



Integrating the CA ELD Standards Into K-12 English Language Arts/Literacy

GRADE 1

Formatted by Curriculum, Instruction and Accountability
Kern County Superintendent of Schools, Bakersfield, California (661) 636-4239

Integrating the CA ELD Standards into K -12 English Language/Literacy

Purpose of the ELD Standards

The CA English Language Development (ELD) Standards describe the key knowledge, skills, and abilities that students who are learning English as a new language need in order to access, engage with, and achieve in grade-level academic content. The CA ELD Standards are designed to provide challenging content in ELD in order for English learners to gain proficiency in a range of rigorous academic English language skills. The CA ELD Standards are not intended to replace the California Common Core State Standards for ELA & Literacy in History/Social Studies, Science, and Technical Subjects (CA CCSS for ELA/Literacy). Instead, the CA ELD Standards *amplify* the language, knowledge, skills, and abilities of the CA CCSS for ELA/Literacy standards, which are essential in order for ELs to succeed in school while they are developing English.



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Intended Use of the ELD Standards

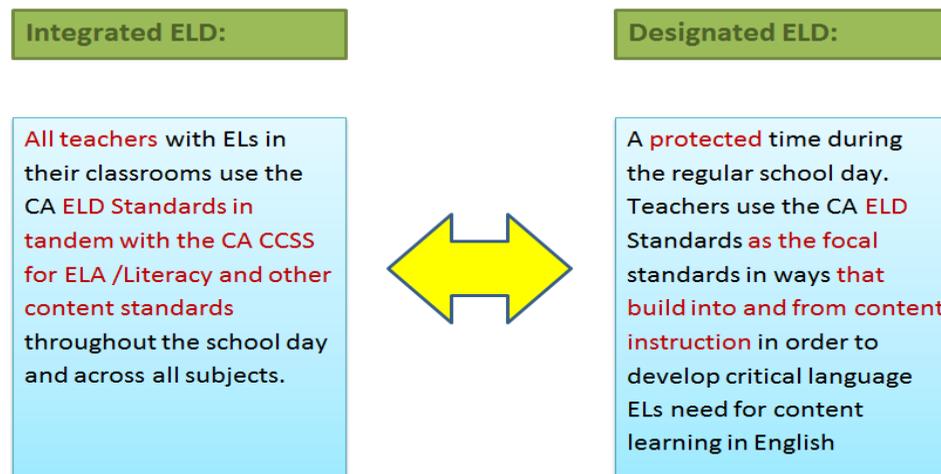
The CA ELD Standards *correspond* with the CA CCSS for ELA/Literacy and are designed to apply to English language and literacy skills across all academic content areas in addition to classes specifically designed for ELD. With appropriate instructional support from their teachers, provided within appropriately designed school programs, English learners at all levels of English language proficiency are able to engage in intellectually challenging, content and language-rich instruction so that they can develop the advanced levels of English that are necessary for college and career readiness and meaningful engagement with civic life.

To achieve these goals and to fully include English learners in content instruction (e.g., English language arts, science, history, mathematics) all teachers of English learners need to implement the CA ELD Standards *in tandem* with all content standards.

This resource specifies the correspondences between the CA ELD Standards and the CCSS for English Language Arts & Literacy in History/Social Science, and Technical Subjects. It can be used by content-area teachers to recognize the opportunities for language development within content instruction to help English learners foster the language needed to engage in discipline-specific practices and to express content knowledge during integrated ELD. Such a multilayered application of the CA ELD Standards requires deep collaboration among educators, support for teachers, and most importantly, a sustained focus on the strengths and needs of individual English learners as well as a persistent belief that all English learners can achieve the highest levels of academic and linguistic excellence.

Integrated and Designated ELD

When implementing the CA ELD Standards, the focus of instruction determines the standards' role. For example, the CA ELD Standards serve as the focal standards in settings specifically designed for English language development, such as designated ELD instruction when ELs are grouped by English language proficiency level. Additionally, the CA ELD Standards are designed and intended to be used in tandem with other academic content standards to support English learners in mainstream academic content classrooms during integrated ELD.



How to Use This Resource For Integrated ELD

To fully comprehend how to use this resource, please click [here](#) to access a video explaining its use or scan the accompanying QR code.



Grade 4 - Writing (W)
Integrating the CA ELD Standards into K-12 English Language Arts, Literacy

CA CCS for ELD Standard	Corresponding ELD Standards
<p>1</p> <p>W.4.1 - Write opinion pieces on topics or texts, supporting a point of view with reasons.</p> <p>W.4.2 - Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>W.4.3 - Write narratives to describe events or experiences and relate ideas or feelings on a topic.</p>	<p>PI.10 - Writing</p> <p>Emerging - a. Write short literary and informational texts (e.g., a description of flashlights) collaboratively (e.g., joint construction of texts with an adult or with peers) and sometimes independently.</p> <p>Expanding - a. Write longer literary and informational texts (e.g., an explanatory text on how flashlights work) collaboratively (e.g., joint construction of texts with an adult or with peers) and sometimes independently using appropriate text organization.</p> <p>Bridging - a. Write longer and more detailed literary and informational texts (e.g., an explanatory text on how flashlights work) collaboratively (e.g., joint construction of texts with an adult or with peers) and sometimes independently using appropriate text organization.</p> <p>PI.11 - Supporting opinions</p> <p>Emerging - a. Support opinions by expressing appropriate/accurate reasons using textual evidence (e.g., referring to text) or relevant background knowledge about content, with substantial support.</p> <p>Expanding - a. Support opinions or persuade others by expressing appropriate/accurate reasons using some textual evidence (e.g., paraphrasing facts) or relevant background knowledge about content, with moderate support.</p> <p>Bridging - a. Support opinions or persuade others by expressing appropriate/accurate reasons using detailed textual evidence (e.g., quotations or specific events from text) or relevant background knowledge about content, with light support.</p>

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Some Reminders About the Organization of the CA ELD Standards

Part I and Part II of the CA ELD Standards are intentionally presented separately only to call attention to the need for both a focus on meaning and interaction and a focus on building knowledge about the linguistic features and structure of English. Both parts of the standards should be interpreted as complementary and interrelated dimensions of what must be addressed in a robust instructional program for English learners. Accordingly, the standards in Part II should not be used in isolation; instead, they should be used in the context of fostering intellectually and discourse-rich, meaningful interactions outlined in Part I. The complete CA ELD Standards can be accessed here <https://www.cde.ca.gov/sp/el/er/documents/eldstndspublication14.pdf>.

Part I: Interacting in Meaningful Ways	
A. Collaborative (engagement in dialogue with others)	
1.	Exchanging information/ideas via oral communication and conversations
2.	Interacting Via written English (print and multimedia)
3.	Offering Opinions and negotiating with/persuading others
4.	Adapting language choices to various contexts
B. Interpretive (comprehension and analysis of written and spoken texts)	
5.	Listening actively and asking/answering questions about what was heard
6.	Reading closely and explaining interpretations/ideas from reading
7.	Evaluating how well writers and speakers use language to present or support ideas.
8.	Analyzing how writers use vocabulary and other language resources
C. Productive (Creation of oral presentations and written texts)	
9.	Expressing information and ideas in oral presentations
10.	Composing/writing Literary and informational texts
11.	Supporting opinions or justifying arguments and evaluating others' opinions or arguments
12.	Selecting and applying varied and precise vocabulary and other language resources

Part II: Learning About How English Works	
A. Structuring Cohesive Texts	
1.	Understanding text structure and organization based on purpose, text type and discipline
2.	Understanding cohesion and how language resources across a text contribute to the way a text unfolds and flows
B. Expanding and Enriching Ideas	
3.	Using verbs and verb phrases to create precision and clarity in different text types
4.	Using nouns and noun phrases to expand ideas and provide more detail
5.	Modifying to add details to provide more information and create precision
C. Connecting and Condensing Ideas	
6.	Connecting ideas within sentences by combining clauses
7.	Condensing ideas within sentences using a variety of language resources

For an introduction to the CA ELD Standards, refer to the Professional Learning Modules below.

California English Language Development Standards: Getting Started
<https://www.mydigitalchalkboard.org/portal/default/Content/Viewer/Content?action=2&scld=509334>

A Deeper Dive into the California English Language Development Standards
<https://www.mydigitalchalkboard.org/portal/default/Content/Viewer/Content?action=2&scld=509621>

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CA CCSS for ELA Standard		Corresponding ELD Standards		
Key Ideas and Details	RL 1.1 Ask and answer questions about key details in a text.	PI.6 - Reading/viewing closely		
	RL 1.2 Identify the main topic and retell key details of a text.	Emerging - Describe ideas, phenomena (e.g., plant life cycle), and text elements (e.g., characters) based on understanding of a select set of grade level texts and viewing of multimedia, with substantial support.	Expanding - Describe ideas, phenomena (e.g., how earthworms eat), and text elements (e.g., setting, main idea) in greater detail based on understanding of a variety of grade level texts and viewing of multimedia with moderate support.	Bridging - Describe ideas, phenomena (e.g., erosion), and text elements (e.g., central message, character traits) using key details based on understanding of a variety of grade level texts and viewing of multimedia with light support.
	RL 1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.	PI.7 - Evaluating language choices		
		Emerging - Describe the language writers or speakers use to present an idea (e.g., the words and phrases used to describe a character) with prompting and substantial support.	Expanding - Describe the language writers or speakers use to present or support an idea (e.g., the adjectives used to describe people and places) with prompting and moderate support.	Bridging - Describe the language writers or speakers use to present or support an idea (e.g., the author’s choice of vocabulary to portray characters, places, or real people) with prompting and light support.

