expand sentences with simple adverbials (e.g., adverbs, adverb phrases, prepositional phrases) to provide details (e.g., time, manner, place, cause) about familiar activities or processes.	**3.** *Using verbs and verb phrases* Use a variety of verbs in different tenses (e.g., past, present, future, simple, progressive, perfect) appropriate to the text type and discipline to create a variety of texts that explain, describe, and summarize concrete and abstract thoughts and ideas. **4.** *Using nouns and noun phrases* Expand noun phrases in a growing number of ways (e.g., adding adjectives to nouns, simple clause embedding) to create detailed sentences that accurately describe, explain, and summarize information and ideas on a variety of personal and academic topics. **5.** *Modifying to add details* Expand sentences with a growing variety of adverbials (e.g., adverbs, adverb phrases, prepositional phrases) to provide details (e.g., time, manner, place, cause) about familiar or new activities or processes.	**3.** *Using verbs and verb phrases* Use a variety of verbs in different tenses (e.g., past, present, future, simple, progressive, perfect) and mood (e.g., subjunctive) appropriate to the text type and discipline to create a variety of texts that describe concrete and abstract ideas, explain procedures and sequences, summarize texts and ideas, and present and critique points of view. **4.** *Using nouns and noun phrases* Expand noun phrases in a variety of ways (e.g., complex clause embedding) to create detailed sentences that accurately describe concrete and abstract ideas, explain procedures and sequences, summarize texts and ideas, and present and critique points of view on a variety of academic topics. **5.** *Modifying to add details* Expand sentences with a variety of adverbials (e.g., adverbs, adverb phrases and clauses, prepositional phrases) to provide details (e.g., time, manner, place, cause) about a variety of familiar and new activities and processes.

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

Foundational literacy skills in an alphabetic writing system • Print concepts • Phonological awareness • Phonics and word recognition • Fluency	See chapter 6 for information on teaching foundational reading skills to English learners of various profiles based on age, native language, native language writing system, schooling experience, and literacy experience and proficiency. Some considerations are as follows: • Native language and literacy (e.g., phoneme awareness or print concept skills in native language) should be assessed for potential transference to English language and literacy. • Similarities between the native language and English should be highlighted (e.g., phonemes or letters that are the same in both languages). • Differences between the native language and English should be highlighted (e.g., some phonemes in English may not exist in the student's native language; native language syntax may be different from English syntax).

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California's 2012 English Language Development Standards (the CA ELD Standards) reflect an extensive review of established and emerging theories, research, and other relevant resources pertaining to the education of K–12 English learners (ELs). This wide body of scholarship and guidance was used to inform the development of the CA ELD Standards. The research base was relied upon to ensure that the CA ELD Standards highlight and amplify the language demands in the California Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects (CA CCSS for ELA/Literacy) that are necessary for the development of advanced English and academic success across disciplines. The CA CCSS for ELA/Literacy served as the core foundation for developing the CA ELD Standards, which aim to guide teachers in supporting ELs' English language development while students learn rigorous academic content.

The development of the CA ELD Standards was informed by multiple theories and a large body of research pertaining to the linguistic and academic education of ELs. Sociolinguistic, sociocultural, and sociocognitive theories emphasize how learning is a social activity and how language is both a form of social action and a resource for accomplishing things in the world. Among other things, these theories highlight the importance of recognizing and leveraging students' prior knowledge in order to make connections to and foster new learning, helping them to build conceptual networks, and supporting them to think about their thinking (metacognitive knowledge) and language use (metalinguistic knowledge). Teachers making use of the theories and research studies can help students to consciously apply particular cognitive strategies (e.g., inferring what the text means by examining textual evidence) and linguistic practices (e.g., intentionally selecting specific words or phrases to persuade others). These metacognitive and metalinguistic abilities support students' self-regulation, self-monitoring, intentional learning, and strategic use of language (Christie 2012; Duke et al. 2011; Halliday 1993; Hess et al. 2009;

Palinscar and Brown 1984; Pearson 2011; Schleppegrell 2004). From this perspective, language development, and interaction play a central role in mediating both linguistic and cognitive development, and learning occurs through social interaction that is carefully structured to intellectually and linguistically challenge learners while also providing appropriate levels of support (Bruner 1983; Cazden 1986; Vygotsky 1978; Walqui and van Lier 2010).

Reviews of the research, individual studies, and teacher practice guides synthesizing the research for classroom application demonstrate the effectiveness of enacting the theories outlined above for teaching ELs (see, for example, Anstrom et al. 2010; August and Shanahan 2006; Francis et al. 2006; Genesee et al. 2006; Short and Fitzsimmons 2007). One of the key findings from the research is that effective instructional experiences for ELs have the following features:

- They are interactive and engaging, meaningful and relevant, and intellectually rich and challenging.

- They are appropriately scaffolded in order to provide strategic support that moves learners toward independence.

