



SBE-Adopted *ELA/ELD Framework Chapters*

The State Board of Education adopted the ELA/ELD Framework at their July 9-10, 2014 meeting.

The English Language Arts/English Language Development (ELA/ELD) Framework has not been edited for publication. This version of the ELA/ELD Framework will remain posted during the editing process.

[Introduction to the Framework](#) (PDF)

[Chapter 1: Overview of the Standards](#) (PDF)

[Chapter 2: Key Considerations in the ELA/Literacy and ELD Curriculum, Instruction, and Assessment](#) (PDF; 1MB)

[Chapter 3: Content and Pedagogy: Transitional Kindergarten Through Grade One](#) (PDF; 1MB)

[Chapter 4: Content and Pedagogy: Grades Two and Three](#) (PDF; 2MB)

[Chapter 5: Content and Pedagogy: Grades Four and Five](#) (PDF; 1MB)

[Chapter 6: Content and Pedagogy: Grades Six Through Eight](#) (PDF; 1MB)

[Chapter 7: Content and Pedagogy: Grades Nine Through Twelve](#) (PDF; 1MB)

[Chapter 8: Assessment](#) (PDF)

[Chapter 9: Access and Equity](#) (PDF)

[Chapter 10: Learning in the 21st Century](#) (PDF)

[Chapter 11: Implementing High-Quality ELA/Literacy and ELD Instruction: Professional Learning, Leadership, and Program Supports](#) (PDF)

[Chapter 12: Instructional Materials to Support the CA CCSS for ELA/Literacy and CA ELD Standards](#) (PDF)

[Resources](#) (PDF)

[Glossary](#) (PDF)

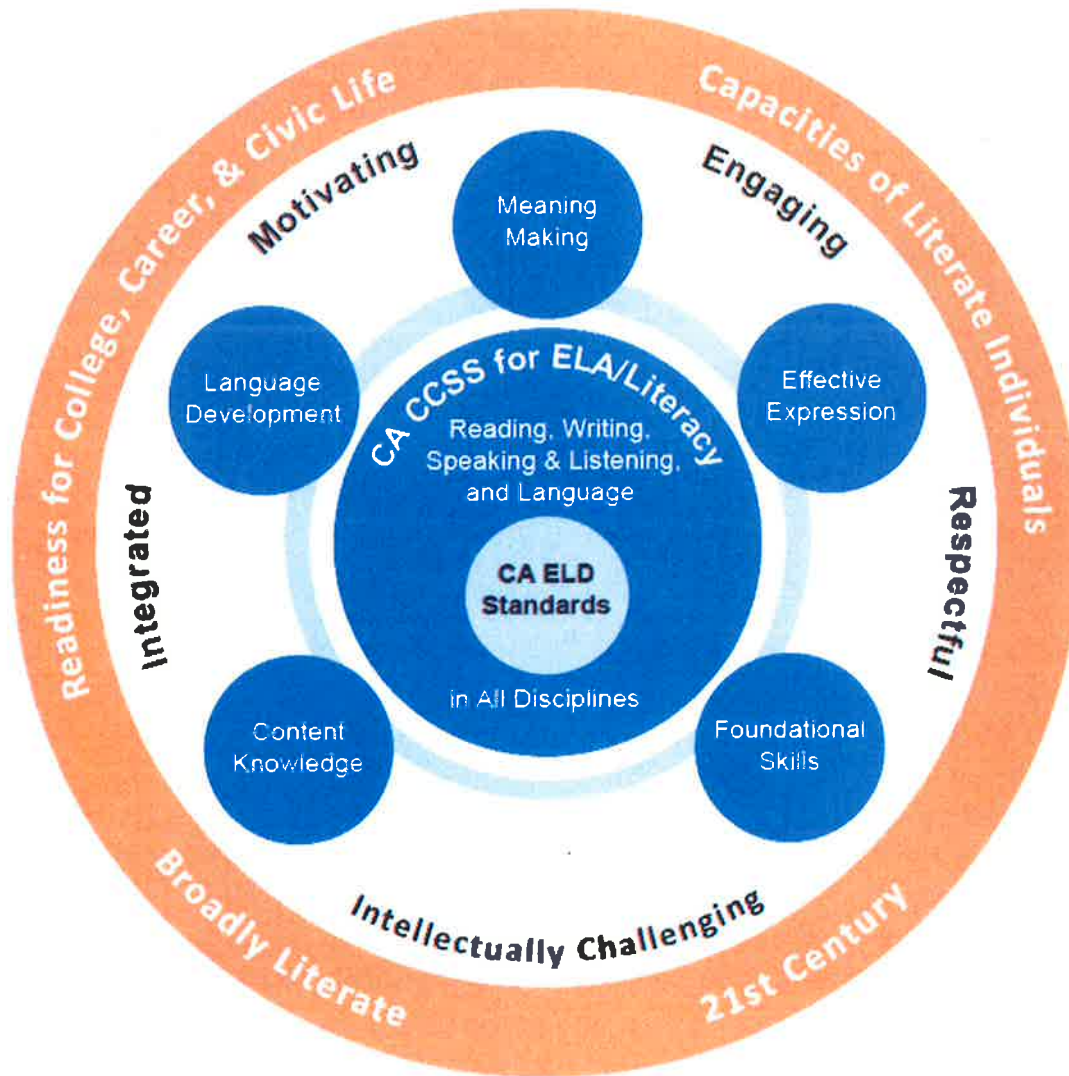
[Appendix A: Role of Literature in the Common Core State Standards](#) (PDF)

