


Understanding the 2012 California English Language Development Standards

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**Common Core State Standards:
Implications for Language,
Learning and Leadership**
San Diego, CA October 26, 2012

CALIFORNIA DEPARTMENT OF EDUCATION
Tom Torlakson, State Superintendent of Public Instruction

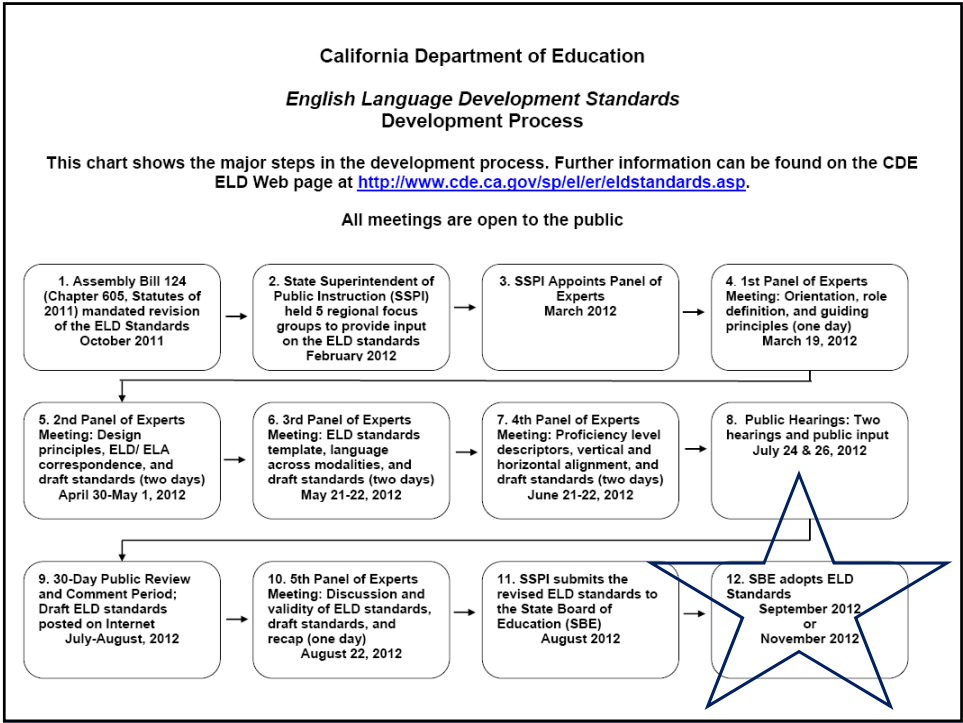



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Presentation Objectives

- Briefly review standards development process and purpose
- Describe *key shifts* in the CA ELD standards made to ensure full alignment to CA Common Core ELA Standards
- Share overview and discuss Proficiency Level Descriptors (PLDs)
- Walk through and discuss ELD Standards (Grade 5 example)
- Describe next steps for implementation

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CA ELD Standards: Purpose

- **Align with California’s Common Core State Standards** for English Language Arts, Literacy in History/Social Studies, Science, and Technical Subjects (Common Core State Standards)
- **Highlight and amplify key language knowledge, skills, and abilities** in the Common Core State Standards critical for ELs to succeed in school *while* they are developing English



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CA ELD Standards: Purpose


- **Provide opportunities** for ELs to access, engage with, and achieve in grade-level academic content while they are learning English
- **Use in tandem** with the Common Core State Standards and **not in isolation**
- **Strengthen** English Language Development in light of next-generation content standards



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Key Shifts in the 2012 CA ELD Standards


<i>FROM A CONCEPTUALIZATION OF...</i>	<i>TO UNDERSTANDING...</i>
Language acquisition as an individual and lock-step linear process	→ Language acquisition as a non-linear, spiraling, dynamic, and complex social process
Language development focused on accuracy and grammatical correctness	→ Language development focused on collaboration, comprehension, and communication with strategic scaffolding to guide appropriate linguistic choices
Use of simplified texts and activities, often separate from content knowledge	→ Use of complex texts and intellectually challenging activities with <i>content</i> integral to language learning



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Key Shifts (continued)

<i>FROM A CONCEPTUALIZATION OF...</i>	<i>TO UNDERSTANDING...</i>
English as a set of rules	→ English as a meaning-making resource with different language choices based on audience, task, and purpose
A traditional notion of grammar with syntax and discrete skills at the center	→ An expanded notion of grammar with discourse, text structure, syntax, and vocabulary addressed within meaningful contexts
Literacy foundational skills as one-size-fits-all, neglecting linguistic resources	→ Literacy foundational skills targeting varying profiles of ELs, tapping linguistic resources and responding to specific needs



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Walk-through of the 2012 Proficiency Level Descriptors



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Proficiency Level Descriptors (PLDs) Overview

- **Describe** student knowledge, skills, and abilities across a continuum, identifying what ELs 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




