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

GRADE 2

Formatted by Curriculum, Instruction and Accountability
Kern County Superintendent of Schools, Bakersfield, California (661) 636-4239
Integrating the CA ELD Standards into K-12 English Language/Literacy

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

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.

![Diagram](image)
How to Use This Resource For Integrated ELD

To fully comprehend how to use this resource, please click here to access a video explaining its use or scan the accompanying QR code.
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](https://www.cde.ca.gov/sp/el/er/documents/eldstndspublication14.pdf).

<table>
<thead>
<tr>
<th>Part I: Interacting in Meaningful Ways</th>
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<tbody>
<tr>
<td>A. Collaborative (engagement in dialogue with others)</td>
</tr>
<tr>
<td>1. Exchanging information/ideas via oral communication and conversations</td>
</tr>
<tr>
<td>2. Interacting Via written English (print and multimedia)</td>
</tr>
<tr>
<td>3. Offering Opinions and negotiating with/persuading others</td>
</tr>
<tr>
<td>4. Adapting language choices to various contexts</td>
</tr>
<tr>
<td>B. Interpretive (comprehension and analysis of written and spoken texts)</td>
</tr>
<tr>
<td>5. Listening actively and asking/answering questions about what was heard</td>
</tr>
<tr>
<td>6. Reading closely and explaining interpretations/ideas from reading</td>
</tr>
<tr>
<td>7. Evaluating how well writers and speakers use language to present or support ideas.</td>
</tr>
<tr>
<td>8. Analyzing how writers use vocabulary and other language resources</td>
</tr>
<tr>
<td>C. Productive (Creation of oral presentations and written texts)</td>
</tr>
<tr>
<td>9. Expressing information and ideas in oral presentations</td>
</tr>
<tr>
<td>10. Composing/writing Literary and informational texts</td>
</tr>
<tr>
<td>11. Supporting opinions or justifying arguments and evaluating others' opinions or arguments</td>
</tr>
<tr>
<td>12. Selecting and applying varied and precise vocabulary and other language resources</td>
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<tr>
<th>Part II: Learning About How English Works</th>
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<td>A. Structuring Cohesive Texts</td>
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<tr>
<td>1. Understanding text structure and organization based on purpose, text type and discipline</td>
</tr>
<tr>
<td>2. Understanding cohesion and how language resources across a text contribute to the way a text unfolds and flows</td>
</tr>
<tr>
<td>B. Expanding and Enriching Ideas</td>
</tr>
<tr>
<td>3. Using verbs and verb phrases to create precision and clarity in different text types</td>
</tr>
<tr>
<td>4. Using nouns and noun phrases to expand ideas and provide more detail</td>
</tr>
<tr>
<td>5. Modifying to add details to provide more information and create precision</td>
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<tr>
<td>C. Connecting and Condensing Ideas</td>
</tr>
<tr>
<td>6. Connecting ideas within sentences by combining clauses</td>
</tr>
<tr>
<td>7. Condensing ideas within sentences using a variety of language resources</td>
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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/ContentViewer?Content?action=2&scId=509334](https://www.mydigitalchalkboard.org/portal/default/ContentViewer?Content?action=2&scId=509334)

A Deeper Dive into the California English Language Development Standards [https://www.mydigitalchalkboard.org/portal/default/ContentViewer?Content?action=2&scId=509621](https://www.mydigitalchalkboard.org/portal/default/ContentViewer?Content?action=2&scId=509621)
## Integrating the CA ELD Standards Into K-12 English Language Arts/Literacy

### Grade 2 - Reading Literature (RL)

### Corresponding ELD Standards

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<thead>
<tr>
<th>CA CCSS for ELA Standard</th>
<th>PI.6 - Reading/viewing closely</th>
<th>PI.7 - Evaluating language choices</th>
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<tr>
<td><strong>Emerging</strong>&lt;br&gt;RL 2.1 - Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of ideas, phenomena (e.g., how earthworms eat), and text elements (e.g., setting, events) in greater detail based on understanding of a variety of grade-level texts and viewing of multimedia with moderate support.</td>
<td>Expanding - Describe ideas, phenomena (e.g., how earthworms eat), and text elements (e.g., setting, events) in greater detail based on understanding of a variety of grade-level texts and viewing of multimedia with moderate support.</td>
<td>Emerging - Describe the language writers or speakers use to present an idea (e.g., the words and phrases used to describe a character), with prompting and substantial support.</td>
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<td>Expanding - Describe the language writers or speakers use to present or support an idea (e.g., the author’s choice of vocabulary or phrasing to portray characters, places, or real people), with prompting and moderate support.</td>
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<td>Emerging - Describe ideas, phenomena (e.g., plant life cycle), and text elements (e.g., main idea, characters, events) based on understanding of a select set of grade 2 language standards, with substantial support.</td>
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<td>Expanding - Describe ideas, phenomena (e.g., how earthworms eat), and text elements (e.g., setting, events) in greater detail.</td>
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<td>RL 2.4 - Describe how words and phrases (e.g., regular beats, alliteration, rhyme, repeated lines) supply rhythm and meaning in a story, poem, or song, (e.g., how earthworms eat).</td>
<td>RL 2.5 - Describe how words and phrases (e.g., regular beats, alliteration, rhyme, repeated lines) supply rhythm and meaning in a story, poem, or song.</td>
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| RL 2.5 - Describe the overall structure of a story, including how the beginning introduces the story and the ending concludes the action. | RL 2.6 - Describe how words and phrases (e.g., regular beats, alliteration, rhyme, repeated lines) supply rhythm and meaning in a story, poem, or song.
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| **RL.2.4 - Describe how words and phrases (e.g., regular beats, alliteration, rhyme, repeated lines) supply rhythm and meaning in a text.** | |
| **Emerging** - Apply basic understanding of how ideas, events, or reasons are linked throughout a text using everyday connecting words or phrases (e.g., today, then) to comprehending and composing texts in shared language activities guided by the teacher, with peers, and sometimes independently. | **Bridging** - Apply understanding of how ideas, events, or reasons are linked throughout a text using a variety of connecting words or phrases (e.g., for example, after that, suddenly) to comprehending and writing texts independently. |
| **PII.2 - Understanding cohesion** | |
| **Emerging** - Apply basic understanding of how ideas, events, or reasons are linked throughout a text using everyday connecting words or phrases (e.g., today, then) to comprehending and composing texts in shared language activities guided by the teacher, with peers, and sometimes independently. | **Expanding** - Apply understanding of how ideas, events, or reasons are linked throughout a text using a growing number of connecting words or phrases (e.g., after a long time, first/next) to comprehending texts and writing texts with increasing independence. |

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*Note: The table above outlines the integration of the CA ELD Standards into K-12 English Language Arts/Literacy, focusing on specific language and structure skills.*
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## Grade 2 - Reading Information (RI)

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<td><strong>RI 2.2 - Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.</strong></td>
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<td><strong>RI 2.3 - Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures.</strong></td>
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<td>RI.2 - Determine the meanings of words and phrases in a text relevant to a grade 2 topic or subject area. (See grade 2 Language standards 4-6 on RI 2.5.)</td>
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**Integration of Knowledge and Ideas**

### PI.8 - Analyzing language choices

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**Integration of Knowledge and Ideas**

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#### Grade 2 - Reading Information (RI)

**CA CCSS for ELA Standard**

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<tr>
<th>RI 2.5 - Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.</th>
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**Corresponding ELD Standards**

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| Emerging - Apply understanding of how different text types are organized to express ideas (e.g., how a story is organized sequentially) to comprehending and composing texts in shared language activities guided by the teacher, with peers, and sometimes independently. |

| Expanding - Apply understanding of how different text types are organized predictably to express ideas (e.g., a narrative versus an informative/explanatory text versus an opinion text) to comprehending and writing texts independently. |

| Bridging - Apply basic understanding of how ideas, events, or reasons are linked throughout a text using a growing number of connecting words or phrases (e.g., after a long time, first/next) to comprehending texts and writing texts with increasing independence. |

| PII.2 - Understanding cohesion |

| Emerging - Apply understanding of how ideas, events, or reasons are linked throughout a text using a variety of connecting words or phrases (e.g., for example, after that, suddenly) to comprehending and writing texts independently. |