California ELD Standards:
Planning and Reflection

Collaborative	Day 1	Day 2	Day 3	Day 4	Day 5
1. Exchanging information and ideas with others through oral collaborative discussions on a range of social and academic topics					
2. Interacting with others in written English in various communicative forms					
3. Offering and justifying opinions, negotiating with and persuading others in communicative exchanges					
4. Adapting language choices to various contexts (based on task, purpose, audience, and text type)					
Interpretive	Day 1	Day 2	Day 3	Day 4	Day 5
5. Listening actively to spoken English in a range of social and academic contexts					
6. Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language					
7. Evaluating how well writers and speakers use language to support ideas and arguments with details or evidence depending on modality, text type, purpose, audience, topic, and content area					
8. Analyzing how writers and speakers use vocabulary and other language resources for specific purposes (to explain, persuade, entertain, etc.) depending on modality, purpose, audience, etc.					
Productive	Day 1	Day 2	Day 3	Day 4	Day 5
9. Expressing information and ideas in formal oral presentations on academic topics					
10. Writing literary and informational texts to present, describe, and explain ideas and information, using appropriate technology					
11. Justifying own arguments and evaluating others' arguments in writing					
12. Selecting and applying varied and precise vocabulary and language structures to effectively convey ideas					
Understanding Cohesive Texts	Day 1	Day 2	Day 3	Day 4	Day 5
1. Understanding text structure					
2. Understanding cohesion					
Expanding and Enriching Ideas	Day 1	Day 2	Day 3	Day 4	Day 5
3. Using verbs and verb phrases					
4. Using nouns and noun phrases					
5. Modifying to add details					
Connecting and Condensing Ideas	Day 1	Day 2	Day 3	Day 4	Day 5
6. Connecting ideas					
7. Condensing ideas					
Using Foundational Literacy Skills	Day 1	Day 2	Day 3	Day 4	Day 5
<ul style="list-style-type: none"> • Native language and literacy • Similarities/differences between native language and English 					



Goals of ELA/Literacy and ELD Instruction



In the **center** of the graphic are the CA CCSS for ELA/Literacy and the CA ELD Standards, which provide year-end outcome statements for student knowledge and abilities and guide instructional planning and observation of student progress. The CA ELD Standards provide EL students with full access to the CA CCSS for ELA/Literacy and other content standards.

Circling the standards are the key themes of the standards: meaning making, language development, effective expression, content knowledge, and foundational skills. These are organizing components for the grade level discussions (Chapters 3-7).

The **white field** represents the context in which instruction occurs. This framework asserts that the context for learning should be integrated, motivating, engaging, respectful, and intellectually challenging.

The **outer ring** identifies the overarching goals of ELA/literacy and ELD instruction. By the time California's students complete high school, they have developed the readiness for college, career, and civic life; attained the capacities of literate individuals; become broadly literate; and acquired the skills for living and learning in the 21st century.