



**Ensuring English Learners' Success  
with the Common Core and  
California's New ELD Standards**

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WestEd 

*CTA Summer  
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**Objectives of  
English Learner  
Elective Session**

- Illustrate how instruction can enact CCSS and CA ELD Standards *in tandem*
- Examine logic, structure and content of CA ELD Standards
- Consider instruction, assessment, and professional learning that support implementation

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## Reminder: Educators Have a Dual Obligation to English Learners



- Provide meaningful access to grade-level academic content via appropriate instruction
- Develop students' academic English language proficiency

**Interconnected, not separate!**  
**Simultaneous, not sequential!**

(Lau v. Nichols; Castañeda v. Pickard; NCLB)

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## What do the New ELA Standards Imply?

“Students can, without significant scaffolding, **comprehend and evaluate complex texts** across a range of types and disciplines...can **construct effective arguments** and **convey intricate or multifaceted information**...able independently to **discern a speaker's key points, request clarification**, and **ask relevant questions**...**build on others' ideas, articulate their own ideas, and confirm they have been understood.**”

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(CCSS for ELA & Literacy in History/Social Studies, Science, and Technical Subjects, p. 7)




## What do the New Math Standards Imply?

“Mathematically proficient students ***understand and use stated assumptions***, definitions, and previously established results in ***constructing arguments***. They ***make conjectures*** and build a logical progression of statements to explore the truth of their conjectures... ***justify their conclusions***, ***communicate them*** to others, and ***respond to the arguments*** of others.”

(CCSS for Mathematics, p. 6)





## What do the New Science Standards Imply?





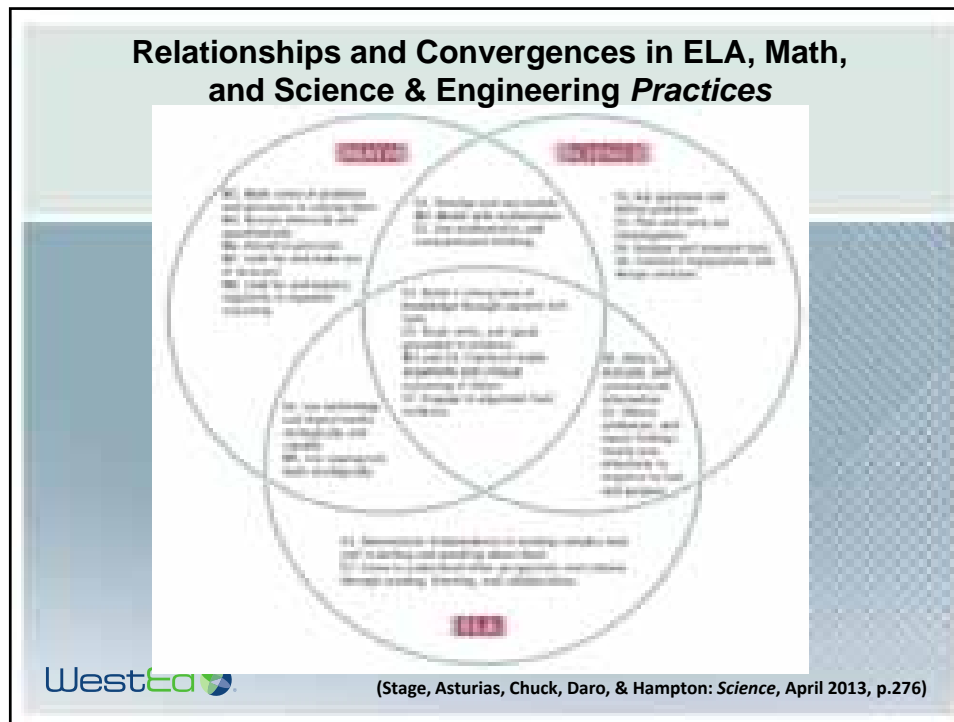
FIGURE 3-1 The three spheres of science for education and research.