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<td>RI 2.6 - Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</td>
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| **Integration of Knowledge and Ideas** |                             |
| Grade 2 - Reading Information (RI) |                             |
| RI 2.7 - Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text. | Emerging - Describe the language writers or speakers use to present an idea (e.g., the words and phrases used to describe a character), with prompting and substantial support. |
| Expanding - Describe the language writers or speakers use to present or support an idea (e.g., the author’s choice of vocabulary or phrasing to portray characters, places, or real people), with prompting and moderate support. | Bridging - Describe how well writers or speakers use specific language resources to support an opinion or present an idea (e.g., whether the vocabulary used to present evidence is strong enough), with light support. |
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| **PI.6 - Reading/viewing closely** |
| **Emerging** - Describe ideas, phenomena (e.g., plant life cycle), and text elements (e.g., main idea, characters, events) based on understanding of a select set of grade-level texts and viewing of multimedia, with substantial support. |
| **Expanding** - Describe ideas, phenomena (e.g., how earthworms eat), and text elements (e.g., setting, events) in greater detail based on understanding of a variety of grade-level texts and viewing of multimedia with moderate support. |
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**Grade 2 - Reading Information (RI)**

| **RI 2.8 - Describe how reasons support specific points the author makes in a text.** |
| **RI 2.9 - Compare and contrast the most important points presented by two texts on the same topic.** |
| **RI 2.10 - By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with the Integration of Knowledge and Ideas and Range of Reading and Level of Text Complexity.** |
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<tr>
<td>W 2.1 - Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, since); and also use words and phrases (e.g., in my opinion, I think) to add strength to their opinion.</td>
<td>Emerging - Write very short literary texts (e.g., a story) and informational texts (e.g., a description of a volcano) using familiar vocabulary collaboratively with an adult (e.g., joint construction of texts), with peers, and sometimes independently. Expanding - Write short literary texts (e.g., a story) and informational texts (e.g., an explanatory text explaining how a volcano erupts) collaboratively with an adult (e.g., joint construction of texts), with peers, and with increasing independence. Bridging - Write longer literary texts (e.g., a story) and informational texts (e.g., an explanatory text explaining how a volcano erupts) collaboratively with an adult (e.g., joint construction), with peers and independently.</td>
</tr>
<tr>
<td>W 2.2 - Write informative/expository texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding paragraph.</td>
<td>PI.10 - Writing</td>
</tr>
<tr>
<td>W 2.3 - Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal sequence, and provide a concluding paragraph.</td>
<td>PI.11 - Supporting opinions</td>
</tr>
</tbody>
</table>

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[Continued on the next page...]

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[Footnote: Formatted by Curriculum, Instruction and Accountability, Kern County Superintendent of Schools, Bakersfield, California (661) 636-4239 http://kern.org/cia/el/eld-resources/]
## Integrating the CA ELD Standards Into K-12 English Language Arts/Literacy

<table>
<thead>
<tr>
<th>CA CCSS for ELA Standard</th>
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<tbody>
<tr>
<td><strong>Grade 2 - Writing (W)</strong></td>
<td><strong>PII.1 - Understanding text structure</strong></td>
</tr>
<tr>
<td><strong>Text and Types and Purposes</strong></td>
<td>Emerging - Apply understanding of how different text types are organized predictably to express ideas (e.g., a narrative versus an informative/explanatory text versus an opinion text) to comprehending and composing texts in shared language activities guided by the teacher, with peers, and sometimes independently.</td>
</tr>
<tr>
<td><strong>Emerging - Apply understanding of how different text types are organized predictably to express ideas (e.g., how a story is organized sequentially) to comprehending and composing texts in teacher-led shared language activities guided by the teacher, with peers, and sometimes independently.</strong></td>
<td>Expanding - Apply understanding of how different text types are organized predictably to express ideas (e.g., how a story is organized sequentially with predictable stages versus how an information report is organized by topic and details) to comprehending texts and composing texts with increasing independence.</td>
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<td><strong>Bridging - Apply understanding of how different text types are organized predictably to express ideas (e.g., how a story is organized sequentially) to comprehending and composing texts in teacher-led shared language activities guided by the teacher, with peers, and sometimes independently.</strong></td>
<td>Bridging - Apply basic understanding of how ideas, events, or reasons are linked throughout a text using variety of connecting words or phrases (e.g., for example, after that, suddenly) to comprehending and writing texts independently.</td>
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<tr>
<td><strong>Expanding - Apply understanding of how different text types are organized predictably to express ideas (e.g., a narrative versus an informative/explanatory text versus an opinion text) to comprehending and writing texts with increasing independence.</strong></td>
<td>Expanding - Apply understanding of how ideas, events, or reasons are linked throughout a text using a growing number of connecting words or phrases (e.g., after a long time, first/next) to comprehending texts and writing texts with increasing independence.</td>
</tr>
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</table>
| **Emerging - Apply basic understanding of how ideas, events, or reasons are linked throughout a text using everyday connecting words or phrases (e.g., today, then) to comprehending and writing texts with increasing independence.** | Br...
### Integrating the CA ELD Standards Into K-12 English Language Arts/Literacy

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<tr>
<td>W 2.1 - Write opinion pieces in which they are writing about, state an opinion, and support the opinion, for example, to express cause/effect (e.g., She jumped because the dog barked) with increasing independence.</td>
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<tr>
<td>W 2.2 - Write informative/explanatory texts in which they introduce a topic or book they are writing about, state an opinion, use facts and definitions to develop points, and provide a concluding statement.</td>
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### PI 6 - Connecting ideas

| Expanding - | Bridging - | Emerging - |
| Combine clauses in a few basic ways to make connections between and to join ideas (e.g., creating compound sentences using and, but, so) in shared language activities guided by the teacher and sometimes independently. | Combine clauses in an increasing variety of ways to make connections between and to join ideas, for example, to express cause/effect (e.g., She jumped because the dog barked) with increasing independence. | Condense clauses in simple ways (e.g., changing: It's green. It's red. → It's green and red) to create precise and detailed sentences in shared language activities guided by the teacher and sometimes independently. |

### PI 7 - Condensing ideas

| Expanding - | Bridging - | Emerging - |
| Condense clauses in a growing number of ways (e.g., through embedded clauses and other condensing as in, It’s a plant. It’s found in the rain forest. → It’s a green and red plant that’s found in the tropical rain forest) to create precise and detailed sentences with increasing independence. | Condense clauses in a variety of ways (e.g., through embedded clauses and other condensing as in, It’s a plant. It’s found in the rain forest. → It’s a green and red plant that’s found in the tropical rain forest) to create precise and detailed sentences independently. | Condense clauses in simple ways (e.g., changing: It’s green. It’s red. → It’s green and red) to create precise and detailed sentences in shared language activities guided by the teacher and sometimes independently. |
### CA CCSS for ELA Standard

**W.2.4** With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above. CA)

**W.2.5** With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

### Corresponding ELD Standards

<table>
<thead>
<tr>
<th>PI.4 - Adapting language choices</th>
<th>PI.10 - Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Bridging</strong> - Adjust language choices according to purpose (e.g., persuading, entertaining), task, and audience (e.g., peer-to-peer versus peer-to-teacher), with light support from peers or adults.</td>
<td><strong>Emerging</strong> - Write very short literary texts (e.g., story) and informational texts (e.g., a description of a volcano) collaboratively with an adult (e.g., joint construction of texts), with peers, and sometimes independently.</td>
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<tr>
<td><strong>Expanding</strong> - Adjust language choices according to purpose (e.g., persuading, entertaining), task, and audience (e.g., peer-to-peer versus peer-to-teacher), with moderate support from peers or adults.</td>
<td><strong>Expanding</strong> - Write short literary texts (e.g., a story) and informational texts (e.g., an explanatory text explaining how a volcano erupts) collaboratively with an adult (e.g., joint construction of texts), with peers, and with increasing independence.</td>
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<td><strong>Emerging</strong> - Recognize that language choices (e.g., vocabulary) vary according to social setting (e.g., playground versus classroom), with substantial support from peers or adults.</td>
<td><strong>Bridging</strong> - Write longer literary texts (e.g., a story) and informational texts (e.g., an explanatory text explaining how a volcano erupts) collaboratively with an adult (e.g., joint construction), with peers and independently.</td>
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| W 2.4 - With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in W 2.5 - With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.) | **Emerging -**
Support opinions by providing good reasons and some textual evidence or relevant background knowledge (e.g., referring to textual evidence or knowledge of content).  
**Expanding -**
Support opinions by providing good reasons and increasingly detailed textual evidence (e.g., providing examples from the text) or relevant background knowledge about the content.  
**Bridging -**
Support opinions or persuade others by providing good reasons and detailed textual evidence (e.g., specific events or graphics from text) or relevant background knowledge about the content.  
**Emerging -**
Retell texts and recount experiences by using key words.  
**Expanding -**
a. Retell texts and recount experiences using complete sentences and key words.  
b. Use a select number of general academic and domain-specific words to add detail (e.g., adding the word generous to describe a character, using the word lava to explain volcanic eruptions) while speaking and writing.  
**Bridging -**
a. Retell texts and recount experiences using increasingly detailed complete sentences and key words.  
b. Use a wide variety of general academic and domain-specific words, synonyms, antonyms, and nonliteral language (e.g., He was as quick as a cricket) to create an effect, precision, and shades of meaning while speaking and writing.  
**Emerging -**
Support opinions by providing good reasons and some textual evidence or relevant background knowledge (e.g., referring to textual evidence or knowledge of content).  
**Expanding -**
Support opinions by providing good reasons and increasingly detailed textual evidence (e.g., providing examples from the text) or relevant background knowledge about the content.  
**Bridging -**
Support opinions or persuade others by providing good reasons and detailed textual evidence (e.g., specific events or graphics from text) or relevant background knowledge about the content.  
**Emerging -**
Retell texts and recount experiences by using key words.  
**Expanding -**
a. Retell texts and recount experiences using complete sentences and key words.  
b. Use a growing number of general academic and domain-specific words in order to add detail, create an effect (e.g., using the word suddenly to signal a change), or create shades of meaning (e.g., scurry versus dash) while speaking and writing.  
**Bridging -**
a. Retell texts and recount experiences using increasingly detailed complete sentences and key words.  
b. Use a wide variety of general academic and domain-specific words, synonyms, antonyms, and nonliteral language (e.g., He was as quick as a cricket) to create an effect, precision, and shades of meaning while speaking and writing.  
PI.11 - Supporting opinions  
PI.12 - Selecting language resources
### Integrating the CA ELD Standards Into K-12 English Language Arts/Literacy

