Los Angeles Unified School District
Multilingual Multicultural Education Department
California English Language Development Standards
Independent Study Guide
CA ELD Standards Structure

Purpose: To develop an awareness of the structure of the 2012 CA ELD Standards by grade and proficiency level.

Key Terms			
• mode	• collaborative	• productive	• expanding
• process	• interpretive	• emerging	• bridging

Essential Question for Reading: How are the ELD Standards structured?

Key Points

Section 1: Goal, Critical Principles, and Overview

Figure 1

Each grade level has **two sections:**

Section I

- The *Goals* and *Critical Principles for Developing Language and Cognition in Academic Contexts* are the same for each grade level.
- Part I (Figure 1)- Interacting in Meaningful Ways, contains three **Modes** of Communication (ways of using language):
  A. Collaborative
  B. Interpretive
  C. Productive
  ❖ *Note: Part I has the same modes for each grade level and each mode contains 4 strands (similar to anchor standards).*
- Part II (Figure 1)- How English Works, contains three **Processes** (purposes for using language):
  A. Structuring Cohesive Texts
  B. Expanding and Enriching Ideas
  C. Connecting and Condensing Ideas
  ❖ *Note: Part II has the same processes at each grade level and each process contains the same strands (similar to anchor standards).*
- Part III (Figure 1)- Foundational Literacy Skills. These are the basic skills needed to decode and be fluent and are expanded on in Appendix A and also in the CCSS RF Standards.
- **NOTE:** The only difference in the ELD Standards Section 1 for each grade level (pp 1-2) is the correspondence to grade-level CCSS-ELA standards.

Section 2: Elaboration on Critical Principals

Section II

- Text and Discourse (Figure 2)- There are four resources to support instruction, including:
  1. The CCSS-ELA aligned standards for the grade level
  2. The purposes for using language
  3. Text types
  4. Audiences
- Proficiency levels (Figure 2) - The 2012 CA ELD Standards have three proficiency levels (Emerging, Expanding and Bridging).
- Modes or Processes - Each page of Section II corresponds to a Section I Mode or Process. (In Figure 2 'Collaborative' mode is illustrated.)

Figure 2

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- Strands (See numbers 1, 2, 3, and 4 in Figure 2)- Section II lists the same strands (similar to anchor standards) used in Section 1; however, in Section II, each strand has a corresponding standard beneath it that is aligned to each of the three proficiency levels.
- Standards- In Figure 2, the ELD standards would appear beneath numbers 1, 2, 3, and 4. These ELD Standards are specific to each grade level and proficiency level.

Meaning Making Activity
Directions: Using your understanding of components of the ELD Standards, complete the chart below.

Section 1: Overview
Goal (Summarize) _____
Critical Principles (Summarize) _____
Part I: _____
A. _____ 1. 2. 3. 4.
B. _____ 1. 2. 3. 4.
C. _____ 1. 2. 3. 4.
Part II: _____
A. _____ 1. 2.
B. _____ 3. 4. 5.
C. _____ 6. 7.
Part III: _____

		English Language Development Continuum		
Section 2: Elaboration on Critical Principles **Part I: Interacting in Meaningful Ways**				
Text and Discourse		English Language Development Continuum		
Corresponding CCSS Purposes for Using Language Text Types Audience	Collaboration	_____ 1. 2. 3. 4.	_____ 1. 2. 3. 4.	_____ 1. 2. 3. 4.

Reflection:
Think about:
What new changes do I see?

_____

_____

How do the ELD standards align with CCSS?

_____

_____

_____

How is the new ELD Structure Overview relevant and useful as I develop effective instructional plans:

_____

_____

_____

_____

What scaffolds (SDAIE) can I use for the three Proficiency levels:
Emerging _____

Expanding _____

Bridging_____

My next steps are as follows:

_____

_____

_____

Resources:

ELD Standards: http://www.cde.ca.gov/sp/el/er/eldstandards.asp
CCSS: http://www.cde.ca.gov/re/cc/