

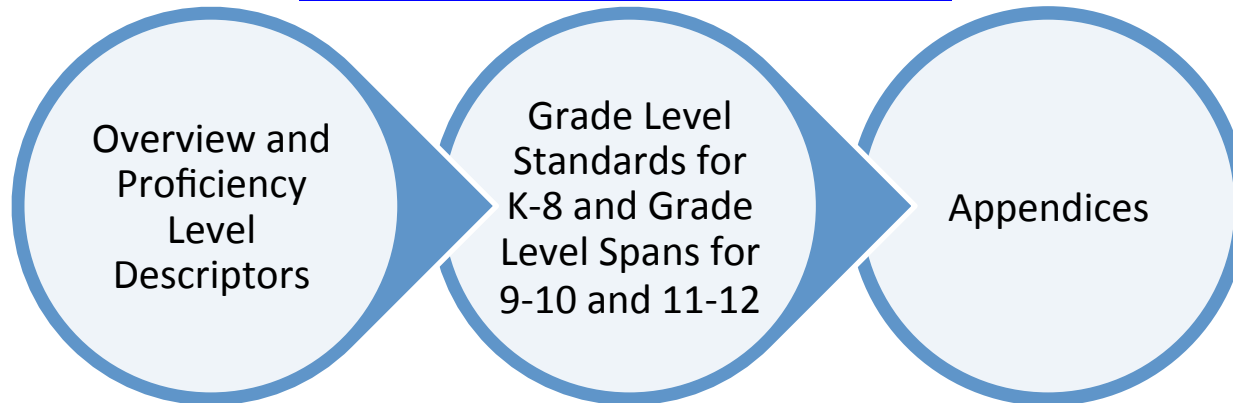
“The CA ELD Standards describe the key knowledge, skills, and abilities in core areas of English language development that students learning English as a new language need in order to access, engage with, and achieve in grade-level academic content, with particular alignment to the key knowledge, skills, and abilities for college- and career-readiness described in the CA CCSS for ELA/Literacy. However, the CA ELD Standards do not repeat the CA CCSS for ELA/Literacy, or represent ELA content at lower levels of achievement or rigor. Rather, the CA ELD Standards are designed to provide challenging content in English language development for ELs to gain proficiency in a range of rigorous academic English language skills. The CA ELD Standards are not intended to replace the CA CCSS for ELA/Literacy but instead to amplify the language knowledge, skills and abilities of the CA CCSS for ELA/Literacy that are critical in order for ELs to simultaneously be successful in school while they are developing English proficiency.

English Learners must have full access to high quality English language arts, mathematics, science, and social studies content, as well as other subjects, at the same time as they are progressing through the ELD level continuum. The CA ELD Standards are intended to support this dual endeavor by providing fewer, clearer, and higher standards: “

-California English Language Development Standards Implementation Plan, June 27, 2013 Pg. 3

Components of the New CA ELD Standards

Online at <http://www.cde.ca.gov/sp/el/er/eldstandards.asp>



- Background
- California's English Learners
- Organization of the Proficiency Level Descriptors (PLD's)
- Continuum from Native Language to Lifelong Learning
- 3 levels in the continuum
 - Emerging
 - Expanding
 - Bridging
- Organization of the CA ELD Standards

- Standards describe the knowledge, skills, and abilities expected at exit from each proficiency level
- Section 1: Goal, Critical Principles, and Overview
- Section 2: Elaboration on Critical Principles for Developing Language and Cognition in Academic Contexts
 - Part I: Interacting in Meaningful Ways
 - Part II: Learning about How English Works
 - Part III: Using Foundational Literacy Skills

- Appendix A: Foundational Literacy Skills for English Learners
- Appendix B: California Language Development Standards Learning About How English Works
- Appendix C: Theoretical Foundations and Research Base for California's English Language Development Standards
- Appendix D: Context, Development, and Validation of the California English Language Development Standards

6 Key Shifts in the New CA ELD Standards

Shift 1

Language acquisition is a non-linear, spiraling, dynamic, and complex social process

Shift 2

Language development is focused on collaboration, comprehension, and communication with strategic scaffolding to guide appropriate linguistic choices

Shift 3

Use of complex texts and intellectually challenging activities with content integral to language learning

Shift 4

English as a meaning-making resource with different language choices based on audience, task, and purpose

Shift 5

An expanded notion of grammar with discourse, text structure, syntax, and vocabulary addressed within meaningful contexts

Shift 6

Literacy foundational skills targeting varying profiles of ELS tapping linguistic resources and responding to specific needs

THE 2013-2014 ELEMENTARY ENGLISH LEARNER (EL) PATHWAYS AND ENGLISH LANGUAGE DEVELOPMENT (ELD) GUIDELINES ARE INFORMED BY THE NEW CALIFORNIA ELD STANDARDS ADOPTED BY THE STATE BOARD OF EDUCATION NOVEMBER 12, 2012 ([HTTP://WWW.CDE.CA.GOV/SP/EL/ER/ELDSTANDARDS.ASP](http://www.cde.ca.gov/sp/el/er/eldstandards.asp)). **OUR DUAL OBLIGATION TO ENGLISH LEARNERS IS TO PROVIDE MEANINGFUL ACCESS TO GRADE LEVEL INSTRUCTION THROUGH APPROPRIATE INSTRUCTION WHILE DEVELOPING STUDENTS' ACADEMIC LANGUAGE PROFICIENCY THROUGH DEDICATED ELD AND ELD INTEGRATED IN CONTENT INSTRUCTION.** GIVEN THE SHIFTS IN THE COMMON CORE STATE STANDARDS AND THE NEW ELD STANDARDS, THE MULTILINGUAL PATHWAYS DEPARTMENT WILL CONTINUE TO COLLABORATE WITH OTHER DEPARTMENTS TO BUILD AND ARTICULATE A PLAN TO IMPLEMENT THE NEW ELD STANDARDS IN RECOGNITION OF THE FACT THAT THERE IS A NEED TO RE-ENVISION ENGLISH AND PRIMARY LANGUAGE DEVELOPMENT THROUGH THE **DISTRICT'S FOUR PATHWAYS: Biliteracy, Dual Language Immersion, English Plus, and the Newcomer Pathway.** THE STAGES OF OUR WORK IS CAPTURED IN THE VISUAL BELOW. DURING THIS TIME OF AWARENESS BUILDING THE GUIDELINES WILL REMAIN THE SAME, BUT WILL REFLECT NEW LANGAUGE CONNECTED TO THE SHIFTS IN BOTH THE CCSS AND IN THE CALIFORNIA'S 2012 ELD STANDARDS.

SCHEDULING DEDICATED ELD

Until reclassified, **all EL students at every site**, including alternative schools such as Small Schools by Design, receive **at least** 30 consecutive minutes a day of daily dedicated ELD targeted specifically to their English proficiency level. Students in the Newcomer Pathway receive an additional 30 consecutive minutes of daily dedicated ELD per day. Special Education EL students **must** receive **at least** 30 consecutive minutes of daily dedicated ELD by proficiency level, either integrated into the site's ELD structure, or provided by a CLAD or BCLAD Special Education teacher in addition to SPED services.

SFUSD'S ROLLOUT OF THE COMMON CORE STANDARDS FOR ELA & ELD STATE STANDARDS AND SFUSD'S ELA PK-12 CORE CURRICULUM

