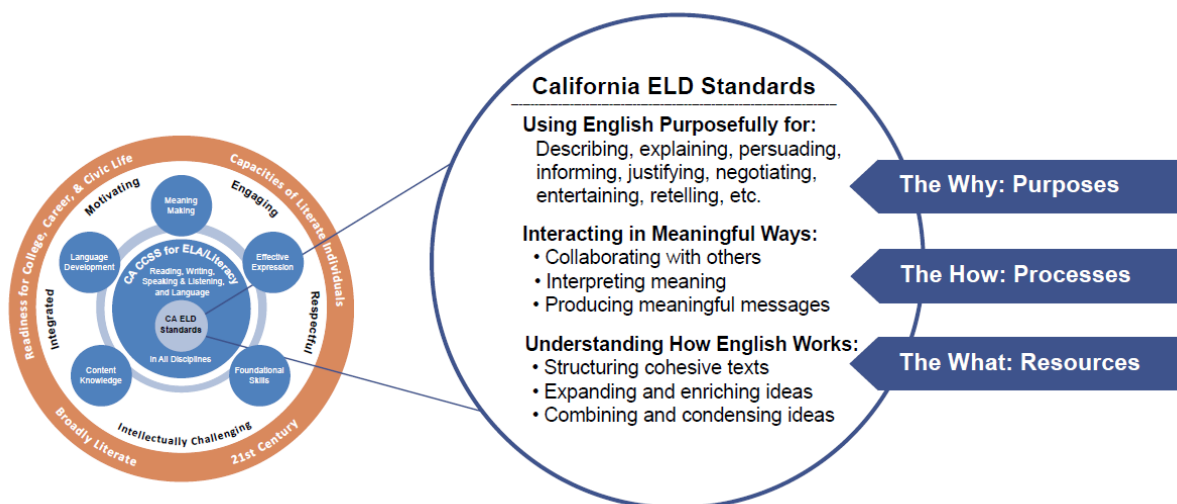


As described when initially presented as Figure 1.2, the outer ring of the figure on the left represents the goals of ELA/ELD programs for all students. The white field illustrates some of the context characteristics of high quality instruction for all students, as called for by the CA CCSS for ELA/Literacy, as well as other content standards. The center and core of the figure represents how the CA ELD Standards are both nested within and amplify the CA CCSS for ELA/Literacy. Both sets of standards integrate reading, writing, speaking and listening, and language as expressed in the key themes of meaning making, language development, effective expression, content knowledge, and foundational skills. Depicted on the right are the key premises, or instructional aims, of the CA ELD Standards—using English purposefully, interacting in meaningful ways, and understanding how English works. These overarching aims, which are explained in the following sections and illustrated in action in the grade level chapters, correspond with and amplify the CA CCSS for ELA/Literacy.

Figure 1.8. Three Premises of the CA ELD Standards



**Using English purposefully** is reflected in the CA ELD Standards' call for a comprehensive and integrated approach to language and literacy instruction that artfully