



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

## **GRADE 11-12**

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## 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

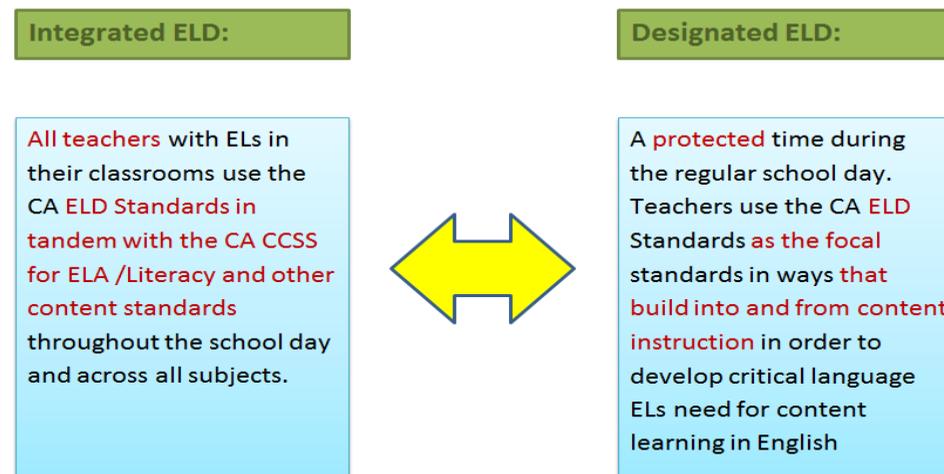
The CA ELD Standards *correspond* with the CA CCSS for ELA/Literacy and are designed to apply to English language and literacy skills across all academic content areas in addition to classes specifically designed for ELD. With appropriate instructional support from their teachers, provided within appropriately 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.





## 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>.

<b>Part I: Interacting in Meaningful Ways</b>	
<b>A. Collaborative (engagement in dialogue with others)</b>	
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>B. Interpretive (comprehension and analysis of written and spoken texts)</b>	
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
<b>C. Productive (Creation of oral presentations and written texts)</b>	
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

<b>Part II: Learning About How English Works</b>	
<b>A. Structuring Cohesive Texts</b>	
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>B. Expanding and Enriching Ideas</b>	
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
<b>C. Connecting and Condensing Ideas</b>	
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>

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

CA CCSS for ELA Standard		Corresponding ELD Standards		
Key Ideas and Details	RL 11-12.1 - Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves	<b>PI.6 - Reading/viewing closely</b>		
	RL 11-12.2 - Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the	<b>Emerging -</b> a. Explain ideas, phenomena, processes, and text relationships (e.g., compare/contrast, cause/ effect, evidence-based argument) based on close reading of a variety of grade-appropriate texts, presented in various print and multimedia formats, using phrases, short sentences and a select set of general academic and domain-specific words.  b. Explain inferences and conclusions drawn from close reading of grade-appropriate texts and viewing of multimedia using familiar verbs (e.g., <i>seems that</i> ).  c. Use knowledge of morphology (e.g., common prefixes and suffixes), context, reference materials, and visual cues to determine the meaning of unknown and multiple-meaning words on familiar topics.	<b>Expanding -</b> a. Explain ideas, phenomena, processes, and relationships within and across texts (e.g., compare/contrast, cause/effect, themes, evidence-based argument) based on close reading of a variety of grade-appropriate texts, presented in various print and multimedia formats, using increasingly detailed sentences, and a range of general academic and domain-specific words.  b. Explain inferences and conclusions drawn from close reading of grade-appropriate texts and viewing of multimedia using a variety of verbs and adverbials (e.g., <i>indicates that, suggests, as a result</i> ).  c. Use knowledge of morphology (e.g., affixes, Greek and Latin roots), context, reference materials, and visual cues to determine the meaning of unknown and multiple-meaning words on familiar and new topics.	<b>Bridging -</b> a. Explain ideas, phenomena, processes, and relationships within and across texts (e.g., compare/contrast, cause/effect, themes, evidence-based argument) based on close reading of a variety of grade-level texts, presented in various print and multimedia formats, using a variety of detailed sentences and precise general academic and domain-specific words.  b. Explain inferences and conclusions drawn from close reading of grade-level texts and viewing of multimedia using a variety of verbs and adverbials (e.g., <i>creates the impression that, consequently</i> ).  c. Use knowledge of morphology (e.g., derivational suffixes), context, reference materials, and visual cues to determine the meaning, including figurative and connotative meanings, of unknown and multiple-meaning words on a variety of new topics.
	RL 11-12.3 -Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters/archetypes are introduced and developed).			

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

CA CCSS for ELA Standard		Corresponding ELD Standards					
<b>Craft and Structure</b> RL 11-12.4 - Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.) (See grade 11-12)		PI.6 - Reading/viewing closely			PI.7 - Evaluating language choices		
		RL 11-12.5 - Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.	<b>Emerging -</b> a. Explain ideas, phenomena, processes, and text relationships (e.g., compare/contrast, cause/effect, evidence-based argument) based on close reading of a variety of grade-appropriate texts, presented in various print and multimedia formats, using phrases, short sentences and a select set of general academic and domain-specific words.  b. Explain inferences and conclusions drawn from close reading of grade-appropriate texts and viewing of multimedia using familiar verbs (e.g., <i>seems that</i> ).  c. Use knowledge of morphology (e.g., common prefixes and suffixes), context, reference materials, and visual cues to determine the meaning of unknown and multiple-meaning words on familiar topics.	<b>Expanding -</b> a. Explain ideas, phenomena, processes, and relationships within and across texts (e.g., compare/contrast, cause/effect, themes, evidence-based argument) based on close reading of a variety of grade-appropriate texts, presented in various print and multimedia formats, using increasingly detailed sentences, and a range of general academic and domain-specific words.  b. Explain inferences and conclusions drawn from close reading of grade-appropriate texts and viewing of multimedia using a variety of verbs and adverbials (e.g., <i>indicates that, suggests, as a result</i> ).  c. Use knowledge of morphology (e.g., affixes, Greek and Latin roots), context, reference materials, and visual cues to determine the meaning of unknown and multiple-meaning words on familiar and new topics.	<b>Bridging -</b> a. Explain ideas, phenomena, processes, and relationships within and across texts (e.g., compare /contrast, cause/effect, themes, evidence-based argument) based on close reading of a variety of grade-level texts, presented in various print and multimedia formats, using a variety of detailed sentences and a range of precise general academic and domain-specific words.  b. Explain inferences and conclusions drawn from close reading of grade-level texts and viewing of multimedia using a variety of verbs and adverbials (e.g., <i>creates the impression that, consequently</i> ).  c. Use knowledge of morphology (e.g., derivational suffixes), context, reference materials, and visual cues to determine the meaning, including figurative and connotative meanings, of unknown and multiple-meaning words on a variety of new topics.	<b>Emerging -</b> Explain how successfully writers and speakers structure texts and use language (e.g., specific word or phrasing choices) to persuade the reader (e.g., by providing evidence to support claims or connecting points in an argument) or create other specific effects,	<b>Expanding -</b> Explain how successfully writers and speakers structure texts and use language (e.g., specific word or phrasing choices) to persuade the reader (e.g., by providing well-worded evidence to support claims or connecting points in an argument in specific ways) or create other specific effects, with moderate support.

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<b>Craft and Structure</b>	<b>RL 11-12.4 - Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)</b> <small>(See grade 11-12 Language standards 4-6)</small>	<b>PI.8 - Analyzing language choices</b>		
		<b>Emerging -</b> Explain how a writer’s or speaker’s choice of phrasing or specific words (e.g., describing a character or action as <i>aggressive</i> versus <i>bold</i> ) produces nuances and different effects on the audience.	<b>Expanding -</b> Explain how a writer’s or speaker’s choice of phrasing or specific words (e.g., using figurative language or words with multiple meanings to describe an event or character) produces nuances and different effects on the audience.	<b>Bridging -</b> Explain how a writer’s or speaker’s choice of a variety of different types of phrasing or words (e.g., hyperbole, varying connotations, the cumulative impact of word choices) produces nuances and different effects on the audience.
		<b>PII.1 - Understanding Text Structure</b>		
<b>RL 11-12.5 - Analyze how an author’s choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.</b>	<b>Emerging -</b> Apply analysis of the organizational structure of different text types (e.g., how arguments are organized by establishing clear relationships among claims, counterclaims, reasons, and evidence) to comprehending texts and to writing brief arguments, informative/explanatory texts and narratives.	<b>Expanding -</b> Apply analysis of the organizational structure of different text types (e.g., how arguments are organized by establishing clear relationships among claims, counterclaims, reasons, and evidence) to comprehending texts and to writing increasingly clear and cohesive arguments, informative/explanatory texts and narratives.	<b>Bridging -</b> Apply analysis of the organizational structure of different text types (e.g., how arguments are organized by establishing clear relationships among claims, counterclaims, reasons, and evidence) to comprehending texts and to writing clear and cohesive arguments, informative/explanatory texts and narratives.	

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Craft and Structure	RL 11-12.6 - Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).	PI.6 - Reading/viewing closely		
		<p><b>Emerging -</b></p> <p>a. Explain ideas, phenomena, processes, and text relationships (e.g., compare/contrast, cause/ effect, evidence-based argument) based on close reading of a variety of grade-appropriate texts, presented in various print and multimedia formats, using phrases, short sentences and a select set of general academic and domain-specific words.</p> <p>b. Explain inferences and conclusions drawn from close reading of grade-appropriate texts and viewing of multimedia using familiar verbs (e.g., <i>seems that</i> ).</p> <p>c. Use knowledge of morphology (e.g., common prefixes and suffixes), context, reference materials, and visual cues to determine the meaning of unknown and multiple-meaning words on familiar topics.</p>	<p><b>Expanding -</b></p> <p>a. Explain ideas, phenomena, processes, and relationships within and across texts (e.g., compare/contrast, cause/effect, themes, evidence-based argument) based on close reading of a variety of grade-appropriate texts, presented in various print and multimedia formats, using increasingly detailed sentences, and a range of general academic and domain-specific words.</p> <p>b. Explain inferences and conclusions drawn from close reading of grade-appropriate texts and viewing of multimedia using a variety of verbs and adverbials (e.g., <i>indicates that, suggests, as a result</i> ).</p> <p>c. Use knowledge of morphology (e.g., affixes, Greek and Latin roots), context, reference materials, and visual cues to determine the meaning of unknown and multiple-meaning words on familiar and new topics.</p>	<p><b>Bridging -</b></p> <p>a. Explain ideas, phenomena, processes, and relationships within and across texts (e.g., compare/contrast, cause/effect, themes, evidence-based argument) based on close reading of a variety of grade-level texts, presented in various print and multimedia formats, using a variety of detailed sentences and a precise general academic and domain-specific words.</p> <p>b. Explain inferences and conclusions drawn from close reading of grade-level texts and viewing of multimedia using a variety of verbs and adverbials (e.g., <i>creates the impression that, consequently</i> ).</p> <p>c. Use knowledge of morphology (e.g., derivational suffixes), context, reference materials, and visual cues to determine the meaning, including figurative and connotative meanings, of unknown and multiple-meaning words on a variety of new topics.</p>
Integration of Knowledge and Ideas	RL 11-12.7 - Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare			

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Integration of Knowledge and Ideas	RL 11-12.9 - Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics..	<b>PI.6 - Reading/viewing closely</b>		
		<b>Emerging -</b> a. Explain ideas, phenomena, processes, and text relationships (e.g., compare/contrast, cause/ effect, evidence-based argument) based on close reading of a variety of grade-appropriate texts, presented in various print and multimedia formats, using phrases, short sentences and a select set of general academic and domain-specific words.  b. Explain inferences and conclusions drawn from close reading of grade-appropriate texts and viewing of multimedia using familiar verbs (e.g., <i>seems that</i> ).  c. Use knowledge of morphology (e.g., common prefixes and suffixes), context, reference materials, and visual cues to determine the meaning of unknown and multiple-meaning words on familiar topics.	<b>Expanding -</b> a. Explain ideas, phenomena, processes, and relationships within and across texts (e.g., compare/contrast, cause/effect, themes, evidence-based argument) based on close reading of a variety of grade-appropriate texts, presented in various print and multimedia formats, using increasingly detailed sentences, and a range of general academic and domain-specific words.  b. Explain inferences and conclusions drawn from close reading of grade-appropriate texts and viewing of multimedia using a variety of verbs and adverbials (e.g., <i>indicates that, suggests, as a result</i> ).  c. Use knowledge of morphology (e.g., affixes, Greek and Latin roots), context, reference materials, and visual cues to determine the meaning of unknown and multiple-meaning words on familiar and new topics.	<b>Bridging -</b> a. Explain ideas, phenomena, processes, and relationships within and across texts (e.g., compare/contrast, cause/effect, themes, evidence-based argument) based on close reading of a variety of grade-level texts, presented in various print and multimedia formats, using a variety of detailed sentences and precise general academic and domain-specific words.  b. Explain inferences and conclusions drawn from close reading of grade-level texts and viewing of multimedia using a variety of verbs and adverbials (e.g., <i>creates the impression that, consequently</i> ).  c. Use knowledge of morphology (e.g., derivational suffixes), context, reference materials, and visual cues to determine the meaning, including figurative and connotative meanings, of unknown and multiple-meaning words on a variety of new topics.
Range of Reading and level of Text Complexity	RL 11-12.10 - By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band			

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Key Ideas and Details	RI 11-12.1 - Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the	PI.6 - Reading/viewing closely		
	RI 11-12.2 - Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.	<b>Emerging -</b> a. Explain ideas, phenomena, processes, and text relationships (e.g., compare/contrast, cause/ effect, evidence-based argument) based on close reading of a variety of grade-appropriate texts, presented in various print and multimedia formats, using phrases, short sentences and a select set of general academic and domain-specific words.  b. Explain inferences and conclusions drawn from close reading of grade-appropriate texts and viewing of multimedia using familiar verbs (e.g., <i>seems that</i> ).  c. Use knowledge of morphology (e.g., common prefixes and suffixes), context, reference materials, and visual cues to determine the meaning of unknown and multiple-meaning words on familiar topics.	<b>Expanding -</b> a. Explain ideas, phenomena, processes, and relationships within and across texts (e.g., compare/contrast, cause/effect, themes, evidence-based argument) based on close reading of a variety of grade-appropriate texts, presented in various print and multimedia formats, using increasingly detailed sentences, and a range of general academic and domain-specific words.  b. Explain inferences and conclusions drawn from close reading of grade-appropriate texts and viewing of multimedia using a variety of verbs and adverbials (e.g., <i>indicates that, suggests, as a result</i> ).  c. Use knowledge of morphology (e.g., affixes, Greek and Latin roots), context, reference materials, and visual cues to determine the meaning of unknown and multiple-meaning words on familiar and new topics.	<b>Bridging -</b> a. Explain ideas, phenomena, processes, and relationships within and across texts (e.g., compare/contrast, cause/effect, themes, evidence-based argument) based on close reading of a variety of grade-level texts, presented in various print and multimedia formats, using a variety of detailed sentences and general academic and domain-specific words.  b. Explain inferences and conclusions drawn from close reading of grade-level texts and viewing of multimedia using a variety of verbs and adverbials (e.g., <i>creates the impression that, consequently</i> ).  c. Use knowledge of morphology (e.g., derivational suffixes), context, reference materials, and visual cues to determine the meaning, including figurative and connotative meanings, of unknown and multiple-meaning words on a variety of new topics.
	RI 11-12.3 -Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.			

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<p><b>Craft and Structure</b></p> <p>RI 11-12.4 - Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10). (See grade 11–12 Language standards 4–6 for additional expectations.) CA</p>	<b>PI.6 - Reading/viewing closely</b>		
	<p><b>Emerging -</b></p> <p>a. Explain ideas, phenomena, processes, and text relationships (e.g., compare/contrast, cause/ effect, evidence-based argument) based on close reading of a variety of grade-appropriate texts, presented in various print and multimedia formats, using phrases, short sentences and a select set of general academic and domain-specific words.</p> <p>b. Explain inferences and conclusions drawn from close reading of grade-appropriate texts and viewing of multimedia using familiar verbs (e.g., <i>seems that</i> ).</p> <p>c. Use knowledge of morphology (e.g., common prefixes and suffixes), context, reference materials, and visual cues to determine the meaning of unknown and multiple-meaning words on familiar topics.</p>	<p><b>Expanding -</b></p> <p>a. Explain ideas, phenomena, processes, and relationships within and across texts (e.g., compare/contrast, cause/effect, themes, evidence-based argument) based on close reading of a variety of grade-appropriate texts, presented in various print and multimedia formats, using increasingly detailed sentences, and a range of general academic and domain-specific words.</p> <p>b. Explain inferences and conclusions drawn from close reading of grade-appropriate texts and viewing of multimedia using a variety of verbs and adverbials (e.g., <i>indicates that, suggests, as a result</i> ).</p> <p>c. Use knowledge of morphology (e.g., affixes, Greek and Latin roots), context, reference materials, and visual cues to determine the meaning of unknown and multiple-meaning words on familiar and new topics.</p>	<p><b>Bridging -</b></p> <p>a. Explain ideas, phenomena, processes, and relationships within and across texts (e.g., compare/contrast, cause/effect, themes, evidence-based argument) based on close reading of a variety of grade-level texts, presented in various print and multimedia formats, using a variety of detailed sentences and general academic and domain-specific words.</p> <p>b. Explain inferences and conclusions drawn from close reading of grade-level texts and viewing of multimedia using a variety of verbs and adverbials (e.g., <i>creates the impression that, consequently</i> ).</p> <p>c. Use knowledge of morphology (e.g., derivational suffixes), context, reference materials, and visual cues to determine the meaning, including figurative and connotative meanings, of unknown and multiple-meaning words on a variety of new topics.</p>

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<p><b>Craft and Structure</b></p> <p>RI 11-12.4 - Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10). (See grade 11-12 Language standards 4-6 for additional expectations.) CA</p>	PI.7 - Evaluating language choices			PI.8 - Analyzing language choices		
	<p><b>Emerging -</b>                      Explain how successfully writers and speakers structure texts and use language (e.g., specific word or phrasing choices) to persuade the reader (e.g., by providing evidence to support claims or connecting points in an argument) or create other specific effects.</p>	<p><b>Expanding -</b>                      Explain how successfully writers and speakers structure texts and use language (e.g., specific word or phrasing choices) to persuade the reader (e.g., by providing well-worded evidence to support claims or connecting points in an argument in specific ways) or create other specific effects, with moderate support.</p>	<p><b>Bridging -</b>                      Explain how successfully writers and speakers structure texts and use language (e.g., specific word or phrasing choices) to persuade the reader (e.g., by providing well-worded evidence to support claims or connecting points in an argument in specific ways) or create other specific effects, with light support.</p>	<p><b>Emerging -</b>                      Explain how a writer’s or speaker’s choice of phrasing or specific words (e.g., describing a character or action as <i>aggressive</i> versus <i>bold</i>) produces nuances and different effects on the audience.</p>	<p><b>Expanding -</b>                      Explain how a writer’s or speaker’s choice of phrasing or specific words (e.g., using figurative language or words with multiple meanings to describe an event or character) produces nuances and different effects on the audience</p>	<p><b>Bridging -</b>                      Explain how a writer’s or speaker’s choice of a variety of different types of phrasing or words (e.g., hyperbole, varying connotations, the cumulative impact of word choices) produces nuances and different effects on the audience.</p>

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CA CCSS for ELA Standard	Corresponding ELD Standards					
<p><b>Craft and Structure</b></p> <p><b>RI 11-12.5 - Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.</b></p> <p><b>a. Analyze the use of text features (e.g., graphics, headers, captions) in public documents. CA</b></p>	<b>PI.6 - Reading/viewing closely</b>			<b>PI.8 - Analyzing language choices</b>		
	<p><b>Emerging -</b>                      a. Explain ideas, phenomena, processes, and text relationships (e.g., compare/contrast, cause/effect, evidence-based argument) based on close reading of a variety of grade-appropriate texts, presented in various print and multi-media formats, using phrases, short sentences and a select set of general academic and domain-specific words.</p> <p>b. Explain inferences and conclusions drawn from close reading of grade-appropriate texts and viewing of multimedia using familiar verbs (e.g., <i>seems that</i> ).</p> <p>c. Use knowledge of morphology (e.g., common prefixes and suffixes), context, reference materials, and visual cues to determine the meaning of unknown and multiple-meaning words on familiar topics.</p>	<p><b>Expanding -</b>                      a. Explain ideas, phenomena, processes, and relationships within and across texts (e.g., compare/contrast, cause/effect, themes, evidence-based argument) based on close reading of a variety of grade-appropriate texts, presented in various print and multimedia formats, using increasingly detailed sentences, and a range of general academic and domain-specific words.</p> <p>b. Explain inferences and conclusions drawn from close reading of grade-appropriate texts and viewing of multimedia using a variety of verbs and adverbials (e.g., <i>indicates that, suggests, as a result</i> ).</p> <p>c. Use knowledge of morphology (e.g., affixes, Greek and Latin roots), context, reference materials, and visual cues to determine the meaning of unknown and multiple-meaning words on familiar and new topics.</p>	<p><b>Bridging -</b>                      a. Explain ideas, phenomena, processes, and relationships within and across texts (e.g., compare/contrast, cause/effect, themes, evidence-based argument) based on close reading of a variety of grade-level texts, presented in various print and multimedia formats, using a variety of detailed sentences and precise general academic and domain-specific words.</p> <p>b. Explain inferences and conclusions drawn from close reading of grade-level texts and viewing of multimedia using a variety of verbs and adverbials (e.g., <i>creates the impression that, consequently</i> ).</p> <p>c. Use knowledge of morphology (e.g., derivational suffixes), context, reference materials, and visual cues to determine the meaning, including figurative and connotative meanings, of unknown and multiple-meaning words on a variety of new topics.</p>	<p><b>Emerging -</b>                      Explain how a writer’s or speaker’s choice of phrasing or specific words (e.g., describing a character or action as <i>aggressive</i> versus <i>bold</i> ) produces nuances and different effects on the audience.</p>	<p><b>Expanding -</b>                      Explain how a writer’s or speaker’s choice of phrasing or specific words (e.g., using figurative language or words with multiple meanings to describe an event or character) produces nuances and different effects on the audience.</p>	<p><b>Bridging -</b>                      Explain how a writer’s or speaker’s choice of a variety of different types of phrasing or words (e.g., hyperbole, varying connotations, the cumulative impact of word choices) produces nuances and different effects on the audience.</p>

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

CA CCSS for ELA Standard	Corresponding ELD Standards					
<p><b>Craft and Structure</b></p> <p><b>RI 11-12.5 - Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.</b></p> <p><b>a. Analyze the use of text features (e.g., graphics, headers, captions) in public documents. CA</b></p>	<b>PII.1 - Understanding text structure</b>			<b>PII.2 - Understanding cohesion</b>		
	<p><b>Emerging -</b>                      Apply analysis of the organizational structure of different text types (e.g., how arguments are organized by establishing clear relationships among claims, counterclaims, reasons, and evidence) to comprehending texts and to writing brief arguments, informative/explanatory texts and narratives.</p>	<p><b>Expanding -</b>                      Apply analysis of the organizational structure of different text types (e.g., how arguments are organized by establishing clear relationships among claims, counterclaims, reasons, and evidence) to comprehending texts and to writing increasingly clear and cohesive arguments, informative/explanatory texts and narratives.</p>	<p><b>Bridging -</b>                      Apply analysis of the organizational structure of different text types (e.g., how arguments are organized by establishing clear relationships among claims, counterclaims, reasons, and evidence) to comprehending texts and to writing clear and cohesive arguments, informative/explanatory texts and narratives.</p>	<p><b>Emerging -</b>                      a. Apply knowledge of familiar language resources for referring to make texts more cohesive (e.g., using pronouns or synonyms to refer back to characters or concepts introduced earlier) to comprehending and writing brief texts.</p> <p>b. Apply knowledge of familiar language resources for linking ideas, events, or reasons throughout a text (e.g., using connecting/transition words and phrases, such as <i>first, second, finally</i>) to comprehending and writing brief texts.</p>	<p><b>Expanding -</b>                      a. Apply knowledge of a growing number of language resources for referring to make texts more cohesive (e.g., using nominalizations to refer back to an action or activity described earlier) to comprehending texts and to writing increasingly cohesive texts for specific purposes and audiences.</p> <p>b. Apply knowledge of familiar language resources for linking ideas, events, or reasons throughout a text (e.g., using connecting/transition words and phrases, such as <i>on the meanwhile, however, on the other hand</i>) to comprehending texts and to writing increasingly cohesive texts for specific purposes and audiences.</p>	<p><b>Bridging -</b>                      a. Apply knowledge of a variety of language resources for referring to make texts more cohesive (e.g., using nominalization, paraphrasing, or summaries to reference or recap an idea or explanation provided earlier) to comprehending grade-level texts and to writing clear and cohesive grade-level texts for specific purposes and audiences.</p> <p>b. Apply knowledge of familiar language resources for linking ideas, events, or reasons throughout a text (e.g., using connecting/transition words and phrases, such as <i>on the contrary, in addition, moreover</i>) to comprehending grade-level texts and to writing cohesive texts for specific purposes and audiences.</p>

