Chapter Two

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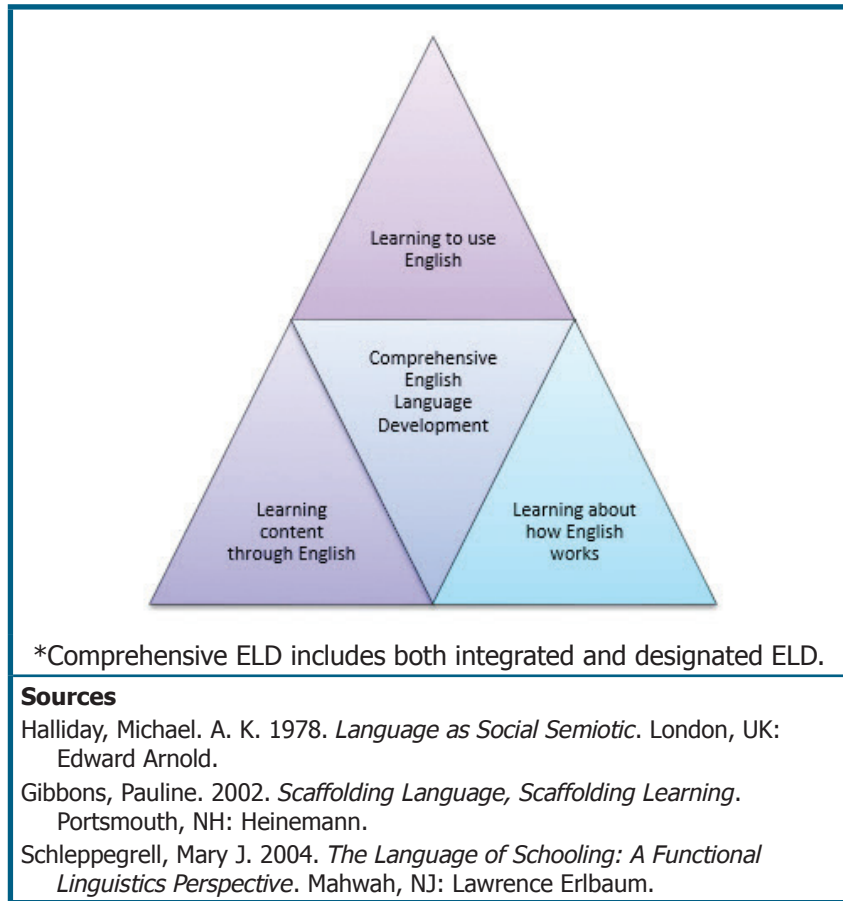
English Language Arts/ English Language Development Framework

*for California Public Schools
Kindergarten Through Grade Twelve*

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HO#3

Figure 2.19. Three Interrelated Areas of Comprehensive ELD*

*Comprehensive ELD includes both integrated and designated ELD.

Sources

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Integrated ELD

This framework uses the term *integrated ELD* to refer to ELD taught throughout the day and across the disciplines. All teachers with ELs in their classrooms should use the CA ELD Standards in addition to their focal CA CCSS for ELA/Literacy and other content standards to support their ELs' linguistic and academic progress. The goal statement for each set of grade-level and grade-span CA ELD Standards indicates that all ELs in California schools should read, analyze, interpret, discuss, and create a variety of literary and informational text types. Through these experiences, ELs develop an understanding of language as a complex and dynamic resource for making meaning, and they develop language awareness, including an appreciation for their primary language as a valuable resource in its own right and for learning English. They demonstrate knowledge of content through oral presentations, writing, collaborative conversations, and multimedia, and they develop proficiency in shifting language use based on task, purpose, audience, and text type.

As explained in chapter 1, the CA ELD Standards describe the key knowledge, skills, and abilities in critical areas of English language development that students learning English as an additional language need to develop in order to be successful in school. Along with the CA CCSS for ELA/Literacy and other content standards, they call for instruction that includes an abundance of collaborative discussions about content, meaningful interactions with complex texts, and engaging and intellectually rich tasks. Part I of the CA ELD Standards, "Interacting in Meaningful Ways," provides guidance on instruction for ELs at different English language proficiency levels and sets the stage for deeper learning about the language used in texts and tasks. Part II of the CA ELD Standards, "Learning About How English Works," offers guidance on instruction to help ELs develop proficiency in using academic

English across a range of disciplines. Part II of the CA ELD Standards guides teachers to support ELs in ways appropriate to their grade level and English language proficiency level, to accomplish the following:

- *Unpack* meanings in the written and oral texts they encounter in different content areas in order to better comprehend them
- Make informed choices about how to use oral and written English powerfully and appropriately based on discipline, topic, purpose, audience, and task

