The background of the page is the Seal of the State Board of Education. It features a central figure of Minerva, the Roman goddess of wisdom, wearing a helmet with a griffin crest and holding a spear. She is seated on a globe. The seal is surrounded by a rope-like border and the word "EDUCATION" is written in large letters around the perimeter. At the top, the word "EUREKA" is visible. The seal also depicts various symbols of industry and agriculture, including a bear, a plow, a sheaf of wheat, a ship, and a miner.

California

English Language

Development Standards

(Electronic Edition)

Kindergarten Through Grade 12



Adopted by the California
State Board of Education
November 2012

California English Language Development Standards

Kindergarten Through Grade 12



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Publishing Information



The *California English Language Development Standards: Kindergarten Through Grade 12* was developed by English Learner Support Division, California Department of Education. This publication was edited by Faye Ong and John McLean, working in cooperation with Gustavo Gonzalez, Education Programs Consultant, English Learner Support Division. It was designed and prepared for printing by the staff of CDE Press, with the cover and interior designed by uyet Truong. It was published by the Department of Education, 1430 N Street, Sacramento, CA 95814-5901. It was distributed under the provisions of the Library Distribution Act and *Government Code* Section 11096.

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ISBN 978-0-8011-1738-1

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Ordering Information

Copies of this publication are available for purchase from the California Department of Education. For prices and ordering information, please visit the Department Web site at <http://www.cde.ca.gov/re/pn/rc> or call the CDE Press Sales Office at 1-800-995-4099.

Notice

The guidance in *California English Language Development Standards: Kindergarten Through Grade 12* is not binding on local educational agencies or other entities. Except for the statutes, regulations, and court decisions that are referenced herein, the document is exemplary, and compliance with it is not mandatory. (See *Education Code* Section 33308.5.)



Contents

A Message from the State Board of Education and the State Superintendent of Public Instruction	v
Acknowledgments	vi
Introduction	1
The English Language Development Proficiency Level Descriptors and Standards	5
Chapter 1. Purposes, Development, and Structure of the California English Language Development Standards.....	7
Definition of the Standards	8
Purposes and Intended Users	8
California’s English Learner Students.....	8
Goals of the California English Language Development Standards	9
Unintended and Inappropriate Uses of the Standards	10
Rationale for Three Proficiency Levels	11
Legislation and Process for Development and Validation	12
Organization of the Standards	13
References	16
Chapter 2. Proficiency Level Descriptors for the California English Language Development Standards.....	17
Organization of the Proficiency Level Descriptors.....	18
Proficiency Level Descriptors.....	20

Chapter 3. The Standards: Kindergarten Through Grade 12.....	25
Kindergarten	26
Grade 1.....	36
Grade 2.....	46
Grade 3.....	56
Grade 4.....	66
Grade 5.....	76
Grade 6.....	86
Grade 7.....	98
Grade 8.....	110
Grades 9–10	122
Grades 11–12.....	134

Professional Learning for Successful Implementation of the California English Language Development Standards.....145

Chapter 4. Theoretical Foundations and the Research Base of the California English Language Development Standards.....	147
Interacting in Meaningful and Intellectually Challenging Ways.....	148
Scaffolding.....	149
Developing Academic English	151
The Importance of Vocabulary	151
The Importance of Grammatical and Discourse-Level Understandings.....	151

Other Relevant Guidance Documents Consulted.....	153
Conclusion	153
References.....	153
Chapter 5. Learning About How English Works	159
Correspondence of the Language Demands in the CA CCSS for ELA/Literacy to the CA ELD Standards	161
Supporting English Learners to Develop Academic English	164
Organization of Part II.....	172
Use of the CA ELD Standards	175
References.....	176

Chapter 6. Foundational Literacy Skills for English Learners	177
Research Summary and Implications for English Learners	178
Alignment Charts for Foundational Literacy Skills in English Language Development and the CA CCSS for ELA/Literacy	179
Elementary Level: Grades 1–5	181
Secondary Level: Grades 6–12.....	187
References.....	189
Glossary of Key Terms	190

A Message from the State Board of Education and the State Superintendent of Public Instruction



In California, home to more than one million English learner students, English language development has always been a top priority. Last year's adoption of the California English Language Development Standards (CA ELD Standards) maintains California's commitment to providing English learner students with a high-quality program that will enable them to attain proficiency in English—developing the skills and confidence in listening, speaking, reading, and writing that are at the core of achievement inside and outside the classroom.