Integrating the CA ELD Standards Into K-12 English Language Arts/Literacy

CA CCSS for ELA Standard		Corresponding ELD Standards					
Craft and Structure	RL 1.4 - Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. (See grade 1 Language standards 4-6 for additional expectations.) CA	PI.6 - Reading/viewing closely			PI.7 - Evaluating language choices		
		Emerging - Describe ideas, phenomena (e.g., plant life cycle), and text elements (e.g., characters) based on understanding of a select set of grade-level texts and viewing of multimedia, with substantial support.	Expanding - Describe ideas, phenomena (e.g., how earthworms eat), and text elements (e.g., setting, main idea) in greater detail based on understanding of a variety of grade-level texts and viewing of multimedia with moderate support.	Bridging - Describe ideas, phenomena (e.g., erosion), and text elements (e.g., central message, character traits) using key details based on understanding of a variety of grade-level texts and viewing of multimedia with light support.	Emerging - Describe the language writers or speakers use to present an idea (e.g., the words and phrases used to describe a character) with prompting and substantial support.	Expanding - Describe the language writers or speakers use to present or support an idea (e.g., the adjectives used to describe people and places) with prompting and moderate support.	Bridging - Describe the language writers or speakers use to present or support an idea (e.g., the author's choice of vocabulary to portray characters, places, or real people) with prompting and light support.
	RL 1.5 - Know and use various text structures (e.g., sequence) and text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text. CA						

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CA CCSS for ELA Standard		Corresponding ELD Standards		
Craft and Structure	RL 1.4 - Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. (See grade 1 Language standards 4-6 for additional expectations.) CA	PI.8 - Analyzing language choices		
		Emerging - Distinguish how two different frequently used words (e.g., large versus small) produce a different effect on the audience.	Expanding - Distinguish how two different words with similar meaning (e.g., large versus enormous) produce shades of meaning and a different effect on the audience.	Bridging - Distinguish how multiple different words with similar meaning (e.g., big, large, huge, enormous, gigantic) produce shades of meaning and a different effect on the audience.
	RL 1.5 - Know and use various text structures (e.g., sequence) and text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text. CA	P11.1 - Understanding text structure		
		Emerging - Apply understanding of how text types are organized (e.g., how a story is organized by a sequence of events) to comprehending texts and composing basic texts with substantial support (e.g., using drawings, through joint construction with a peer or teacher) to comprehending texts and writing texts in shared language activities guided by the teacher, with peers, and sometimes independently.	Expanding - Apply understanding of how different text types are organized to express ideas (e.g., how a story is organized sequentially with predictable stages versus how an informative text is organized by topic and details) to comprehending texts and writing texts in shared language activities guided by the teacher and with increasing independence.	Bridging - Apply understanding of how different text types are organized predictably to express ideas (e.g., how a story is organized versus an informative/explanatory text versus an opinion text) to comprehending texts and writing texts in shared language activities guided by the teacher and independently.
P11.2 - Understanding cohesion				
Emerging - Apply basic understanding of how ideas, events, or reasons are linked throughout a text using more everyday connecting words or phrases (e.g., one day, after, then) to comprehending texts and writing texts in shared language activities guided by the teacher, with peers, and sometimes independently.	Expanding - Apply understanding of how ideas, events, or reasons are linked throughout a text using a growing number of connecting words or phrases (e.g., a long time ago, suddenly) to comprehending texts and writing texts in shared language activities guided by the teacher and with increasing independence.	Bridging - Apply understanding of how ideas, events, or reasons are linked throughout a text using a variety of connecting words or phrases (e.g., for example, after that, first/second/third) to comprehending texts and writing texts in shared language activities guided by the teacher and independently.		

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CA CCSS for ELA Standard		Corresponding ELD Standards					
Craft and Structure	RL 1.6 - Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.	PI.6 - Reading/viewing closely			PI.7 - Evaluating language choices		
		Emerging - Describe ideas, phenomena (e.g., plant life cycle), and text elements (e.g., characters) based on understanding of a select set of grade level texts and viewing of multimedia, with substantial support.	Expanding - Describe ideas, phenomena (e.g., how earthworms eat), and text elements (e.g., setting, main idea) in greater detail based on understanding of a variety of grade level texts and viewing of multimedia with moderate support.	Bridging - Describe ideas, phenomena (e.g., erosion), and text elements (e.g., central message, character traits) using key details based on understanding of a variety of grade level texts and viewing of multimedia with light support.	Emerging - Describe the language writers or speakers use to present an idea (e.g., the words and phrases used to describe a character) with prompting and substantial support.	Expanding - Describe the language writers or speakers use to present or support an idea (e.g., the adjectives used to describe people and places), with prompting and moderate support.	Bridging - Describe the language writers or speakers use to present or support an idea (e.g., the author's choice of vocabulary to portray characters, places, or real people) with prompting and light support.
		Integration of Knowledge and Ideas	RL 1.7 - Use the illustrations and details in a text to describe its key ideas.	RL 1.9 - Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	Range of Reading and Level of Text	RL 1.10 - Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	

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	RI 1.3 - Describe the connection between two individuals, events, ideas, or pieces of information	PI.7 - Evaluating language choices		
		Emerging - Describe the language writers or speakers use to present an idea (e.g., the words and phrases used to describe a character), with prompting and substantial support.	Expanding - Describe the language writers or speakers use to present or support an idea (e.g., the adjectives used to describe people and places), with prompting and moderate support.	Bridging - Describe the language writers or speakers use to present or support an idea (e.g., the author's choice of vocabulary to portray characters, places, or real people), with prompting and light support.

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	RI 1.5 - Know and use various text structures (e.g., sequence) and text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text. CA	Emerging - Describe ideas, phenomena (e.g., plant life cycle), and text elements (e.g., characters) based on understanding of a select set of grade level texts and viewing of multimedia, with substantial support.	Expanding - Describe ideas, phenomena (e.g., how earthworms eat), and text elements (e.g., setting, main idea) in greater detail based on understanding of a variety of grade level texts and viewing of multimedia with moderate support.	Bridging - Describe ideas, phenomena (e.g., erosion), and text elements (e.g., central message, character traits) using key details based on understanding of a variety of grade level texts and viewing of multimedia with light support.	Emerging - Distinguish how two different frequently used words (e.g., large versus small) produce a different effect on the audience.	Expanding - Distinguish how two different words with similar meaning (e.g., large versus enormous) produce shades of meaning and a different effect on the audience.	Bridging - Distinguish how multiple different words with similar meaning (e.g., big, large, huge, enormous, gigantic) produce shades of meaning and a different effect on the audience.

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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Craft and Structure</p> <p>RI 1.5 - Know and use various text structures (e.g., sequence) and text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text. CA</p>	PII.1 - Understanding text structure			PII.2 - Understanding cohesion		
	<p>Emerging - Apply understanding of how text types are organized (e.g., how a story is organized by a sequence of events) to comprehending texts and composing basic texts with substantial support (e.g., using drawings, through joint construction with a peer or teacher) to comprehending texts and writing texts in shared language activities guided by the teacher, with peers, and sometimes independently.</p>	<p>Expanding - Apply understanding of how different text types are organized to express ideas (e.g., how a story is organized sequentially with predictable stages versus how an informative text is organized by topic and details) to comprehending texts and writing texts in shared language activities guided by the teacher and with increasing independence.</p>	<p>Bridging - Apply understanding of how different text types are organized predictably to express ideas (e.g., how a story is organized versus an informative/ explanatory text versus an opinion text) to comprehending texts and writing texts in shared language activities guided by the teacher and independently.</p>	<p>Emerging - Apply basic understanding of how ideas, events, or reasons are linked throughout a text using more everyday connecting words or phrases (e.g., one day, after, then) to comprehending texts and writing texts in shared language activities guided by the teacher, with peers, and sometimes independently.</p>	<p>Expanding - Apply understanding of how ideas, events, or reasons are linked throughout a text using a growing number of connecting words or phrases (e.g., a long time go, suddenly) to comprehending texts and writing texts in shared language activities guided by the teacher and with increasing independence.</p>	<p>Bridging - Apply understanding of how ideas, events, or reasons are linked throughout a text using a variety of connecting words or phrases (e.g., for example, after that, first/second/third) to comprehending and texts and writing texts in shared language activities guided by the teacher and independently.</p>

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CA CCSS for ELA Standard		Corresponding ELD Standards					
Craft and Structure	RI 1.6 - Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.	PI.6 - Reading/viewing closely			PI.7 - Evaluating language choices		
		Emerging - Describe ideas, phenomena (e.g., plant life cycle), and text elements (e.g., characters) based on understanding of a select set of grade-level texts and viewing of multimedia, with substantial support.	Expanding - Describe ideas, phenomena (e.g., how earthworms eat), and text elements (e.g., setting, main idea) in greater detail based on understanding of a variety of grade-level texts and viewing of multimedia with moderate support.	Bridging - Describe ideas, phenomena (e.g., erosion), and text elements (e.g., central message, character traits) using key details based on understanding of a variety of grade-level texts and viewing of multimedia with light support.	Emerging - Describe the language writers or speakers use to present an idea (e.g., the words and phrases used to describe a character) with prompting and substantial support.	Expanding - Describe the language writers or speakers use to present or support an idea (e.g., the adjectives used to describe people and places), with prompting and moderate support.	Bridging - Describe the language writers or speakers use to present or support an idea (e.g., the author's choice of vocabulary to portray characters, places, or real people) with prompting and light support.
Integration of Knowledge and Ideas	RI 1.7 - Use the illustrations and details in a text to describe its key ideas.						

