

Next Generation English Language Development (ELD) Standards

Supporting Packet for Work on
Next Generation ELD Standards
Development

Prepared for the Council of Chief State
School Officers

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Objectives

As states implement the Common Core State Standards (CCSS), they also are engaging in the process of examining and, as necessary, revising their English language development (ELD) standards, in order to ensure appropriate correspondence between these standards in a manner that will best facilitate the academic content and language development of English language learners (ELLs) and support their successful preparation for college and careers.

This supporting packet for work on next generation ELD standards development contains both information and activities (e.g., worksheets, reflection questions) for states and is intended to be used by states, facilitated by WestEd, to:

1. Establish general principles that will be used to design the Next Generation ELD Standards.
2. Determine approaches (processes, protocols) to be used when revising/augmenting these Standards.
3. Create a “stop point” (Criteria for Acceptance) for the Standards revision/augmentation process.

Note: The Next Generation English Language Development Standards (the Next Gen. ELD Standards) referred to in this packet is an existing set of standards intended to be used as a foundation for discussion by states currently revising/updating their ELD standards. The authors of this document are not necessarily advocating wholesale adoption of these existing standards; rather, the authors, as reflected in the contents of this packet, intend to facilitate states’ consideration of critical theory and research for the development of next generation ELD standards and facilitate a systematic approach for the development of these standards. The general frame for the approach to standards development reflected in this document is consistent with best practices for high-quality ELD standards development (e.g., *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], *Framework for High-quality English Language Proficiency Standards and Assessments* [Assessment and Accountability Comprehensive Center, 2009]).

Summary of General Design Principles

Frame for the Development of Next Generation ELD Standards

In order for ELD assessment data to be used in meaningful ways, strong alignment must exist between college- and career-ready standards, English language proficiency (ELP) standards, language instruction, and multiple measures of English language proficiency.

-ELPA21 Enhanced Assessment Grant proposal narrative

The Next Generation English Language Development Standards¹ (the Next Gen. ELD Standards) reflect an extensive review of established and emerging theories, research, and other relevant resources pertaining to the education of K–12 English language learners (ELL). This wide body of scholarship and guidance was used to ensure that the Next Gen. ELD Standards highlight and amplify those language demands found in Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science and Technical Subjects (the Common Core State Standards, or CCSS-ELA) and the CCSS for Mathematics and the Next Generation Science Standards that are necessary for the development of advanced English and academic success across the disciplines. The Next Generation ELD Standards are intended to guide teachers to support ELLs' English language development as they simultaneously learn rigorous academic content.

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

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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) in order 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, Pearson, Strachan, and Billman, 2011; Halliday, 1994; Hess, Carlock, Jones, and Walkup, 2009; Palinscar and Brown, 1984; Pearson, 2011; Schleppegrell, 2004). From this perspective, language 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; Walquí and van Lier, 2010).

Multiple 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 when teaching ELLs (see, for example, Anstrom, Di Cerbo, Butler, Katz, Millet, and Rivera, 2010; August and Shanahan, 2006; Francis, Rivera, Lesaux, Kieffer, and Rivera, 2006; Genesee, Lindholm-Leary, K., Saunders and Christian, 2006; Short and Fitzsimmons, 2007). Among the key findings from this research is that effective instructional experiences for ELLs

- a. Are interactive and engaging, meaningful and relevant, and intellectually rich and challenging;
- b. Are appropriately scaffolded in order to provide strategic support that moves the learner toward independence;
- c. Value and build on home language and culture and other forms of prior knowledge; and
- d. Build both academic English and content knowledge.

Thus, the following principles and supporting theory/research guided the development of the Next Generation English Language Development Standards.

Principle 1: ELLs need opportunities to interact in meaningful ways.

Table 1: Key Shifts Associated with Principle 1

From...		To...
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
Instruction that treats reading, writing, listening, and speaking as isolated and separate skills	→	Instruction that artfully integrates reading, writing, speaking and listening, and language
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
Instruction that treats reading, writing, listening, and speaking as isolated and separate skills	→	Instruction that artfully integrates reading, writing, speaking and listening, and language
Five English Language Proficiency (ELP) levels	→	Three ELP levels: emerging, expanding, bridging (each with Entry/progress thru exit)

Research Base

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 a small group of peers about texts or content topics. Not all students come to school knowing how to engage in these interactive processes with other students. However, research in classrooms with ELLs has demonstrated that teachers can successfully “apprentice” their students into engaging in more academic ways of interacting with one another, using the language of the specific content in question, acquiring the language of academic discourse, and developing content knowledge (Gibbons, 2009; Walquí and van Lier, 2010).

For example, teachers can carefully structure collaborative learning practices that promote small group discussion among students about the science and history texts they’re reading in order to simultaneously foster comprehension of the texts, the acquisition of vocabulary and grammatical structures associated with the texts, and more academic ways of engaging in conversations about the texts (Heller and Greenleaf, 2007; Klingner, Vaughn, Arguelles, Hughes, and Leftwich, 2004; Kosanovich, Reed, and Miller, 2010; Short, Echevarría, and Richards-Tutor, 2011; Vaughn, Klingner, Swanson, Boardman, Roberts, Mohammed, and Stillman-Spisak, 2011).

Teachers can provide structured and strategically supportive opportunities for students to develop more academic ways of interacting meaningfully. For example, the kinds of discourse skills expected in academic conversations can be fostered when teachers a) establish routines and expectations for equitable and accountable conversations (e.g.,

specific roles in a conversation, such as “facilitator”); b) carefully construct questions that promote extended discussions about academic content (e.g., questions that require students to infer or explain something for which they have sufficient background knowledge); and c) provide appropriate linguistic support (e.g., a sentence stem, such as “I agree with ___ that _____. However, _____.”). With strategic scaffolding, students can learn to adopt particular ways of organizing their discourse during group work and “practicing” particular aspects of academic English that approach the more “literate” ways of communicating that are highly valued in school (Dutro and Kinsella, 2010; Gibbons, 2009; Merino and Scarcella, 2005; Schleppegrell, 2010).

Principle 2: ELLs need opportunities to learn about how English works.

Table 2: Key Shifts Associated with Principle 2

From...		To...
Simplified texts and activities, often separate from content knowledge	→	Complex texts and intellectually challenging activities with content integral to language learning
ELD Standards as “junior” ELA Standards or as an “onramp” to the ELA Standards	→	ELA Standards working in tandem with ELA and other content standards and seen as the “diamond lane /HOV lane” for acceleration
Instruction in ELD that is separate from and isolated from instruction in ELA OR that is indistinguishable from ELA	→	Dedicated instruction in ELD that builds into and from instruction in ELA and literacy in the content areas

Research Base

Language is the medium in 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 why school success can be seen as largely a language matter (Christie, 1999). ELL students often find it challenging to move from more everyday or informal registers of English, to more 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.

For K–12 settings, academic English broadly refers to the language used in school to help students develop content knowledge and the language students are expected to use to convey their understanding of this knowledge. Interpreting, discussing, analyzing,

evaluating, and writing academic texts are complex literacy processes that involve the integration of multiple linguistic and cognitive skills, including word-level processing, such as decoding and spelling. But these advanced English literacy tasks especially involve higher order cognitive and linguistic processes, including applying prior knowledge, making inferences, recognizing the grammatical structures and linguistic features of texts, resolving ambiguities (e.g., semantic, syntactic), and selecting appropriate language resources for specific purposes, not to mention stamina and motivation.

The Next Generation ELD Standards position English as a meaning-making resource with different language choices available based on discipline, topic, audience, task, and purpose. This notion of English as a meaning-making resource necessitates an expanded notion of academic language from simplistic definitions (e.g., academic vocabulary or syntax) to a broader conceptualization that encompasses discourse practices, text structures, grammatical structures, and vocabulary, and views these as inseparable from meaning (Bailey and Huang, 2011; Wong-Fillmore and Fillmore, 2012; Snow and Uccelli, 2009). Academic English shares characteristics across disciplines (it is densely packed with meaning, authoritatively presented, and highly structured²) but is also highly dependent upon disciplinary content (Christie and Derewianka, 2008; Moje, 2010; Quinn, Lee, and Valdes, 2012; Schleppegrell, 2004). The Common Core State Standards emphasize the need for all students to be able to comprehend and produce complex texts in a variety of disciplines so that they are college and career ready. Research suggests that teachers can foster, and even accelerate, the development of academic English for ELL students through multilayered and multi-component approaches that incorporate attention to the way English works in different contexts.

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

The Importance of Vocabulary

Over the past several decades, research has repeatedly identified vocabulary knowledge as a critical and powerful factor underlying language and literacy proficiency, including disciplinary literacy (e.g., Graves, 1986; Chall, Jacobs, and Baldwin, 1990; Beck and McKeown, 1991; Hart and Risley, 1995; Blachowicz and Fisher, 2000; Baumann, Kaméenui, and Ash, 2003; Bowers and Kirby, 2009; Carlisle, 2010; McCutchen and Logan, 2011). Comprehensive and multifaceted approaches to vocabulary instruction include a combination of several critical components: rich and varied language experiences (e.g., wide reading, teacher read-alouds), teaching individual academic words (both general academic and domain specific), teaching word-learning strategies (including cognate

awareness and morphology), and fostering word consciousness and language play (Graves, 2000, 2006, 2009). The Common Core Standards draw particular attention to domain-specific and general academic vocabulary knowledge and usage due to the prevalence of these types of vocabulary in academic contexts. Research conducted over the past decade, in particular, has demonstrated the positive effects of focusing on domain-specific and general academic vocabulary with K–12 ELL students (August, Carlo, Dressler, and Snow, 2005; Calderon, August, Slavin, Duran, Madden, and Cheung, 2005; Carlo et al., 2004; Collins, 2005; Kieffer and Lesaux, 2008, 2010; Silverman, 2007; Snow, Lawrence, and White, 2009; Spycher, 2009; Townsend and Collins, 2009).