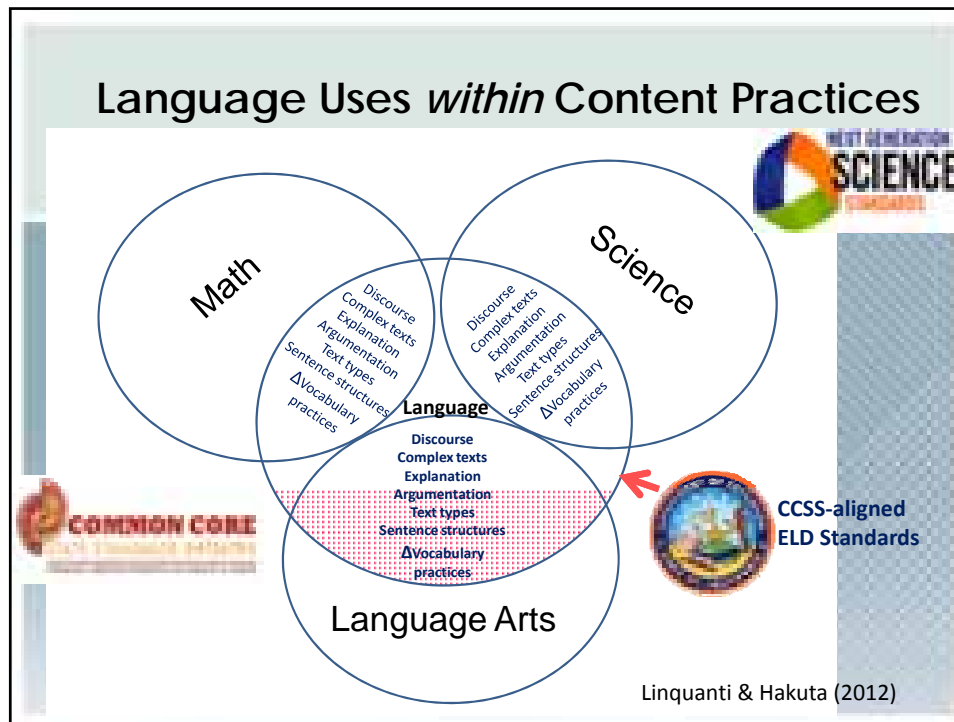
Among essential science practices:

- ***Constructing explanations*** and designing solutions
- ***Engaging in argument*** from evidence
- Obtaining, evaluating, and ***communicating information***

K-12 Science Framework  
(NRC, 2012, pp. 45, 49)











## CA ELD Standards: Some Key Ideas


- ✧ Focus on using English *purposefully*, interacting in *meaningful* ways, learning about how English works
- ✧ Content instruction expects and fosters advanced language uses specified in CCSS, NGSS & ELD Stds
- ✧ Designated ELD instruction builds *into* & *from* instruction in ELA and other disciplines

## Engaging in Academic Discourse: A Video Example

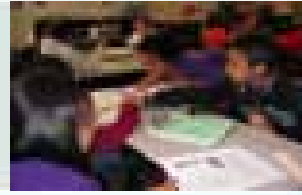


- 2-Way Immersion Charter School – Chula Vista, CA (50% EL)
- Began implementing CCSS 2011-12
- Grade 4 ELA class (Yr 2 of CCSS)  
Study Topic: Westward Expansion
- Focus: Peer editing of writing organization; Student writes opinion supported by textual evidence; Pairs read, review, discuss; Meet in groups to provide feedback and further instruction to peers

Video courtesy of Project CORE -San Diego State University (USED Title III Professional Development Grant Program)



## Video Debrief



### ***Focus on students:***

What did you see that interrelates language and content? *Consider:*

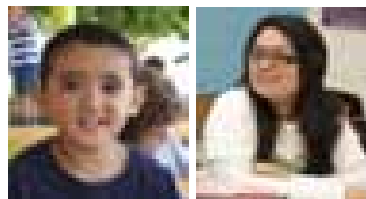
1. Using academic English for meaningful interactions
2. Features of academic language use (word, sentence, discourse)
3. Integrating language development & content instruction



### ***Focus on teaching:***

What are some things you imagine the teacher did to foster this learning environment? *Consider:*

1. Instructional practices that promote student interactions and academic language use
2. Routines and structures that scaffold this activity



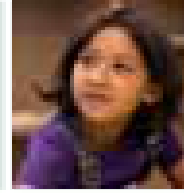
## **Reminder: Big Ideas in the CCSS for ELA/Literacy**

With expectations for  
instruction embedded in  
the standards:



1. Close readings of complex informational and literary texts
2. Taking a stand and supporting it with evidence
3. Engaging in collaborative discussions about content
4. Using academic language and developing language awareness
5. Developing autonomy as a literate individual and critical thinker

## CA ELD Standards: Alignment with the CCSS



- Designed to be used *in tandem* with CCSS for ELA/Literacy
- Highlight and amplify the *critical knowledge about language and skills using language* in the CCSS for ELA/Literacy necessary for ELs to be successful in school
- Provide *fewer, clearer, higher* standards so teachers can focus on what's most important