Integrating the CA ELD Standards Into K-12 English Language Arts/Literacy

CA CCSS for ELA Standard		Corresponding ELD Standards		
Integration of Knowledge and Ideas	RI 1.8 - Identify the reasons an author gives to support points in a text.	PI.7 - Evaluating language choices		
		Emerging - Describe the language writers or speakers use to present an idea (e.g., the words and phrases used to describe a character) with prompting and substantial support.	Expanding - Describe the language writers or speakers use to present or support an idea (e.g., the adjectives used to describe people and places), with prompting and moderate support.	Bridging - Describe the language writers or speakers use to present or support an idea (e.g., the author's choice of vocabulary to portray characters, places, or real people) with prompting and light support.
Range of Reading and Level of Text Complexity	RI 1.9 - Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	PI.6 - Reading/viewing closely		
	RI 1.10 -With prompting and support, read informational texts appropriately complex for grade .	Emerging - Describe ideas, phenomena (e.g., plant life cycle), and text elements (e.g., characters) based on understanding of a select set of grade-level texts and viewing of multimedia, with substantial support.	Expanding - Describe ideas, phenomena (e.g., how earthworms eat), and text elements (e.g., setting, main idea) in greater detail based on understanding of a variety of grade -level texts and viewing of multimedia with moderate support.	Bridging - Describe ideas, phenomena (e.g., erosion), and text elements (e.g., central message, character traits) using key details based on understanding of a variety of grade-level texts and viewing of multimedia with light support.

Integrating the CA ELD Standards Into K-12 English Language Arts/Literacy

CA CCSS for ELA Standard		Corresponding ELD Standards					
Text and Types and Purposes	W 1.1 - Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.	PI.10 - Writing			PI.11 - Supporting opinions		
	W 1.2 - Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some	Emerging - Write very short literary texts (e.g., story) and informational texts (e.g., a description of an insect) using familiar vocabulary collaboratively with an adult (e.g., joint construction of texts), with peers, and sometimes independently.	Expanding - Write short literary texts (e.g., a story) and informational texts (e.g., an informative text on the life cycle of an insect) collaboratively with an adult (e.g., joint construction of texts), with peers, and with increasing independence.	Bridging - Write longer literary texts (e.g., a story) and informational texts (e.g., an informative text on the life cycle of insects) collaboratively with an adult (e.g., joint construction), with peers, and independently.	Emerging - Offer opinions and provide good reasons (e.g., My favorite book is X because X) referring to the text or to relevant background knowledge.	Expanding - Offer opinions and provide good reasons and some textual evidence or relevant background knowledge (e.g., paraphrased examples from text or knowledge of content).	Bridging - Offer opinions and provide good reasons with detailed textual evidence or relevant background knowledge (e.g., specific examples from text or knowledge of content).
	W 1.3 - Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal						

Integrating the CA ELD Standards Into K-12 English Language Arts/Literacy

CA CCSS for ELA Standard		Corresponding ELD Standards					
Text and Types and Purposes		PII.1 - Understanding text structure			PII.2 - Understanding cohesion		
		Emerging -	Expanding -	Bridging -	Emerging -	Expanding -	Bridging -
W 1.1 - Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.	W 1.2 - Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some	Apply understanding of how text types are organized (e.g., how a story is organized by a sequence of events) to comprehending texts and composing basic texts with substantial support (e.g., using drawings, through joint construction with a peer or teacher) to comprehending texts and writing texts in shared language activities guided by the teacher, with peers, and sometimes independently.	Apply understanding of how different text types are organized to express ideas (e.g., how a story is organized sequentially with predictable stages versus how an informative text is organized by topic and details) to comprehending texts and writing texts in shared language activities guided by the teacher and with increasing independence.	Apply understanding of how different text types are organized predictably to express ideas (e.g., how a story is organized versus an informative/ explanatory text versus an opinion text) to comprehending texts and writing texts in shared language activities guided by the teacher and independently.	Apply basic understanding of how ideas, events, or reasons are linked throughout a text using more everyday connecting words or phrases (e.g., one day, after, then) to comprehending texts and writing texts in shared language activities guided by the teacher, with peers, and sometimes independently.	Apply understanding of how ideas, events, or reasons are linked throughout a text using a growing number of connecting words or phrases (e.g., a long time ago, suddenly) to comprehending texts and writing texts in shared language activities guided by the teacher and with increasing independence.	Apply understanding of how ideas, events, or reasons are linked throughout a text using a variety of connecting words or phrases (e.g., for example, after that, first/second/third) to comprehending texts and writing texts in shared language activities guided by the teacher and independently.
W 1.3 - Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal							

Integrating the CA ELD Standards Into K-12 English Language Arts/Literacy

CA CCSS for ELA Standard		Corresponding ELD Standards		
Text and Types and Purposes	<p>W 1.1 - Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.</p>	PII.6 - Connecting ideas		
	<p>W 1.2 - Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</p>	<p>Emerging - Combine clauses in a few basic ways to make connections between and to join ideas (e.g., creating compound sentences using and, but, so) in shared language activities guided by the teacher and sometimes independently.</p>	<p>Expanding - Combine clauses in an increasing variety of ways to make connections between and to join ideas, for example, to express cause/effect (e.g., She jumped because the dog barked)in shared language activities guided by the teacher and with increasing independence.</p>	<p>Bridging - Combine clauses in a wide variety of ways (e.g., rearranging complete simple-to-form compound sentences) to make connections between and to join ideas (e.g., The boy was hungry. The boy ate a sandwich. → The boy was hungry so he ate a sandwich)in shared language activities guided by the teacher and independently.</p>
	<p>W 1.3 - Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.</p>			

Integrating the CA ELD Standards Into K-12 English Language Arts/Literacy

CA CCSS for ELA Standard	Corresponding ELD Standards					
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Production and Distribution of Writing</p> <p>W 1.5 - With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.</p>	PI.10 - Writing			PI.12 - Selecting language resources		
	<p>Emerging - Write very short literary texts (e.g., story) and informational texts (e.g., a description of an insect) using familiar vocabulary collaboratively with an adult (e.g., joint construction of texts), with peers, and sometimes independently.</p>	<p>Expanding - Write short literary texts (e.g., a story) and informational texts (e.g., an informative text on the life cycle of an insect) collaboratively with an adult (e.g., joint construction of texts), with peers, and with increasing independence.</p>	<p>Bridging - Write longer literary texts (e.g., a story) and informational texts (e.g., an informative text on the life cycle of insects) collaboratively with an adult (e.g., joint construction), with peers, and independently.</p>	<p>Emerging - a. Retell texts and recount experiences, using key words. b. Use a select number of general academic and domain-specific words to add detail (e.g., adding the word scrumptious to describe a favorite food, using the word thorax to refer to insect anatomy) while speaking and writing.</p>	<p>Expanding - a. Retell texts and recount experiences, using complete sentences and key words. b. Use a growing number of general academic and domain-specific words in order to add detail, create an effect (e.g., using the word suddenly to signal a change), or create shades of meaning (e.g., prance versus walk) while speaking and writing.</p>	<p>Bridging - a. Retell texts and recount experiences, using increasingly detailed complete sentences and key words. b. Use a wide variety of general academic and domain-specific words, synonyms, antonyms, and nonliteral language (e.g., The dog was as big as a house) to create an effect, precision, and shades of meaning while speaking and writing.</p>

Integrating the CA ELD Standards Into K-12 English Language Arts/Literacy

CA CCSS for ELA Standard	Corresponding ELD Standards					
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Production and Distribution of Writing</p> <p>W 1.5 - With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.</p>	PII.1 Understanding text structure			PII.2 - Understanding cohesion		
	<p>Emerging - Apply understanding of how text types are organized (e.g., how a story is organized by a sequence of events) to comprehending texts and composing basic texts with substantial support (e.g., using drawings, through joint construction with a peer or teacher) to comprehending texts and writing texts in shared language activities guided by the teacher, with peers, and sometimes independently.</p>	<p>Expanding - Apply understanding of how different text types are organized to express ideas (e.g., how a story is organized sequentially with predictable stages versus how an informative text is organized by topic and details) to comprehending texts and writing texts in shared language activities guided by the teacher and with increasing independence.</p>	<p>Bridging - Apply understanding of how different text types are organized predictably to express ideas (e.g., how a story is organized versus an informative/explanatory text versus an opinion text) to comprehending texts and writing texts in shared language activities guided by the teacher and independently.</p>	<p>Emerging - Apply basic understanding of how ideas, events, or reasons are linked throughout a text using more everyday connecting words or phrases (e.g., one day, after, then) to comprehending texts and writing texts in shared language activities guided by the teacher, with peers, and sometimes independently.</p>	<p>Expanding - Apply understanding of how ideas, events, or reasons are linked throughout a text using a growing number of connecting words or phrases (e.g., a long time ago, suddenly) to comprehending texts and writing texts in shared language activities guided by the teacher and with increasing independence.</p>	<p>Bridging - Apply understanding of how ideas, events, or reasons are linked throughout a text using a variety of connecting words or phrases (e.g., for example, after that, first/second/third) to comprehending texts and writing texts in shared language activities guided by the teacher and independently.</p>

