Presentation Goals

1. Provide an overview on the relationship of the California English Language Development Standards (CA ELD Standards) to the California state standards for English language arts, math, and science

2. Provide insight on how the ELD Standards can be utilized to support the language and subject content area learning for English learners
Castañeda v. Pickard 1981

- Dual obligation
  - Overcome language barriers
  - Recoup academic deficits that may be incurred while learning English

- Three prongs
  1. Program is based on sound educational theory
  2. Adequate resources are provided to fully implement the theory
  3. An evaluation of the strategies and resources to show efficient and effective educational practice
CA ELD Standards Correspond to State Content Standards

- ELD standards must “align with” state content & achievement standards in **math, reading/language arts** and **science** (ESEA 1111[b][1], 3113[b][2])

- ELD standards that shall be comparable in rigor and specificity to the California state standards for English language arts, math, and science (Education Code [EC] sections 60811, 60811.4)

- Assessment for identification shall have sufficient range to identify if the student is an English learner and shall be aligned with the state board adopted standards for English language development (EC sections 60810 [c][5])
Stop and Smell the Roses

• If someone said this to you, what are they trying to tell you?
• Turn to a neighbor and discuss.
• Popcorn!
ELA/ELD Framework
Circles of Implementation
CA ELD Standards

Using English Purposefully:
Describing, explaining, persuading, informing, justifying, negotiating, entertaining, retelling, etc.

Meaningful Interaction:
- Collaborating with others
- Interpreting meaning
- Producing meaningful messages

Knowledge of Language:
- Structuring cohesive texts
- Expanding and enriching ideas
- Combining and condensing ideas
## Proiciency Level Descriptors for California English Language Development Standards

<table>
<thead>
<tr>
<th>Student Capacities</th>
<th>Native Language</th>
<th>Overall Proficiency</th>
<th>Lifelong Language Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Emerging</strong></td>
<td>English learners enter the Emerging level having limited receptive and productive English skills.</td>
<td>At exit from the Emerging level, students have basic English communication skills in social and academic contexts.</td>
<td>Students who reach proficiency in English continue to build increasing breadth, depth, and complexity in comprehending and communicating in English in a wide variety of contexts.</td>
</tr>
<tr>
<td><strong>Expanding</strong></td>
<td>As they progress through the Emerging level, they start to respond to more varied communication tasks using learned words and phrases with increasing ease.</td>
<td>As English learners progress through the Expanding level, they move from being able to retash learned phrases and sentences in English to meet their immediate communication and learning needs towards being able to increasingly engage in using the English language in more complex, cognitively demanding situations.</td>
<td>At exit from the Expanding level, students can use English to learn and communicate about a range of topics and academic content areas.</td>
</tr>
<tr>
<td><strong>Lifelong</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>High Level Thinking with Linguistic Support</strong></td>
<td>English learners possess cognitive abilities appropriate to their age and experience. In order to communicate about their thinking as they learn English, they may need varying linguistic support depending on the linguistic and cognitive demand of the task.</td>
<td>Students at the early stages of the Emerging level can engage in complex, cognitively demanding social and academic activities requiring language when provided substantial linguistic support; as they develop more familiarity and ease with understanding and using English, support may be moderate or light for familiar tasks or topics.</td>
<td>Students at the early stages of the Expanding level can engage in complex, cognitively demanding social and academic activities requiring language when provided moderate linguistic support; as they develop increasing ease with understanding and using English in a variety of contexts, support may be light for familiar tasks or topics.</td>
</tr>
</tbody>
</table>
Proficiency Level Descriptors for California English Language Development Standards