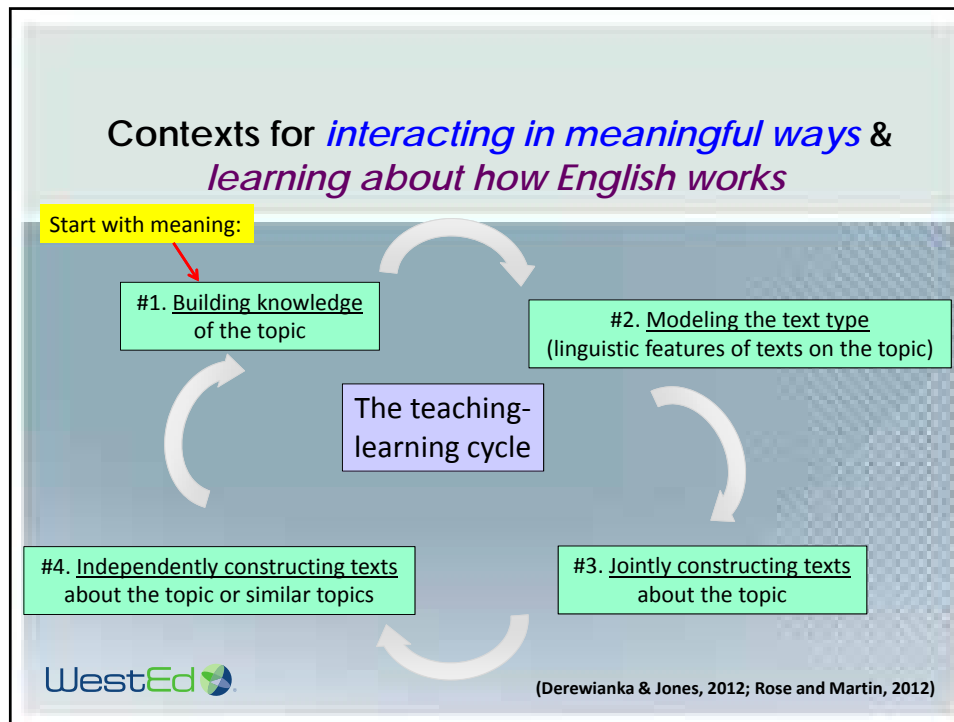
## CA ELD Standards: Grounded in Theories of Learning & Language

- Learning is social – we learn through interacting with others
- Learning occurs by building on prior knowledge and engaging in intellectually- and linguistically-rich tasks with appropriate support
- Language is social action, a resource for accomplishing things in the world
- Language and content are inextricably linked
- Knowing how language conveys meaning, and how meaning embedded in language helps us understand content and language



(Christie, 2012; Gibbons, 2009; Halliday, 1993;  
Vygotsky, 1978; Walquí and van Lier, 2010)





## #2. Modeling the text type **example:** Text **Reconstruction**

1. Read the text aloud while students just listen.
2. Read the text a second time while students listen for key words and phrases.
3. Read the text a third time while students listen and take notes.
4. Have students discuss their notes with a partner and work together to reconstruct the text.
5. Show the original text to students. Point out key language features (deconstruction), and invite students to discuss differences or similarities between the original and their texts.

Adapted from Gibbons (2009). *English learners, academic literacy, and thinking: Learning in the challenge zone*. Portsmouth, NH: Heinemann.



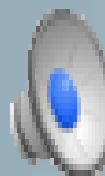
## Talking about text in action



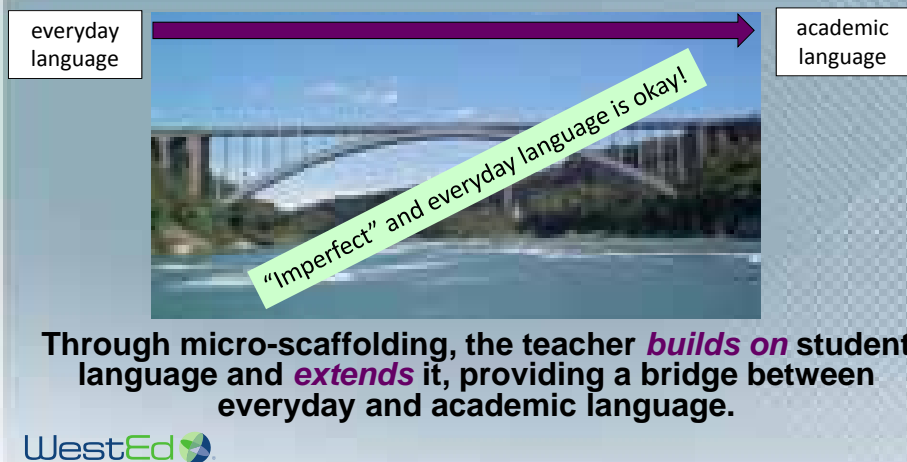
Getting into the language of the text to understand the content meaning better...

**Lots of talking about content meaning and about language:**

- deciding what's most important to include
- finding the evidence in notes
- negotiating with peers
- reconstructing the text



## Micro-scaffolding



## Micro-scaffolding Example

Two students are working together to reconstruct a text about dogs...

Miguel : Dogs are big and small. (Starts to write.)

Araceli: (Nods and starts to write.)

Teacher: Can we take a look at your notes? What does it say there?

Araceli: Big, small.

Teacher: Hmm, let's think about the sentence you were going to write: Dogs are big *and* small. Does that make sense?

Araceli: (Thinking.) No.

Miguel: Some dogs are big.

Teacher: Yeah, that word "some" really changes the meaning of the sentence doesn't it? Because the way you had it before, it made me think that all dogs were both big and small. Is that what you meant to say?