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

CA CCSS for ELA Standard		Corresponding ELD Standards					
<b>Craft and Structure</b> RI 11-12.6 - Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.	<b>PI.6 - Reading/viewing closely</b>	<b>Emerging -</b> a. Explain ideas, phenomena, processes, and text relationships (e.g., compare/contrast, cause/effect, evidence-based argument) based on close reading of a variety of grade-appropriate texts, presented in various print and multimedia formats, using phrases, short sentences and a select set of general academic and domain-specific words.  b. Explain inferences and conclusions drawn from close reading of grade-appropriate texts and viewing of multimedia using familiar verbs (e.g., <i>seems that</i> ).  c. Use knowledge of morphology (e.g., common prefixes and suffixes), context, reference materials, and visual cues to determine the meaning of unknown and multiple-meaning words on familiar topics.	<b>Expanding -</b> a. Explain ideas, phenomena, processes, and relationships within and across texts (e.g., compare/contrast, cause/effect, themes, evidence-based argument) based on close reading of a variety of grade-appropriate texts, presented in various print and multimedia formats, using increasingly detailed sentences, and a range of general academic and domain-specific words.  b. Explain inferences and conclusions drawn from close reading of grade-appropriate texts and viewing of multimedia using a variety of verbs and adverbials (e.g., indicates that, suggests, as a result).  c. Use knowledge of morphology (e.g., affixes, Greek and Latin roots), context, reference materials, and visual cues to determine the meaning of unknown and multiple-meaning words on familiar and new topics.	<b>Bridging -</b> a. Explain ideas, phenomena, processes, and relationships within and across texts (e.g., compare/contrast, cause/effect, themes, evidence-based argument) based on close reading of a variety of grade-level texts, presented in various print and multimedia formats, using a variety of detailed sentences and general academic and domain-specific words.  b. Explain inferences and conclusions drawn from close reading of grade-level texts and viewing of multimedia using a variety of verbs and adverbials (e.g., <i>creates the impression that, consequently</i> ).  c. Use knowledge of morphology (e.g., derivational suffixes), context, reference materials, and visual cues to determine the meaning, including figurative and connotative meanings, of unknown and multiple-meaning words on a variety of new topics.	<b>PI.7 - Evaluating language choices</b>		
					<b>Emerging -</b> Explain how successfully writers and speakers structure texts and use language (e.g., specific word or phrasing choices) to persuade the reader (e.g., by providing evidence to support claims or connecting points in an argument) or create other specific effects.	<b>Expanding -</b> Explain how successfully writers and speakers structure texts and use language (e.g., specific word or phrasing choices) to persuade the reader (e.g., by providing well-worded evidence to support claims or connecting points in an argument in specific ways) or create other specific effects, with moderate support.	<b>Bridging -</b> Explain how successfully writers and speakers structure texts and use language (e.g., specific word or phrasing choices) to persuade the reader (e.g., by providing well-worded evidence to support claims or connecting points in an argument in specific ways) or create other specific effects, with light support.
<b>Integration of Knowledge and Ideas</b> RI 11-12.7 - Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order							

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CA CCSS for ELA Standard	Corresponding ELD Standards					
<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Integration of Knowledge and Ideas</b></p> <p><b>RI 11-12.8 - Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).</b></p>	PI.6 - Reading/viewing closely			PI.7 - Evaluating language choices		
	<p><b>Emerging -</b>                      a. Explain ideas, phenomena, processes, and text relationships (e.g., compare/ contrast, cause/ effect, evidence-based argument) based on close reading of a variety of grade-appropriate texts, presented in various print and multimedia formats, using phrases, short sentences and a select set of general academic and domain-specific words.                       b. Explain inferences and conclusions drawn from close reading of grade-appropriate texts and viewing of multimedia using familiar verbs (e.g., <i>seems that</i> ).                       c. Use knowledge of morphology (e.g., common prefixes and suffixes), context, reference materials, and visual cues to determine the meaning of unknown and multiple-meaning words on familiar topics.</p>	<p><b>Expanding -</b>                      a. Explain ideas, phenomena, processes, and relationships within and across texts (e.g., compare/ contrast, cause/effect, themes, evidence-based argument) based on close reading of a variety of grade-appropriate texts, presented in various print and multimedia formats, using increasingly detailed sentences, and a range of general academic and domain-specific words.                       b. Explain inferences and conclusions drawn from close reading of grade-appropriate texts and viewing of multimedia using a variety of verbs and adverbials (e.g., <i>indicates that, suggests, as a result</i> ).                       c. Use knowledge of morphology (e.g., affixes, Greek and Latin roots), context, reference materials, and visual cues to determine the meaning of unknown and multiple-meaning words on familiar and new topics.</p>	<p><b>Bridging -</b>                      a. Explain ideas, phenomena, processes, and relationships within and across texts (e.g., compare/ contrast, cause/effect, themes, evidence-based argument) based on close reading of a variety of grade-level texts, presented in various print and multimedia formats, using a variety of detailed sentences and general academic and domain-specific words.                       b. Explain inferences and conclusions drawn from close reading of grade-level texts and viewing of multimedia using a variety of verbs and adverbials (e.g., <i>creates the impression that, consequently</i> ).                       c. Use knowledge of morphology (e.g., derivational suffixes), context, reference materials, and visual cues to determine the meaning, including figurative and connotative meanings, of unknown and multiple-meaning words on a variety of new topics. active meanings, of unknown and multiple-meaning words on a variety of new topics.</p>	<p><b>Emerging -</b>                      Explain how successfully writers and speakers structure texts and use language (e.g., specific word or phrasing choices) to persuade the reader (e.g., by providing evidence to support claims or connecting points in an argument) or create other specific effects.</p>	<p><b>Expanding -</b>                      Explain how successfully writers and speakers structure texts and use language (e.g., specific word or phrasing choices) to persuade the reader (e.g., by providing well-worded evidence to support claims or connecting points in an argument in specific ways) or create other specific effects, with moderate support.</p>	<p><b>Bridging -</b>                      Explain how successfully writers and speakers structure texts and use language (e.g., specific word or phrasing choices) to persuade the reader (e.g., by providing well-worded evidence to support claims or connecting points in an argument in specific ways) or create other specific effects, with light support.</p>

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

CA CCSS for ELA Standard		Corresponding ELD Standards		
		<b>PI.6 - Reading/viewing closely</b>		
<b>Integration of Knowledge and Ideas</b>	<b>RI 11-12.9 - Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes,</b>	<p><b>Emerging -</b>                      a. Explain ideas, phenomena, processes, and text relationships (e.g., compare/contrast, cause/effect, evidence-based argument) based on close reading of a variety of grade-appropriate texts, presented in various print and multimedia formats, using phrases, short sentences and a select set of general academic and domain-specific words.</p> <p>b. Explain inferences and conclusions drawn from close reading of grade-appropriate texts and viewing of multimedia using familiar verbs (e.g., <i>seems that</i> ).</p>	<p><b>Expanding -</b>                      a. Explain ideas, phenomena, processes, and relationships within and across texts (e.g., compare/contrast, cause/effect, themes, evidence-based argument) based on close reading of a variety of grade-appropriate texts, presented in various print and multimedia formats, using increasingly detailed sentences, and a range of general academic and domain-specific words.</p> <p>b. Explain inferences and conclusions drawn from close reading of grade-appropriate texts and viewing of multimedia using variety of verbs and adverbials (e.g., <i>indicates that, suggests, as a result</i> ).</p>	<p><b>Bridging -</b>                      a. Explain ideas, phenomena, processes, and relationships within and across texts (e.g., compare/contrast, cause/effect, themes, evidence-based argument) based on close reading of a variety of grade-level texts, presented in various print and multimedia formats, using a variety of detailed sentences and general academic and domain-specific words.</p> <p>b. Explain inferences and conclusions drawn from close reading of grade-level texts and viewing of multimedia using a variety of verbs and adverbials (e.g., <i>creates the impression that, consequently</i> ).</p>
<b>Range of Reading and level of Text Complexity</b>	<b>RI 11-12.10 - By the end of grade 11, read and comprehend literary nonfiction in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11-CCR text complexity</b>	<p>c. Use knowledge of morphology (e.g., common prefixes and suffixes), context, reference materials, and visual cues to determine the meaning of unknown and multiple-meaning words on familiar topics.</p>	<p>c. Use knowledge of morphology (e.g., affixes, Greek and Latin roots), context, reference materials, and visual cues to determine the meaning of unknown and multiple-meaning words on familiar and new topics.</p>	<p>c. Use knowledge of morphology (e.g., derivational suffixes), context, reference materials, and visual cues to determine the meaning, including figurative and connotative meanings, of unknown and multiple-meaning words on a variety of new topics.</p>

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

CA CCSS for ELA Standard		Corresponding ELD Standards		
Key Ideas and Details	RH 11-12.1 - Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.	PI.6 - Reading/viewing closely		
	RH 11-12.2 - Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.	<p><b>Emerging -</b> a. Explain ideas, phenomena, processes, and text relationships (e.g., compare/contrast, cause/effect, evidence-based argument) based on close reading of a variety of grade-appropriate texts, presented in various print and multimedia formats, using phrases, short sentences and a select set of general academic and domain-specific words.</p> <p>b. Explain inferences and conclusions drawn from close reading of grade-appropriate texts and viewing of multimedia using familiar verbs (e.g., <i>seems that</i> ).</p> <p>c. Use knowledge of morphology (e.g., common prefixes and suffixes), context, reference materials, and visual cues to determine the meaning of unknown and multiple-meaning words on familiar topics.</p>	<p><b>Expanding -</b> a. Explain ideas, phenomena, processes, and relationships within and across texts (e.g., compare/contrast, cause/effect, themes, evidence-based argument) based on close reading of a variety of grade-appropriate texts, presented in various print and multimedia formats, using increasingly detailed sentences, and a range of general academic and domain-specific words.</p> <p>b. Explain inferences and conclusions drawn from close reading of grade-appropriate texts and viewing of multimedia using a variety of verbs and adverbials (e.g., <i>indicates that, suggests, as a result</i> ).</p> <p>c. Use knowledge of morphology (e.g., affixes, Greek and Latin roots), context, reference materials, and visual cues to determine the meaning of unknown and multiple-meaning words on familiar and new topics.</p>	<p><b>Bridging -</b> a. Explain ideas, phenomena, processes, and relationships within and across texts (e.g., compare/contrast, cause/effect, themes, evidence-based argument) based on close reading of a variety of grade-level texts, presented in various print and multimedia formats, using a variety of detailed sentences and general academic and domain-specific words.</p> <p>b. Explain inferences and conclusions drawn from close reading of grade-level texts and viewing of multimedia using a variety of verbs and adverbials (e.g., <i>creates the impression that, consequently</i> ).</p> <p>c. Use knowledge of morphology (e.g., derivational suffixes), context, reference materials, and visual cues to determine the meaning, including figurative and connotative meanings, of unknown and multiple-meaning words on a variety of new topics.</p>
	RH 11-12.3 - Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.			

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

CA CCSS for ELA Standard		Corresponding ELD Standards		
Craft and Structure	RH 11-12.4 - Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).	<b>PI.6 - Reading/viewing closely</b>		
	RH 11-12.5 - Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.	<p><b>Emerging -</b></p> <p>a. Explain ideas, phenomena, processes, and text relationships (e.g., compare/contrast, cause/effect, evidence-based argument) based on close reading of a variety of grade-appropriate texts, presented in various print and multimedia formats, using short sentences and a select set of general academic and domain-specific words.</p> <p>b. Explain inferences and conclusions drawn from close reading of grade-appropriate texts and viewing of multimedia using familiar verbs (e.g., <i>seems that</i> ).</p> <p>c. Use knowledge of morphology (e.g., common prefixes and suffixes), context, reference materials, and visual cues to determine the meaning of unknown and multiple-meaning words on familiar topics.</p>	<p><b>Expanding -</b></p> <p>a. Explain ideas, phenomena, processes, and relationships within and across texts (e.g., compare/contrast, cause/effect, themes, evidence-based argument) based on close reading of a variety of grade-appropriate texts, presented in various print and multimedia formats, using increasingly detailed sentences, and an increasing variety of general academic and domain-specific words.</p> <p>b. Explain inferences and conclusions drawn from close reading of grade-appropriate texts and viewing of multimedia using an increasing variety of verbs and adverbials (e.g., <i>indicates that, suggests, as a result</i> ).</p> <p>c. Use knowledge of morphology (e.g., affixes, Greek and Latin roots), context, reference materials, and visual cues to determine the meaning of unknown and multiple-meaning words on familiar and new topics.</p>	<p><b>Bridging -</b></p> <p>a. Explain ideas, phenomena, processes, and relationships within and across texts (e.g., compare/contrast, cause/effect, themes, evidence-based argument) based on close reading of a variety of grade-level texts, presented in various print and multimedia formats, using a variety of detailed sentences and a range of general academic and domain-specific words.</p> <p>b. Explain inferences and conclusions drawn from close reading of grade-level texts and viewing of multimedia using a variety of verbs and adverbials (e.g., <i>creates the impression that, consequently</i> ).</p> <p>c. Use knowledge of morphology (e.g., derivational suffixes), context, reference materials, and visual cues to determine the meaning, including figurative and connotative meanings, of unknown and multiple-meaning words on a variety of new topics.</p>

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CA CCSS for ELA Standard		Corresponding ELD Standards					
Craft and Structure RH 11-12.4 - Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10). RH 11-12.5 - Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.	PI.7 - Evaluating language choices			PI.8 - Analyzing language choices			
	Emerging - Explain how successfully writers and speakers structure texts and use language (e.g., specific word or phrasing choices) to persuade the reader (e.g., by providing evidence to support claims or connecting points in an argument) or create other specific effects.	Expanding - Explain how successfully writers and speakers structure texts and use language (e.g., specific word or phrasing choices) to persuade the reader (e.g., by providing well-worded evidence to support claims or connecting points in an argument in specific ways) or create other specific effects, with moderate support.	Bridging - Explain how successfully writers and speakers structure texts and use language (e.g., specific word or phrasing choices) to persuade the reader (e.g., by providing well-worded evidence to support claims or connecting points in an argument in specific ways) or create other specific effects, with light support.	Emerging - Explain how a writer’s or speaker’s choice of phrasing or specific words (e.g., describing a character or action as <i>aggressive</i> versus <i>bold</i> ) produces nuances and different effects on the audience.	Expanding - Explain how a writer’s or speaker’s choice of phrasing or specific words (e.g., using figurative language or words with multiple meanings to describe an event or character) produces nuances and different effects on the audience.	Bridging - Explain how a writer’s or speaker’s choice of a variety of different types of phrasing or words (e.g., hyperbole, varying connotations, the cumulative impact of word choices) produces nuances and different effects on the audience.	

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CA CCSS for ELA Standard		Corresponding ELD Standards					
Craft and Structure	RH 11-12.5 - Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.	PII.1 - Understanding text structure			PII.2 - Understanding cohesion		
		<p><b>Emerging -</b>                      Apply analysis of the organizational structure of different text types (e.g., how arguments are organized by establishing clear relationships among claims, counterclaims, reasons, and evidence) to comprehending texts and to writing brief arguments, informative/ explanatory texts and narratives.</p>	<p><b>Expanding -</b>                      Apply analysis of the organizational structure of different text types (e.g., how arguments are organized by establishing clear relationships among claims, counterclaims, reasons, and evidence) to comprehending texts and to writing increasingly clear and cohesive arguments, informative/ explanatory texts and narratives.</p>	<p><b>Bridging -</b>                      Apply analysis of the organizational structure of different text types (e.g., how arguments are organized by establishing clear relationships among claims, counterclaims, reasons, and evidence) to comprehending texts and to writing clear and cohesive arguments, informative/ explanatory texts and narratives.</p>	<p><b>Emerging -</b>                      a. Apply knowledge of familiar language resources for referring to make texts more cohesive (e.g., using pronouns or synonyms to refer back to characters or concepts introduced earlier) to comprehending and writing brief texts.                       b. Apply knowledge of familiar language resources for linking ideas, events, or reasons throughout a text (e.g., using connecting/ transition words and phrases, such as <i>first, second, finally</i>) to comprehending and writing brief texts.</p>	<p><b>Expanding -</b>                      a. Apply knowledge of a growing number of language resources for referring to make texts more cohesive (e.g., using nominalizations to refer back to an action or activity described earlier) to comprehending texts and to writing increasingly cohesive texts for specific purposes and audiences.                       b. Apply knowledge of familiar language resources for linking ideas, events, or reasons throughout a text (e.g., using connecting/ transition words and phrases, such as <i>meanwhile, however, on the other hand</i>) to comprehending texts and to writing increasingly cohesive texts for specific purposes and audiences.</p>	<p><b>Bridging -</b>                      a. Apply knowledge of a variety of language resources for referring to make texts more cohesive (e.g., using nominalization, paraphrasing, or summaries to reference or recap an idea or explanation provided earlier) to comprehending grade-level texts and to writing clear and cohesive grade-level texts for specific purposes and audiences.                       b. Apply knowledge of familiar language resources for linking ideas, events, or reasons throughout a text (e.g., using connecting/ transition words and phrases, such as <i>on the contrary, in addition, moreover</i>) to comprehending grade-level texts and to writing cohesive texts for specific purposes and audiences.</p>

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

CA CCSS for ELA Standard		Corresponding ELD Standards		
Craft and Structure	RH 11-12.6 - Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.	PI.6 - Reading/viewing closely		
		<p><b>Emerging -</b>                      a. Explain ideas, phenomena, processes, and text relationships (e.g., compare/contrast, cause/effect, evidence-based argument) based on close reading of a variety of grade-appropriate texts, presented in various print and multi-media formats, using phrases, short sentences and a select set of general academic and domain-specific words.</p>	<p><b>Expanding -</b>                      a. Explain ideas, phenomena, processes, and relationships within and across texts (e.g., compare/contrast, cause/effect, themes, evidence-based argument) based on close reading of a variety of grade-appropriate texts, presented in various print and multimedia formats, using increasingly detailed sentences, and a range of general academic and domain-specific words.</p>	<p><b>Bridging -</b>                      a. Explain ideas, phenomena, processes, and relationships within and across texts (e.g., compare/contrast, cause/effect, themes, evidence-based argument) based on close reading of a variety of grade-level texts, presented in various print and multimedia formats, using a variety of detailed sentences and general academic and domain-specific words.</p>
Integration of Knowledge and Ideas	RH 11-12.7 - Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a	<p>b. Explain inferences and conclusions drawn from close reading of grade-appropriate texts and viewing of multimedia using familiar verbs (e.g., <i>seems that</i> ).</p>	<p>b. Explain inferences and conclusions drawn from close reading of grade-appropriate texts and viewing of multimedia using variety of verbs and adverbials (e.g., <i>indicates that, suggests, as a result</i> ).</p>	<p>b. Explain inferences and conclusions drawn from close reading of grade-level texts and viewing of multimedia using a variety of verbs and adverbials (e.g., <i>creates the impression that, consequently</i> ).</p>
	RH 11-12.8 - Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.	<p>c. Use knowledge of morphology (e.g., common prefixes and suffixes), context, reference materials, and visual cues to determine the meaning of unknown and multiple-meaning words on familiar topics.</p>	<p>c. Use knowledge of morphology (e.g., affixes, Greek and Latin roots), context, reference materials, and visual cues to determine the meaning of unknown and multiple-meaning words on familiar and new topics.</p>	<p>c. Use knowledge of morphology (e.g., derivational suffixes), context, reference materials, and visual cues to determine the meaning, including figurative and connotative meanings, of unknown and multiple-meaning words on a variety of new topics.</p>

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CA CCSS for ELA Standard	Corresponding ELD Standards		
<p><b>Craft and Structure</b></p> <p><b>RH 11-12.6 - Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.</b></p>	<b>PI.7 - Evaluating language choices</b>		
	<p><b>Emerging -</b>                      Explain how successfully writers and speakers structure texts and use language (e.g., specific word or phrasing choices) to persuade the reader (e.g., by providing evidence to support claims or connecting points in an argument) or create other specific effects.</p>	<p><b>Expanding -</b>                      Explain how successfully writers and speakers structure texts and use language (e.g., specific word or phrasing choices) to persuade the reader (e.g., by providing well-worded evidence to support claims or connecting points in an argument in specific ways) or create other specific effects, with moderate support.</p>	<p><b>Bridging -</b>                      Explain how successfully writers and speakers structure texts and use language (e.g., specific word or phrasing choices) to persuade the reader (e.g., by providing well-worded evidence to support claims or connecting points in an argument in specific ways) or create other specific effects, with light support.</p>
<p><b>Integration of Knowledge and Ideas</b></p> <p><b>RH 11-12.8 - Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.</b></p>			

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

CA CCSS for ELA Standard		Corresponding ELD Standards		
		<b>PI.6 - Reading/viewing closely</b>		
Integration of Knowledge and Ideas RH 11-12.9 - Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event,	Range of Reading and level of Text Complexity RH 11-12.10 - By the end of grade 12, read and comprehend history/social studies texts in the grades 11-12 text complexity band independently and proficiently.	<p><b>Emerging -</b></p> <p>a. Explain ideas, phenomena, processes, and text relationships (e.g., compare/contrast, cause/effect, evidence-based argument) based on close reading of a variety of grade-appropriate texts, presented in various print and multimedia formats, using short phrases, sentences and a select set of general academic and domain-specific words.</p> <p>b. Explain inferences and conclusions drawn from close reading of grade-appropriate texts and viewing of multimedia using familiar verbs (e.g., <i>seems that</i> ).</p> <p>c. Use knowledge of morphology (e.g., common prefixes and suffixes), context, reference materials, and visual cues to determine the meaning of unknown and multiple-meaning words on familiar topics.</p>	<p><b>Expanding -</b></p> <p>a. Explain ideas, phenomena, processes, and relationships within and across texts (e.g., compare/contrast, cause/effect, themes, evidence-based argument) based on close reading of a variety of grade-appropriate texts, presented in various print and multimedia formats, using increasingly detailed sentences, and a range of general academic and domain-specific words.</p> <p>b. Explain inferences and conclusions drawn from close reading of grade-appropriate texts and viewing of multimedia using variety of verbs and adverbials (e.g., <i>indicates that, suggests, as a result</i> ).</p> <p>c. Use knowledge of morphology (e.g., affixes, Greek and Latin roots), context, reference materials, and visual cues to determine the meaning of unknown and multiple-meaning words on familiar and new topics.</p>	<p><b>Bridging -</b></p> <p>a. Explain ideas, phenomena, processes, and relationships within and across texts (e.g., compare/contrast, cause/effect, themes, evidence-based argument) based on close reading of a variety of grade-level texts, presented in various print and multimedia formats, using a variety of detailed sentences and general academic and domain-specific words.</p> <p>b. Explain inferences and conclusions drawn from close reading of grade-level texts and viewing of multimedia using a variety of verbs and adverbials (e.g., <i>creates the impression that, consequently</i> ).</p> <p>c. Use knowledge of morphology (e.g., derivational suffixes), context, reference materials, and visual cues to determine the meaning, including figurative and connotative meanings, of unknown and multiple-meaning words on a variety of new topics.</p>

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CA CCSS for ELA Standard		Corresponding ELD Standards		
Key Ideas and Details	RST 11-12.1 - Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions	PI.6 - Reading/viewing closely		
	RST 11-12.2 - Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing	<p><b>Emerging -</b></p> <p>a. Explain ideas, phenomena, processes, and text relationships (e.g., compare/contrast, cause/ effect, evidence-based argument) based on close reading of a variety of grade-appropriate texts, presented in various print and multimedia formats, using phrases, short sentences and a select set of general academic and domain-specific words.</p> <p>b. Explain inferences and conclusions drawn from close reading of grade-appropriate texts and viewing of multimedia using familiar verbs (e.g., <i>seems that</i> ).</p> <p>c. Use knowledge of morphology (e.g., common prefixes and suffixes), context, reference materials, and visual cues to determine the meaning of unknown and multiple-meaning words on familiar topics.</p>	<p><b>Expanding -</b></p> <p>a. Explain ideas, phenomena, processes, and relationships within and across texts (e.g., compare/ contrast, cause/effect, themes, evidence-based argument) based on close reading of a variety of grade-appropriate texts, presented in various print and multimedia formats, using increasingly detailed sentences, and a range of general academic and domain-specific words.</p> <p>b. Explain inferences and conclusions drawn from close reading of grade-appropriate texts and viewing of multimedia using a variety of verbs and adverbials (e.g., <i>indicates that, suggests, as a result</i> ).</p> <p>c. Use knowledge of morphology (e.g., affixes, Greek and Latin roots), context, reference materials, and visual cues to determine the meaning of unknown and multiple-meaning words on familiar and new topics.</p>	<p><b>Bridging -</b></p> <p>a. Explain ideas, phenomena, processes, and relationships within and across texts (e.g., compare/contrast, cause/effect, themes, evidence-based argument) based on close reading of a variety of grade-level texts, presented in various print and multimedia formats, using a variety of detailed sentences and general academic and domain-specific words.</p> <p>b. Explain inferences and conclusions drawn from close reading of grade-level texts and viewing of multimedia using a variety of verbs and adverbials (e.g., <i>creates the impression that, consequently</i> ).</p> <p>c. Use knowledge of morphology (e.g., derivational suffixes), context, reference materials, and visual cues to determine the meaning, including figurative and connotative meanings, of unknown and multiple-meaning words on a variety of new topics.</p>
	RST 11-12.3 - Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the			

