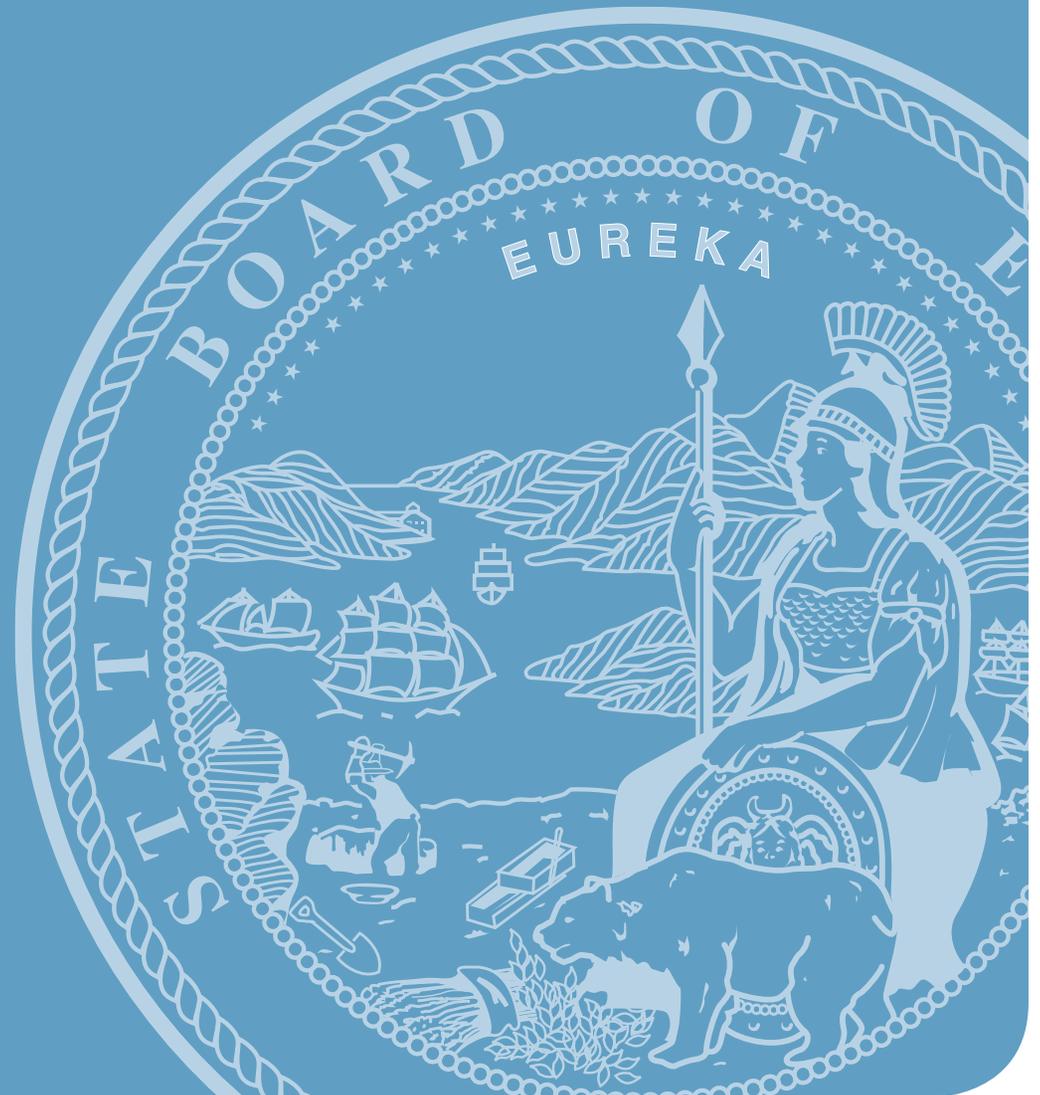


Chapter 1



Purposes, Development, and Structure of the California English Language Development Standards



The California English Language Development Standards (CA ELD Standards) reflect recent and emerging research and theory and are intended to support language development as English learners (ELs) engage in rigorous academic content. The CA ELD Standards provide a foundation for ELs in kindergarten through grade 12 (K–12) in California schools so that each EL is able to gain access to academic subjects, engage with them, and meet the state’s subject-matter standards for college and career readiness.

