



Support

Explanation of ELD Standards

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Organization of the Proficiency Level Descriptors (PLDs)

The organization of the PLDs represents English language development as a continuum of increasing proficiency in language learning and use, starting with native language competencies students possess when they enter school, and concluding (though not ending) with lifelong language learning that all language users engage in⁵. The three levels are labeled to represent three stages of English language development, describing expectations for how well students can understand and use the English language at each level as they continue to build on existing language skills and knowledge.

- **Emerging:** Students at this level typically progress very quickly, learning to use English for immediate needs as well as beginning to understand and use academic vocabulary and other features of academic language.
- **Expanding:** Students at this level are challenged to increase their English skills in more contexts, and learn a greater variety of vocabulary and linguistic structures, applying their growing language skills in more sophisticated ways appropriate to their age and grade level.
- **Bridging:** Students at this level continue to learn and apply a range of high-level English language skills in a wide variety of contexts, including comprehension and production of highly technical texts. The “bridge” alluded to is the transition to full engagement in grade-level academic tasks and activities in a variety of content areas without the need for specialized ELD instruction. However, ELs at all levels of English language proficiency fully participate in grade level tasks in all content areas with varying degrees of scaffolding in order to develop both content knowledge and English.

Organization of the California English Language Development Standards

The California English Language Development (ELD) Standards are organized into two main sections common across all grade levels:

Section I: Goal, Critical Principles, and Overview: 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 & Cognition in Academic Contexts
- An “at-a-glance” overview of Parts I–III of the CA ELD Standards, with corresponding grade-level Common Core State Standards for ELA indicated

Explanation of ELD Standards

Section 2: Elaboration on Critical Principles for Developing Language & Cognition in Academic Contexts: **Extends the Critical Principles and provides detailed, grade-level CA ELD Standards, with corresponding Common Core State Standards indicated**, in three parts:

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

Part I: Interacting in Meaningful Ways

A. Collaborative (engagement in dialogue with others)

1. Exchanging information/ideas via oral communication and conversations
2. Interacting via written English (print and multimedia)
3. Offering opinions and negotiating with/persuading others
4. Adapting language choices to various contexts

B. Interpretive (comprehension and analysis of written and spoken texts)

5. Listening actively and asking/answering questions about what was heard
6. Reading closely and explaining interpretations/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. Composing/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

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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 & 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.