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CA CCSS for ELA Standard		Corresponding ELD Standards		
Craft and Structure	RST 11-12.4 - Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.	<b>PI.6 - Reading/viewing closely</b>		
	RST 11-12.5 - Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.	<p><b>Emerging -</b></p> <p><b>a.</b> Explain ideas, phenomena, processes, and text relationships (e.g., compare/contrast, cause/ effect, evidence-based argument) based on close reading of a variety of grade-appropriate texts, presented in various print and multimedia formats, using phrases, short sentences and a select set of general academic and domain-specific words.</p> <p><b>b.</b> Explain inferences and conclusions drawn from close reading of grade-appropriate texts and viewing of multimedia using familiar verbs (e.g., <i>seems that</i> ).</p> <p><b>c.</b> Use knowledge of morphology (e.g., affixes, roots, and base words), context, reference materials, and visual cues to determine the meaning of unknown and multiple-meaning words on familiar topics.</p>	<p><b>Expanding -</b></p> <p><b>a.</b> Explain ideas, phenomena, processes, and relationships within and across texts (e.g., compare/contrast, cause/effect, themes, evidence-based argument) based on close reading of a variety of grade-appropriate texts, presented in various print and multimedia formats, using increasingly detailed sentences, and a range of general academic and domain-specific words.</p> <p><b>b.</b> Explain inferences and conclusions drawn from close reading of grade-appropriate texts and viewing of multimedia using verbs and adverbials (e.g., <i>indicates that, suggests, as a result</i> ).</p> <p><b>c.</b> Use knowledge of morphology (e.g., affixes, Greek and Latin roots), context, reference materials, and visual cues to determine the meaning of unknown and multiple-meaning words on familiar and new topics.</p>	<p><b>Bridging -</b></p> <p><b>a.</b> Explain ideas, phenomena, processes, and relationships within and across texts (e.g., compare/contrast, cause/effect, themes, evidence-based argument) based on close reading of a variety of grade-level texts, presented in various print and multimedia formats, using a variety of detailed sentences and precise general academic and domain-specific words.</p> <p><b>b.</b> Explain inferences and conclusions drawn from close reading of grade-level texts and viewing of multimedia using a variety of verbs and adverbials (e.g., <i>creates the impression that, consequently</i> ).</p> <p><b>c.</b> Use knowledge of morphology (e.g., derivational suffixes), context, reference materials, and visual cues to determine the meaning, including figurative and connotative meanings, of unknown and multiple-meaning words on a variety of new topics.</p>

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CA CCSS for ELA Standard		Corresponding ELD Standards					
Craft and Structure	RST 11-12.4 - Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.	PI.7 - Evaluating language choices			PI.8 - Analyzing language choices		
	RST 11-12.5 - Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.	<b>Emerging -</b> Explain how successfully writers and speakers structure texts and use language (e.g., specific word or phrasing choices) to persuade the reader (e.g., by providing evidence to support claims or connecting points in an argument) or create other specific effects.	<b>Expanding -</b> Explain how successfully writers and speakers structure texts and use language (e.g., specific word or phrasing choices) to persuade the reader (e.g., by providing well-worded evidence to support claims or connecting points in an argument in specific ways) or create other specific effects, with moderate support.	<b>Bridging -</b> Explain how successfully writers and speakers structure texts and use language (e.g., specific word or phrasing choices) to persuade the reader (e.g., by providing well-worded evidence to support claims or connecting points in an argument in specific ways) or create other specific effects, with light support.	<b>Emerging -</b> Explain how a writer’s or speaker’s choice of phrasing or specific words (e.g., describing a character or action as <i>aggressive</i> versus <i>bold</i> ) produces nuances and different effects on the audience.	<b>Expanding -</b> Explain how a writer’s or speaker’s choice of phrasing or specific words (e.g., using figurative language or words with multiple meanings to describe an event or character) produces nuances and different effects on the audience.	<b>Bridging -</b> Explain how a writer’s or speaker’s choice of a variety of different types of phrasing or words (e.g., hyperbole, varying connotations, the cumulative impact of word choices) produces nuances and different effects on the audience.

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CA CCSS for ELA Standard	Corresponding ELD Standards					
<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Craft and Structure</b></p> <p><b>RST 11-12.5 - Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.</b></p>	<b>PII.1 - Understanding text structure</b>			<b>PII.2 - Understanding cohesion</b>		
	<p><b>Emerging -</b>                      Apply analysis of the organizational structure of different text types (e.g., how arguments are organized by establishing clear relationships among claims, counterclaims, reasons, and evidence) to comprehending texts and to writing brief arguments, informative/ explanatory texts and narratives.</p>	<p><b>Expanding -</b>                      Apply analysis of the organizational structure of different text types (e.g., how arguments are organized by establishing clear relationships among claims, counterclaims, reasons, and evidence) to comprehending texts and to writing increasingly clear and cohesive arguments, informative/explanatory texts and narratives.</p>	<p><b>Bridging -</b>                      Apply analysis of the organizational structure of different text types (e.g., how arguments are organized by establishing clear relationships among claims, counterclaims, reasons, and evidence) to comprehending texts and to writing clear and cohesive arguments, informative/explanatory texts and narratives.</p>	<p><b>Emerging -</b>  <b>a.</b> Apply basic understanding of language resources for referring the reader back or forward in text (e.g., how pronouns or synonyms to refer back to characters or concepts introduced earlier) to comprehending texts and writing basic texts.   <b>b.</b> Apply knowledge of familiar language resources for linking ideas, events, or reasons throughout a text (e.g., using connecting/transition words and phrases, such as first, second, finally) to comprehending and writing brief texts.</p>	<p><b>Expanding -</b>  <b>a.</b> Apply knowledge of a growing number of language resources for referring to make texts more cohesive (e.g., using nominalizations to refer back to an action or activity described earlier) to comprehending texts and to writing increasingly cohesive texts for specific purposes and audiences.   <b>b.</b> Apply knowledge of familiar language resources for linking ideas, events, or reasons through-out a text (e.g., using connecting/ transition words and phrases, such as <i>meanwhile, however, on the other hand</i> ) to comprehending texts and to writing increasingly cohesive texts for specific purposes and audiences.</p>	<p><b>Bridging -</b>  <b>a.</b> Apply knowledge of a variety of language resources for referring to make texts more cohesive (e.g., using nominalization, paraphrasing, or summaries to reference or recap an idea or explanation provided earlier) to comprehending grade-level texts and to writing clear and cohesive grade-level texts for specific purposes and audiences.   <b>b.</b> Apply knowledge of familiar language resources for linking ideas, events, or reasons throughout a text (e.g., using connecting/ transition words and phrases, such as <i>on the contrary, in addition, moreover</i> ) to comprehending grade-level texts and to writing cohesive texts for specific purposes and audiences.</p>

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CA CCSS for ELA Standard		Corresponding ELD Standards			
Craft and Structure	RST 11-12.6 - Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved.	<b>PI.6 - Reading/viewing closely</b>			
	Integration of Knowledge and Ideas	RST 11-12.7 - Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.	<b>Emerging -</b> a. Explain ideas, phenomena, processes, and text relationships (e.g., compare/contrast, cause/effect, evidence-based argument) based on close reading of a variety of grade-appropriate texts, presented in various print and multimedia formats, using phrases, short sentences and a select set of general academic and domain-specific words.  b. Explain inferences and conclusions drawn from close reading of grade-appropriate texts and viewing of multimedia using familiar verbs (e.g., <i>seems that</i> ).  c. Use knowledge of morphology (e.g., common prefixes and suffixes), context, reference materials, and visual cues to determine the meaning of unknown and multiple-meaning words on familiar topics.	<b>Expanding -</b> a. Explain ideas, phenomena, processes, and relationships within and across texts (e.g., compare/contrast, cause/effect, themes, evidence-based argument) based on close reading of a variety of grade-appropriate texts, presented in various print and multimedia formats, using increasingly detailed sentences, and a range of general academic and domain-specific words.  b. Explain inferences and conclusions drawn from close reading of grade-appropriate texts and viewing of multimedia using a variety of verbs and adverbials (e.g., <i>indicates that, suggests, as a result</i> ).  c. Use knowledge of morphology (e.g., affixes, Greek and Latin roots), context, reference materials, and visual cues to determine the meaning of unknown and multiple-meaning words on familiar and new topics.	<b>Bridging -</b> a. Explain ideas, phenomena, processes, and relationships within and across texts (e.g., compare/contrast, cause/effect, themes, evidence-based argument) based on close reading of a variety of grade-level texts, presented in various print and multimedia formats, using a variety of detailed sentences and precise general academic and domain-specific words.  b. Explain inferences and conclusions drawn from close reading of grade-level texts and viewing of multimedia using a variety of verbs and adverbials (e.g., <i>creates the impression that, consequently</i> ).  c. Use knowledge of morphology (e.g., derivational suffixes), context, reference materials, and visual cues to determine the meaning, including figurative and connotative meanings, of unknown and multiple-meaning words on a variety of new topics.
		RST 11-12.8 - Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions			

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CA CCSS for ELA Standard		Corresponding ELD Standards		
<b>Craft and Structure</b>  RST 11-12.6 - Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved.	<b>PI.7 - Evaluating language choices</b>			
	<b>Emerging -</b> Explain how successfully writers and speakers structure texts and use language (e.g., specific word or phrasing choices) to persuade the reader (e.g., by providing evidence to support claims or connecting points in an argument) or create other specific effects, with substantial support.	<b>Expanding -</b> Explain how successfully writers and speakers structure texts and use language (e.g., specific word or phrasing choices) to persuade the reader (e.g., by providing well-worded evidence to support claims or connecting points in an argument in specific ways) or create other specific effects, with moderate support.	<b>Bridging -</b> Explain how successfully writers and speakers structure texts and use language (e.g., specific word or phrasing choices) to persuade the reader (e.g., by providing well-worded evidence to support claims or connecting points in an argument in specific ways) or create other specific effects, with light support.	
<b>Integration of Knowledge and Ideas</b> RST 11-12.8 - Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of				

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CA CCSS for ELA Standard		Corresponding ELD Standards		
Integration of Knowledge and Ideas	RST 11-12.9 - Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.	PI.6 - Reading/viewing closely		
		<p><b>Emerging -</b></p> <p><b>a.</b> Explain ideas, phenomena, processes, and text relationships (e.g., compare/contrast, cause/effect, evidence-based argument) based on close reading of a variety of grade-appropriate texts, presented in various print and multimedia formats, using phrases, short sentences and a select set of general academic and domain-specific words.</p> <p><b>b.</b> Explain inferences and conclusions drawn from close reading of grade-appropriate texts and viewing of multimedia using familiar verbs (e.g., <i>seems that</i>).</p> <p><b>c.</b> Use knowledge of morphology (e.g., common prefixes and suffixes), context, reference materials, and visual cues to determine the meaning of unknown and multiple-meaning words on familiar topics.</p>	<p><b>Expanding -</b></p> <p><b>a.</b> Explain ideas, phenomena, processes, and relationships within and across texts (e.g., compare/contrast, cause/effect, themes, evidence-based argument) based on close reading of a variety of grade-appropriate texts, presented in various print and multimedia formats, using increasingly detailed sentences, and a range of general academic and domain-specific words.</p> <p><b>b.</b> Explain inferences and conclusions drawn from close reading of grade-appropriate texts and viewing of multimedia using a variety of verbs and adverbials (e.g., <i>indicates that, suggests, as a result</i>).</p> <p><b>c.</b> Use knowledge of morphology (e.g., affixes, Greek and Latin roots), context, reference materials, and visual cues to determine the meaning of unknown and multiple-meaning words on familiar and new topics.</p>	<p><b>Bridging -</b></p> <p><b>a.</b> Explain ideas, phenomena, processes, and relationships within and across texts (e.g., compare/contrast, cause/effect, themes, evidence-based argument) based on close reading of a variety of grade-level texts, presented in various print and multimedia formats, using a variety of detailed sentences and precise general academic and domain-specific words.</p> <p><b>b.</b> Explain inferences and conclusions drawn from close reading of grade-level texts and viewing of multimedia using a variety of verbs and adverbials (e.g., <i>creates the impression that, consequently</i>).</p> <p><b>c.</b> Use knowledge of morphology (e.g., derivational suffixes), context, reference materials, and visual cues to determine the meaning, including figurative and connotative meanings, of unknown and multiple-meaning words on a variety of new topics.</p>
Range of Reading and level of Text Complexity	RST 11-12.10 - By the end of grade 12, read and comprehend science/technical texts in the grades 11–12 text complexity band independently and proficiently.			

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CA CCSS for ELA Standard		Corresponding ELD Standards					
Text and Types and Purposes	W 11-12.1 - Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. (a. - e.)	PI.10 - Writing			PI.11 - Justifying/Arguing		
	W 11-12.2 - Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and	<b>Emerging -</b> a. Write short literary and informational texts (e.g., an argument about free speech ) collaboratively (e.g., with peers) and independently.	<b>Expanding -</b> a. Write longer literary and informational texts (e.g., an argument about free speech) collaboratively (e.g., with peers) and independently by using appropriate text organization and growing understanding of register.	<b>Bridging -</b> a. Write longer and more detailed literary and informational texts (e.g., an argument about free speech) collaboratively (e.g., with peers) and independently using appropriate text organization and register.	<b>Emerging -</b> a. Justify opinions by articulating some relevant textual evidence or background knowledge, with visual support.	<b>Expanding -</b> a. Justify opinions and positions or persuade others by making consections between ideas and articulating relevant textual evidence or background knowledge.	<b>Bridging -</b> a. Justify opinions or persuade others by making connections and distinctions between ideas and texts and articulating sufficient, detailed, and relevant textual evidence or background knowledge, using appropriate register.
	W 11-12.3 - Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details	b. Write brief summaries of texts and experiences by using complete sentences and key words (e.g., from notes or graphic organizers).	b. Write increasingly concise summaries of texts and experiences by using complete sentences and key words (e.g., from notes or graphic organizers).	b. Write clear and coherent summaries of texts and experiences by using complete and concise sentences and key words (e.g., from notes or graphic organizers).			

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CA CCSS for ELA Standard	Corresponding ELD Standards		
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Text and Types and Purposes</p> <p><b>W 11-12.1 - Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. (a. - e.)</b></p>	<b>PI.3 - Supporting opinions and persuading others</b>		
	<p><b>Emerging -</b>                      Negotiate with or persuade others in conversations (e.g., <i>ask for clarification or repetition</i> ) using learned phrases (e.g., <i>Could you repeat that please? I believe...</i> ) and open responses to express and defend opinions.</p>	<p><b>Expanding -</b>                      Negotiate with or persuade others (e.g., <i>by presenting counterarguments</i> ) in discussions and conversations using learned phrases (e.g., <i>You make a valid point, but my view is...</i> ) and open responses to express and defend nuanced options.</p>	<p><b>Bridging -</b>                      Negotiate with or persuade others in discussions and conversations in appropriate registers (e.g., to acknowledge new information and politely offer a counterpoint) using a variety of learned phrases (e.g., <i>You postulate that X. However, I've reached a different conclusion on this issue</i>) and open responses to express and defend nuanced options.</p>

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CA CCSS for ELA Standard	Corresponding ELD Standards					
<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Text and Types and Purposes</b></p> <p><b>W 11-12.1 - Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. (a. - e.)</b></p>	PI.10 - Writing			PI.11 - Justifying/Arguing		
	<p><b>Emerging -</b>                      a. Write short literary and informational texts (e.g., an argument about free speech) collaboratively (e.g., with peers) and independently.                       b. Write brief summaries of texts and experiences by using complete sentences and key words (e.g., from notes or graphic organizers).</p>	<p><b>Expanding -</b>                      a. Write longer literary and informational texts (e.g., an argument about free speech) collaboratively (e.g., with peers) and independently by using appropriate text organization and growing understanding of register.                       b. Write increasingly concise summaries of texts and experiences by using complete sentences and key words (e.g., from notes or graphic organizers).</p>	<p><b>Bridging -</b>                      a. Write longer and more detailed literary and informational texts (e.g., an argument about water rights) collaboratively (e.g., with peers) and independently using appropriate text organization and register.                       b. Write clear and coherent summaries of texts and experiences by using complete and concise sentences and key words (e.g., from notes or graphic organizers).</p>	<p><b>Emerging -</b>                      a. Justify opinions by articulating some textual evidence or background knowledge, with visual support.                       b. Express attitude and opinions or temper statements with familiar modal expressions (e.g., <i>can, may</i>).</p>	<p><b>Expanding -</b>                      a. Justify opinions and positions or persuade others by making connections between ideas and articulating relevant textual evidence or background knowledge.                       b. Express attitude and opinions or temper statements with a variety of familiar modal expressions (e.g., <i>possibly/likely, could/would</i>).</p>	<p><b>Bridging -</b>                      a. Justify opinions or persuade others <i>by</i> making connections and distinctions between ideas and texts and articulating sufficient, detailed, and relevant textual evidence or background knowledge, using appropriate register.                       b. Express attitude and opinions or temper statements with nuanced modal expressions (e.g., <i>possibly/potentially/certainly/absolutely, should/might</i>).</p>

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CA CCSS for ELA Standard		Corresponding ELD Standards		
Text and Types and Purposes	<p><b>W 11-12.2 - Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. (a. - f.)</b></p>	<b>PI.10 - Writing</b>		
		<p><b>Emerging -</b>                      a. Write short literary and informational texts (e.g., an argument about free speech) collaboratively (e.g., with peers) and independently.                       b. Write brief summaries of texts and experiences by using complete sentences and key words (e.g., from notes or graphic organizers).</p>	<p><b>Expanding -</b>                      a. Write longer literary and informational texts (e.g., an argument about free speech) collaboratively (e.g., with peers) and independently by using appropriate text organization and growing understanding of register.                       b. Write increasingly concise summaries of texts and experiences by using complete sentences and key words (e.g., from notes or graphic organizers).</p>	<p><b>Bridging -</b>                      a. Write longer and more detailed literary and informational texts (e.g., an argument about free speech) collaboratively (e.g., with peers) and independently using appropriate text organization and register.                       b. Write clear and coherent summaries of texts and experiences by using complete and concise sentences and key words (e.g., from notes or graphic organizers).</p>
	<p><b>W 11-12.3 - Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. (a. - e.)</b></p>			

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CA CCSS for ELA Standard		Corresponding ELD Standards					
Text and Types and Purposes	W 11-12.1 - Write arguments to support claims in an analysis of substantive topics or texts, using valid	<b>P.1.1 - Understanding text structure</b> Emerging - Apply analysis of the organizational structure of different text types (e.g., how arguments are organized by establishing clear relationships among claims, counterclaims, reasons, and evidence) to comprehending texts and to writing brief arguments, informative/explanatory texts and narratives.			<b>P.1.2 - Understanding cohesion</b> Emerging - a. Apply knowledge of familiar language resources for referring to make texts more cohesive (e.g., using pronouns and synonyms to refer back to characters or concepts introduced earlier) to comprehending and writing brief texts.		
	W 11-12.2 - Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective	Expanding - Apply analysis of the organizational structure of different text types (e.g., how arguments are organized by establishing clear relationships among claims, counterclaims, reasons, and evidence) to comprehending texts and to writing increasingly clear and cohesive arguments, informative/explanatory texts and narratives.			Expanding - a. Apply knowledge of a growing number of language resources for referring to make texts more cohesive (e.g., using nominalizations to refer back to an action or activity described earlier) to comprehending texts and to writing increasingly cohesive texts for specific purposes and audiences.		
	W 11-12.3 - Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event	Bridging - Apply analysis of the organizational structure of different text types (e.g., how arguments are organized by establishing clear relationships among claims, counterclaims, reasons, and evidence) to comprehending texts and to writing clear and cohesive arguments, informative/explanatory texts and narratives.			Bridging - a. Apply knowledge of a variety of language resources for referring to make texts more cohesive (e.g., using nominalization, paraphrasing, or summaries to reference or recap an idea or explanation provided earlier) to comprehending grade-level texts and to writing clear and cohesive grade-level texts for specific purposes and audiences.		
		Emerging - b. Apply knowledge of familiar language resources for linking ideas, events, or reasons throughout a text (e.g., using connecting/ transition words and phrases, such as <i>first, second, finally</i> ) to comprehending and writing brief texts.			Emerging - b. Apply knowledge of familiar language resources for linking ideas, events, or reasons throughout a text (e.g., using connecting/ transition words and phrases, such as <i>meanwhile, however, on the other hand</i> ) to comprehending texts and to writing increasingly cohesive texts for specific purposes and audiences.		
		Expanding - b. Apply knowledge of familiar language resources for linking ideas, events, or reasons throughout a text (e.g., using connecting/ transition words and phrases, such as <i>on the contrary, in addition, moreover</i> ) to comprehending grade-level texts and to writing cohesive texts for specific purposes and audiences.			Expanding - b. Apply knowledge of familiar language resources for linking ideas, events, or reasons throughout a text (e.g., using connecting/ transition words and phrases, such as <i>on the contrary, in addition, moreover</i> ) to comprehending grade-level texts and to writing cohesive texts for specific purposes and audiences.		

**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 11-12.1 - Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	PII.6 - Connecting ideas			PII.7 - Condensing ideas		
	W 11-12.2 - Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. (a. - f.)	<p><b>Emerging -</b>                      Combine clauses in a few basic ways (e.g., creating compound sentences using <i>and, but, so</i> ; creating complex sentences using because) to make connections between and to join ideas (e.g., <i>I want to read this hisptory of Pi</i> ).</p>	<p><b>Expanding -</b>                      Combine clauses in a growing number of ways to create compound and complex sentences that make connections between and link concrete and abstract ideas, for example, to express a reason (e.g., <i>He stayed at home on Sunday in order to study for Monday's exam</i> ) or to make a concession (e.g., <i>She studied all night even though she wasn't feeling well</i> ).</p>	<p><b>Bridging -</b>                      Combine clauses in a variety of ways to create compound and complex sentences that make connections between and link concrete and abstract ideas, for example, to make a concession (e.g., <i>While both characters strive for success, they each take different approaches through which to reach their goals.</i>), or to establish cause (e.g., <i>Women's lives were changed forever after World War II as a result of joining the workforce</i> ).</p>	<p><b>Emerging -</b>                      Condense ideas in a few basic ways (e.g., by compounding verb or prepositional phrases) to create precise and detailed simple, compound, and complex sentences (e.g., <i>The students asked survey questions and recorded the responses</i> ).</p>	<p><b>Expanding -</b>                      Condense ideas in a growing number of ways (e.g., through embedded clauses or by compounding verbs or prepositional phrases) to create more precise and detailed simple, compound, and complex sentences (e.g., <i>Species that could not adapt to the changing climate eventually disappeared</i> ).</p>	<p><b>Bridging -</b>                      Condense ideas in a variety of ways (e.g., through a variety of embedded clauses, or by compounding verbs or prepositional phrases, nominalization) to create precise simple, compound, and complex sentences that condense concrete and abstract ideas (e.g., <i>The epidemic, which ultimately affected hundreds of thousands of people did not subside for another year</i> ).</p>
	W 11-12.3 - Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. (a. - e.)						