#### Production and Distribution of Writing

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<tr>
<th>Grade 2 - Writing (W)</th>
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<tbody>
<tr>
<td>W 2.4 - With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</td>
<td><strong>PII.1 Understanding text structure</strong></td>
</tr>
<tr>
<td><em>Emerging</em> - Apply understanding of how different text types are organized to express ideas (e.g., how a story is organized sequentially) to comprehending and composing texts in shared language activities guided by the teacher, with peers, and sometimes independently.</td>
<td></td>
</tr>
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<td><em>Expanding</em> - Apply understanding of how different text types are organized predictably to express ideas (e.g., a narrative versus an informative/explanatory text versus an opinion text) to comprehending and writing texts independently.</td>
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<tr>
<td><em>Bridging</em> - Apply understanding of how different text types are organized predictably to express ideas (e.g., a narrative versus an informative/explanatory text versus an opinion text) to comprehending and writing texts independently.</td>
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<tr>
<th>W 2.5 - With guidance and support from adults and peers, focus on a topic and strengthen understanding as needed by revising and editing.</th>
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<tbody>
<tr>
<td><strong>PII.2 - Understanding cohesion</strong></td>
<td></td>
</tr>
<tr>
<td><em>Emerging</em> - Apply basic understanding of how ideas, events, or reasons are linked throughout a text using more everyday connecting words or phrases (e.g., today, then) to comprehending and writing texts independently.</td>
<td></td>
</tr>
<tr>
<td><em>Expanding</em> - Apply understanding of how ideas, events, or reasons are linked throughout a text using a growing number of connecting words or phrases (e.g., after a long time, first/next) to comprehending and writing texts with increasing independence.</td>
<td></td>
</tr>
<tr>
<td><em>Bridging</em> - Apply understanding of how ideas, events, or reasons are linked throughout a text using a variety of connecting words or phrases (e.g., for example, after that, suddenly) to comprehending and writing texts independently.</td>
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## Integrating the CA ELD Standards Into K-12 English Language Arts/Literacy

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<tr>
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<th>W 2.5 - With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</th>
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<tbody>
<tr>
<td>CA CCSS for ELA Standard</td>
<td>PII.3 - Using verbs and verb phrases</td>
<td>Emerging - a. Use frequently used verbs (e.g., walk, run) and verb types in shared language activities guided by the teacher and sometimes independently.</td>
</tr>
<tr>
<td>CA CCSS for ELA Standard</td>
<td>PII.3 - Using verbs and verb phrases</td>
<td>Expanding - a. Use a variety of verb types (e.g., doing, saying, being/having, thinking/feeling) independently.</td>
</tr>
<tr>
<td>CA CCSS for ELA Standard</td>
<td>PII.3 - Using verbs and verb phrases</td>
<td>Bridging - a. Use a variety of verb types (e.g., doing, saying, being/having, thinking/feeling) independently.</td>
</tr>
<tr>
<td>CA CCSS for ELA Standard</td>
<td>PII.4 - Using nouns and noun phrases</td>
<td>Emerging - Expanding noun phrases in simple ways (e.g., adding a familiar adjective to describe a noun) to enrich the meaning of sentences and to add details about ideas, people, things, and the like, in shared language activities guided by the teacher and sometimes independently.</td>
</tr>
<tr>
<td>CA CCSS for ELA Standard</td>
<td>PII.4 - Using nouns and noun phrases</td>
<td>Expanding - Expanding noun phrases in a growing number of ways (e.g., adding a newly learned adjective to a noun) in order to enrich the meaning of sentences and to add details about ideas, people, things, and the like, with increasing independence.</td>
</tr>
<tr>
<td>CA CCSS for ELA Standard</td>
<td>PII.4 - Using nouns and noun phrases</td>
<td>Bridging - Expanding noun phrases in a variety of ways (e.g., adding comparative/superlative adjectives to nouns) in order to enrich the meaning of phrases/sentence s and to add details about ideas, people, things, and the like, independently.</td>
</tr>
<tr>
<td>CA CCSS for ELA Standard</td>
<td>PII.5 - Modifying to add details</td>
<td>Emerging - Expanding sentences with frequently used adverbials (e.g., prepositional phrases, such as at school, with my friend) to provide details (e.g., time, manner, place, cause) about a familiar activity or process in shared language activities guided by the teacher and sometimes independently.</td>
</tr>
<tr>
<td>CA CCSS for ELA Standard</td>
<td>PII.5 - Modifying to add details</td>
<td>Expanding - Expanding sentences with a growing number of adverbials (e.g., adverbs, prepositional phrases) to provide details (e.g., time, manner, place, cause) independently.</td>
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<td>CA CCSS for ELA Standard</td>
<td>PII.5 - Modifying to add details</td>
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<tr>
<td><strong>W 2.5 - With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</strong></td>
<td><strong>PII.6 - Connecting ideas</strong></td>
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<tr>
<td>Emerging - Combine clauses in a few basic ways to make connections between and to join ideas (e.g., creating compound sentences using and, but, so) in shared language activities guided by the teacher and sometimes independently.</td>
<td>Expanding - Combine clauses in an increasing variety of ways to make connections between and to join ideas (e.g., She jumped because the dog barked) with increasing independence.</td>
<td></td>
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<tr>
<td>Bridging - Combine clauses in a wide variety of ways (e.g., rearranging complete simple to form compound sentences) to make connections between and to join ideas (e.g., The boy was hungry. The boy ate a sandwich. → The boy was hungry so he ate a sandwich) independently.</td>
<td>Emerging - Condense clauses in simple ways (e.g., changing: It's green. It's red. → It's green and red) to create precise and detailed sentences in shared language activities guided by the teacher and sometimes independently.</td>
<td></td>
</tr>
</tbody>
</table>

| **PII.7 - Condensing ideas** | |
| Expanding - Condense clauses in a growing number of ways (e.g., through embedded clauses as in, It's a plant. It's found in the rain forest. → It's a green and red plant that's found in the rain forest) to create precise and detailed sentences with increasing independence. | Bridging - Condense clauses in a variety of ways (e.g., through embedded clauses and other condensing as in, It's a plant. It's green and red. It's found in the tropical rain forest. → It's a green and red plant that's found in the tropical rain forest) to create precise and detailed sentences independently. |
Grade 2 - Writing (W)

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<tr>
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<tbody>
<tr>
<td><strong>PI.2 - Interacting via written English</strong></td>
<td></td>
</tr>
<tr>
<td>Emerging - Collaborate with peers on joint writing projects of short informational and literary texts, using technology where appropriate for publishing, graphics, and the like.</td>
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<tr>
<td>Expanding - Collaborate with peers on joint writing projects of longer informational and literary texts, using technology where appropriate for publishing, graphics, and the like.</td>
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<tr>
<td>Bridging - Collaborate with peers on joint writing projects of a variety of longer informational and literary texts, using technology where appropriate for publishing, graphics, and the like.</td>
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<td><strong>PI.10 - Writing</strong></td>
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<tr>
<td>Emerging - Write very short literary texts (e.g., story) and informational texts (e.g., a description of a volcano) collaboratively with an adult (e.g., joint construction of texts), with peers, and sometimes independently.</td>
<td>Expanding - Write short literary texts (e.g., a story) and informational texts (e.g., an explanatory text explaining how a volcano erupts) collaboratively with an adult (e.g., joint construction of texts), with peers, and with increasing independence.</td>
</tr>
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</table>

W 2.6 - With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

W 2.7 - Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).

Research to build and present knowledge.

Emerging - Collaborate with peers on joint writing projects of short informational and literary texts, using technology where appropriate for publishing, graphics, and the like.

Expanding - Collaborate with peers on joint writing projects of longer informational and literary texts, using technology where appropriate for publishing, graphics, and the like.

Bridging - Collaborate with peers on joint writing projects of a variety of longer informational and literary texts, using technology where appropriate for publishing, graphics, and the like.

Emerging - Write very short literary texts (e.g., story) and informational texts (e.g., a description of a volcano) collaboratively with an adult (e.g., joint construction of texts), with peers, and sometimes independently.

Expanding - Write short literary texts (e.g., a story) and informational texts (e.g., an explanatory text explaining how a volcano erupts) collaboratively with an adult (e.g., joint construction of texts), with peers, and with increasing independence.