These CA ELD Standards are unique in that they correspond with the rigorous *California Common Core State Standards: English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects*. The CA ELD Standards define the progression of language acquisition through three stages of proficiency and recognize that the student's native language plays an important role in learning English. Teachers can use the CA ELD Standards document as a tool to inform their practice, making clear relationships between the English language and the student's other language(s).

This document was a collaborative effort between the California Department of Education and the California Comprehensive Assistance Center at WestEd, with counsel and input provided by experts, researchers, educators, and key stakeholder groups with expertise and a passion for educating English learners. We appreciate their comprehensive and exhaustive work to provide our students with the very best thinking and the most current practices.

Now all of us—teachers, administrators, librarians, parents, students, educators, and other stakeholders—must implement these standards for English learner students. We look forward to working together with you to ensure that all our English learner students meet the goals embodied in these standards. The potential is endless.

MICHAEL W. KIRST, President
California State Board of Education

TOM TORLAKSON
State Superintendent of Public Instruction

Acknowledgments



Assembly Bill 124, 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 English language development (ELD) standards by grade level with the state's English language arts (ELA) standards by November 2012.

The development of the ELD standards was made possible under the leadership and direction of Tom Torlakson, State Superintendent of Public Instruction; Richard Zeiger, Chief Deputy Superintendent; and Lupita Cortez Alcalá, Deputy Superintendent of the Instruction and Learning Support Branch at the California Department of Education (CDE). Karen Cadiero-Kaplan, Director of the CDE's English Learner Support Division, led the internal efforts in collaboration with leadership and staff across four CDE divisions and the State Board of Education. The following CDE and SBE staff members provided leadership, administrative support, input, and technical assistance during the development and publication process of the ELD standards:

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To accomplish this important work in the required time frame, the 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 in concert with the CDE to analyze current ELD standards relative to the new California ELA standards; review information on other states’ and organizations’ ELD standards revision and alignment efforts; analyze statewide public and expert input on revision parameters; draft the proposed ELD standards; and revise the standards as needed, based on stakeholder review and feedback.

Under the CDE’s direction, the following WestEd staff members led the critical process of developing the new California ELD standards, including co-facilitating weekly meetings with CDE staff, working in tandem with the English Learner Support Division to draft the new CA ELD Standards, and writing the content of the supporting chapters and glossary.

California Comprehensive Center at WestEd

Rachel Lagunoff

Pamela Spycher

Robert Linquanti

Christopher Camacho

Edynn Sato

In addition, the following WestEd staff members contributed to drafting the new standards: Karin Cordell, Kevin Jepson, John Thorpe, and Nicole Waltermire.

Assembly Bill 124 also directed the SSPI to convene a group of experts to provide input and guidance in revising and aligning the updated California

ELD Standards. The CDE acknowledges the contributions this group made to informing drafts of the standards and related documents, as well as their model of collaboration.