The Importance of Grammatical and Discourse-Level Understandings

Teaching about the grammatical patterns found in specific 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 them with a wider range of linguistic resources, enabling them to make appropriate language choices that they can comprehend and construct meaning within 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 students read and are expected to write in school (e.g., narratives, explanations, arguments) and on developing their 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, Willett, Jimenez, and Piedra, 2010; Fang and Schleppegrell, 2010; Gibbons, 2008; Hammond, 2006; Rose and Acevedo, 2006; Schleppegrell and de Oliveira, 2006).

While academic vocabulary is a critical aspect of academic English, it is only one part. The Next Generation ELD Standards were further informed by genre- and meaning-based theories of language, which view language as a social process and a meaning-making system and seek to understand how language choices construe meaning in oral and written texts. These theories have identified how networks of interrelated language resources—including grammatical, lexical, and discourse features—interact to form registers that vary depending upon context and situation (Halliday and Matthiessen, 2004). Advanced English proficiency hinges on the mastery of a set of academic registers used in academic settings and texts that “construe multiple and complex meanings at all levels and in all subjects of schooling” (Schleppegrell, 2009, p. 1).

“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’s happening (the content), who the communicators are and what their relationship is (e.g., peer-to-peer, expert-to-peer), and how the message is conveyed (e.g., written, spoken, multi-semiotic format). More informal, or “spoken-like” registers might include chatting with a friend about a movie or texting a relative. More formal, or “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 dependent upon the disciplinary area and social purpose (Christie and Derewianka, 2008; Halliday and Matthiessen, 2004; O’Dowd, 2010; Schleppegrell, 2004).

Language is the medium in 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 why school success can be seen as largely a language matter (Christie, 1999). ELL students often find it challenging to move from more everyday or informal registers of English, to more 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.

Principle 3: ELLs need opportunities to learn foundational literacy skills (if not already learned).

Foundational literacy skills—which primarily address print concepts, phonological awareness, phonics and word recognition, and fluency, as described in the Reading Standards: Foundational Skills (K–5) section of the Common Core State Standards for ELA are critical for ELLs at all ages who need to learn basic literacy (August & Shanahan, 2006; Riches & Genesee, 2006).

Table 3: Key Shifts Associated with Principle 3

From...		To...
Early literacy skills embedded in the ELD Standards	→	Foundational Literacy Skills applied appropriately depending on individual student needs
Little acknowledgement of ongoing reading difficulties experienced by some ELLs, especially Long-term ELLs.	→	Focus on the need to develop reading fluency in order to ensure college and career readiness

Research Base

ELLs 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 & Elgie, 2009; Short & Fitzsimmons, 2007; Torgesen et al., 2007). While more research on English learner literacy is needed (IRA/NICHHD, 2007), the research results available so far show that ELLs can transfer native language literacy skills to English literacy learning (August & Shanahan, 2006; Riches & Genesee, 2006); thus, literacy instruction for ELLs 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. In designing the adapted instruction for ELLs, additional individual student characteristics that need to be considered include: 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; and, for students with native language literacy, the type of writing system used.

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

- 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 ELLs.
 - **Implications:** Instruction in foundational literacy skills is essential for ELLs. 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 ELLs *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.
- 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 ELLs to develop proficiency in text-level English reading comprehension: word identification skills are necessary but not sufficient.
 - **Implications:** Instruction for ELLs in oral language knowledge, skills, and abilities must be explicit, intensive, and extensive. In order to be successful in reading English, ELLs must develop proficiency in listening and speaking skills in English—depth and breadth of vocabulary, as well as grammatical structures—*at the same time that they are developing foundational skills in reading and writing English.*
- Native Language Literacy Skills Facilitate English Literacy Learning
 - **Research Findings:** ELLs' native language literacy skills can help them learn English foundational literacy skills.
 - **Implications:** Instruction for ELLs will need to vary based on variations among ELs' native language writing systems, as well as ELLs' experiences with literacy in their native language. For example, students who are literate in a language that uses the Latin alphabet (such as Spanish) will be able to transfer decoding and writing skills more easily than a student literate in a

language with a non-Latin alphabet (such as Arabic, Korean, or Russian) or a language with a symbol-based writing system (such as Chinese). Similarly, students literate in a language related to English (such as Spanish) will be able to use knowledge of cognates (words with similar meaning and spelling in both languages), whereas students literate in unrelated languages (such as Arabic, Chinese, or Korean) will not.

Group Discussion

Reflect on the 3 Principles used to develop the Next Generation ELD Standards:

	Strengths	Limitations	Suggested Revisions/ Notes/Questions
Principle 1			
Principle 2			
Principle 3			

Next Generation ELD Standards Examination

Next Generation ELD Standards Design Specifications

The following specifications were followed when creating the design for the Next Generation ELD Standards.

The Next Generation ELD Standards should be:

1. Based on theory, research, and best practice
2. Understandable, usable, and easily transferrable to classroom curriculum and instruction for ELD
3. Meaningful and coherent
4. Include an appropriate level of specificity/granularity and examples
5. Rigorous
6. Concise and measurable
7. Reflect horizontal and vertical alignment

Because the structure of the Next Generation ELD Standards differs from that of previous/most existing ELD standards, it is important to understand their structure and key components.

Each grade level Next Generation ELD Standards has two sections:

Section 1—Goal, Critical Principles, and Overview

Section 2—Elaboration on Critical Principles for Developing Language & Cognition in Academic Contexts

Each section is divided into three parts:

Part I—Interacting in Meaningful Ways

Part II—Learning About How English Works

Part III—Using Foundational Literacy Skills

A Note Regarding Proficiency Level Descriptors

The Proficiency Level Descriptors (PLDs) provide an overview of stages of English language development that English learners are expected to progress through as they gain increasing proficiency in English. The PLDs describe student knowledge, skills, and abilities across a continuum, identifying what ELLs know and can do at *early* stages and at *exit* from each of three proficiency levels: Emerging, Expanding, and Bridging.² These descriptors are intended to be used as a guide for teachers and curriculum developers to provide ELLs with targeted

² In contrast, within Section 2 of each grade level standards, the Next Generation ELD Standards describe the knowledge, skills, and abilities in English as a new language that are expected **at exit [only] from each proficiency level**. These exit descriptors signal high expectations for ELLs to progress through academic English language they need to access and engage with grade-level content in all content areas.

instruction in English language development as well as differentiated instruction in academic content areas.

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 students possess when they enter school, and concluding (though not ending) with lifelong language learning that all language users engage in. The three levels are labeled to represent three stages of English language development, describing expectations for how well students can understand and use the English language at each level as they continue to build on existing language skills and knowledge.

Emerging: Students at this level typically progress very quickly, learning to use English for immediate needs as well as beginning to understand and use academic vocabulary and other features of academic language.

Expanding: Students at this level are challenged to increase their English skills in more contexts, and learn a greater variety of vocabulary and linguistic structures, applying their growing language skills in more sophisticated ways appropriate to their age and grade level.

Bridging: Students at this level continue to learn and apply a range of high-level English language skills in a wide variety of contexts, including comprehension and production of highly technical texts. The “bridge” alluded to is the transition to full engagement in grade-level academic tasks and activities in a variety of content areas without the need for specialized ELD instruction. However, ELs at all levels of English language proficiency fully participate in grade level tasks in all content areas with varying degrees of scaffolding in order to develop both content knowledge and English.

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 ELL 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. 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, 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.”

Part I: Interacting in Meaningful Ways

Part I presents grade level Next Generation 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 of communication:

- Collaborative;
- Interpretive; and
- Productive.

Modes of Communication

A. Collaborative (engagement in dialogue with others)

1. Exchanging information and ideas with others through oral dialogue on a range of social and academic topics
2. Interacting with others in written English in various communicative forms (print, communicative technology, and multimedia)
3. Offering and supporting opinions and negotiating with others in communicative exchanges
4. Adapting language choices to various contexts (based on purpose, interlocutors, and modality)

The screenshot shows a table with four columns: 'Grade Band', 'Listening', 'Speaking', and 'Writing'. The 'Listening' column contains standards for listening to oral dialogue. The 'Speaking' column contains standards for oral dialogue. The 'Writing' column contains standards for written English. The table is titled 'Standards and Expectations for English Language Learners' and 'Part I: Interacting in Meaningful Ways'.

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

5. Listening actively to spoken English in a range of social and academic contexts
6. Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language
7. Evaluating how well writers use language to support ideas & opinions with details or reasons depending on modality, text type, purpose, audience, topic, and content area
8. Analyzing how writers use vocabulary and other language resources for specific purposes (to explain, persuade, entertain, etc.) depending on modality, text type, purpose, audience, topic, and content area

The screenshot shows a table with four columns: 'Grade Band', 'Listening', 'Speaking', and 'Writing'. The 'Listening' column contains standards for listening to spoken English. The 'Speaking' column contains standards for oral dialogue. The 'Writing' column contains standards for written English. The table is titled 'Standards and Expectations for English Language Learners' and 'Part I: Interacting in Meaningful Ways'.

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

9. Expressing information and ideas in formal oral presentations on academic topics
10. Composing literary and informational texts to present, describe, and explain ideas and information, using appropriate technology
11. Supporting own opinions and evaluating others' opinions in writing
12. Selecting and applying varied and precise vocabulary and language structures to effectively convey ideas



Part II. Language Processes: Learning About How English Works

Part II focuses on ways in which English learners build awareness about language resources available to them, how English is structured and organized, and how meaning is made through language choices in order to improve their ability to comprehend and produce academic texts in various content areas. Part II is organized into the following ways of using language to be applied to activities in all three modes of communication presented in Part I: Structuring Cohesive Texts, Expanding and Enriching Ideas, and Connecting and Condensing Ideas.

