

**Slide 1:** Session 1 was created for a minimum of 55 minutes. You can ask participants to read Appendix D before coming to the session

Add your name to the presentation

**Why/Purpose:** As a state and the district are transitioning into the 2012 New CA ELD standards, this is the first of 4 sessions that will assist us in this process.

**How:**

1. Say: We are going to be presenting 4 session that will deepen your understanding of the new ELD standards while also providing you with strategies that can be transferred into classroom practice.

## Chalk Talk: CA ELD Standards

Read the Appendix D quotes on the perimeter of the room silently.

**Respond to the quote by either:**

- Adding your comment, reflection, or idea
- Responding to someone else's comment

### **Slide 2: SILENT SOFT START (3 minutes)**

**Why/Purpose:** The Chalk Talk silent activity is use to ground/ orient participants to the work they will begin doing with the CA English Language Development Standards. In this case, participants will work with Appendix D of the CELDS to learn about the information on pages 1-3 that include The Context for the CA ELDS, Purposes and Intended Users, and Key Factors in supporting EL success.

**How:** Remind participants that this is a reflective process. Explain how activity can be utilized in a classroom or PD setting.

### **Process**

- The facilitator explains VERY BRIEFLY that Chalk Talk is a **silent** activity. No one may talk at all and anyone may add to the Chalk Talk as they please.
- Participants responds to the quote by adding a comment, reflection or idea or by responding to someone someone else's comment
- After allotted time is completed, facilitator calls out some of the participants responses

# ELD Transition Sessions

## Session 1: ELD Standards Introduction

- Shifts, Layout, & Development

Session 2: Proficiency Levels

Session 3: Theory that Informs Layout (Appendix C)

Session 4: How English Works (Appendix B)

**Slide 3: (1 minute)**

**Why/purpose:** make the participants aware that this is the first of the four sessions.

**How:** Give participants a few seconds to read over the slide to see flow of the four sessions

## Objectives

1. Explore the context, development and validation of CA ELD Standards (Appendix D)
2. Become familiar with the layout of the ELD standards
3. Understand CA ELD Standard Shifts

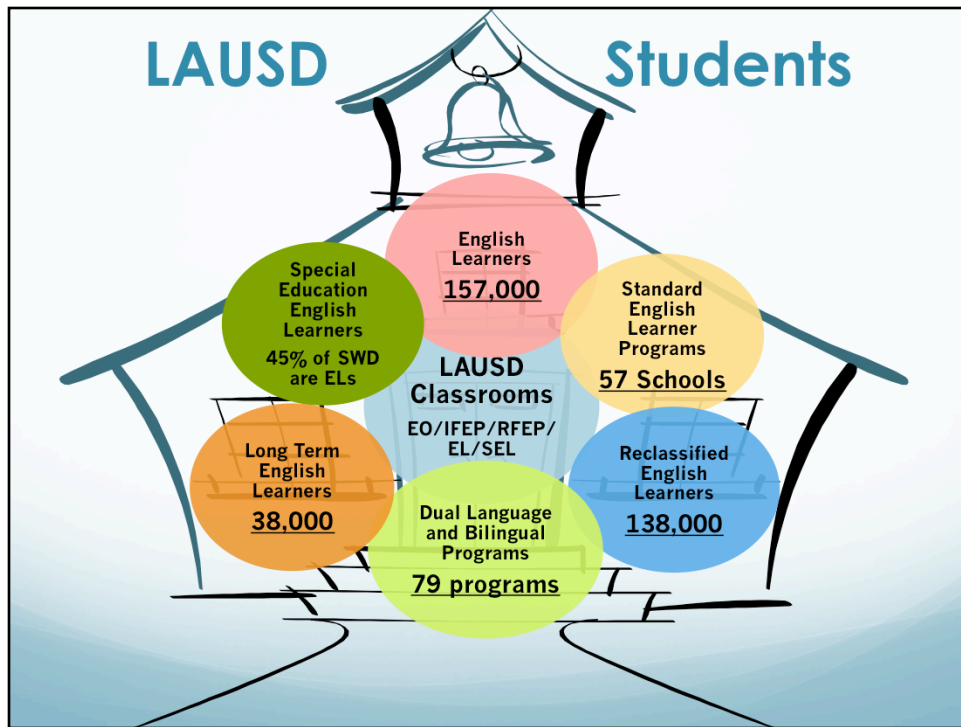
**Slide 4: (1 minute)**

**Why/Purpose:** To give participants the objectives for the presentation

**How:** The facilitator will say: “Today’s objectives are to:

1. Explore the context, development and validation of CA ELD Standards (Appendix D)
2. Become familiar with the layout of the ELD standards
3. Understand CA ELD Standard Shifts





**Slide 5: ( 2 minutes)**

LAUSD classrooms are composed of diverse learners who require rigorous instruction that is designed to meet their linguistic and academic needs. When done successfully all youth achieve.

Adapted from George Washington University

## Guiding Principles

1. English Learners (ELs) are held to the **same high expectations** of learning established for all students.
2. ELs develop full **receptive and productive** proficiencies in English in the domains of **listening, speaking, reading & writing**.
3. ELs are **taught challenging academic content** that enables them to meet performance standards in all content areas.
4. ELs receive **instruction** that **builds** on their previous education and **cognitive abilities** and that **reflects their language proficiency levels**.
5. ELs are **evaluated with appropriate and valid assessments** that are aligned to state and local standards and that **take into account the language development stages & cultural backgrounds of the students**.
6. The academic success of ELs is a **responsibility shared by all educators, the family and the community**.

English Learner Master Plan, 2012,  
Pages 2-3

### Slide 6: (1 minute)

**Why/Purpose:** The six guiding principles of the EL Master Plan are presented here to remind participants that they serve as a strong statement of values that guide all of our work in serving English Learners (ELs).

**How:** The facilitator will remind participants of the Six Guiding Principles from the EL Master Plan (pages 2-3) Review guiding principles. Highlight number 1 and 6 as a focus for this session.