Definition of the Standards

The CA ELD Standards describe the key knowledge, skills, and abilities that students who are learning English as a new language need in order to access, engage with, and achieve in grade-level academic content. The CA ELD Standards, in particular, align with the key knowledge, skills, and abilities for achieving college and career readiness described in the California Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects (CA CCSS for ELA/Literacy). However, the CA ELD Standards do not repeat the CA CCSS for ELA/Literacy, nor do they represent ELA content at lower levels of achievement or rigor. Instead, the CA ELD Standards are designed to provide challenging content in English language development for ELs to gain proficiency in a range of rigorous academic English language skills. **The CA ELD Standards are not intended to replace the CA CCSS for ELA/Literacy.** Instead, they amplify the language knowledge, skills, and abilities of these standards, which are essential for ELs to succeed in school while they are developing their English.

Purposes and Intended Users

The CA ELD Standards are designed to meet the needs of a variety of intended users for different purposes. The CA ELD Standards are designed to:

- reflect expectations of what ELs should know and be able to do with the English language in various contexts;

- set clear developmental benchmarks that reflect ELs’ English language proficiency at various developmental stages in a variety of cognitive and linguistic tasks;
- provide teachers with a foundation for delivering rich instruction for ELs so that they can help their students develop English proficiency and prepare ELs to meet grade-level academic achievement standards;
- provide parents, guardians, families, and other caretakers with a tool for discussing learning progress so that they can continue to support their children’s language and cognitive development at home;
- provide curriculum developers with guidance on creating rigorous, linguistically and academically rich curriculum and instructional materials for ELs;
- provide a framework to guide development of ELD assessment systems that help California educators ensure that all ELs make progress in the English language knowledge, skills, and abilities needed to become college- and career-ready.

California’s English Learner Students

ELs come to California schools from all over the world, and from within California. They come with a range of cultural and linguistic backgrounds, experiences with formal schooling, levels of native language and English literacy, immigrant experiences, and socioeconomic levels, as well as other experiences in the home, school, and community. How educators support ELs to achieve school success through the CA ELD Standards and the academic content standards depends on educators’ understanding of the following key factors:

- **Stages of cognitive development.** It is important to note the stages of ELs’ cognitive development. Students in the primary grades are “learning to read” while also engaging in challenging content learning. In contrast, students in the intermediate and secondary grades are “reading to learn” in

various content areas. ELs entering kindergarten, for example, will benefit from participation in the same instructional activities in literacy as their non-EL peers, along with additional differentiated support based on student need. EL students who enter California schools in the secondary grades may need additional support (depending on the level and extent of previous schooling they have received) to master certain linguistic and cognitive skills and thus fully engage in intellectually challenging academic tasks.

- **Native language literacy.** Adolescent ELs who enter California schools after the primary grades have different levels of native language foundations in literacy. All students can draw upon knowledge of oral vocabulary and structures (e.g., recognition of cognates) to inform their English language learning to some extent, depending on their oral proficiency in the native language and how closely their native language is related to English. Students with established literacy in their native language and content knowledge can transfer these skills and knowledge to English with appropriate instructional support. (See chapter 6, “Foundational Literacy Skills for English Learners,” for additional information.) Nevertheless, even with strong native language foundations, some adolescent ELs may still struggle to master disciplinary literacy, given the accelerated time frame in which they are expected to meet grade-level content-area expectations.
- **Long-term English learners.** Many ELs may not have received the support they need to continually progress in English language development and academic subjects (typically English language arts), giving rise to the “long-term English learner” phenomenon. These long-term ELs have been schooled in the United States for six or more years but have not made sufficient linguistic and academic progress to meet redesignation criteria and exit English learner status.¹ Fluent in social/conversational English but challenged by literacy tasks, particularly disciplinary literacy tasks, these students find it difficult to engage meaningfully in increasingly rigorous course work. Long-term ELs face considerable challenges succeeding in

1. For a discussion of the term “long-term English learners,” see Laurie Olsen, *Reparable Harm: Fulfilling the Unkept Promise of Educational Opportunity for California’s Long Term English Learners* (Long Beach, CA: Californians Together, 2010). The publication is available at <http://www.californianstogether.org/reports/> (accessed July 28, 2014).

school as the amount and complexity of the academic texts they encounter rapidly increase. Regardless of the challenges ELs face, they are expected to achieve the same core academic standards as their non-EL peers.