The goal of Part II of the ELD Standards is to provide a foundation to guide teachers to support ELL students, in ways appropriate to grade level and English language proficiency level, to (a) unpack meaning in written and oral texts they encounter across the disciplines in order 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 oral and written texts.

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. Reflected in this part are key language demands in the CCSS, as well as those in academic English texts, that may present particular challenges to ELL students. The information presented in this part of the standards is intended to support teachers in making transparent for their students the linguistic features of English in ways that support disciplinary literacy. The language demands prominently featured in the CCSS are grouped together and represented by key language processes, as reflected in the key sections of Part II: structuring cohesive texts; expanding and enriching ideas; and connecting and condensing ideas. These sections (language processes) are further unpacked into strands as follows:

Structuring Cohesive Texts

1. Text structure
2. Cohesion

Expanding & Enriching Ideas

3. Verbs and verb groups (phrases, tense, aspect, modals, etc.)
4. Nouns and noun groups
5. Modification (relative clauses, prepositional phrases, etc.)

Connecting & Condensing Ideas

6. Connecting ideas
7. Condensing ideas

Part II provides a foundation for teachers to intentionally and strategically address the language demands in the CCSS and in texts used in instruction.

Part III. Using Foundational Literacy Skills

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

Part III draws attention to the components needed to develop basic literacy skills used with an alphabetic writing system such as English:

1. Print concepts
2. Phonological awareness
3. Phonics & word recognition
4. Fluency

Next Generation Standards “Tour” with Guiding Questions and Next Steps for Standards Development

As mentioned previously, the Next Generation English Language Development Standards referred to in this packet is an existing set of standards intended to be used as a foundation for discussion by states currently revising/updating their ELD standards. For the purpose of facilitating a systematic approach for the further examination, discussion, and revision/development of these standards, the following “tour” of the Next Generation ELD Standards is recommended (Grade 5 standards are used to further focus examination and discussion).

Note: Standards are intended to reflect knowledge, skills, and abilities (KSAs) that students are expected to know and do. A standards document presents these KSAs in an clear and organized manner. A standards document is not and should not be confused with an implementation guide that includes, for example, specific instructional strategies or curricula. Nor should a standards document take the form of an assessment blueprint or test/item specifications document. Rather, the standards document should present KSAs in a concise and clear manner that will effectively inform and guide the development of implementation documents such as curriculum and instructional guides and assessment blueprints and specifications



Next Generation English Language Development Standards: TOUR

Prepared for the Council of Chief State
School Officers

Edynn Sato, Ph.D.
Lynn Shafer Willner, Ph.D.

Objectives

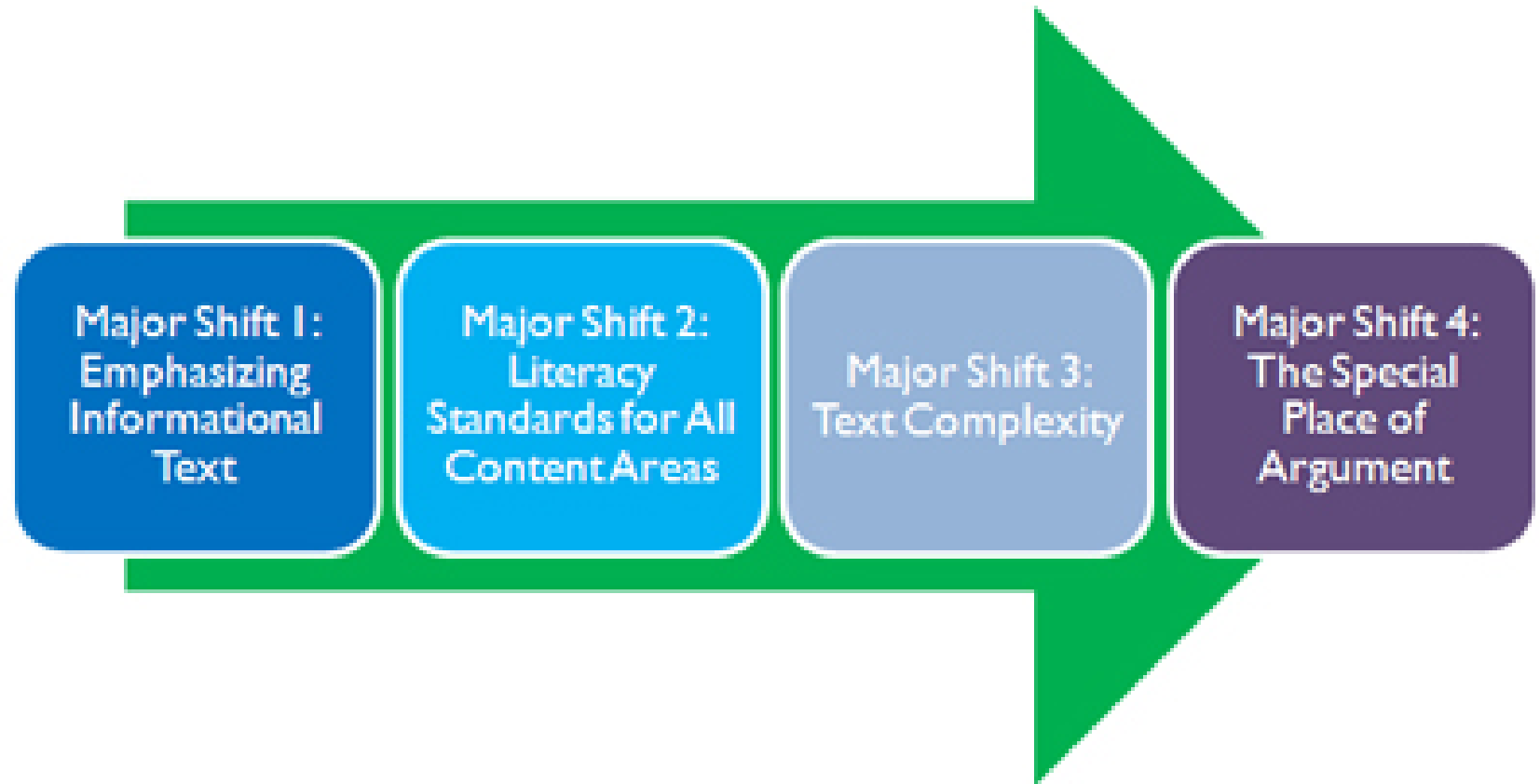
1. Determine if the group agrees with the principles used to design the Next Generation ELD Standards.
2. Determine approaches to be used when revising/augmenting these standards.
3. Create a “stop point” (Acceptance Criteria) for the revision/augmentation process.

Note: This PowerPoint “Tour” is intended to be used in conjunction with the *Next Generation English Language Development (ELD) Standards: Supporting Packet for Work on Next Generation ELD Standards Development* (Sato & Willner, 2013)

Key shifts and implications for Next Generation English
Language Development (ELD) Standards

THE COMMON CORE STATE STANDARDS (CCSS)

Four Major Literacy Shifts in CCSS



As applied to the CCSS Claims, these Shifts Imply a Deeper Focus on Language Uses

The Overall Goal: Students are on track for CCR when they can...

ELA & Literacy in History/Social Studies, Science, and Technical Subjects

- read and comprehend a range of sufficiently complex texts independently
- write effectively when using and/or analyzing sources
- build and present knowledge through research and the integration, comparison, and synthesis of ideas.

Mathematics

- express mathematical reasoning by constructing mathematical arguments and critiques....

CCSS Implications for ELLs and the Development of the Next Generation ELD Standards

- **Students will need to uncover and delineate language uses in CCSS:**
 - Teachers will need to address both social and general and discipline-specific academic language, including the abilities to
 - » Demonstrate understanding, confirm being understood
 - » Build on others' ideas & articulate own ideas
 - » Construct explanations, engage in arguments
- **Students will need to express increasingly more complex language as they advance in ELD**
 - Teachers will need to appropriately scaffold & support language used for content knowledge and action
 - ELD assessment developers will need to design appropriate tasks to measure growth

Goals, Key Shifts, and Theoretical/Research Base

GENERAL PRINCIPLES FOR DEVELOPMENT OF THE NEXT GENERATION ELD STANDARDS

Next Generation ELD Standards: Design Goals

1. Correspond with and to be **used in tandem** with CCSS for ELA & Literacy in in History/Social Studies, Science, and Technical Subjects and for Mathematics
2. **Highlight and amplify** the *critical language, knowledge about language, and skills using language* in the CCSS necessary for ELLs to be successful in school
3. Provide **fewer, clearer, higher standards** so teachers can focus on what's most important

Principles that Guided Next Generation ELD Standards Development Process

1. ELLs need opportunities to interact in meaningful ways.
2. ELLs need opportunities to learn about how English works
3. ELLs need opportunities to learn foundational literacy skills (if they haven't already learned them).

Principle 1: ELLs Need Opportunities in Schooling which Require them to Interact in Meaningful Ways - Key Shifts

Earlier ELD Standards From...

Language development focused on accuracy and grammatical correctness

Instruction that treats reading, writing, listening, and speaking as isolated and separate skills

2012 Next Generation ELD Standards To...

→ Language development focused on interaction, collaboration, comprehension, and communication with strategic scaffolding to guide appropriate linguistic choices

→ Instruction that artfully integrates reading, writing, speaking and listening, and language

Principle 1 (cont): ELLs Need Opportunities in Schooling which Require them to Interact in Meaningful Ways - Key Shifts

Earlier ELD Standards From...