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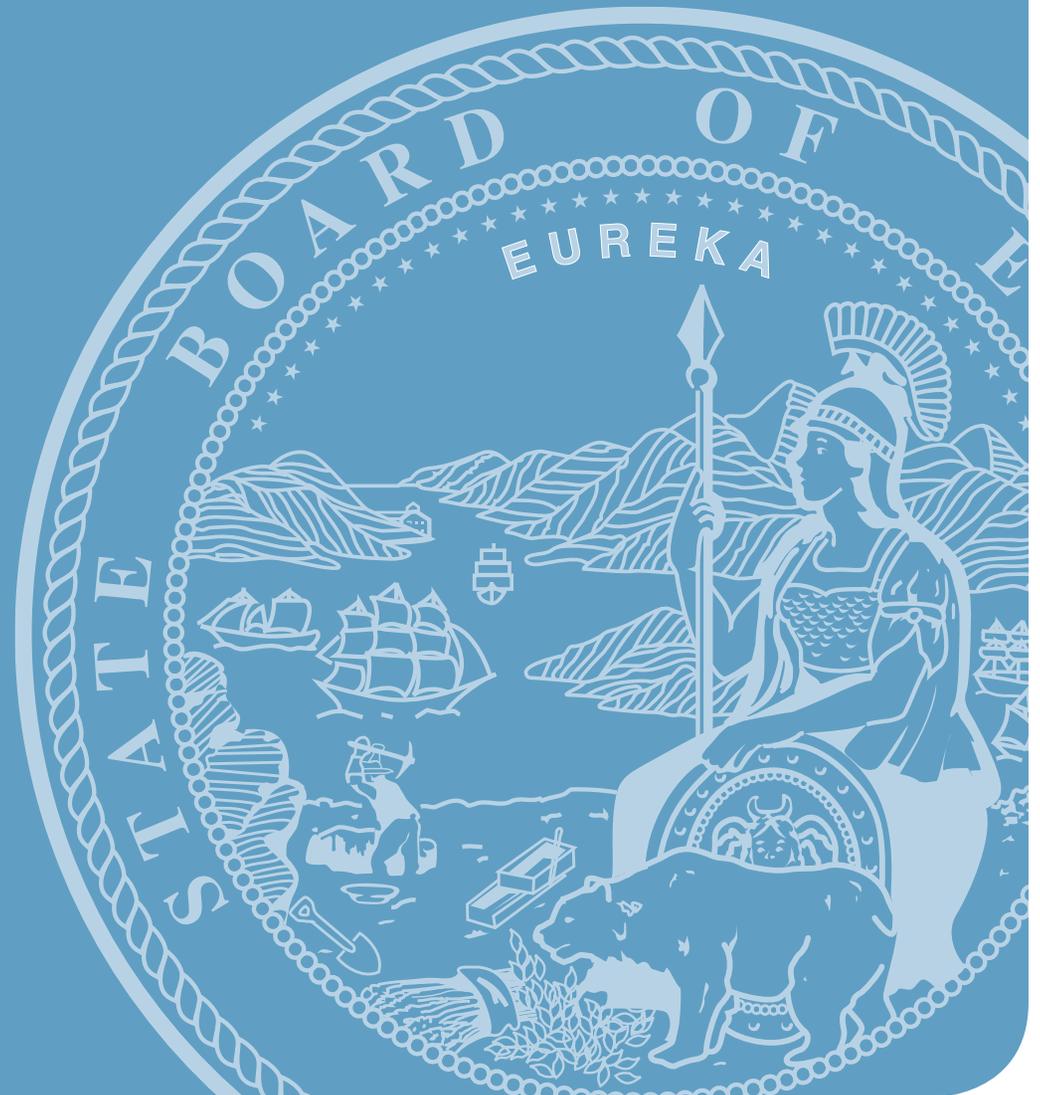
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Note: The names, titles, and affiliations of the persons listed in these acknowledgments were current at the time this publication was developed.

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Introduction



Introduction



In 2010, the California State Board of Education (SBE) adopted 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), which describe the knowledge, skills, and abilities in reading, writing, speaking and listening, conventions, knowledge of language, and vocabulary that all students need for college and career readiness across key academic content areas. Those standards, along with the Common Core State Standards for Mathematics and the Next Generation Science Standards, were adopted by California to ensure K–12 (kindergarten through grade 12) students gain the necessary literacy/language arts, science, and mathematics understanding and practices required for twenty-first-century higher-education and workplace participation. The sponsors of the Common Core State Standards Initiative specify that these new standards are intended to apply to all students, including English learners (ELs):

The National Governors Association Center for Best Practices and the Council of Chief State School Officers strongly believe that all students should be held to the same high expectations outlined in the Common Core State Standards. This includes students who are English language learners . . . However, these students may require additional time, appropriate instructional support, and aligned assessments as they acquire both English language proficiency and content area knowledge.¹

California’s ELs need instructional support in developing proficiency in English language and literacy as they engage in learning academic content based on these new, rigorous standards. ELs face an additional challenge in developing literacy in English since they must develop oral proficiency in English—including

depth and breadth of vocabulary—at the same time that they are learning to read and write (see chapter 6 for more details). In recognition of the need for new English language development standards to clarify what knowledge, skills, and abilities are needed to help ELs engage with and master the state’s content standards, including college- and career-readiness standards, Assembly Bill 124 was enacted on October 8, 2011. It required the State Superintendent of Public Instruction, in consultation with the SBE, to update, revise, and align the current California English Language Development Standards (CA ELD Standards), by grade level, with the state’s English Language Arts (ELA) Standards.

In response to this legislation, the California Department of Education (CDE), with the assistance of the California Comprehensive Assistance Center at WestEd in partnership with WestEd’s Assessment and Standards Development Services Program, conducted an extensive and robust process to develop and validate new CA ELD Standards that correspond to the CA CCSS for ELA/Literacy and address English language and literacy skills that ELs need in key content areas. This process was grounded in two core principles: (1) transparency toward and input from the field and (2) development based on sound theory and empirical research. The first principle included comprehensive guidance and review provided by the CDE, statewide focus groups, and a state-appointed panel of experts, as well as comments on a draft of the standards received from the public through hearings and written feedback. Public commenters included teachers, principals, staff in district and county offices of education, advocacy groups, education scholars, and other educational community members. For the second principle, three overlapping guidance areas were analyzed: (1) theoretical foundations; (2) current empirical research and research reviews; and (3) additional relevant guidance documents, such as policy documents.

