<table>
<thead>
<tr>
<th>Prior Focus on:</th>
<th>New Emphasis on Understanding:</th>
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<tbody>
<tr>
<td><strong>1999 CA ELD Standards</strong></td>
<td><strong>2012 CA ELD Standards</strong></td>
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Table 5: Comparison of the 1999 CA ELD Standards and the 2012 CA ELD Standards
Turn and Talk

“Part II in the CA ELD Standards draws from current research demonstrating that teaching about the grammatical patterns of academic English in intellectually engaging ways that are contextualized in disciplinary knowledge promotes EL students’ reading comprehension and writing development”
Say Something - “Learning About How English Works”

Quote 1
Many California teachers have observed that their students who are English learners (ELs) develop everyday English quite rapidly and can communicate effectively in informal social situations, but these students sometimes struggle with tasks involving academic English, such as writing a logical argument, comprehending their science and history textbooks, or participating in an academic debate (Cummins 2008, 71–83). For K–12 settings, academic English broadly refers to the language used in school to help students develop content knowledge, skills, and abilities; it is the language students are expected to use to convey their understanding and mastery of such knowledge, skills, and abilities.

CA ELD Standards  p. 160

Quote 2
Academic English is different from everyday, or informal, English. Some features of academic English span the disciplines, such as general academic vocabulary (e.g., evaluate, infer, imply), but there is also variation depending upon the discipline—in domain-specific vocabulary, for example. However, academic English encompasses much more than vocabulary. It also includes ways of structuring clauses, sentences, and entire texts that convey precision, show relationships between ideas, and present thinking in coherent and cohesive ways in order to achieve specific purposes (e.g., persuading, explaining, entertaining, and describing) with different audiences in discipline-specific ways.

CA ELD Standards p. 160

Quote 3
Part II offers something that has been largely absent in prior ELD standards: attention to how the English language resources available to students are, and can be, used to make meaning and achieve particular communicative purposes. Such visibility is intended to support teachers’ efforts to make transparent for their students the linguistic features of English in ways that support disciplinary literacy. This new perspective emphasizes the interrelated roles of content knowledge, communicative purposes for using English (e.g., recounting a family event, explaining a scientific phenomenon, describing a historical event, arguing for a position), and the linguistic resources writers or speakers can choose depending upon the content, purpose, and audience. Part II focuses on the social actions that accompany deep knowledge about language:

- Representing our experiences and expressing our ideas effectively
- Interacting with a variety of audiences
- Structuring our messages in intentional and purposeful ways
Words We Live By: Your Annotated Guide to the Constitution
By Linda R. Monk

The first three words of the Constitution are the most important. They clearly state that the people—not the king, not the legislature, not the courts—are the true rulers in American government. This principle is known as popular sovereignty.

But who are “We the People?” This question troubled the nation for centuries. As Lucy Stone, one of America’s first advocates for women’s rights, asked in 1853, “‘We the People’? Which ‘We the People?’” The women were not included. Neither were white males who did not own property, American Indians, or African Americans—slave or free. Justice Thurgood Marshall, the first African American on the Supreme Court, described the limitation:

For a sense of the evolving nature of the Constitution, we need look no further than the first three words of the document’s preamble: ‘We the People.’ When the Founding Fathers used this phrase in they did not have in mind the majority of America’s citizens ... The men who gathered in Philadelphia in could not ... have imagined, nor would they have accepted, that the document they were drafting would one day be construed by a Supreme court to which had been appointed a woman and the descendant of an African slave.

Through the Amendment process, more and more Americans were eventually included in the Constitution’s definition of “We the People.” After the Civil War, the Thirteenth Amendment ended slavery, the Fourteenth Amendment gave African Americans citizenship, and the Fifteenth Amendment gave black men the vote. In 1920, the Nineteenth Amendment gave women the right to vote nationwide, and in 1971, the Twenty-sixth Amendment extended suffrage to eighteen-year-olds.
When the Founding Fathers used this phrase in 1787, they did not have in mind the majority of America’s citizens . . . The men who gathered in Philadelphia in 1787 could not . . . have imagined, nor would they have accepted, that the document they were drafting would one day be construed by a Supreme Court to which had been appointed a woman and the descendant of an African slave.
CA ELA/ELD Framework Resources

Figures

- Figure 6.27: Sentence Detective Practice

Vignettes/Snapshots

- Vignette 4.4: Analyzing Complex Sentences in Science Texts, Designated ELD Instruction in Grade Three
- Snapshot 6.6 - Analyzing and Discussing the Use of Language in Science Texts in Grade Seven
- Vignette 7.4: Unpacking Sentences and Nominalization in Complex History Texts, Designated ELD Instruction in Grade Eleven