- They value and build on home language and culture and other forms of prior knowledge.

- They build both academic English and content knowledge.

Interacting in Meaningful and Intellectually Challenging Ways

The importance of providing opportunities for English learners to interact in meaningful ways around intellectually challenging content has been demonstrated in multiple studies. Meaningful interaction in K–12 settings includes, among other tasks, engaging in collaborative oral discussions with a peer or

Figure 4.1 Optimizing Scaffolding for English Learners Engaged in Academic Tasks (Gibbons 2009, adapted from Mariani 1997)

	High Challenge	
Low Support	Frustration/Anxiety Zone	Learning/Engagement Zone (ZPD)
	Boredom Zone	Comfort Zone
	Low Challenge	**High Support**

The CA ELD Standards establish three overall levels of scaffolding that teachers can provide to ELs during instruction: *substantial, moderate,* and *light.* ELs at the emerging level of English language proficiency will generally require more substantial support to develop capacity for many academic tasks than will students at the bridging level. **This does not mean that these students will always require substantial, moderate, or light scaffolding for every task.** EL students at every level of English proficiency will engage in some academic tasks that require *light* or *no* scaffolding because they have already mastered the requisite skills for the given tasks, and students will engage in some academic tasks that require *moderate* or *substantial* scaffolding because they have not yet acquired the cognitive or linguistic skills required by the task. For example, when a challenging academic task requires students to extend their thinking and stretch their language, students at expanding and bridging levels of English proficiency may also require *substantial* support. Teachers need to provide the level of scaffolding appropriate to specific tasks and learners' cognitive and linguistic needs, and students will need more or less support depending on these and other variables.

Examples of planned *scaffolding*[1] that teachers prepare in advance, during lesson and curriculum planning, in order to support ELs' access to academic

content and linguistic development include, but are not limited to, the following:

- Taking into account what students already know, including their primary language and culture, and relating it to what they are to learn
- Selecting and sequencing tasks, such as modeling and explaining, and providing guided practice, in a logical order
- Frequently checking for understanding during instruction, as well as gauging progress at appropriate intervals throughout the year
- Choosing texts carefully for specific purposes (e.g., motivational, linguistic, content)
- Providing a variety of collaborative groups
- Constructing good questions that promote critical thinking and extended discourse
- Using a range of information systems, such as graphic organizers, diagrams, photographs, videos, or other multimedia, to enhance access to content and language.
- Providing students with language models, such as sentence frames/starters, academic vocabulary walls, language frame charts, exemplary writing samples, or teacher language modeling (e.g., using academic vocabulary or phrasing)

This planned scaffolding allows teachers to provide *just-in-time* scaffolding during instruction, which flexibly attends to ELs' needs as they interact with content and language. Examples of this type of scaffolding include:

- prompting a student to elaborate on a response to extend his or her language use and thinking;
- paraphrasing a student's response and including target academic language as a model and, at the same time, accepting the student's response using everyday or "flawed" language;
- adjusting instruction on the spot based on frequent checking for understanding;
- linking what a student is saying to prior knowledge or to learning that will come (previewing).

For ELs, instruction and/or strategic support in the student's primary language can also serve as a powerful scaffold to English literacy (August and Shanahan

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1. There are many ways to categorize scaffolding. The terms used here are adapted from Hammond and Gibbons (2005), who refer to "designed-in" and "interactional" scaffolding. *Designed-in* (or *planned*) scaffolding refers to the support teachers consciously plan in advance. *Interactional* scaffolding refers to the indirect support teachers provide spontaneously through dialogue during instruction or other interaction.

Register refers to the ways in which grammatical and lexical resources are combined to meet the expectations of the context (i.e., the content area, topic, audience, and mode in which the message is conveyed). In this sense, "register variation" (Schleppegrell 2012) depends on what is happening (the content), who the communicators are and their relationship to one another (e.g., peer-to-peer, expert-to-peer), and how the message is conveyed (e.g., written, spoken, multimodal texts). Informal ("spoken-like") registers might include chatting with a friend about a movie or texting a relative. Formal ("written-like") registers might include writing an essay for history class, participating in a debate about a scientific topic, or making a formal presentation about a work of literature. The characteristics of these academic registers, which are critical for school success, include specialized and technical vocabulary, sentences and clauses that are densely packed with meaning and combined in purposeful ways, and whole texts that are highly structured and cohesive in ways that depend upon the disciplinary area and social purpose (Christie and Derewianka 2008; Halliday and Matthiessen 2004; O'Dowd 2010; Schleppegrell 2004).

Language is the medium through which teaching and learning take place in schools, the medium through which we transform and develop our thinking about concepts; and in this way, language and content are inextricably linked (Halliday 1993). For this and other reasons, language has been referred to as the "hidden curriculum" of schooling and accounts for why school success can be seen as largely a language matter (Christie 1999). EL students often find it challenging to move from everyday or informal registers of English to formal academic registers. Understanding and gaining proficiency with academic registers and the language resources that build them opens up possibilities for expressing ideas and understanding the world. From this perspective, teachers who understand the lexical, grammatical, and discourse features of academic English and how to make these features explicit to their students in purposeful ways that build both linguistic and content knowledge are in a better position to help their students fulfill their linguistic and academic potential.