- **Programs and services for English learners.** California’s ELs are enrolled in a variety of school and instructional settings that influence the application of the CA ELD Standards. An EL might be in a newcomer program, a structured English immersion program, a mainstream program where ELs receive specialized ELD instruction, a separate ELD class, or a bilingual/dual-language program. The CA ELD Standards apply to all of these settings and are designed to be used *by all teachers of academic content and of ELD in all these settings*, albeit in ways that are appropriate to the setting and identified student needs. For example, they are the focal standards in settings specifically designed for English language development—such as an ELD class where ELs are grouped by English language proficiency level. Additionally, the CA ELD Standards are designed and intended to be used *in tandem with other academic content standards* to support ELs in mainstream academic content classrooms. These settings could include, for example, a self-contained third-grade classroom during ELA, social studies, math, and science instruction; a middle school math class; or a high school science class.

Goals of the California English Language Development Standards

ELs must have full access to high-quality English language arts, mathematics, science, and social studies content, as well as other subjects, at the same time that they are progressing through the ELD-level continuum. The CA ELD Standards correspond with the CA CCSS for ELA/Literacy and are designed to apply to English language and literacy skills across all academic content areas, in addition to classes specifically designed for English language development. The CA CCSS for ELA/Literacy raise expectations for all students in California. Among other things, students are expected to participate in sustained dialogue on a variety of topics and content areas; explain their thinking and build on others’ ideas; construct arguments and justify their positions persuasively with sound evidence; and effectively produce written and oral texts in a variety of

informational and literary text types. ELs must successfully engage in these challenging academic activities while simultaneously 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
- **Higher:** Alignment with the elevated standards of the CA CCSS for ELA/Literacy

The CA ELD Standards achieve this goal of fewer, clearer, and higher standards in two ways. First, the CA ELD Standards highlight and amplify those CA CCSS for ELA/Literacy that promote ELs' abilities to *interact in meaningful ways* during rich instruction so that they develop both English and content knowledge. Second, the CA ELD Standards guide teachers to build ELs' *knowledge about how the English language works* in different contexts to achieve specific communicative purposes. The CA ELD Standards emphasize specific linguistic processes (e.g., structuring cohesive texts) and linguistic resources (e.g., expanding sentences) that ELs need to develop in the context of rigorous academic learning for successful academic achievement.

By focusing on these two areas, educators can more effectively support all ELs to:

- read, analyze, interpret, and create a variety of literary and informational text types;
- develop an understanding of how language is a complex, dynamic, and social resource for making meaning and how content is organized in different text types and disciplines using text structure, language features, and vocabulary, depending on purpose and audience;
- be aware that different languages and variations of English exist and recognize their home languages and cultures as resources to value and draw upon in building proficiency in English;

- contribute actively to class and group discussions, asking questions, responding appropriately, and providing useful feedback;
- demonstrate knowledge of content through oral and multimedia presentations, writing, and collaborative conversations;
- develop proficiency in shifting register based on context.

Unintended and Inappropriate Uses of the Standards

Although the CA ELD Standards are a powerful tool for supporting ELs' linguistic and academic development, they are insufficient when used alone to achieve the goals outlined in the previous section. Therefore, it is important to state explicitly the following purposes for which the standards are not intended and uses that would be inappropriate:

- **The CA ELD Standards are not to be used in isolation from the CA CCSS for ELA/Literacy and other content standards during academic content instruction.** Instead, they are designed, and should be used, as a *complement* to the CA CCSS for ELA/Literacy and other academic content standards. It is fully expected that all ELs will receive high-quality instruction based on both the CA CCSS for ELA/Literacy and the CA ELD Standards.
- **The CA ELD Standards are not to be used piecemeal at a given proficiency level.** To be used appropriately and effectively, standards articulated in both “Part I: Interacting in Meaningful Ways” and “Part II: Learning About How English Works” should be used in tandem in strategic and purposeful ways.
- **The CA ELD Standards do not provide an exhaustive list of all the linguistic processes and resources that ELs need to develop in order to be successful in school.** This is especially the case with regard to disciplinary literacy. The CA ELD Standards do, however, provide descriptions of knowledge and skills that are essential and critical for development, which teachers and curriculum developers can both unpack and expand upon in order to provide a comprehensive instructional program for ELs.

