California’s New English Language Development Standards

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May 18, 2013

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TODAY’S AGENDA

1) English Language Learners: The Present Context
2) Why English Proficiency Matters
3) The New CA ELD Standards
4) Familiarizing Yourself
5) Open Discussion
Part I:
English Language Learners: The Present Context
LANGUAGE MINORITY LEARNERS

- May be of limited English proficiency, bilingual or essentially monolingual in English (August & Hakuta, 1997)
- Roughly 11 million (~21%) in public schools

http://nces.ed.gov/fastfacts/display.asp?id=96
ENGLISH LANGUAGE LEARNER

- Subset of the LM learner population
  - not fluent in English
- Roughly 5 million (~11%) in public schools

http://nces.ed.gov/fastfacts/display.asp?id=96
English Language Learners in California

• Roughly 1.4 million (23%) in public schools
  o Spanish primary language (83%)

• Program models
  o Structured English Immersion ➔ taught in English, not fluent in English = ~49%
  o English Language Mainstream ➔ taught in English, reasonable English fluency
  o Alternative Program ➔ taught in native language, parental exception waiver

http://www.cde.ca.gov/ds/sd/cb/cefelfacts.asp
NAEP 2011: READING COMPREHENSION

4th Grade Gaps
• White/Asian-Latino/Black = ~3 grade levels
• White/Asian-ELL = ~4 ½ grade levels

8th Grade Gaps
• White/Asian-Latino/Black = ~2 grade levels
• White/Asian-ELL = ~5 grade levels
Part II: Why English Proficiency Matters
The Many Strands that are Woven into Skilled Reading
(Scarborough, 2001)

LANGUAGE COMPREHENSION

BACKGROUND KNOWLEDGE
(facts, concepts, etc.)

VOCABULARY
(breadth, precision, links, etc.)

LANGUAGE STRUCTURES
(syntax, semantics, etc.)

VERBAL REASONING
(inference, metaphor, etc.)

LITERACY KNOWLEDGE
(print concepts, genres, etc.)

SKILLED READING:
Fluent execution and coordination of word recognition and text comprehension.

WORD RECOGNITION

PHONOLOGICAL AWARENESS
(syllables, phonemes, etc.)

DECODING (alphabetic principle, spelling-sound correspondences)

SIGHT RECOGNITION
(of familiar words)
DUAL TASK

- CONTENT KNOWLEDGE
  - CA Common Core State Standards for ELA/Literacy
  - Applicable to all students, including ELLs

- ENGLISH PROFICIENCY
  - ELD Standards: intended to clarify the knowledge, skills, and abilities ELLs need to engage with/master the ELA/Literacy CCSS

http://www.cde.ca.gov/re/cc/
ELA/Literacy CCSS

• Rigorous
• Research-based
• Evidence-based
• Internationally benchmarked
• Address the demands of today to prepare students to success tomorrow

http://www.cde.ca.gov/re/cc/
The Essence

- Reading Standards
- Writing Standards
- Speaking & Listening Standards
- Language Standards
A Note on English Language Learners

- It is also beyond the scope of the Standards to define the full range of supports appropriate for English language learners and for students with special needs. At the same time, all students must have the opportunity to learn and meet the same high standards if they are to access the knowledge and skills necessary in their post-high school lives.

http://www.cde.ca.gov/re/cc/
Part III: The New CA ELD Standards
New CA ELD Standards

- Adopted in November 2012
- Align with CA CCSS for ELA/Literacy
- Highlight and amplify the key language knowledge, skills, and abilities in the CCSS critical for ELLs to *simultaneously* succeed in school while developing English
- To be used in tandem with the CCSS, not in isolation
- K-8 by grade vs. grade spans for 9-10 and 11-12

http://www.cde.ca.gov/sp/el/er/eldstandards.asp
ELD Standards: More Focused

• **Fewer →** standards that are necessary and essential for development and success

• **Clearer →** coherent body of standards that have clear links to curriculum and assessment

• **Higher →** correspondence with the elevated standards in the CCSS
Proficiency Level Descriptors (PLDs)

• Describe student knowledge, skills, and abilities *across a continuum*, identifying what ELLs know and can do at early stages and exit from 3 proficiency levels
  • Emerging
  • Expanding
  • Bridging
Not a Linear Progression

• Described as linear across the levels → a heuristic

• Actual second language acquisition is much more dynamic
  o Abilities often vary by domain (e.g., listening, speaking, reading, writing)
  o Proficiency levels ≠ identify the student
  o Proficiency levels = what a student knows and can do at a particular stage of ELD
1) Emerging Level

• Typically progress very quickly, learning to use English for immediate needs as well as beginning to understand and use academic vocabulary and other uses of academic language
2) Expanding Level

• 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.
3) Bridging Level

• Continue to learn to apply a range of high-level English language skills in a wide variety of contexts, including comprehension and production of highly technical texts
Levels of Support Within the PLDs

- Substantial
- Moderate
- Light

Signal extent of linguistic scaffolding needed to implement the ELD Standards at each proficiency level.
Overall Organization

Proficiency Level Descriptors (PLDs)

Section 1: 2-Page “At a Glance”
- Goal
- Critical Principles
- Overview

Section 2: Grade (Span) Level Standards
- Part I: Interacting in Meaningful Ways
- Part II: Learning about How English Works
- Part III: Using Foundational Literacy Skills

Corresponding Common Core State Standards
Part I: Interacting in Meaningful Ways

3 Modes of Communication

1) Collaborative → engagement in dialogue with others

2) Interpretive → comprehension and analysis of written and spoken texts

3) Productive → creation of oral presentations of written texts
Part II: Learning about How English Works

3 Dimensions of Knowledge of Language

• Structuring Cohesive Texts → add
• Expanding and Enriching Ideas → add
• Connecting and Condensing Ideas → add
Part III: Using Foundational Literacy Skills

As Applicable

• Will vary depending on age, native language, native language writing system, schooling experience, and literacy experience and proficiency
Relevant Appendices

- Appendix A: Foundational Literacy Skills
- Appendix B: Learning How English Works
- Appendix C: Theory and Research
- Appendix D: Context, Development, Validation

- Glossary of Terms
Part III: Familiarize Yourself
Grade 3 and Grade Span 9-10

• What’s similar?
• What’s different?
Part IV: Discussion
Thank You

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