Teaching about the grammatical patterns found in particular disciplines has been shown to help ELs' reading comprehension and writing proficiency. The main pedagogical aims of this research are to help students become more conscious of how language is used to construct meaning in different contexts

and to provide students with a wider range of linguistic resources. Knowing how to make appropriate language choices will enable students to comprehend and construct meaning in oral and written texts. Accordingly, the instructional interventions studied in the applied research in this area have focused on identifying the language features of the academic texts that students read and are expected to write in school (e.g., narratives, explanations, arguments) and on developing students' awareness of and proficiency in using the language features of these academic registers (e.g., how ideas are condensed in science texts through nominalization, how arguments are constructed by connecting clauses in particular ways, or how agency is hidden in history texts by using the passive voice) so that they can better comprehend and create academic texts (Brisk 2012; Gebhard et al. 2010; Fang and Schleppegrell 2010; Gibbons 2008; Hammond 2006; Rose and Acevedo 2006; Schleppegrell and de Oliveira 2006).

Research on genre- and meaning-based approaches to literacy education with EL students in the United States and other countries has demonstrated the effectiveness of teaching EL students about how language works to achieve different purposes in a variety of contexts and disciplines (Achugar, Schleppegrell, and Oteíza 2007; Aguirre-Muñoz et al. 2008; Gebhard and Martin 2010; Schleppegrell, Achugar, and Oteíza 2004; Spycher 2007). This research has stressed the importance of positioning ELs as competent and capable of achieving academic literacies, providing them with an intellectually challenging curriculum with appropriate levels of support, apprenticing them into successful use of academic language, and making the features of academic language transparent in order to build proficiency with and critical awareness of the features of academic language (Christie 2012; Derewianka 2011; Gibbons 2009; Halliday 1993; Hyland 2004; Schleppegrell 2004).

The extensive body of theories and research drawn upon to inform and guide the development of the CA ELD Standards demonstrates that effective instruction for ELs focuses on critical principles for developing language and cognition in academic contexts. These principles emphasize meaningful interaction; the development of metalinguistic awareness in contexts that are intellectually rich and challenging, focused on content, strategically scaffolded, and respectful of the cultural and linguistic knowledge students bring to school; and the use of such knowledge as a resource.

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Learning About How English Works

Many California teachers have observed that their students who are English learners (ELs) develop everyday English quite rapidly and can communicate effectively in informal social situations, but these students sometimes struggle with tasks involving *academic English*, such as writing a logical argument, comprehending their science and history textbooks, or participating in an academic debate (Cummins 2008, 71–83). For K–12 settings, *academic English* broadly refers to the language used in school to help students develop content knowledge, skills, and abilities; it is the language students are expected to use to convey their understanding and mastery of such knowledge, skills, and abilities.

Academic English is different from everyday, or informal, English. Some features of academic English span the disciplines, such as general academic vocabulary (e.g., *evaluate, infer, imply*), but there is also variation depending upon the discipline—in domain-specific vocabulary, for example. However, academic English encompasses much more than vocabulary. It also includes ways of structuring clauses, sentences, and entire texts that convey precision, show relationships between ideas, and present thinking in coherent and cohesive ways in order to achieve specific purposes (e.g., persuading, explaining, entertaining, and describing) with different audiences in discipline-specific ways. Research has shown that not all children come to school equally prepared to engage with academic English.[1] However, research has also demonstrated that ELs can learn academic English, use it to achieve success in academic tasks across the disciplines, and build upon it to prepare for college and careers.

Part II, "Learning About How English Works," offers K–12 teachers a new perspective on how to help EL students develop understanding of and proficiency in using academic English. The goal of Part II is to guide teachers to support EL students in ways that are appropriate to grade level and English language proficiency level so that ELs can (a) unpack meaning in texts they encounter across the disciplines to better comprehend them; and (b) make informed choices about how to use language appropriately—based on discipline, topic, purpose, audience, and task—when producing written texts and oral presentations.

Part II offers something that has been largely absent in prior ELD standards: attention to how the English language resources available to students are, and can be, used to make meaning and achieve particular communicative purposes. Such visibility is intended to support teachers' efforts to make transparent for their students the linguistic features of English in ways that support disciplinary literacy. This new perspective emphasizes the interrelated roles of *content knowledge, communicative purposes* for using English (e.g., recounting a family event, explaining a scientific phenomenon, describing a historical event, arguing for a position), and the *linguistic resources* writers or speakers can choose depending upon the content, purpose, and audience. Part II focuses on the social actions that accompany deep knowledge about language:

- Representing our experiences and expressing our ideas effectively
- Interacting with a variety of audiences
- Structuring our messages in intentional and purposeful ways

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1. The CA ELD Standards were designed with the view that the languages students bring to school—both the native language and different varieties of English—are considered resources. The English that students use with peers or families is not "improper English"; it is appropriate for particular contexts. Being sensitive to the language resources students bring to school and discussing different ways of using English that are suited to different contexts can help build students' awareness of language while validating and leveraging their knowledge and experiences.