<table>
<thead>
<tr>
<th>Mode of Communication</th>
<th>Emerging</th>
<th>At the early stages of the Emerging level, students are able to:</th>
<th>At exit from the Emerging level, students are able to:</th>
<th>Expanding</th>
<th>At the early stages of the Expanding level, students are able to:</th>
<th>At exit from the Expanding level, students are able to:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Collaborative</td>
<td></td>
<td>• express basic personal and safety needs, ideas, and respond to questions on social and academic topics with gestures and words or short phrases;</td>
<td>• express basic personal and safety needs, ideas, and respond to questions on social and academic topics with phrases and short sentences;</td>
<td></td>
<td>• express a variety of personal needs, ideas, and opinions and respond to questions using short sentences;</td>
<td>• initiate simple conversations on social and academic topics;</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• use basic social conventions to participate in conversations;</td>
<td>• participate in simple, face-to-face conversations with peers and others;</td>
<td></td>
<td>• express more complex feelings, needs, ideas, and opinions using extended oral and written production; respond to questions using extended discourse;</td>
<td>• participate actively in collaborative conversations in all content areas with moderate to light support as appropriate;</td>
</tr>
<tr>
<td>Interpretive</td>
<td></td>
<td>• comprehend frequently occurring words and basic phrases in immediate physical surroundings;</td>
<td>• comprehend a sequence of information on familiar topics as presented through stories and face-to-face conversations;</td>
<td></td>
<td>• comprehend information on familiar topics and on some unfamiliar topics in contextualized settings;</td>
<td>• read increasingly complex grade-level text while relying on context and prior knowledge to obtain meaning from print;</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• read very brief grade-appropriate text with simple sentences and familiar vocabulary, supported by graphics or pictures;</td>
<td>• read brief grade-appropriate text with simple sentences and mostly familiar vocabulary, supported by graphics or pictures;</td>
<td></td>
<td>• independently read a variety of grade-appropriate text with simple sentences;</td>
<td>• read technical text on familiar topics supported by pictures or graphics;</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• comprehend familiar words, phrases, and questions drawn from content areas;</td>
<td>• demonstrate understanding of words and phrases from previously learned content material;</td>
<td></td>
<td>• read more complex text supported by graphics or pictures;</td>
<td>• comprehend basic concepts in content areas;</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• produce learned words and phrases and use gestures to communicate basic information;</td>
<td>• produce basic statements and ask questions in direct informational exchanges on familiar and routine subjects;</td>
<td></td>
<td>• produce sustained informational exchanges with others on an expanding variety of topics;</td>
<td>• produce, initiate, and sustain spontaneous interactions on a variety of topics; and</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• express ideas using visuals such as drawings or charts, or graphic organizers; and</td>
<td>• express ideas using information and short responses within structured contexts; and</td>
<td></td>
<td>• express ideas in highly structured and scaffolded academic interactions; and</td>
<td>• write and express ideas to meet most social and academic needs through the recombination of learned vocabulary and structures with support;</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• write or use familiar words and phrases related to everyday and academic topics.</td>
<td>• write or use learned vocabulary drawn from academic content areas.</td>
<td></td>
<td>• write or use expanded vocabulary to provide information and extended responses in contextualized settings.</td>
<td></td>
</tr>
</tbody>
</table>

October 19, 2012
## Proficiency Level Descriptors for California English Language Development Standards

<table>
<thead>
<tr>
<th>Mode of Communication</th>
<th>At the early stages of the Bridging level, students are able to:</th>
<th>At exit from the Bridging level, students are able to:</th>
</tr>
</thead>
</table>
| Collaborative         | • express increasingly complex feelings, needs, ideas, and opinions in a variety of settings; respond to questions using extended, more elaborated discourse.  
                        • initiate and sustain dialogue on a variety of grade-level academic and social topics. | • participate fully in all collaborative conversations in all content areas at grade level with occasional support as necessary;  
                                                                              • participate fully in both academic and non-academic settings requiring English. |
| Interpretive          | • comprehend concrete and many abstract topics and begin to recognize language subtleties in a variety of communicative settings;  
                        • read increasingly complex text at grade level;  
                        • read technical text supported by pictures or graphics. | • comprehend concrete and abstract topics and recognize language subtleties in a variety of communicative settings;  
                                                                              • read, with limited comprehension difficulty, a variety of grade-level and technical texts, in all content areas. |
| Productive            | • produce, initiate, and sustain interactions with increasing awareness of tailoring language to specific purposes and audiences; and  
                        • write and express ideas to meet increasingly complex academic demands for specific purposes and audiences. | • produce, initiate, and sustain extended interactions tailored to specific purposes and audiences; and  
                                                                              • write and express ideas to meet a variety of social needs and academic demands for specific purposes and audiences. |
Native English

Concepts in Subject Matter

Designated ELD

Integrated ELD

Native English

Concepts in Subject Matter

Designated ELD

Integrated ELD
Designated ELD is a protected time during the regular school day where teachers use the CA ELD Standards as the focal standards.