Araceli: Let's put: Some dogs are big. Some dogs are small. (Begins to write.)


Miguel: (Nods and begins to write.)

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### 4<sup>th</sup> Grade EL Student

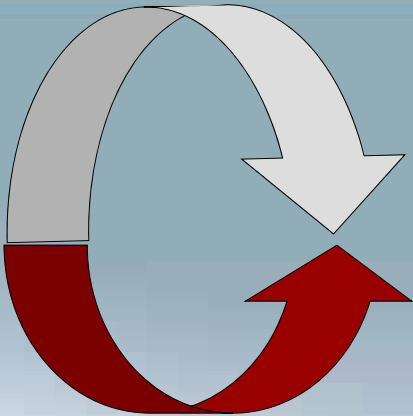
Bats are mammals and they eat fruit. They also fly by using their fingers and wings. They have the bodies and warm blooded like us. There are different bats all over the world. If it wasn't for bats we would die. They help us by spreading seeds and pollen.

#3. Jointly constructing texts about the topic



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### Reconstructing & Deconstructing Texts: Going Deeper into How English Works



Lessons in reconstructing texts should correspond to lessons in deconstructing texts.

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**Text Deconstruction:**  
Highlighting domain-specific and general academic vocabulary

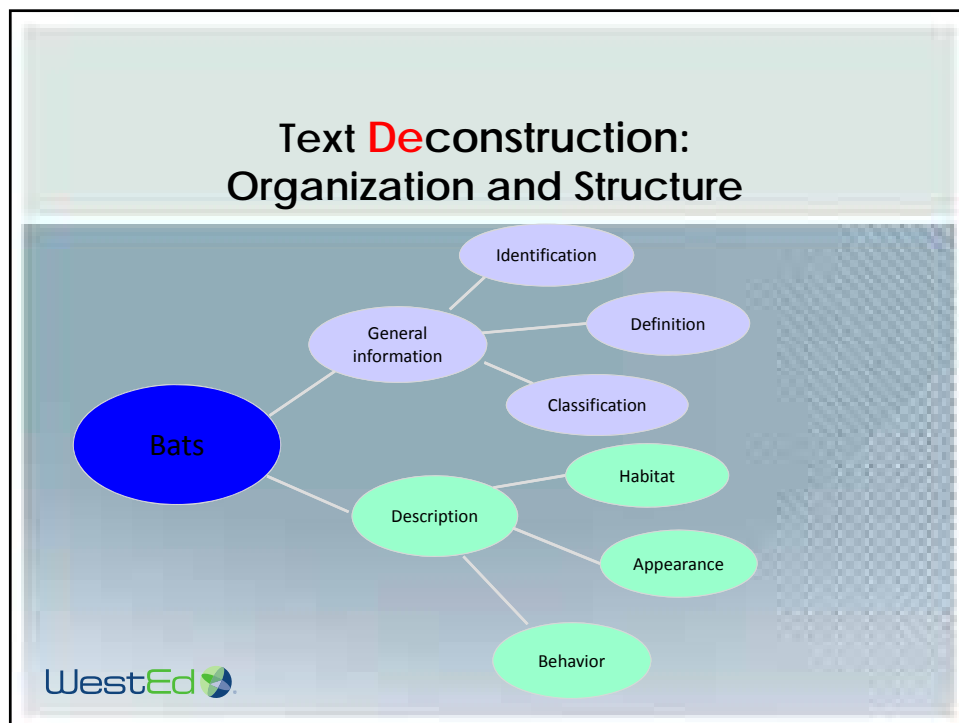
resembling

destroy

resemble

Teach more intensively later.

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## Text Deconstruction: Highlighting structures used in descriptions

### Verbs in the timeless present:

- Bats are \_\_\_\_\_.
- Bats can \_\_\_\_\_.
- Bats have \_\_\_\_\_.
- Bats eat \_\_\_\_\_.

### Adjectives used to show amount:

*no a few some a lot of most all*



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## Text Deconstruction: Highlighting verb types used in descriptions

Verbs in the timeless present

relating verbs (being, having)

action verbs

### What are Bats?

Bats **are** mammals, animals that **have** live babies, **are** warm-blooded, and usually **have** hair or fur on their bodies. There **are** over 1,200 bat species, or different kinds of bats, in the world. For example, there **are** fruit bats, tiny bumblebee bats, and even vampire bats. Bats **make up** about one-fifth of all mammal species, and they're the only mammals that can fly. They **use** their extremely long fingers and a wing membrane stretched between them to fly. The bat's wing **resembles**, or **looks like**, the human hand.

### Why Are Bats Important?

Bats **are** extremely important to the health of our natural world, and they **help** people in many ways. Most bats, about 70% of them, **eat** insects. These bats **hunt** and **eat** many insects that are harmful to people, like mosquitoes or insects that destroy the food...

