

English as an additional language and how teachers design and provide instruction to ensure steady linguistic and academic progress. (For more detailed information regarding different types of ELs, see Chapter 9: Access and Equity.)

Regardless of their individual backgrounds and levels of English language proficiency, ELs at all levels of proficiency are able to engage in intellectually challenging and content-rich activities, with appropriate support from teachers that addresses their language and academic learning needs. The term *English as an additional language* is used intentionally to signal that an explicit goal in California is for ELs to add English to their linguistic repertoires and maintain and continue to develop proficiency in their primary language(s). The CA ELD Standards provide guideposts of the English language skills, abilities, and knowledge that teachers can look for and promote as their ELs progress along the ELD Continuum.

Stages of English Language Development

Research has shown that learners of an additional language generally follow a common path to second language development. The CA ELD Standards refer to the stages along this path as Emerging, Expanding, and Bridging (See Chapter 1). Figure 2.18 summarizes the general progression of English language development as conceptualized by the English Language Development Continuum in the CA ELD Standards.

Figure 2.18. General Progression in the CA ELD Standards ELD Continuum

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Native Language	Emerging	Expanding	Bridging	Lifelong Language Learners
ELs come to school with a wide range of knowledge and competencies in their primary language, which they draw upon to develop English.	ELs 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	ELs at this level increase their English knowledge, skills, and abilities in more contexts. They learn to apply a greater variety of academic vocabulary,	ELs at this level continue to learn and apply a range of advanced English language knowledge, skills, and abilities in a wide variety of contexts, including comprehension and production of highly	Students who have reached full proficiency in the English language, as determined by state and/or local criteria, continue to build increasing breadth, depth, and complexity in comprehending and

	other features of academic language.	grammatical structures, and discourse practices in more sophisticated ways, appropriate to their age and grade level.	complex 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 instruction.	communicating in English in a wide variety of contexts.
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The CA ELD Standards Proficiency Level Descriptors (CDE 2014a) and grade-level and grade-span standards in Chapters 3-7 provide additional information on these stages.

While guidance on the general stages of English language development is provided, the process of learning English as an additional language is multilayered and complex, and it does not necessarily occur in a linear fashion. It is important to note that an EL at any given point along his or her trajectory of English language development may exhibit some abilities (e.g., speaking skills) at a higher proficiency level, while at the same time exhibiting other abilities (e.g., writing skills) at a lower proficiency level (Gottlieb, 2006). Similarly, a student may understand much more than she or he can say. Additionally, a student may successfully perform a particular skill at a lower English language proficiency level (e.g., reading and analyzing an informational text) and at the next higher proficiency level need review in the same reading and analysis skills when presented with a new or more complex type of text.

Cross-Language Relationships

Research has demonstrated that the knowledge, skills, and abilities students have developed in their primary language can *transfer* to their development of English language and literacy. For example, phonological awareness, syntactic awareness, and alphabetic knowledge transfer across languages, meaning that ELs who have already learned these skills in their primary languages do not need to relearn them in English, although there are differences in how this transfer works, depending on similarities and differences between the primary language and English. For example, ELs who already