**Additional Notes:** The guiding principles slide must be in every presentation.

## District Instructional Priorities



### Slide 7: (1 Minute)

**Why/Purpose:** To emphasize the how the three district initiatives work together in our work serving our English Learners

**How:** The facilitator will state the following:

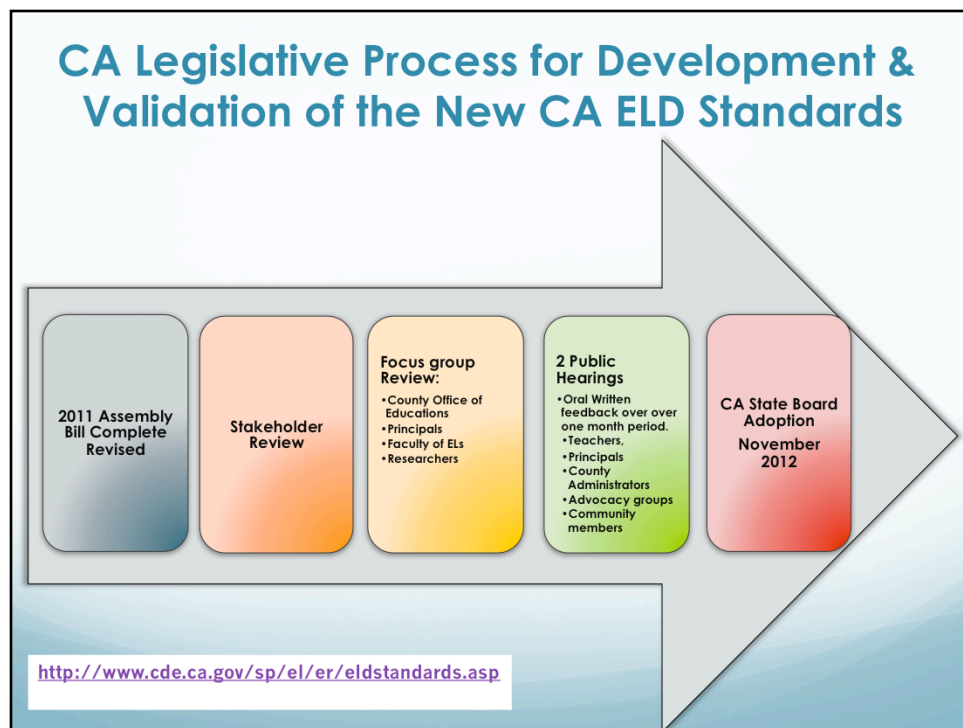
“This visual shows how our district’s three initiatives are woven together in our work in servicing our English Learners. The Common Core State Standards signify “What” we teach, while the Master Plan signifies the “Who” we teach (English Learners), and The Teaching and Learning Framework speaks to “How” we teach in LAUSD. When all three are woven together the outcome is that all LAUSD students will graduate College Prepared and Career Ready.” In this presentation we will begin to see how the CA English Language Standards will be used by teachers to support the Mastery of English development

LAUSD TEACHING AND LEARNING FRAMEWORK 2014-2015 FOCUS ELEMENTS	
	<b>STANDARD 1: PLANNING AND PREPARATION</b> a. Demonstrating Knowledge of Content and Pedagogy 1. Knowledge of Content and the Structure of the Discipline 2. Knowledge of Content-Related Pedagogy b. Demonstrating Knowledge of Students 1. Awareness of Students' Skills, Knowledge, and Language Proficiency 2. Knowledge of How Children, Adolescents, and Adults Learn 3. Knowledge of Students' Special Needs 4. Knowledge of Students' Interests and Cultural Heritage c. Establishing Instructional Outcomes 1. Value, Sequence, Alignment, and Clarity 2. Suitability for Diverse Learners d. Designing Coherent Instruction 1. Standards-Based Learning Activities 2. Instructional Materials, Technology, and Resources 3. Purposeful Instructional Groups 4. Lesson and Unit Structure e. Designing Student Assessment 1. Aligns with Instructional Outcomes 2. Planning Assessment Criteria 3. Design of Formative Assessments 4. Analysis and Use of Assessment Data for Planning
	<b>STANDARD 2: CLASSROOM ENVIRONMENT</b> a. Creating an Environment of Respect and Support 1. Teacher Interaction with Students 2. Student Interactions with One Another 3. Classroom Climate b. Establishing a Culture for Learning 1. Importance of the Content 2. Expectations for Learning and Achievement 3. Student Ownership of their Work 4. Physical Environment c. Managing Classroom Procedures 1. Management of Routines, Procedures, and Transitions 2. Management of Materials and Supplies 3. Performance of Non-Instructional Duties 4. Management of Parent Leaders, other Volunteers and Paraeducators d. Managing Student Behavior 1. Expectations for Behavior 2. Monitoring and Responding to Student Behavior
	<b>STANDARD 3: DELIVERY OF INSTRUCTION</b> a. Communicating with Students 1. Communicating the Purpose of the Lesson 2. Directions and Procedures 3. Delivery of Content 4. Use of Academic Language b. Using Questioning and Discussion Techniques 1. Quality and Purpose of Questions 2. Discussion Techniques and Student Participation c. Structures to Engage Students in Learning 1. Standards-Based Projects, Activities, and Assignments 2. Purposeful and Productive Instructional Groups 3. Use of Available Instructional Materials, Technology, and Resources 4. Structure and Pacing d. Using Assessment in Instruction to Advance Student Learning 1. Assessment Criteria 2. Monitoring of Student Learning 3. Feedback to Students 4. Student Self-Assessment and Monitoring of Progress e. Demonstrating Flexibility and Responsiveness 1. Responds and Adjusts to Meet Student Needs 2. Persistence
	<b>STANDARD 4: ADDITIONAL PROFESSIONAL RESPONSIBILITIES</b> a. Maintaining Accurate Records 1. Tracks Progress Towards Identified Learning Outcomes 2. Tracks Completion of Student Assignments in Support of Student Learning 3. Manages Non-instructional Records 4. Submits Records on Time b. Communicating with Families 1. Information About the Instructional Program 2. Information About Individual Students 3. Engagement of Families in the Instructional Program c. Demonstrating Professionalism 1. Ethical Conduct and Compliance with School, District, State, and Federal Regulations 2. Advocacy/Intervention for Students 3. Decision-Making

## Slide 8: (1 Minute)

**Why/Purpose:** To connect our work as educators and our professional goals.

**How:** Read the 3 focus elements, tell the participants that the arrows point to the highlighted focus elements that apply to the work we will engage in today.



**Slide 9: (2 minutes)**

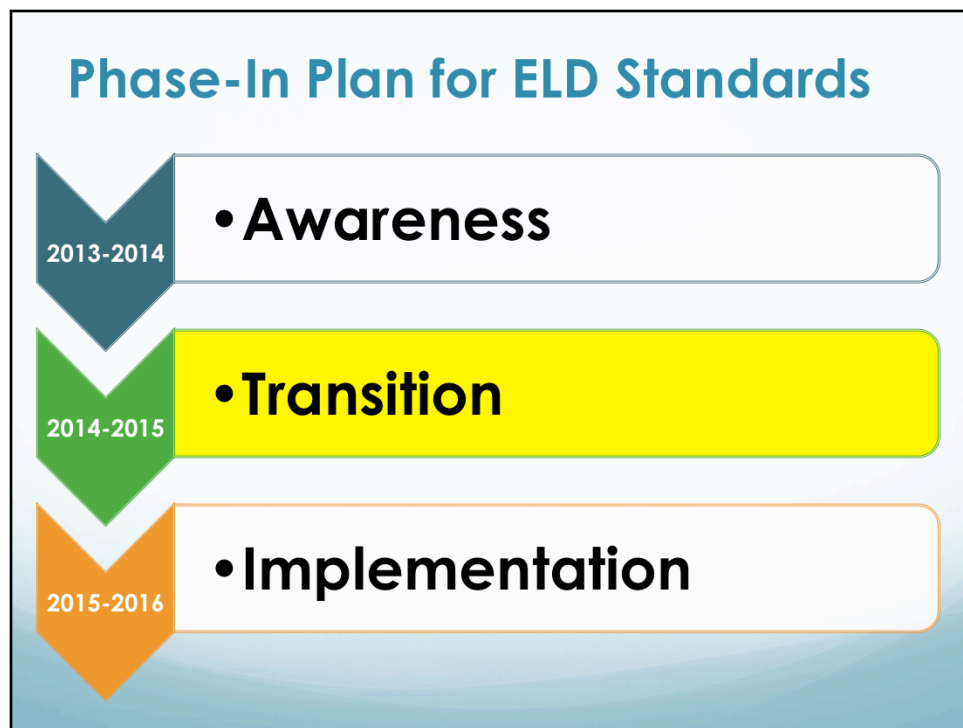
**Why/Purpose:** To explain the Development and Validation Process for the new CA ELD Standards