Integrating the CA ELD Standards Into K-12 English Language Arts/Literacy

CA CCSS for ELA Standard		Corresponding ELD Standards								
Production and Distribution of Writing	W 1.5 - With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.	PII.3 - Using verbs and verb phrases			PII.4 - Using nouns and noun phrases			PII.5 - Modifying to add details		
		<p>Emerging - a. Use frequently used verbs (e.g., go, eat, run) and verb types (e.g., doing, saying, being/having, thinking/feeling) in shared language activities guided by the teacher and sometimes independently.</p> <p>b. Use simple verb tenses appropriate for the text type and discipline to convey time (e.g., simple past for recounting an experience) in shared language activities guided by the teacher and sometimes independently.</p>	<p>Expanding - a. Use a growing number of verbs and verb types (e.g., doing, saying, being/having, thinking/feeling) in shared language activities guided by the teacher and with increasing independence.</p> <p>b. Use a growing number of verb tenses appropriate for the text type and discipline to convey time (e.g., simple present for a science description) in shared language activities guided by the teacher and with increasing independence.</p>	<p>Bridging - a. Use a wide variety of verbs and verb types (e.g., doing, saying, being/having, thinking/feeling) in shared language activities guided by the teacher and independently.</p> <p>b. Use a wide variety of verb tenses appropriate for the text type and discipline to convey time (e.g., simple present for a science description, simple future to predict) in shared language activities guided by the teacher and independently.</p>	<p>Emerging - Expand noun phrases in simple ways (e.g., adding a familiar adjective to describe a noun) in order to enrich the meaning of sentences and add details about ideas, people, things, and the like, in shared language activities guided by the teacher and sometimes independently.</p>	<p>Expanding - Expand noun phrases in a growing number of ways (e.g., adding a newly learned adjective to a noun) to enrich the meaning of sentences and add details about ideas, people, things, and the like, in shared language activities guided by the teacher and with increasing independence.</p>	<p>Bridging - Expand noun phrases in a wide variety of ways (e.g., adding a variety of adjectives to noun phrases) in order to enrich the meaning of phrases/sentences and add details about ideas, people, things, and the like, in shared language activities guided by the teacher and independently.</p>	<p>Emerging - Expand sentences with frequently used prepositional phrases (such as in the house, on the boat) to provide details (e.g., time, manner, place, cause) about a familiar activity or process in shared language activities guided by the teacher and sometimes independently.</p>	<p>Expanding - Expand sentences with prepositional phrases to provide details (e.g., time, manner, place, cause) about a familiar or new activity or process in shared language activities guided by the teacher and with increasing independence.</p>	<p>Bridging - Expand simple and compound sentences with prepositional phrases to provide details (e.g., time, manner, place, cause) in shared language activities guided by the teacher and independently.</p>

Integrating the CA ELD Standards Into K-12 English Language Arts/Literacy

CA CCSS for ELA Standard		Corresponding ELD Standards					
Production and Distribution of Writing	W 1.5 - With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.	PII.6 - Connecting ideas			PII.7 - Condensing ideas		
		<p>Emerging - Combine clauses in a few basic ways to make connections between and to join ideas (e.g., creating compound sentences using and, but, so) in shared language activities guided by the teacher and sometimes independently.</p>	<p>Expanding - Combine clauses in an increasing variety of ways to make connections between and to join ideas, for example, to express cause/effect (e.g., She jumped because the dog barked), in shared language activities guided by the teacher and with increasing independence.</p>	<p>Bridging - Combine clauses in a wide variety of ways (e.g., rearranging complete, simple to form compound sentences) to make connections between and to join ideas (e.g., The boy was hungry. The boy ate a sandwich. → The boy was hungry so he ate a sandwich) in shared language activities guided by the teacher and independently.</p>	<p>Emerging - Condense clauses in simple ways (e.g., changing: I like blue. I like red. I like purple → I like blue, red, and purple) to create precise and detailed sentences in shared language activities guided by the teacher and sometimes independently.</p>	<p>Expanding - Condense clauses in a growing number of ways (e.g., through embedded clauses as in, She's a doctor. She saved the animals. → She's the doctor who saved the animals) to create precise and detailed sentences in shared language activities guided by the teacher and with increasing independence.</p>	<p>Bridging - Condense clauses in a variety of ways (e.g., through embedded clauses and other condensing, for ex-ample, through embedded clauses as in She's a doctor. She's amazing. She saved the animals. → She's the amazing doctor who saved the animals) to create precise and detailed sentences in shared language activities guided by the teacher and independently.</p>

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CA CCSS for ELA Standard		Corresponding ELD Standards					
Production and Distribution of Writing	W 1.6 - With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	P1.2 - Interacting via written English			PI.10 - Writing		
		Emerging - Collaborate with teacher and peers on joint writing projects of short informational and literary texts, using technology where appropriate for publishing, graphics, and the like.	Expanding - Collaborate with peers on joint writing projects of longer informational and literary texts, using technology where appropriate for publishing, graphics, and the like.	Bridging - Collaborate with peers on joint writing projects of longer informational and literary texts, using technology where appropriate for publishing, graphics, and the like.	Emerging - Write very short literary texts (e.g., story) and informational texts (e.g., a description of an insect) using familiar vocabulary collaboratively with an adult (e.g., joint construction of texts), with peers, and sometimes independently.	Expanding - Write short literary texts (e.g., a story) and informational texts (e.g., an informative text on the life cycle of an insect) collaboratively with an adult (e.g., joint construction of texts), with peers, and with increasing independence.	Bridging - Write longer literary texts (e.g., a story) and informational texts (e.g., an informative text on the life cycle of insects) collaboratively with an adult (e.g., joint construction), with peers, and independently.
Research to build and Present knowledge	W 1.7 - Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).						
	W 1.8 - With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.						

Integrating the CA ELD Standards Into K-12 English Language Arts/Literacy

CA CCSS for ELA Standard	Corresponding ELD Standards					
<p style="text-align: center;">Comprehension and Collaboration</p> <p style="text-align: center;">SL.1.1 - Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. (a. - c.)</p>	PI.1 - Exchanging information and ideas			PI.3 - Offering opinions		
	<p>Emerging - Contribute to conversations and express ideas by asking and answering yes-no and wh- questions and responding using gestures, words, and simple phrases.</p>	<p>Expanding - Contribute to class, group, and partner discussions by listening attentively, following turn-taking rules, and asking and answering questions.</p>	<p>Bridging - Contribute to class, group, and partner discussions by listening attentively, following turn-taking rules, and asking and answering questions.</p>	<p>Emerging - Offer opinions and ideas in conversations using a small set of learned phrases (e.g., I think X), as well as open responses in order to gain and/or hold the floor.</p>	<p>Expanding - Offer opinions and negotiate with others in conversations using an expanded set of learned phrases (e.g., I think/don't think X. I agree with X), as well as open responses in order to gain and/or hold the floor, elaborate on an idea, and so on.</p>	<p>Bridging - Offer opinions and negotiate with others in conversations using an expanded set of learned phrases (e.g., I think/don't think X. I agree with X), and open responses in order to gain and/or hold the floor, elaborate on an idea, provide different opinions, and so on.</p>

Integrating the CA ELD Standards Into K-12 English Language Arts/Literacy

CA CCSS for ELA Standard		Corresponding ELD Standards		
Comprehension and Collaboration	SL 1.1 - Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. (a. - c.)	PI.5 - Listening actively		
	SL 1.2 - Ask and answer questions about key details in a text read aloud or information presented orally or through other media. a. Give, restate, and follow simple two-step directions.	Emerging - Demonstrate active listening to read alouds and oral presentations by asking and answering yes-no and wh- questions with oral sentence frames and substantial prompting and support.	Expanding - Demonstrate active listening to read alouds and oral presentations by asking and answering questions, with oral sentence frames and occasional prompting and support.	Bridging - Demonstrate active listening to read alouds and oral presentations by asking and answering detailed questions, with minimal prompting and light support.
	SL 1.3 - Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.			
		PI.6 - Reading/viewing closely		
		Emerging - Describe ideas, phenomena (e.g., plant life cycle), and text elements (e.g., characters) based on understanding of a select set of grade level texts and viewing of multimedia, with substantial support.	Expanding - Describe ideas, phenomena (e.g., how earthworms eat), and text elements (e.g., setting, main idea) in greater detail based on understanding of a variety of grade level texts and viewing of multimedia, with moderate support.	Bridging - Describe ideas, phenomena (e.g., erosion), and text elements (e.g., central message, character traits) using key details based on understanding of a variety of grade level texts and viewing of multimedia, with light support.

