

The 2012 California ELD standards work in tandem with the CCSS. Both state that English learners must receive ELD throughout the instructional day – through a dedicated, targeted ELD block and integrated into other content delivery.

2012 CA ELD Standards	Systematic ELD
Key principles about language learning	Dedicated time to learning how English works. It puts these key principles in action.
English as a meaning-making resource with different language choices based on discipline, audience, topic, task, and purpose	Equips students to use language flexibly and fluently for a wide range of collaborative purposes and registers (formal, informal, academic, social, real world, peer, adult, etc.).
<i>Modes of Communication</i> Collaborative, Productive	
An expanded notion of grammar as encompassing discourse, text structure, syntax, and vocabulary and as inseparable from meaning	Centers instruction on meaningful purposes for using language, and identifying the bricks (vocabulary) and mortar (text structure, syntax, grammatical forms) students need to confidently and accurately communicate their thinking.
<i>Modes of Communication</i> Interpretive, Productive	
Language acquisition as a nonlinear, spiraling, dynamic, and complex social process where meaningful interaction with others is essential	Systematic ELD is the sliver of the academic day dedicated to deliberate language instruction at a student’s proficiency level. This is the block of time that the CCSS and ELD standards refer to as dedicated and/or targeted ELD.
<i>Modes of Communication</i> Collaborative, Interpretive, Productive <i>Knowledge of Language</i> (Includes <i>Accuracy of Production</i> and <i>Metalinguistic Awareness</i>)	By meeting students at their instructional “sweet spot,” we can both fill and prevent gaps in their language development. This accelerates language learning by making it more systematic, less ad-hoc. With that boost, students are better equipped to apply what they learn as they interact with peers, adults, and text throughout the day.
Language development focused on interaction, collaboration, comprehension, and communication with strategic scaffolding to guide appropriate linguistic choices	Builds communicative competence in listening, speaking, reading and writing. Abundant interaction and practice – whole group, small group, or partner – are woven into every phase of instruction.
<i>Modes of Communication</i> Collaborative, Interpretive, Productive <i>Knowledge of Language</i>	Using well-organized visuals, templates, and other explicit scaffolds, students learn essential vocabulary and language patterns so they can be in charge of how they communicate. Lessons infuse reflection so students think about what they know and make decisions about how to express themselves.
Complex texts and intellectually challenging activities focused on content knowledge building as critical and essential for learning academic English	E.L. Achieve’s Vision of Explicit Language Instruction backward maps from grade-level appropriate cognitive tasks and assessed proficiency-level needs.
<i>Modes of Communication</i> Interpretive, Productive <i>Knowledge of Language</i>	Students develop an in-depth meta-linguistic understanding of how English works. They use that knowledge to comprehend text and accurately express their understanding in ways that are appropriate to the task.

Reference: *The California English Language Development Standards*