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CA CCSS for ELA Standard		Corresponding ELD Standards					
Production and Distribution of Writing	<p><b>W 11-12.4 -Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</b></p>	PI.4 - Adapting language choices			PI.10 - Writing		
		<p><b>Emerging -</b>                      Adjust language choices according to the context (e.g., classroom, community) and audience (e.g., peers, teachers).</p>	<p><b>Expanding -</b>                      Adjust language choices according to the context (e.g., classroom, community), purpose (e.g., to persuade, to provide arguments or counterarguments), task, and audience (e.g., peers, teachers, guest lecturer).</p>	<p><b>Bridging -</b>                      Adjust language choices according to the task (e.g., group presentation of research project), context (e.g., classroom, community), purpose (e.g., to persuade, to provide arguments or counterarguments), and audience (e.g., peers, teachers, college recruiter).</p>	<p><b>Emerging -</b>                      a. Write short literary and informational texts (e.g., an argument about free speech) collaboratively (e.g., with peers) and independently.</p>	<p><b>Expanding -</b>                      a. Write longer literary and informational texts (e.g., an argument about free speech) collaboratively (e.g., with peers) and independently by using appropriate text organization and growing understanding of register.</p>	<p><b>Bridging -</b>                      a. Write longer and more detailed literary and informational texts (e.g., an argument about free speech) collaboratively (e.g., with peers) and independently using appropriate text organization and register.</p>
<p><b>W 11-12.5 - Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)</b></p>				<p><b>b. Write brief summaries of texts and experiences by using complete sentences and key words (e.g., from notes or graphic organizers).</b></p>	<p><b>b. Write increasingly concise summaries of texts and experiences by using complete sentences and key words (e.g., from notes or graphic organizers).</b></p>	<p><b>b. Write clear and coherent summaries of texts and experiences by using complete and concise sentences and key words (e.g., from notes or graphic organizers).</b></p>	

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CA CCSS for ELA Standard		Corresponding ELD Standards		
Production and Distribution of Writing	W 11-12.4 -Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	PI.12 - Selecting language resources		
	W 11-12.5 - Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)	<p><b>Emerging -</b></p> <p>a. Use familiar general academic (e.g., temperature, document) and domain-specific (e.g., <i>cell, the Depression</i>) words to create clear spoken and written texts.</p> <p>b. Use knowledge of morphology to appropriately select basic affixes (e.g., The news media relies on official sources).</p>	<p><b>Expanding -</b></p> <p>a. Use an increasing variety of grade-appropriate general academic (e.g., fallacy, dissuade) and domain-specific (e.g., <i>chromosome, federalism</i>) academic words accurately and appropriately when producing increasingly complex written and spoken texts.</p> <p>b. Use knowledge of morphology to appropriately select affixes in a growing number of ways to manipulate language (e.g., The cardiac muscle works continuously)</p>	<p><b>Bridging -</b></p> <p>a. Use a variety of grade-appropriate general (e.g., alleviate, salutary) and domain-specific (e.g., <i>soliloquy, microorganism</i>) academic words and phrases, including persuasive language, accurately and appropriately when producing complex written and spoken texts.</p> <p>b. Use knowledge of morphology to appropriately select affixes in a variety of ways to manipulate language (e.g., <i>changing inaugurate to inauguration</i>).</p>

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CA CCSS for ELA Standard		Corresponding ELD Standards					
Production and Distribution of Writing	W 11-12.4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	<b>PII.1 - Understanding text structure</b>			<b>PII.2 - Understanding cohesion</b>		
	W 11-12.5 -Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades	<b>Emerging -</b> Apply analysis of the organizational structure of different text types (e.g., how arguments are organized by establishing clear relationships among claims, counterclaims, reasons, and evidence) to comprehending texts and to writing brief arguments, informative/explanatory texts and narratives.	<b>Expanding -</b> Apply analysis of the organizational structure of different text types (e.g., how arguments are organized by establishing clear relationships among claims, counterclaims, reasons, and evidence) to comprehending texts and to writing increasingly clear and cohesive arguments, informative/ explanatory texts and narratives.	<b>Bridging -</b> Apply analysis of the organizational structure of different text types (e.g., how arguments are organized by establishing clear relationships among claims, counterclaims, reasons, and evidence) to comprehending texts and to writing clear and cohesive arguments, informative/explanatory texts and narratives.	<b>Emerging -</b> a. Apply knowledge of familiar language resources for referring to make texts more cohesive (e.g., using pronouns or synonyms to refer back to characters or concepts introduced earlier) to comprehending and writing brief texts.  b. Apply knowledge of familiar language resources for linking ideas, events, or reasons throughout a text (e.g., using connecting/ transition words and phrases, such as <i>first, second, finally</i> ) to comprehending and writing brief texts.	<b>Expanding -</b> a. Apply knowledge of a growing number of language resources for referring to make texts more cohesive (e.g., using nominalizations to refer back to an action or activity described earlier) to comprehending texts and to writing increasingly cohesive texts for specific purposes and audiences.  b. Apply knowledge of familiar language resources for linking ideas, events, or reasons throughout a text (e.g., using connecting/ transition words and phrases, such as <i>meanwhile, however, on the other hand</i> ) to comprehending texts and to writing increasingly cohesive texts for specific purposes and audiences.	<b>Bridging -</b> a. Apply knowledge of a variety of language resources for referring to make texts more cohesive (e.g., using nominalization, paraphrasing, or summaries to reference or recap an idea or explanation provided earlier) to comprehending grade-level texts and to writing clear and cohesive grade-level texts for specific purposes and audiences.  b. Apply knowledge of familiar language resources for linking ideas, events, or reasons throughout a text (e.g., using connecting/ transition words and phrases, such as <i>on the contrary, in addition, moreover</i> ) to comprehending grade-level texts and to writing cohesive texts for specific purposes and audiences.

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CA CCSS for ELA Standard		Corresponding ELD Standards					
<b>Production and Distribution of Writing</b>  W 11-12.4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types)	W 11-12.5 -Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should	<b>PII.5 - Modifying to add details</b>					
		<b>PII.3 - Using verbs and verb phrases</b>		<b>PII.4 - Using nouns and noun phrases</b>			<b>Emerging -</b> Expand sentences with simple adverbials (e.g., adverbs, adverb phrases, prepositional phrases) to provide details (e.g., time, manner, place, cause) about familiar activities or processes.
		<b>Emerging -</b> Use a variety of verbs in different tenses (e.g., past, present, future, simple, progressive) appropriate to the text type and discipline to create short texts on familiar academic topics.	<b>Expanding -</b> Use a variety of verbs in different tenses (e.g., past, present, future, simple, progressive, perfect) appropriate to the text type and discipline to create a variety of texts that explain, describe, and summarize concrete and abstract thoughts and ideas.	<b>Bridging -</b> Use a variety of verbs in different tenses(e.g., past, present, future, simple, progressive, perfect), and mood (e.g., subjunctive) appropriate to the text type and discipline to create a variety of texts that describe concrete and abstract ideas, explain procedures and sequences, summarize texts and ideas, and present and critique points of view.	<b>Emerging -</b> Expand noun phrases to create increasingly detailed sentences (e.g., adding adjectives for precision) about personal and familiar academic topics.	<b>Expanding -</b> Expand noun phrases in a growing number of ways (e.g., adding adjectives to nouns, simple clause embedding) to create detailed sentences that accurately describe, explain, and summarize information and ideas on a variety of personal and academic topics.	<b>Bridging -</b> Expand noun phrases in a variety of ways (e.g., complex clause embedding) to create detailed sentences that accurately describe concrete and abstract ideas, explain procedures and sequences, summarize texts and ideas, and present and critique points of view on a variety of academic topics.

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CA CCSS for ELA Standard		Corresponding ELD Standards				
Production and Distribution of Writing W 11-12.4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	W 11-12.5 -Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)	PII.6 - Connecting ideas			PII.7 - Condensing ideas	
		Emerging - Combine clauses in a few basic ways (e.g., creating compound sentences using and, but, so; creating complex sentences using because) to make connections between and to join ideas (e.g., <i>I want to read this book because it tells the history of Pi</i> ).	Expanding - Combine clauses in a growing number of ways to create compound and complex sentences that make connections between and link concrete and abstract ideas, for example, to express a reason (e.g., <i>He stayed at home on Sunday in order to study for Monday’s exam</i> ) or to make a concession (e.g., <i>She studied all night even though she wasn’t feeling well</i> ).	Bridging - Combine clauses in a variety of ways to create compound and complex sentences that make connections between and link concrete and abstract ideas, for example, to make a concession (e.g., <i>While both characters strive for success</i> , they each take different approaches through which to reach their goals.), or to establish cause (e.g., Women’s lives were changed forever after World War II as a result of joining the workforce).	Emerging - Condense ideas in a few basic ways (e.g., by compounding verb or prepositional phrases) to create precise and detailed simple, compound, and complex sentences (e.g., <i>The students asked survey questions and recorded the responses</i> ).	Expanding - Condense ideas in a growing number of ways (e.g., through embedded clauses or by compounding verbs or prepositional phrases) to create more precise and detailed simple, compound, and complex sentences (e.g., <i>Species that could not adapt to the changing climate eventually disappeared</i> ).

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CA CCSS for ELA Standard		Corresponding ELD Standards				
Production and Distribution of Writing  W 11-12.6 - Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.	PI.2 - Interacting via written English			PI.10 - Writing		
	Emerging - Collaborate with peers to engage in short, grade-appropriate written exchanges and writing projects, using technology as appropriate.	Expanding - Collaborate with peers to engage in increasingly complex grade-appropriate written exchanges and writing projects, using technology as appropriate.	Bridging - Collaborate with peers to engage in a variety of extended written exchanges and complex grade-appropriate writing projects, using technology as appropriate.	Emerging - a. Write short literary and informational texts (e.g., an argument about free speech) collaboratively (e.g., with peers) and independently.  b. Write brief summaries of texts and experiences by using complete sentences and key words (e.g., from notes or graphic organizers).	Expanding - a. Write longer literary and informational texts (e.g., an argument about free speech) collaboratively (e.g., with peers) and independently by using appropriate text organization and growing understanding of register.  b. Write increasingly concise summaries of texts and experiences by using complete sentences and key words (e.g., from notes or graphic organizers).	Bridging - a. Write longer and more detailed literary and informational texts (e.g., an argument about free speech) collaboratively (e.g., with peers) and independently using appropriate text organization and register.  b. Write clear and coherent summaries of texts and experiences by using complete and concise sentences and key words (e.g., from notes or graphic organizers).
Research to build and Present knowledge W 11-12.7 - Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under						

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CA CCSS for ELA Standard		Corresponding ELD Standards		
<b>Range of Writing</b> W 11-12.10 - Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	<b>Research to build and Present knowledge</b> W 11-12.8 - Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a	<b>PI.10 - Writing</b>		
		<b>Emerging -</b> a. Write short literary and informational texts (e.g., an argument about free speech) collaboratively (e.g., with peers) and independently.  b. Write brief summaries of texts and experiences by using complete sentences and key words (e.g., from notes or graphic organizers).	<b>Expanding -</b> a. Write longer literary and informational texts (e.g., an argument about free speech) collaboratively (e.g., with peers) and independently by using appropriate text organization and growing understanding of register.  b. Write increasingly concise summaries of texts and experiences by using complete sentences and key words (e.g., from notes or graphic organizers).	<b>Bridging -</b> a. Write longer and more detailed literary and informational texts (e.g., an argument about free speech) collaboratively (e.g., with peers) and independently using appropriate text organization and register.  b. Write clear and coherent summaries of texts and experiences using complete and concise sentences and key words (e.g., from notes or graphic organizers).
	<b>W 11-12.9 -Draw evidence from literary or informational texts to support analysis, reflection, and research. (a. - b.)</b>			

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

CA CCSS for ELA Standard		Corresponding ELD Standards		
Research to build and Present knowledge	W 11-12.8 -Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format	<b>PI.11 - Justifying/Arguing</b>		
	W 11-12.9 -Draw evidence from literary or informational texts to support analysis, reflection, and research. (a.-b.)	<b>Emerging -</b> a. Justify opinions by articulating some relevant textual evidence or background knowledge, with visual support.  b. Express attitude and opinions or temper statements with familiar modal expressions (e.g., <i>can, may</i> ).	<b>Expanding -</b> a. Justify opinions and positions or persuade others by making connections between ideas and articulating relevant textual evidence or background knowledge.  b. Express attitude and opinions or temper statements with a variety of familiar modal expressions (e.g., <i>possibly/likely, could/would</i> ).	<b>Bridging -</b> a. Justify opinions or persuade others by making connections and distinctions between ideas and texts and articulating sufficient, detailed, and relevant textual evidence or background knowledge, using appropriate register.  b. Express attitude and opinions or temper statements with nuanced modal expressions (e.g., <i>possibly/potentially/ certainly/absolutely, should/might</i> ).

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CA CCSS for ELA Standard	Corresponding ELD Standards					
<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Range of Writing</b></p> <p><b>W 11-12.10 - Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</b></p>	PII.1 - Understanding text structure			PII.2 - Understanding cohesion		
	<p><b>Emerging -</b>                      Apply analysis of the organizational structure of different text types (e.g., how arguments are organized by establishing clear relationships among claims, counterclaims, reasons, and evidence) to comprehending texts and to writing brief arguments, informative/explanatory texts and narratives.</p>	<p><b>Expanding -</b>                      Apply analysis of the organizational structure of different text types (e.g., how arguments are organized by establishing clear relationships among claims, counterclaims, reasons, and evidence) to comprehending texts and to writing increasingly clear and cohesive arguments, informative/explanatory texts and narratives.</p>	<p><b>Bridging -</b>                      Apply analysis of the organizational structure of different text types (e.g., how arguments are organized by establishing clear relationships among claims, counterclaims, reasons, and evidence) to comprehending texts and to writing clear and cohesive arguments, informative/explanatory texts and narratives.</p>	<p><b>Emerging -</b>                      a. Apply knowledge of familiar language resources for referring to make texts more cohesive (e.g., using pronouns or synonyms to refer back to characters or concepts introduced earlier) to comprehending and writing brief texts.                       b. Apply knowledge of familiar language resources for linking ideas, events, or reasons throughout a text (e.g., using connecting/transition words and phrases, such as <i>first, second, finally</i>) to comprehending and writing brief texts.</p>	<p><b>Expanding -</b>                      a. Apply knowledge of a growing number of language resources for referring to make texts more cohesive (e.g., using nominalizations to refer back to an action or activity described earlier) to comprehending texts and to writing increasingly cohesive texts for specific purposes and audiences.                       b. Apply knowledge of familiar language resources for linking ideas, events, or reasons throughout a text (e.g., using connecting/transition words and phrases, such as <i>meanwhile, however, on the other hand</i>) to comprehending texts and to writing increasingly cohesive texts for specific purposes and audiences.</p>	<p><b>Bridging -</b>                      a. Apply knowledge of a variety of language resources for referring to make texts more cohesive (e.g., using nominalization, paraphrasing, or summaries to reference or recap an idea or explanation provided earlier) to comprehending grade-level texts and to writing clear and cohesive grade-level texts for specific purposes and audiences.                       b. Apply knowledge of familiar language resources for linking ideas, events, or reasons throughout a text (e.g., using connecting/transition words and phrases, such as <i>on the contrary, in addition, moreover</i>) to comprehending grade-level texts and to writing cohesive texts for specific purposes and audiences.</p>

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CA CCSS for ELA Standard	Corresponding ELD Standards		
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Text and Types and Purposes</p> <p>WHST 11-12.1 - 1. Write arguments focused on discipline-specific content. (a. - e.)</p>	<b>PI.3 - Supporting opinions and persuading others</b>		
	<p><b>Emerging -</b>                      Negotiate with or persuade others in conversations (e.g., ask for clarification or repetition) using learned phrases (e.g., <i>Could you repeat that please? I believe . . .</i>) and open responses to express and defend opinions.</p>	<p><b>Expanding -</b>                      negotiate with and persuade others (e.g., by presenting counterarguments) in discussions and conversations using learned phrases (e.g., <i>You make a valid point, but my view is...</i>) and open responses to express and defend nuanced opinions.</p>	<p><b>Bridging -</b>                      Negotiate with or persuade others in conversations in appropriate registers (e.g., to acknowledge new information in an academic conversation but then politely offer a counterpoint) using a variety of learned phrases (e.g., <i>you postulate that X. However, I've reached a different conclusion on this issue</i>) and open responses to express and defend nuanced opinions.</p>

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CA CCSS for ELA Standard		Corresponding ELD Standards					
Text and Types and Purposes	WHST 11-12.1 - 1. Write arguments focused on discipline-specific content. (a. - e.)	PI.10 - Writing			PI.11 - Justifying/arguing		
		<p><b>Emerging -</b>                      a. Write short literary and informational texts (e.g., an argument about free speech) collaboratively (e.g., with peers) and independently.</p> <p><b>b.</b> Write brief summaries of texts and experiences by using complete sentences and key words (e.g., from notes or graphic organizers).</p>	<p><b>Expanding -</b>                      a. Write longer literary and informational texts (e.g., an argument about free speech) collaboratively (e.g., with peers) and independently by using appropriate text organization and growing understanding of register.</p> <p><b>b.</b> Write increasingly concise summaries of texts and experiences by using complete sentences and key words (e.g., from notes or graphic organizers).</p>	<p><b>Bridging -</b>                      a. Write longer and more detailed literary and informational texts (e.g., an argument about free speech) collaboratively (e.g., with peers) and independently using appropriate text organization and register.</p> <p><b>b.</b> Write clear and coherent summaries of texts and experiences by using complete and concise sentences and key words (e.g., from notes or graphic organizers).</p>	<p><b>Emerging -</b>                      a. Justify opinions by articulating some relevant textual evidence or background knowledge, with visual support.</p> <p><b>b.</b> Express attitude and opinions or temper statements with familiar modal expressions (e.g., <i>can, may</i> ).</p>	<p><b>Expanding -</b>                      a. Justify opinions and positions or persuade others by making connections between ideas and articulating relevant textual evidence or background knowledge.</p> <p><b>b.</b> Express attitude and opinions or temper statements with a variety of familiar modal expressions (e.g., <i>possibly/likely, could/would</i> ).</p>	<p><b>Bridging -</b>                      a. Justify opinions or persuade others by making connections and distinctions between ideas and texts and articulating sufficient, detailed, and relevant textual evidence or background knowledge, using appropriate register.</p> <p><b>b.</b> Express attitude and opinions or temper statements with nuanced modal expressions (e.g., <i>possibly/ potentially/ certainly/ absolutely, should/might</i> ).</p>

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CA CCSS for ELA Standard	Corresponding ELD Standards		
<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Text and Types and Purposes</b></p> <p><b>WHST 11-12.2 - Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes (a. - f.)</b></p>	<b>PI.10 - Writing</b>		
	<p><b>Emerging -</b>                      a. Write short literary and informational texts (e.g., an argument about free speech) collaboratively (e.g., with peers) and independently.                       b. Write brief summaries of texts and experiences using complete sentences and key words (e.g., from notes or graphic organizers).</p>	<p><b>Expanding -</b>                      a. Write longer literary and informational texts (e.g., an argument about free speech ) collaboratively (e.g., with peers) and independently by using appropriate text organization and growing understanding of register.                       b. Write increasingly concise summaries of texts and experiences using complete sentences and key words (e.g., from notes or graphic organizers).</p>	<p><b>Bridging -</b>                      a. Write longer and more detailed literary and informational texts (e.g., an argument about free speech) collaboratively (e.g., with peers) and independently using appropriate text organization and register.                       b. Write clear and coherent summaries of texts and experiences using complete and concise sentences and key words (e.g., from notes or graphic organizers).</p>

**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	WHST 11-12.1 - 1. Write arguments focused on discipline-specific content. (a. - e.)	<b>PII.1 - Understanding text structure</b>			<b>PII.2 - Understanding cohesion</b>		
	WHST 11-12.2 - Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes (a. - f.)	<p><b>Emerging -</b>                      Apply analysis of the organizational structure of different text types (e.g., how arguments are organized by establishing clear relationships among claims, counterclaims, reasons, and evidence) to comprehending texts and to writing brief arguments, informative/explanatory texts and narratives.</p>	<p><b>Expanding -</b>                      Apply analysis of the organizational structure of different text types (e.g., how arguments are organized by establishing clear relationships among claims, counterclaims, reasons, and evidence) to comprehending texts and to writing increasingly clear and cohesive arguments, informative/explanatory texts and narratives.</p>	<p><b>Bridging -</b>                      Apply analysis of the organizational structure of different text types (e.g., how arguments are organized by establishing clear relationships among claims, counterclaims, reasons, and evidence) to comprehending texts and to writing clear and cohesive arguments, informative/explanatory texts and narratives.</p>	<p><b>Emerging -</b>                      a. Apply knowledge of familiar language resources for referring to make texts more cohesive (e.g., using pronouns or synonyms to refer back to characters or concepts introduced earlier) to comprehending and writing brief texts.</p> <p>b. Apply knowledge of familiar language resources for linking ideas, events, or reasons throughout a text (e.g., using connecting/ transition words and phrases, such as <i>first, second, finally</i>) to comprehending and writing brief texts.</p>	<p><b>Expanding -</b>                      a. Apply knowledge of a growing number of language resources for referring to make texts more cohesive (e.g., using nominalizations to refer back to an action or activity described earlier) to comprehending texts and to writing increasingly cohesive texts for specific purposes and audiences.</p> <p>b. Apply knowledge of familiar language resources for linking ideas, events, or reasons throughout a text (e.g., using connecting/ transition words and phrases, such as <i>meanwhile, however, on the other hand</i>) to comprehending texts and to writing increasingly cohesive texts for specific purposes and audiences.</p>	<p><b>Bridging -</b>                      a. Apply knowledge of a variety of language resources for referring to make texts more cohesive (e.g., using nominalization, paraphrasing, or summaries to reference or recap an idea or explanation provided earlier) to comprehending grade-level texts and to writing clear and cohesive grade-level texts for specific purposes and audiences.</p> <p>b. Apply knowledge of familiar language resources for linking ideas, events, or reasons throughout a text (e.g., using connecting/ transition words and phrases, such as <i>on the contrary, in addition, moreover</i>) to comprehending grade-level texts and to writing cohesive texts for specific purposes and audiences.</p>

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CA CCSS for ELA Standard		Corresponding ELD Standards					
Text and Types and Purposes	WHST 11-12.1 - 1. Write arguments focused on discipline-specific content. (a. - e.)	<b>PII.6 - Connecting ideas</b>			<b>PII.7 - Condensing ideas</b>		
	WHST 11-12.2 - Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes (a. - f.)	<b>Emerging -</b> Combine clauses in a few basic ways (e.g., <i>creating compound sentences using and, but, so; creating complex sentences using because</i> ) to make connections between and to join ideas (e.g., <i>I want to read this book because it tells the history of Pi</i> ).	<b>Expanding -</b> Combine clauses in a growing number of ways to create compound and complex sentences that make connections between and link concrete and abstract ideas, for example, to express a reason (e.g., <i>He stayed at home on Sunday in order to study for Monday's exam</i> ) or to make a concession (e.g., <i>She studied all night even though she wasn't feeling well</i> ).	<b>Bridging -</b> Combine clauses in a variety of ways to create compound and complex sentences that make connections between and link concrete and abstract ideas, for example, to make a concession (e.g., <i>While both characters strive for success, they each take different approaches through which to reach their goals.</i> ), or to establish cause (e.g., <i>Women's lives were changed forever after World War II as a result of joining the workforce</i> ).	<b>Emerging -</b> Condense ideas in a few basic ways (e.g., by compounding verb or prepositional phrases) to create precise and detailed simple, compound, and complex sentences (e.g., <i>The students asked survey questions and recorded the responses</i> ).	<b>Expanding -</b> Condense ideas in a growing number of ways (e.g., through embedded clauses or by compounding verbs or prepositional phrases) to create more precise and detailed simple, compound, and complex sentences (e.g., <i>Species that could not adapt to the changing climate eventually disappeared</i> ).	<b>Bridging -</b> Condense ideas in a variety of ways (e.g., through a variety of embedded clauses, or by compounding verbs or prepositional phrases, nominalization) to create precise simple, compound, and complex sentences that condense concrete and abstract ideas (e.g., <i>The epidemic, which ultimately affected hundreds of thousands of people, did not subside for another year</i> ).

**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	WHST 11-12.4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	PI.4 - Adapting language choices			PI.10 - Writing		
	WHST 11-12.5 - Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	<b>Emerging -</b> Adjust language choices according to the context (e.g., classroom, community) and audience (e.g., peers, teachers).	<b>Expanding -</b> Adjust language choices according to the context (e.g., classroom, community), purpose (e.g., to persuade, to provide arguments or counterarguments), task, and audience (e.g., peers, teachers, guest lecturer).	<b>Bridging -</b> Adjust language choices according to the task (e.g., group presentation of research project), context (e.g., classroom, community), purpose (e.g., to persuade, to provide arguments or counterarguments), and audience (e.g., peers, teachers, college recruiter).	<b>Emerging -</b> a. Write short literary and informational texts (e.g., an argument about free speech) collaboratively (e.g., with peers) and independently.  b. Write brief summaries of texts and experiences by using complete sentences and key words (e.g., from notes or graphic organizers).	<b>Expanding -</b> a. Write longer literary and informational texts (e.g., an argument about free speech) collaboratively (e.g., with peers) and independently by using appropriate text organization and growing understanding of register.  b. Write increasingly concise summaries of texts and experiences by using complete sentences and key words (e.g., from notes or graphic organizers).	<b>Bridging -</b> a. Write longer and more detailed literary and informational texts (e.g., an argument about free speech) collaboratively (e.g., with peers) and independently using appropriate text organization and register.  b. Write clear and coherent summaries of texts and experiences by using complete and concise sentences and key words (e.g., from notes or graphic organizers).