**How:** Considering the diversity of the student population in LAUSD and California and the District's instructional priority of implementing Common Core, we need the new California ELD Standards which will work in tandem with the Common Core to support the language development of our English learners. Our Master Plan Guiding Principles illustrate the values we hold as we engage in learning and implementing the new standards. The strong practices of an effective teacher that are highlighted in the Teaching and Learning Framework will further support us in this process.

The facilitator explains the process for Development and Validation by reading the flow map. This was the process for development; various stakeholders provided input in the process.

For more information see Appendix D pages 7-8

The quotes are from Pages 1- 3 of Appendix D. The intent of Appendix D is to call the



**Slide 10: (1 minute)**

**Purpose**

To ensure that participants know how LAUSD is phasing in the ELD Standards. LAUSD is following the CA roll out of the new ELD standards

**How**

Say, "Let's take a minutes to look at the phase-in plan, which is aligned with the state's plan:

- **Awareness** – During this time, district leadership (directors, principals and central/ESC staff were provided information sessions around the NEW ELD standards
- **Transition** – building resources, implementing needs assessments, and continued learning for the school sites
- **Implementation** – expansion of professional learning and alignment of curriculum instruction and assessment along with integration throughout the district. At the end of this phase students will be assessed using the new assessment: ELPAC (English Language Proficiency Assessment for California). ELPAC will replace CELDT.

# CCSS for English Learners

What are the **BENEFITS** of CCSS  
for English Learners?

What are the **CHALLENGES** of  
CCSS for English Learners?

**Instructional Strategy:**  
Graphic Organizer  
Turn & Talk

**Slides 11 –:15 (9 minutes)** These slides are all connected, but should be chunked into slides 11-12 (5 minutes) and 13-15 (4 minutes).

**(After posing questions, allow 4 minutes for participants to turn and talk)**

**Why/Purpose:** Allowing participants to speak to their experiences in teaching the CCSS is beneficial and validating of their knowledge. The graphic organizer supports the organization of their thinking and talking to their partner supports their understanding. Calling out the instructional move will support their implementation of this strategy in their classroom.

**How:**

- Ask participants what the benefits and challenges in teaching CCSS are for ELs.
- Use the T-chart to support participants in thinking about the BENEFITS and CHALLENGES of the CCSS.
- Give participants 30 seconds of think time and then ask them to turn and talk with a partner. After 4 minutes, have them share out to the whole group.
- Proceed to **slide 11** after the whole group share out.

# CCSS for English Learners

What are the **BENEFITS** of CCSS for English Learners?

Use of complex text and text-dependent questioning which no longer relegates English Learners to the exclusive use of simplified text

Students make claim and use supporting evidence to make an argument

A focus on oral language development for all students as called for in EL Master Plan

**Instructional Strategy:**  
Whole Group Share Out

What are the **CHALLENGES** of CCSS for English Learners?

Provide access to complex text to students of varying English proficiency levels as called for in the EL Master Plan

Understand language and text of argument, its structures and ways to use supporting evidence

Students will need to discern and use formal registers of language that are designed for the audience, task and purpose

**Slide 12 - This the share out slide for slide 10 (2 minutes)**

**Why/Purpose:** Specifically call out the 3 main benefits and challenges with the CCSS. This will ensure that the 3 main ideas are brought out to the group.

**How:** Review the benefits and challenges. If people called out some of the items on the slides, you may want to begin with those. Ensure to speak to the fact that the benefits are also the challenges and vice versa.



# ELA/Literacy CCSS



## *What must students be able to do with language?*

"Students can, without significant scaffolding:

- **comprehend and evaluate** complex texts across a range of types and disciplines
- **construct effective arguments** and **convey** intricate or multifaceted information
- **discern** a speaker's key points
- **request clarification** and **ask relevant** questions
- **build on** others' ideas
- **articulate** their own ideas, and **confirm** they have been understood"

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

### **Slide 13: (2 minutes)**

**Why:** Highlight how language is embedded in CCSS Literacy without scaffolding. One of the benefits of the CCSS is that it brings language to the forefront. At the same time the language demands of the CCSS are complex and require language production from students. For example in ELA/ literacy all students including English Learners are expected to use academic language to construct effective arguments, request clarification, articulate their own ideas. The Standards insist that instruction in reading, writing, speaking, listening, and language be a shared responsibility within the school.

**How:** Bring attention to Master plan Guiding principle #1: All students are held to the same high expectation for learning.

# Math CCSS



## *What must students be able to do with language?*

“Mathematically proficient students:

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

(CCSS for Mathematics, p.6)

### **Slide 14: (1 minute)**

**Why:** highlight that in Math CCSS proficient students are expected to be able to articulate their thinking processing using specific language of the content area. Students will use language to build logical progression of statements, justify their conclusion and respond to the arguments of others

**How:** Mathematically students will use language to build logical progression of statements, justify their conclusion and respond to the arguments of others. The language students use in Mathematics looks differently than it did in Literacy.

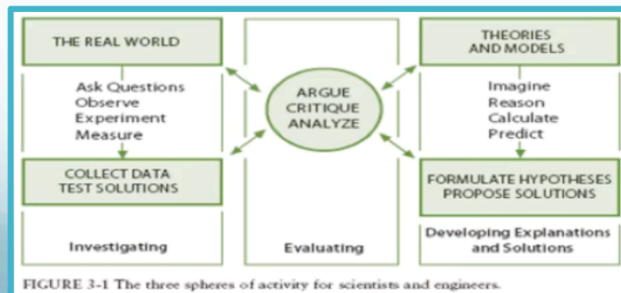
# Next Generation Science Standards



## *What must students be able to do with language?*

What are the language demands within the essential science practices:

- **construct explanations** and designated solutions
- **engaging in argument** from evidence
- **obtain, evaluate, and communicate** information