- Build *into and from content instruction*
- Support ELs to develop the discourse practices, grammatical structures, and vocabulary
- Actively engage ELs in collaborative discussions
- Strong emphasis is on oral language development and some level of reading and writing tasks
- Attend to the proficiency levels for maximizing growth or progress
### CA ELD Standards Correspond to the Content: ELA/Literacy

#### CA ELD Standards  Grade 3  Part I  A.3  Offering Opinions

**Emerging**
Offer opinions and negotiate with others in conversations using basic learned phrases (e.g., *I think ___*), as well as open responses in order to gain and/or hold the floor.

**Expanding**
Offer opinions and negotiate with others in conversations using an expanded set of learned phrases (e.g., *I agree with ___ and ___*), as well as open responses in order to gain and/or hold the floor, provide counter-arguments, etc.

**Bridging**
Offer opinions and negotiate with others in conversations using a variety of learned phrases (e.g., *That's a good idea, but ___*), as well as open responses in order to gain and/or hold the floor, provide counter-arguments, elaborate on an idea, etc.

#### CA CCSS ELA/Literacy
**Speaking and listening Standards 3.1,6**

1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others’ ideas and expressing their own clearly.

   a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

   b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

   c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.

   d. Explain their own ideas and

#### CA CCSS for ELA/Literacy
**Language Standards 3.1,6**

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

   a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.

   b. Form and use regular and irregular plural nouns.

   c. Use abstract nouns (e.g., *childhood*).

   d. Form and use regular and irregular verbs.

   e. Form and use the simple (e.g., *I walked; I walk; I will walk*) verb tenses.

   f. Ensure subject-verb and pronoun-antecedent agreement.*

   g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.

   h. Use coordinating and subordinating conjunctions.

   i. Produce simple, compound, and complex sentences.

   j. Write legibly in cursive or joined italics, allowing margins and correct spacing between letters in a word and words in a sentence. CA

   k. Use reciprocal pronouns correctly. CA

6. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., *After dinner that night we went looking for them*).
3 \underbrace{\text{)}}{9} \quad \begin{align*} 9 \\ \underline{-3} \\ 6 \quad \begin{align*} 9 \\ \underline{-3} \\ x = 3 \end{align*}
Integrated ELD

- It is language development instruction provided throughout the day and in each of the disciplines (teaching how to use language to articulate, find knowledge of content)

- Content area teachers with ELs in their classrooms should use the CA ELD Standards in addition to ELA, math, science, history/social studies and other content standards to support English learners’ linguistic and academic development

- All teachers provide the language instruction and support needed for students to engage in rigorous coursework
ELD Standards Relationship To Math and Science Standards

► CA ELD Standards address the full range and rigor of the language demands across all grade levels for math and science:
  – Standards for Mathematical Practice
  – Science and Engineering Practices and Performance Expectations
► Relationship is strong but implicit
► Modifications to the CA ELD Standards are not necessary
► Study supported the development of the English Language Proficiency Assessment for California (ELPAC)
Integrating the CA ELD Standards into K–12 Mathematics and Science Teaching and Learning

A Supplementary Resource for Educators Implementing in Tandem the California English Language Development Standards, the California Common Core State Standards for Mathematics, and the Next Generation Science Standards for California Public Schools

Rachel Lagunoff
Pamela Spycher
Robert Linguanti
Cathy Carroll
Kathy DiRanna

December 16, 2015
Integrating CA ELD Standards into Mathematics Teaching and Learning  
Grades 3, 4, and 5