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CA CCSS for ELA Standard		Corresponding ELD Standards		
Production and Distribution of Writing	WHST 11-12.4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	PI.12 - Selecting language resources		
	WHST 11-12.5 - Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	<b>Emerging -</b> a. Use familiar general academic (e.g., temperature, document) and domain-specific (e.g., <i>cell, the Depression</i> ) words to create clear spoken and written texts.  b. Use knowledge of morphology to appropriately select basic affixes (e.g., The news media relies on official sources).	<b>Expanding -</b> a. Use an increasing variety of grade-appropriate general academic (e.g., <i>fallacy, dissuade</i> ) and domain-specific (e.g., <i>chromosome, federalism</i> ) academic words accurately and appropriately when producing increasingly complex written and spoken texts.  b. Use knowledge of morphology to appropriately select affixes in a growing number of ways to manipulate language (e.g., The cardiac muscle works continuously).	<b>Bridging -</b> a. Use a variety of grade-appropriate general (e.g., <i>alleviate, salutary</i> ) and domain-specific (e.g., soliloquy, microorganism)) academic words and phrases, including persuasive language, accurately and appropriately when producing complex written and spoken texts.  b. Use knowledge of morphology to appropriately select affixes in a variety of ways to manipulate language (e.g., <i>changing inaugurate to inauguration</i> ).

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CA CCSS for ELA Standard		Corresponding ELD Standards					
Production and Distribution of Writing	WHST 11-12.4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	<b>PII.1 - Understanding text structure</b> <b>Emerging -</b> Apply analysis of the organizational structure of different text types (e.g., how arguments are organized by establishing clear relationships among claims, counterclaims, reasons, and evidence) to comprehending texts and to writing brief arguments, informative/explanatory texts and narratives.			<b>PII.2 - Understanding cohesion</b> <b>Emerging -</b> a. Apply knowledge of familiar language resources for referring to make texts more cohesive (e.g., using pronouns or synonyms to refer back to characters or concepts introduced earlier) to comprehending and writing brief texts.		
	WHST 11-12.5 - Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	<b>Expanding -</b> Apply analysis of the organizational structure of different text types (e.g., how arguments are organized by establishing clear relationships among claims, counterclaims, reasons, and evidence) to comprehending texts and to writing increasingly clear and cohesive arguments, informative/explanatory texts and narratives.	<b>Bridging -</b> Apply analysis of the organizational structure of different text types (e.g., how arguments are organized by establishing clear relationships among claims, counterclaims, reasons, and evidence) to comprehending texts and to writing clear and cohesive arguments, informative/explanatory texts and narratives.	<b>Emerging -</b> b. Apply knowledge of familiar language resources for linking ideas, events, or reasons throughout a text (e.g., using connecting/ transition words and phrases, such as <i>first, second, finally</i> ) to comprehending and writing brief texts.	<b>Expanding -</b> a. Apply knowledge of a growing number of language resources for referring to make texts more cohesive (e.g., using nominalizations to refer back to an action or activity described earlier) to comprehending texts and to writing increasingly cohesive texts for specific purposes and audiences.	<b>Bridging -</b> a. Apply knowledge of a variety of language resources for referring to make texts more cohesive (e.g., using nominalization, paraphrasing, or summaries to reference or recap an idea or explanation provided earlier) to comprehending grade-level texts and to writing clear and cohesive grade-level texts for specific purposes and audiences.	
				<b>Expanding -</b> b. Apply knowledge of familiar language resources for linking ideas, events, or reasons throughout a text (e.g., using connecting/ transition words and phrases, such as <i>meanwhile, however, on the other hand</i> ) to comprehending texts and to writing increasingly cohesive texts for specific purposes and audiences.	<b>Bridging -</b> b. Apply knowledge of familiar language resources for linking ideas, events, or reasons throughout a text (e.g., using connecting/ transition words and phrases, such as <i>on the contrary, in addition, moreover</i> ) to comprehending grade-level texts and to writing cohesive texts for specific purposes and audiences.		

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CA CCSS for ELA Standard	Corresponding ELD Standards		
<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Production and Distribution of Writing</b></p> <p><b>WHST 11-12.4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</b></p>	<b>PII.3 - Using verbs and verb phrases</b>		
	<p><b>Emerging -</b>                      Use a variety of verbs in different tenses (e.g., past, present, future, simple, progressive) appropriate to the text type and discipline to create short texts on familiar academic topics.</p>	<p><b>Expanding -</b>                      Use a variety of verbs in different tenses (e.g., past, present, future, simple, progressive, perfect) appropriate to the text type and discipline to create a variety of texts that explain, describe, and summarize concrete and abstract thoughts and ideas.</p>	<p><b>Bridging -</b>                      Use a variety of verbs in different tenses (e.g., past, present, future, simple, progressive, perfect), and mood (e.g., subjunctive) appropriate to the text type and discipline to create a variety of texts that describe concrete and abstract ideas, explain procedures and sequences, summarize texts and ideas, and present and critique points of view.</p>
	<b>PII.4 - Using nouns and noun phrases</b>		
	<p><b>Emerging -</b>                      Expand noun phrases to create increasingly detailed sentences (e.g., adding adjectives for precision) about personal and familiar academic topics</p>	<p><b>Expanding -</b>                      Expand noun phrases in a growing number of ways (e.g., adding adjectives to nouns; simple clause embedding) to create detailed sentences that accurately describe, explain, and summarize information and ideas on a variety of personal and academic topics.</p>	<p><b>Bridging -</b>                      Expand noun phrases in a variety of ways (e.g., complex clause embedding) to create detailed sentences that accurately describe concrete and abstract ideas, explain procedures and sequences, summarize texts and ideas, and present and critique points of view on a variety of academic topics.</p>

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CA CCSS for ELA Standard		Corresponding ELD Standards				
Production and Distribution of Writing	WHST 11-12.4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	P.II.5- Modifying to add details			P.II.6 - Connecting Ideas	
	WHST 11-12.5 - Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.)	<b>Emerging -</b> Expand sentences with simple adverbials (e.g., adverbs, adverb phrases, prepositional phrases) to provide details (e.g., time, manner, place, cause) about familiar activities or processes.	<b>Expanding -</b> Expand sentences with a growing variety of adverbials (e.g., adverbs, adverb phrases, prepositional phrases) to provide details (e.g., time, manner, place, cause) about familiar or new activities or processes.	<b>Bridging -</b> Expand sentences with a variety of adverbials (e.g., adverbs, adverb phrases and clauses, prepositional phrases) to provide details (e.g., time, manner, place, cause) about a variety of familiar and new activities and processes.	<b>Emerging -</b> Combine clauses in a few basic ways (e.g., creating compound sentences using <i>and, but, so</i> ; creating complex sentences using <i>because</i> ) to make connections between and to join ideas (e.g., <i>I want to read this book because it tells the history of Pi</i> ).	<b>Expanding -</b> Combine clauses in a growing number of ways to create compound and complex sentences that make connections between and link concrete and abstract ideas, for example, to express a reason (e.g., <i>He stayed at home on Sunday in order to study for Monday’s exam</i> ) or to make a concession (e.g., <i>She studied all night even though she wasn’t feeling well</i> ).

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Production and Distribution of Writing	WHST 11-12.4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	<b>PII.7 - Condensing ideas</b>		
	WHST 11-12.5 - Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	<b>Emerging -</b> Condense ideas in a few basic ways (e.g., by compounding verb or prepositional phrases) to create precise and detailed simple, compound, and complex sentences (e.g., <i>The students asked survey questions and recorded the responses</i> ).	<b>Expanding -</b> Condense ideas in a growing number of ways (e.g., through embedded clauses or by compounding verbs or prepositional phrases) to create more precise and detailed simple, compound, and complex sentences (e.g., <i>Species that could not adapt to the changing climate eventually disappeared</i> ).	<b>Bridging -</b> Condense ideas in a variety of ways (e.g., through a variety of embedded clauses, or by compounding verbs or prepositional phrases, nominalization) to create precise simple, compound, and complex sentences that condense concrete and abstract ideas (e.g., <i>The epidemic, which ultimately affected hundreds of thousands of people did not subside for another year</i> ).

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<b>Craft and Structure</b> WHST 11-12.6 - Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.	<b>PI.2 - Interacting via written English</b>			<b>PI.10 - Writing</b>			
	<b>Emerging -</b> Collaborate with peers to engage in short, grade-appropriate written exchanges and writing projects, using technology as appropriate.	<b>Expanding -</b> Collaborate with peers to engage in increasingly complex grade-appropriate written exchanges and writing projects, using technology as appropriate.	<b>Bridging -</b> Collaborate with peers to engage in a variety of extended written exchanges and complex grade-appropriate writing projects, using technology as appropriate.	<b>Emerging -</b> a. Write short literary and informational texts (e.g., an argument about free speech) collaboratively (e.g., with peers) and independently.  b. Write brief summaries of texts and experiences by using complete sentences and key words (e.g., from notes or graphic organizers).	<b>Expanding -</b> a. Write longer literary and informational texts (e.g., an argument about free speech) collaboratively (e.g., with peers) and independently by using appropriate text organization and growing understanding of register.  b. Write increasingly concise summaries of texts and experiences by using complete sentences and key words (e.g., from notes or graphic organizers).	<b>Bridging -</b> a. Write longer and more detailed literary and informational texts (e.g., an argument about free speech) collaboratively (e.g., with peers) and independently using appropriate text organization and register.  b. Write clear and coherent summaries of texts and experiences by using complete and concise sentences and key words (e.g., from notes or graphic organizers).	
<b>Integration of Knowledge and Ideas</b> WHST 11-12.7 - Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating							

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Integration of Knowledge and Ideas WHST 11-12.8 - Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and	WHST 11-12.9 - Draw evidence from informational texts to support analysis, reflection, and research.	<b>PI.10 - Writing</b>		
		<b>Emerging -</b> a. Write short literary and informational texts (e.g., an argument about free speech) collaboratively (e.g., with peers) and independently.  b. Write brief summaries of texts and experiences by using complete sentences and key words (e.g., from notes or graphic organizers).	<b>Expanding -</b> a. Write longer literary and informational texts (e.g., an argument about free speech) collaboratively (e.g., with peers) and independently by using appropriate text organization and growing understanding of register.  b. Write increasingly concise summaries of texts and experiences by using complete sentences and key words (e.g., from notes or graphic organizers).	<b>Bridging -</b> a. Write longer and more detailed literary and informational texts (e.g., an argument about free speech) collaboratively (e.g., with peers) and independently using appropriate text organization and register.  b. Write clear and coherent summaries of texts and experiences by using complete and concise sentences and key words (e.g., from notes or graphic organizers).
		WHST 11-12.10 - Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline specific tasks, purposes, and audiences.		

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<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Integration of Knowledge and Ideas</b></p> <p>WHST 11-12.8 - Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a</p> <p>WHST 11-12.9 - Draw evidence from informational texts to support analysis, reflection, and research.</p>	PI.11 - Justifying/Arguing		
	<p><b>Emerging -</b></p> <p>a. Justify opinions by articulating some textual evidence or background knowledge with visual support</p> <p>b. Express attitude and opinions or temper statements with familiar modal expressions (e.g., can, may).</p>	<p><b>Expanding -</b></p> <p>a. Justify opinions and positions or persuade others by making connections between ideas and articulating relevant textual evidence or background knowledge.</p> <p>b. Express attitude and opinions or temper statements with a variety of familiar modal expressions (e.g., <i>possibly/likely, could/would</i> ).</p>	<p><b>Bridging -</b></p> <p>a. Justify opinions or persuade others by making connections and distinctions between ideas and texts and articulating sufficient, detailed, and relevant textual evidence or background knowledge, using appropriate register.</p> <p>b. Express attitude and opinions or temper statements with nuanced modal expressions (e.g., <i>possibly/potentially/certainly/ absolutely, should/might</i> ).</p>

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<p style="text-align: center;"><b>Integration of Knowledge and Ideas</b></p> <p><b>WHST 11-12.8 - Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and</b></p>	<b>PII.1 - Understanding text structure</b>			<b>PII.2 - Understanding cohesion</b>		
	<p><b>Emerging -</b>                      Apply analysis of the organizational structure of different text types (e.g., how arguments are organized by establishing clear relationships among claims, counterclaims, reasons, and evidence) to comprehending texts and to writing brief arguments, informative/ explanatory texts and narratives.</p>	<p><b>Expanding -</b>                      Apply analysis of the organizational structure of different text types (e.g., how arguments are organized by establishing clear relationships among claims, counterclaims, reasons, and evidence) to comprehending texts and to writing increasingly clear and cohesive arguments, informative/ explanatory texts and narratives.</p>	<p><b>Bridging -</b>                      Apply analysis of the organizational structure of different text types (e.g., how arguments are organized by establishing clear relationships among claims, counterclaims, reasons, and evidence) to comprehending texts and to writing clear and cohesive arguments, informative/explanatory texts and narratives.</p>	<p><b>Emerging -</b>                      a. Apply knowledge of familiar language resources for referring to make texts more cohesive (e.g., using pronouns or synonyms to refer back to characters or concepts introduced earlier) to comprehending and writing brief texts.                       b. Apply knowledge of familiar language resources for linking ideas, events, or reasons throughout a text (e.g., using connecting/ transition words and phrases, such as <i>first, second, finally</i>) to comprehending and writing brief texts.</p>	<p><b>Expanding -</b>                      a. Apply knowledge of a growing number of language resources for referring to make texts more cohesive (e.g., using nominalizations to refer back to an action or activity described earlier) to comprehending texts and to writing increasingly cohesive texts for specific purposes and audiences.                       b. Apply knowledge of familiar language resources for linking ideas, events, or reasons throughout a text (e.g., using connecting/ transition words and phrases, such as <i>meanwhile, however, on the other hand</i>) to comprehending texts and to writing increasingly cohesive texts for specific purposes and audiences.</p>	<p><b>Bridging -</b>                      a. Apply knowledge of a variety of language resources for referring to make texts more cohesive (e.g., using nominalization, paraphrasing, or summaries to reference or recap an idea or explanation provided earlier) to comprehending grade-level texts and to writing clear and cohesive grade-level texts for specific purposes and audiences.                       b. Apply knowledge of familiar language resources for linking ideas, events, or reasons throughout a text (e.g., using connecting/transition words and phrases, such as <i>on the contrary, in addition, moreover</i>) to comprehending grade-level texts and to writing cohesive texts for specific purposes and audiences.</p>

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Comprehension and Collaboration	SL 11-12.1 - Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. (a. - d.).	PI.1 - Exchanging information and ideas			PI.3 - Supporting opinions and persuading others			PI.5 - Listening actively		
		<p><b>Emerging -</b> Engage in conversational exchanges and express ideas on familiar current events and academic topics by asking and answering <i>yes-no</i> questions and <i>wh</i> - questions and responding using phrases and short sentences.</p>	<p><b>Expanding -</b> Contribute to class, group, and partner discussions, sustaining conversations on a variety of age and grade-appropriate academic topics by following turn-taking rules, asking and answering relevant, on-topic questions, affirming others, providing additional, relevant information, and paraphrasing key ideas.</p>	<p><b>Bridging -</b> Contribute to class, group, and partner discussions, sustaining conversations on a variety of age and grade-appropriate academic topics by following turn-taking rules, asking and answering relevant, on-topic questions, affirming others, and providing coherent and well-articulated comments and additional information.</p>	<p><b>Emerging -</b> Negotiate with or persuade others in conversations using learned phrases (e.g., <i>Would you say that again? I think . . .</i>), as well as open responses to express and defend opinions.</p>	<p><b>Expanding -</b> Negotiate with or persuade others in conversations (e.g., ask for clarification or repetition)Using learned phrases (<i>Could you repeat that please? I believe . . .</i>) and open responses to express and defend nuanced opinions.</p>	<p><b>Bridging -</b> Negotiate with or persuade others in conversations in appropriate registers (e.g., to acknowledge new information and politely offer a counterpoint) using a variety of learned phrases (e.g., <i>You postulate that X. However, I've reached a different conclusion on this issue</i> ), and open responses to express and defend nuanced opinions.</p>	<p><b>Emerging -</b> Demonstrate comprehension of oral presentations and discussions on familiar social and academic topics by asking and answering questions, with prompting and substantial support.</p>	<p><b>Expanding -</b> Demonstrate comprehension of oral presentations and discussions on a variety of social and academic topics by asking and answering questions that show thoughtful consideration of the ideas or arguments, with moderate support.</p>	<p><b>Bridging -</b> Demonstrate comprehension of oral presentations and discussions on a variety of social and academic topics by asking and answering detailed and complex questions that show thoughtful consideration of the ideas or arguments, with light support.</p>

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CA CCSS for ELA Standard		Corresponding ELD Standards					
Comprehension and Collaboration	SL.11-12.2 - Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.	PI.2 - Interacting via written English			PI.6 - Reading/viewing closely		
		<p><b>Emerging -</b> Collaborate with peers to engage in short, grade-appropriate written exchanges and writing projects, using technology as appropriate.</p>	<p><b>Expanding -</b> Collaborate with peers to engage in increasingly complex grade-appropriate written exchanges and writing projects, using technology as appropriate.</p>	<p><b>Bridging -</b> Collaborate with peers to engage in a variety of extended written exchanges and complex grade-appropriate writing projects, using technology as appropriate.</p>	<p><b>Emerging -</b> a. Explain ideas, phenomena, processes, and text relationships (e.g., compare/contrast, cause/effect, evidence-based argument) based on close reading of a variety of grade-appropriate texts, presented in various print and multimedia formats, using short sentences and a select set of general academic and domain-specific words.</p> <p>b. Explain inferences and conclusions drawn from close reading of grade-appropriate texts and viewing of multimedia using familiar verbs (e.g., <i>seems that</i> ).</p> <p>c. Use knowledge of morphology (e.g., common prefixes and suffixes), context, reference materials, and visual cues to determine the meaning of unknown and multiple-meaning words on familiar topics.</p>	<p><b>Expanding -</b> a. Explain ideas, phenomena, processes, and relationships within and across texts (e.g., compare/contrast, cause/effect, themes, evidence-based argument) based on close reading of a variety of grade-appropriate texts, presented in various print and multimedia formats, using increasingly detailed sentences, and an increasing variety of general academic and domain-specific words.</p> <p>b. Explain inferences and conclusions drawn from close reading of grade-appropriate texts and viewing of multimedia using an increasing variety of verbs and adverbials (e.g., <i>indicates that, suggests, as a result</i> ).</p> <p>c. Use knowledge of morphology (e.g., affixes, Greek and Latin roots), context, reference materials, and visual cues to determine the meaning of unknown and multiple-meaning words on familiar and new topics.</p>	<p><b>Bridging -</b> a. Explain ideas, phenomena, processes, and relationships within and across texts (e.g., compare/contrast, cause/effect, themes, evidence-based argument) based on close reading of a variety of grade-level texts, presented in various print and multimedia formats, using a variety of detailed sentences and a range of general academic and domain-specific words.</p> <p>b. Explain inferences and conclusions drawn from close reading of grade-level texts and viewing of multimedia using a variety of verbs and adverbials (e.g., <i>creates the impression that, consequently</i> ).</p> <p>c. Use knowledge of morphology (e.g., derivational suffixes), context, reference materials, and visual cues to determine the meanings, including figurative and connotative meanings, of unknown and multiple-meaning words on a variety of new topics.</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 11-12.3 - Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.	PI.5 - Listening actively			PI.7 - Evaluating language choices			PI.8 - Analyzing language choices		
	<b>Emerging -</b> Demonstrate comprehension of oral presentations and discussions on familiar social and academic topics by asking and answering questions, with prompting and substantial support.	<b>Expanding -</b> Demonstrate comprehension of oral presentations and discussions on a variety of social and academic topics by asking and answering questions that show thoughtful consideration of the ideas or arguments, with moderate support.	<b>Bridging -</b> Demonstrate comprehension of oral presentations and discussions on a variety of social and academic topics by asking and answering detailed and complex questions that show thoughtful consideration of the ideas or arguments, with light support.	<b>Emerging -</b> Explain how successfully writers and speakers structure texts and use language (e.g., specific word or phrasing choices) to persuade the reader (e.g., by providing evidence to support claims or connecting points in an argument) or create other	<b>Expanding -</b> Explain how successfully writers and speakers structure texts and use language (e.g., specific word or phrasing choices) to persuade the reader (e.g., by providing well-worded evidence to support claims or connecting points in an argument in specific ways) or create other specific effects, with moderate support.	<b>Bridging -</b> Explain how successfully writers and speakers structure texts and use language (e.g., specific word or phrasing choices) to persuade the reader (e.g., by providing well-worded evidence to support claims or connecting points in an argument in specific ways) or create other specific effects, with light support.	<b>Emerging -</b> Explain how a writer's or speaker's choice of phrasing or specific words (e.g., describing a character or action as <i>aggressive</i> versus <i>bold</i> ) produces nuances and different effects on the audience.	<b>Expanding -</b> Explain how a writer's or speaker's choice of phrasing or specific words (e.g., using figurative language or words with multiple meanings to describe an event or character) produces nuances and different effects on the audience.	<b>Bridging -</b> Explain how a writer's or speaker's choice of a variety of different types of phrasing or words (e.g., hyperbole, varying connotations, the cumulative impact of word choices) produces nuances and different effects on the audience.

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

CA CCSS for ELA Standard		Corresponding ELD Standards					
Presentation of Knowledge and Ideas	SL 11-12.4 -Present information, findings, and supporting evidence (e.g., reflective, historical investigation, response to literature presentations), conveying a clear and distinct perspective and a logical argument, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. Use appropriate eye contact, adequate volume, and clear pronunciation. CA (a - b.).	<b>PI.3 - Supporting opinions and persuading others</b>			<b>PI.9 - Presenting</b>		
		<b>Emerging -</b> Negotiate with or persuade others in conversations using learned phrases (e.g., <i>ask for clarification or repetition</i> ) Using learned phrases (e.g., <i>Could you repeat that please? I believe...</i> ) and open responses to express and defend opinions .	<b>Expanding -</b> Negotiate with or persuade others (e.g., by presenting counterarguments) in discussions and conversations using learned phrases (e.g., <i>You make a valid point, but my view is...</i> ) and open responses to express and defend nuanced opinions.	<b>Bridging -</b> Negotiate with or persuade others in conversations in appropriate registers (e.g., to acknowledge new information and politely offer a counterpoint) using a variety of learned phrases (e.g., <i>You postulate that X . However, I've reached a different conclusion on this issue</i> ) and open response to express and defend nuanced opinions.	<b>Emerging -</b> Plan and deliver brief oral presentations and reports on grade-appropriate topics that present evidence and facts to support ideas.	<b>Expanding -</b> Plan and deliver a variety of oral presentations and reports on grade-appropriate topics that present evidence and facts to support ideas by using growing understanding of register.	<b>Bridging -</b> Plan and deliver a variety of oral presentations and reports on grade-appropriate topics that express complex and abstract ideas well supported by evidence and sound reasoning, and are delivered using an appropriate level of formality and understanding of register.
	SL 11-12.5 - Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.						