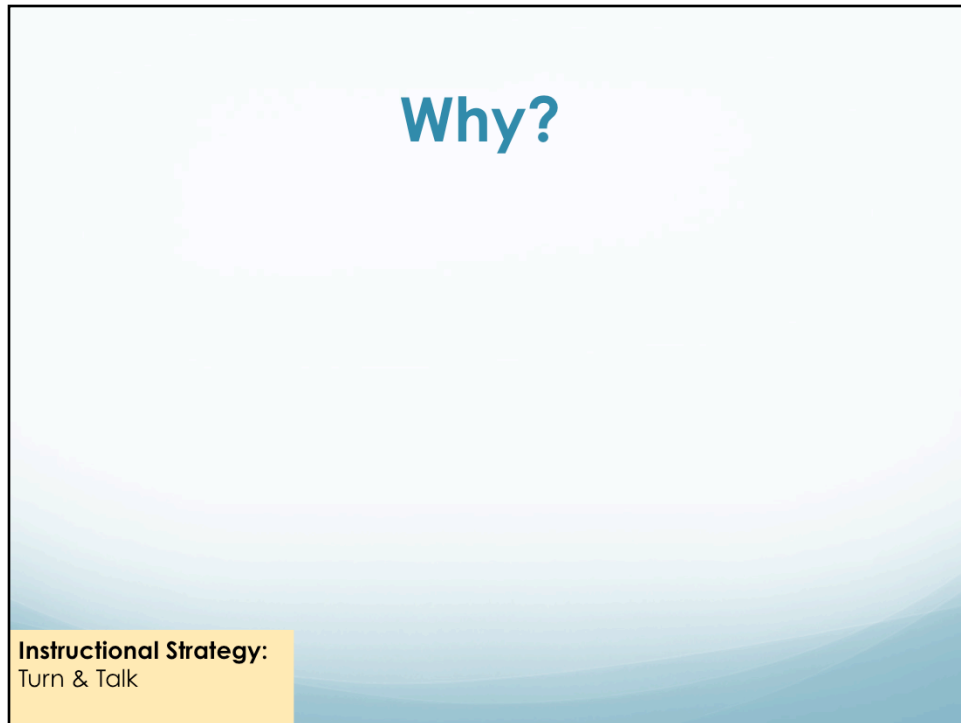
K-12 Science Framework  
NRC 2012 pg 45, 49

### Slide 15: (1 minute)

**Lastly in science students will be using language to constructing explanations, engaging in argument, and communicating information**

**Why:** Language needs to be supported differently depending on the content areas. In science students will be using language to constructing explanations, engaging in argument, and communicating information.

**How:** Highlight that students will be expected to use the language of science to engage in argument and construct explanations



**Slide 16: (2 minutes) If language is embedded within CCSS, then why do we have ELD Standards?**

- The CCSS specify that the standards are intended to apply to all students including English learners.
- Both the National Governors Association Center for Best Practices and the Council of Chief State School Officers believe that all students should be held to the same high expectations outlined in the Common Core Standards -this includes English Learners---
- **EL students may require additional time, appropriate instructional support and aligned assessments as they acquire both English language proficiency along with content area knowledge**
- **The ELD standards are designed to address the dual challenge faced by ELs as they learn both language and content.**

## Purpose of The New ELD Standards

- Designed **to be used in tandem** with CCSS for ELA & Literacy
- **Highlight and amplify** the critical knowledge about language and skills using language in CCSS for ELA/ Literacy necessary for ELs to be successful in school and life
- Provide **fewer, clearer, higher standards** so teachers can focus on what's most important
- **Strengthen** ELD opportunities **in core content instruction** and **in targeted ELD** in light of new content standards

### Slide 17: (2 minutes)

**Why/Purpose:** To ensure that participants understand the purpose of the new ELD Standards.

**How:** Paraphrase the purpose of the new ELD CA standards:

1. To be used in tandem with CCSS ELA
2. Highlight and amplify critical knowledge about language and skills using CCSS ELA
3. Provide fewer, clearer and higher standards
4. Strengthen ELD opportunities in content instruction and in targeted ELD

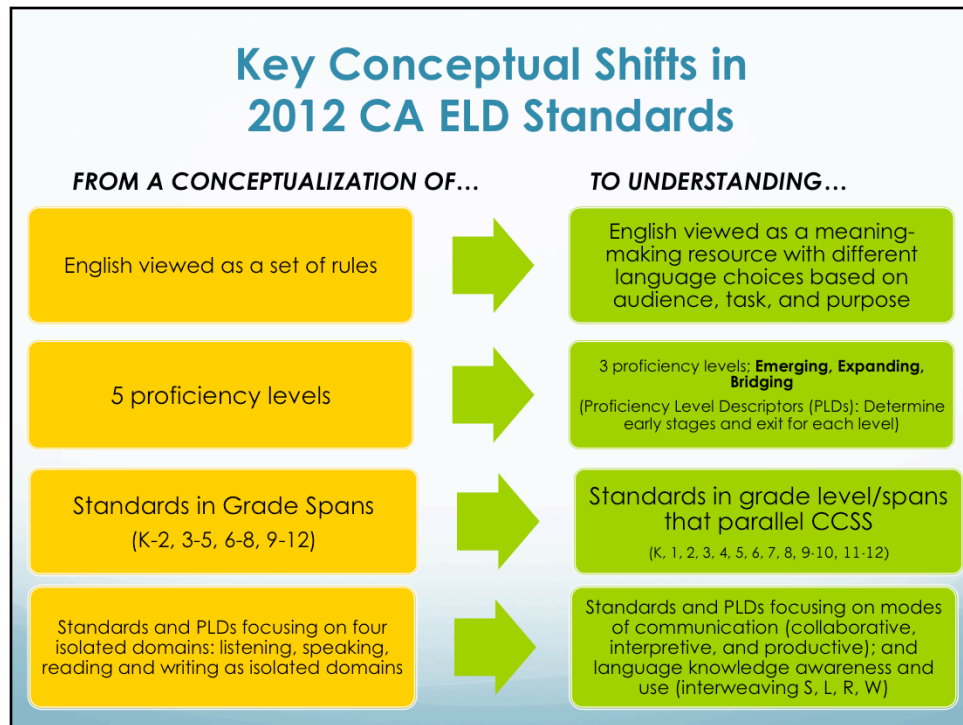
Appendix D	
Goals of the CA ELD Standards	What CA ELD Standards are NOT
Fewer, Clearer, and Higher Standards	
Promote EL abilities to interact in meaningful ways during rich instruction so that they both develop English and content knowledge	
Develop proficiency in shifting register based on content.	
Be aware that different languages and variations of English exist and recognize their home languages and cultures as resources to value in their own right and draw upon in building proficiency in	

**Slide 18: (2 minutes)**

**Why/Purpose:** To call attention to the Goals of the CA ELD Standards, as well as, misconceptions or “What the CA ELD Standards Are Not.” Highlight the opportunities for students to interact to make CA ELD standards more interactive

**How:** The facilitator will first explain the goals by saying: “English learners must simultaneously successfully engage in challenging academic activities, as set by the CCSS, while developing proficiency in advanced English. The CA ELD Standards are intended to support this dual endeavor by providing fewer, clearer, and higher standards:

- **Fewer:** Those standards that are necessary and essential for development and success;
- **Clearer:** A coherent body of standards that have clear links to curriculum and assessments;

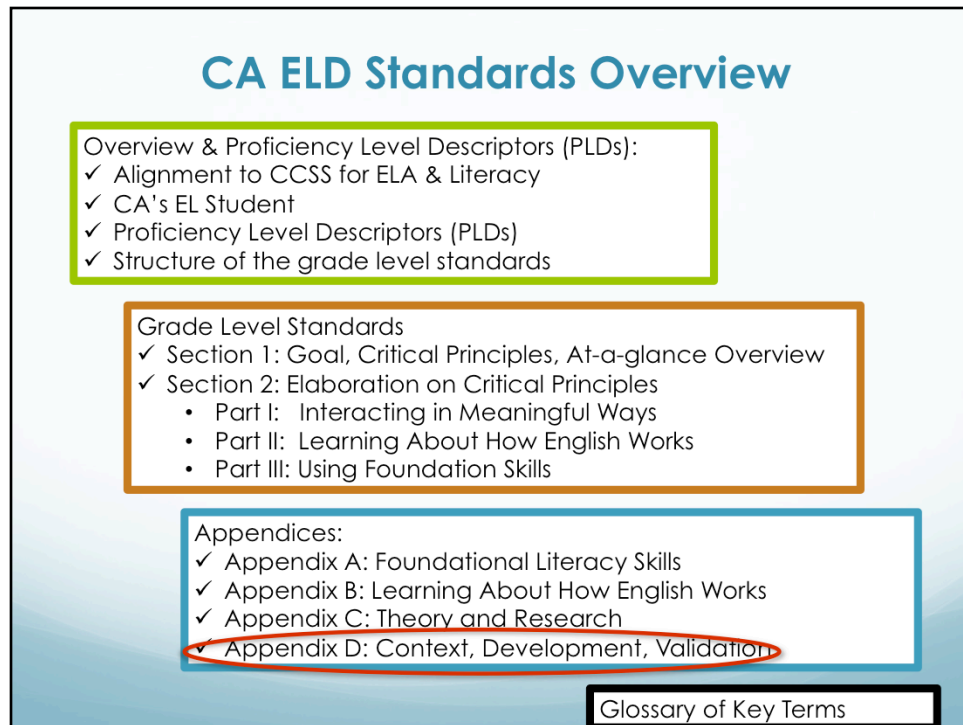


#### Slide 19: (2 minutes)

**Purpose:** To ensure that participants understand the purpose of the new ELD Standards.

#### How

1. English is a meaning making resource that students use based on audience, task and purpose
2. We have moved from 5 proficiency level to 3. Each proficiency level has an early stage and an exit level.
3. The grade levels/spans parallel CCSS
4. The focus is on language development (modes of communication: collaborative, interpretive, productive) and having an understanding of how English works



**Slide 20: (2 Minutes)**

**Why/Purpose:** To allow time for participants to become familiar with the various sections for the CA ELD Standards Book.

**Materials needed:** ELD Standards Book.

**How:** Presenter takes time to help familiarize participants with the lay out of the CELDs book by having them tab the four sections above: Overview, Grade level standards, Appendices, Glossary.

The facilitator will say,

- Here is the **overview section** (show the section and then explain the components briefly)
- Here is the **grade level section** (show the section and then explain the components briefly)
  - Facilitator should point out that section 1 contains the goal, critical principle and ***At a Glance Overview of Section 2. The language of***



# Layout of the CA ELD Standards

On your own, scan pages 1-2 from your grade level

- What do you notice?

Turn and Talk

California Department of Education English Language Development Standards for Grade 5	
Section 1: Goal, Critical Principles, and Overview	
<p><b>Goal:</b> 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 varieties of English exist, and they recognize that home languages and cultures are 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 across disciplines, asking questions, negotiating 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><b>Critical Principles for Developing Language and Cognition in Academic Contexts:</b> While advancing along the continuum of English language development levels, English learners at all levels engage in intellectually challenging literary, 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 conversational modes: collaborative, interpretive, and presentational, and they apply knowledge of English to academic tasks. At these cross-modal language processes (integrating cohesive texts, expanding and revising ideas, and connecting and considering ideas) using various linguistic resources.</p>	
Part 1: Interacting in Meaningful Ways	Corresponding Common Core State Standards for English Language Arts*
<b>A. Collaborative</b>	
1. Exchanging information and ideas with others through oral collaborative discussions on a range of social and academic topics	• L.5.1.A.1, L.5.1.B.6
2. Interacting with others in written English in various communicative forms (print, communicative technology, and multimedia)	• W.5.2.A.1, L.5.2.B
3. Offering and supporting opinions and negotiating with others in communicative exchanges	• L.5.1.A.1, L.5.1.B.9
<b>C. Interpretive</b>	
4. Interpreting language choices to various contexts (based on task, purpose, audience, and text type)	• W.5.2.A.1, L.5.1.A.1, L.5.1.B.6
<b>B. Interpretive</b>	
5. Listening actively to spoken English in a range of social and academic contexts	• L.5.1.A.1, L.5.1.B
6. Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through "language"	• W.5.1, L.5.1.A.1, L.5.1.B.6, L.5.1.C.10, L.5.1.D.10, L.5.1.E.10, L.5.1.F.10, L.5.1.G.10, L.5.1.H.10, L.5.1.I.10, L.5.1.J.10
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	• W.5.3.A.4, W.5.3.A.6, W.5.3.A.8, L.5.3.A.1, L.5.3.A.4
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, audience, author/creator, topic, and content area	• L.5.3.A.1, W.5.3.A.4, L.5.3.A.6, L.5.3.A.8, L.5.3.B.1, L.5.3.B.6
<b>C. Productive</b>	
9. Expressing information and ideas in formal oral presentations on academic topics	• L.5.3.A.1, L.5.3.B.6
10. Writing literary and informational texts to present, describe, and explain ideas and information, using appropriate technology	• W.5.1, L.5.1.A.1, L.5.1.B.6
11. Supporting main opinions and evaluating others' opinions in speaking and writing	• W.5.1.A.1, W.5.1.A.10, L.5.1.A.1, L.5.1.B.6
12. Listening and applying content and process vocabulary and language structures in effectively convey ideas	• W.5.3.A.1, L.5.3.A.4, L.5.3.A.6, L.5.3.B.1, L.5.3.B.6

**Instructional Strategy:**  
Turn & Talk

**Handout**

## Slide 21: (8 minutes)

### Purpose:

To understand the various components of the CA ELD Standards Books (grade level standards)

### How:

Say: "In this section you will have a chance to look at the first 3 pages of your grade level standards to familiarize yourself with the layout and various components"

Let participants share out what they notice and what are some new findings. Let them do this using the Turn and Talk strategy