<table>
<thead>
<tr>
<th>Grade</th>
<th>Emerging</th>
<th>Expanding</th>
<th>Bridging</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>Offer opinions and negotiate with others in conversations using basic learned phrases (e.g., <em>I think</em> . . . ), as well as open responses in order to gain and/or hold the floor.</td>
<td>Offer opinions and negotiate with others in conversations using an expanded set of learned phrases (e.g., <em>I agree with X, and</em> . . . ), as well as open responses in order to gain and/or hold the floor, provide counterarguments, and the like.</td>
<td>Offer opinions and negotiate with others in conversations using a variety of learned phrases (e.g., <em>That's a good idea, but</em> . . . ), as well as open responses in order to gain and/or hold the floor, provide counterarguments, elaborate on an idea, and the like.</td>
</tr>
<tr>
<td>4</td>
<td>Negotiate with or persuade others in conversations using basic learned phrases (e.g., <em>I think</em> . . . ), as well as open responses, in order to gain and/or hold the floor.</td>
<td>Negotiate with or persuade others in conversations using an expanded set of learned phrases (e.g., <em>I agree with X, but</em> . . . ), as well as open responses, in order to gain and/or hold the floor, provide counterarguments, and the like.</td>
<td>Negotiate with or persuade others in conversations using a variety of learned phrases (e.g., <em>That's a good idea. However</em> . . . ), as well as open responses, in order to gain and/or hold the floor, provide counterarguments, elaborate on an idea, and so on.</td>
</tr>
<tr>
<td>5</td>
<td>Offer opinions and negotiate with others in conversations using learned phrases (e.g., <em>I think X</em>.), as well as open responses, in order to gain and/or hold the floor.</td>
<td>Negotiate with or persuade others in conversations using an expanded set of learned phrases (e.g., <em>I agree with X, but</em> . . . ), as well as open responses, in order to gain and/or hold the floor, provide counterarguments, and so on.</td>
<td>Negotiate with or persuade others in conversations using a variety of learned phrases (e.g., <em>That's an interesting idea. However,</em> . . . ), as well as open responses, in order to gain and/or hold the floor, provide counterarguments, elaborate on an idea, and so on.</td>
</tr>
</tbody>
</table>

Applying ELD Standards to Mathematics  
In making mathematical arguments and critiquing the reasoning of others, students need to connect and/or counter others’ ideas, using mathematical justification.

Corresponding Standards for Mathematical Practice
- **MP.1** Make sense of problems and persevere in solving them.
- **MP.3** Construct viable arguments and critique the reasoning of others.
  - Understand and use stated assumptions, definitions, and previously established results in constructing arguments.
  - Justify their conclusions, communicate them to others, and respond to the arguments of others.
- **MP.6** Attend to precision.
  - Try to use clear definitions in discussion with others and in their own reasoning.

Sample Mathematics/ELD Classroom Close-up
4.NF.1: Explain why a fraction *a/b* is equivalent to a fraction *(n x a)/(n x b)* by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions.

While using visual fraction models (MP.4) to explain the equivalence of fractions, students use definitions and previously established results to justify their reasoning, providing counterexamples as appropriate. During a whole-class discussion, students are asked to explain the error in a student’s reasoning that “6/8 is greater than 3/4 because 6 is greater than 3 and 8 is greater than 4.” During the discussion, students use common phrases as they attempt to use and justify alternative, correct ways to recognize that the fractions are equal. One student says: “I agree that comparing the numerators is a good way to check if fractions are equal, but that simple comparison only works when the denominators are equal. I can show that 6/8 is equal to 3/4 by drawing a picture of 3/4 and cutting each fourth into two equal pieces.”

