



About looking for Standards during Designated and Integrated ELD Instruction

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).

The Critical Principles for Developing Language and Cognition in Academic Contexts further detail the objective of the CELDS by defining the critical and meaningful experiences and knowledge that English Learners need in order to ultimately achieve proficiency in English. These principles are unpacked as the 12 ELD standards in Part I: Interacting in Meaningful Ways and 7 ELD Standards in Part II: Structuring Cohesive Texts. These standards are further distilled into Student Vital Actions. This observation tool will assist with observing for teacher and student actions that demonstrate evidence of these standards in classrooms that are providing a Comprehensive ELD Program.

Critical Principles for Developing Language and Cognition in Academic Contexts	Student Vital Actions
<p>A. Engage in intellectually challenging literacy, disciplinary, and disciplinary literacy tasks.</p>	<ul style="list-style-type: none"> • Students engage in rigorous tasks and texts: written, spoken, or multimodal and in print or digital form focused on content knowledge and linguistic development. [TLF: 3c1, 3a4] • Students look for more precise ways of expressing their thinking, supporting each other to look for and use academic language, and focus on the knowledge and/or skills of the discipline and task. [TLF: 3a4, 3b2, 3c2]
<p>B. Use language in meaningful and relevant ways appropriate to grade level, content area, topic, purpose, audience, and text type (in English Language Arts, Mathematics, Science, Social Studies, and the Arts)- <i>Texts and Discourse in Context</i></p>	<ul style="list-style-type: none"> • Students develop linguistic awareness and adjust language choices according to purpose social setting, and audience. [TLF: 3a4, 3b2, 3d3] • Students engage in a variety of collaborative discussions, build awareness about language and build skills and abilities to use language. [TLF: 3a4, 3b1, 3b2, 3c1, 3c2]
<p>C. Use language to gain and exchange information and ideas in three modes (collaborative, interpretive and productive)- <i>ELD Standards Part I</i></p>	<ul style="list-style-type: none"> • Students participate in class, group and partner discussions by using the Constructive Conversation Skills: create, clarify, fortify & negotiate to build on other ideas/thinking, asking relevant questions, affirming others and adding relevant information. [TLF: 2a3, 2c1, 3b2] • Students 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 with sound evidence; and effectively produce written and oral texts in a variety of informational and literary text types. [TLF: 2a3, 3b1, 3d3]
<p>D. Apply knowledge of language to academic tasks via three cross-mode language processes (structuring cohesive texts, expanding & enriching ideas, and connecting & condensing ideas) using various linguistic resources- <i>ELD Standards Part II</i></p>	<ul style="list-style-type: none"> • Students develop an understanding of how content is organized in different text types across disciplines using text structure, language features, and vocabulary, depending upon purpose and audience in preparation for oral presentations and writing tasks. [TLF: 3a4, 3b1, 3c1] • Students use the register of the discipline in sustained dialogue to extend and explain their thinking across the disciplines. [TLF: 3a4, 3b2]