Bridging - Write longer literary texts (e.g., a story) and informational texts (e.g., an explanatory text explaining how a volcano erupts) collaboratively with an adult (e.g., joint construction of texts), with peers and independently.
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<td><strong>Emerging</strong> - Write very short literary texts (e.g., story) and informational texts (e.g., a description of a volcano) using familiar vocabulary collaboratively with an adult (e.g., joint construction of texts), with peers, and sometimes independently.</td>
<td><strong>Bridging</strong> - Write longer literary texts (e.g., a story) and informational texts (e.g., an explanatory text explaining how a volcano erupts) collaboratively with an adult (e.g., joint construction of texts), with peers, and independently.</td>
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<td><strong>Expanding</strong> - Write short literary texts (e.g., a story) and informational texts (e.g., an explanatory text explaining how a volcano erupts) collaboratively with an adult (e.g., joint construction of texts), with peers, and with increasing independence.</td>
<td><strong>Emerging</strong> - Support opinions by providing good reasons and some textual evidence or relevant background knowledge (e.g., referring to textual evidence or knowledge of content).</td>
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<tr>
<td><strong>Expanding</strong> - Support opinions by providing good reasons and increasingly detailed textual evidence (e.g., providing examples from the text) or relevant background knowledge about the content.</td>
<td><strong>Bridging</strong> - Support opinions or persuade others by providing good reasons and detailed textual evidence (e.g., specific events or graphics from text) or relevant background knowledge about the content.</td>
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<td><strong>Expanding</strong> - Support opinions by providing good reasons and increasingly detailed textual evidence (e.g., providing examples from the text) or relevant background knowledge about the content.</td>
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<td><strong>Bridging</strong> - Support opinions or persuade others by providing good reasons and detailed textual evidence (e.g., specific events or graphics from text) or relevant background knowledge about the content.</td>
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Grade 2 - Writing (W)

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

### Corresponding ELD Standards

<table>
<thead>
<tr>
<th>CA CCSS for ELA Standard</th>
<th>Emerging - Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults. (a. - c.)</th>
<th>Expanding - Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults. (a. - c.)</th>
<th>Bridging - Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults. (a. - c.)</th>
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<tbody>
<tr>
<td>SL 2.1.1</td>
<td>Contribute to conversations and express ideas by asking and answering yes-no and wh- questions and responding using gestures, words, and learned phrases.</td>
<td>Contribute to class, group, and partner discussions, including sustained dialogue, by listening attentively, following turn taking rules, asking relevant questions, affirming others, and adding relevant information.</td>
<td>Contribute to class, group, and partner discussions, including sustained dialogue, by listening attentively, following turn taking rules, asking relevant questions, affirming others, and adding relevant information.</td>
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<tr>
<td><strong>PI.1 - Exchanging information and ideas</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>PI.3 - Offering opinions</strong></td>
<td>Offer opinions and negotiate with others in conversations using learned phrases (e.g., I think X.), as well as open responses, in order to gain and/or hold the floor.</td>
<td>Offer opinions and negotiate with others in conversations using an expanded set of learned phrases (e.g., I agree with X, but X.), as well as open responses, in order to gain and/or hold the floor, provide counterarguments, and the like.</td>
<td>Offer opinions and negotiate with others in conversations using a variety of learned phrases (e.g., That’s a good idea, but X), as well as open responses, in order to gain and/or hold the floor, provide counterarguments, elaborate on an idea, and the like.</td>
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### Grade 2 - Speaking & Listening (SL)

#### Corresponding ELD Standards

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<th>CA CCSS for ELA Standard</th>
<th>PI.4 - Adapting language choices</th>
<th>PI.5 - Listening actively</th>
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<tbody>
<tr>
<td>PI.4</td>
<td>Emerging - Recognize that language choices (e.g., vocabulary) vary according to social setting (e.g., playground versus classroom), with substantial support from peers or adults.</td>
<td>Expanding - Adjust language choices (e.g., vocabulary, use of dialogue, and so on) according to purpose (e.g., persuading, entertaining), task, and audience (e.g., peers versus adults), with moderate support from peers or adults.</td>
</tr>
<tr>
<td>SL 2.1.1</td>
<td>Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. (a. - c.)</td>
<td></td>
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</tbody>
</table>

**CA CCSS for ELA Standard**

- **PI.4** - Adapting language choices
- **PI.5** - Listening actively

**Corresponding ELD Standards**

- **Emerging**
- **Expanding**
- **Bridging**

**Notes**

- Emerging: Recognize that language choices (e.g., vocabulary) vary according to social setting (e.g., playground versus classroom), with substantial support from peers or adults.
- Expanding: Adjust language choices (e.g., vocabulary, use of dialogue, and so on) according to purpose (e.g., persuading, entertaining), task, and audience (e.g., peers versus adults), with moderate support from peers or adults.
- Bridging: Adjust language choices according to purpose (e.g., persuading, entertaining), task, and audience (e.g., peer-to-peer versus peer-to-teacher), with light support from peers or adults.

**Emerging**
- Demonstrate active listening to read-alouds and oral presentations by asking and answering basic questions, with oral sentence frames and substantial prompting and support.

**Expanding**
- Demonstrate active listening to read-alouds and oral presentations by asking and answering detailed questions, with oral sentence frames and occasional prompting and support.

**Bridging**
- Demonstrate active listening to read-alouds and oral presentations by asking and answering detailed questions, with minimal prompting and light support.

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*Formatted by Curriculum, Instruction and Accountability, Kern County Superintendent of Schools, Bakersfield, California (661) 636-4239  [http://kern.org/cia/el/eld-resources/](http://kern.org/cia/el/eld-resources/)*
## Integrating the CA ELD Standards Into K-12 English Language Arts/Literacy

### Comprehension and Collaboration

<table>
<thead>
<tr>
<th>CA CCSS for ELA Standard</th>
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</tr>
</thead>
<tbody>
<tr>
<td>SL 2.2 - Recount or describe key ideas or details from a text read aloud or information presented orally or through other media</td>
<td><strong>PI.5 - Listening actively</strong></td>
</tr>
<tr>
<td>Emerging - Demonstrate active listening to read alouds and oral presentations by asking and answering basic questions, with oral sentence frames and substantial prompting and support.</td>
<td>Expanding - Demonstrate active listening to read alouds and oral presentations by asking and answering detailed questions, with oral sentence frames and occasional prompting and support.</td>
</tr>
<tr>
<td>Bridging - Demonstrate active listening to read alouds and oral presentations by asking and answering detailed questions, with minimal prompting and light support.</td>
<td><strong>PI.6 - Reading/viewing closely</strong></td>
</tr>
<tr>
<td>Emerging - Describe ideas, phenomena (e.g., plant life cycle), and text elements (e.g., main idea, characters, events) based on understanding of a select set of grade-level texts and viewing of multimedia, with substantial support.</td>
<td>Expanding - Describe ideas, phenomena (e.g., how earthworms eat), and text elements (e.g., setting, events) in greater detail based on understanding of a variety of grade-level texts and viewing of multimedia with moderate support.</td>
</tr>
<tr>
<td>Bridging - Describe ideas, phenomena (e.g., erosion), and text elements (e.g., central message, character traits) using key details based on understanding of a variety of grade-level texts and viewing of multimedia with light support.</td>
<td><strong>SL 2.3 - Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.</strong></td>
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<td><strong>SL 2.3 - Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.</strong></td>
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### Integrating the CA ELD Standards Into K-12 English Language Arts/Literacy

#### CA CCSS for ELA Standard

<table>
<thead>
<tr>
<th>Standard</th>
<th>PI.7 - Evaluating language choices</th>
<th>PI.8 - Analyzing language resources</th>
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</thead>
<tbody>
<tr>
<td>SL 2.3</td>
<td>Emerging - Describe the language writers or speakers use to present an idea (e.g., the words and phrases used to describe a character), with prompting and substantial support.</td>
<td>Expanding - Describe how well writers or speakers use specific language resources to support an opinion or present an idea (e.g., whether the vocabulary used to present evidence is strong enough), with light support.</td>
</tr>
<tr>
<td></td>
<td>Expanding - Describe the language writers or speakers use to present or support an idea (e.g., the author’s choice of vocabulary or phrasing to portray characters, places, or real people), with prompting and moderate support.</td>
<td>Emerging - Distinguish how two different frequently used words (e.g., describing a character as happy versus angry) produce a different effect on the audience.</td>
</tr>
<tr>
<td></td>
<td>Bridging - Describe how well writers or speakers use specific language resources to support your opinions or present an idea (e.g., the author’s choice of vocabulary or phrasing to portray characters, places, or real people), with prompting and moderate support.</td>
<td>Expanding - Distinguish how two different words with similar meaning (e.g., describing a character as happy versus ecstatic) produce shades of meaning and different effects on the audience.</td>
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<tr>
<td></td>
<td>Bridging - Distinguish how multiple different words with similar meaning (e.g., pleased versus happy versus ecstatic, heard or knew versus believed) produce shades of meaning and different effects on the audience.</td>
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</tr>
</tbody>
</table>

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**Corresponding ELD Standards**

- **Emerging**
  - Describe the language writers or speakers use to present an idea (e.g., the words and phrases used to describe a character), with prompting and substantial support.
  - Distinguish how two different frequently used words (e.g., describing a character as happy versus angry) produce a different effect on the audience.
  - Distinguish how multiple different words with similar meaning (e.g., pleased versus happy versus ecstatic, heard or knew versus believed) produce shades of meaning and different effects on the audience.