Appendix A also emphasizes the importance of grammar and vocabulary instruction to reading comprehension, writing, and speaking and listening. General academic and domain-specific vocabulary play a key role in both the CA CCSS for ELA/Literacy and the CA ELD Standards since research has repeatedly identified vocabulary knowledge as essential for language and literacy proficiency, particularly disciplinary literacy, for EL students (Carlo et al. 2004; Lesaux et al. 2010; Nagy and Townsend 2012; Silverman and Crandell 2010; Spycher 2009).

Regarding grammar, Appendix A noted that grammar and usage development rarely follows a linear path and that former errors may reappear as students synthesize new grammatical and usage knowledge with their current knowledge. As with the CA CCSS for ELA/Literacy, the CA ELD Standards acknowledge the recursive nature of grammatical knowledge development, through a spiraling of specific knowledge about English language resources that should be taught with increasing levels of sophistication through the grades and across English proficiency levels. This knowledge includes developing an awareness of differences between everyday and disciplinary English and between different varieties of English, including the grammatical structures and usage; understanding the purposes for using certain grammatical features in particular disciplines and text types; and knowing how to use knowledge of grammar to comprehend complex academic texts.

Part II in the CA ELD Standards draws from current research demonstrating that teaching about the grammatical patterns of academic English in intellectually engaging ways that are contextualized in disciplinary knowledge promotes EL students' reading comprehension and writing development (Achugar, Schleppegrell, and Oteíza 2007; Aguirre-Muñoz et al. 2008; Gebhard and Martin 2010; de Oliveira and Dodds 2010).

Because of the importance of vocabulary and grammar in the development of academic English, and especially the way they interact with discourse and meaning-making in the disciplines, they are prominently featured in both the CA CCSS for ELA/Literacy and the CA ELD Standards. Appendix A underscored this prominence in referring to how students should be taught about language:

[I]f they are taught simply to vary their grammar and language to keep their writing "interesting," they may actually become more confused about how to make effective language choices. . . . As students learn more about the patterns of English grammar in different communicative contexts throughout their K-12 academic careers, they can develop more complex understandings of English grammar and usage. Students can use this understanding to make more purposeful and effective choices in their writing and speaking and more accurate and rich interpretations in their reading and listening. (NGA Center for Best Practices and CCSSO 2010, 29)

The following examples are a small sample of where specific language demands related to text complexity and grammatical and vocabulary knowledge appear in the CA CCSS for ELA/Literacy at various grade levels and across domains:

Reading

RL.1.5: Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.[5]

RI.3.8: Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).

The first example (RL.1.5) sets expectations for first-graders to distinguish text types and explain the differences between them. This necessitates, at a minimum, an understanding of how informational texts, such as science explanations, are structured differently from narrative texts, such as stories. The second example (RI.3.8) sets expectations for third-graders to develop

5. The order of the coding system of the CA CCSS for ELA/Literacy is domain, grade level, number of the standard. For example, RL.1.5 is Reading Standards for Literature, grade 1, standard number 5.

Table 5.1 Comparison of the 1999 CA ELD Standards and the 2012 CA ELD Standards

1999 CA ELD Standards		2012 CA ELD Standards
Prior focus on:		**New emphasis on understanding:**
English as a set of rules	→	English as a meaning-making resource with different language choices based on discipline, topic, audience, task, and purpose
Grammar as syntax, separate from meaning, with discrete skills at the center	→	An expanded notion of grammar as encompassing discourse, text structure, syntax, and vocabulary and as inseparable from meaning
Language acquisition as a linear, individual process	→	Language acquisition as a nonlinear, spiraling, dynamic, and complex social process in which meaningful interaction with others is essential
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, as necessary for learning English	→	Complex texts and intellectually challenging activities focused on building content knowledge as essential to learning academic English

A key goal of the CA ELD Standards is to support EL students to develop advanced proficiency with academic English as they also develop content knowledge across the disciplines. The following section discusses some of the ways teachers can support their EL students in developing proficiency.

Supporting English Learners to Develop Academic English

Part II in the CA ELD Standards is necessarily contextualized in the type of instruction called for in Part I, which focuses on content knowledge and purposeful language development and use. As ELs progress through the grades, they will be expected to move increasingly from everyday English to academic English. This shift from more everyday to more academic registers requires an

understanding of how English works on a variety of levels, including the text, sentence, clause, phrase, and word levels.

