

into and from content instruction in ELA and the other disciplines so that ELs develop the language needed to interact meaningfully in the content areas. Examples of this type of instruction are provided in the grade-level chapters in this framework (chapters 3–7).

## Goal and Critical Principles for ELD

The CA ELD Standards describe the knowledge, skills, and abilities in English as an additional language that are expected at each grade level (kindergarten through grade eight) or grade span (grades nine and ten; grades eleven and twelve) at each of three English language proficiency levels: Emerging, Expanding, and Bridging. Children in transitional kindergarten make progress toward the kindergarten standards. The standards make clear the goal established for all ELs in California and the “Critical Principles for Developing Language and Cognition in Academic Contexts” (hereafter, critical principles) that all California educators consider when designing and implementing instruction for ELs, as depicted in figure 1.9.

**Figure 1.9. CA ELD Standards Goal and Critical Principles**

**Goal:** English learners read, analyze, interpret, and create a variety of literary and informational text types. They develop an understanding of how language is a complex, dynamic, and social resource for making meaning, as well as how content is organized in different text types and across disciplines using text structure, language features, and vocabulary depending on purpose and audience. They are aware that different languages and variations of English exist, and they recognize their home languages and cultures as resources to value in their own right and also to draw upon in order to build proficiency in English. English learners contribute actively to class and group discussions, asking questions, responding appropriately, and providing useful feedback. They demonstrate knowledge of content through oral presentations, writing tasks, collaborative conversations, and multimedia. They develop proficiency in shifting language use based on task, purpose, audience, and text type.

**Critical Principles for Developing Language and Cognition in Academic Contexts:** While advancing along the continuum of English language development levels, English learners at all levels engage in intellectually challenging literacy, disciplinary, and disciplinary literacy tasks. They use language in meaningful and relevant ways appropriate to grade level, content area, topic, purpose, audience, and text type in English language arts, mathematics, science, social studies, and the arts. Specifically, they use language to gain and exchange information and ideas in three communicative modes (collaborative, interpretive, and productive), and they apply knowledge of language to academic tasks via three cross-mode language processes (structuring cohesive texts, expanding and enriching ideas, and connecting and condensing ideas) using various linguistic resources.

These critical principles are further detailed in statements (shown in figure 1.10) organized into three broad categories. These categories are useful for guiding instructional planning and observing student progress: “Interacting in Meaningful Ways,” “Learning About How English Works,” and “Using Foundational Literacy Skills.” Each numbered critical principle statement, similar to the CCR Anchor