Integrating the CA ELD Standards Into K-12 English Language Arts/Literacy

CA CCSS for ELA Standard	Corresponding ELD Standards								
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Presentation of Knowledge and Ideas</p> <p>SL 1.4 - Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. a. Memorize and recite poems, rhymes, and songs with expression. CA</p>	PI.9 - Presenting			PI.11 - Supporting opinions			PI.12 - Selecting language resources		
	<p>Emerging - Plan and deliver very brief oral presentations (e.g., show and tell, describing a picture).</p>	<p>Expanding - Plan and deliver brief oral presentations on a variety of topics (e.g., show and tell, author’s chair, recounting an experience, describing an animal, and the like).</p>	<p>Bridging - Plan and deliver longer oral presentations on a variety of topics in a variety of content areas (e.g., retelling a story, describing a science experiment).</p>	<p>Emerging - Offer opinions and provide good reasons (e.g., My favorite book is X because X) referring to the text or to relevant background knowledge.</p>	<p>Expanding - Offer opinions and provide good reasons and some textual evidence or relevant background knowledge (e.g., paraphrased examples from text or knowledge of content).</p>	<p>Bridging - Offer opinions and provide good reasons with detailed textual evidence or relevant background knowledge (e.g., specific examples from text or knowledge of content).</p>	<p>Emerging - a. Retell texts and recount experiences, using key words. b. Use a select number of general academic and domain-specific words to add detail (e.g., adding the word scrumptious to describe a favorite food, using the word thorax to refer to insect anatomy) while speaking and writing.</p>	<p>Expanding - a. Retell texts and recount experiences, using complete sentences and key words. b. Use a growing number of general academic and domain-specific words in order to add detail, create an effect (e.g., using the word suddenly to signal a change), or create shades of meaning (e.g., prance versus walk) while speaking and writing.</p>	<p>Bridging - a. Retell texts and recount experiences, using increasingly detailed complete sentences and key words. b. Use a wide variety of general academic and domain specific words, synonyms, antonyms, and non-literal language (e.g., The dog was as big as a house) to create an effect, precision, and shades of meaning while speaking and writing.</p>

Integrating the CA ELD Standards Into K-12 English Language Arts/Literacy

CA CCSS for ELA Standard	Corresponding ELD Standards					
<p>Presentation of Knowledge and Ideas</p> <p>SL 1.4 - Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p> <p>a. Memorize and recite poems, rhymes, and songs with expression. CA</p>	PII.1 - Understanding text structure			PII.2 - Understanding cohesion		
	<p>Emerging - Apply understanding of how text types are organized (e.g., how a story is organized by a sequence of events) to comprehending texts and composing basic texts with substantial support (e.g., using drawings, through joint construction with a peer or teacher) to comprehending texts and writing texts in shared language activities guided by the teacher, with peers, and sometimes independently.</p>	<p>Expanding - Apply understanding of how different text types are organized to express ideas (e.g., how a story is organized sequentially with predictable stages versus how an informative text is organized by topic and details) to comprehending texts and writing texts in shared language activities guided by the teacher and with increasing independence.</p>	<p>Bridging - Apply understanding of how different text types are organized predictably to express ideas (e.g., how a story is organized versus an informative/ explanatory text versus an opinion text) to comprehending texts and writing texts in shared language activities guided by the teacher and independently.</p>	<p>Emerging - Apply basic understanding of how ideas, events, or reasons are linked throughout a text using more everyday connecting words or phrases (e.g., one day, after, then) to comprehending texts and writing texts in shared language activities guided by the teacher, with peers, and sometimes independently.</p>	<p>Expanding - Apply understanding of how ideas, events, or reasons are linked throughout a text using a growing number of connecting words or phrases (e.g., a long time ago, suddenly) to comprehending texts and writing texts in shared language activities guided by the teacher and with increasing independence.</p>	<p>Bridging - Apply understanding of how ideas, events, or reasons are linked throughout a text using a variety of connecting words or phrases (e.g., for example, after that, first/second/third) to comprehending texts and writing texts in shared language activities guided by the teacher and independently.</p>

Integrating the CA ELD Standards Into K-12 English Language Arts/Literacy

CA CCSS for ELA Standard		Corresponding ELD Standards								
		PII.5 - Modifying to add details			PII.6 - Connecting ideas			PII.7 - Condensing ideas		
		Emerging -	Expanding -	Bridging -	Emerging -	Expanding -	Bridging -	Emerging -	Expanding -	Bridging -
Presentation of Knowledge and Ideas	<p>SL 1.4 - Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p> <p>a. Memorize and recite poems, rhymes, and songs with expression. CA</p>	<p>Emerging - Expand sentences with frequently used prepositional phrases (such as in the house, on the boat) to provide details (e.g., time, manner, place, cause) about a familiar activity or process in shared language activities guided by the teacher and sometimes independently.</p>	<p>Expanding - Expand sentences with prepositional phrases to provide details (e.g., time, manner, place, cause) about a familiar or new activity or process in shared language activities guided by the teacher and with increasing independence.</p>	<p>Bridging - Expand simple and compound sentences with prepositional phrases to provide details (e.g., time, manner, place, cause) in shared language activities guided by the teacher and independently.</p>	<p>Emerging - Combine clauses in a few basic ways to make connections between and to join ideas (e.g., creating compound sentences using and, but, so) in shared language activities guided by the teacher and sometimes independently.</p>	<p>Expanding - Combine clauses in an increasing variety of ways to make connections between and to join ideas, for example, to express cause/effect (e.g., She jumped because the dog barked), in shared language activities guided by the teacher and with increasing independence.</p>	<p>Bridging - Combine clauses in a wide variety of ways (e.g., rearranging complete, simple-to-form compound sentences) to make connections between and to join ideas (e.g., The boy was hungry. The boy ate a sandwich. → The boy was hungry so he ate a sandwich) in shared language activities guided by the teacher and independently.</p>	<p>Emerging - Condense clauses in simple ways (e.g., changing: I like blue. I like red. I like purple. → I like blue, red, and purple) to create precise and detailed sentences in shared language activities guided by the teacher and sometimes independently.</p>	<p>Expanding - Condense clauses in a growing number of ways (e.g., through embedded clauses as in, She’s a doctor. She saved the animals. → She’s the doctor who saved the animals) to create precise and detailed sentences in shared language activities guided by the teacher and with increasing independence.</p>	<p>Bridging - Condense clauses in a variety of ways (e.g., through embedded clauses and other condensing, for example, through embedded clauses as in She’s a doctor. She’s amazing. She saved the animals. → She’s the amazing doctor who saved the animals) to create precise and detailed sentences in shared language activities guided by the teacher and independently.</p>

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CA CCSS for ELA Standard	Corresponding ELD Standards		
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Presentation of Knowledge and Ideas</p> <p>SL 1.5 - Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</p>	PI.9 - Presenting		
	<p>Emerging - Plan and deliver very brief oral presentations (e.g., show and tell, describing a picture).</p>	<p>Expanding - Plan and deliver brief oral presentations on a variety of topics (e.g., show and tell, author’s chair, recounting an experience, describing an animal, and the like).</p>	<p>Bridging - Plan and deliver longer oral presentations on a variety of topics in a variety of content areas (e.g., retelling a story, describing a science experiment).</p>

Integrating the CA ELD Standards Into K-12 English Language Arts/Literacy

CA CCSS for ELA Standard	Corresponding ELD Standards					
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Presentation of Knowledge and Ideas</p> <p>SL 1.6 - Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 for specific expectations.)</p>	PI.1 - Exchanging information and ideas			PI.3 - Offering opinions		
	<p>Emerging - Contribute to conversations and express ideas by asking and answering yes-no and wh- questions and responding using gestures, words, and simple phrases.</p>	<p>Expanding - Contribute to class, group, and partner discussions by listening attentively, following turn taking rules, and asking and answering questions.</p>	<p>Bridging - Contribute to class, group, and partner discussions by listening attentively, following turn taking rules, and asking and answering questions.</p>	<p>Emerging - Offer opinions and ideas in conversations using a small set of learned phrases (e.g., I think X), as well as open responses in order to gain and/or hold the floor.</p>	<p>Expanding - Offer opinions and negotiate with others in conversations using an expanded set of learned phrases (e.g., I think/don't think X. I agree with X), as well as open responses in order to gain and/or hold the floor, elaborate on an idea, and so on.</p>	<p>Bridging - Offer opinions and negotiate with others in conversations using an expanded set of learned phrases (e.g., I think/don't think X. I agree with X), and open responses in order to gain and/or hold the floor, elaborate on an idea, provide different opinions, and so on.</p>

Integrating the CA ELD Standards Into K-12 English Language Arts/Literacy

CA CCSS for ELA Standard	Corresponding ELD Standards								
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Presentation of Knowledge and Ideas</p> <p>SL 1.6 - Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 for specific expectations.)</p>	PI.9 - Presenting			PI.11 - Supporting opinions			PI.12 - Selecting language resources		
	<p>Emerging - Plan and deliver very brief oral presentations (e.g., show and tell, describing a picture).</p>	<p>Expanding - Plan and deliver brief oral presentations on a variety of topics (e.g., show and tell, author's chair, recounting an experience, describing an animal, and the like).</p>	<p>Bridging - Plan and deliver longer oral presentations on a variety of topics in a variety of content areas (e.g., retelling a story, describing a science experiment).</p>	<p>Emerging - Offer opinions and provide good reasons (e.g., My favorite book is X because X) referring to the text or to relevant background knowledge.</p>	<p>Expanding - Offer opinions and provide good reasons and some textual evidence or relevant background knowledge (e.g., paraphrased examples from text or knowledge of content).</p>	<p>Bridging - Offer opinions and provide good reasons with detailed textual evidence or relevant background knowledge (e.g., specific examples from text or knowledge of content).</p>	<p>Emerging - a. Retell texts and recount experiences, using key words. b. Use a select number of general academic and domain-specific words to add detail (e.g., adding the word scrumptious to describe a favorite food, using the word thorax to refer to insect anatomy) while speaking and writing.</p>	<p>Expanding - a. Retell texts and recount experiences, using complete sentences and key words. b. Use a growing number of general academic and domain-specific words in order to add detail, create an effect (e.g., using the word suddenly to signal a change), or create shades of meaning (e.g., prance versus walk) while speaking and writing.</p>	<p>Bridging - a. Retell texts and recount experiences, using increasingly detailed complete sentences and key words. b. Use a wide variety of general academic and domain-specific words, synonyms, antonyms, and nonliteral language (e.g., The dog was as big as a house) to create an effect, precision, and shades of meaning while speaking and writing.</p>