- **Expanding**
  - Describe how well writers or speakers use specific language resources to support an opinion or present an idea (e.g., whether the vocabulary used to present evidence is strong enough), with light support.
  - Distinguish how two different words with similar meaning (e.g., describing a character as happy versus ecstatic) produce shades of meaning and different effects on the audience.

- **Bridging**
  - Describe how well writers or speakers use specific language resources to support your opinions or present an idea (e.g., the author’s choice of vocabulary or phrasing to portray characters, places, or real people), with prompting and moderate support.
  - Distinguish how two different words with similar meaning (e.g., describing a character as happy versus ecstatic) produce shades of meaning and different effects on the audience.

---

**Notes:**

- Grade 2 - Speaking & Listening (SL)
- Corresponding ELD Standards
- Format by Curriculum, Instruction and Accountability, Kern County Superintendent of Schools, Bakersfield, California (661) 636-4239 http://kern.org/cia/el/eld-resources/
# Integrating the CA ELD Standards Into K-12 English Language Arts/Literacy

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<tbody>
<tr>
<td>Grade 2 - Speaking &amp; Listening</td>
<td></td>
</tr>
</tbody>
</table>

## PI.9 - Presenting

- **Emerging** - Plan and deliver very brief oral presentations (e.g., recounting an experience, retelling a story, describing a picture).
- **Expanding** - Plan and deliver longer oral presentations on a variety of topics and content areas (e.g., retelling a story, recounting a science experiment, describing how to solve a mathematics problem).
- **Bridging** - Plan and deliver a well-elaborated event, includes details, reflects a logical structure.

## PI.11 - Supporting opinions

- **Emerging** - Support opinions by providing good reasons and some textual evidence or relevant background knowledge (e.g., referring to textual evidence or knowledge of content).
- **Expanding** - Support opinions by providing good reasons and increasingly detailed textual evidence (e.g., providing examples from the text) or relevant background knowledge about the content.
- **Bridging** - Support opinions or persuade others by providing good reasons and detailed textual evidence (e.g., specific events or graphics from text) or relevant background knowledge about the content.

## PI.12 - Selecting language resources

- **Emerging** - a. Retell texts and recount experiences by using key words.
- **Expanding** - a. Retell texts and recount experiences using complete sentences and key words.
- **Bridging** - b. Use a wide variety of general academic and domain-specific words, synonyms, antonyms, and non-literal language (e.g., He was as quick as a cricket) to create an effect, precision, and shades of meaning while speaking and writing.
### Integrating the CA ELD Standards Into K-12 English Language Arts/Literacy

**Presentation of Knowledge and Ideas**

**SL 2.4 - Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.**

<table>
<thead>
<tr>
<th>CA CCSS for ELA Standard</th>
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<tbody>
<tr>
<td><strong>PII.1 - Understanding text structure</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Emerging</strong> -</td>
<td></td>
</tr>
<tr>
<td>Apply understanding of how different text types are organized to express ideas (e.g., how a story is organized sequentially) to comprehending and composing texts in shared language activities guided by the teacher, with peers, and sometimes independently.</td>
<td>Apply basic understanding of how ideas, events, or reasons are linked throughout a text using more everyday connecting words or phrases (e.g., today, then) to comprehending and writing texts independently.</td>
</tr>
<tr>
<td><strong>Expanding</strong> -</td>
<td></td>
</tr>
<tr>
<td>Apply understanding of how different text types are organized to express ideas (e.g., how a story is organized sequentially with predictable stages versus how an information report is organized by topic and details) to comprehending texts and composing texts with increasing independence.</td>
<td>Apply understanding of how different text types are organized predictably to express ideas (e.g., a narrative versus an informative/explanatory text versus an opinion text) to comprehending and writing texts independently.</td>
</tr>
<tr>
<td><strong>Bridging</strong> -</td>
<td></td>
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<tr>
<td>Apply understanding of how different text types are organized predictably to express ideas (e.g., a narrative versus an informative/explanatory text versus an opinion text) to comprehending and writing texts independently.</td>
<td>Apply understanding of how ideas, events, or reasons are linked throughout a text using a variety of connecting words or phrases (e.g., for example, after that, suddenly) to comprehending and writing texts independently.</td>
</tr>
</tbody>
</table>
## Integrating the CA ELD Standards Into K-12 English Language Arts/Literacy

**Grade 2 - Speaking & Listening (SL)**

### SL 2.4 - Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

- **a.** Plan and deliver a narrative presentation that:
  - recounts a well-elaborated event, includes details, reflects a logical sequence.
  - includes facts and relevant, descriptive details.
  - is presented in coherent sentences.
  - reflects a logical sequence.

### Corresponding ELD Standards

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<thead>
<tr>
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<tbody>
<tr>
<td><strong>Presentation of Knowledge and Ideas</strong></td>
<td><strong>Modifying to add details</strong></td>
</tr>
<tr>
<td>St 2.4 - Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</td>
<td>Emerging - Expand sentences with frequently used adverbials (e.g., prepositional phrases, such as at school, with my friend) to provide details (e.g., time, manner, place, cause) about a familiar activity or process in shared language activities guided by the teacher and sometimes independently.</td>
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<td></td>
<td>Expanding - Expand sentences with a growing number of adverbials (e.g., adverbs, adverb phrases, prepositional phrases) to provide details (e.g., time, manner, place, cause) about a familiar activity or process with increasing independence.</td>
</tr>
<tr>
<td></td>
<td>Bridging - Expand sentences with a variety of adverbials (e.g., adverbs, adverb phrases, prepositional phrases) to provide details (e.g., time, manner, place, cause) independently.</td>
</tr>
<tr>
<td></td>
<td>Emerging - Combine clauses in a few basic ways to make connections between and to join ideas (e.g., creating compound sentences using and, but, so) in shared language activities guided by the teacher and sometimes independently.</td>
</tr>
<tr>
<td></td>
<td>Expanding - Combine clauses in an increasing variety of ways to make connections between and to join ideas, for example, to express cause/effect (e.g., She jumped because the dog barked) with increasing independence.</td>
</tr>
<tr>
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<td>Bridging - Combine clauses in a wide variety of ways (e.g., rearranging complete simple to form compound sentences) to make connections between and to join ideas (e.g., The boy was hungry. The boy ate a sandwich. The boy was hungry so he ate a sandwich) independently.</td>
</tr>
<tr>
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<td>Emerging - Condense clauses in simple ways (e.g., changing: It’s green. It’s red. → It’s green and red) to create precise and detailed sentences in shared language activities guided by the teacher and sometimes independently.</td>
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<td>Expanding - Condense clauses in a growing number of ways (e.g., through embedded clauses as in, It’s a plant. It’s found in the rain forest. → It’s a green and red plant that’s found in the tropical rain forest) to create precise and detailed sentences with increasing independence.</td>
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<td>Bridging - Condense clauses in a variety of ways (e.g., through embedded clauses and other condensing as in, It’s a plant. It’s green and red. It’s found in the tropical rain forest. → It’s a green and red plant that’s found in the tropical rain forest) to create precise and detailed sentences independently.</td>
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## Integrating the CA ELD Standards Into K-12 English Language Arts/Literacy

### Grade 2 - Speaking & Listening (SL)

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<tr>
<td>SL 2.5 - Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.</td>
<td>Emerging - Plan and deliver very brief oral presentations (e.g., recounting an experience, retelling a story, describing a picture).</td>
</tr>
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<td>Expanding - Plan and deliver brief oral presentations on a variety of topics (e.g., retelling a story, describing an animal).</td>
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<tr>
<td></td>
<td>Bridging - Plan and deliver longer oral presentations on a variety of topics and content areas (e.g., retelling a story, recounting a science experiment, describing how to solve a mathematics problem).</td>
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**PI.9 - Presenting**

**Presentation of Knowledge and Ideas**

- **Emerging**
  - Plan and deliver very brief oral presentations (e.g., recounting an experience, retelling a story, describing a picture).

- **Expanding**
  - Plan and deliver brief oral presentations on a variety of topics (e.g., retelling a story, describing an animal).