Understanding at the Text Level

As early as kindergarten, ELs can begin to understand the structures of different text types. For example, a story is typically structured in three main stages: orientation, complication, and resolution. In the orientation stage, the author *orients* the reader to the story by providing information on the characters and setting and also by setting up the plot. In the complication stage, the author introduces some kind of plot twist that complicates the situation and that must be resolved in some way. In the resolution stage, the author ties up everything neatly by *resolving* the complication and sometimes by offering a moral to the

Table 5.2 Example of Argument Text Structure—Middle School

Stages	Argument Text Structure
	Middle school newspaper editorial: *Our School Should Serve Organic Foods*
Position Statement *Issue Appeal*	All students who come to Rosa Parks Middle School deserve to be served safe, healthy, and delicious food. Organic foods are more nutritious and safer to eat than non-organic foods, which are treated with pesticides. Our school should serve only organic foods because it's our basic right to know that we're being taken care of by the adults in our school. Organic foods might be more expensive than non-organic foods, but I think we can all work together to make sure we eat only the healthiest foods, and that means organic.
Arguments *Point A Elaboration*	Eating organic foods is safer for you because the crops aren't treated with chemical pesticides like non-organic crops are. According to a recent study by Stanford University, 38 percent of non-organic produce had pesticides on them, compared with only 7 percent of organic produce. Some scientists say that exposure to pesticides in food is related to neurobehavioral problems in children, such as attention-deficit/hyperactivity disorder (ADHD). Other studies show that even low levels of pesticide exposure can hurt us. I definitely don't want to take the risk of poisoning myself every time I eat lunch.
Point B Elaboration	Organic food is more nutritious and healthier for your body. The Stanford University study also reported that organic milk and chicken contain more omega-3 fatty acids than non-organic milk and chicken. Omega-3 fatty acids are important for brain health and also might help reduce heart disease, so we should be eating foods that contain them. According to Michael Pollan and other experts, fruits and vegetables grown in organic soils have more nutrients in them. They also say that eating the fruits and vegetables close to the time they were picked preserves more nutrients. This is a good reason to get our school's food from local organic farms. Eating local organic foods helps keep us healthier, and it also supports the local economy. We might even be able to get organic crops more cheaply if we work with more local farms.
Point C Elaboration	Organic foods are better for the environment and for the people who grow the food. Farmers who grow organic produce don't use chemicals to fertilize the soil or pesticides to keep away insects or weeds. Instead, they use other methods like beneficial insects and crop rotation. This means that chemicals won't run off the farm and into streams and our water supply. This helps to protect the environment and our health. In addition, on organic farms, the farmworkers who pick the food aren't exposed to dangerous chemicals that could damage their health. This isn't just good for our school; it's something good we should do for ourselves, other human beings, and the planet.
Reiteration of Appeal	To put it simply, organic foods are more nutritious, safer for our bodies, and better for the environment. But there's another reason we should switch to organic food: It tastes better. Non-organic food can sometimes taste like cardboard, but organic food is always delicious. When I bite into an apple or a strawberry, I want it to taste good, and I don't want a mouthful of pesticides. Some people might say that organic is too expensive. I say that we can't afford to risk the health of students at this school by not serving organic foods. Therefore, we must find a way to make organic foods part of our school lunches.

Note: Figure used with permission from WestEd's English Language and Literacy Acceleration (ELLA) project.

Although both sentences are grammatically correct and could be used as the thesis statement in an argument, the sentence in the "Academic English Registers" column better meets the expectations established in the CA CCSS for ELA/Literacy for writing an argument in secondary settings. In addition, this example illustrates how *academic English is not just everyday English translated into an academic register*. Rather, it requires both content and linguistic knowledge, which is one reason it has been widely argued that content and language are inextricably linked. Content knowledge is embedded in language, and language conveys content in particular ways. Correspondingly, Part II of the CA ELD Standards should not be applied—whether in instruction or in assessment—in ways that isolate language use from the purposeful meaning-making and interaction presented in Part I.

The CA ELD Standards allow teachers to focus on critical linguistic features of academic English so that teachers can make those features transparent to students. The following example illustrates how one of these linguistic features of academic English (connecting ideas in logical ways to show relationships through clause combining) appears in the CA ELD Standards:

ELD Standard, Grade 7, Part II, C.6 (Bridging)

Combine clauses in a wide variety of ways (e.g., creating compound, complex, and compound-complex sentences) to make connections between and join ideas, for example, to show the relationship between multiple events or ideas (e.g., *After eating lunch, the students worked in groups while their teacher walked around the room*) or to evaluate an argument (e.g., *The author claims X, although there is a lack of evidence to support this claim*).