Language development focused on accuracy and grammatical correctness

Instruction that treats reading, writing, listening, and speaking as isolated and separate skills

Five English Language Proficiency (ELP) levels

2012 Next Generation ELD Standards To...

→ Language development focused on interaction, collaboration, comprehension, and communication with strategic scaffolding to guide appropriate linguistic choices

→ Instruction that artfully integrates reading, writing, speaking and listening, and language

→ Three ELP levels: emerging, expanding, bridging (each with Entry/progress thru exit)

Principle 2: ELLs Need Opportunities in Schooling to Learn How English Works - Key Shifts

Earlier ELD Standards From...

2012 Next Generation ELD Standards To...

Simplified texts and activities, often separate from content knowledge

→ Complex texts and intellectually challenging activities with content integral to language learning

ELD Standards as “junior” ELA Standards or as an “onramp” to the ELA Standards

→ ELA Standards working in tandem with ELA and other content standards and seen as the “diamond lane /HOV lane” for acceleration

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

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

Principle 3: ELLs Need Opportunities in Schooling to Develop Foundational Literacy Skills – Key Shifts

Previous ELD Standards From...

2012 Next Generation ELD Standards To...

Early literacy skills embedded in the ELD Standards

→ **Foundational Literacy Skills applied appropriately depending on individual student needs**

Little acknowledgement of ongoing reading difficulties experienced by long-term ELLs.

→ **Focus on the need to develop reading fluency in order to ensure college and career readiness**

Guiding Question about the Key Shifts

Please take a moment to discuss:

To what extent do you agree with these principles?

Next Generation ELD Standards Design Specifications

1. Based on theory, research, and best practice
2. Understandable, usable, and easily transferrable to classroom curriculum and instruction for ELD
3. Meaningful and coherent
4. Include an appropriate level of specificity/granularity and examples
5. Rigorous
6. Concise and measurable
7. Reflect horizontal and vertical alignment

The Main Part of the Next Generation ELD Standards

Grade Level ELD Standards

- Part I: Interacting in Meaningful Ways
- Part II: Learning About How English Works →
- Part III: Using Foundational Literacy Skills

California Department of Education
English Language Development Standards for Grade 5

012

3

Part I: Interacting in Meaningful Ways

Modes of Communication

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

Modalities

The image shows a table from a document titled "Collection of All Standards for Emergent and Core Literacy Skills in English Language Arts". The table is organized into four columns: "Skills and Domains in English Language Arts", "Speaking", "Listening", and "Writing". The "Speaking" column lists skills such as "Engage in collaborative discussions with diverse partners", "Present information and findings", and "Participate in shared decision-making". The "Listening" column lists skills like "Analyze a speaker's main ideas", "Evaluate a speaker's point of view", and "Analyze a speaker's use of language". The "Writing" column lists skills such as "Write informative/explanatory texts", "Write narrative texts", and "Write persuasive texts". The table is part of a larger document with a header and footer.

Collaborative:

1. Exchanging information and ideas with others through oral dialogue on a range of social and academic topics
2. Interacting with others in written English in various communicative forms (print, communicative technology, and multimedia)
3. Offering and supporting opinions and negotiating with others in communicative exchanges
4. Adapting language choices to various contexts (based on purpose, interlocutors, and modality)

Skill and Knowledge Indicator	Language Proficiency	Language Use
1. Understanding of English	1.1. Understands the meaning of words and phrases used in spoken and written English.	1.1.1. Understands the meaning of words and phrases used in spoken and written English.
2. Speaking	2.1. Speaks clearly and accurately on a variety of topics.	2.1.1. Speaks clearly and accurately on a variety of topics.
3. Reading	3.1. Reads and understands general informational text relevant to school, social, and academic settings.	3.1.1. Reads and understands general informational text relevant to school, social, and academic settings.
4. Writing	4.1. Writes clearly and effectively on a variety of topics.	4.1.1. Writes clearly and effectively on a variety of topics.

Modalities

Interpretive

5. Listening actively to spoken English in a range of social and academic contexts
6. Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language
7. Evaluating how well writers use language to support ideas & opinions with details or reasons depending on modality, text type, purpose, audience, topic, and content area
8. Analyzing how writers use vocabulary and other language resources for specific purposes (to explain, persuade, entertain, etc.) depending on modality, text type, purpose, audience, topic, and content area

Modalities



The image shows a screenshot of a document, likely a curriculum or standards document, with a table structure. The table has several columns and rows of text, which is mostly illegible due to the small size and low resolution. The document appears to be from a state education department, as indicated by the logo in the top left corner.

Productive:

8. Expressing information and ideas in formal oral presentations on academic topics
9. Composing literary and informational texts to present, describe, and explain ideas and information, using appropriate technology
10. Supporting own opinions and evaluating others' opinions in writing
11. Selecting and applying varied and precise vocabulary and language structures to effectively convey ideas

II. Language Processes: Learning About How English Works

The screenshot shows a table with the following structure:

Language Proficiency	Academic Language Development
1. Oral Communication	1.1 Oral Communication
2. Reading and Content Understanding	2.1 Reading and Content Understanding
3. Writing	3.1 Writing
4. Listening	4.1 Listening

The table contains detailed descriptions for each proficiency level and sub-level. The document is titled 'Standards for Academic Language Development and Literacy' and is dated 'June 2018'.

Structuring Cohesive Texts

1. Text structure
2. Cohesion

Expanding & Enriching Ideas

3. Verbs and verb groups (phrases, tense, aspect, modals, etc.)
4. Nouns and noun groups
5. Modification (relative clauses, prepositional phrases, etc.)

Connecting & Condensing Ideas

6. Connecting ideas
7. Condensing ideas

II. Language Processes: Learning About How English Works



Structuring Cohesive Texts

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Connecting & Condensing Ideas

6. Connecting ideas
7. Condensing ideas

II. Language Processes: Learning About How English Works

The screenshot shows a table with the following structure:

Language	English Language Development Standard	Example
Listening	1. Understand and identify the main idea and supporting details of spoken English in a variety of contexts.	1. Listen to a recording of a teacher giving instructions for a science experiment and identify the main idea and supporting details.
Speaking	2. Communicate in English for a variety of purposes, including social interaction, sharing information, and expressing an opinion.	2. Participate in a class discussion about a science experiment and express an opinion on the results.
Reading	3. Understand and identify the main idea and supporting details of written English in a variety of contexts.	3. Read a textbook chapter on science and identify the main idea and supporting details.
Writing	4. Communicate in English for a variety of purposes, including social interaction, sharing information, and expressing an opinion.	4. Write a lab report about a science experiment and express an opinion on the results.

Structuring Cohesive Texts

1. Text structure
2. Cohesion

Expanding & Enriching Ideas

3. Verbs and verb groups (phrases, tense, aspect, modals, etc.)
4. Nouns and noun groups
5. Modification (relative clauses, prepositional phrases, etc.)

Connecting & Condensing Ideas

6. Connecting ideas
7. Condensing ideas

Part III. Using Foundational Literacy Skills

Literacy in an Alphabetic Writing System

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

Proficiency Level Descriptors (PLDs)

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

Proficiency Level Descriptors (PLDs) Overview, cont'd.

Include:

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

- **Three Modes of Communication:**

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

- **Two dimensions of Knowledge of Language:**

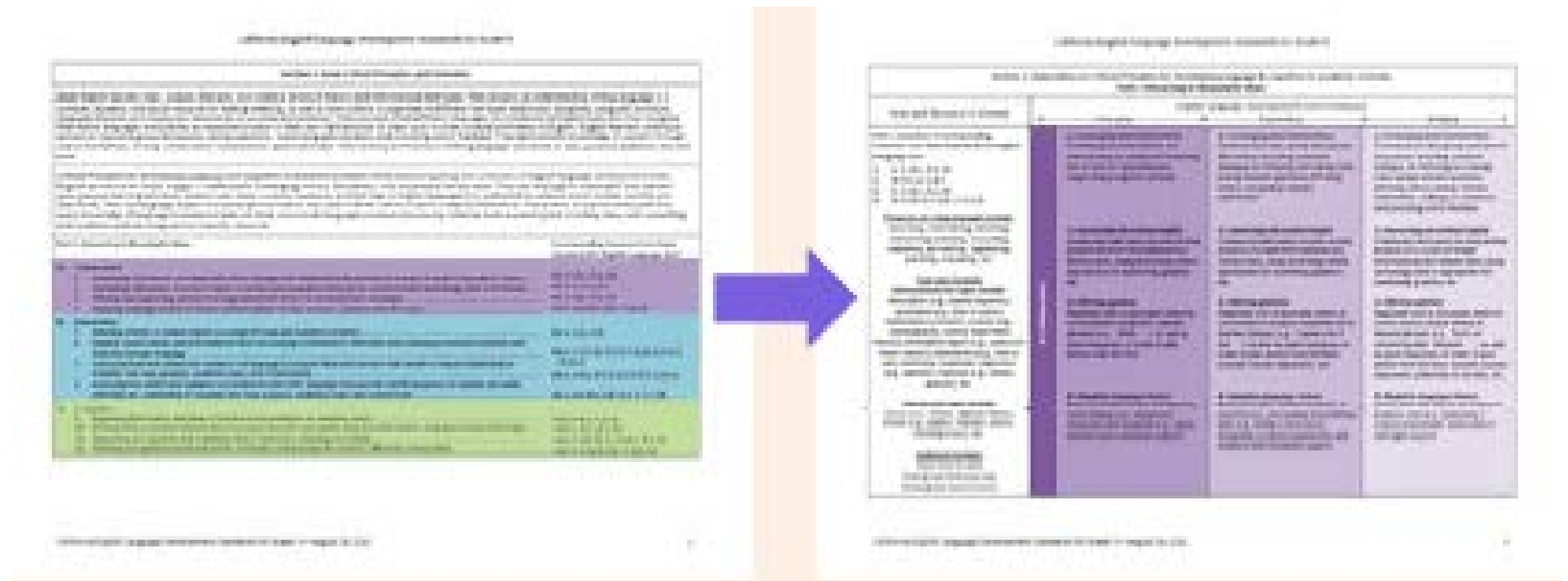
- **Metalinguistic Awareness** (language awareness & self-monitoring)
- **Accuracy of Production** (acknowledging variation)

Activity: Proficiency Level Descriptors

What's New & Different?