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

CA CCSS for ELA Standard	Corresponding ELD Standard		
<p><b>SL.11-12.4 - Present information, insights, and supporting evidence (e.g., reflective, historical investigation, response to literature presentations), conveying a clear and distinct perspective and a logical argument, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. Use appropriate eye contact</b></p>	<p align="center"><b>PI.12 - Selecting language resources</b></p>		
	<p><b>Emerging -</b>                      a. Use familiar general academic (e.g., temper-nature, document) and domain-specific (e.g., <i>cell, the depression</i>) words to create clear spoken and written texts.                       b. Use knowledge of morphology to appropriately select basic affixes (e.g., The news media relies on official sources).</p>	<p><b>Expanding -</b>                      a. Use an increasing variety of grade-appropriate general academic (e.g., <i>fallacy, dissuade</i> ) and domain-specific (e.g., <i>chromosome, federalism</i> ) academic words accurately and appropriately when producing increasingly complex written and spoken texts.                       b. Use knowledge of morphology to appropriately select affixes in a growing number of ways to manipulate language (e.g., The cardiac muscle works continuously).</p>	<p><b>Bridging -</b>                      a. Use a variety of grade-appropriate general (e.g., <i>alleviate, salutary</i> ) and domain-specific (e.g., soliloquy, micro-organism) academic words and phrases, including persuasive language, accurately and appropriately when producing complex written and spoken texts.                       b. Use knowledge of morphology to appropriately select affixes in a variety of ways to manipulate language (e.g., changing <i>humiliate to inaugurate to inauguration</i> ).</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);"><b>Presentation of Knowledge and Ideas</b></p> <p><b>SL 11-12.4 - Present information, findings, and supporting evidence (e.g., reflective, historical investigation, response to literature presentations), conveying a clear and distinct perspective and a logical argument, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose,</b></p>	PII.1 - Understanding text structure			PII.6 - Connecting ideas			PII.7 - Condensing ideas		
	<p><b>Emerging -</b>                      Apply analysis of the organizational structure of different text types (e.g., how arguments are organized by establishing clear relationships among claims, counterclaims, reasons, and evidence) to comprehending texts and to writing brief arguments, informative/explanatory texts and narratives.</p>	<p><b>Expanding -</b>                      Apply analysis of the organizational structure of different text types (e.g., how arguments are organized by establishing clear relationships among claims, counterclaims, reasons, and evidence) to comprehending texts and to writing increasingly clear and cohesive arguments, informative/explanatory texts and narratives.</p>	<p><b>Bridging -</b>                      Apply analysis of the organizational structure of different text types (e.g., how arguments are organized by establishing clear relationships among claims, counterclaims, reasons, and evidence) to comprehending texts and to writing clear and cohesive arguments, informative/explanatory texts and narratives.</p>	<p><b>Emerging -</b>                      Combine clauses in a few basic ways (e.g., creating compound sentences using <i>and, but, so</i>; creating complex sentences using <i>because</i>) to make connections between and to join ideas (e.g., <i>I want to read this book because it tells the history of Pi</i>).</p>	<p><b>Expanding -</b>                      Combine clauses in a growing number of ways to create compound and complex sentences that make connections between and link concrete and abstract ideas, for example, to express a reason (e.g., <i>He stayed at home on Sunday in order to study for Monday's exam</i>) or to make a concession (e.g., <i>She studied all night even though she wasn't feeling well</i>).</p>	<p><b>Bridging -</b>                      Combine clauses in a variety of ways to create compound and complex sentences that make connections between and link concrete and abstract ideas, for example, to make a concession (e.g., <i>While both characters strive for success, they each take different approaches through which to reach their goals.</i>), or to establish cause (e.g., <i>Women's lives were changed forever after World War II as a result of joining the workforce</i>).</p>	<p><b>Emerging -</b>                      Condense ideas in a few basic ways (e.g., by compounding verb or prepositional phrases) to create precise and detailed simple, compound, and complex sentences (e.g., <i>The students asked survey questions and recorded the responses</i>).</p>	<p><b>Expanding -</b>                      Condense ideas in a growing number of ways (e.g., through embedded clauses or by compounding verbs or prepositional phrases) to create more precise and detailed simple, compound, and complex sentences (e.g., <i>Species that could not adapt to the changing climate eventually disappeared</i>).</p>	<p><b>Bridging -</b>                      Condense ideas in a variety of ways (e.g., through a variety of embedded clauses, or by compounding verbs or prepositional phrases, nominalization) to create precise simple, compound, and complex sentences that condense concrete and abstract ideas (e.g., the epidemic, which ultimately affected hundreds of thousands of people, did not subside for another year).</p>

**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;"><b>Presentation of Knowledge and Ideas</b></p> <p><b>SL.11-12.6 - Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 for specific expectations.)</b></p>	<b>PI.1 - Exchanging information/ideas</b>			<b>PI.3 - Supporting opinions and persuading others</b>		
	<p><b>Emerging -</b> Engage in conversational exchanges and express ideas on familiar current events and academic topics by asking and answering yes-no questions and wh- questions and responding using phrases and short sentences.</p>	<p><b>Expanding -</b> Contribute to class, group, and partner discussions, sustaining conversations on a variety of age and grade-appropriate academic topics by following turn-taking rules, asking and answering relevant, on-topic questions, affirming others, providing additional, relevant information, and paraphrasing key ideas.</p>	<p><b>Bridging -</b> Contribute to class, group, and partner discussions, sustaining conversations on a variety of age and grade-appropriate academic topics by following turn-taking rules, asking and answering relevant, on-topic questions, affirming others, and providing coherent and well-articulated comments and additional information.</p>	<p><b>Emerging -</b> Negotiate with or persuade others in conversations(e.g., ask for clarification or repetition) using learned phrases (e.g., Could you repeat that please? I believe...) and open responses to express and defend opinions.</p>	<p><b>Expanding -</b> Negotiate with or persuade others(e.g., by presenting counterarguments) in discussions and conversations using learned phrases 9e.g., You make a valid point, but my view is...) and open responses to express and defend nuanced opinions.</p>	<p><b>Bridging -</b> Negotiate with or persuade others in discussions and conversations in appropriate registers (e.g., to acknowledge new information and politely offer a counterpoint) using a variety of learned phrases (e.g., you postulate that X. However, I've reached a different conclusion on this issue) and open responses to express and defend nuanced opinions.</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);"><b>Presentation of Knowledge and Ideas</b></p> <p><b>SL 11-12.6 -Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 for specific expectations.)</b></p>	<b>PI.4 - Adapting language choices</b>			<b>PI.5 - Listening Actively</b>		
	<p><b>Emerging -</b> Adjust language choices according to the context (e.g., classroom, community) and audience (e.g., peers, teachers).</p>	<p><b>Expanding -</b> Adjust language choices according to the context (e.g., classroom, community), purpose (e.g., to persuade, to provide arguments or counterarguments), task, and audience (e.g., peers, teachers, guest lecturer).</p>	<p><b>Bridging -</b> Adjust language choices according to the task (e.g., group presentation of research project), context (e.g., classroom, community), purpose (e.g., to persuade, to provide arguments or counterarguments), and audience (e.g., peers, teachers, college recruiter).</p>	<p><b>Emerging -</b> Demonstrate comprehension of oral presentations and discussions on familiar social and academic topics by asking and answering questions, with prompting and substantial support.</p>	<p><b>Expanding -</b> Demonstrate comprehension of oral presentations and discussions on a variety of social and academic topics by asking and answering questions that show thoughtful consideration of the ideas or arguments, with moderate support.</p>	<p><b>Bridging -</b> Demonstrate comprehension of oral presentations and discussions on a variety of social and academic topics by asking and answering detailed and complex questions that show thoughtful consideration of the ideas or arguments, 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);"><b>Presentation of Knowledge and Ideas</b></p> <p><b>SL 11-12.6 - Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 for specific expectations.)</b></p>	<b>PI.9 - Presenting</b>			<b>PI.12 - Selecting language resources</b>		
	<p><b>Emerging -</b>                      Plan and deliver brief oral presentations and reports on grade-appropriate topics that present evidence and facts to support ideas.</p>	<p><b>Expanding -</b>                      Plan and deliver a variety of oral presentations and reports on grade-appropriate topics that present evidence and facts to support ideas by using growing understanding of register.</p>	<p><b>Bridging -</b>                      Plan and deliver a variety of oral presentations and reports on grade-appropriate topics that express complex and abstract ideas well supported by evidence and sound reasoning, and are delivered using an appropriate level of formality and understanding of register.</p>	<p><b>Emerging -</b>                      a. Use familiar general academic (e.g., temperature, document) and domain-specific (e.g., <i>characterization, photosynthesis, society, quadratic functions</i>) words to create clear spoken and written texts.</p> <p>b. Use knowledge of morphology to appropriately select basic affixes (e.g., The skull protects the brain).</p>	<p><b>Expanding -</b>                      a. Use an increasing variety of grade-appropriate general academic (e.g., <i>dominate, environment</i>) and domain-specific (e.g., <i>characterization, photosynthesis, society, quadratic functions</i>) academic words accurately and appropriately when producing increasingly complex written and spoken texts.</p> <p>b. Use knowledge of morphology to appropriately select affixes in a growing number of ways to manipulate language (e.g., diplomatic, stems are branched or unbranched).</p>	<p><b>Bridging -</b>                      a. Use a variety of grade-appropriate general (e.g., <i>anticipate, transaction</i>) and domain-specific (e.g., <i>characterization, photosynthesis, society, quadratic functions</i>) academic words and phrases, including persuasive language, accurately and appropriately when producing complex written and spoken texts.</p> <p>b. Use knowledge of morphology to appropriately select affixes in a variety of ways to manipulate language (e.g., <i>changing humiliate to humiliation or incredible to incredibly</i>).</p>

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

CA CCSS for ELA Standard		Corresponding ELD Standards								
Presentation of Knowledge and Ideas	SL 11-12.6 - Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11-12 Language standards 1 and 3 for specific expectations.)	PII.3 - Using verbs and verb phrases			PII.4 - Using nouns and noun phrases			PII.5 - Modifying to add details		
		<b>Emerging -</b> Use a variety of verbs in different tenses (e.g., past, present, future, simple, progressive) appropriate to the text type and discipline to create short texts on familiar academic topics.	<b>Expanding -</b> Use a variety of verbs in different tenses (e.g., past, present, future, simple, progressive, perfect) appropriate to the text type and discipline to create a variety of texts that explain, describe, and summarize concrete and abstract thoughts and ideas.	<b>Bridging -</b> Use a variety of verbs in different tenses (e.g., past, present, future, simple, progressive, perfect), and mood (e.g., subjunctive) appropriate to the text type and discipline to create a variety of texts that describe concrete and abstract ideas, explain procedures and sequences, summarize texts and ideas, and present and critique points of view.	<b>Emerging -</b> Expand noun phrases to create increasingly detailed sentences (e.g., adding adjectives for precision) about personal and familiar academic topics.	<b>Expanding -</b> Expand noun phrases in a growing number of ways (e.g., adding adjectives to nouns; simple clause embedding) to create detailed sentences that accurately describe, explain, and summarize information and ideas on a variety of personal and academic topics.	<b>Bridging -</b> Expand noun phrases in a variety of ways (e.g., more complex clause embedding) to create detailed sentences that accurately describe concrete and abstract ideas, explain procedures and sequences, summarize texts and ideas, and critique points of view on a variety of academic topics.	<b>Emerging -</b> Expand sentences with simple adverbials (e.g., adverbs, adverb phrases, prepositional phrases) to provide details (e.g., time, manner, place, cause) about familiar activities or processes.	<b>Expanding -</b> Expand sentences with a growing variety of adverbials (e.g., adverbs, adverb phrases, prepositional phrases) to provide details (e.g., time, manner, place, cause) about familiar or new activities or processes.	<b>Bridging -</b> Expand sentences with a variety of adverbials (e.g., adverbs, adverb phrases and clauses, prepositional phrases) to provide details (e.g., time, manner, place, cause) about a variety of familiar and new activities and processes.

**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 11-12.6 - Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 for specific expectations.)</p>	PII.6 - Connecting Ideas			PII.7 - Condensing Ideas		
	<p><b>Emerging -</b>                      Combine clauses in a few basic ways (e.g., creating compound sentences using <i>and, but, so</i> ; creating complex sentences using <i>because</i> ) to make connections between and to join ideas (e.g., <i>I want to read this book because it describes the solar system</i> ).</p>	<p><b>Expanding -</b>                      Combine clauses in a growing number of ways to create compound and complex sentences that make connections between and link concrete and abstract ideas, for example, to express a reason (e.g., <i>He stayed at home on Sunday in order to study for Monday’s exam</i> ) or to make a concession (e.g., <i>She studied all night even though she wasn’t feeling well</i> ).</p>	<p><b>Bridging -</b>                      Combine clauses in a variety of ways to create compound and complex sentences that make connections between and link concrete and abstract ideas, for example, to make a concession (e.g., <i>While both characters strive for success</i> , they each take different approaches through which to reach their goals.), or to establish cause (e.g., <i>Women’s lives were changed forever after World War II as a result of joining the workforce</i> ).</p>	<p><b>Emerging -</b>                      Condense ideas in a few basic ways (e.g., by compounding verb or prepositional phrases) to create precise and detailed simple, compound, and complex sentences (e.g., <i>The students asked survey questions and recorded the responses</i> ).</p>	<p><b>Expanding -</b>                      Condense ideas in a growing number of ways (e.g., through embedded clauses or by compounding verbs or prepositional phrases) to create more precise and detailed simple, compound, and complex sentences (e.g., <i>Species that could not adapt to the changing climate eventually disappeared</i> ).</p>	<p><b>Bridging -</b>                      Condense ideas in a variety of ways (e.g., through a variety of embedded clauses, or by compounding verbs or prepositional phrases, nominalization) to create precise simple, compound, and complex sentences that condense concrete and abstract ideas (e.g., <i>Another issue that people may be concerned with is the amount of money that it will cost to construct the new building</i> ).</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 11-12.1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (a. - b.)	PI.4 - Adapting language choices			PI.5 - Listening actively		
	<b>Emerging -</b> Adjust language choices according to the context (e.g., classroom, community) and audience (e.g., peers, teachers).	<b>Expanding -</b> Adjust language choices according to the context (e.g., classroom, community), purpose (e.g., to persuade, to provide arguments or counterarguments), task, and audience (e.g., peers, teachers, guest lecturer).	<b>Bridging -</b> Adjust language choices according to the task (e.g., group presentation of research project), context (e.g., classroom, community), purpose (e.g., to persuade, to provide arguments or counterarguments), and audience (e.g., peers, teachers, college recruiter).	<b>Emerging -</b> Demonstrate comprehension of oral presentations and discussions on familiar social and academic topics by asking and answering questions, with prompting and substantial support.	<b>Expanding -</b> Demonstrate comprehension of oral presentations and discussions on a variety of social and academic topics by asking and answering questions that show thoughtful consideration of the ideas or arguments, with moderate support.	<b>Bridging -</b> Demonstrate comprehension of oral presentations and discussions on a variety of social and academic topics by asking and answering detailed and complex questions that show thoughtful consideration of the ideas or arguments, 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);">Conventions of Standard English</p> <p>L 11-12.1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (a. - b.)</p>	PI.6 - Reading/viewing closely		
	<p><b>Emerging -</b>                      a. Explain ideas, phenomena, processes, and text relationships (e.g., compare/contrast, cause/effect, evidence-based argument) based on close reading of a variety of grade-appropriate texts, presented in various print and multimedia formats, using phrases, short sentences and a select set of general academic and domain-specific words.</p> <p>b. Explain inferences and conclusions drawn from close reading of grade-appropriate texts and viewing of multimedia using familiar verbs (e.g., <i>seems that</i> ).</p> <p>c. Use knowledge of morphology (e.g., common prefixes and suffixes), context, reference materials, and visual cues to determine the meaning of unknown and multiple-meaning words on familiar topics.</p>	<p><b>Expanding -</b>                      a. Explain ideas, phenomena, processes, and relationships within and across texts (e.g., compare/contrast, cause/effect, themes, evidence-based argument) based on close reading of a variety of grade-appropriate texts, presented in various print and multimedia formats, using increasingly detailed sentences, and a range of general academic and domain-specific words.</p> <p>b. Explain inferences and conclusions drawn from close reading of grade-appropriate texts and viewing of multimedia using a variety of verbs and adverbials (e.g., <i>indicates that, suggests, as a result</i> ).</p> <p>c. Use knowledge of morphology (e.g., affixes, Greek and Latin roots), context, reference materials, and visual cues to determine the meaning of unknown and multiple-meaning words on familiar and new topics.</p>	<p><b>Bridging -</b>                      a. Explain ideas, phenomena, processes, and relationships within and across texts (e.g., compare/contrast, cause/effect, themes, evidence-based argument) based on close reading of a variety of grade-level texts, presented in various print and multi-media formats, using a variety of detailed sentences and precise general academic and domain-specific words.</p> <p>b. Explain inferences and conclusions drawn from close reading of grade-level texts and viewing of multimedia using a variety of verbs and adverbials (e.g., <i>creates the impression that, consequently</i> ).</p> <p>c. Use knowledge of morphology (e.g., derivational suffixes), context, reference materials, and visual cues to determine the meaning, including figurative and connotative meanings, of unknown and multiple-meaning words on a variety of new topics.</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 11-12.1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (a. - b.)</p>	PI.9 - Presenting			PI.10 - Writing		
	<p><b>Emerging -</b>                      Plan and deliver brief oral presentations and reports on grade-appropriate topics that present evidence and facts to support ideas.</p>	<p><b>Expanding -</b>                      Plan and deliver a variety of oral presentations and reports on grade-appropriate topics that present evidence and facts to support ideas by using growing understanding of register.</p>	<p><b>Bridging -</b>                      Plan and deliver a variety of oral presentations and reports on grade-appropriate topics that express complex and abstract ideas well supported by evidence and sound reasoning, and are delivered using an appropriate level of formality and understanding of register.</p>	<p><b>Emerging -</b>                      a. Write short literary and informational texts (e.g., an argument about free speech) collaboratively (e.g., with peers) and independently.                       b. Write brief summaries of texts and experiences by using complete sentences and key words (e.g., from notes or graphic organizers).</p>	<p><b>Expanding -</b>                      a. Write longer literary and informational texts (e.g., an argument about free speech) collaboratively (e.g., with peers) and independently by using appropriate text organization and growing understanding of register.                       b. Write increasingly concise summaries of texts and experiences by using complete sentences and key words (e.g., from notes or graphic organizers).</p>	<p><b>Bridging -</b>                      a. Write longer and more detailed literary and informational texts (e.g., an argument about free speech) collaboratively (e.g., with peers) and independently using appropriate text organization and register.                       b. Write clear and coherent summaries of texts and experiences by using complete and concise sentences and key words (e.g., from notes or graphic organizers).</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);"><b>Conventions of Standard English</b></p> <p><b>L.11-12.1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (a. - b.)</b></p>	<b>PI.11 - Justifying/arguing</b>			<b>PI.12 - Selecting language resources</b>		
	<p><b>Emerging -</b>                      a. Justify opinions by articulating some textual evidence or background knowledge, with visual support.</p> <p>b. Express attitude and opinions or temper statements with familiar modal expressions (e.g., <i>can, may</i>).</p>	<p><b>Expanding -</b>                      a. Justify opinions and positions or persuade others by making connections between ideas and articulating relevant textual evidence or background knowledge.</p> <p>b. Express attitude and opinions or temper statements with a variety of familiar modal expressions (e.g., <i>possibly/likely, could/would</i>).</p>	<p><b>Bridging -</b>                      a. Justify opinions or persuade others by making connections and distinctions between ideas and texts and articulating sufficient, detailed, and relevant textual evidence or background knowledge, using appropriate register.</p> <p>b. Express attitude and opinions or temper statements with nuanced modal expressions (e.g., <i>possibly/potentially/certainly/absolutely, should/might</i>).</p>	<p><b>Emerging -</b>                      a. Use familiar general academic (e.g., temperature, document) and domain-specific (e.g., <i>Cell, the depression</i>) words to create clear spoken and written texts.</p> <p>b. Use knowledge of morphology to appropriately select basic affixes (e.g., The news relies on official sources).</p>	<p><b>Expanding -</b>                      a. Use an increasing variety of grade-appropriate general academic (e.g., fallacy, dissuade) and domain-specific (e.g., <i>chromosome, federalism</i>) academic words accurately and appropriately when producing increasingly complex written and spoken texts.</p> <p>b. Use knowledge of morphology to appropriately select affixes in a growing number of ways to manipulate language (e.g., the cardiac muscle works continuously).</p>	<p><b>Bridging -</b>                      a. Use a variety of grade-appropriate general (e.g., <i>alleviate, salutary</i>) and domain-specific (e.g., <i>soliloquy, micro-organism</i>) academic words and phrases, including persuasive language, accurately and appropriately when producing complex written and spoken texts.</p> <p>b. Use knowledge of morphology to appropriately select affixes in a variety of ways to manipulate language (e.g., <i>inaugurate to inauguration</i>).</p>

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Conventions of Standard English	L 11-12.1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (a. - b.)	PII.2 - Understanding cohesion			PII.3 - Using verbs and verb phrases		
		<p><b>Emerging -</b>                      a. Apply knowledge of familiar language resources for referring to make texts more cohesive (e.g., using pronouns or synonyms to refer back to characters or concepts introduced earlier) to comprehending and writing brief texts.</p> <p><b>b.</b> Apply knowledge of familiar language resources for linking ideas, events, or reasons throughout a text (e.g., using connecting/ transition words and phrases, such as <i>first, second, finally</i>) to comprehending and writing brief texts.</p>	<p><b>Expanding -</b>                      a. Apply knowledge of a growing number of language resources for referring to make texts more cohesive (e.g., using nominalizations to refer back to an action or activity described earlier) to comprehending texts and to writing increasingly cohesive texts for specific purposes and audiences.</p> <p><b>b.</b> Apply knowledge of familiar language resources for linking ideas, events, or reasons throughout a text (e.g., using connecting/ transition words and phrases, such as <i>meanwhile, however, on the other hand</i>) to comprehending texts and to writing increasingly cohesive texts for specific purposes and audiences.</p>	<p><b>Bridging -</b>                      a. Apply knowledge of a variety of language resources for referring to make texts more cohesive (e.g., using nominalization, paraphrasing, or summaries to reference or recap an idea or explanation provided earlier) to comprehending grade-level texts and to writing clear and cohesive grade-level texts for specific purposes and audiences.</p> <p><b>b.</b> Apply knowledge of familiar language resources for linking ideas, events, or reasons throughout a text (e.g., using connecting/ transition words and phrases, such as <i>on the contrary, in addition, moreover</i>) to comprehending grade-level texts and to writing cohesive texts for specific purposes and audiences.</p>	<p><b>Emerging -</b>                      Use a variety of verbs in different tenses (e.g., past, present, future, simple, progressive) appropriate to the text type and discipline to create short texts on familiar academic topics.</p>	<p><b>Expanding -</b>                      Use a variety of verbs in different tenses (e.g., past, present, future, simple, progressive, perfect) appropriate to the text type and discipline to create a variety of texts that explain, describe, and summarize concrete and abstract thoughts and ideas.</p>	<p><b>Bridging -</b>                      Use a variety of verbs in different tenses (e.g., past, present, future, simple, progressive, perfect), and mood (e.g., subjunctive) appropriate to the text type and discipline to create a variety of texts that describe concrete and abstract ideas, explain procedures and sequences, summarize texts and ideas, and present and critique points of view.</p>

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CA CCSS for ELA Standard	Corresponding ELD Standards					
Conventions of Standard English  L.11-12.1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (a. - b.)	<b>PII.4 - Using nouns and noun phrases</b>			<b>PII.5 - Modifying to add details</b>		
	<b>Emerging -</b> Expand noun phrases to create increasingly detailed sentences (e.g., adding adjectives for precision) about personal and familiar academic topics.	<b>Expanding -</b> Expand noun phrases in a growing number of ways (e.g., adding adjectives to nouns; simple clause embedding) to create detailed sentences that accurately describe, explain, and summarize information and ideas on a variety of personal and academic topics.	<b>Bridging -</b> Expand noun phrases in a variety of ways (e.g., more complex clause embedding) to create detailed sentences that accurately describe concrete and abstract ideas, explain procedures and sequences, summarize texts and ideas, and present and critique points of view on a variety of academic topics.	<b>Emerging -</b> Expand sentences with simple adverbials (e.g., adverbs, adverb phrases, prepositional phrases) to provide details (e.g., time, manner, place, cause) about familiar activities or processes.	<b>Expanding -</b> Expand sentences with a growing variety of adverbials (e.g., adverbs, adverb phrases, prepositional phrases) to provide details (e.g., time, manner, place, cause) about familiar or new activities or processes.	<b>Bridging -</b> Expand sentences with a variety of adverbials (e.g., adverbs, adverb phrases and clauses, prepositional phrases) to provide details (e.g., time, manner, place, cause) about a variety of familiar and new activities and processes.