Integrating the CA ELD Standards Into K-12 English Language Arts/Literacy

CA CCSS for ELA Standard	Corresponding ELD Standards					
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Presentation of Knowledge and Ideas</p> <p>SL 1.6 - Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 for specific expectations.)</p>	PII.3 - Using verbs and verb phrases			PII.4 - Using nouns and noun phrases		
	<p>Emerging - a. Use frequently used verbs (e.g., go, eat, run) and verb types (e.g., doing, saying, being/having, thinking/feeling) in shared language activities guided by the teacher and sometimes independently. b. Use simple verb tenses appropriate for the text type and discipline to convey time (e.g., simple past for recounting an experience) in shared language activities guided by the teacher and sometimes independently.</p>	<p>Expanding - a. Use a growing number of verbs and verb types (e.g., doing, saying, being/having, thinking/feeling) in shared language activities guided by the teacher and with increasing independence. b. Use a growing number of verb tenses appropriate for the text type and discipline to convey time (e.g., simple past tense for retelling, simple present for a science description) in shared language activities guided by the teacher and with increasing independence.</p>	<p>Bridging - a. Use a wide variety of verbs and verb types (e.g., doing, saying, being/having, thinking/feeling) in shared language activities guided by the teacher and independently. b. Use a wide variety of verb tenses appropriate for the text type and discipline to convey time (e.g., simple present for a science description, simple future to predict) in shared language activities guided by the teacher and independently.</p>	<p>Emerging - Expand noun phrases in simple ways (e.g., adding a familiar adjective to describe a noun) in order to enrich the meaning of sentences and add details about ideas, people, things, and the like, in shared language activities guided by the teacher and sometimes independently.</p>	<p>Expanding - Expand noun phrases in a growing number of ways (e.g., adding a newly learned adjective to a noun) to enrich the meaning of sentences and add details about ideas, people, things, and the like, in shared language activities guided by the teacher and with increasing independence.</p>	<p>Bridging - Expand noun phrases in a wide variety of ways (e.g., adding a variety of adjectives to noun phrases) in order to enrich the meaning of phrases/ sentences and add details about ideas, people, things, and the like, in shared language activities guided by the teacher and independently.</p>

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CA CCSS for ELA Standard	Corresponding ELD Standards								
Presentation of Knowledge and Ideas SL 1.6 - Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 for specific expectations.)	PII.5 - Modifying to add details			PII.6 - Connecting ideas			PII.7 - Condensing ideas		
	Emerging - Expand sentences with frequently used prepositional phrases (such as in the house, on the boat) to provide details (e.g., time, manner, place, cause) about a familiar activity or process in shared language activities guided by the teacher and sometimes independently.	Expanding - Expand sentences with prepositional phrases to provide details (e.g., time, manner, place, cause) about a familiar or new activity or process in shared language activities guided by the teacher and with increasing independence.	Bridging - Expand simple and compound sentences with prepositional phrases to provide details (e.g., time, manner, place, cause) in shared language activities guided by the teacher and independently.	Emerging - Combine clauses in a few basic ways to make connections between and to join ideas (e.g., creating compound sentences using and, but, so) in shared language activities guided by the teacher and sometimes independently.	Expanding - Combine clauses in an increasing variety of ways to make connections between and to join ideas, for example, to express cause/effect (e.g., She jumped because the dog barked), in shared language activities guided by the teacher and with increasing independence.	Bridging - Combine clauses in a wide variety of ways (e.g., rearranging complete, simple-to-form compound sentences) to make connections between and to join ideas (e.g., The boy was hungry. The boy ate a sandwich. → The boy was hungry so he ate a sandwich) in shared language activities guided by the teacher and independently.	Emerging - Condense clauses in simple ways (e.g., changing: I like blue. I like red. I like purple. → I like blue, red, and purple) to create precise and detailed sentences in shared language activities guided by the teacher and sometimes independently.	Expanding - Condense clauses in a growing number of ways (e.g., through embedded clauses as in, She's a doctor. She saved the animals. → She's the doctor who saved the animals) to create precise and detailed sentences in shared language activities guided by the teacher and with increasing independence.	Bridging - Condense clauses in a variety of ways (e.g., through embedded clauses and other condensing, for example, through embedded clauses as in She's a doctor. She's amazing. She saved the animals. → She's the amazing doctor who saved the animals) to create precise and detailed sentences in shared language activities guided by the teacher and independently.

Integrating the CA ELD Standards Into K-12 English Language Arts/Literacy

CA CCSS for ELA Standard	Corresponding ELD Standards					
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Conventions of Standard English</p> <p>L.1.1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (a. - j.)</p>	PI.1 - Exchanging information and ideas			PI.2 - Interacting via written English		
	<p>Emerging - Contribute to conversations and express ideas by asking and answering yes-no and wh- questions and responding using gestures, words, and simple phrases.</p>	<p>Expanding - Contribute to class, group, and partner discussions by listening attentively, following turn taking rules, and asking and answering questions.</p>	<p>Bridging - Contribute to class, group, and partner discussions by listening attentively, following turn taking rules, and asking and answering questions.</p>	<p>Emerging - Collaborate with teacher and peers on joint writing projects of short informational and literary texts, using technology where appropriate for publishing, graphics, and the like.</p>	<p>Expanding - Collaborate with peers on joint writing projects of longer informational and literary texts, using technology where appropriate for publishing, graphics, and the like.</p>	<p>Bridging - Collaborate with peers on joint writing projects of longer informational and literary texts, using technology where appropriate for publishing, graphics, and the like.</p>

Integrating the CA ELD Standards Into K-12 English Language Arts/Literacy

CA CCSS for ELA Standard	Corresponding ELD Standards					
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Conventions of Standard English</p> <p>L.1.1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (a. - j.)</p>	PI.3 - Offering opinions			PI.9 - Presenting		
	<p>Emerging - Offer opinions and ideas in conversations using a small set of learned phrases (e.g., I think X), as well as open responses in order to gain and/or hold the floor.</p>	<p>Expanding - Offer opinions and negotiate with others in conversations using an expanded set of learned phrases (e.g., I think/don't think X. I agree with X), as well as open responses in order to gain and/or hold the floor, elaborate on an idea, and so on.</p>	<p>Bridging - Offer opinions and negotiate with others in conversations using an expanded set of learned phrases (e.g., I think/don't think X. I agree with X), and open responses in order to gain and/or hold the floor, elaborate on an idea, provide different opinions, and so on.</p>	<p>Emerging - Plan and deliver very brief oral presentations (e.g., show and tell, describing a picture).</p>	<p>Expanding - Plan and deliver brief oral presentations on a variety of topics (e.g., show and tell, author's chair, recounting an experience, describing an animal, and the like).</p>	<p>Bridging - Plan and deliver longer oral presentations on a variety of topics in a variety of content areas (e.g., retelling a story, describing a science experiment).</p>

Integrating the CA ELD Standards Into K-12 English Language Arts/Literacy

CA CCSS for ELA Standard		Corresponding ELD Standards					
Conventions of Standard English	L 1.1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (e. - j.)	PI.10 - Writing			PI.11 - Supporting opinions		
	L 1.2 - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (a. - e.)	Emerging - Write very short literary texts (e.g., story) and informational texts (e.g., a description of an insect) using familiar vocabulary collaboratively with an adult (e.g., joint construction of texts), with peers, and sometimes independently.	Expanding - Write short literary texts (e.g., a story) and informational texts (e.g., an informative text on the life cycle of an insect) collaboratively with an adult (e.g., joint construction of texts), with peers, and with increasing independence.	Bridging - Write longer literary texts (e.g., a story) and informational texts (e.g., an informative text on the life cycle of insects) collaboratively with an adult (e.g., joint construction), with peers, and independently.	Emerging - Offer opinions and provide good reasons (e.g., My favorite book is X because X) referring to the text or to relevant background knowledge.	Expanding - Offer opinions and provide good reasons and some textual evidence or relevant background knowledge (e.g., paraphrased examples from text or knowledge of content).	Bridging - Offer opinions and provide good reasons with detailed textual evidence or relevant background knowledge (e.g., specific examples from text or knowledge of content).