Review the Proficiency Level Descriptors in pairs/teams and discuss their potential to inform ELLs' programming, curriculum, instruction and assessment.

Walk-Through of the Example Next Generation ELD Standards' Structure and Components: Grade 5 Example (from CA ELD Standards)



English Language Development Standards for Grade 5

Section 1: Goal, Critical Principles, and Overview	
<p>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, collaborative conversations, and multimedia. They develop proficiency in shifting language use based on task, purpose, audience, and text type.</p>	
<p>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.</p>	
Part I: Interacting in Meaningful Ways	Corresponding Common Core State Standards for English Language Arts*
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
B. Interpretive	
5. Listening actively to spoken English in a range of social and academic contexts	• SL.5.1-3; L.5.3
6. Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language	• RL.5.1-7,9-10; RI.5.1-7,9-10; SL.5.2-3; L.5.3,4,6
7. Evaluating how well writers and speakers use language to support ideas and opinions with details or reasons depending on modality, text type, purpose, audience, topic, and content area	• RL.5.3-4,6; RI.5.2,6,8; SL.5.3; L.5.3-6
8. Analyzing how writers and speakers use vocabulary and other language resources for specific purposes (to explain, persuade, entertain, etc.) depending on modality, text type, purpose, audience, topic, and content area	• RL.5.4-5; RI.5.4-5; SL.5.3; L.5.3-6
C. Productive	
9. Expressing information and ideas in formal oral presentations on academic topics	• SL.5.4-6; L.5.1,3,6
10. Writing literary and informational texts to present, describe, and explain ideas and information, using appropriate technology	• W.5.1-10; L.5.1-3,6
11. Supporting own opinions and evaluating others' opinions in speaking and writing	• W.5.1,4,9-10; SL.5.4,6; L.5.1-3,6
12. Selecting and applying varied and precise vocabulary and language structures to effectively convey ideas	• W.5.4-5; SL.5.4,6; L.5.1,3,5-6

English Language Development Standards for Grade 5

Part II: Learning About How English Works	Corresponding Common Core State Standards for English Language Arts*
A. Structuring Cohesive Texts	
1. Understanding text structure	• RL.5.5; RI.5.5; W.5.1-5; SL.5.4
2. Understanding cohesion	• RL.5.5; RI.5.5; W.5.1-4; SL.5.4; L.5.1,3
B. Expanding and Enriching Ideas	
3. Using verbs and verb phrases	• W.5.5; SL.5.6; L.5.1,3,6
4. Using nouns and noun phrase	• 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
C. Connecting and Condensing Ideas	
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
Part III: Using Foundational Literacy Skills	• 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 access to and opportunities to learn ELA, mathematics, science, history/social studies, and other content at the same time they are progressing toward full proficiency in English.	

Note: **Examples** provided in specific standards *are offered only as illustrative possibilities* and should not be misinterpreted as the only objectives of instruction or as the only types of language English learners might or should be able to understand or produce.

English Language Development Standards for Grade 5

Section 2: Elaboration on Critical Principles for Developing Language & Cognition in Academic Contexts				
Part I: Interacting in Meaningful Ways				
Texts and Discourse in Context	English Language Development Level Continuum			
<p>Part I, strands 1–4 Corresponding Common Core State Standards for English Language Arts:</p> <ol style="list-style-type: none"> 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 <p>Purposes for using language include: Describing, entertaining, informing, interpreting, analyzing, recounting, explaining, persuading, negotiating, justifying, evaluating, etc.</p> <p>Text types include: Informational text types include: 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); etc.</p> <p>Literary text types include: stories (e.g., fantasy, legends, fables); drama (e.g., readers' theater); poetry; retelling a story; etc.</p> <p>Audiences include: Peers (one-to-one) Small group (one-to-group) Whole group (one-to-many)</p>	A. Collaborative	<p style="text-align: center;">Emerging</p> <p>1. Exchanging information/ideas Contribute to conversations and express ideas by asking and answering <i>yes-no</i> and <i>wh-</i> questions and responding using short phrases.</p> <p>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, etc.</p> <p>3. Offering opinions Negotiate with or persuade others in conversations using basic learned phrases (e.g., <i>I think . . .</i>), as well as open responses, in order to gain and/or hold the floor.</p> <p>4. Adapting language choices Adjust language choices according to social setting (e.g., playground, classroom) and audience (e.g., peers, teacher) with substantial support.</p>	<p style="text-align: center;">Expanding</p> <p>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.</p> <p>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, etc.</p> <p>3. Offering opinions Negotiate with or persuade others in conversations using an expanded set of learned phrases (e.g., <i>I agree with X, but . . .</i>), as well as open responses, in order to gain and/or hold the floor, provide counter-arguments, etc.</p> <p>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.</p>	<p style="text-align: center;">Bridging</p> <p>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.</p> <p>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, etc.</p> <p>3. Offering opinions Negotiate with or persuade others in conversations using a variety of learned phrases (e.g., <i>That's an interesting idea. However . . .</i>), as well as open responses, in order to gain and/or hold the floor, provide counter-arguments, elaborate on an idea, etc.</p> <p>4. Adapting language choices Adjust language choices according to purpose, task (e.g., facilitating a science experiment), and audience with light support.</p>

English Language Development Standards for Grade 5

Section 2: Elaboration on Critical Principles for Developing Language & Cognition in Academic Contexts				
Part I: Interacting in Meaningful Ways				
Texts and Discourse in Context	English Language Development Level Continuum			
<p>Part I, strands 5–8 Corresponding Common Core State Standards for English Language Arts:</p> <p>5. SL.5.1-3; L.5.3 6. RL.5.1-7,9-10; RI.5.1-7,9-10; SL.5.2-3; L.5.3,4,6 7. RL.5.3-4,6; RI.5.2,6,8; SL.5.3; L.5.3-6 8. RL.5.4-5; RI.5.4-5; SL.5.3; L.5.3-6</p> <p>Purposes for using language include: Describing, entertaining, informing, interpreting, analyzing, recounting, explaining, persuading, negotiating, justifying, evaluating, etc.</p> <p>Text types include: Informational text types include: 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); etc.</p> <p>Literary text types include: stories (e.g., fantasy, legends, fables); drama (e.g., readers’ theater); poetry; retelling a story; etc.</p> <p>Audiences include: Peers (one-to-one) Small group (one-to-group) Whole group (one-to-many)</p>	<p>B. Interpretive (page 1 of 2)</p>	<p>Emerging</p>	<p>Expanding</p>	<p>Bridging</p>
		<p>5. Listening actively Demonstrate active listening of read-alouds and oral presentations by asking and answering basic questions with prompting and substantial support.</p> <p>6. Reading/viewing closely a) Explain ideas, phenomena, processes, and text relationships (e.g., compare/contrast, cause/effect, problem/solution) based on close reading of a variety of grade-level texts and viewing of multimedia with substantial support.</p> <p>b) Use knowledge of frequently-used affixes (e.g., <i>un-</i>, <i>mis-</i>), linguistic context, reference materials, and visual cues to determine the meaning of unknown words on familiar topics.</p>	<p>5. Listening actively Demonstrate active listening of read-alouds and oral presentations by asking and answering detailed questions with occasional prompting and moderate support.</p> <p>6. Reading/viewing closely a) Explain ideas, phenomena, processes, and text relationships (e.g., compare/contrast, cause/effect, problem/solution) based on close reading of a variety of grade-level texts and viewing of multimedia with moderate support.</p> <p>b) Use knowledge of morphology (e.g., affixes, roots, and base words), linguistic context, and reference materials to determine the meaning of unknown words on familiar and new topics.</p>	<p>5. Listening actively Demonstrate active listening of read-alouds and oral presentations by asking and answering detailed questions with minimal prompting and light support.</p> <p>6. Reading/viewing closely a) Explain ideas, phenomena, processes, and text relationships (e.g., compare/contrast, cause/effect, problem/solution) based on close reading of a variety of grade-level texts and viewing of multimedia with light support.</p> <p>b) Use knowledge of morphology (e.g., affixes, roots, and base words), linguistic context, and reference materials to determine the meaning of unknown words on familiar and new topics.</p>