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

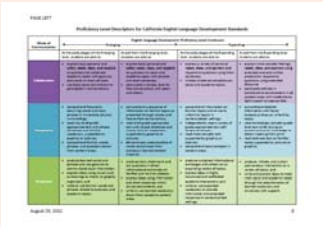
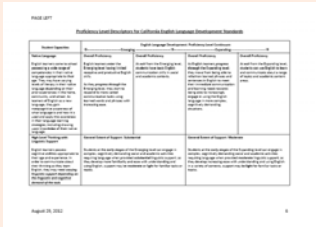
Include:

- **Overall Proficiency:** A general descriptor of ELs' abilities at *entry to/progress through*, and *exit from* the level
- **Extent of linguistic support** needed per the linguistic and cognitive demands of tasks, at *early stages* and as *ELs develop*




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See Proficiency Level Descriptor Handout




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Proficiency Level Descriptors *What's New & Different?*

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



Take 5 mins.




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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)




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Proficiency Level Descriptors *What's New & Different?*


How do the

- *Modes of Communication* and
- *Knowledge of Language*

descriptors link to the Common Core and communicate expectations for English Learner engagement?

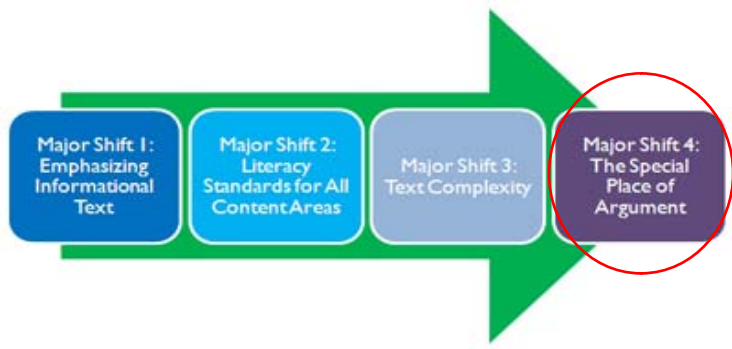


Take 5 mins.



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Common Core State Standards: Major Shifts




Major Shift 1: Emphasizing Informational Text

Major Shift 2: Literacy Standards for All Content Areas

Major Shift 3: Text Complexity

Major Shift 4: The Special Place of Argument




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The Language Demands of the Common Core

- “Students can, without significant scaffolding, **comprehend and evaluate complex texts** across a range of types and disciplines...can **construct effective arguments** and **convey intricate or multifaceted information**. Likewise, students are able independently to **discern a speaker’s key points, request clarification**, and **ask relevant questions**. They **build on others’ ideas, articulate their own ideas**, and **confirm they have been understood**.”

(CCSS for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects, p. 7)




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The Language Demands of the Common Core

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

(CCSS for Mathematics, p. 6)





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The 2012 ELD Standards’ Structure and Components

Include:

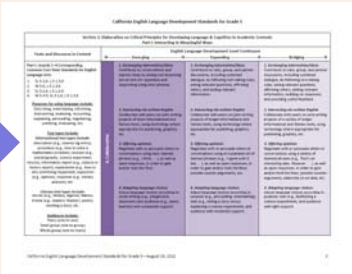


- 2-page “At a Glance”
- Part I: Interacting in Meaningful Ways
- Part II: Learning about How English Works
- Part III: Using Foundational Literacy Skills






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Walk-Through of the 2012 ELD Standards' Structure and Components: Grade 5 Example

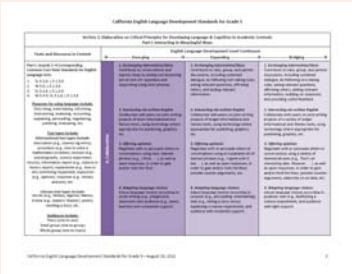



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See ELD Standards Handout: Grade 5 Example



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ELD Standard Strands

How do they work?

- Review these ELD standard strands in pairs/teams →
- What do they communicate to students and teachers? How are they different?


Grade 5 Example



Take 10 mins.

- I.A.3 (offering opinions) p.3
- I.B.7 (evaluating language choices) p.5
- I.C.11 (supporting opinions) p.7
- II.A.1 (understanding text structure) p.8
- II.B.3 (using verbs & verb phrases) p.9
- II.C.6 (connecting ideas) p.10

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Forthcoming Appendices

- ✓ Additional Resources to Support Understanding and Implementation:
 - A. Foundational Literacy Skills for ELs
 - B. Part II: Learning About How English Works
 - C. Theoretical Foundations and Research Base
 - D. Context, Development, and Validation
- ✓ Glossary

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Next Steps for CA in Context of CCSS Implementation

- ELD standards approved (2012)
- ELD implementation plan approved (2013)
- ELD professional development materials available (2013)
- ELA/ELD Curriculum Framework developed by Instructional Quality Commission (2014-15)
- SBAC assessment developed (2014-15)
- Next-generation ELD assessment developed (2015-16)

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Questions?

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