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**Take 5 mins.**

## Time for Reflection

**At your table, discuss what you experienced in this example, and implications for our practice:**

- Interacting in meaningful ways
- Learning about how English works
- Content Knowledge
- Academic Language
- Scaffolding
- Collaborative discussion
- Formative assessment



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## CA ELD Standards: Elements **See Handout**

**Overview & Proficiency Level Descriptors (PLDs):**

- ✓ Alignment to CCSS for ELA & Literacy
- ✓ CA's EL Students
- ✓ Proficiency Level Descriptors (PLDs)
- ✓ Structure of the grade level standards

**Grade Level ELD Standards:**

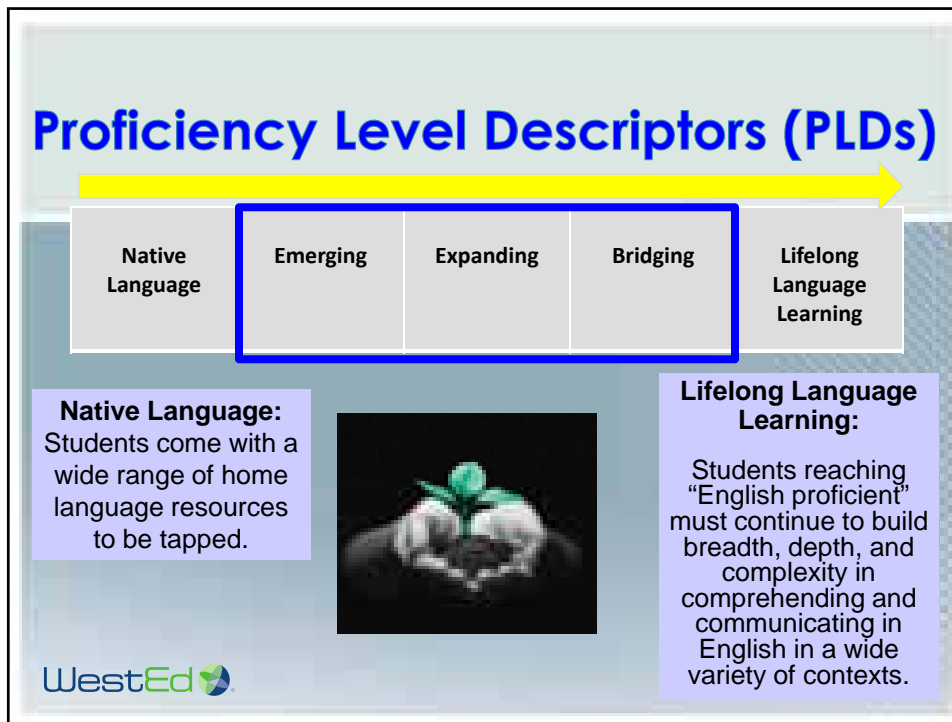
- ✓ Section 1: Goal, Critical Principles, At-a-glance Overview
- ✓ Section 2: Elaboration on Critical Principles
  - Part I: Interacting in Meaningful Ways
  - Part II: Learning About How English Works
  - Part III: Using Foundational Literacy Skills

**Appendices:**

- ✓ Appendix A: Foundational Literacy Skills
- ✓ Appendix B: Learning About How English Works
- ✓ Appendix C: Theory and Research
- ✓ Appendix D: Context, Development, Validation

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**Glossary of Key Terms**





## Section 1: At-a-Glance Overview

**Similar to the CCSS anchor standards**

Part II: Learning About How English Works	Corresponding Common Core State Standards for English Language Arts*
<b>A. Structuring Cohesive Texts</b>	
1. Understanding text structure	• RL.5.5; RL.5.6; W.5.1-5; SL.5.4
2. Understanding cohesion	• RL.5.5; RL.5.6; W.5.1-4; SL.5.4; L.5.1-3
<b>B. Expanding and Enriching Ideas</b>	
3. Using verbs and verb phrases	• W.5.5; SL.5.6; L.5.1-3,6
4. Using nouns and noun phrases	• W.5.5; SL.5.6; L.5.1-3,6
5. Modifying to add details	• W.5.5; SL.5.4,6; L.5.1-3,6
<b>C. Connecting and Condensing Ideas</b>	
6. Connecting ideas	• W.5.1-3.5; SL.5.4,6; L.5.1-3,6
7. Condensing ideas	• W.5.1-3.5; SL.5.4,6; L.5.1-3,6
<b>Part III: Using Foundational Literacy Skills</b>	• RF.K-1.1-4; RF.2-5.3,4 (as appropriate)

\* The California English Language Development Standards correspond to California's Common Core State Standards for English Language Arts (ELA). English learners should have full