Integrating the CA ELD Standards Into K-12 English Language Arts/Literacy

CA CCSS for ELA Standard	Corresponding ELD Standards		
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Conventions of Standard English</p> <p>L.1.1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (a. - j.)</p>	PI.12 - Selecting language resources		
	<p>Emerging - a. Retell texts and recount experiences, using key words. b. Use a select number of general academic and domain specific words to add detail (e.g., adding the word scrumptious to describe a favorite food, using the word thorax to refer to insect anatomy) while speaking and writing.</p>	<p>Expanding - a. Retell texts and recount experiences, using complete sentences and key words. b. Use a growing number of general academic and domain-specific words in order to add detail, create an effect (e.g., using the word suddenly to signal a change), or create shades of meaning (e.g., prance versus walk) while speaking and writing.</p>	<p>Bridging - a. Retell texts and recount experiences, using increasingly detailed complete sentences and key words. b. Use a wide variety of general academic and domain-specific words, synonyms, antonyms, and non-literal language (e.g., The dog was as big as a house) to create an effect, precision, and shades of meaning while speaking and writing.</p>

Integrating the CA ELD Standards Into K-12 English Language Arts/Literacy

CA CCSS for ELA Standard	Corresponding ELD Standards					
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Conventions of Standard English</p> <p>L.1.1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (a. - j.)</p>	PII.2 - Understanding cohesion			PII.3 - Using verbs and verb phrases		
	<p>Emerging - Apply basic understanding of how ideas, events, or reasons are linked throughout a text using more everyday connecting words or phrases (e.g., one day, after, then) to comprehending texts and writing texts in shared language activities guided by the teacher, with peers, and sometimes independently.</p>	<p>Expanding - Apply understanding of how ideas, events, or reasons are linked throughout a text using a growing number of connecting words or phrases (e.g., a long time ago, suddenly) to comprehending texts and writing texts in shared language activities guided by the teacher and with increasing independence.</p>	<p>Bridging - Apply understanding of how ideas, events, or reasons are linked throughout a text using a variety of connecting words or phrases (e.g., for example, after that, first/second/third) to comprehending texts and writing texts in shared language activities guided by the teacher and independently.</p>	<p>Emerging - a. Use frequently used verbs (e.g., go, eat, run) and verb types (e.g., doing, saying, being/having, thinking/feeling) in shared language activities guided by the teacher and sometimes independently. b. Use simple verb tenses appropriate for the text type and discipline to convey time (e.g., simple past for recounting an experience) in shared language activities guided by the teacher and sometimes independently.</p>	<p>Expanding - a. Use a growing number of verbs and verb types (e.g., doing, saying, being/having, thinking/feeling) in shared language activities guided by the teacher and with increasing independence. b. Use a growing number of verb tenses appropriate for the text type and discipline to convey time (e.g., simple past tense for retelling, simple present for a science description) in shared language activities guided by the teacher and with increasing independence.</p>	<p>Bridging - a. Use a wide variety of verbs and verb types (e.g., doing, saying, being/having, thinking/feeling) in shared language activities guided by the teacher and independently. b. Use a wide variety of verb tenses appropriate for the text type and discipline to convey time (e.g., simple present for a science description, simple future to predict) in shared language activities guided by the teacher and independently.</p>

Integrating the CA ELD Standards Into K-12 English Language Arts/Literacy

CA CCSS for ELA Standard	Corresponding ELD Standards					
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Conventions of Standard English</p> <p>L.1.1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (a. - j.)</p>	PII.4 - Using nouns and noun phrases			PII.5 - Modifying to add details		
	<p>Emerging - Expand noun phrases in simple ways (e.g., adding a familiar adjective to describe a noun) in order to enrich the meaning of sentences and add details about ideas, people, things, and the like, in shared language activities guided by the teacher and sometimes independently.</p>	<p>Expanding - Expand noun phrases in a growing number of ways (e.g., adding a newly learned adjective to a noun) to enrich the meaning of sentences and add details about ideas, people, things, and the like, in shared language activities guided by the teacher and with increasing independence.</p>	<p>Bridging - Expand noun phrases in a wide variety of ways (e.g., adding a variety of adjectives to noun phrases) in order to enrich the meaning of phrases/sentences and add details about ideas, people, things, and the like, in shared language activities guided by the teacher and independently.</p>	<p>Emerging - Expand sentences with frequently used prepositional phrases (such as in the house, on the boat) to provide details (e.g., time, manner, place, cause) about a familiar activity or process in shared language activities guided by the teacher and sometimes independently.</p>	<p>Expanding - Expand sentences with prepositional phrases to provide details (e.g., time, manner, place, cause) about a familiar or new activity or process in shared language activities guided by the teacher and with increasing independence.</p>	<p>Bridging - Expand simple and compound sentences with prepositional phrases to provide details (e.g., time, manner, place, cause) in shared language activities guided by the teacher and independently.</p>

Integrating the CA ELD Standards Into K-12 English Language Arts/Literacy

CA CCSS for ELA Standard		Corresponding ELD Standards					
Conventions of Standard English	L 1.1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (a. - j.)	PII.6 - Connecting ideas			PII.7 - Condensing ideas		
		<p>Emerging - Combine clauses in a few basic ways to make connections between and to join ideas (e.g., creating compound sentences using and, but, so) in shared language activities guided by the teacher and sometimes independently.</p>	<p>Expanding - Combine clauses in an increasing variety of ways to make connections between and to join ideas, for example, to express cause/effect (e.g., She jumped because the dog barked), in shared language activities guided by the teacher and with increasing independence.</p>	<p>Bridging - Combine clauses in a wide variety of ways (e.g., rearranging complete, simple-to-form compound sentences) to make connections between and to join ideas (e.g., The boy was hungry. The boy ate a sandwich. → The boy was hungry so he ate a sandwich) in shared language activities guided by the teacher and independently.</p>	<p>Emerging - Condense clauses in simple ways (e.g., changing: I like blue. I like red. I like purple. → I like blue, red, and purple) to create precise and detailed sentences in shared language activities guided by the teacher and sometimes independently.</p>	<p>Expanding - Condense clauses in a growing number of ways (e.g., through embedded clauses as in, She's a doctor. She saved the animals. → She's the doctor who saved the animals) to create precise and detailed sentences in shared language activities guided by the teacher and with increasing independence.</p>	<p>Bridging - Condense clauses in a variety of ways (e.g., through embedded clauses and other condensing, for example, through embedded clauses as in She's a doctor. She's amazing. She saved the animals. → She's the amazing doctor who saved the animals) to create precise and detailed sentences in shared language activities guided by the teacher and independently.</p>

Integrating the CA ELD Standards Into K-12 English Language Arts/Literacy

CA CCSS for ELA Standard		Corresponding ELD Standards					
Vocabulary Acquisition and Use	L.1.4 - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies. (a. - c.)	PI.6 - Reading/viewing closely			PI.7 - Evaluating language choices		
	L.1.5 - With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings. (a. - d.)	Emerging - Describe ideas, phenomena (e.g., plant life cycle), and text elements (e.g., characters) based on understanding of a select set of grade-level texts and viewing of multimedia, with substantial support.	Expanding - Describe ideas, phenomena (e.g., how earthworms eat), and text elements (e.g., setting, main idea) in greater detail based on understanding of a variety of grade-level texts and viewing of multimedia, with moderate support.	Bridging - Describe ideas, phenomena (e.g., erosion), and text elements (e.g., central message, character traits) using key details based on understanding of a variety of grade-level texts and viewing of multimedia, with light support.	Emerging - Describe the language writers or speakers use to present an idea (e.g., the words and phrases used to describe a character), with prompting and substantial support.	Expanding - Describe the language writers or speakers use to present or support an idea (e.g., the adjectives used to describe people and places), with prompting and moderate support.	Bridging - Describe the language writers or speakers use to present or support an idea (e.g., the author's choice of vocabulary to portray characters, places, or real people) with prompting and light support.

Integrating the CA ELD Standards Into K-12 English Language Arts/Literacy

CA CCSS for ELA Standard		Corresponding ELD Standards		
Vocabulary Acquisition and Use	L 1.4 - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies. (a. - c.)	PI.8 - Analyzing language choices		
		Emerging - Distinguish how two different frequently used words (e.g., large versus small) produce a different effect on the audience.	Expanding - Distinguish how two different words with similar meaning (e.g., large versus enormous) produce shades of meaning and a different effect on the audience.	Bridging - Distinguish how multiple different words with similar meaning (e.g., big, large, huge, enormous, gigantic) produce shades of meaning and a different effect on the audience.
	L 1.5 - With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings. (a. - d.)	PI.12 - Selecting language resources		
		Emerging - a. Retell texts and recount experiences, using key words. b. Use a select number of general academic and domain specific words to add detail (e.g., adding the word scrumptious to describe a favorite food, using the word thorax to refer to insect anatomy) while speaking and writing.	Expanding - a. Retell texts and recount experiences, using complete sentences and key words. b. Use a growing number of general academic and domain-specific words in order to add detail, create an effect (e.g., using the word suddenly to signal a change), or create shades of meaning (e.g., prance versus walk) while speaking and writing.	Bridging - a. Retell texts and recount experiences, using increasingly detailed complete sentences and key words. b. Use a wide variety of general academic and domain-specific words, synonyms, antonyms, and nonliteral language (e.g., The dog was as big as a house) to create an effect, precision, and shades of meaning while speaking and writing.

Integrating the CA ELD Standards Into K-12 English Language Arts/Literacy

CA CCSS for ELA Standard		Corresponding ELD Standards					
Vocabulary Acquisition and Use	L 1.6 - Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).	PI.1 - Exchanging information and ideas			PI.2 - Interacting via written English		
		Emerging - Contribute to conversations and express ideas by asking and answering yes-no and wh- questions and responding using gestures, words, and simple phrases.	Expanding - Contribute to class, group, and partner discussions by listening attentively, following turn-taking rules, and asking and answering questions.	Bridging - Contribute to class, group, and partner discussions by listening attentively, following turn-taking rules, and asking and answering questions.	Emerging - Collaborate with teacher and peers on joint writing projects of short informational and literary texts, using technology where appropriate for publishing, graphics, and the like.	Expanding - Collaborate with peers on joint writing projects of longer informational and literary texts, using technology where appropriate for publishing, graphics, and the like.	Bridging - Collaborate with peers on joint writing projects of longer informational and literary texts, using technology where appropriate for publishing, graphics, and the like.