Part III of the CA ELD Standards, "Using Foundational Literacy Skills," signals to teachers that these skills are a fundamental component of reading and writing and that the particular characteristics of individual ELs are taken into consideration in foundational skills instruction. These characteristics include a student's proficiency in literacy in the primary language, similarities and differences between the student's primary language and English, and the student's oral language proficiency in English. Generally speaking, foundational skills instruction, when needed, occurs during ELA instruction and not during designated ELD time since designated ELD time focuses primarily on language development in ways that build into and from content instruction. However, some *newcomer* ELs, particularly in upper elementary and secondary settings, may need explicit instruction in foundational skills during designated ELD. Teachers and specialists carefully assess students to make this determination. Guidance on providing foundational skills instruction to ELs in transitional kindergarten through grade twelve is provided in chapters 3–7.

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Because content and language are inextricably linked, the three parts of the CA ELD Standards—"Interacting in Meaningful Ways," "Learning About How English Works," and "Using Foundational Literacy Skills"—should be interpreted as complementary and interrelated dimensions of a robust instructional program for ELs. The integrated use of Parts I and II throughout the day and across the disciplines emphasizes the interrelated roles of *content knowledge*, *purposes* for using English (e.g., explaining, entertaining, arguing), and the *language resources* (e.g., vocabulary, grammatical structures, discourse practices) available in English. Parts I and II are presented separately to highlight the need to focus *both* on meaning and interaction *and* on building knowledge about the linguistic resources available in English.

> *The integrated use of Parts I and II throughout the day and across the disciplines emphasizes the interrelated roles of* content knowledge, purposes *for using English (e.g., explaining, entertaining, arguing), and the* language resources *(e.g., vocabulary, grammatical structures, discourse practices) available in English.*

The CA ELD Standards are organized to focus first on meaning and interaction and then focus on knowledge about the English language and how it works afterward. Accordingly, the standards in Part II are not used in isolation but rather are seen as nested within the context of the standards in Part I. In other words, they are used in the context of intellectually and discourse-rich, meaningful interactions, as outlined in Part I. In turn, all three parts of the CA ELD Standards are nested within the CA CCSS for ELA/Literacy and are applied in all content areas.

The CA ELD Standards amplify the CA CCSS for ELA/Literacy's emphasis on language and content development through collaborative literacy tasks, including discussions about the complex literary and informational texts students read and the content they learn through a variety of tasks and partner/group writing projects. In the collaborative mode of Part I of the CA ELD Standards,

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exchanging information and ideas, interacting via written English, offering opinions, and adapting language choices are highlighted as critical principles corresponding to the CA CCSS for ELA/Literacy. For example, the standards in the collaborative mode of Part I call for ELs to refine their abilities to actively and appropriately contribute to academic discussions (e.g., following turn-taking rules, asking relevant questions, affirming others, adding relevant information, building on responses). Rich collaborative discussions in which students develop both content knowledge and language most often occur when the topics students are asked to discuss are worth discussing or the texts students are asked to read are worth reading.

The CA ELD Standards guide teachers in supporting their ELs at different English language proficiency levels to participate in collaborative discussions about rich content. For example, teaching frequently used phrases (e.g., *Can you say more? Can you explain that again? Yes, I agree with you.)* and sentence stems (*Why do you think ____? What is your idea about ____? How do you ____?)* to ELs who are at the early Emerging level of English language proficiency supports active participation in conversations and language development. Posting these phrases and sentence stems, along with domain-specific vocabulary (with a picture or drawing, when needed), promotes their frequent use during conversations about content. Equitable collaborative structures (e.g., think-pair-share, structured group work, reciprocal teaching) in which students use the new language purposefully are essential for ensuring that all ELs have opportunities to actively contribute to conversations and not just listen passively. (See the section on collaborative learning in this chapter for additional ideas.)

As ELs progress along the ELD continuum, teachers adjust the level of support they provide to meet their students' language learning needs and promote the use of the academic English required for specific topics. To promote the use of particular general academic or domain-specific vocabulary, teachers can

- briefly preview some of the words that are critical for content understanding before students read (e.g., *determination*, *mitosis*, *meiosis*);

- explain some of the words while students read;

- explicitly teach a select group of high leverage general academic words *after* students have encountered them in the text;

- post the words so students can refer to them; and

- encourage students to use the words during conversations or in writing, using a sentence frame when needed (e.g., *Rosa Parks showed determination when she____.*).