- **Bridging**
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<tr>
<td><strong>SL 2.6</strong> - Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 for specific expectations.)</td>
<td><strong>PI.1 - Exchanging information and ideas</strong></td>
</tr>
<tr>
<td>Emerging - Contribute to conversations and express ideas by asking and answering yes-no and wh-questions and responding using gestures, words, and learned phrases.</td>
<td>Expanding - Contribute to class, group, and partner discussions, including sustained dialogue, by listening attentively, following turn taking rules, asking relevant questions, affirming others, and adding pertinent information, building on responses, and providing useful feedback.</td>
</tr>
<tr>
<td>Bridging - Contribute to class, group, and partner discussions, including sustained dialogue, by listening attentively, following turn taking rules, asking relevant questions, affirming others, and adding pertinent information.</td>
<td>Emerging - Offer opinions and negotiate with others in conversations using learned phrases (e.g., I think X.), as well as open responses, in order to gain and/or hold the floor.</td>
</tr>
<tr>
<td>Expanding - Offer opinions and negotiate with others in conversations using an expanded set of learned phrases (e.g., I agree with X, but X.), as well as open responses, in order to gain and/or hold the floor, provide counterarguments, and the like.</td>
<td>Bridging - Offer opinions and negotiate with others in conversations using a variety of learned phrases (e.g., That’s a good idea, but X), as well as open responses, in order to gain and/or hold the floor, provide counterarguments, elaborate on an idea, and the like.</td>
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<td>Emerging - Recognize that language choices (e.g., vocabulary) vary according to social setting (e.g., playground versus classroom), with substantial support from peers or adults.</td>
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<td>Bridging - Adjust language choices according to purpose (e.g., persuading, entertaining), task, and audience (e.g., peer-to-peer versus peer-to-teacher), with light support from peers or adults.</td>
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<td><strong>Expanding</strong> - a. Retell texts and recount experiences by using complete sentences and key words.</td>
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<tr>
<td><strong>Bridging</strong> - a. Retell texts and recount experiences by using increasingly detailed complete sentences and key words.</td>
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<tr>
<td><strong>b. Use a select number of general academic and domain-specific words to add detail (e.g., adding the word generous to describe a character, using the word lava to explain volcanic eruptions) while speaking and writing.</strong></td>
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</tr>
<tr>
<td><strong>b. Use a growing number of general academic and domain-specific words in order to add detail, create an effect (e.g., using the word suddenly to signal a change), or create shades of meaning (e.g., scurry versus dash) while speaking and writing.</strong></td>
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<tr>
<td></td>
<td>PII.3 - Using verbs and verb phrases</td>
</tr>
<tr>
<td>Emerging -</td>
<td>a. Use frequently used verbs (e.g., walk, run) and verb types (e.g., doing, saying, being/having, thinking/feeling) in shared language activities guided by the teacher and sometimes independently.</td>
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<tr>
<td></td>
<td>Expanding -</td>
</tr>
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<td></td>
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<td></td>
<td>Bridging -</td>
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<tr>
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<td>Presentation of Knowledge and Ideas</td>
</tr>
<tr>
<td></td>
<td>a. Use a growing number of verb types (e.g., doing, saying, being/having, thinking/feeling) with increasing independence.</td>
</tr>
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**SL 2.6 -** Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See Grade 2 Language standards 1 and 2 for specific expectations.)
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<tr>
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<th>PII.6 - Connecting ideas</th>
<th>PII.7 - Condensing ideas</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emerging -</td>
<td>Expand sentences with frequently used adverbials (e.g., prepositional phrases, such as at school, with my friend) to provide details (e.g., time, manner, place, cause) about a familiar activity or process in shared language activities guided by the teacher and sometimes independently.</td>
<td>Combine clauses in a few basic ways to make connections between and to join ideas (e.g., creating compound sentences using and, but, so) in shared language activities guided by the teacher and sometimes independently.</td>
<td>Condense clauses in a growing number of ways (e.g., through embedded clauses and other condensing as in, It’s a plant. It’s found in the rain forest. → It’s a green and red plant that’s found in the tropical rain forest) to create precise and detailed sentences with increasing independence.</td>
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<td>Expand sentences with a growing number of adverbials (e.g., adverbs, adverb phrases, prepositional phrases) to provide details (e.g., time, manner, place, cause) about a familiar or new activity or process with increasing independence.</td>
<td>Expand sentences in an increasing variety of ways to make connections between and to join ideas, for example, to express cause/effect (e.g., She jumped because the dog barked) with increasing independence.</td>
<td>Expanding clauses in simple ways (e.g., changing: It’s green. It’s red. → It’s green and red) to create precise and detailed sentences in shared language activities guided by the teacher and sometimes independently.</td>
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<td>Bridging -</td>
<td>Expand sentences with a wide variety of adverbials (e.g., adverbs, adverb phrases, prepositional phrases) to provide details (e.g., time, manner, place, cause) about a familiar or new activity or process with increasing independence.</td>
<td>Expand sentences in a growing number of ways (e.g., rearranging complete simple to form compound sentences) to make connections between and to join ideas (e.g., The boy was hungry. The boy ate a sandwich. → The boy was hungry so he ate a sandwich) independently.</td>
<td>Condense clauses in a growing number of ways (e.g., through embedded clauses and other condensing as in, It’s a plant. It’s found in the rain forest. → It’s a green and red plant that’s found in the tropical rain forest) to create precise and detailed sentences with increasing independence.</td>
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<td>Expand sentences with a growing number of adverbials (e.g., adverbs, adverb phrases, prepositional phrases) to provide details (e.g., time, manner, place, cause) about a familiar or new activity or process with increasing independence.</td>
<td>Expand sentences in a growing number of ways (e.g., rearranging complete simple to form compound sentences) to make connections between and to join ideas (e.g., The boy was hungry. The boy ate a sandwich. → The boy was hungry so he ate a sandwich) independently.</td>
<td>Condense clauses in a growing number of ways (e.g., through embedded clauses and other condensing as in, It’s a plant. It’s found in the rain forest. → It’s a green and red plant that’s found in the tropical rain forest) to create precise and detailed sentences with increasing independence.</td>
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<td>Bridging -</td>
<td>Expand sentences with a wide variety of adverbials (e.g., adverbs, adverb phrases, prepositional phrases) to provide details (e.g., time, manner, place, cause) about a familiar or new activity or process with increasing independence.</td>
<td>Expand sentences in a growing number of ways (e.g., rearranging complete simple to form compound sentences) to make connections between and to join ideas (e.g., The boy was hungry. The boy ate a sandwich. → The boy was hungry so he ate a sandwich) independently.</td>
<td>Condense clauses in a growing number of ways (e.g., through embedded clauses and other condensing as in, It’s a plant. It’s found in the rain forest. → It’s a green and red plant that’s found in the tropical rain forest) to create precise and detailed sentences with increasing independence.</td>
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CA CCSS for ELA Standard: SL 2.6 - Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 for specific expectations.)

Presentation of Knowledge and Ideas:

PII.5 - Modifying to add details: Combine clauses in a wide variety of ways (e.g., rearranging complete simple to form compound sentences) to make connections between and to join ideas (e.g., The boy was hungry. The boy ate a sandwich. → The boy was hungry so he ate a sandwich) independently.

PII.6 - Connecting ideas: Combine clauses in a few basic ways to make connections between and to join ideas (e.g., creating compound sentences using and, but, so) in shared language activities guided by the teacher and sometimes independently.

PII.7 - Condensing ideas: Condense clauses in simple ways (e.g., changing: It’s green. It’s red. → It’s green and red) to create precise and detailed sentences in shared language activities guided by the teacher and sometimes independently.

CA CCSS for ELA Standard: SL 2.6 - Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 for specific expectations.)

Presentation of Knowledge and Ideas:

PII.5 - Modifying to add details: Combine clauses in a wide variety of ways (e.g., rearranging complete simple to form compound sentences) to make connections between and to join ideas (e.g., The boy was hungry. The boy ate a sandwich. → The boy was hungry so he ate a sandwich) independently.

PII.6 - Connecting ideas: Combine clauses in a few basic ways to make connections between and to join ideas (e.g., creating compound sentences using and, but, so) in shared language activities guided by the teacher and sometimes independently.