## Section 2: Grade Level ELD Standards by Proficiency Levels

**Part I: Interacting in Meaningful Ways**

Emerging	Expanding	Bridging
<b>1. Exchanging information/ideas</b> Contribute to conversations and express ideas by asking and answering yes/no and wh- questions and responding using short phrases.	<b>1. Exchanging information/ideas</b> 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.	<b>1. Exchanging information/ideas</b> 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.
<b>2. Interacting via written English</b> Collaborate with peers on joint writing projects of short informational and literary texts, using technology where appropriate for publishing, graphics, etc.	<b>2. Interacting via written English</b> Collaborate with peers on joint writing projects of longer informational and literary texts, using technology where appropriate for publishing, graphics, etc.	<b>2. Interacting via written English</b> Collaborate with peers on joint writing projects of a variety of longer
<b>3. Offering opinions</b> 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.	<b>3. Offering opinions</b> 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 counter-arguments, etc.	<b>3. Offering opinions</b> 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 counter-arguments, etc.
<b>4. Adapting language choices</b> Adjust language choices according to social setting (e.g., playground, classroom) and audience (e.g., peers, teacher) with substantial support.	<b>4. Adapting language choices</b> 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.	<b>4. Adapting language choices</b> Adjust language choices according to purpose, science with high

**Part II: Learning About How English Works**

**Part III: Foundational Literacy Skills**

## Part 1 Interacting in Meaningful Ways

★ **Collaborative:** Engaging in dialogue with others  
Standards #1–4

★ **Interpretive:** Comprehending and analyzing spoken and written texts  
Standards #5–8

★ **Productive:** Creating oral presentations and written texts  
Standards #9–12

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## Part II: Learning About How English Works

★ **Structuring Cohesive Texts:** Understanding text structure, organization, and cohesion  
Standards # 1–2

★ **Expanding and Enriching Ideas:** Using verbs & verb phrases, nouns & noun phrases, and modifiers to create precision, clarity, and expand ideas.  
Standards # 3–5

★ **Connecting and Condensing Ideas:** Connecting, combining, and condensing ideas within sentences.  
Standards # 6–7

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## Part III: Using Foundational Literacy Skills

California Department of Education English Language Development Standards for Grade 5	
Section III: Foundational Literacy Skills (English Language & Cognitive Academic Standards)	
Foundational Literacy Skills	English Language & Cognitive Academic Standards
<ul style="list-style-type: none"> <li>1. Phonics and Spelling</li> <li>2. Vocabulary</li> <li>3. Reading Comprehension</li> <li>4. Writing</li> </ul>	<ul style="list-style-type: none"> <li>1. Students will understand the relationship between the sounds of words and their meaning, and will be able to use this knowledge to identify words that are spelled similarly but have different meanings (e.g., sight words, homophones, and words that are spelled similarly but have different meanings).</li> <li>2. Students will understand the relationship between the sounds of words and their meaning, and will be able to use this knowledge to identify words that are spelled similarly but have different meanings (e.g., sight words, homophones, and words that are spelled similarly but have different meanings).</li> <li>3. Students will understand the relationship between the sounds of words and their meaning, and will be able to use this knowledge to identify words that are spelled similarly but have different meanings (e.g., sight words, homophones, and words that are spelled similarly but have different meanings).</li> <li>4. Students will understand the relationship between the sounds of words and their meaning, and will be able to use this knowledge to identify words that are spelled similarly but have different meanings (e.g., sight words, homophones, and words that are spelled similarly but have different meanings).</li> </ul>



Note: Part III has no ELD standards, per se.

Foundational literacy skills alignment  
charts for ELD in Appendix A

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## Appendix A: Foundational Literacy Skills

Appendix A: Foundational Literacy Skills		
Section III: Foundational Literacy Skills (English Language & Cognitive Academic Standards)		
Foundational Literacy Skills	English Language & Cognitive Academic Standards	ELD Standards for Foundational Literacy Skills
<p><b>Section III: Foundational Literacy Skills (English Language &amp; Cognitive Academic Standards)</b></p> <p><b>Section III: Foundational Literacy Skills (English Language &amp; Cognitive Academic Standards)</b></p> <p><b>Section III: Foundational Literacy Skills (English Language &amp; Cognitive Academic Standards)</b></p>	<p><b>Section III: Foundational Literacy Skills (English Language &amp; Cognitive Academic Standards)</b></p> <p><b>Section III: Foundational Literacy Skills (English Language &amp; Cognitive Academic Standards)</b></p> <p><b>Section III: Foundational Literacy Skills (English Language &amp; Cognitive Academic Standards)</b></p>	<p><b>Section III: Foundational Literacy Skills (English Language &amp; Cognitive Academic Standards)</b></p> <p><b>Section III: Foundational Literacy Skills (English Language &amp; Cognitive Academic Standards)</b></p> <p><b>Section III: Foundational Literacy Skills (English Language &amp; Cognitive Academic Standards)</b></p>
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See  
Handout

## ELD Grade Level Standards

### How do they work?

Take 7 mins.

**Review ELD standards in pairs/teams**

- What do they communicate to students and teachers?
- What changes across proficiency levels?
- Which ELD Standards are enacted in the "Bats" activities?