The examples in this standard illustrate a specific way of using language (combining clauses) in purposeful ways (e.g., to make connections between and join ideas) in order to convey understanding of content meaning. This understanding of how language works is particularly important as students move into secondary schooling and encounter the densely packed language of science and history. In order to support their students' ability to combine clauses in a variety of ways (in writing and/or speaking), teachers might first

show them how to be more analytical as they read by deconstructing complex sentences. Deconstructing sentences serves dual purposes: analyzing the structure (linguistic features) and deriving meaning (comprehension). Teachers may also work with students to help them revise their writing and adopt some of these same ways of making connections between ideas through clause combining. For example, using the sentence in the "Academic English Registers" column of table 5.3, which is part of a longer selection that students have previously read, a teacher might guide students to deconstruct, or unpack, the sentence, first by focusing on what it means (in order to support comprehension) and then by focusing on the structure (in order to support both comprehension and subsequent writing by students).

Table 5.3 Differences Between Everyday and Academic English Registers

Everyday English Registers	Academic English Registers
"Polluting the air is wrong, and I think people should really stop polluting."	"Although many countries are addressing pollution, environmental degradation continues to create devastating human health problems each year."
Register: More typical of spoken (informal) English	*Register:* More typical of written (formal) English
Background knowledge: More typical of everyday interactions about common-sense things in the world	*Background knowledge:* Specialized or content-rich knowledge about topics, particularly developed through school experiences and wide reading
Vocabulary: Fewer general academic and domain-specific words (pollute, pollution)	*Vocabulary:* More general academic words (address, although, devastating) and domain-specific words/phrases (environmental degradation, pollution)
Sentence structure: Compound sentence	*Sentence structure:* Complex sentence
Clauses: Two independent clauses connected with a coordinating conjunction (and)	*Clauses:* One independent clause and one dependent clause connected with a subordinating conjunction (although) to show concession

designated ELD instruction, during content instruction, or both. In each of these scenarios, when students are provided with opportunities to learn about and discuss how sentences and clauses are structured to make meaning, they develop a more analytical stance when reading their academic texts. These practices allow teachers to have engaging conversations with their students about both the meaning and the form of language, in ways that move beyond simply identifying parts of speech or types of sentences.

Understanding at the Phrase Level

Similarly, teachers can show students how to unpack expanded noun phrases, which consist of a head noun with pre- and post-modifiers (words that come before and after the head noun). In the following example, the head noun is in boldface, and the modifiers are added incrementally to expand the noun phrase:

frog → That frog → That green frog → That fat green frog → That very fat green frog → That very fat green frog on the rock → That very fat green frog on the rock with a fly in its mouth . . .

Teachers often ask their students to "add more detail" or to make their writing more interesting. Expanding noun phrases is one way to add detail and also to create precision in writing. Long noun phrases are common in academic texts, particularly in science texts, where a great deal of content is densely packed into the noun phrase. In the following example, the expanded noun phrases are in boldface, and the head nouns are italicized:

Non-native *plants* are *species* introduced to California after European contact and as a direct or indirect result of human activity (NGA and CCSSO 2010).

It can be challenging for students to unpack the meaning of these types of long noun phrases while reading. Teachers of all disciplines can help their students by showing them how to deconstruct the noun phrases to derive meaning. In secondary settings, ELD teachers may work closely with content teachers to

identify long noun phrases that are critical for comprehension but that may pose challenges for EL students. During ELD instruction, the ELD teachers may show students how to identify the head noun ("plants" in the first noun phrase shown earlier and "species" in the second), then the pre-modifiers (e.g., articles, adjectives) and, finally, the post-modifiers, which are often in the form of prepositional phrases or embedded clauses. The following example shows how a teacher might represent this deconstruction (adapted from Fang 2010):

Pre-modifiers	Head noun	Post-modifiers
Non-native	plants	
	species	introduced to California after European contact . . .

Students will notice that the first expanded noun phrase ("non-native plants") is relatively easy to identify and replicate. However, the second noun phrase is quite a bit longer and more challenging to unpack. This is the challenge EL students face in comprehending text; showing them how to unpack the meaning through a focus on the structure of the noun phrase can aid comprehension. This type of deconstructive activity can be extended by identifying types of pre- and post-modifiers (e.g., adjectives, embedded clauses, prepositional phrases). Teachers may also create activities for students to expand noun phrases in meaningful ways and discuss how the use of certain modifiers creates different meanings. These practices of deconstructing and then constructing long noun phrases in purposeful ways, all the while keeping a sharp focus on meaning, can be implemented in strategic ways by both content and ELD teachers in secondary settings and by elementary teachers who teach both core content and ELD in self-contained classroom settings; at the elementary school setting, grade-level teams could work collaboratively to address content and ELD.

Organization of Part II

Part II in the CA ELD Standards, "Learning About How English Works," identifies key language demands in the CA CCSS for ELA/Literacy, as well as those in academic English texts, that may present particular challenges to EL students as they develop academic English across the disciplines. Research has demonstrated that identifying these linguistic challenges and attending to them in meaningful ways through instruction can help ELs develop proficiency with academic English (NGA and CCSSO 2010).