ELD Standards Layout	
Section I, Part I: Interacting in Meaningful Ways	
California Department of Education English Language Development Standards for Grade 5	
Section 1: Goal, Critical Principles, and Overview	
<p><b>Goal:</b> 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><b>Critical Principles for Developing Language and Cognition in Academic Contexts:</b> 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*
<b>A. Collaborative</b> 1. Exchanging information and ideas with others through oral collaborative discussions 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 task, purpose, audience, and text type)	SL.5.1.6; L.5.1.3.6 W.5.6; L.5.1.3.6 SL.5.1.6; L.5.1.3.6 W.5.4-5; SL.5.1.6; L.5.1.3.6
<b>B. Interpretive</b> 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 and speakers use language to support ideas and opinions (with details or reasons depending on modality, text type, purpose, audience, topic, and content area) 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	SL.5.1-3; L.5.3 • RL.5.1-7.9-10; RI.5.1-7.9-10; SL.5.2-3; L.5.3.4.6 RL.5.3-4.6; RI.5.2.8.8; SL.5.3; L.5.3-6 • RL.5.4-5; RI.5.4-5; SL.5.3; L.5.3-6
<b>C. Productive</b> 9. Expressing information and ideas in formal oral presentations on academic topics 10. Writing literary and informational texts to present, describe, and explain ideas and information, using appropriate technology 11. Supporting own opinions and evaluating others' opinions in speaking and writing 12. Selecting and applying varied and precise vocabulary and language structures to effectively convey ideas	SL.5.4-6; L.5.1.3.6 W.5.1-10; L.5.1-3.6 • W.5.1.4.9-10; SL.5.4.6; L.5.1-3.6 W.5.4-5; SL.5.4.6; L.5.1-3.6
California English Language Development Standards for Grade 5—October 5, 2012	

Handout

Slides 22– 24: (11 minutes )These slides are all connected, but should be chunked into slides 22-23 (3 minutes) and 24-25 (8 minutes).

**Why/Purpose:** to understand the layout of the new ELD Standards

**How:**

We've had an opportunity to look at our grade level standards. Now we are going to look at the structure, layout and the various components within each grade level.

The grade-specific standards are divided into **two** sections.

**Section 1** has 3 parts: **Part I:** Interacting in meaningful ways, **Part II** How English works and **Part III** Foundational Skills

This section highlights: Part 1 of the CA ELD Standards Interacting in Meaningful Ways. I

# ELD Standards Layout

## Section I, Part II: Learning About How English Works

## Section I, Part III: Foundational Skills

California Department of Education English Language Development Standards for Grade 5	
<b>Part II: Learning About How English Works</b> <b>A. Structuring Cohesive Texts</b> 1. Understanding text structure 2. Understanding cohesion <b>B. Expanding and Enriching Ideas</b> 3. Using verbs and verb phrases 4. Using nouns and noun phrase 5. Modifying to add details <b>C. Connecting and Condensing Ideas</b> 6. Connecting ideas 7. Condensing ideas <b>Part III: Using Foundational Literacy Skills</b>	<b>Corresponding Common Core State Standards for English Language Arts*</b> • 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; LS.1.3 • W.5.5; SL.5.6; LS.1.3.6 • W.5.5; SL.5.6; LS.1.3.6 • W.5.5; SL.5.4.6; LS.1.3.6 • W.5.1-3.5; SL.5.4.6; LS.1.3.6 • W.5.1-3.5; SL.5.4.6; LS.1.3.6 • RF.K-1.1-4; RF.2-5.3-4 (as appropriate)
<small>* 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.</small> <small>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.</small>	

Handout

Slide 23: (1 minute)

**Why/Purpose:** To understand the layout of the new ELD Standards Parts II(How English Works and Part III (Foundational Literacy Skills)

**How:**

Say: **Part II** is the same at each grade level. Part 2 of section 1 is learning about how English works. It lists 3 Processes.

**Part III:** Using Foundational Literacy Skills: The foundational literacy skills will be addressed through the English Language Arts time (covered in Appendix A)

California Department of Education  
English Language Development Standards for Grade 5

**Section 1: Goal, Critical Principles, and Overview**

For every Grade level, the ELD Standards have the same 'Section 1'

The only thing that differs on page 1-2 of the ELD Standards for each grade level is the CCSS standards it corresponds to.

The same **Critical Principles** for Developing Language and Cognition in Academic Contexts is at each grade level

**Part I of the ELD Standards: Interacting in Meaningful Ways.** It is the same at each grade level. It lists 3 **Modes (Ways of Using Language)**

A. Collaborative  
B. Interpretive  
C. Productive

The Strands appear beneath.

**Part II: Learning about How English Works.** It is the same at each grade level. It lists 3 **Processes (Purpose for using Language)**

A. Structuring Cohesive Texts  
B. Expanding and Enriching Ideas  
C. Connecting and Condensing Ideas

**Part III: Using Foundational Literacy Skills**

Corresponding Common Core State Standards for English Language Arts

SL.5.4.6; L.5.4.6  
W.5.4; L.5.1.3.6  
W.5.4.6; L.5.1.3.6  
W.5.1.3.5; SL.5.4.6; L.5.1.3.6  
W.5.1.3.5; SL.5.4.6; L.5.1.3.6  
RF.K-1.1-4; RF.2-5.3-4 (as appropriate)

Slide 24: (5 minutes)

**Purpose:**

Participants will understand that for every Grade level, the ELD Standards have the same 'Section 1' with the exception of the corresponding common core state standards. There are three parts to section 1. Part one is divided into modes and Part two is divided into 3 process.

Say: "For every Grade level, the ELD Standards have the same 'Section 1'"

- The same goal is listed at each grade level
  - The same Critical Principles for Developing Language and Cognition in Academic Contexts is at each grade level
- (Facilitator and participants highlight the bold)

**Part I** is the same at each grade level. Part 1 of the CA ELD Standards is interacting in meaningful ways. It lists 3 Modes 1. The modes is the ways of using language and there are three listed under the mode.

- A. Collaborative  
B. Interpretive  
C. Productive

(Facilitator and participants highlight the bold and write MODES)

Say: There are 4 strands under each mode. Since there are 3 modes and 4 strands under each mode, there are total of 12 strands under Part 1 of Section 1.

(Facilitator will have the participants point to the strands) Say: Take a minute to look at the language and highlight some of the language you see there.