English Language Development Standards for Grade 5

Section 2: Elaboration on Critical Principles for Developing Language & Cognition in Academic Contexts				
Part I: Interacting in Meaningful Ways				
Texts and Discourse in Context	English Language Development Level Continuum			
<p>Part I, strands 5–8 Corresponding Common Core State Standards for English Language Arts:</p> <p>5. SL.5.1-3; L.5.3 6. RL.5.1-7,9-10; RI.5.1-7,9-10; SL.5.2-3; L.5.3,4,6 7. RL.5.3-4,6; RI.5.2,6,8; SL.5.3; L.5.3-6 8. RL.5.4-5; RI.5.4-5; SL.5.3; L.5.3-6</p> <p>Purposes for using language include: Describing, entertaining, informing, interpreting, analyzing, recounting, explaining, persuading, negotiating, justifying, evaluating, etc.</p> <p>Text types include: Informational text types include: 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); etc.</p> <p>Literary text types include: stories (e.g., fantasy, legends, fables); drama (e.g., readers’ theater); poetry; retelling a story; etc.</p> <p>Audiences include: Peers (one-to-one) Small group (one-to-group) Whole group (one-to-many)</p>	<p>B. Interpretive (page 2 of 2)</p>	<p>Emerging</p>	<p>Expanding</p>	<p>Bridging</p>
		<p>7. Evaluating language choices Describe the specific language writers or speakers use to present or support an idea (e.g., the specific vocabulary or phrasing used to provide evidence) with prompting and substantial support.</p> <p>8. Analyzing language choices Distinguish how different words with similar meanings produce different effects on the audience (e.g., describing a character as <i>angry</i> versus <i>furious</i>).</p>	<p>7. Evaluating language choices Explain how well writers and speakers use language resources to support an opinion or present an idea (e.g., whether the vocabulary used to provide evidence is strong enough, or if the phrasing used to signal a shift in meaning does this well) with moderate support.</p> <p>8. Analyzing language choices Distinguish how different words with similar meanings (e.g., describing an event as <i>sad</i> versus <i>tragic</i>) and figurative language (e.g., <i>she ran like a cheetah</i>) produce shades of meaning and different effects on the audience.</p>	<p>7. Evaluating language choices Explain how well writers and speakers use specific language resources to support an opinion or present an idea (e.g., the clarity or appealing nature of language used to provide evidence or describe characters, or if the phrasing used to introduce a topic is appropriate) with light support.</p> <p>8. Analyzing language choices Distinguish how different words with related meanings (e.g., <i>fun</i> versus <i>thrilling</i>, <i>possibly</i> versus <i>certainly</i>) and figurative language (e.g., <i>the stream slithered through the parched land</i>) produce shades of meaning and different effects on the audience.</p>

English Language Development Standards for Grade 5

Section 2: Elaboration on Critical Principles for Developing Language & Cognition in Academic Contexts				
Part I: Interacting in Meaningful Ways				
Texts and Discourse in Context	English Language Development Level Continuum			
<p>Part I, strands 9–12 Corresponding Common Core State Standards for English Language Arts:</p> <p>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</p> <p>Purposes for using language include: Describing, entertaining, informing, interpreting, analyzing, recounting, explaining, persuading, negotiating, justifying, evaluating, etc.</p> <p>Text types include: Informational text types include: 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); etc.</p> <p>Literary text types include: stories (e.g., fantasy, legends, fables); drama (e.g., readers' theater); poetry; retelling a story; etc.</p> <p>Audiences include: Peers (one-to-one) Small group (one-to-group) Whole group (one-to-many)</p>	<p>C. Productive (page 1 of 2)</p>	<p style="text-align: center;">Emerging</p> <p>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.</p> <p>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.</p> <p>b) Write brief summaries of texts and experiences using complete sentences and key words (e.g., from notes or graphic organizers).</p>	<p style="text-align: center;">Expanding</p> <p>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.</p> <p>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 using appropriate text organization.</p> <p>b) Write increasingly concise summaries of texts and experiences using complete sentences and key words (e.g., from notes or graphic organizers).</p>	<p style="text-align: center;">Bridging</p> <p>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.</p> <p>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 using appropriate text organization and growing understanding of register.</p> <p>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).</p>

English Language Development Standards for Grade 5

Section 2: Elaboration on Critical Principles for Developing Language & Cognition in Academic Contexts				
Part I: Interacting in Meaningful Ways				
Texts and Discourse in Context	English Language Development Level Continuum			
<p>Part I, strands 9–12 Corresponding Common Core State Standards for English Language Arts:</p> <p>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</p> <p>Purposes for using language include: Describing, entertaining, informing, interpreting, analyzing, recounting, explaining, persuading, negotiating, justifying, evaluating, etc.</p> <p>Text types include: Informational text types include: 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); etc.</p> <p>Literary text types include: stories (e.g., fantasy, legends, fables); drama (e.g., readers' theater); poetry; retelling a story; etc.</p> <p>Audiences include: Peers (one-to-one) Small group (one-to-group) Whole group (one-to-many)</p>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">C. Productive (page 2 of 2)</p>	<p style="text-align: center;">Emerging</p> <p>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.</p> <p>b) Express ideas and opinions or temper statements using basic modal expressions (e.g., <i>can, has to, maybe</i>).</p> <p>12. Selecting language resources a) Use a select number of general academic and domain-specific words to create precision while speaking and writing.</p> <p>b) Select a few frequently used affixes for accuracy and precision (e.g., <i>She walks, I'm unhappy.</i>).</p>	<p style="text-align: center;">Expanding</p> <p>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.</p> <p>b) Express attitude and opinions or temper statements with familiar modal expressions (e.g., <i>maybe/probably, can/must</i>).</p> <p>12. Selecting language resources a) Use a growing number of general academic and domain-specific words, synonyms, and antonyms to create precision and shades of meaning while speaking and writing.</p> <p>b) Select a growing number of frequently used affixes for accuracy and precision (e.g., <i>She walked. He likes . . . , I'm unhappy.</i>).</p>	<p style="text-align: center;">Bridging</p> <p>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.</p> <p>b) Express attitude and opinions or temper statements with nuanced modal expressions (e.g., <i>probably/certainly, should/would</i>) and phrasing (e.g., <i>In my opinion . . .</i>).</p> <p>12. Selecting language resources a) Use a wide variety of general academic and domain-specific words, synonyms, antonyms, and figurative language to create precision and shades of meaning while speaking and writing.</p> <p>b) Select a variety of appropriate affixes for accuracy and precision (e.g., <i>She's walking. I'm uncomfortable. They left reluctant/y.</i>).</p>

English Language Development Standards for Grade 5

Section 2: Elaboration on Critical Principles for Developing Language & Cognition in Academic Contexts				
Part II: Learning About How English Works				
Texts and Discourse in Context	English Language Development Level Continuum			
<p>Part II, strands 1–2 Corresponding Common Core State Standards for English Language Arts:</p> <ol style="list-style-type: none"> RL.5.5; RI.5.5; W.5.1-5; SL.5.4 RL.5.5; RI.5.5; W.5.1-4; SL.5.4; L.5.1,3 <p>Purposes for using language include: Describing, entertaining, informing, interpreting, analyzing, recounting, explaining, persuading, negotiating, justifying, evaluating, etc.</p> <p>Text types include: Informational text types include: 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); etc.</p> <p>Literary text types include: stories (e.g., fantasy, legends, fables); drama (e.g., readers’ theater); poetry; retelling a story; etc.</p> <p>Audiences include: Peers (one-to-one) Small group (one-to-group) Whole group (one-to-many)</p>	<p>A. Structuring Cohesive Texts</p>	<p style="text-align: center;">Emerging</p> <p>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.</p> <p>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., <i>first/next, at the beginning</i>) to comprehending texts and writing basic texts.</p>	<p style="text-align: center;">Expanding</p> <p>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.</p> <p>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., <i>for example, in the first place, as a result</i>) to comprehending texts and writing texts with increasing cohesion.</p>	<p style="text-align: center;">Bridging</p> <p>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.</p> <p>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., <i>consequently, specifically, however</i>) to comprehending texts and writing cohesive texts.</p>

English Language Development Standards for Grade 5

Section 2: Elaboration on Critical Principles for Developing Language & Cognition in Academic Contexts Part II: Learning About How English Works				
Texts and Discourse in Context	English Language Development Level Continuum			
<p>Part II, strands 3–5 Corresponding Common Core State Standards for English Language Arts:</p> <p>3. W.5.5; SL.5.6; L.5.1,3,6 4. W.5.5; SL.5.6; L.5.1,3,6 5. W.5.5; SL.5.4,6; L.5.1,3,6</p> <p>Purposes for using language include: Describing, entertaining, informing, interpreting, analyzing, recounting, explaining, persuading, negotiating, justifying, evaluating, etc.</p> <p>Text types include: Informational text types include: 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); etc.</p> <p>Literary text types include: stories (e.g., fantasy, legends, fables); drama (e.g., readers' theater); poetry; retelling a story; etc.</p> <p>Audiences include: Peers (one-to-one) Small group (one-to-group) Whole group (one-to-many)</p>	B. Expanding & Enriching Ideas	<p style="text-align: center;">Emerging</p> <p>3. Using verbs and verb phrases Use frequently used verbs (e.g., take, like, eat) and various verb types (e.g., doing, saying, being/having, thinking/feeling) and tenses appropriate for the text type and discipline (e.g., simple past for recounting an experience) on familiar topics.</p> <p>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, etc.</p> <p>5. Modifying to add details Expand and enrich sentences with adverbials (e.g., adverbs, adverb phrases, prepositional phrases) to provide details (e.g., time, manner, place, cause, etc.) about a familiar activity or process.</p>	<p style="text-align: center;">Expanding</p> <p>3. Using verbs and verb phrases Use various verb types (e.g., doing, saying, being/having, thinking/feeling) and tenses appropriate for the task, text type, and discipline (e.g., simple past for recounting an experience, timeless present for a science description) on an increasing variety of topics.</p> <p>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, etc.</p> <p>5. Modifying to add details Expand and enrich sentences with adverbials (e.g., adverbs, adverb phrases, prepositional phrases) to provide details (e.g., time, manner, place, cause, etc.) about a familiar or new activity or process.</p>	<p style="text-align: center;">Bridging</p> <p>3. Using verbs and verb phrases Use various verb types (e.g., doing, saying, being/having, thinking/feeling) and tenses appropriate for the task and text type (e.g., timeless present for science description, mixture of past and present for narrative or history explanation) on a variety of topics.</p> <p>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, etc.</p> <p>5. Modifying to add details Expand and enrich sentences with adverbials (e.g., adverbs, adverb phrases, prepositional phrases) to provide details (e.g., time, manner, place, cause, etc.) about a variety of familiar and new activities and processes.</p>