**Part I:**

- Standard #1 (exchanging information/ideas)
- Standard #6 (reading/viewing closely)
- Standard #12 (selecting language resources)

**Part II:**

- Standard #1 (understanding text structure)
- Standard #4 (using nouns & noun phrases)
- Standard #6 (connecting & condensing ideas)

## Key local policy questions to ponder and address regarding ELD and content instruction

**If *stand-alone* ELD time/class:**

- How rigorous, relevant are ELD curriculum & instruction to academic content language uses?
- Teacher collaboration, lesson coordination?
- Through what ELP level?
- Any access/opportunity-to-learn cost?

**If ELD *integrated* within content instruction:**

- Instructional capacity to develop language uses?
- Systematic, authentic, specific opportunities – every student, every day?
- What of lowest ELP level?
- Ownership of ELD standards & assessment, professional boundary issues?

## Appendix B: Part II: Learning About How English Works

- Provides guidance on how to apply Part II of the standards in tandem with Part I
- Discusses some of the language demands of the CCSS
- Shows differences between everyday and academic English
- Provides ideas and strategies to support transition to using academic English registers



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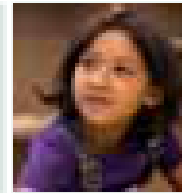
## Appendix B: Part II: Learning About How English Works

Table 2: Differences between Everyday and Academic Registers

Everyday English Register	Academic English Register
"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: Most typical of spoken (informal) English.	Register: Most typical of written (formal) English.
Background knowledge: Most typical of everyday interactions about commonplace things in the world.	Background knowledge: Specialized or context-rich knowledge about topics, particularly developed through school experiences and wide reading.
Vocabulary: Fewer general academic words; domain-specific words (pollute, pollution).	Vocabulary: More general academic words (sustain, although, devastating) and domain-specific words/phrases (environmental degradation, pollution).
Sentences: Compound sentences.	Sentences: Complex sentences.
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 contrast.



**Note: For later local exploration.**

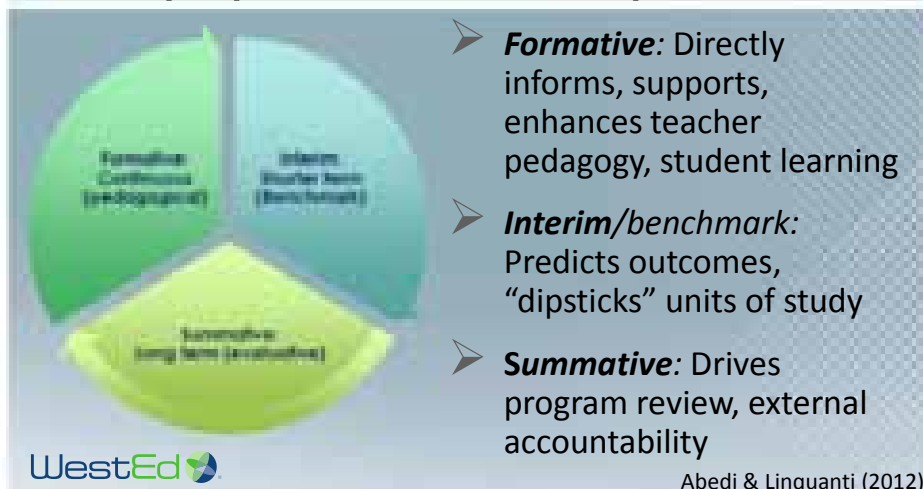


## Expert Group Jigsaw: Appendix B Part II: Learning About How English Works

- 1. 10 mins:** Read *independently* & take notes using reading/discussion guide:
  - #1: *Text* level understandings
  - #2: *Sentence* and *clause* level understandings
  - #3: *Phrase* level and *word* level understandings
  - (Note: If you finish early, read from the beginning of the Appendix.)
- 2. 10 mins:** Talk *within* your expert groups:
  - Discuss your notes
  - Fill in your reading/discussion guide
- 3. 10 mins:** Talk in *mixed* groups:
  - Share your group's findings
  - Listen and take notes while others share

Discuss  
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## Comprehensive assessment systems clearly define purposes of each component



Abedi & Linquanti (2012)

## Formative assessment is *not* a tool or event

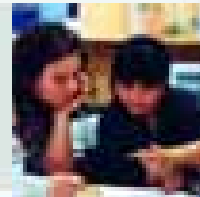


- A *process* teachers *and* students engage in to move learning forward
- Grounded in learning goals, structured tasks, questioning, instructional conversation, contingency

(Heritage, Walqui, & Linquanti, 2013;  
Heritage, 2013)

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## What does Formative assessment look like?