Say: **Part II** is the same at each grade level. Part 2 of section 1 is learning about how English works. It lists 3 Processes

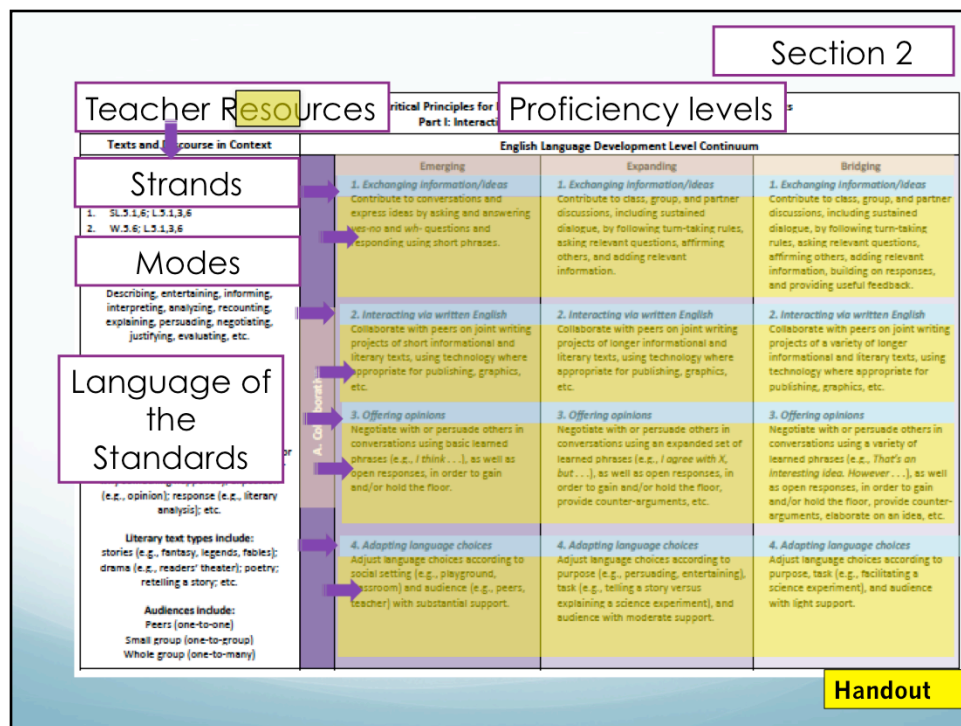
- A. Structuring Cohesive Texts  
B. Expanding and Enriching Ideas  
C. Connecting and Condensing Ideas

The Strands appear beneath.

(Facilitator and participants highlight the bold and write PROCESSES)

The only thing that differs on page 1 of each grade level is the CCSS standards it corresponds to.

Part 3 is the foundational literacy skills.



Teacher Resources

Critical Principles for Part I: Interact

Proficiency levels

Texts and Course in Context	English Language Development Level Continuum		
Strands	Emerging	Expanding	Bridging
Modes	1. Exchanging information/ideas Contribute to conversations and express ideas by asking and answering yes-no and wh-questions and responding using short phrases.	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.	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.
Language of the Standards (e.g., opinion); response (e.g., literary analysis); etc.	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.	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.	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.
	3. Offering opinions Negotiate with or persuade others in conversations using basic learned phrases (e.g., I think...), as well as open responses, in order to gain and/or hold the floor.	3. Offering opinions Negotiate with or persuade others in conversations using an expanded set of learned phrases (e.g., I agree with X, but...), as well as open responses, in order to gain and/or hold the floor, provide counter-arguments, etc.	3. Offering opinions Negotiate with or persuade others in conversations using a variety of learned phrases (e.g., That's an interesting idea. However...), as well as open responses, in order to gain and/or hold the floor, provide counter-arguments, elaborate on an idea, etc.
	4. Adapting language choices Adjust language choices according to social setting (e.g., playground, classroom) and audience (e.g., peers, teacher) with substantial support.	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.	4. Adapting language choices Adjust language choices according to purpose, task (e.g., facilitating a science experiment), and audience with light support.

Handout

## Slide 25: (3 minutes)

**Purpose:** Participants will understand that **Section 2** is the actual grade level standards per each strands listed in section 1. It also has standards listed by the 3 levels of proficiency – Emerging, expanding, and bridging.

## How:

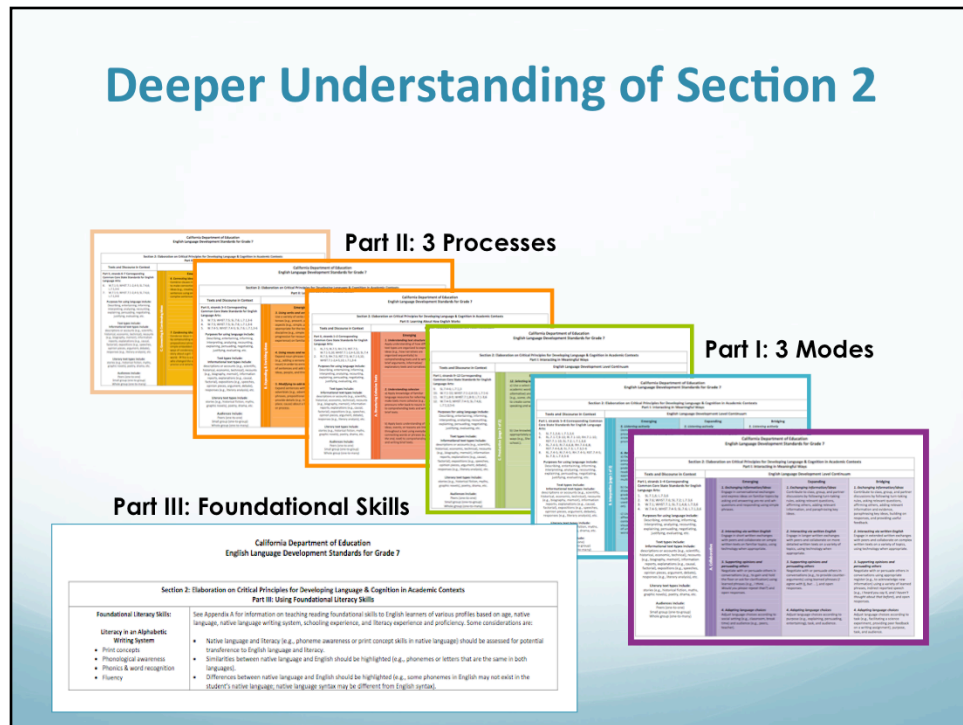
The grade specific standards are divided into **two** sections.

**Section 2** has the same components and the language of the standards. This is where you will find what guides your instruction.

There are 3 proficiency levels in the new CA ELD Standards. The proficiency levels are: Emerging, Expanding, and Bridging **(Have participants label or highlight the document as you speak to each section)**

Say – The mode is listed here again. The first mode, collaborative and the strands are listed in Section 2. Under each strand are the actual standards for the corresponding grade level. **(Have participants label or highlight the document as you speak to each section)**

## Deeper Understanding of Section 2



### Slide 26: (1 minute)

- **Purpose:**
- Purpose is to make a connection to Section 1 (**overview of the standards**) & Section 2 (**elaboration of the standards**)
- **Section 2:**
- **Part I** of the standards has the 3 modes of communication (**Interacting in Meaningful Ways**). An elaboration of the critical principles (**language of the standards**) can be found under each of the strands.
- **Part II** of the standards has the 3 processes (**Purposes for using language**). Here too, there' elaboration of the critical principles (**language of the standards**) that can be found under each of the strands.
- Each page shows of one of the modes of communication and processes organized by **Proficiency Level Descriptors (PLDs)**

## Checking for Understanding

1. Part I of Section 1: Interacting in Meaningful Ways - Modes is divided into:  
Collaborative, Interpretive, and Productive
2. Which section has the specific grade level CA ELD standards?  
A. Section 1  
B. Section 2
3. True or False – The only thing that differs on Section 1 of the ELD Standards for each grade level is the CCSS standard it corresponds to.

