



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

**Appendix B Study Guide**  
**Learning About How English Works**

**Purpose:** This appendix gives an overview of what teachers have to do to help their EL students learn to develop academic English by teaching them how English works.

**Key Points**

- The CA ELD Standards support EL students to interact in meaningful ways in intellectually challenging and dialogue rich contexts called for in the CCSS.
- Content area teachers will recognize the opportunities for language development in their discipline specific practices.
- Part B describes the 4 different levels of language that students must understand and use so that they can become increasingly competent in academic English as they move through each proficiency level.
- Students become proficient when they can make purposeful and effective choices when reading, speaking, listening, and writing and understand how to interpret and produce text accurately within these domains.
- Academic English encompasses much more than vocabulary. It also includes ways of structuring clauses, sentences and how written and oral texts that convey precision relationships between ideas, and present thinking in coherent and cohesive ways in order to achieve specific purposes.

**Key Terms**

- Language demands
- Academic English
- Text, sentence & clause, phrase and word levels
- Proficiency levels: Emerging, Expanding, Bridging
- Registers
- Nominalization

**Essential Question for Reading:** How will teachers support EL students to develop their understanding of academic English and reach proficiency in using it?

**Meaning Making Activity - Building Academic English:** As you read the different sections of the Appendix, respond to the questions in the chart on the next page to facilitate your learning.

**DISCOVERY ACTIVITY 1:** How can learning the 4 levels of academic English help EL students develop a better understanding and proficiency in the content areas?

Text Level pp. 6 - 9	Sentence Level pp. 9-10, 12	Phrase Level pp. 13-14	Word Level pp. 14-15
Argument p. 8	Sentence Construction p. 9	Noun Phrases p. 13	Nominalization p. 14
What are the stages of argument text structure?  1. _____ 2. _____ 3. _____ 4. _____ 5. _____	What are some linguistic resources used in academic text?  1. Domain-specific vocabulary _____ 2. _____ 3. _____ 4. _____	1. What are the parts of noun phrases?  Head noun with _____, _____ and, _____  2. What are some types of pre- and post-modifiers?	What does nominalization enable writers and speakers to do?  1. _____ 2. _____ 3. _____

**DISCOVERY ACTIVITY 2:** How will the academic linguistic challenges in the content areas be attended to in meaningful ways so that ELs develop proficiency in academic English? Pp. 15-16

A. If my students learn about _____ then they will be able to _____.	B. When I teach them to expand and enrich their ideas they will be able to _____.	C. If I help my students connect and condense their ideas they will apply this skill to _____.
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**DISCOVERY ACTIVITY 3:** How will supporting English Learners move through the Proficiency levels from Emerging to Expanding to Bridging, lead them to achieve the Common Core State Standards?

- A. Look at Table 4, p. 16-17, what do you see 5<sup>th</sup> grade students being able to achieve when supported through Strands 1 *Understanding Text Structure* and Strand 2 *Understanding Cohesion*?  
Students will be able to \_\_\_\_\_  
because \_\_\_\_\_.

**REFLECTIVE QUESTION 1:** Based on what you have learned in Appendix B: How English Works of the CA ELD Standards, how will this knowledge impact your work?

**REFLECTIVE QUESTION 2:** What else do you need to learn about how English works to help your students' academic language development?