The language demands that are featured prominently and repeatedly in the CA CCSS for ELA/Literacy are grouped together and represented by key language processes: structuring cohesive texts, expanding and enriching ideas, and connecting and condensing ideas. These language processes are further unpacked into numbered strands as follows:

A. Structuring Cohesive Texts

    1. Understanding text structure

    2. Understanding cohesion

B. Expanding and Enriching Ideas

    3. Using verbs and verb phrases

    4. Using nouns and noun phrases

    5. Modifying to add details

C. Connecting and Condensing Ideas

    6. Connecting ideas

    7. Condensing ideas

Part II in the CA ELD Standards provides guidance to teachers on intentionally, strategically, and judiciously addressing the language demands in the CA CCSS for ELA/Literacy and in the texts used in instruction. Table 5.5 provides an example of how multiple CA CCSS for ELA/Literacy across the domains correspond with the CA ELD Standards in Part II, "Learning About How English Works." California additions to the CA CCSS for ELA/Literacy appear in boldface and are designated with "CA."

By design, multiple CA CCSS for ELA/Literacy across several domains correlate with a single CA ELD Standard strand, and multiple CA ELD Standard strands correspond to the same CA CCSS for ELA/Literacy. This "many-to-many" correspondence is explicitly shown on each page of a grade level's CA ELD Standards, as seen in the following example from grade 5.

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

Texts and Discourse in Context	ELD Proficiency Level Continuum		
	→ Emerging →	→ Expanding →	→ Bridging →
Part II, strands 1–2, corresponding to the CA CCSS for ELA/Literacy 1. RL.5.5; RI.5.5; W.5.1–5; SL.5.4 2. RL.5.5; RI.5.5; W.5.1–4; SL.5.4; L.5.1, 3 Purposes for using language include but are not limited to: Describing, entertaining, informing, interpreting, analyzing, recounting, explaining, persuading, negotiating, justifying, evaluating, and so on. Informational text types include but are not limited to: Description (e.g., science log entry), procedure (e.g., how to solve a mathematics problem), recount (e.g., autobiography, science experiment results), information report (e.g., science or history report), explanation (e.g., how or why something happened), exposition (e.g., opinion), response (e.g., literary analysis), and so on. Literary text types include but are not limited to: Stories (e.g., fantasy, legends, fables), drama (e.g., readers' theater), poetry, retelling a story, and so on. Audiences include but are not limited to: Peers (one to one) Small group (one to a group) Whole group (one to many)	**A. Structuring Cohesive Texts**		
	1. Understanding text structure Apply basic understanding of how different text types are organized to express ideas (e.g., how a narrative is organized sequentially with predictable stages versus how opinions/arguments are organized around ideas) to comprehending texts and writing basic texts.	**1. Understanding text structure** Apply growing understanding of how different text types are organized to express ideas (e.g., how a narrative is organized sequentially with predictable stages versus how opinions/arguments are structured logically around reasons and evidence) to comprehending texts and writing texts with increasing cohesion.	**1. Understanding text structure** Apply increasing understanding of how different text types are organized to express ideas (e.g., how a historical account is organized chronologically versus how opinions/arguments are structured logically around reasons and evidence) to comprehending texts and writing cohesive texts.
	2. Understanding cohesion a. Apply basic understanding of language resources for referring the reader back or forward in text (e.g., how pronouns refer back to nouns in text) to comprehending texts and writing basic texts. b. Apply basic understanding of how ideas, events, or reasons are linked throughout a text using a select set of everyday connecting words or phrases (e.g., first/next, at the beginning) to comprehending texts and writing basic texts.	**2. Understanding cohesion** a. Apply growing understanding of language resources for referring the reader back or forward in text (e.g., how pronouns or synonyms refer back to nouns in text) to comprehending texts and writing texts with increasing cohesion. b. Apply growing understanding of how ideas, events, or reasons are linked throughout a text using a variety of connecting words or phrases (e.g., for example, in the first place, as a result) to comprehending texts and writing texts with increasing cohesion.	**2. Understanding cohesion** a. Apply increasing understanding of language resources for referring the reader back or forward in text (e.g., how pronouns, synonyms, or nominalizations refer back to nouns in text) to comprehending texts and writing cohesive texts. b. Apply increasing understanding of how ideas, events, or reasons are linked throughout a text using an increasing variety of academic connecting and transitional words or phrases (e.g., consequently, specifically, however) to comprehending texts and writing cohesive texts.

