

Nature of the CA ELD Standards

The CA ELD Standards are derived from and intended to amplify the CA CCSS for ELA/Literacy, and therefore they emphasize the same cross-disciplinary and meaningful interactions with complex texts and intellectually-rich tasks called for in the CA CCSS for ELA/Literacy—with one critical nuance. The CA ELD Standards represent California’s commitment to ensuring that all EL students fully access high-quality curricula as they simultaneously maintain steady progress toward developing advanced levels of English. The CA ELD Standards are built upon three critical premises:

- Using English purposefully
- Interacting in meaningful ways
- Understanding how English works

These premises inform how instruction for ELs is shaped. Figure 1.8 displays the premises and portrays the interrelationship between the CA ELD Standards and the CA CCSS for ELA/Literacy.

As described when presented as figure 1.2, the outer ring of the figure on the left represents the overarching goals of ELA/literacy and ELD programs for all students. The white field illustrates context characteristics of high-quality instruction for all students. 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, 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 premises, explained in the following paragraphs and illustrated 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