- **The CA ELD Standards are not a curriculum or a curriculum framework.** The CA ELD Standards describe what ELs should be able to accomplish if they receive high-quality instruction with appropriate scaffolding and instructional materials. The standards do not name a teaching method or the instructional materials to use.

Note: **Examples** provided in particular standards are shared **only as illustrative possibilities** and should not be misinterpreted as the only objectives of instruction or as the only types of language ELs might or should be able to understand or produce.

Curriculum and assessment frameworks provide more specific guidance for implementation of these standards via instructional and assessment practices. *The California ELA/ELD Framework* (forthcoming) is intended to incorporate and support the CA CCSS for ELA/Literacy and the CA ELD Standards. It reflects current research on ELA instruction, and it also addresses appropriate and effective ELD instruction. Curriculum frameworks provide guidance to teachers, administrators, and parents on how a standards-based curriculum is implemented in the classroom.

Rationale for Three Proficiency Levels

The CA ELD Standards adopted in 2012 define three proficiency levels: Emerging, Expanding, and Bridging. These levels are intended to serve instructional purposes and do not necessarily represent the full range of performance levels in English language proficiency that may be determined by a standardized ELD assessment. A rigorous standard-setting process applied to actual assessment results may identify a different number of *performance levels* at various cut points along the proficiency level continuum; it is these performance levels that will be used to support determinations of placement, progress, and redesignation of ELs for diagnostic and accountability purposes.

The decision to define three overarching proficiency levels for the CA ELD Standards was based on available research and existing practice. Because there is currently no empirical evidence to establish a particular number of ELD proficiency levels as optimal, the proficiency level descriptors (PLDs),

as well as the three proficiency levels described in the CA ELD Standards, were determined in light of the following sources:

- **Input from Statewide Focus Groups and a Panel of Experts**

Recommendations from practitioners, administrators, and academic researchers throughout the state confirmed that while ELs may progress through multiple stages of ELD (which may vary in number according to the skills being developed and the ways in which the skills are defined or measured), students are typically grouped into three separate levels for the purposes of instruction.

- **Existing California English Language Development Test (CELDT) Performance Levels and Descriptors for CA ELD Standards**

Previous CA ELD standards drew distinctions between early intermediate and intermediate levels, as well as between early advanced and advanced levels. The CELDT performance levels were established directly from these distinctions. The descriptors for the entry/early and exit stages in the new ELD Proficiency Level Continuum are consistent with the previous five levels used in the state for instruction and assessment of ELs, providing continuity with current expectations of what ELs know and can do as their English skills progress. As previously noted, a standard-setting process involving expert groups of educators and based on results of an assessment aligned with the new CA ELD Standards will determine which points along the continuum represent meaningful distinctions among student performances. The process may yield more than three performance levels to further delineate measurement of the three proficiency levels described in the CA ELD Standards.

- **Proficiency Level Descriptors from Other English Language Development Standards**

The number, range, and type of descriptors were informed by consultation and consideration of other widely used or respected national and state ELD standards, such as those of the World-Class Instructional Design and Assessment (WIDA) Standards (<http://www.wida.us/standards/eld.aspx>) and the Kansas Curricular Standards for English

for Speakers of Other Languages (ESOL).² Additional frameworks (which delineate three proficiency levels) drawn upon include the *Framework for English Language Proficiency Development Standards Corresponding to the Common Core State Standards and the Next Generation Science Standards* (Council of Chief State School Officers 2012); and the *Common European Framework of Reference for Languages: Learning, Teaching, Assessment* (Council of Europe, n.d.). See chapter 4, “Theoretical Foundations and the Research Base of the English Language Development Standards,” for a complete list of sources consulted.

The CA ELD Standards describe the knowledge, skills, and abilities in English as a new language that are expected **upon exit from each proficiency level**, with the highest level, Bridging, being aligned with the CA CCSS for ELA/Literacy. These exit descriptors signal high expectations for ELs to progress through all levels and to attain the academic English language they need to access and engage with grade-level content in all content areas. As previously noted, the PLDs include specifications at “early stages” and upon “exit” for each of the three levels, providing valuable information that can be used in the standard-setting process for determining meaningful distinctions in performance levels.