English Language Development Standards for Grade 5

Section 2: Elaboration on Critical Principles for Developing Language & Cognition in Academic Contexts				
Part II: Learning About How English Works				
Texts and Discourse in Context	English Language Development Level Continuum			
	→----- Emerging -----→	→----- Expanding -----→	→----- Bridging -----→	
<p>Part II, strands 6–7 Corresponding Common Core State Standards for English Language Arts:</p> <p>6. W.5.1-3,5; SL.5.4,6; L.5.1,3,6</p> <p>7. W.5.1-3,5; SL.5.4,6; L.5.1,3,6</p> <p>Purposes for using language include: Describing, entertaining, informing, interpreting, analyzing, recounting, explaining, persuading, negotiating, justifying, evaluating, etc.</p> <p>Text types include: Informational text types include: 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); etc.</p> <p>Literary text types include: stories (e.g., fantasy, legends, fables); drama (e.g., readers' theater); poetry; retelling a story; etc.</p> <p>Audiences include: Peers (one-to-one) Small group (one-to-group) Whole group (one-to-many)</p>	<p>C. Connecting & Condensing Ideas</p>	<p style="text-align: center;">Emerging</p> <p>6. Connecting ideas Combine clauses in a few basic ways to make connections between and join ideas (e.g., You must X <i>because</i> X.) or to provide evidence to support ideas or opinions (e.g., creating compound sentences using <i>and, but, so</i>).</p>	<p style="text-align: center;">Expanding</p> <p>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., <i>The deer ran because the mountain lion came.</i>), to make a concession (e.g., <i>She studied all night even though she wasn't feeling well.</i>), or to provide reasons to support ideas (e.g., X is an <i>extremely good book because</i> X.).</p>	<p style="text-align: center;">Bridging</p> <p>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., <i>The deer ran because the mountain lion approached them.</i>), to make a concession (e.g., <i>She studied all night even though she wasn't feeling well.</i>), to link two ideas that happen at the same time (e.g., <i>The cubs played while their mother hunted.</i>), or to provide reasons to support ideas (e.g., <i>The author persuades the reader by</i> X.).</p>
		<p style="text-align: center;">7. Condensing ideas Condense clauses in simple ways (e.g., through simple embedded clauses as in, <i>The book is on the desk. The book is mine.</i> → <i>The book that is on the desk is mine.</i>) to create precise and detailed sentences.</p>	<p style="text-align: center;">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, <i>The book is mine. The book is about science. The book is on the desk.</i> → <i>The science book that's on the desk is mine.</i>) to create precise and detailed sentences.</p>	<p style="text-align: center;">7. Condensing ideas Condense clauses in a variety of ways (e.g., through various types of embedded clauses and some nominalizations as in, <i>They were a very strong army. They had a lot of enemies. They crushed their enemies because they were strong.</i> → Their strength helped them crush their numerous enemies.) to create precise and detailed sentences.</p>

California Department of Education
English Language Development Standards for Grade 5

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

<p>Foundational Literacy Skills:</p> <p>Literacy in an Alphabetic Writing System</p> <ul style="list-style-type: none"> • Print concepts • Phonological awareness • Phonics & word recognition • Fluency 	<p>See Appendix A for information on teaching reading foundational 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:</p> <ul style="list-style-type: none"> • 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).
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Appendices:

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

Appendix A: Foundational Literacy Skills

Research on English Learners

- English learners benefit from reading foundational skills instruction
- Oral English proficiency is crucial for English literacy
- Native language literacy facilitates English literacy learning

Reading Foundational Skills Alignment Charts

- Student language and literacy characteristics
- Considerations for literacy foundational skills instruction
- CA Common Core Reading Standards: Foundational Skills

Alignment Charts

- K – 5, by grade
- 6 – 12, by grade span

Appendix: Foundational Literacy Skills

Grade 5

Note: Below Grade-Level Standards Need to be Adapted for Student Age, Cognitive Level, and Experience

Student Language & Literacy Characteristics:		Considerations for Literacy Foundational Skills Instruction	CA Common Core Reading Standards: 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). <ul style="list-style-type: none"> • RF.K.2 • RF.1.2
	Spoken English proficiency	Students can apply their knowledge of the English sound system to foundational literacy learning.	Review of Phonological Awareness skills as needed
Print Skills	No or little native language literacy	Students will need to learn print concepts.	Print Concepts 1. Demonstrate understanding of the organization and basic features of print. <ul style="list-style-type: none"> • RF.K.1 • RF.1.1
	Foundational literacy proficiency in a language not using the Latin alphabet (e.g., Arabic, Chinese, Korean, Russian)	Students will be familiar with print concepts generally, and will need to learn the Latin alphabet for English, comparing and contrasting with their native language writing system (e.g., direction of print, symbols representing whole words, syllables or phonemes) and native language vocabulary (e.g., cognates) and sentence structure (e.g., SVO vs. SOV word order).	Phonics and Word Recognition 3. Know and apply grade-level phonics and word analysis skills in decoding words. <ul style="list-style-type: none"> • RF.K.3 • RF.1.3 • RF.2.3 • RF.3.3 • RF.4.3 • RF.5.3
	Foundational literacy proficiency in a language using the Latin alphabet (e.g., Spanish)	Students can apply their knowledge of print concepts and phonics and word recognition to the English writing system, comparing and contrasting with their	Fluency 4. Read with sufficient accuracy and fluency to support comprehension. <ul style="list-style-type: none"> • RF.5.4
			Phonics and Word Recognition 3. Know and apply grade-level phonics and word analysis skills in decoding words.

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 academic English

Appendix B:

Part II: Learning About How English Works

Table 2: Differences between Everyday and Academic 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.”
<i>Register:</i> More typical of spoken (informal) English	<i>Register:</i> More typical of written (formal) English
<i>Background knowledge:</i> More typical of everyday interactions about commonsense things in the world	<i>Background knowledge:</i> Specialized or content-rich knowledge about topics, particularly developed through school experiences and wide reading
<i>Vocabulary:</i> Fewer general academic and domain-specific words (<i>pollute, pollution</i>)	<i>Vocabulary:</i> More general academic words (<i>address, although, devastating</i>) and domain-specific words/phrases (<i>environmental degradation, pollution</i>)
<i>Sentence:</i> Compound sentence	<i>Sentence:</i> Complex sentence
<i>Clauses:</i> Two independent clauses connected with a coordinating conjunction (<i>and</i>)	<i>Clauses:</i> One independent clause and one dependent clause connected with a subordinating conjunction (<i>although</i>) to show concession

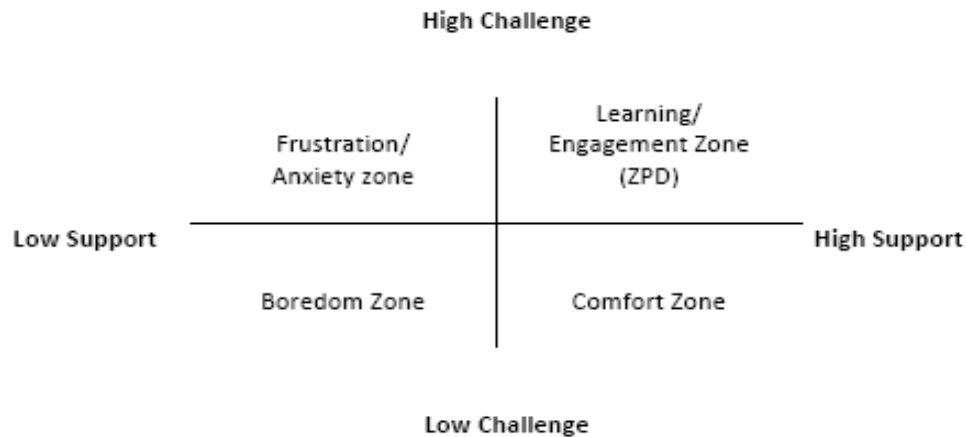
Appendix C: Theoretical Foundations and Research Base

Theories and research discussed in sections:

- Interacting in Meaningful and Intellectually Challenging Ways
- Scaffolding
- Developing Academic English
- The Importance of Vocabulary
- The Importance of Grammatical and Discourse-Level Understandings
- Other Relevant Guidance Documents

Appendix C: Theoretical Foundations and Research Base

Scaffolding practices are intentionally selected based on the standards-based goals of the lesson, the identified learner needs, and the anticipated challenge of the task. Gibbons (2009) has offered a way of conceptualizing the dual goal of engaging English learners in intellectually challenging instructional activities while also providing them with the appropriate level of support:



(Gibbons, 2009, adapted from Mariani, 1997)

In the ELD Standards, the three overall levels of scaffolding that teachers provide to English learners during instruction are *substantial*, *moderate*, and *light*. English learners 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 always will require substantial/moderate/light scaffolding for every task. EL students at every level of English language proficiency will engage in some academic tasks that require *light* or *no*

Glossary of Key Terms

Provides definitions, explanations, and examples of key terms in the ELD Standards and the CCSS for ELA/Literacy that teachers may be unfamiliar with

Cohesion: Cohesion refers to how information is connected and flows in a text. A cohesive text is created through a variety of cohesive devices that facilitate understanding across the text or discourse. One device is to refer back to people, ideas, or things with pronouns or synonyms throughout a text so as not to be repetitive (e.g., replacing *the first settlers* with *they*). Another is to link clauses, sentences, and larger chunks of text with conjunctions, such as transition words (e.g., *in contrast*, *consequently*, *next*).

