

The Cal State Northridge Writing Project Presents...

Demystifying the New ELD Standards

A Workshop for Educators K-University

Saturday, March 14, 2015 9-noon

The Michael D. Eisner College of Education

Only \$50!

(\$25 with a current CSUN ID)

FREE to ALL Writing Project
Teacher Consultants!

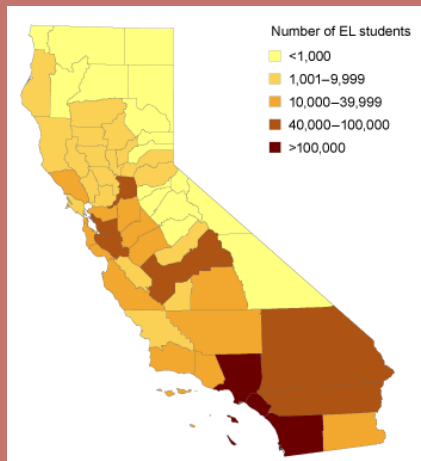
Questions?

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To register:

www.csun.edu/writingproject



How do the new ELD Standards differ from the previous ones?

What is the best way to approach the document?

How do the new ELD standards align with the Common Core ELA and math?

How do the new ELD standards align with the NGSS?

What kinds of changes in curriculum and instruction will the new ELD standards require?

JOIN US FOR THE ANSWERS TO THESE QUESTIONS, AND MORE!

California Department of Education
English Language Development Standards for Grade 8

Section 3: Local, Critical Principles, and Overview

Grade 8 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 tool for meaning-making as well as how it is regulated in different text types and genres. They use their understanding of language history, and vocabulary depending on purpose and audience. They are aware that different languages and varieties of English exist, and they recognize that "home languages" and cultures are resources to which they can refer to build proficiency in English. English learners contribute actively to classroom group discussions, using consensus, negotiating disagreements, and providing useful feedback. They demonstrate knowledge of culture through oral presentations, writing, collaborative conversations, and multimedia. They develop proficiency in talking language, one based on topic, purpose, audience, and text type.

Criteria of proficiency 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, discourse, and discipline-specific tasks. They use language to negotiate and extend 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 common author modes (literature, argument, and procedure), and they apply knowledge of language to academic tasks and three cross-mode language processes (structuring cohesive texts, expanding and enriching ideas, and connecting and contextualizing ideas using various linguistic resources).

Part 3: Interacting in Multicultural Ways

Competing Standard Code from Handbook for English Language Arts	
A. Collaborative	
1. Exchanging information and ideas with others through oral collaborative discussions on a range of social and academic topics	• W.1.6, L.1.6
2. Working with others in various English to achieve communicative forms, goals, communicative behaviors, and understandings	• W.1.8, W.1.9, L.1.8, L.1.9
3. Offering and building consensus, negotiating with and convincing others in communicative exchanges	• W.1.5, W.1.7, L.1.5, L.1.6, L.1.7, L.1.8, L.1.9
4. Applying language resources to various contexts (based on task, purpose, audience, and text type)	• W.1.2, W.1.3, W.1.4, L.1.2, L.1.3, L.1.4
B. Interpretive	
5. Listening actively to content English in a range of social and academic contexts	• W.1.1, L.1.1, L.1.6
C. Productive	
6. Reading literary history and informational texts and using multimedia to determine their meaning in response to explicit and implicit details/elements	• W.1.7, W.1.8, W.1.9, L.1.7, L.1.8, L.1.9
7. Evaluating how oral authors and speakers use language to support ideas and arguments with details or evidence depending on media, task, topic, audience, topic, and content area	• W.1.5, W.1.6, W.1.7, W.1.8, W.1.9, L.1.5, L.1.6, L.1.7, L.1.8, L.1.9
8. Analyzing how oral authors and speakers use vocabulary and other language resources for specific purposes (to explain, persuade, entertain, etc.) depending on media, task, topic, purpose, audience, topic, and content area	• W.1.5, W.1.6, W.1.7, W.1.8, W.1.9, L.1.5, L.1.6, L.1.7, L.1.8, L.1.9
9. Expressing information and ideas in formal and professional academic reports	• W.1.4, L.1.4
10. Writing literary and informational texts to present, describe, and explain ideas and information using appropriate technology	• W.1.2, W.1.3, W.1.4, L.1.2, L.1.3, L.1.4
11. Analyzing oral arguments and evaluating others' arguments in writing	• W.1.5, W.1.6, W.1.7, L.1.5, L.1.6, L.1.7
12. Learning and applying content and process vocabulary and language structures to effectively convey ideas	• W.1.5, W.1.6, W.1.7, L.1.5, L.1.6, L.1.7

California English Language Development Standards for Grade 8 – October 5, 2012



To register by mail, complete this form and mail with a check made out to The University Corporation for the appropriate amount:

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Northridge, CA 91330-8265

WRITING PROJECT PRINCIPLES

Teachers learn best from successful teachers in similar situations.

Student writing can be improved by improving the teaching of writing.

Writing is important as a method of learning and a vital tool for communication.

Effective writing teachers gain insight from their own writing experiences and from those of their peers.

Knowledge about the teaching of writing comes from those who teach, write, and research.

All students are entitled to discover and develop their writing.

Name: _____

Contact Email: _____

Contact Phone #: _____

Educational Affiliation: _____

BECAUSE WRITING MATTERS...