### Teachers...

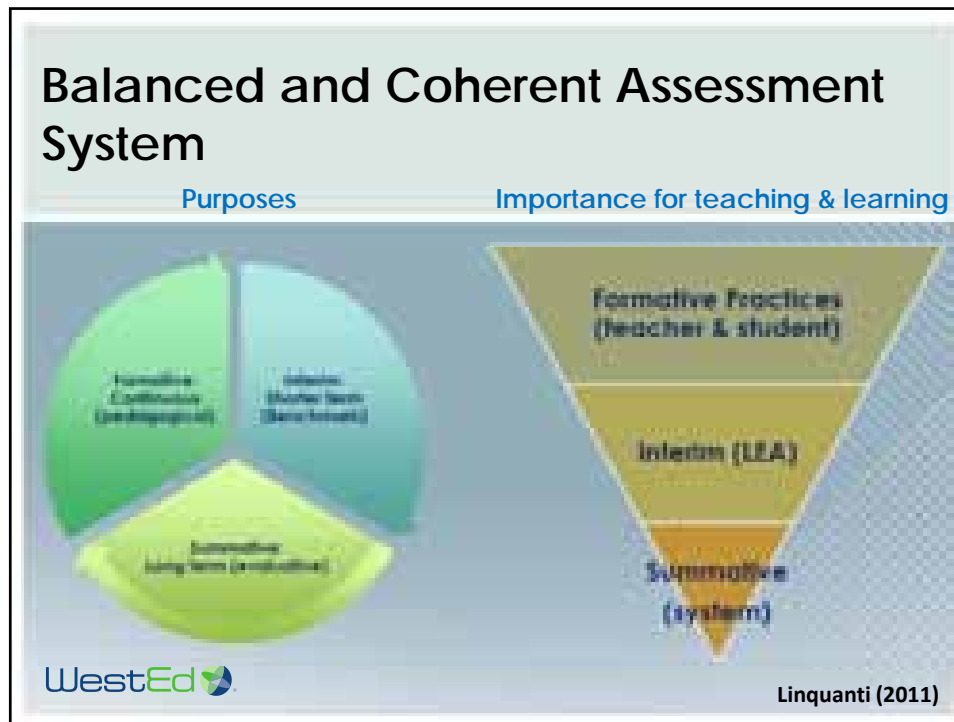
- ✓ gather and respond to specific evidence that is proximal to learning occurring in the “challenge zone”
- ✓ probe thinking, uncover misconceptions and insights, observe developing language use

### Students...


- ✓ *receive & use feedback* that guides or draws them forward in learning, extends thinking using language
- ✓ engage in *self/peer-assessment* and *reflection* in ways that build metacognitive & metalinguistic awareness, confidence and autonomy

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(Heritage, Walqui, & Linquanti, 2013; Heritage, 2013)



## What supports Formative Assessment?

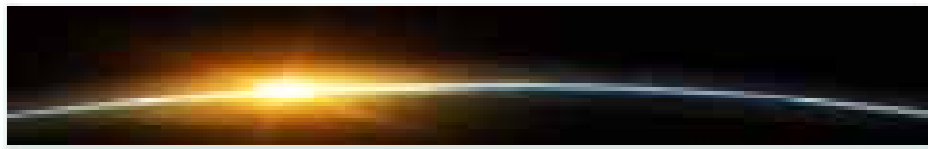


- 1. Have professional development model good formative assessment**
  - Learning trajectories, coaching & feedback, reflection on practice
  - Support & engagement structures
- 2. Build teacher evaluation systems that value & support FA for teachers and students**
  - Multiple observations by trained peers with actionable feedback & self-reflection (MET, 2013)
  - Student perception surveys reflecting theory of instruction, probing experience of teacher expectations, support, feedback (MET, 2012)

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(Heritage, Walqui, & Linquanti, 2013; Measures of Effective Teaching Project, 2012, 2013)





## What's on the horizon?

### 1. **ELD Online Professional Learning Modules (2013)**

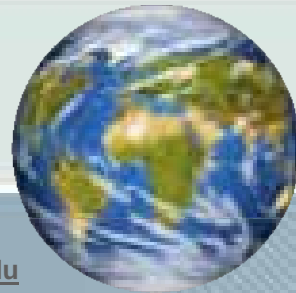
- Practical multimedia tools for understanding and implementing ELD standards in tandem with content standards

### 2. **ELA/ELD Curriculum Framework (2014)**

- Guidance on implementing both sets of standards, highlighting intersections and connections via extended practice vignettes

### 2. **English language proficiency assessments for CA – ELPAC (2015)**

- Separate initial (diagnostic) screener to minimize testing time
- Annual (Spring) summative assessment to determine ELP level and assess progress in LSRW



## Helpful Websites

- Brokers of Expertise – [www.myboe.org](http://www.myboe.org)
- Understanding Language – [ell.stanford.edu](http://ell.stanford.edu)
- Academic Language Development Network – [aldnetwork.org](http://aldnetwork.org)
- Word Generation – [wordgeneration.org](http://wordgeneration.org)
- Teaching Channel – [www.teachingchannel.org](http://www.teachingchannel.org)
- Reading & Writing Project – [www.readingandwritingproject.com](http://www.readingandwritingproject.com)
- Achieve the Core – [www.achievethecore.org](http://www.achievethecore.org)