To promote the use of increasingly more complex grammatical structures (e.g., complex sentences or sentences that incorporate particular subordinate conjunctions, such as *although* or *despite*), teachers provide open sentence frames containing the target academic language (e.g., *Although mitosis and meiosis both involve cell division, they __.*). Carefully crafted, open sentence frames

provide opportunities for students to practice specific academic language while also providing opportunities for extended discourse on a particular topic. In contrast, closed sentence frames (e.g., *All objects are made up of tiny particles called ____.*) limit student language production and are used sparingly for very specific purposes (e.g., to provide a substantial level of support for an EL student at the early Emerging level). These types of linguistic scaffolds support oral language development and collaboration and also serve as a bridge to writing.

It is important to remember that the design of sentence frames and stems is highly dependent on content and lesson objectives. Teachers incorporate the following when creating stems and frames:

- Content knowledge students need to develop (e.g., relationships between scientific concepts, how a character evolves, a sequence of historical events)

- Language students need to develop to effectively convey understandings of content (e.g., new vocabulary or grammatical structures, ways of organizing different types of writing), which may vary depending on the level of English language proficiency

Importantly, scaffolding, such as sentence stems or frames, is used purposefully and judiciously, and teachers determine if such scaffolding may in fact discourage or impede productive discourse (e.g., when students feel they must use sentence frames in order to speak or write).

A Focus on Meaning Making and Content: Supporting Comprehension and Interpretation of Complex Texts

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The CA ELD Standards also amplify the CA CCSS for ELA/Literacy's emphasis on close readings of complex literary and informational texts. In the interpretive mode of Part I of the CA ELD Standards, *listening actively, reading and viewing closely*, and *evaluating and analyzing language resources* are highlighted as critical principles corresponding to the CA CCSS for ELA/Literacy. The CA ELD Standards guide teachers in supporting their ELs at different English language proficiency levels to read and actively listen to complex texts.

When approaching discussions about how English works, teachers begin by asking students what they notice about the language used in the complex informational and literary texts they read, but soon, a more structured approach to analyzing and discussing the language of texts is useful. For example, teachers explain to students how the language writers choose in a specific place in a text elicits a particular effect on readers (e.g., employing a figurative use of the word *erupt* to show how a character behaved, describing a historical figure's career as *distinguished,* or using the word *extremely* to add force to a statement, as in *extremely dangerous*). Teachers also model how they locate instances in texts where writers use modality to present their opinions or attitudes (e.g., The government *should definitely* pass this law.) or how particular language helps guide readers through a text (e.g., the use of *for example*, or *in addition*). In terms of text organization and structure, teachers call attention to particular places in a text where writers present evidence to support an argument and draw distinctions between more successful and less successful uses of language for this purpose. These examples model for ELs how particular language resources are used to make meaning.

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In addition, teachers provide students with guided opportunities to evaluate and analyze the language they encounter in academic texts. For example, a teacher asks ELs at the Emerging level of English language proficiency to explain how the use of different familiar words with similar meanings to describe a character (e.g., choosing to use the word *polite* versus *good*) produces a different effect on the reader. She asks ELs at the Expanding level to explain how the use of different general academic words with similar meanings (e.g., describing a character as *diplomatic* versus *respectful*)

or figurative language (e.g., *The wind whispered through the night*.) produce shades of meaning and different effects on readers. Students work with peers to arrive at these explanations initially, and then as students gain confidence with this type of analysis, they work more independently.

Teachers use Part II of the CA ELD Standards as a guide for showing ELs how different text types are organized and structured (e.g., how a story is structured or where in an argument evidence is presented) or how language is used purposefully to make meaning (e.g., how sentences are combined to show relationships between ideas). For example, a science teacher identifies a particular sentence in the science textbook that is challenging for students but critical for understanding the topic. The teacher leads a discussion in which the class unpacks the informationally dense sentence for its meaning using more everyday language. Figure 2.20 presents an example. (Note: the main clause is in italics.)

Figure 2.20. Sentence Unpacking

Original sentence:

> "Although many countries are addressing pollution, *environmental degradation continues to create devastating human health problems each year*."

Meanings:
- Pollution is a big problem around the world.
- People are creating pollution and ruining the environment.
- The ruined environment leads to health problems in people.
- Health problems are still happening every year.
- The health problems are really, really bad.
- A lot of countries are doing something about pollution.
- Even though the countries are doing something about pollution, there are still big problems.

What this sentence is mostly about: Environmental degradation

What it means in our own words: People are creating a lot of pollution and messing up the environment all around the world, and even though a lot of countries are trying to do things about it, a lot of people have big health problems because of it.

This type of analysis demystifies academic language and provides a model students can use to tackle the often challenging language they encounter in their school texts. As students become more comfortable discussing language, teachers guide them to analyze language more deeply based on lesson objectives and students' age and proficiency levels. For example, teachers discuss with their students the density of information packed into the term *environmental degradation* and examine why the writer used it instead of the word *pollution*. Teachers also discuss how using the subordinate conjunction *although* creates a relationship of concession between the two ideas in the main and subordinate clauses and how connecting ideas in this way is particularly useful—and common—in academic writing.