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Conventions of Standard English	L.11-12.1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (a. - b.)	PII.6 - Connecting ideas			PII.7 - Condensing ideas	
		<p><b>Emerging -</b>                      Combine clauses in a few basic ways (e.g., creating compound sentences using <i>and, but, so</i> ; creating complex sentences using <i>because</i> ) to make connections between and to join ideas (e.g., <i>I want to read this book because it tells the history of Pi</i> ).</p>	<p><b>Expanding -</b>                      Combine clauses in a growing number of ways to create compound and complex sentences that make connections between and link concrete and abstract ideas, for example, to express a reason (e.g., <i>He stayed at home on Sunday in order to study for Monday's exam</i> ) or to make a concession (e.g., <i>She studied all night even though she wasn't feeling well</i> ).</p>	<p><b>Bridging -</b>                      Combine clauses in a variety of ways to create compound and complex sentences that make connections between and link concrete and abstract ideas, for example, to make a concession (e.g., <i>While both characters strive for success</i> , they each take different approaches through which to reach their goals.), or to establish cause (e.g., <i>Women's lives were changed forever after World War II as a result of joining the workforce</i> ).</p>	<p><b>Emerging -</b>                      Condense ideas in a few basic ways (e.g., by compounding verb or prepositional phrases) to create precise and detailed simple, compound, and complex sentences (e.g., <i>The students asked survey questions and recorded the responses</i> ).</p>	<p><b>Expanding -</b>                      Condense ideas in a growing number of ways (e.g., through embedded clauses or by compounding verbs or prepositional phrases) to create more precise and detailed simple, compound, and complex sentences (e.g., <i>Species that could not adapt to the changing climate eventually disappeared</i> ).</p>

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Conventions of Standard English	L 11-12.2 - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (a. - c.)	PI.10 - Writing			PI.11 - Justifying/arguing	
		<p><b>Emerging -</b>                      a. Write short literary and informational texts (e.g., an argument about free speech) collaboratively (e.g., with peers) and independently.</p> <p><b>b.</b> Write brief summaries of texts and experiences by using complete sentences and key words (e.g., from notes or graphic organizers).</p>	<p><b>Expanding -</b>                      a. Write longer literary and informational texts (e.g., an argument about free speech) collaboratively (e.g., with peers) and independently by using appropriate text organization and growing understanding of register.</p> <p><b>b.</b> Write increasingly concise summaries of texts and experiences by using complete sentences and key words (e.g., from notes or graphic organizers).</p>	<p><b>Bridging -</b>                      a. Write longer and more detailed literary and informational texts (e.g., an argument about free speech) collaboratively (e.g., with peers) and independently using appropriate text organization and register.</p> <p><b>b.</b> Write clear and coherent summaries of texts and experiences by using complete and concise sentences and key words (e.g., from notes or graphic organizers).</p>	<p><b>Emerging -</b>                      a. Justify opinions by articulating some relevant textual evidence or background knowledge, with visual support.</p> <p><b>b.</b> Express attitude and opinions or temper statements with familiar modal expressions (e.g., <i>can, may</i> ).</p>	<p><b>Expanding -</b>                      a. Justify opinions and positions or persuade others by making connections between ideas and articulating relevant textual evidence or background knowledge.</p> <p><b>b.</b> Express attitude and opinions or temper statements with a variety of familiar modal expressions (e.g., <i>possibly/ likely, could/would</i> ).</p>

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<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Knowledge of Language</b></p> <p><b>L.11-12.3 - Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. (a.)</b></p>	PI.1 - Exchanging information/ideas			PI.2 - Interacting via written English		
	<p><b>Emerging -</b>                      Engage in conversational exchanges and express ideas on familiar current events and academic topics by asking and answering <i>yes-no</i> questions and <i>wh-</i> questions and responding using phrases and short sentences.</p>	<p><b>Expanding -</b>                      Contribute to class, group, and partner discussions, sustaining conversations on a variety of age and grade-appropriate academic topics by following turn-taking rules, asking and answering relevant, on-topic questions, affirming others, providing additional, relevant information, and paraphrasing key ideas.</p>	<p><b>Bridging -</b>                      Contribute to class, group, and partner discussions, sustaining conversations on a variety of age and grade-appropriate academic topics by following turn-taking rules, asking and answering relevant, on-topic questions, affirming others, and providing coherent and well-articulated comments and additional information.</p>	<p><b>Emerging -</b>                      Collaborate with peers to engage in short, grade-appropriate written exchanges and writing projects, using technology as appropriate.</p>	<p><b>Expanding -</b>                      Collaborate with peers to engage in increasingly complex grade-appropriate written exchanges and writing projects, using technology as appropriate.</p>	<p><b>Bridging -</b>                      Collaborate with peers to engage in a variety of extended written exchanges and complex grade-appropriate writing projects, using technology as appropriate.</p>

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Knowledge of Language	L.11-12.3 - Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. (a.)	PI.3 - Supporting opinions and persuading others			PI.4 - Adapting language choices		
		<p><b>Emerging -</b>                      Negotiate with or persuade others in conversations (e.g., <i>ask for clarification or repetition</i>) using learned phrases (e.g., <i>Could you repeat that please? I believe...</i>) and open responses to express and defend opinions.</p>	<p><b>Expanding -</b>                      Negotiate with or persuade others in conversations (e.g., by presenting counterarguments) in discussions and conversations using learned phrases (e.g., <i>You make a valid point, but my view is...</i>) and open responses to express and defend nuanced opinions.</p>	<p><b>Bridging -</b>                      Negotiate with or persuade others in discussions and conversations in appropriate registers (e.g., to acknowledge new information and politely offer a counterpoint) using a variety of learned phrases (e.g., <i>you postulate that X. However, I've reached a different conclusion on this issue</i>) and open responses to express and defend nuanced opinions</p>	<p><b>Emerging -</b>                      Adjust language choices according to the context (e.g., classroom, community) and audience (e.g., peers, teachers).</p>	<p><b>Expanding -</b>                      Adjust language choices according to the context (e.g., classroom, community), purpose (e.g., to persuade, to provide arguments or counterarguments), task, and audience (e.g., peers, teachers, guest lecturer).</p>	<p><b>Bridging -</b>                      Adjust language choices according to the task (e.g., group presentation of research project), context (e.g., classroom, community), purpose (e.g., to persuade, to provide arguments or counterarguments), and audience (e.g., peers, teachers, college recruiter).</p>

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Knowledge of Language	L 11-12.3 - Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. (a.)	PI.5 - Listening actively			PI.6 - Reading/viewing closely		
		<p><b>Emerging -</b>                      Demonstrate comprehension of oral presentations and discussions on familiar social and academic topics by asking and answering questions, with prompting and substantial support.</p>	<p><b>Expanding -</b>                      Demonstrate comprehension of oral presentations and discussions on a variety of social and academic topics by asking and answering questions that show thoughtful consideration of the ideas or arguments, with moderate support.</p>	<p><b>Bridging -</b>                      Demonstrate comprehension of oral presentations and discussions on a variety of social and academic topics by asking and answering detailed and complex questions that show thoughtful consideration of the ideas or arguments, with light support.</p>	<p><b>Emerging -</b>                      a. Explain ideas, phenomena, processes, and text relationships (e.g., compare/contrast, cause/ effect, evidence-based argument) based on close reading of a variety of grade-appropriate texts, presented in various print and multimedia formats, using short sentences and a select set of general academic and domain-specific words.                       b. Explain inferences and conclusions drawn from close reading of grade-appropriate texts and viewing of multimedia using familiar verbs (e.g., <i>seems that</i> ).                       c. Use knowledge of morphology (e.g., common prefixes and suffixes), context, reference materials, and visual cues to determine the meaning of unknown and multiple-meaning words on familiar topics.</p>	<p><b>Expanding -</b>                      a. Explain ideas, phenomena, processes, and relationships within and across texts (e.g., compare/contrast, cause/effect, themes, evidence-based argument) based on close reading of a variety of grade-appropriate texts, presented in various print and multimedia formats, using increasingly detailed sentences, and an increasing variety of general academic and domain-specific words.                       b. Explain inferences and conclusions drawn from close reading of grade-appropriate texts and viewing of multimedia using an increasing variety of verbs and adverbials (e.g., <i>indicates that, suggests, as a result</i> ).                       c. Use knowledge of morphology (e.g., affixes, Greek and Latin roots), context, reference materials, and visual cues to determine the meaning of unknown and multiple-meaning words on familiar and new topics.</p>	<p><b>Bridging -</b>                      a. Explain ideas, phenomena, processes, and relationships within and across texts (e.g., compare/contrast, cause/effect, themes, evidence-based argument) based on close reading of a variety of grade-level texts, presented in various print and multimedia formats, using a variety of detailed sentences and a range of general academic and domain-specific words.                       b. Explain inferences and conclusions drawn from close reading of grade-level texts and viewing of multimedia using a variety of verbs and adverbials (e.g., <i>creates the impression that, consequently</i> ).                       c. Use knowledge of morphology (e.g., derivational suffixes), context, reference materials, and visual cues to determine the meaning, including figurative and connotative meanings, of unknown and multiple-meaning words on a variety of new topics.</p>

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Knowledge of Language	L 11-12.3 - Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. (a.)	PI.7 - Evaluating language choices			PI.8 - Analyzing language choices		
		<p><b>Emerging -</b>                      Explain how successfully writers and speakers structure texts and use language (e.g., specific word or phrasing choices) to persuade the reader (e.g., by providing evidence to support claims or connecting points in an argument) or create other specific effects.</p>	<p><b>Expanding -</b>                      Explain how successfully writers and speakers structure texts and use language (e.g., specific word or phrasing choices) to persuade the reader (e.g., by providing well-worded evidence to support claims or connecting points in an argument in specific ways) or create other specific effects, with moderate support.</p>	<p><b>Bridging -</b>                      Explain how successfully writers and speakers structure texts and use language (e.g., specific word or phrasing choices) to persuade the reader (e.g., by providing well-worded evidence to support claims or connecting points in an argument in specific ways) or create other specific effects, with light support.</p>	<p><b>Emerging -</b>                      Explain how a writer’s or speaker’s choice of phrasing or specific words (e.g., describing a character or action as <i>aggressive</i> versus <i>bold</i> ) produces nuances and different effects on the audience.</p>	<p><b>Expanding -</b>                      Explain how a writer’s or speaker’s choice of phrasing or specific words (e.g., using figurative language or words with multiple meanings to describe an event or character) produces nuances and different effects on the audience.</p>	<p><b>Bridging -</b>                      Explain how a writer’s or speaker’s choice of a variety of different types of phrasing or words (e.g., hyperbole, varying connotations, the cumulative impact of word choices) produces nuances and different effects on the audience.</p>

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<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Knowledge of Language</b></p> <p><b>L.11-12.3 - Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. (a.)</b></p>	PI.9 - Presenting			PI.10 - Writing		
	<p><b>Emerging -</b>                      Plan and deliver brief oral presentations and reports on grade-appropriate topics that present evidence and facts to support ideas.</p>	<p><b>Expanding -</b>                      Plan and deliver a variety of oral presentations and reports on grade-appropriate topics that present evidence and facts to support ideas by using growing understanding of register.</p>	<p><b>Bridging -</b>                      Plan and deliver a variety of oral presentations and reports on grade-appropriate topics that express complex and abstract ideas well supported by evidence and sound reasoning, and are delivered using an appropriate level of formality and understanding of register.</p>	<p><b>Emerging -</b>                      a. Write short literary and informational texts (e.g., an argument about free speech) collaboratively (e.g., with peers) and independently.                       b. Write brief summaries of texts and experiences by using complete sentences and key words (e.g., from notes or graphic organizers).</p>	<p><b>Expanding -</b>                      a. Write longer literary and informational texts (e.g., an argument about free speech) collaboratively (e.g., with peers) and independently by using appropriate text organization and growing understanding of register.                       b. Write increasingly concise summaries of texts and experiences by using complete sentences and key words (e.g., from notes or graphic organizers).</p>	<p><b>Bridging -</b>                      a. Write longer and more detailed literary and informational texts (e.g., an argument about free speech) collaboratively (e.g., with peers) and independently using appropriate text organization and register.                       b. Write clear and coherent summaries of texts and experiences by using complete and concise sentences and key words (e.g., from notes or graphic organizers).</p>

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Knowledge of Language	L.11-12.3 - Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. (a.)	PI.11 - Justifying/arguing			PI.12 - Selecting language resources	
		<p><b>Emerging -</b>                      a. Justify opinions by articulating some relevant textual evidence or background knowledge, with visual support.</p> <p>b. Express attitude and opinions or temper statements with familiar modal expressions (e.g., <i>can, may</i>).</p>	<p><b>Expanding -</b>                      a. Justify opinions and positions or persuade others by making connections between ideas and articulating relevant textual evidence or background knowledge.</p> <p>b. Express attitude and opinions or temper statements with a variety of familiar modal expressions (e.g., <i>possibly/likely, could/would</i>).</p>	<p><b>Bridging -</b>                      a. Justify opinions or persuade others by making connections and distinctions between ideas and texts and articulating sufficient, detailed, and relevant textual evidence or background knowledge, using appropriate register.</p> <p>b. Express attitude and opinions or temper statements with nuanced modal expressions (e.g., <i>possibly/potentially/certainly/absolutely, should/might</i>).</p>	<p><b>Emerging -</b>                      a. Use familiar general academic (e.g., temperature, document) and domain-specific (e.g., cell, the depression) words to create clear spoken and written texts.</p> <p>b. Use knowledge of morphology to appropriately select basic affixes (e.g., The news media relies on official sources).</p>	<p><b>Expanding -</b>                      a. Use an increasing variety of grade-appropriate general academic (e.g., <i>fallacy, dissuade</i>) and domain-specific (e.g., <i>chromosome, federalisms</i>) academic words accurately and appropriately when producing increasingly complex written and spoken texts.</p> <p>b. Use knowledge of morphology to appropriately select affixes in a growing number of ways to manipulate language (e.g., The cardiac muscle works continuously).</p>

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	<p><b>Emerging -</b>                      a. Apply knowledge of familiar language resources for referring to make texts more cohesive (e.g., using pronouns or synonyms to refer back to characters or concepts introduced earlier) to comprehending and writing brief texts.</p> <p>b. Apply knowledge of familiar language resources for linking ideas, events, or reasons throughout a text (e.g., using connecting/transition words and phrases, such as <i>first, second, finally</i>) to comprehending and writing brief texts.</p>	<p><b>Expanding -</b>                      a. Apply knowledge of a growing number of language resources for referring to make texts more cohesive (e.g., using nominalizations to refer back to an action or activity described earlier) to comprehending texts and to writing increasingly cohesive texts for specific purposes and audiences.</p> <p>b. Apply knowledge of familiar language resources for linking ideas, events, or reasons throughout a text (e.g., using connecting/ transition words and phrases, such as <i>mean-while, however, on the other hand</i>) to comprehending texts and to writing increasingly cohesive texts for specific purposes and audiences.</p>	<p><b>Bridging -</b>                      a. Apply knowledge of a variety of language resources for referring to make texts more cohesive (e.g., using nominalization, paraphrasing, or summaries to reference or recap an idea or explanation provided earlier) to comprehending grade-level texts and to writing clear and cohesive grade-level texts for specific purposes and audiences.</p> <p>b. Apply knowledge of familiar language resources for linking ideas, events, or reasons throughout a text (e.g., using connecting/ transition words and phrases, such as <i>on the contrary, in addition, moreover</i>) to comprehending grade-level texts and to writing cohesive texts for specific purposes and audiences.</p>	<p><b>Emerging -</b>                      Use a variety of verbs in different tenses (e.g., past, present, future, simple, progressive) appropriate to the text type and discipline to create short texts on familiar academic topics.</p>	<p><b>Expanding -</b>                      Use a variety of verbs in different tenses (e.g., past, present, future, simple, progressive, perfect) appropriate to the text type and discipline to create a variety of texts that explain, describe, and summarize concrete and abstract thoughts and ideas.</p>	<p><b>Bridging -</b>                      Use a variety of verbs in different tenses (e.g., past, present, future, simple, progressive, perfect), and mood (e.g., subjunctive) appropriate to the text type and discipline to create a variety of texts that describe concrete and abstract ideas, explain procedures and sequences, summarize texts and ideas, and present and critique points of view.</p>

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		<p><b>Emerging -</b>                      Expand noun phrases to create increasingly detailed sentences (e.g., adding adjectives for precision) about personal and familiar academic topics.</p>	<p><b>Expanding -</b>                      Expand noun phrases in a growing number of ways (e.g., adding adjectives to nouns; simple clause embedding) to create detailed sentences that accurately describe, explain, and summarize information and ideas on a variety of personal and academic topics.</p>	<p><b>Bridging -</b>                      Expand noun phrases in a variety of ways (e.g., more complex clause embedding) to create detailed sentences that accurately describe concrete and abstract ideas, explain procedures and sequences, summarize texts and ideas, and present and critique points of view on a variety of academic topics.</p>	<p><b>Emerging -</b>                      Expand sentences with simple adverbials (e.g., adverbs, adverb phrases, prepositional phrases) to provide details (e.g., time, manner, place, cause) about familiar activities or processes.</p>	<p><b>Expanding -</b>                      Expand sentences with a growing variety of adverbials (e.g., adverbs, adverb phrases, prepositional phrases) to provide details (e.g., time, manner, place, cause) about familiar or new activities or processes.</p>	<p><b>Bridging -</b>                      Expand sentences with a variety of adverbials (e.g., adverbs, adverb phrases and clauses, prepositional phrases) to provide details (e.g., time, manner, place, cause) about a variety of familiar and new activities and processes.</p>

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CA CCSS for ELA Standard	Corresponding ELD Standards					
Knowledge of Language  L.11-12.3 - Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. (a.)	<b>PII.6 - Connecting ideas</b>			<b>PII.7 - Condensing ideas</b>		
	<b>Emerging -</b> Combine clauses in a few basic ways (e.g., creating compound sentences using and, but, so; creating complex sentences using because) to make connections between and to join ideas (e.g., <i>I want to read this book because it tells the history of Pi</i> ).	<b>Expanding -</b> Combine clauses in a growing number of ways to create compound and complex sentences that make connections between and link concrete and abstract ideas, for example, to express a reason (e.g., <i>He stayed at home on Sunday in order to study for Monday's exam</i> ) or to make a concession (e.g., <i>She studied all night even though she wasn't feeling well</i> ).	<b>Bridging -</b> Combine clauses in a variety of ways to create compound and complex sentences that make connections between and link concrete and abstract ideas, for example, to make a concession (e.g., <i>While both characters strive for success, they each take different approaches through which to reach their goals.</i> ), or to establish cause (e.g., <i>Women's lives were changed forever after World War II as a result of joining the workforce</i> ).	<b>Emerging -</b> Condense ideas in a few basic ways (e.g., by compounding verb or prepositional phrases) to create precise and detailed simple, compound, and complex sentences (e.g., <i>The students asked survey questions and recorded the responses</i> ).	<b>Expanding -</b> Condense ideas in a growing number of ways (e.g., through embedded clauses or by compounding verbs or prepositional phrases) to create more precise and detailed simple, compound, and complex sentences (e.g., <i>Species that could not adapt to the changing climate eventually disappeared</i> ).	<b>Bridging -</b> Condense ideas in a variety of ways (e.g., through a variety of embedded clauses, or by compounding verbs or prepositional phrases, nominalization) to create precise simple, compound, and complex sentences that condense concrete and abstract ideas (e.g., <i>The epidemic, which ultimately affected hundreds of thousands of people, did not subside for another year</i> ).

**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 11-12.4 - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies. (a. - d.)</p>	<b>PI.10 - Writing</b>		
	<p><b>Emerging -</b>                      a. Write short literary and informational texts (e.g., an argument about free speech) collaboratively (e.g., with peers) and independently.                       b. Write brief summaries of texts and experiences by using complete sentences and key words (e.g., from notes or graphic organizers).</p>	<p><b>Expanding -</b>                      a. Write longer literary and informational texts (e.g., an argument about free speech) collaboratively (e.g., with peers) and independently by using appropriate text organization and growing understanding of register.                       b. Write increasingly concise summaries of texts and experiences by using complete sentences and key words (e.g., from notes or graphic organizers).</p>	<p><b>Bridging -</b>                      a. Write longer and more detailed literary and informational texts (e.g., an argument about free speech) collaboratively (e.g., with peers) and independently using appropriate text organization and register.                       b. Write clear and coherent summaries of texts and experiences by using complete and concise sentences and key words (e.g., from notes or graphic organizers).</p>

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<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Vocabulary Acquisition and Use</b></p> <p><b>L 11-12.4 - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies. (a. - d.)</b></p>	<b>PII.2 - Understanding cohesion</b>			<b>PII.3 - Using verbs and verb phrases</b>		
	<p><b>Emerging -</b>                      a. Apply knowledge of familiar language resources for referring to make texts more cohesive (e.g., using pronouns or synonyms to refer back to nouns in text) to comprehending and writing brief texts.</p> <p>b. Apply knowledge of familiar language resources for linking ideas, events, or reasons throughout a text (e.g., using connecting/ transition words and phrases, such as <i>first, second, finally</i>) to comprehending and writing brief texts.</p>	<p><b>Expanding -</b>                      a. Apply knowledge of a growing number of language resources for referring to make texts more cohesive (e.g., using nominalizations to refer back to an action or activity described earlier) to comprehending texts and to writing increasingly cohesive texts for specific purposes and audiences.</p> <p>b. Apply knowledge of familiar language resources for linking ideas, events, or reasons throughout a text (e.g., using connecting/ transition words and phrases, such as <i>meanwhile, however, on the other hand</i>) to comprehending texts and to writing increasingly cohesive texts for specific purposes and audiences.</p>	<p><b>Bridging -</b>                      a. Apply knowledge of a variety of language resources for referring to make texts more cohesive (e.g., using nominalization, paraphrasing, or summaries to reference or recap an idea or explanation provided earlier) to comprehending grade-level texts and to writing clear and cohesive grade-level texts for specific purposes and audiences.</p> <p>b. Apply knowledge of familiar language resources for linking ideas, events, or reasons throughout a text (e.g., using connecting/ transition words and phrases, such as <i>on the contrary, in addition, moreover</i>) to comprehending grade-level texts and to writing cohesive texts for specific purposes and audiences.</p>	<p><b>Emerging -</b>                      Use a variety of verbs in different tenses (e.g., past, present, future, simple, progressive) appropriate to the text type and discipline to create short texts on familiar academic topics.</p>	<p><b>Expanding -</b>                      Use a variety of verbs in different tenses (e.g., past, present, future, simple, progressive, perfect) appropriate to the text type and discipline to create a variety of texts that explain, describe, and summarize concrete and abstract thoughts and ideas.</p>	<p><b>Bridging -</b>                      Use a variety of verbs in different tenses (e.g., past, present, future, simple, progressive, perfect), and mood (e.g., subjunctive) appropriate to the text type and discipline to create a variety of texts that describe concrete and abstract ideas, explain procedures and sequences, summarize texts and ideas, and present and critique points of view.</p>

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CA CCSS for ELA Standard	Corresponding ELD Standards					
<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Vocabulary Acquisition and Use</b></p> <p><b>L.11-12.4 - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies. (a. - d.)</b></p>	<b>PII.4 - Using nouns and noun phrases</b>			<b>PII.5 - Modifying to add details</b>		
	<p><b>Emerging -</b>                      Expand noun phrases to create increasingly detailed sentences (e.g., adding adjectives for precision) about personal and familiar academic topics.</p>	<p><b>Expanding -</b>                      Expand noun phrases in a growing number of ways (e.g., adding adjectives to nouns; simple clause embedding) to create detailed sentences that accurately describe, explain, and summarize information and ideas on a variety of personal and academic topics.</p>	<p><b>Bridging -</b>                      Expand noun phrases in a variety of ways (e.g., more complex clause embedding) to create detailed sentences that accurately describe concrete and abstract ideas, explain procedures and sequences, summarize texts and ideas, and present and critique points of view on a variety of academic topics.</p>	<p><b>Emerging -</b>                      Expand sentences with simple adverbials (e.g., adverbs, adverb phrases, prepositional phrases) to provide details (e.g., time, manner, place, cause) about familiar activities or processes.</p>	<p><b>Expanding -</b>                      Expand sentences with a growing variety of adverbials (e.g., adverbs, adverb phrases, prepositional phrases) to provide details (e.g., time, manner, place, cause) about familiar or new activities or processes.</p>	<p><b>Bridging -</b>                      Expand sentences with a variety of adverbials (e.g., adverbs, adverb phrases and clauses, prepositional phrases) to provide details (e.g., time, manner, place, cause) about a variety of familiar and new activities and processes.</p>

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CA CCSS for ELA Standard		Corresponding ELD Standards				
Vocabulary Acquisition and Use	L 11-12.4 - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies. (a. - d.)	PII.6 - Connecting ideas			PII.7 - Condensing ideas	
		<p><b>Emerging -</b>                      Combine clauses in a few basic ways (e.g., creating compound sentences using and, but, so; creating complex sentences using because) to make connections between and to join ideas (e.g., <i>I want to read this book because it tells the history of Pi</i>).</p>	<p><b>Expanding -</b>                      Combine clauses in a growing number of ways to create compound and complex sentences that make connections between and link concrete and abstract ideas, for example, to express a reason (e.g., <i>He stayed at home on Sunday in order to study for Monday’s exam</i>) or to make a concession (e.g., <i>She studied all night even though she wasn’t feeling well</i>).</p>	<p><b>Bridging -</b>                      Combine clauses in a variety of ways to create compound and complex sentences that make connections between and link concrete and abstract ideas, for example, to make a concession (e.g., <i>While both characters strive for success, they each take different approaches through which to reach their goals.</i>), or to establish cause (e.g., <i>Women’s lives were changed forever after World War II as a result of joining the workforce</i>).</p>	<p><b>Emerging -</b>                      Condense ideas in a few basic ways (e.g., by compounding verb or prepositional phrases) to create precise and detailed simple, compound, and complex sentences (e.g., <i>The students asked survey questions and recorded the responses</i>).</p>	<p><b>Expanding -</b>                      Condense ideas in a growing number of ways (e.g., through embedded clauses or by compounding verbs or prepositional phrases) to create more precise and detailed simple, compound, and complex sentences (e.g., <i>Species that could not adapt to the changing climate eventually disappeared</i>).</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.11-12.5 - Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (a - b.)	PI.7 - Evaluating language choices			PI.8 - Analyzing language choices		
		<p><b>Emerging -</b>                      Explain how successfully writers and speakers structure texts and use language (e.g., specific word or phrasing choices) to persuade the reader (e.g., by providing evidence to support claims or connecting points in an argument) or create other specific effects.</p>	<p><b>Expanding -</b>                      Explain how successfully writers and speakers structure texts and use language (e.g., specific word or phrasing choices) to persuade the reader (e.g., by providing well-worded evidence to support claims or connecting points in an argument in specific ways) or create other specific effects, with moderate support.</p>	<p><b>Bridging -</b>                      Explain how successfully writers and speakers structure texts and use language (e.g., specific word or phrasing choices) to persuade the reader (e.g., by providing well-worded evidence to support claims or connecting points in an argument in specific ways) or create other specific effects, with light support.</p>	<p><b>Emerging -</b>                      Explain how a writer’s or speaker’s choice of phrasing or specific words (e.g., describing a character or action as <i>aggressive</i> versus <i>bold</i>) produces nuances and different effects on the audience.</p>	<p><b>Expanding -</b>                      Explain how a writer’s or speaker’s choice of phrasing or specific words (e.g., using figurative language or words with multiple meanings to describe an event or character) produces nuances and different effects on the audience.</p>	<p><b>Bridging -</b>                      Explain how a writer’s or speaker’s choice of a variety of different types of phrasing or words (e.g., hyperbole, varying connotations, the cumulative impact of word choices) produces nuances and different effects on the audience.</p>