Sample-Specific Standards for Mathematical Practice
- **MP.4** Model with mathematics.
## Integrating CA ELD Standards into Science Teaching and Learning
### Grades 9–10 and 11–12

### CA ELD Standards
#### Part I: Interacting in Meaningful Ways

#### A. Collaborative

### 3. Supporting opinions and persuading others

<table>
<thead>
<tr>
<th>Grades</th>
<th>Emerging</th>
<th>Expanding</th>
<th>Bridging</th>
</tr>
</thead>
<tbody>
<tr>
<td>9–10</td>
<td>Negotiate with or persuade others in conversations using learned phrases (e.g., <em>Would you say that again? I think . . .</em>), as well as open responses to express and defend opinions.</td>
<td>Negotiate with or persuade others in conversations (e.g., to provide counter-arguments) using a growing number of learned phrases (<em>I see your point, but . . .</em>) and open responses to express and defend nuanced opinions.</td>
<td>Negotiate with or persuade others in conversations in appropriate registers (e.g., to acknowledge new information in an academic conversation but then politely offer a counterpoint) using a variety of learned phrases, indirect reported speech (e.g., <em>I heard you say X, and I haven't thought about that before. However . . .</em>), and open responses to express and defend nuanced opinions.</td>
</tr>
<tr>
<td>11–12</td>
<td>Negotiate with or persuade others in conversations (e.g., ask for clarification or repetition) using learned phrases (e.g., <em>Could you repeat that please? I believe . . .</em>) and open responses to express and defend opinions.</td>
<td>Negotiate with and persuade others (e.g., by presenting counter-arguments) in discussions and conversations using learned phrases (e.g., <em>You make a valid point, but my view is . . .</em>) and open responses to express and defend nuanced opinions.</td>
<td>Negotiate with or persuade others in discussions and conversations in appropriate registers (e.g., to acknowledge new information and politely offer a counterpoint) using a variety of learned phrases (e.g., <em>You postulate that X. However, I've reached a different conclusion on this issue.</em>) and open responses to express and defend nuanced opinions.</td>
</tr>
</tbody>
</table>

### Applying ELD Standards to Science

Students participate in collaborative conversations where they engage in argument from evidence. During these conversations, they construct arguments and support them with reasons and evidence, and they critique the scientific methodology, and explanations or solutions, proposed by their peers, by citing relevant evidence.

### Corresponding Science & Engineering Practices

7. Engaging in argument from evidence (HS-PS4-3)

### Sample Science/ELD Classroom Close-up

Students research experimental evidence (phenomena could include resonance, interference, diffraction, or photoelectric effect) and present the evidence to support a claim and to explain how a theory is generally modified in light of new evidence (HS-PS4-3). The teacher guides students in a “four corners” strategy, in which all those who agree on an explanation gather in a corner to discuss the similarities in their argument and then produce a Venn diagram that illustrates those similarities. Each corner group will then pair with a corner group with a differing explanation, to try to persuade others that their ideas are reasonable and supported by appropriate evidence, using learned phrases to respectfully offer counterarguments or to elaborate on a peer’s idea.

### Sample-Specific Standards for Science & Engineering Practices

4. Analyzing and interpreting data
$6\text{CO}_2 + 6\text{H}_2\text{O} \rightarrow \text{C}_6\text{H}_{12}\text{O}_6 + 6\text{O}_2$

Sunlight energy

$\text{CO}_2 = \text{carbon dioxide}$

$\text{H}_2\text{O} = \text{water}$

Light energy is required

$\text{C}_6\text{H}_{12}\text{O}_6 = \text{glucose}$

$\text{O}_2 = \text{oxygen}$
Resources

California English Language Development Standards

CA ELD Standards Professional Learning Module
https://www.mydigitalchalkboard.org/portal/default/Group/Viewer/GroupView?action=2&gid=2996

California Common Core State Standards for English Language Arts and Literacy for History/Social Studies, Science, and Technical Subjects

ELA/ELD Framework
http://www.cde.ca.gov/ci/rl/cf/elaeldfmrksbeadopted.asp

Integrating the CA ELD Standards into K–12 Mathematics and Science Teaching and Learning
http://www.cde.ca.gov/sp/el/er/documents/fnl1516agmnteldstndab899.doc
Questions?
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