Integrating the CA ELD Standards Into K-12 English Language Arts/Literacy

CA CCSS for ELA Standard	Corresponding ELD Standards					
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Vocabulary Acquisition and Use</p> <p>L 1.6 - Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).</p>	PI.3 - Offering opinions			PI.6 - Reading/viewing closely		
	<p>Emerging - Offer opinions and ideas in conversations using a small set of learned phrases (e.g., I think X), as well as open responses in order to gain and/or hold the floor.</p>	<p>Expanding - Offer opinions and negotiate with others in conversations using an expanded set of learned phrases (e.g., I think/don't think X. I agree with X), as well as open responses in order to gain and/or hold the floor, elaborate on an idea, and so on.</p>	<p>Bridging - Offer opinions and negotiate with others in conversations using an expanded set of learned phrases (e.g., I think/don't think X. I agree with X), and open responses in order to gain and/or hold the floor, elaborate on an idea, provide different opinions, and so on.</p>	<p>Emerging - Describe ideas, phenomena (e.g., plant life cycle), and text elements (e.g., characters) based on understanding of a select set of grade-level texts and viewing of multimedia, with substantial support.</p>	<p>Expanding - Describe ideas, phenomena (e.g., how earthworms eat), and text elements (e.g., setting, main idea) in greater detail based on understanding of a variety of grade-level texts and viewing of multimedia, with moderate support.</p>	<p>Bridging - Describe ideas, phenomena (e.g., erosion), and text elements (e.g., central message, character traits) using key details based on understanding of a variety of grade-level texts and viewing of multimedia, with light support.</p>

Integrating the CA ELD Standards Into K-12 English Language Arts/Literacy

CA CCSS for ELA Standard	Corresponding ELD Standards					
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Vocabulary Acquisition and Use</p> <p>L 1.6 - Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).</p>	PI.9 - Presenting			PI.10 - Writing		
	<p>Emerging - Plan and deliver very brief oral presentations (e.g., show and tell, describing a picture).</p>	<p>Expanding - Plan and deliver brief oral presentations on a variety of topics (e.g., show and tell, author’s chair, recounting an experience, describing an animal, and the like).</p>	<p>Bridging - Plan and deliver longer oral presentations on a variety of topics in a variety of content areas (e.g., retelling a story, describing a science experiment).</p>	<p>Emerging - Write very short literary texts (e.g., story) and informational texts (e.g., a description of an insect) using familiar vocabulary collaboratively with an adult (e.g., joint construction of texts), with peers, and sometimes independently.</p>	<p>Expanding - Write short literary texts (e.g., a story) and informational texts (e.g., an informative text on the life cycle of an insect) collaboratively with an adult (e.g., joint construction of texts), with peers, and with increasing independence.</p>	<p>Bridging - Write longer literary texts (e.g., a story) and informational texts (e.g., an informative text on the life cycle of insects) collaboratively with an adult (e.g., joint construction), with peers, and independently.</p>

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CA CCSS for ELA Standard	Corresponding ELD Standards					
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Vocabulary Acquisition and Use</p> <p>L 1.6 - Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).</p>	PI.7 - Evaluating language choices			PI.8 - Analyzing language choices		
	<p>Emerging - Describe the language writers or speakers use to present an idea (e.g., the words and phrases used to describe a character), with prompting and substantial support.</p>	<p>Expanding - Describe the language writers or speakers use to present or support an idea (e.g., the adjectives used to describe people and places), with prompting and moderate support.</p>	<p>Bridging - Describe the language writers or speakers use to present or support an idea (e.g., the author’s choice of vocabulary to portray characters, places, or real people) with prompting and light support.</p>	<p>Emerging - Distinguish how two different frequently used words (e.g., large versus small) produce a different effect on the audience.</p>	<p>Expanding - Distinguish how two different words with similar meaning (e.g., large versus enormous) produce shades of meaning and a different effect on the audience.</p>	<p>Bridging - Distinguish how multiple different words with similar meaning (e.g., big, large, huge, enormous, gigantic) produce shades of meaning and a different effect on the audience.</p>

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CA CCSS for ELA Standard	Corresponding ELD Standards					
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Vocabulary Acquisition and Use</p> <p>L 1.6 - Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).</p>	PI.11 - Supporting opinions			PI.12 - Selecting language resources		
	<p>Emerging - Offer opinions and provide good reasons (e.g., My favorite book is X because X) referring to the text or to relevant background knowledge.</p>	<p>Expanding - Offer opinions and provide good reasons and some textual evidence or relevant background knowledge (e.g., paraphrased examples from text or knowledge of content).</p>	<p>Bridging - Offer opinions and provide good reasons with detailed textual evidence or relevant background knowledge (e.g., specific examples from text or knowledge of content).</p>	<p>Emerging - a. Retell texts and recount experiences, using key words. b. Use a select number of general academic and domain-specific words to add detail (e.g., adding the word scrumptious to describe a favorite food, using the word thorax to refer to insect anatomy) while speaking and writing.</p>	<p>Expanding - a. Retell texts and recount experiences, using complete sentences and key words. b. Use a growing number of general academic and domain-specific words in order to add detail, create an effect (e.g., using the word suddenly to signal a change), or create shades of meaning (e.g., prance versus walk) while speaking and writing.</p>	<p>Bridging - a. Retell texts and recount experiences, using increasingly detailed complete sentences and key words. b. Use a wide variety of general academic and domain specific words, synonyms, antonyms, and non-literal language (e.g., The dog was as big as a house) to create an effect, precision, and shades of meaning while speaking and writing.</p>

Integrating the CA ELD Standards Into K-12 English Language Arts/Literacy

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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Vocabulary Acquisition and Use</p> <p>L 1.6 - Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).</p>	PII.3 - Using verbs and verb phrases		
	<p>Emerging - a. Use frequently used verbs (e.g., go, eat, run) and verb types (e.g., doing, saying, being/having, thinking/feeling) in shared language activities guided by the teacher and sometimes independently. b. Use simple verb tenses appropriate for the text type and discipline to convey time (e.g., simple past for recounting an experience) in shared language activities guided by the teacher and sometimes independently.</p>	<p>Expanding - a. Use a growing number of verbs and verb types (e.g., doing, saying, being/having, thinking/feeling) in shared language activities guided by the teacher and with increasing independence. b. Use a growing number of verb tenses appropriate for the text type and discipline to convey time (e.g., simple past tense for retelling, simple present for a science description) in shared language activities guided by the teacher and with increasing independence.</p>	<p>Bridging - a. Use a wide variety of verbs and verb types (e.g., doing, saying, being/having, thinking/feeling) in shared language activities guided by the teacher and independently. b. Use a wide variety of verb tenses appropriate for the text type and discipline to convey time (e.g., simple present for a science description, simple future to predict) in shared language activities guided by the teacher and independently.</p>

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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Vocabulary Acquisition and Use</p> <p>L 1.6 - Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).</p>	PII.4 - Using nouns and noun phrases			PII.5 - Modifying to add details		
	<p>Emerging - Expand noun phrases in simple ways (e.g., adding a familiar adjective to describe a noun) in order to enrich the meaning of sentences and add details about ideas, people, things, and the like, in shared language activities guided by the teacher and sometimes independently.</p>	<p>Expanding - Expand noun phrases in a growing number of ways (e.g., adding a newly learned adjective to a noun) to enrich the meaning of sentences and add details about ideas, people, things, and the like, in shared language activities guided by the teacher and with increasing independence.</p>	<p>Bridging - Expand noun phrases in a wide variety of ways (e.g., adding a variety of adjectives to noun phrases) in order to enrich the meaning of phrases/ sentences and add details about ideas, people, things, and the like, in shared language activities guided by the teacher and independently.</p>	<p>Emerging - Expand sentences with frequently used prepositional phrases (such as in the house, on the boat) to provide details (e.g., time, manner, place, cause) about a familiar activity or process in shared language activities guided by the teacher and sometimes independently.</p>	<p>Expanding - Expand sentences with prepositional phrases to provide details (e.g., time, manner, place, cause) about a familiar or new activity or process in shared language activities guided by the teacher and with increasing independence.</p>	<p>Bridging - Expand simple and compound sentences with prepositional phrases to provide details (e.g., time, manner, place, cause) in shared language activities guided by the teacher and independently.</p>

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CA CCSS for ELA Standard	Corresponding ELD Standards					
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Vocabulary Acquisition and Use</p> <p>L 1.6 - Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).</p>	PII.6 - Connecting ideas			PII.7 - Condensing ideas		
	<p>Emerging - Combine clauses in a few basic ways to make connections between and to join ideas (e.g., creating compound sentences using and, but, so) in shared language activities guided by the teacher and sometimes independently.</p>	<p>Expanding - Combine clauses in an increasing variety of ways to make connections between and to join ideas, for example, to express cause/effect (e.g., She jumped because the dog barked), in shared language activities guided by the teacher and with increasing independence.</p>	<p>Bridging - Combine clauses in a wide variety of ways (e.g., rearranging complete, simple to form compound sentences) to make connections between and to join ideas (e.g., The boy was hungry. The boy ate a sandwich. → The boy was hungry so he ate a sandwich) in shared language activities guided by the teacher and independently.</p>	<p>Emerging - Condense clauses in simple ways (e.g., changing: I like blue. I like red. I like purple. → I like blue, red, and purple) to create precise and detailed sentences in shared language activities guided by the teacher and sometimes independently.</p>	<p>Expanding - Condense clauses in a growing number of ways (e.g., through embedded clauses as in, She’s a doctor. She saved the animals. → She’s the doctor who saved the animals) to create precise and detailed sentences in shared language activities guided by the teacher and with increasing independence.</p>	<p>Bridging - Condense clauses in a variety of ways (e.g., through embedded clauses and other condensing, for example, through embedded clauses as in She’s a doctor. She’s amazing. She saved the animals. → She’s the amazing doctor who saved the animals) to create precise and detailed sentences in shared language activities guided by the teacher and independently.</p>