Legislation and Process for Development and Validation

Assembly Bill 124 (Fuentes, Chapter 605, Statutes of 2011), signed into law on October 8, 2011, required the State Superintendent of Public Instruction (SSPI), in consultation with the State Board of Education (SBE), to update, revise, and align the state’s current ELD standards, by grade level, with the state’s ELA standards, by November 2012. This legislation directed the SSPI to complete revised CA ELD Standards for SBE review no later than August 31, 2012.

To accomplish this work in the required time frame, the California Department of Education (CDE) requested the assistance of the California Comprehensive

Assistance Center at WestEd. Specifically, WestEd’s California Comprehensive Center, in partnership with the Assessment and Standards Development Services program at WestEd, worked at the request of the CDE to conduct an independent analysis of the state’s current ELD standards relative to the new CA ELA Standards. Under the CDE’s direction, WestEd reviewed information from other states’ (e.g., Arizona, Kansas) and organizations’ (e.g., WIDA) ELD standards revision and alignment efforts; analyzed statewide public and expert input on revision parameters; drafted the proposed CA ELD Standards; and revised them as needed based on stakeholder review and feedback.

To provide initial input on the CA ELD Standards, the SSPI convened five focus groups in the winter/spring of 2012, which included 10 to 15 educators who were selected to ensure a balanced representation of regions, types of schools, and experience. Focus-group members were recruited from across California, and focus groups were conducted at the following locations: California Department of Education, Sacramento; Ventura County Office of Education, Camarillo; Alameda County Office of Education, Hayward; Los Angeles County Office of Education, Downey; and San Diego County Office of Education, San Diego.

The SSPI also convened a panel consisting of experts in English language instruction, curriculum, and assessment in order to provide ongoing input and guidance on the CA ELD Standards, the PLDs, and accompanying chapters. The panel included school site principals, school district or county office of education administrators overseeing programs and support for ELs, faculty of teacher training programs and researchers with EL expertise at institutions of higher education, and curriculum and instructional specialists with extensive EL experience. The panel of experts, composed of 21 individuals from across California, met five times (two one-day meetings and three two-day meetings, all of which were open to the public) between March and August of 2012, to review initial and revised drafts of the CA ELD Standards and PLDs and to provide guidance for ongoing development. These meetings were recorded, and transcripts were made available, along with shared materials, on the California Comprehensive Center and CDE Web sites.

2. The Kansas Curricular Standards for ESOL are posted at <http://www.ksde.org/Default.aspx?tabid=4694> (accessed October 8, 2013).

Before each meeting with the panel of experts, WestEd staff members met with CDE staff members from the following divisions: English Learner Support; Curriculum Frameworks and Instructional Resources; Professional Learning Support; and Assessment Development and Administration. The collaborative meetings resulted in further revisions and refinements to the drafts of the CA ELD Standards, informed by the specific expertise of CDE staff members.

The CDE also held two public hearings and invited the public to provide written feedback on the CA ELD Standards during a one-month public comment period that ended on August 6, 2012. The extensive oral and written comments and suggestions provided by multiple stakeholders—including teachers, principals, district and county offices of education, advocacy groups, educational scholars, and other educational community members—were thoroughly reviewed and analyzed. A final revised draft was presented to the SBE in September 2012. At the request of the SBE, the CDE, in conjunction with SBE staff, oversaw minor technical revisions to the CA ELD Standards and PLDs, as well as refinements to chapters 4, 5, and 6, and a glossary, created by WestEd.

Organization of the Standards

The CA ELD Standards have two main sections common to all grade levels.

Section 1: Overview

This section provides a foundation for and an orientation to the standards via the following components:

- A Goal statement for all English learners in California
- Critical Principles for Developing Language and Cognition in Academic Contexts
- An “at-a-glance” overview of parts I–III of the CA ELD Standards, with corresponding grade-level CA CCSS for ELA/Literacy indicated

This section is generally consistent across all grades, with some terminology variations in the grade spans for K–8, 9–10, and 11–12 indicating relevant cognitive differences. Each component is explained below.

Goal: An overarching goal statement crystallizes what all educators in California want for English learners’ development of academic English proficiency: success with grade-level disciplinary content and broader awareness of language.

Critical Principles for Developing Language and Cognition in Academic Contexts. This component further details the goal statement by defining the critical and meaningful experiences and knowledge that English learners need to reach each goal. The Critical Principles also provide the foundation for most of the CA ELD Standards document and introduce parts I–III, indicating the key principles that will be detailed in the remainder of the document.