TRUE!

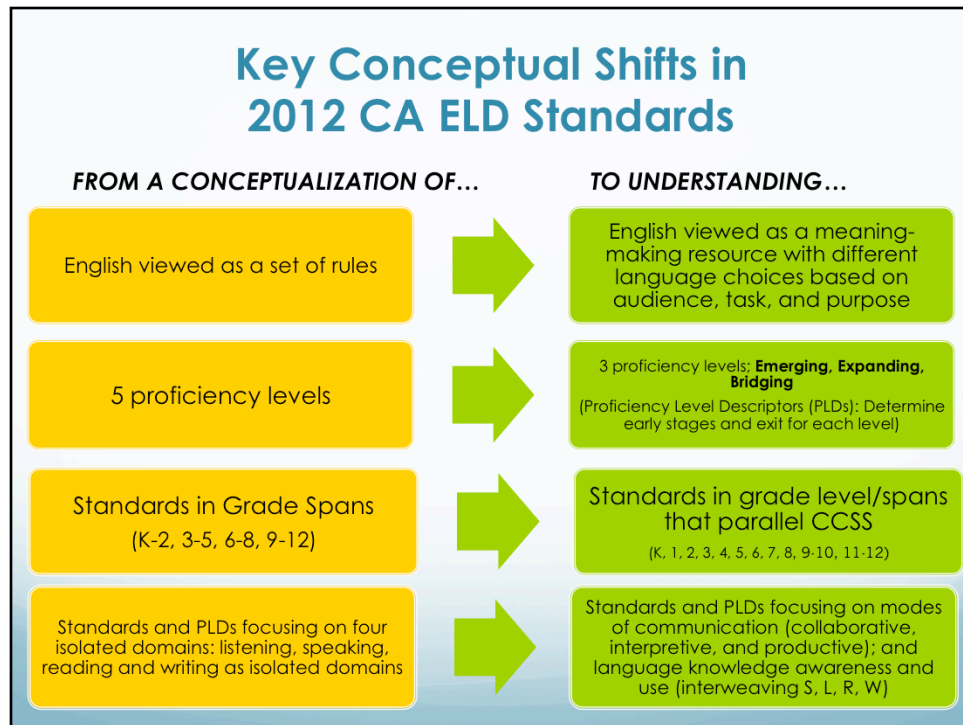
Partner Talk

### Slide 27: (1 minute)

**Purpose:** To check for participant's understanding of the layout of the standards.

Say: Take a look at these questions. Talk to your elbow partner (about 2 minutes) and see if you can answer these questions without looking.

After two minutes, share answers.



**Slide 28: (1 minute)**

**Purpose:** To ensure that participants understand the purpose of the new ELD Standards. It addresses how instruction might need to change as we move forward. This is a review of some of the shift that we covered through this session

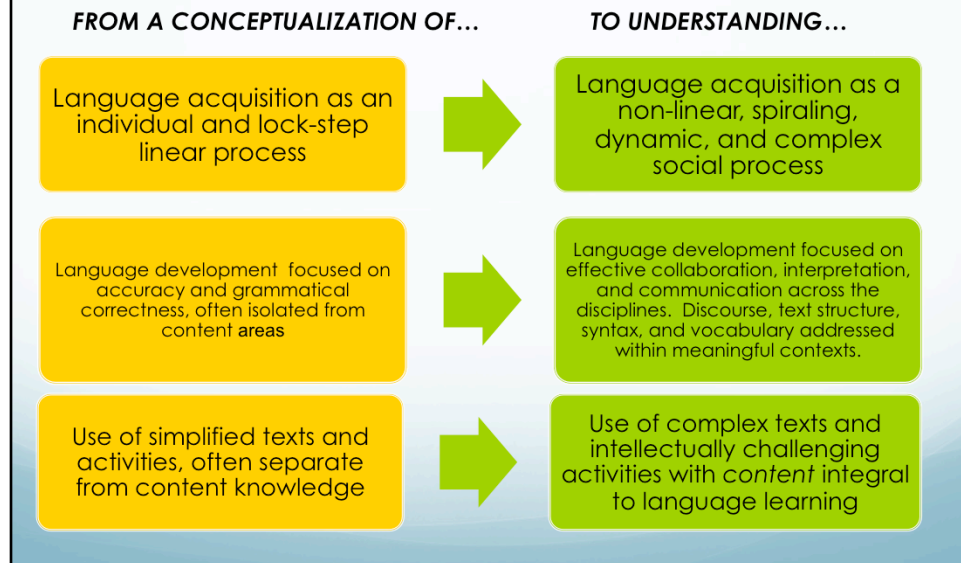
**How:**

**Paraphrase and emphasize these shifts:**

1. English is a meaning making resource that students use based on audience, task and purpose
2. We have moved from 5 proficiency level to 3. Each proficiency level has an early stage and an exit level.
3. The grade levels/spans parallel CCSS
4. The focus is on language development (modes of communication: collaborative, interpretive, productive) and having an understanding of how English works



## Key Conceptual Shifts in 2012 CA ELD Standards



### Slide 29: (2 minutes)

Purpose:

To ensure that participant

How

- **Say:** The First Shift addresses how our concepts of language acquisition have evolved. It also addresses the spiraling nature of the ELD standards. For example, students don't learn the present tense, then the past tense, then the future tense. Rather, we learn language based on the context in which it is used and the related skills. As a traveler, we learn basic communication phrases. In contrast, in K-12 settings, we learn language via the types of conversations and texts we use to learn (e.g., text book, magazines, videos on the plant cycle). In each of these cases the tense and grammar may vary, and ELs cannot be expected to "wait to learn that tense" or "form" prior to being exposed to it.

## Objectives

1. Explore the context, development and validation of CA ELD Standards (Appendix D)
2. Become familiar with the layout of the ELD standards
3. Understand CA ELD Standard Shifts

**Slide 30: (1 minute)**

**Why:** To review objectives for today and verify that all goals were met.

**How:**

Read all 3 objectives and check with participants that all were met.

# 3 – 2 – 1

3-2-1 Reflection

3 things I learned			
2 things that will impact my current work			
1 question I still have			

**Slide 31: (2 minutes)**

**Why:** To reflect on learning our learning for today.

**How**

Say, “Please take a moment to reflect on your learning during this session. Please use the graphic organizer projected to record:

3 things you learned

2 things that will impact your work

1 question you still have”

# Instructional Strategies



Chalk Talk	3-2-1
Turn and Talk	Whole Group Share Out

## Slide 32: (1 minute)

Why:

As we went through this session, we deepened your understanding of the new ELD standards while also providing you with strategies that can be transferred into classroom practice.