

HANDOUT

Old ELD Perspective Compared to New ELD Standards

OLD ELD Perspective

- English viewed as a set of rules
- 5 proficiency levels
- Standards in Grade Spans (K-2, 3-5, 6-8, 9-12)
- Standards and PLDs focusing on four isolated domains: listening, speaking, reading and writing as isolated domains
- Language acquisition as an individual and lock-step linear process
- Language development focused on accuracy and grammatical correctness, often isolated from content areas
- Use of simplified texts and activities, often separate from content knowledge

New ELD Standards

- English viewed as a meaning-making resource with different language choices based on audience, task, and purpose
- 3 proficiency levels: **Emerging, Expanding, Bridging** (Proficiency Level Descriptors (PLDs): Determine early stages and exit for each level)
- Standards in grade level/spans that parallel Common CORE State Standards (K, 1, 2, 3, 4, 5, 6, 7, 8, 9-10, 11-12)
- Standards and PLDs focusing on modes of communication (collaborative, interpretive, and productive); and language knowledge awareness and use (interweaving S, L, R, W)
- Language acquisition as a non-linear, spiraling, dynamic, and complex social process
- Language development focused on effective collaboration, interpretation, and communication across the disciplines. Discourse, text structure, syntax, and vocabulary addressed within meaningful contexts
- Use of complex texts and intellectually challenging activities with *content* integral to language learning