Parts I–III Overview (“At a Glance”). Because content and language are inextricably linked, the three parts of the CA ELD Standards—“Interacting in Meaningful Ways,” “Learning About How English Works,” and “Using Foundational Literacy Skills”—should be interpreted as complementary and interrelated dimensions of what must be addressed in a robust instructional program for English learners. Parts I and II are intentionally presented separately in order to call attention to the need for both a focus on meaning and interaction and a focus on building knowledge about the linguistic features and structure of English. Part III outlines foundational literacy skills ELs may need, depending on their previous literacy and educational experiences.

Just as teachers focus on meaningful and engaging activities designed to build content knowledge before strategically delving into specifics about how language is structured, the CA ELD Standards are organized with the focus on meaning and interaction first and the focus on knowledge about the English language and how it works afterward. **Accordingly, the standards in Part II should not be used in isolation; instead, they should be used in the context of fostering intellectually and discourse-rich, meaningful interactions outlined in Part I.**

Parts I and II in the CA ELD Standards are further delineated by headings, represented by letters, which cluster standards together. Below each heading is a set of ELD content *strands*, represented by a number. In Part 1, “Interacting in Meaningful Ways,” the headings identify *communicative modes*: Collaborative, Interpretive, and Productive.

Part I: Interacting in Meaningful Ways

- A. Collaborative** (engagement in dialogue with others)
1. Exchanging information and ideas via oral communication and conversations
 2. Interacting via written English (print and multimedia)
 3. Offering opinions and negotiating with or persuading others
 4. Adapting language choices to various contexts
- B. Interpretive** (comprehension and analysis of written and spoken texts)
5. Listening actively and asking or answering questions about what was heard
 6. Reading closely and explaining interpretations and ideas from reading
 7. Evaluating how well writers and speakers use language to present or support ideas
 8. Analyzing how writers use vocabulary and other language resources
- C. Productive** (creation of oral presentations and written texts)
9. Expressing information and ideas in oral presentations
 10. Writing literary and informational texts
 11. Supporting opinions or justifying arguments and evaluating others' opinions or arguments
 12. Selecting and applying varied and precise vocabulary and other language resources

In Part II, “Learning About How English Works,” the headings identify key *language processes*: “Structuring Cohesive Texts,” “Expanding and Enriching Ideas,” and “Connecting and Condensing Ideas.”

Part II: Learning About How English Works

- A. Structuring Cohesive Texts**
1. *Understanding text structure* and organization based on purpose, text type, and discipline
 2. *Understanding cohesion* and how language resources across a text contribute to the way a text unfolds and flows
- B. Expanding and Enriching Ideas**
3. *Using verbs and verb phrases* to create precision and clarity in different text types
 4. *Using nouns and noun phrases* to expand ideas and provide more detail
 5. *Modifying to add details* to provide more information and create precision
- C. Connecting and Condensing Ideas**
6. *Connecting ideas* within sentences by combining clauses
 7. *Condensing ideas* within sentences using a variety of language resources

Part III: Using Foundational Literacy Skills

Considerations for instruction in foundational literacy at each grade level (K–5) and the grade span 6–12 are outlined here.

Corresponding CA CCSS for ELA/Literacy. The right-hand column of the Overview of the CA ELD Standards shows the correspondence³ of the CA ELD Standards to the CA CCSS for ELA/Literacy. The CCSS are identified by strand, grade, and number (or number and letter, where applicable), so that RI.4.3, for example, stands for Reading, Informational Text, grade 4, standard 3, and

3. As noted previously, because the CA ELD Standards are not intended to repeat content from the CA CCSS for ELA/Literacy, individual ELD and ELA standards *correspond* to each other in terms of knowledge, skills, abilities, and rigor rather than match exactly.

