

Standards of the CCSS for ELA/Literacy, corresponds to a grade-level or grade-span CA ELD Standard, which defines more specifically what ELs should be able to do at each grade level and grade span across three English language proficiency levels: Emerging, Expanding, and Bridging.

Figure 1.10. Critical Principle Statements

Part I: Interacting in Meaningful Ways

- A. **Collaborative** (engagement in dialogue with others)
 - 1. Exchanging information and ideas via oral communication and conversations
 - 2. Interacting via written English (print and multimedia)
 - 3. Offering opinions and negotiating with or persuading others
 - 4. Adapting language choices to various contexts
- B. **Interpretive** (comprehension and analysis of written and spoken texts)
 - 5. Listening actively or asking or answering questions about what was heard
 - 6. Reading closely and explaining interpretations and ideas from reading
 - 7. Evaluating how well writers and speakers use language to present or support ideas
 - 8. Analyzing how writers use vocabulary and other language resources
- C. **Productive** (creation of oral presentations and written texts)
 - 9. Expressing information and ideas in oral presentations
 - 10. Writing literary and informational texts
 - 11. Supporting opinions or justifying arguments and evaluating others' opinions or arguments
 - 12. Selecting and applying varied and precise vocabulary and other language resources

Part II: Learning About How English Works

Structuring Cohesive Texts

- 1. *Understanding text structure* and organization based on purpose, text type, and discipline
- 2. *Understanding cohesion* and how language resources across a text contribute to the way a text unfolds and flows

Expanding and Enriching Ideas

- 3. *Using verbs and verb phrases* to create precision and clarity in different text types
- 4. *Using nouns and noun phrases* to expand ideas and provide more detail
- 5. *Modifying to add details* to provide more information and create precision

Connecting and Condensing Ideas

- 6. *Connecting ideas* within sentences by combining clauses
- 7. *Condensing ideas* within sentences using a variety of language resources

Part III: Using Foundational Literacy Skills

While there are no standards for Part III, this part signals to teachers that they will need to consider particular background characteristics of their K–12 ELs (e.g., age, native language, native language writing system, schooling experience, and literacy experience and proficiency) when designing, teaching, and monitoring foundational literacy skills.