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CA CCSS for ELA Standard		Corresponding ELD Standards					
Vocabulary Acquisition and Use	L.11-12.5 - Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (a - b.)	PI.10 - Writing			PI.12 - Selecting language resources		
		<p><b>Emerging -</b>                      a. Write short literary and informational texts (e.g., <i>an argument about free speech</i>) collaboratively (e.g., <i>with peers</i>) and independently.</p> <p><b>b.</b> Write brief summaries of texts and experiences by using complete sentences and key words (e.g., <i>from notes or graphic organizers</i>).</p>	<p><b>Expanding -</b>                      a. Write longer literary and informational texts (e.g., <i>an argument about free speech</i>) collaboratively (e.g., <i>with peers</i>) and independently by using appropriate text organization and growing understanding of register.</p> <p><b>b.</b> Write increasingly concise summaries of texts and experiences by using complete sentences and key words (e.g., <i>from notes or graphic organizers</i>).</p>	<p><b>Bridging -</b>                      a. Write longer and more detailed literary and informational texts (e.g., <i>an argument about free speech</i>) collaboratively (e.g., <i>with peers</i>) and independently using appropriate text organization and register.</p> <p><b>b.</b> Write clear and coherent summaries of texts and experiences by using complete and concise sentences and key words (e.g., <i>from notes or graphic organizers</i>).</p>	<p><b>Emerging -</b>                      a. Use familiar general academic (e.g., <i>temperature, document</i>) and domain-specific (e.g., <i>cell, the Depression</i>) words to create clear spoken and written texts.</p> <p><b>b.</b> Use knowledge of morphology to appropriately select basic affixes (e.g., <i>The news media relies on official sources</i>).</p>	<p><b>Expanding -</b>                      a. Use an increasing variety of grade-appropriate general academic (e.g., <i>fallacy, dissuade</i>) and domain-specific (e.g., <i>chromosome, federalism</i>) academic words accurately and appropriately when producing increasingly complex written and spoken texts.</p> <p><b>b.</b> Use knowledge of morphology to appropriately select affixes in a growing number of ways to manipulate language (e.g., <i>The cardiac muscle works continuously</i>).</p>	<p><b>Bridging -</b>                      a. Use a variety of grade-appropriate general (e.g., <i>alleviate, salutary</i>) and domain-specific (e.g., <i>soliloquy, micro-organism</i>) academic words and phrases, including persuasive language, accurately and appropriately when producing complex written and spoken texts.</p> <p><b>b.</b> Use knowledge of morphology to appropriately select affixes in a variety of ways to manipulate language (e.g., changing <i>humiliate</i> to <i>humiliation</i> or <i>incredible</i> to <i>incredibly</i>).</p>

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Vocabulary Acquisition and Use	L.11-12.5 - Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (a - b.)	PII.2 - Understanding cohesion			PII.3 - Using verbs and verb phrases		
		<p><b>Emerging -</b>                      a. Apply knowledge of familiar language resources for referring to make texts more cohesive (e.g., using pronouns or synonyms to refer back to characters or concepts introduced earlier) to comprehending and writing brief texts.</p> <p><b>b.</b> Apply knowledge of familiar language resources for linking ideas, events, or reasons throughout a text (e.g., using connecting/ transition words and phrases, such as <i>first, second, finally</i>) to comprehending and writing brief texts.</p>	<p><b>Expanding -</b>                      a. Apply knowledge of a growing number of language resources for referring to make texts more cohesive (e.g., using nominalizations to refer back to an action or activity described earlier) to comprehending texts and to writing increasingly cohesive texts for specific purposes and audiences.</p> <p><b>b.</b> Apply knowledge of familiar language resources for linking ideas, events, or reasons throughout a text (e.g., using connecting/ transition words and phrases, such as <i>mean-while, however, on the other hand</i>) to comprehending texts and to writing increasingly cohesive texts for specific purposes and audiences.</p>	<p><b>Bridging -</b>                      a. Apply knowledge of a variety of language resources for referring to make texts more cohesive (e.g., using nominalization, paraphrasing, or summaries to reference or recap an idea or explanation provided earlier) to comprehending grade-level texts and to writing clear and cohesive grade-level texts for specific purposes and audiences.</p> <p><b>b.</b> Apply knowledge of familiar language resources for linking ideas, events, or reasons throughout a text (e.g., using connecting/ transition words and phrases, such as <i>on the contrary, in addition, moreover</i>) to comprehending grade-level texts and to writing cohesive texts for specific purposes and audiences.</p>	<p><b>Emerging -</b>                      Use a variety of verbs in different tenses (e.g., past, present, future, simple, progressive) appropriate to the text type and discipline to create short texts on familiar academic topics.</p>	<p><b>Expanding -</b>                      Use a variety of verbs in different tenses (e.g., past, present, future, simple, progressive, perfect) appropriate to the text type and discipline to create a variety of texts that explain, describe, and summarize concrete and abstract thoughts and ideas.</p>	<p><b>Bridging -</b>                      Use a variety of verbs in different tenses (e.g., past, present, future, simple, progressive, perfect), and mood (e.g., subjunctive) appropriate to the text type and discipline to create a variety of texts that describe concrete and abstract ideas, explain procedures and sequences, summarize texts and ideas, and present and critique points of view.</p>

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CA CCSS for ELA Standard		Corresponding ELD Standards					
Vocabulary Acquisition and Use	L 11-12.5 - Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (a - b.)	PII.4 - Using nouns and noun phrases			PII.5 - Modifying to add details		
		<p><b>Emerging -</b>                      Expand noun phrases to create increasingly detailed sentences (e.g., adding adjectives for precision) about personal and familiar academic topics.</p>	<p><b>Expanding -</b>                      Expand noun phrases in a growing number of ways (e.g., adding adjectives to nouns; simple clause embedding) to create detailed sentences that accurately describe, explain, and summarize information and ideas on a variety of personal and academic topics.</p>	<p><b>Bridging -</b>                      Expand noun phrases in a variety of ways (e.g., more complex clause embedding) to create detailed sentences that accurately describe concrete and abstract ideas, explain procedures and sequences, summarize texts and ideas, and present and critique points of view on a variety of academic topics.</p>	<p><b>Emerging -</b>                      Expand sentences with simple adverbials (e.g., adverbs, adverb phrases, prepositional phrases) to provide details (e.g., time, manner, place, cause) about familiar activities or processes.</p>	<p><b>Expanding -</b>                      Expand sentences with a growing variety of adverbials (e.g., adverbs, adverb phrases, prepositional phrases) to provide details (e.g., time, manner, place, cause) about familiar or new activities or processes.</p>	<p><b>Bridging -</b>                      Expand sentences with a variety of adverbials (e.g., adverbs, adverb phrases and clauses, prepositional phrases) to provide details (e.g., time, manner, place, cause) about a variety of familiar and new activities and processes.</p>

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Vocabulary Acquisition and Use	L.11-12.5 - Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.. (a - b.)	PII.6 - Connecting ideas			PII.7 - Condensing ideas		
		<p><b>Emerging -</b>                      Combine clauses in a few basic ways (e.g., creating compound sentences using <i>and, but, so</i> ; creating complex sentences using <i>because</i> ) to make connections between and to join ideas (e.g., <i>I want to read this book because it tells the history of Pi</i> ).</p>	<p><b>Expanding -</b>                      Combine clauses in a growing number of ways to create compound and complex sentences that make connections between and link concrete and abstract ideas, for example, to express a reason (e.g., <i>He stayed at home on Sunday in order to study for Monday's exam</i> ) or to make a concession (e.g., <i>She studied all night even though she wasn't feeling well</i> ).</p>	<p><b>Bridging -</b>                      Combine clauses in a variety of ways to create compound and complex sentences that make connections between and link concrete and abstract ideas, for example, to make a concession (e.g., <i>While both characters strive for success</i> , they each take different approaches through which to reach their goals.), or to establish cause (e.g., <i>Women's lives were changed forever after World War II as a result of joining the workforce</i> ).</p>	<p><b>Emerging -</b>                      Condense ideas in a few basic ways (e.g., by compounding verb or prepositional phrases) to create precise and detailed simple, compound, and complex sentences (e.g., <i>The students asked survey questions and recorded the responses</i> ).</p>	<p><b>Expanding -</b>                      Condense ideas in a growing number of ways (e.g., through embedded clauses or by compounding verbs or prepositional phrases) to create more precise and detailed simple, compound, and complex sentences (e.g., <i>Species that could not adapt to the changing climate eventually disappeared</i> ).</p>	<p><b>Bridging -</b>                      Condense ideas in a variety of ways (e.g., through a variety of embedded clauses, or by compounding verbs or prepositional phrases, nominalization) to create precise simple, compound, and complex sentences that condense concrete and abstract ideas (e.g., <i>the epidemic, which ultimately affected hundreds of thousands of people, did not subside for another year</i> ).</p>

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<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Vocabulary Acquisition and Use</b></p> <p><b>L 11-12.6 - Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</b></p>	PI.1 - Exchanging information/ideas			PI.2 - Interacting via written English		
	<p><b>Emerging -</b>                      Engage in conversational exchanges and express ideas on familiar current events and academic topics by asking and answering yes-no questions and wh- questions and responding using phrases and short sentences.</p>	<p><b>Expanding -</b>                      Contribute to class, group, and partner discussions, sustaining conversations on a variety of age and grade-appropriate academic topics by following turn-taking rules, asking and answering relevant, on-topic questions, affirming others, providing additional, relevant information, and paraphrasing key ideas.</p>	<p><b>Bridging -</b>                      Contribute to class, group, and partner discussions, sustaining conversations on a variety of age and grade-appropriate academic topics by following turn-taking rules, asking and answering relevant, on-topic questions, affirming others, and providing coherent and well-articulated comments and additional information.</p>	<p><b>Emerging -</b>                      Collaborate with peers to engage in short, grade-appropriate written exchanges and writing projects, using technology as appropriate.</p>	<p><b>Expanding -</b>                      Collaborate with peers to engage in increasingly complex grade-appropriate written exchanges and writing projects, using technology as appropriate.</p>	<p><b>Bridging -</b>                      Collaborate with peers to engage in a variety of extended written exchanges and complex grade-appropriate writing projects, using technology as appropriate.</p>

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CA CCSS for ELA Standard	Corresponding ELD Standards					
<p><b>Vocabulary Acquisition and Use</b></p> <p><b>L 11-12.6 - Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</b></p>	PI.3 - Supporting opinions and persuading others			PI.4 - Adapting language choices		
	<p><b>Emerging -</b>                      Negotiate with or persuade others in conversations (e.g., ask for clarification or repetition) using learned phrases (e.g., Could you repeat that please? I believe...) and open responses to express and defend opinions.</p>	<p><b>Expanding -</b>                      Negotiate with or persuade others (e.g., by presenting counterarguments) in discussions and conversations using learned phrases (e.g., You make a valid point, but my view is...) and open responses to express and defend nuanced opinions.</p>	<p><b>Bridging -</b>                      Negotiate with or persuade others in discussions and conversations in appropriate registers (e.g., to acknowledge new information in an academic conversation but then politely offer a counterpoint) using a variety of learned phrases (e.g., <i>you postulate that X. However, I've reached a different conclusion on this issue</i> ), and open responses to express and defend nuanced opinions.</p>	<p><b>Emerging -</b>                      Adjust language choices according to the context (e.g., classroom, community) and audience (e.g., peers, teachers).</p>	<p><b>Expanding -</b>                      Adjust language choices according to the context (e.g., classroom, community), purpose (e.g., to persuade, to provide arguments or counterarguments), task, and audience (e.g., peers, teachers, guest lecturer).</p>	<p><b>Bridging -</b>                      Adjust language choices according to the task (e.g., group presentation of research project), context (e.g., classroom, community), purpose (e.g., to persuade, to provide arguments or counterarguments), and audience (e.g., peers, teachers, college recruiter).</p>

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<p><b>Vocabulary Acquisition and Use</b></p> <p><b>L.11-12.6 - Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</b></p>	PI.5 - Listening actively			PI.6 - Reading/viewing closely		
	<p><b>Emerging -</b>                      Demonstrate comprehension of oral presentations and discussions on familiar social and academic topics by asking and answering questions, with prompting and substantial support.</p>	<p><b>Expanding -</b>                      Demonstrate comprehension of oral presentations and discussions on a variety of social and academic topics by asking and answering questions that show thoughtful consideration of the ideas or arguments, with moderate support.</p>	<p><b>Bridging -</b>                      Demonstrate comprehension of oral presentations and discussions on a variety of social and academic topics by asking and answering detailed and complex questions that show thoughtful consideration of the ideas or arguments, with light support.</p>	<p><b>Emerging -</b>                      a. Explain ideas, phenomena, processes, and text relationships (e.g., compare/contrast, cause/effect, evidence-based argument) based on close reading of a variety of grade-appropriate texts, presented in various print and multimedia formats, using short sentences and a select set of general academic and domain-specific words.</p> <p>b. Explain inferences and conclusions drawn from close reading of grade-appropriate texts and viewing of multimedia using familiar verbs (e.g., <i>seems that</i> ).</p> <p>c. Use knowledge of morphology (e.g., common prefixes and suffixes), context, reference materials, and visual cues to determine the meaning of unknown and multiple-meaning words on familiar topics.</p>	<p><b>Expanding -</b>                      a. Explain ideas, phenomena, processes, and relationships within and across texts (e.g., compare/contrast, cause/effect, themes, evidence-based argument) based on close reading of a variety of grade-appropriate texts, presented in various print and multimedia formats, using increasingly detailed sentences, and an increasing variety of general academic and domain-specific words.</p> <p>b. Explain inferences and conclusions drawn from close reading of grade-appropriate texts and viewing of multimedia using an increasing variety of verbs and adverbials (e.g., <i>indicates that, suggests, as a result</i> ).</p> <p>c. Use knowledge of morphology (e.g., affixes, Greek and Latin roots), context, reference materials, and visual cues to determine the meaning of unknown and multiple-meaning words on familiar and new topics.</p>	<p><b>Bridging -</b>                      a. Explain ideas, phenomena, processes, and relationships within and across texts (e.g., compare/contrast, cause/effect, themes, evidence-based argument) based on close reading of a variety of grade-level texts, presented in various print and multimedia formats, using a variety of detailed sentences and a range of general academic and domain-specific words.</p> <p>b. Explain inferences and conclusions drawn from close reading of grade-level texts and viewing of multimedia using a variety of verbs and adverbials (e.g., <i>creates the impression that, consequently</i> ).</p> <p>c. Use knowledge of morphology (e.g., derivational suffixes), context, reference materials, and visual cues to determine the meaning, including figurative and connotative meanings, of unknown and multiple-meaning words on a variety of new topics.</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);"><b>Vocabulary Acquisition and Use</b></p> <p><b>L.11-12.6 -Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</b></p>	PI.7 - Evaluating language choices			PI.8 - Analyzing language choices		
	<p><b>Emerging -</b>                      Explain how successfully writers and speakers structure texts and use language (e.g., specific word or phrasing choices) to persuade the reader (e.g., by providing evidence to support claims or connecting points in an argument) or create other specific effects.</p>	<p><b>Expanding -</b>                      Explain how successfully writers and speakers structure texts and use language (e.g., specific word or phrasing choices) to persuade the reader (e.g., by providing well-worded evidence to support claims or connecting points in an argument in specific ways) or create other specific effects, with moderate support.</p>	<p><b>Bridging -</b>                      Explain how successfully writers and speakers structure texts and use language (e.g., specific word or phrasing choices) to persuade the reader (e.g., by providing well-worded evidence to support claims or connecting points in an argument in specific ways) or create other specific effects, with light support.</p>	<p><b>Emerging -</b>                      Explain how a writer’s or speaker’s choice of phrasing or specific words (e.g., describing a character or action as <i>aggressive</i> versus <i>bold</i>) produces nuances and different effects on the audience.</p>	<p><b>Expanding -</b>                      Explain how a writer’s or speaker’s choice of phrasing or specific words (e.g., using figurative language or words with multiple meanings to describe an event or character) produces nuances and different effects on the audience.</p>	<p><b>Bridging -</b>                      Explain how a writer’s or speaker’s choice of a variety of different types of phrasing or words (e.g., hyperbole, varying connotations, the cumulative impact of word choices) produces nuances and different effects on the audience.</p>

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	<p><b>Emerging -</b>                      a. Write short literary and informational texts (e.g., an argument about free speech) collaboratively (e.g., with peers) and independently.                       b. Write brief summaries of texts and experiences by using complete sentences and key words (e.g., from notes or graphic organizers).</p>	<p><b>Expanding -</b>                      a. Write longer literary and informational texts (e.g., an argument about free speech) collaboratively (e.g., with peers) and independently by using appropriate text organization and growing understanding of register.                       b. Write increasingly concise summaries of texts and experiences by using complete sentences and key words (e.g., from notes or graphic organizers).</p>	<p><b>Bridging -</b>                      a. Write longer and more detailed literary and informational texts (e.g., an argument about free speech) collaboratively (e.g., with peers) and independently using appropriate text organization and register.                       b. Write clear and coherent summaries of texts and experiences by using complete and concise sentences and key words (e.g., from notes or graphic organizers).</p>	<p><b>Emerging -</b>                      a. Justify opinions by articulating some relevant textual evidence or background knowledge, with visual support.                       b. Express attitude and opinions or temper statements with familiar modal expressions (e.g., <i>can, may</i> ).</p>	<p><b>Expanding -</b>                      a. Justify opinions and persuade others by making connections between ideas and articulating relevant textual evidence or background knowledge.                       b. Express attitude and opinions or temper statements with a variety of familiar modal expressions (e.g., <i>possibly/likely, could/would</i> ).</p>	<p><b>Bridging -</b>                      a. Justify opinions or persuade others by making connections and distinctions between ideas and texts and articulating sufficient, detailed, and relevant textual evidence or background knowledge, using appropriate register.                       b. Express attitude and opinions or temper statements with nuanced modal expressions (e.g., <i>possibly/potentially/certainly/absolutely, should/might</i> ).</p>

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	<p><b>Emerging -</b></p> <p><b>a.</b> Use familiar general academic (e.g., temperature, document) and domain-specific (e.g., <i>cell</i>, <i>the Depression</i>) words to create clear spoken and written texts.</p> <p><b>b.</b> Use knowledge of morphology to appropriately select basic affixes (e.g., The news media on official sources).</p>	<p><b>Expanding -</b></p> <p><b>a.</b> Use an increasing variety of grade-appropriate general academic (e.g., <i>fallacy</i>, <i>dissuade</i>) and domain-specific (e.g., <i>chromosome</i>, <i>federalism</i>) academic words accurately and appropriately when producing increasingly complex written and spoken text.</p> <p><b>b.</b> Use knowledge of morphology to appropriately select affixes in a growing number of ways to manipulate language (e.g., diplomatic, stems are branched or <i>un</i> branched).</p>	<p><b>Bridging -</b></p> <p><b>a.</b> Use a variety of grade-appropriate general (e.g., <i>alleviate</i>, <i>salutary</i>) and domain-specific (e.g., <i>soliloquy</i>, <i>micro-organism</i>) academic words and phrases, including persuasive language, accurately and appropriately when producing complex written and spoken texts.</p> <p><b>b.</b> Use knowledge of morphology to appropriately select affixes in a variety of ways to manipulate language (e.g., changing <i>humiliate</i> to <i>humiliation</i> or <i>incredible</i> to <i>incredibly</i>).</p>

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	<p><b>Emerging -</b>                      a. Apply knowledge of familiar language resources for referring to make texts more cohesive (e.g., using pronouns or synonyms to refer back to nouns in text) to comprehending and writing brief texts.</p> <p><b>b. Apply knowledge of familiar language resources for linking ideas, events, or reasons throughout a text (e.g., using connecting/ transition words and phrases, such as <i>first, second, finally</i>) to comprehending and writing brief texts.</b></p>	<p><b>Expanding -</b>                      a. Apply knowledge of a growing number of language resources for referring to make texts more cohesive (e.g., using nominalizations to refer back to an action or activity described earlier) to comprehending texts and to writing increasingly cohesive texts for specific purposes and audiences.</p> <p><b>b. Apply knowledge of familiar language resources for linking ideas, events, or reasons throughout a text (e.g., using connecting/ transition words and phrases, such as <i>meanwhile, however, on the other hand</i>) to comprehending texts and to writing increasingly cohesive texts for specific purposes and audiences.</b></p>	<p><b>Bridging -</b>                      a. Apply knowledge of a variety of language resources for referring to make texts more cohesive (e.g., using nominalization, paraphrasing, or summaries to reference or recap an idea or explanation provided earlier) to comprehending grade-level texts and to writing clear and cohesive grade-level texts for specific purposes and audiences.</p> <p><b>b. Apply knowledge of familiar language resources for linking ideas, events, or reasons throughout a text (e.g., using connecting/ transition words and phrases, such as <i>on the contrary, in addition, moreover</i>) to comprehending grade-level texts and to writing cohesive texts for specific purposes and audiences.</b></p>	<p><b>Emerging -</b>                      Use a variety of verbs in different tenses (e.g., past, present, future, simple, progressive) appropriate to the text type and discipline to create short texts on familiar academic topics.</p>	<p><b>Expanding -</b>                      Use a variety of verbs in different tenses (e.g., past, present, future, simple, progressive, perfect) appropriate to the text type and discipline to create a variety of texts that explain, describe, and summarize concrete and abstract thoughts and ideas.</p>	<p><b>Bridging -</b>                      Use a variety of verbs in different tenses (e.g., past, present, future, simple, progressive, perfect), and mood (e.g., subjunctive) appropriate to the text type and discipline to create a variety of texts that describe concrete and abstract ideas, explain procedures and sequences, summarize texts and ideas, and present and critique points of view.</p>

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	<p><b>Emerging -</b>                      Expand noun phrases to create increasingly detailed sentences (e.g., adding adjectives for precision) about personal and familiar academic topics.</p>	<p><b>Expanding -</b>                      Expand noun phrases in a growing number of ways (e.g., adding adjectives to nouns; simple clause embedding) to create detailed sentences that accurately describe, explain, and summarize information and ideas on a variety of personal and academic topics.</p>	<p><b>Bridging -</b>                      Expand noun phrases in a variety of ways (e.g., more complex clause embedding) to create detailed sentences that accurately describe concrete and abstract ideas, explain procedures and sequences, summarize texts and ideas, and present and critique points of view on a variety of academic topics.</p>	<p><b>Emerging -</b>                      Expand sentences with simple adverbials (e.g., adverbs, adverb phrases, prepositional phrases) to provide details (e.g., time, manner, place, cause) about familiar activities or processes.</p>	<p><b>Expanding -</b>                      Expand sentences with a growing variety of adverbials (e.g., adverbs, adverb phrases, prepositional phrases) to provide details (e.g., time, manner, place, cause) about familiar or new activities or processes.</p>	<p><b>Bridging -</b>                      Expand sentences with a variety of adverbials (e.g., adverbs, adverb phrases and clauses, prepositional phrases) to provide details (e.g., time, manner, place, cause) about a variety of familiar and new activities and processes.</p>

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		<b>Emerging -</b> Combine clauses in a few basic ways (e.g., creating compound sentences using <i>and, but, so</i> ; creating complex sentences using <i>because</i> ) to make connections between and to join ideas (e.g., <i>I want to read this book because it tells the history of Pi</i> ).	<b>Expanding -</b> Combine clauses in a growing number of ways to create compound and complex sentences that make connections between and link concrete and abstract ideas, for example, to express a reason (e.g., <i>He stayed at home on Sunday in order to study for Monday's exam</i> ) or to make a concession (e.g., <i>She studied all night even though she wasn't feeling well</i> ).	<b>Bridging -</b> Combine clauses in a variety of ways to create compound and complex sentences that make connections between and link concrete and abstract ideas, for example, to make a concession (e.g., <i>While both characters strive for success</i> , they each take different approaches through which to reach their goals.), or to establish cause (e.g., <i>Women's lives were changed forever after World War II as a result of joining the workforce</i> ).	<b>Emerging -</b> Condense ideas in a few basic ways (e.g., by compounding verb or prepositional phrases) to create precise and detailed simple, compound, and complex sentences (e.g., <i>The students asked survey questions and recorded the responses</i> ).	<b>Expanding -</b> Condense ideas in a growing number of ways (e.g., through embedded clauses or by compounding verbs or prepositional phrases) to create more precise and detailed simple, compound, and complex sentences (e.g., <i>Species that could not adapt to the changing climate eventually disappeared</i> ).	<b>Bridging -</b> Condense ideas in a variety of ways (e.g., through a variety of embedded clauses, or by compounding verbs or prepositional phrases, nominalization) to create precise simple, compound, and complex sentences that condense concrete and abstract ideas (e.g., <i>The epidemic, which ultimately affected hundreds of thousands of people, did not subside for another year</i> ).