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Foundational Literacy Skills for English Learners

Foundational literacy skills—which primarily address print concepts, phonological awareness, phonics and word recognition, and fluency, as described in the Reading Standards for Foundational Skills K–5 (RF Standards) section of the California Common Core State Standards for English Language Arts and Literacy (CA CCSS for ELA/Literacy)—are critical for English learners (ELs) at all ages who need to learn basic literacy (August and Shanahan 2006; Riches and Genesee 2006). ELs face an additional challenge in developing literacy in English since they must develop oral proficiency in English—including depth and breadth of vocabulary—at the same time that they are learning to read and write (Roessingh and Elgie 2009; Short and Fitzsimmons 2007; Torgesen et al. 2007). While more research on English learner literacy is needed (IRA and NICHD 2007), the research results available so far show that ELs can transfer native language literacy skills to English literacy learning (August and Shanahan 2006; Riches and Genesee 2006); thus, literacy instruction for ELs will need to be adapted based on each student's previous literacy experiences in his or her native language, as well as on his or her age and level of schooling. Adapted instruction for ELs needs to consider additional individual student characteristics—the student's level of oral proficiency in the native language and in English, how closely the student's native language is related to English,[1] and, for students with native language literacy, the type of writing system used.[2]

Research Summary and Implications for English Learners

Below is a summary of key findings from the research cited above, with implications for foundational literacy skills instruction for ELs.

- English learners benefit from Reading Foundational Skills instruction.

  Research Findings: Instruction in the components of reading foundational skills—such as phonemic awareness, phonics, fluency, vocabulary, and text comprehension (NICHD 2000)—benefits ELs.

  Implications: Instruction in foundational literacy skills is essential for ELs. However, the instruction should be adjusted based on students' spoken English proficiency (they may or may not be familiar with the English sound system) and native language or English literacy proficiency (they may or may not be familiar with any type of writing system or with the Latin alphabet writing system in particular). Note that some ELs at any age may not be literate in any language when they arrive in the U.S. school system; their native language may not have a written form, or they may not have had opportunities to develop literacy in their native language or in a local language of wider communication.[3]

- Oral English language proficiency is crucial for English literacy learning.

  Research Findings: Oral proficiency in English (including oral vocabulary, grammar, and listening comprehension) is critical for ELs to develop proficiency in text-level English reading comprehension. Word-identification skills are necessary, but not sufficient.

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1. For information on which languages are related to each other, visit http://www.ethnologue.com/ (accessed October 30, 2013).

2. For information on writing systems for the world's languages, visit http://www.omniglot.com/ (accessed October 30, 2013).

3. Students who have learning disabilities (as diagnosed separately from their EL designation)—or whose literacy skills in either their native language or English remain below grade level after intensive and extensive instruction—may need specialized literacy intervention services.

The RF Standards are identified as follows: strand (RF), grade level (K–5), standard number. Thus, RF.K.1 stands for Reading Standards for Foundational Skills, kindergarten, standard 1, and RF.5.3 stands for Reading Standards for Foundational Skills, grade 5, standard 3. California additions to the CA CCSS for ELA/Literacy appear in bold-face and are designated with "CA."

- ELs who enter school after kindergarten and need specific instruction in foundational English literacy skills based on the RF Standards (as described in the first two columns) will require accelerated learning of those skills.

- Since the RF Standards address expectations for students in kindergarten through grade 5 who start at kindergarten and continue to develop these skills as they progress through the grade levels, it will be necessary to adapt the RF Standards for ELs who need foundational English literacy skills after kindergarten, based on the students' age, cognitive abilities, and life and school experiences, including their level of oral language and literacy proficiency in their native language.

Table 6.1 Kindergarten

Student Language and Literacy Characteristics		Considerations for Foundational Literacy Skills Instruction	CA CCSS for ELA/Literacy Reading Standards for Foundational Skills
Oral Skills	No or little spoken English proficiency	Students will need instruction in recognizing and distinguishing the sounds of English as compared or contrasted with sounds in their native language (e.g., vowels, consonants, consonant blends, syllable structures).	**Phonological Awareness** 2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). • RF.K.2
	Spoken English proficiency	Students will need instruction in applying their knowledge of the English sound system to foundational literacy learning.	
Print Skills	No or little native language literacy	Students will need instruction in print concepts.	**Print Concepts** 1. Demonstrate understanding of the organization and basic features of print. • RF.K.1
	Some foundational literacy proficiency in a language not using the Latin alphabet (e.g., Arabic, Chinese, Korean, Russian)	Students will be familiar with print concepts and will need instruction in learning the Latin alphabet for English, as compared or contrasted with their native language writing system (e.g., direction of print, symbols representing whole words, syllables or phonemes).	**Phonics and Word Recognition** 3. Know and apply grade-level phonics and word analysis skills in decoding words **both in isolation and in text. CA** • RF.K.3
	Some foundational literacy proficiency in a language using the Latin alphabet (e.g., Spanish)	Students will need instruction in applying their knowledge of print concepts, phonics, and word recognition to the English writing system, as compared or contrasted with their native language alphabet (e.g., letters that are the same or different, or represent the same or different sounds) and native language vocabulary (e.g., cognates) and sentence structure (e.g., subject-verb-object versus subject-object-verb word order).	**Fluency** 4. Read emergent-reader texts with purpose and understanding. • RF.K.4