PII.7 - Condensing ideas: Condense clauses in simple ways (e.g., changing: It’s green. It’s red. → It’s green and red) to create precise and detailed sentences in shared language activities guided by the teacher and sometimes independently.
## Integrating the CA ELD Standards Into K-12 English Language Arts/Literacy

### Grade 2 - Language (L)

<table>
<thead>
<tr>
<th>CA CCSS for ELA Standard</th>
<th>Corresponding ELD Standards</th>
<th>CA CCSS for ELA Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>L.2.1 - Demonstrate command of the conventions of standard English grammar and usage when writing</td>
<td><strong>PI.1 - Exchanging information and ideas</strong>&lt;br&gt;Emerging - Contribute to conversations and express ideas by asking and answering yes-no and wh- questions and responding using gestures, words, and learned phrases.</td>
<td><strong>PI.2 - Interacting via written English</strong>&lt;br&gt;Emerging - Collaborate with peers on joint writing projects of short informational and literary texts, using technology where appropriate for publishing, graphics, and the like.</td>
</tr>
<tr>
<td></td>
<td>Expanding - Contribute to class, group, and partner discussions, including sustained dialogue, by listening attentively, following turn-taking rules, asking relevant questions, affirming others, adding pertinent information, building on responses, and providing useful feedback.</td>
<td>Expanding - Collaborate with peers on joint writing projects of longer informational and literary texts, using technology where appropriate for publishing, graphics, and the like.</td>
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<tr>
<td></td>
<td>Bridging - Contribute to class, group, and partner discussions, including sustained dialogue, by listening attentively, following turn-taking rules, asking relevant questions, affirming others, adding pertinent information, building on responses, and providing useful feedback.</td>
<td>Bridging - Collaborate with peers on joint writing projects of a variety of longer informational and literary texts, using technology where appropriate for publishing, graphics, and the like.</td>
</tr>
<tr>
<td>CA CCSS for ELA Standard</td>
<td>Corresponding ELD Standards</td>
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<tr>
<td>PI.3 - Offering opinions</td>
<td>Expanding - Offer opinions and negotiate with others in conversations using learned phrases (e.g., I think X.), as well as open responses, in order to gain and/or hold the floor.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Bridging - Offer opinions and negotiate with others in conversations using a variety of learned phrases (e.g., That’s a good idea, but X), as well as open responses, in order to gain and/or hold the floor, provide counterarguments, and the like.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Emerging - Recognize that language choices (e.g., vocabulary) vary according to social setting (e.g., playground versus classroom), with substantial support from peers or adults.</td>
<td></td>
</tr>
<tr>
<td>PI.4 - Adapting language choices</td>
<td>Expanding - Adjust language choices (e.g., vocabulary, use of dialogue, and so on) according to purpose (e.g., persuading, entertaining), task, and audience (e.g., peer-to-peer versus peer-to-teacher), with moderate support from peers or adults.</td>
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<td>Bridging - Adjust language choices according to purpose (e.g., persuading, entertaining), task, and audience (e.g., peer-to-peer versus peer-to-teacher), with light support from peers or adults.</td>
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</tr>
</tbody>
</table>
### Integrating the CA ELD Standards Into K-12 English Language Arts/Literacy

#### Grade 2 - Language (L)

**Emerging**
- Plan and deliver very brief oral presentations (e.g., recounting an experience, retelling a story, describing a picture).

**Expanding**
- Plan and deliver brief oral presentations on a variety of topics (e.g., retelling a story, describing an animal).

**Bridging**
- Plan and deliver longer oral presentations on a variety of topics and content areas (e.g., retelling a story, recounting a science experiment, describing how to solve a mathematics problem).

<table>
<thead>
<tr>
<th>CA CCSS for ELA Standard</th>
<th>PI.9 - Presenting</th>
<th>PI.10 - Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>L 2.1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking, p. 6-11</td>
<td>Emerging - Write very short literary texts (e.g., story) and informational texts (e.g., a description of a volcano) using familiar vocabulary collaboratively with an adult (e.g., joint construction of texts), with peers, and sometimes independently.</td>
<td>Expanding - Write short literary texts (e.g., a story) and informational texts (e.g., an explanatory text explaining how a volcano erupts) collaboratively with an adult (e.g., joint construction of texts), with peers, and with increasing independence.</td>
</tr>
<tr>
<td>L 2.2 - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing (a. e.)</td>
<td></td>
<td>Bridging - Write longer literary texts (e.g., a story) and informational texts (e.g., an explanatory text explaining how a volcano erupts) collaboratively with an adult (e.g., joint construction), with peers and independently.</td>
</tr>
</tbody>
</table>

**Conventions of Standard English**

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<table>
<thead>
<tr>
<th>CA CCSS for ELA Standard</th>
<th>PI.11 - Supporting opinions</th>
<th>PI.12 - Selecting language resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>L.2.1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking (a. - g.)</td>
<td>Emerging - Support opinions by providing good reasons and some textual evidence or relevant background knowledge (e.g., referring to textual evidence or knowledge of content).</td>
<td>Expanding - Support opinions by providing good reasons and increasingly detailed textual evidence (e.g., providing examples from the text) or relevant background knowledge about the content.</td>
</tr>
<tr>
<td></td>
<td>Bridging - Support opinions or persuade others by providing good reasons and detailed textual evidence (e.g., specific events or graphics from text) or relevant background knowledge about the content.</td>
<td>Emerging - a. Retell texts and recount experiences by using key words.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b. Use a select number of general academic and domain-specific words to add detail (e.g., adding the word generous to describe a character, using the word lava to explain volcanic eruptions) while speaking and writing.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Expanding - a. Retell texts and recount experiences using complete sentences and key words.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b. Use a growing number of general academic and domain-specific words in order to add detail, create an effect (e.g., using the word suddenly to signal a change), or create shades of meaning (e.g., scurry versus dash) while speaking and writing.</td>
</tr>
<tr>
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<td></td>
<td>Bridging - a. Retell texts and recount experiences using increasingly detailed complete sentences and key words.</td>
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<tr>
<td></td>
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<td>b. Use a wide variety of general academic and domain-specific words, synonyms, antonyms, and nonliteral language (e.g., He was as quick as a cricket) to create an effect, precision, and shades of meaning while speaking and writing.</td>
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Emerging - Support opinions by providing good reasons and some textual evidence or relevant background knowledge (e.g., referring to textual evidence or knowledge of content).

Expanding - Support opinions by providing good reasons and increasingly detailed textual evidence (e.g., providing examples from the text) or relevant background knowledge about the content.

Bridging - Support opinions or persuade others by providing good reasons and detailed textual evidence (e.g., specific events or graphics from text) or relevant background knowledge about the content.

Emerging - a. Retell texts and recount experiences by using key words.

b. Use a select number of general academic and domain-specific words to add detail (e.g., adding the word generous to describe a character, using the word lava to explain volcanic eruptions) while speaking and writing.

Expanding - a. Retell texts and recount experiences using complete sentences and key words.

b. Use a growing number of general academic and domain-specific words in order to add detail, create an effect (e.g., using the word suddenly to signal a change), or create shades of meaning (e.g., scurry versus dash) while speaking and writing.

Bridging - a. Retell texts and recount experiences using increasingly detailed complete sentences and key words.

b. Use a wide variety of general academic and domain-specific words, synonyms, antonyms, and nonliteral language (e.g., He was as quick as a cricket) to create an effect, precision, and shades of meaning while speaking and writing.
## Integrating the CA ELD Standards Into K-12 English Language Arts/Literacy

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<tr>
<td>L 2.1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking (a. - j.)</td>
<td>PII.2 - Understanding cohesion</td>
</tr>
</tbody>
</table>

### Emerging -
- Apply basic understanding of how ideas, events, or reasons are linked throughout a text using more everyday connecting words or phrases (e.g., today, then) to comprehending and composing texts in shared language activities guided by the teacher, with peers, and sometimes independently.

### Expanding -
- Apply understanding of how ideas, events, or reasons are linked throughout a text using a growing number of connecting words or phrases (e.g., after a long time, first/next) to comprehending texts and writing texts with increasing independence.

### Bridging -
- Apply understanding of how ideas, events, or reasons are linked throughout a text using a variety of connecting words or phrases (e.g., for example, after that, suddenly) to comprehending and writing texts independently.

### Emerging -
- Use frequently used verbs (e.g., walk, run) and verb types (e.g., doing, saying, being/having, thinking/feeling) in shared language activities guided by the teacher and sometimes independently.

### Expanding -
- Use a growing number of verb types (e.g., doing, saying, being/having, thinking/feeling) with increasing independence.

### Bridging -
- Use a variety of verb types (e.g., doing, saying, being/having, thinking/feeling) independently.

### Expanding -
- Use simple verb tenses appropriate to the text type and discipline to convey time (e.g., simple past tense for recounting an experience) in shared language activities guided by the teacher and sometimes independently.

### Expanding -
- Use a growing number of verb tenses appropriate to the text type and discipline to convey time (e.g., simple past tense for retelling, simple present for a science description, simple future to predict) independently.

### Expanding -
- Use a growing number of verb tenses appropriate to the text type and discipline to convey time (e.g., simple past tense for retelling, simple present for a science description, simple future to predict) independently.
### Integrating the CA ELD Standards Into K-12 English Language Arts/Literacy

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<tr>
<td>PI.4 Using nouns and noun phrases</td>
<td>PI.5 Modifying to add details</td>
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#### Conventions of Standard English

<table>
<thead>
<tr>
<th>Grade 2 - Language (L)</th>
<th>L.2.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (e. - f.)</th>
</tr>
</thead>
</table>

#### Emerging -
Expand noun phrases in simple ways (e.g., adding a familiar adjective to describe a noun) in order to enrich the meaning of sentences and to add details about ideas, people, things, and the like, in shared language activities guided by the teacher and sometimes independently.

#### Expanding -
Expand noun phrases in a growing number of ways (e.g., adding a newly learned adjective to a noun) in order to enrich the meaning of sentences and to add details about ideas, people, things, and the like, with increasing independence.

#### Bridging -
Expand noun phrases in a variety of ways (e.g., adding comparative/superlative adjectives to nouns) in order to enrich the meaning of phrases/sentences and to add details about ideas, people, things, and the like, independently.