Connecting Words: Connecting words and phrases signal how different parts of a text are linked. In narratives and other text types organized by time or sequences of events, temporal connectives (e.g., *first*, *next*, *after awhile*, *the next day*) are often used. In text types organized around ideas, such as arguments and explanations, connectives may be used in various ways, such as: to show relationships between ideas (e.g., *on the contrary*, *for example*); to organize events or sequence ideas (e.g., *previously*, *until that time*, *first of all*, *to conclude*); or to add information (e.g., *in addition*, *furthermore*).

EXAMINING COHESIVENESS OF THE COMPONENTS

Elementary Example: ELD Standards for 1st Grade

A. Structuring Cohesive Texts

Emerging

1. Understanding text structure

Apply understanding of how text types are organized (e.g., how a story is organized by a sequence of events) to comprehending texts and composing basic texts with substantial support (e.g., using drawings, through joint construction with a peer or teacher) to comprehending texts and writing texts in shared language activities guided by the teacher, with peers, and sometimes independently.

2. Understanding cohesion

Apply basic understanding of how ideas, events, or reasons are linked throughout a text using more everyday connecting words or phrases (e.g., *one day, after, then*) to comprehending texts and writing texts in shared language activities guided by the teacher, with peers, and sometimes independently.

Expanding

1. Understanding text structure

Apply understanding of how different text types are organized to express ideas (e.g., how a story is organized sequentially with predictable stages versus how an informative text is organized by topic and details) to comprehending texts and writing texts in shared language activities guided by the teacher and with increasing independence.

2. Understanding cohesion

Apply understanding of how ideas, events, or reasons are linked throughout a text using a growing number of connecting words or phrases (e.g., *a long time ago, suddenly*) to comprehending texts and writing texts in shared language activities guided by the teacher and with increasing independence.

Bridging

1. Understanding text structure

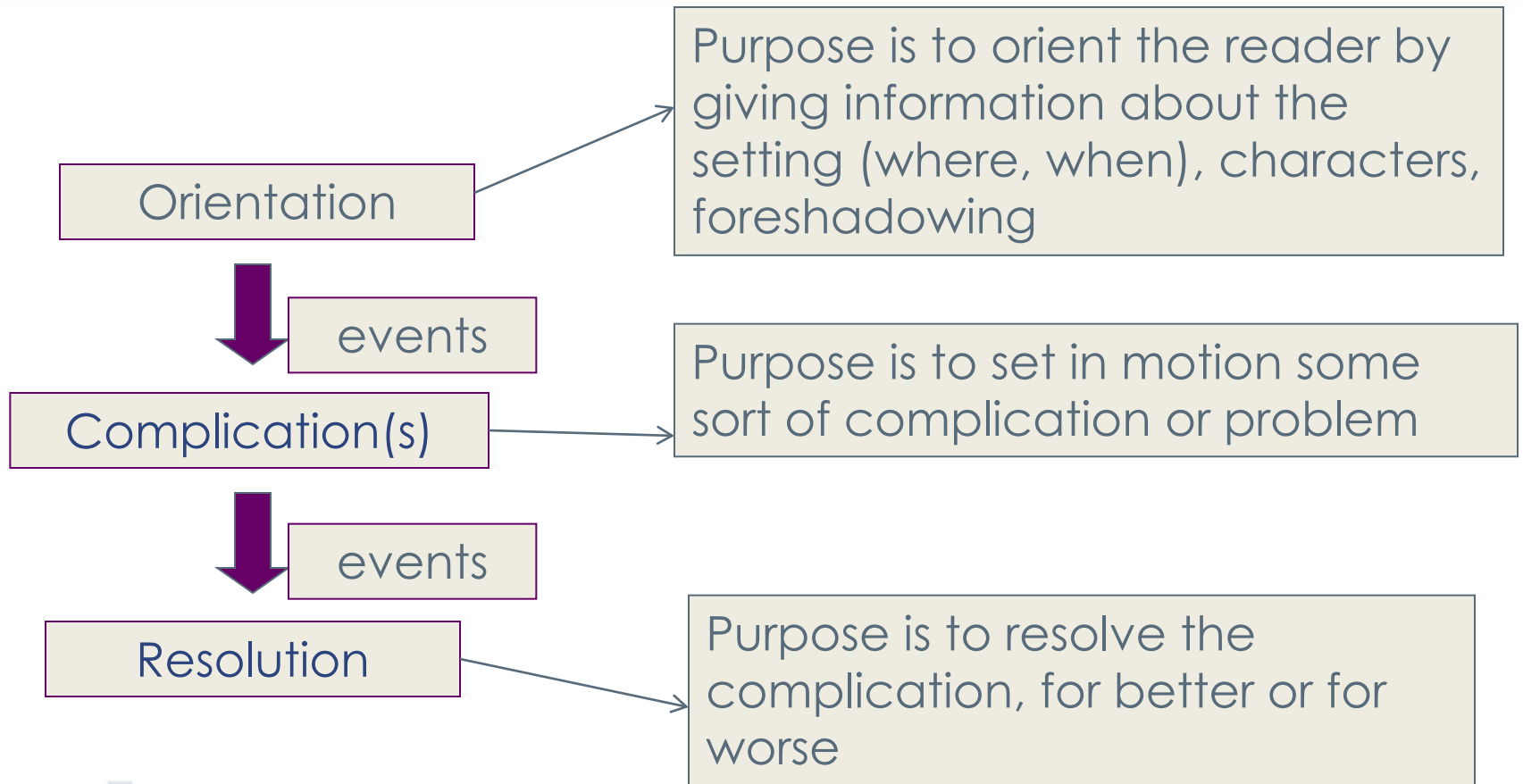
Apply understanding of how different text types are organized predictably to express ideas (e.g., how a story is organized versus an informative/explanatory text versus an opinion text) to comprehending texts and writing texts in shared language activities guided by the teacher and independently.

2. Understanding cohesion

Apply understanding of how ideas, events, or reasons are linked throughout a text using a variety of connecting words or phrases (e.g., *for example, after that, first/second/third*) to comprehending texts and writing texts in shared language activities guided by the teacher and independently.

	Argument	Narrative
<i>Purpose</i>	Persuade the reader to agree with a claim or point of view	Entertain and tell about events, people, and experiences
<i>Structure</i>	Statement/claim, supporting arguments, details, reaffirmation	Orientation, events, complication, resolution
<i>Language Features</i>	Sequenced logically with connectives (first, therefore); present tense; evaluative vocabulary (needlessly, obvious)	Sequenced in time (once upon a time, after awhile); action and saying verbs; dialogue; past tense; descriptive vocabulary (lovely)

Analyzing Text Structure & Organization: Stories



Joint Construction of Text

- ✓ Teacher guides/leads the students to use **genre-specific language**
- ✓ Students **actively participate** in constructing the text
- ✓ There is a lot of rereading, revising, reflecting, and **talking about** the text

Joint Construction of Texts: Questions Teachers Can Ask

- What words or phrases would we expect to see/should we use:
 - At the beginning?
 - To add information?
 - To signal that the end of the report/story/persuasive text, etc.?
 - To signal there's a problem coming?
 - To show what the character said and how they said it?



Joint construction in 1st grade

Orientation

events

Complication

Resolution

There once lived an Ant
and a Grasshopper who
lived in a wheat field.

The Ant was busy gathering
wheat and grains for the winter

A little while later, the Grasshopper
sang, played and chirped.

Suddenly, winter came and the
grasshopper was cold and hungry.

In fact, the Ant does not
share her food with the
Grasshopper.

Refining the standards so that they reflect the needs of the consortium

NEXT STEPS

Discussion

- Strengths and limitations
 - Of structure and organization
 - Of specific (or sets of) KSAs
- Is there anything missing?
- Questions?

Discussion (cont.)

- ELP vs. ELD?
- Grade level vs. grade span
- Performance level descriptors: descriptions, levels

Discussion (cont.)

- Processes and protocols for:
 - Management and oversight of the development of these next generation ELD standards
 - The actual drafting and revision of the standards
 - Providing consortium member feedback to refine the standards
 - Providing stakeholders appropriate opportunity for input and best ensuring support of key stakeholders of these standards
- What are the parameters for these processes and protocols? (Is anything out of bounds?)

Discussion (cont.)

- What should be the acceptance criteria for the Standards?
- In what ways can the standards be augmented and what is our stopping point for the agreed-upon augmentations?

ELD Standards Development Process:

Tentative timeline (high-level):

Winter 2013: Plan, timeline, design principles, sample drafts

January 2013

February 2013

March 2013

September 2013

ELP/D Framework

ELPA 21 Standards Development

Correspondence matrix: CCSS (ELA, Math, Literacy); States, WIDA

Evaluation of overlap and gaps

Sample draft standards (3 grades: elem.; middle; high)*

Full set of standards*

Information for states

Input from: States; advisory

Input from other stakeholders

Next steps:

- States review, discuss, and respond to questions presented in packet and “tour” (Sato & Willner, 2013)
- Protocols and procedures (and parameters) agreed up on and articulated

*Language demands for ELA, math, and literacy will be included

Fewer, deeper, and higher standards

FINAL THOUGHTS

Opportunity to Reconceptualize How Language is Taught to ELLs

We are creating a foundation with the standards for a system of support for both language and content.



Resources

AchievetheCore.org (2012). Common Core Shifts.
Available: <http://www.achievethecore.org/steal-these-tools>

California Department of Education (2012). California English Language Development Standards.
Available:
<http://www.cde.ca.gov/sp/el/er/eldstandards.asp>.

Indiana Department of Education. (2011). Four Major Shifts in Literacy. Available:
<http://www.doe.in.gov/achievement/curriculum/four-major-shifts-literacy>



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