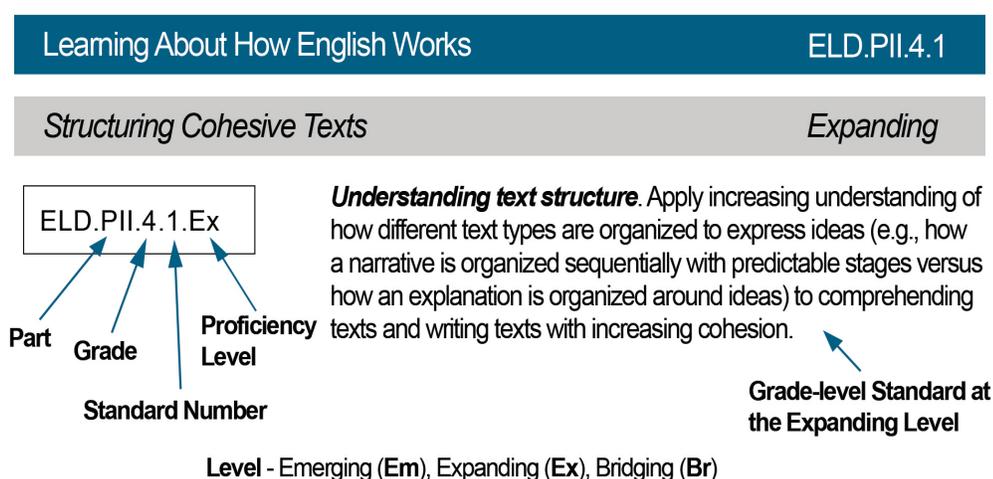


As is the case with the CA CCSS for ELA/Literacy, the language of particular standards across grade levels and spans or proficiency levels may be very similar or even the same. This consistency and continuity across grade levels is intentional: the complexity of texts and tasks increases as students progress through the grades. The consistency and continuity across the ELD continuum is also intentional: ELs at all proficiency levels are expected to engage in the same level of cognitive rigor, although the amount or nature of scaffolding may differ.

Numbering and Abbreviations of the CA ELD Standards

Individual grade-level and grade-span CA ELD Standards are identified first by ELD (in order to distinguish them from the CA CCSS for ELA/Literacy), followed by their part, grade level, number (or number and letter, where applicable), and proficiency level (if applicable) so that ELD.PII.4.1.Ex for example, stands for ELD Standards, Part II: Learning About How English Works, Grade 4, Standard 1, Expanding level. See figure 1.15.

Figure 1.15. Numbering of the CA ELD Standards



Interrelationship of the CA CCSS for ELA/Literacy and the CA ELD Standards

As stated throughout this chapter, the CA CCSS for ELA/Literacy and ELD Standards are inextricably linked. The two sets of standards intersect and connect with one another across the multiple dimensions of language, literacy, and content knowledge. The two sets of standards also promote the fundamental integration of reading, writing, speaking, and listening while highlighting the role of language in each of these communicative acts. The CA CCSS for ELA/Literacy serve as the foundation for the CA ELD Standards, which amplify the language necessary for the development of advanced English and academic success across the disciplines. The key themes of Meaning Making, Language Development, Effective Expression, Content Knowledge, and Foundational Skills crosscut both sets of standards and are used to organize discussions of the standards throughout this *ELA/ELD Framework*.

Although presented separately, the Language strands in the CA CCSS for ELA/Literacy and Part II of the ELD Standards, "Learning About How English Works," are not meant to be used in isolation. Instead, they are intended to overlay the other strands/parts of both sets of standards. The focus on understanding how English works in Part II of the CA ELD Standards is *integral to* and *inseparable*