Section 2 presents the grade-level and grade-span standards across the range of proficiency. See chapter 3 of the *California English Language Development Standards: Kindergarten Through Grade 12* (CDE 2014) for the actual layout of the standards. Each page includes a column on the left, Texts and Discourse in Context. This column provides critical information for instructional planning, curriculum design, and assessment. (See figure 1.13.)

Figure 1.13. Texts and Discourse in Context Snapshot[3]

> **Part I, Strands 1–4, corresponding to the CA CCSS for ELA/Literacy**
> 1. SL.5.1, 6; L.5.1, 3, 6
> 2. W.5.6; L.5.1, 3, 6
> 3. SL.5.1, 6; L.5.1, 3, 6
> 4. W.5, 4–5; SL.5.1, 6; L.5.1, 3, 6
>
> **Purposes for using language include but are not limited to**
> Describing, entertaining, informing, interpreting, analyzing, recounting, explaining, persuading, negotiating, justifying, evaluating, and so on.
>
> **Informational text types include but are not limited to**
> Description (e.g., science log entry), procedure (e.g., how to solve a mathematics problem), recount (e.g., autobiography, science experiment results), information report (e.g., science or history report), explanation (e.g., how or why something happened), exposition (e.g., opinion), response (e.g., literary analysis), and so on.
>
> **Literary text types include but are not limited to**
> Stories (e.g., fantasy, legends, fables), drama (e.g., readers' theater), poetry, retelling a story, and so on.
>
> **Audiences include but are not limited to**
> Peers (one to one)
> Small group (one to a group)
> Whole group (one to many)

This Texts and Discourse in Context element of the standards reminds teachers that language is a complex, meaning-making resource to be fostered via intellectually challenging, interactive, and dialogue-rich learning environments that are focused on both content knowledge and language development. *Texts* can be written, spoken, or multimodal, and in print or digital forms. *Discourse* is, in broad terms, communication of meaning in any modality (e.g., spoken, written, visual, multimodal). The language choices students make, including which vocabulary and grammatical resources to use, are influenced by *context*, which includes the purpose for communicating, audience, text type, and content area. This column highlights variables teachers need to consider when designing and implementing instruction for ELs. The elements in the Texts and Discourse in Context column include the following:

- *Corresponding CA CCSS for ELA/Literacy*: The corresponding CA CCSS for ELA/Literacy are provided so that teachers see the interconnected nature of the CA CCSS for ELA/Literacy and CA ELD Standards.

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3   The *strands* correspond to the "Critical Principle Statements." Note that the corresponding CA CCSS for ELA/Literacy change depending on the particular CA ELD Standards in focus, the texts and tasks used, and individual student needs.