



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

Appendix D: Context, Development, and Validation of the California English Language Development Standards

Purpose: To outline the intent of the CA ELD Standards, describe the diverse needs of California’s EL population, and discuss the goals of the Standards.

Key Points	Key Terms
<ul style="list-style-type: none">English Learners come with a range of cultural and linguistic backgrounds and experiences with formal schooling.Programs offered to ELs in California include: newcomer program, structured English immersion, mainstream, separate ELD class, and bilingual/dual language.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 classroom.The CA ELD Standards are not to be used in isolation or in parts; they do not provide a list of resources, and do not specify how teaching should occur or what instructional materials should be used.	<ul style="list-style-type: none">“Reading to Learn”“Learning to Read”Long-Term English Learners (LTEL)Proficiency Level Descriptors (PLDs)EmergingExpandingBridgingRedesignation

Essential Questions for Reading:

- Why were the CA ELD Standards developed?
- What are the goals of the CA ELD Standards?

Meaning Making Activity

As you read Appendix D, answer the following guiding questions.

1. What **key factors** should educators consider when supporting ELs to achieve school success through implementation of the CA ELD Standards and the academic content standards?



2. How do the CA ELD Standards correspond to the Common Core State Standards for ELA?
3. List the three proficiency levels identified in the CA ELD Standards. Then, discuss the rationale for having only three proficiency levels.