Using the CA ELD Standards to conduct these types of analyses ensures that all ELs are engaged with intellectually rich content and are able to read texts closely with scaffolding adapted to their particular language learning needs.

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A Focus on Effective Expression and Content: Supporting Academic Writing and Speaking

The CA ELD Standards emphasize the types of writing (opinion/argument, informative/explanatory, and narrative) and formal oral presentations called for by the CA CCSS for ELA/Literacy by focusing on how ELs successfully engage in these academic tasks using particular language resources. In the productive mode of Part I of the CA ELD Standards, *presenting, writing, supporting opinions*, and *selecting language resources* are highlighted as critical principles corresponding to the CA CCSS for ELA/Literacy. The CA ELD Standards guide teachers in supporting their ELs at different English language proficiency levels to write different text types and present their ideas formally in speaking.

> *In the productive mode of Part I of the CA ELD Standards,* presenting, writing, supporting opinions, *and* selecting language resources *are highlighted as critical principles corresponding to the CA CCSS for ELA/Literacy.*

For example, in order to support ELs in writing cohesive stories using an understanding of the ways stories are organized, a teacher refers to Part II of the CA ELD Standards to design lessons that support her ELs at different proficiency levels. She begins by using a story with which students are familiar to show how it is organized into predictable stages (orientation-complication-resolution or introduction-problem-resolution). She then draws students' attention to the linking words and phrases (text connectives) that help create cohesion and make the story flow. In the orientation stage, text connectives may be *once upon a time* or *long ago*. In the complication stage, typical text connectives for signaling a shift are *suddenly* or *all of a sudden*. In the resolution stage, text connectives such as *finally* or *in the end* are used.

The teacher posts notes from an analysis the class conducted of the story to refer to as a model, and she also provides them a graphic organizer with the same stages so they can begin to write their first drafts in a structured way. In order to support her ELs at the Emerging level of English language proficiency, the teacher pulls a small group of these students together to jointly construct a story to facilitate their understanding of the organization of stories and their use of particular language (e.g., text connectives, literary vocabulary).

In addition to focusing on text structure and organization, over time she explicitly teaches some of the general academic words in the literary texts students read and encourages them to use the words in their story writing (e.g., *ecstatic, murmured, reluctance*) or oral retellings. The teacher also shows them how to expand their ideas (e.g., adding a prepositional phrase to show when or where something happened) or connect their ideas and sentences in other ways. Carefully observing how students use the language she teaches helps her determine ways to work with the whole class, small groups, and individuals to ensure that all are supported to write their own stories.

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The same instructional attention to language can be applied to other content areas and informational texts. For example, a history teacher draws students' attention to how a historical argument is organized, shows the particular language resources used to create cohesion (e.g., At the beginning of the century, . . . After reconstruction, . . .), and teaches the general academic and domain-specific vocabulary students need to convey their understanding of the topic in writing. The teacher provides ELs at the Emerging level of proficiency a graphic organizer with the stages of a historical argument and paragraph frames to provide scaffolding for writing an initial draft of an essay.

English Learners at the Expanding level may only need a graphic organizer and some texts to use as a model, students at the Bridging level may only need model texts for reference. These instructional decisions depend on a variety of factors, including students' familiarity with topics and tasks as well as their English language proficiency levels.

Implications for Integrated ELD

The examples just described are among the many ways teachers can use Parts I and II of the CA ELD Standards throughout the day in tandem with the CA CCSS for ELA/Literacy and other content standards to support their ELs in learning rich content and developing advanced levels of English. Teachers, in each example:

- Routinely examine the texts and tasks used for instruction to identify language that may be challenging for ELs

- Determine the opportunities to highlight and discuss particular language resources (e.g., powerful or precise vocabulary, different ways of combining ideas in sentences, ways of starting paragraphs to emphasize key ideas)

- Observe students to determine how they are using the targeted language

- Adjust whole group instruction or work with small groups or individuals to provide adequate and appropriate support

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Deeply grounded in theory and research, the CA ELD Standards promote effective instruction for ELs that occurs throughout the day and across all disciplines: integrated ELD. See figure 2.21 for a summary. For related research, see also Anstrom, and others 2010; August and Shanahan 2006; Francis, and others 2006; Genesee, and other 2006; Short and Fitzsimmons 2007.

Figure 2.21. Integrated ELD

Effective instructional experiences for ELs throughout the day and across the disciplines:

- Are interactive and engaging, meaningful and relevant, and intellectually rich and challenging

- Are appropriately scaffolded in order to provide strategic support that moves learners toward independence

- Develop both content knowledge and academic English

- Value and build on primary language and culture and other forms of prior knowledge