1. Common Core State Standards Initiative, “Application of Common Core State Standards for English Language Learners.” <http://www.corestandards.org/assets/application-for-english-learners.pdf> (accessed October 2, 2013).

Organization of This Publication

This publication is intended to assist in building awareness and understanding of how the CA ELD Standards correspond to the CA CCSS for ELA/Literacy. The CA CCSS for ELA/Literacy served as the core foundation for developing the CA ELD Standards, which are intended to guide teachers in supporting the English language development of ELs who are learning rigorous academic content. This section introduces the organization of the CA ELD Standards, which were posted on the CDE Web site in November 2012, and provides a description of each chapter.

After adoption in November 2012, the CA ELD Standards were posted on the CDE Web page at <http://www.cde.ca.gov/sp/el/er/eldstandards.asp> for the public to consult as a resource. The CA ELD Standards, posted on the CDE Web page, were organized as follows: ELD Overview and Proficiency Level Descriptors; ELD standards for kindergarten through grade 12; appendixes A through D; and the Glossary of Key Terms. In preparation for print publication, the online materials were reorganized to be suitable for publication. An introduction was added, appendixes A through D became chapters, and the CA ELD standards were placed within a single chapter. It is important to note that no changes were made to the content of the CA ELD Standards for this print publication. The following specifies the rearrangement undertaken for those familiar with the original CDE Web page materials.

The Acknowledgments recognize the efforts of all the organizations and individuals who contributed to the development of the CA ELD Standards and the completion of the printed publication. The Acknowledgements were originally a section of the ELD Overview and Proficiency Level Descriptors.

The Introduction provides the background of the standards and an explanation of the organization of the printed publication with a description of each chapter. The Introduction was originally the beginning section of the ELD Overview and Proficiency Level Descriptors.

The publication is divided into two sections, each of which contains three chapters. The first section, which consists of chapters 1–3, is titled “The English Language Development Proficiency Level Descriptors and Standards.” It

provides an overview of the standards and describes the structure of the ELD standards for kindergarten through grade 12. The second section, comprising chapters 4–6, is titled “Professional Learning for Successful Implementation of the English Language Development Standards.” It provides the theoretical foundations and research base of the CA ELD standards, including the implications for understanding how English works and pedagogical considerations for foundational literacy skills for ELs.

The English Language Development Proficiency Level Descriptors and Standards

Chapter 1, “Purposes, Development, and Structure of the California English Language Development Standards,” provides a definition of the CA ELD Standards and the purposes for the design of the standards. It describes the rationale for the three proficiency levels and the organization, including the components of the standards. Chapter 1 was originally appendix D.

Chapter 2, “Proficiency Level Descriptors for the California English Language Development Standards,” provides an overview of the stages of English language development through which ELs are expected to progress. It depicts the student knowledge, skills, and abilities as a continuum, identifying what ELs know and can do at early stages and upon exit from each of three proficiency levels: Emerging, Expanding, and Bridging. Chapter 2 was originally a section in the ELD Overview and Proficiency Level Descriptors.

Chapter 3, “The Standards: Kindergarten Through Grade 12,” presents the CA ELD Standards for each grade level in kindergarten through grade 8 and for grades 9–10 and 11–12, as is done for the CA CCSS for ELA/Literacy.

Professional Learning for Successful Implementation of the English Language Development Standards

Chapter 4, “Theoretical Foundations and the Research Base of the California English Language Development Standards,” discusses research evidence and theory that informed the development of the CA ELD Standards. These theoretical foundations and the research ensured that the CA ELD Standards coherently conceptualized, presented, and explained the corresponding language demands of the CA CCSS for ELA/Literacy that are necessary for developing

academic uses of English and academic success across the disciplines. Chapter 4 was originally appendix C.

Chapter 5, “Learning About How English Works,” offers teachers a new perspective on how to support ELs in understanding academic English and gaining proficiency in using it. The chapter aims to help teachers support ELs in ways that are appropriate to each student’s grade level and English proficiency level. Chapter 5 was originally appendix B.

Chapter 6, “Foundational Literacy Skills for English Learners,” provides a research summary of key findings with implications for foundational literacy skills instruction for ELs. This chapter also outlines general guidance on providing instruction for ELs on foundational literacy skills, which are now wholly contained in the CA CCSS for ELA/Literacy. Chapter 6 was originally appendix A.

The Glossary of Key Terms at the end of this publication, as in its original online format, provides definitions and examples of key terms used in the CA ELD Standards, the CA CCSS for ELA/Literacy, and in related chapters.

The English Language Development Proficiency Level Descriptors and Standards