W.5.1a stands for Writing, grade 5, standard 1a. Strand designations from the CA CCSS for ELA/Literacy are indicated in the CA ELD Standards as follows:

- RL:** Reading Standards for Literature (K–12)
- RI:** Reading Standards for Informational Text (K–12)
- RF:** Reading Standards for Foundational Literacy Skills (K–5)
- RH:** Reading Standards for Literacy in History/Social Studies (6–12)
- RST:** Reading Standards for Literacy in Science and Technical Subjects (6–12)
- SL:** Speaking and Listening Standards (K–12)
- L:** Language Standards (K–12)
- W:** Writing Standards (K–12)
- WHST:** Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects (6–12)

Section 2: Elaboration on Critical Principles for Developing Language and Cognition in Academic Contexts

This section extends the Critical Principles and provides detailed, grade-level CA ELD Standards, with corresponding CA CCSS for ELA/Literacy indicated, in three parts:

- Part I:** Interacting in Meaningful Ways
- Part II:** Learning About How English Works
- Part III:** Using Foundational Literacy Skills

The section unpacks the Critical Principles via a set of ELD standards for each grade level (K–8) and for the grade spans 9–10 and 11–12. These standards provide descriptions of expectations for English learners *upon exit* from each of the three proficiency levels along the ELD continuum—*Emerging*, *Expanding*, and *Bridging*—by each ELD standard strand. These expectations are appropriate if ELs are provided with an appropriate curriculum, effective instruction, and strategic levels of scaffolding. The components are explained in the following section.

Texts and Discourse in Context. This column emphasizes language as a complex and social meaning-making resource to be fostered via intellectually challenging, interactive, and dialogue-rich contexts focused on content knowledge and linguistic development. *Texts* may be written, spoken, or multimodal and in print or digital form. *Discourse* is, in broad terms, communication of meaning in any modality (e.g., spoken, written, visual). The language choices students make, including which grammatical and lexical resources to use, are influenced by *context*, which includes the communicative purpose, audience, text type, and discipline or content area. Students use their knowledge of the English language in the context of intellectually engaging instruction in which the primary focus is on comprehending and making meaning. This column highlights some of the variables teachers need to consider when designing and implementing instruction for English learners:

The corresponding CA CCSS for ELA/Literacy are provided first so that teachers see the interconnected nature of the CA ELD Standards and the CA CCSS for ELA/Literacy.

Purposes for Using Language. These are purposes for using language that are featured prominently in the CA CCSS for ELA/Literacy and, correspondingly, in the CA ELD Standards. Teachers support ELs to develop an awareness of these purposes as students progress in language proficiency and through the grades.

Text Types. Provided in the CA CCSS for ELA/Literacy, each text type has particular language features, based on the discipline, content, purpose, and audience. Teachers help ELs develop an awareness of text types and language features as ELs progress through the grades. Informational text types are presented first to emphasize their importance in college and career readiness, as well as in developing content knowledge.

Audiences. As they use language, ELs need to consider the audience, which might be a peer in a one-to-one conversation about a social topic; a group of peers engaged in an academic conversation (one to a group); an entire class, such as when a student makes an academic oral presentation or completes a written task (one to many); and other types of audience.

Teachers help ELs develop an awareness of audience as ELs progress through the grades.

ELD Proficiency Level Continuum. This continuum, explained previously in the “Rationale for Three Proficiency Levels,” distinguishes the three overall English language development levels: *Emerging, Expanding, and Bridging*. Gradations and spiraling of acquisition of knowledge and skills between levels, as well as variation within levels, are expected.

Part I: Interacting in Meaningful Ways. Part I provides grade-level CA ELD Standards that set expectations for English learners to participate in meaningful, relevant, and intellectually challenging ways in various contexts and disciplines in three modes: *collaborative, interpretive, and productive*.

Part II: Learning About How English Works. Part II focuses on the ways in which English learners develop awareness of language resources available to them, how English is structured and organized, and how meaning is made through language choices. Instruction about English is designed to improve ELs’ ability to comprehend and produce academic texts in various content areas. Part II is organized into the following ways of using language: *structuring cohesive texts, expanding and enriching ideas, and connecting and condensing ideas*.

Part III: Using Foundational Literacy Skills. Part III is presented separately in order to highlight for teachers the potential need to provide ELs with specialized instruction to support the development of foundational literacy skills. This specialized instruction is designed by adapting, in particular, the Reading Standards in Foundational Literacy Skills (K–5) in the CA CCSS for ELA/Literacy based on the age, cognitive level, and previous literacy or educational experiences of ELs. Because the Reading Standards in Foundational Literacy Skills are intended to guide instruction for students in kindergarten through grade 5, these standards need to be adapted—using appropriate instructional strategies and materials—to meet the particular pedagogical and literacy needs of ELs at the secondary level, including the need to teach foundational literacy skills in an accelerated time frame.

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