#### Emerging -
Expand sentences with frequently used adverbials (e.g., prepositional phrases, such as at school, with my friend) to provide details (e.g., time, manner, place, cause) about a familiar activity or process in shared language activities guided by the teacher and sometimes independently.

#### Expanding -
Expand sentences with a growing number of adverbials (e.g., adverbs, adverb phrases, prepositional phrases) to provide details (e.g., time, manner, place, cause) about a familiar or new activity or process with increasing independence.

#### Bridging -
Expand sentences with a variety of adverbials (e.g., adverbs, adverb phrases, prepositional phrases) to provide details (e.g., time, manner, place, cause) independently.
## Integrating the CA ELD Standards Into K-12 English Language Arts/Literacy

### CA CCSS for ELA Standard

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<thead>
<tr>
<th>Conventions of Standard English</th>
<th>L 2.1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (a. - g.)</th>
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<td><strong>Emerging -</strong> Combine clauses in a few basic ways to make connections between and to join ideas (e.g., creating compound sentences using and, but, so) in shared language activities guided by the teacher and sometimes independently.</td>
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<td><strong>Expanding -</strong> Combine clauses in an increasing variety of ways to make connections between and to join ideas, for example, to express cause/effect (e.g., She jumped because the dog barked) with increasing independence.</td>
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<td><strong>Bridging -</strong> Combine clauses in a wide variety of ways (e.g., rearranging complete simple to form compound sentences) to make connections between and to join ideas (e.g., The boy was hungry. The boy ate a sandwich. → The boy was hungry so he ate a sandwich) independently.</td>
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<td><strong>Emerging -</strong> Condense clauses in simple ways (e.g., changing: It’s green. It’s red. → It’s green and red) to create precise and detailed sentences in shared language activities guided by the teacher and sometimes independently.</td>
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<td><strong>Expanding -</strong> Condense clauses in a growing number of ways (e.g., through embedded clauses as in, It’s a plant. It’s found in the rain forest. → It’s a green and red plant that’s found in the rain forest) to create precise and detailed sentences with increasing dependence.</td>
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<td><strong>Bridging -</strong> Condense clauses in a variety of ways (e.g., through embedded clauses and other condensing as in, It’s a plant. It’s green and red. It’s found in the tropical rain forest. → It’s a green and red plant that’s found in the tropical rain forest) to create precise and detailed sentences independently.</td>
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### Corresponding ELD Standards

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<tr>
<th><strong>PII.6 - Connecting ideas</strong></th>
<th><strong>PII.7 - Condensing ideas</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Emerging -</strong> Connect ideas with increasing independence.</td>
<td><strong>Emerging -</strong> Condense clauses in a few basic ways to make connections between and to join ideas (e.g., creating compound sentences using and, but, so) in shared language activities guided by the teacher and sometimes independently.</td>
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<td><strong>Expanding -</strong> Combine ideas in a variety of ways (e.g., creating compound sentences using and, but, so) in shared language activities guided by the teacher and sometimes independently.</td>
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<td><strong>Bridging -</strong> Combine ideas in a wide variety of ways (e.g., rearranging complete simple to form compound sentences) to make connections between and to join ideas (e.g., The boy was hungry. The boy ate a sandwich. → The boy was hungry so he ate a sandwich) independently.</td>
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### Integrating the CA ELD Standards Into K-12 English Language Arts/Literacy

#### Knowledge of Language

**Grade 2 - Language (L)**

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<tr>
<td><strong>PI.1 - Exchanging information and ideas</strong></td>
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<tr>
<td><strong>Emerging -</strong></td>
<td><strong>Expanding -</strong></td>
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<tr>
<td>Contribution to conversations and express ideas by asking and answering yes-no and who-questions and responding using gestures, words, and learned phrases.</td>
<td>Contribute to class, group, and partner discussions, including sustained dialogue, by listening attentively, following turn taking rules, asking relevant questions, affirming others, and adding relevant information.</td>
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<td><strong>Collaborate with peers on joint writing projects of a variety of longer informational and literary texts, using technology where appropriate for publishing, graphics, and the like.</strong></td>
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<tr>
<td>Collaborate with peers on joint writing projects of short informational and literary texts, using technology where appropriate for publishing, graphics, and the like.</td>
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**L.2.3 - Use knowledge of language and its conventions when writing, speaking, reading, or listening.**

- Compare formal and informal uses of English.
### Integrating the CA ELD Standards Into K-12 English Language Arts/Literacy

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<td><strong>Emerging -</strong> Offer opinions and negotiate with others in conversations using learned phrases (e.g., I think X.), as well as open responses, in order to gain and/or hold the floor.</td>
<td><strong>Emerging -</strong> Offer opinions and negotiate with others in conversations using a variety of learned phrases (e.g., That's a good idea, but X), as well as open responses, in order to gain and/or hold the floor, provide counterarguments, elaborate on an idea, and the like.</td>
</tr>
<tr>
<td><strong>Expanding -</strong> Offer opinions and negotiate with others in conversations using an expanded set of learned phrases (e.g., I agree with X, but X), as well as open responses, in order to gain and/or hold the floor, provide counterarguments, and the like.</td>
<td><strong>Expanding -</strong> Adjust language choices (e.g., vocabulary, use of dialogue, and so on) according to purpose (e.g., persuading, entertaining), task, and audience (e.g., peer-to-peer versus peer-to-teacher), with moderate support from peers or adults.</td>
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<td><strong>Bridging -</strong> Offer opinions and negotiate with others in conversations using a variety of learned phrases (e.g., That's a good idea, but X), as well as open responses, in order to gain and/or hold the floor, provide counterarguments, elaborate on an idea, and the like.</td>
<td><strong>Bridging -</strong> Adjust language choices according to purpose (e.g., persuading, entertaining), task, and audience (e.g., peer-to-peer versus peer-to-teacher), with light support from peers or adults.</td>
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**Knowledge of Language**

L.2.3 - Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- **a.** Compare formal and informal uses of English.

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<td><strong>PI.5 - Listening actively</strong></td>
<td><strong>PI.6 - Reading/viewing closely</strong></td>
</tr>
<tr>
<td><strong>Emerging</strong> - Demonstrate active listening to read alouds and oral presentations by asking and answering basic questions, with oral sentence frames and substantial prompting and support.</td>
<td><strong>Emerging</strong> - Describe ideas, phenomena (e.g., plant life cycle), and text elements (e.g., main idea, characters, events) based on understanding of a select set of grade-level texts and viewing of multimedia, with substantial support.</td>
</tr>
<tr>
<td><strong>Expanding</strong> - Demonstrate active listening to read alouds and oral presentations by asking and answering detailed questions, with oral sentence frames and occasional prompting and support.</td>
<td><strong>Expanding</strong> - Describe ideas, phenomena (e.g., how earthworms eat), and text elements (e.g., setting, events) in greater detail based on understanding of a variety of grade-level texts and viewing of multimedia, with moderate support.</td>
</tr>
<tr>
<td><strong>Bridging</strong> - Demonstrate active listening to read alouds and oral presentations by asking and answering detailed questions, with minimal prompting and light support.</td>
<td><strong>Bridging</strong> - Describe ideas, phenomena (e.g., erosion), and text elements (e.g., central message, character traits) using key details based on understanding of a variety of grade-level texts and viewing of multimedia, with light support.</td>
</tr>
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**Knowledge of Language**

- L 2.3 - Use knowledge of language and its conventions when writing, speaking, reading, or listening.
  - a. Compare formal and informal uses of English.
## Integrating the CA ELD Standards Into K-12 English Language Arts/Literacy

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<td><strong>PI.7 - Evaluating language choices</strong></td>
<td><strong>PI.8 - Analyzing language choices</strong></td>
</tr>
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<td><strong>Emerging</strong> - Describe the language writers or speakers use to present or support an idea (e.g., the author’s choice of vocabulary or phrasing to portray characters, places, or real people), with prompting and moderate support.</td>
<td><strong>Emerging</strong> - Distinguish how two different frequently used words (e.g., describing a character as happy versus angry) produce a different effect on the audience.</td>
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<td><strong>Expanding</strong> - Describe the language writers or speakers use to present or support an idea (e.g., the author’s choice of vocabulary or phrasing to portray characters, places, or real people), with prompting and substantial support.</td>
<td><strong>Expanding</strong> - Distinguish how two different words with similar meaning (e.g., describing a character as happy versus ecstatic) produce shades of meaning and different effects on the audience.</td>
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<td><strong>Bridging</strong> - Describe how well writers or speakers use specific language resources to support an opinion or present an idea (e.g., whether the vocabulary used to present evidence is strong enough), with light support.</td>
<td><strong>Bridging</strong> - Distinguish how multiple different words with similar meaning (e.g., pleased versus happy versus ecstatic, heard or knew versus believed) produce shades of meaning and different effects on the audience.</td>
</tr>
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**Grade 2 - Language (L)**

L 2.3 - Use knowledge of language and its conventions when writing, speaking, reading, or listening.

a. Compare formal and informal uses of English.
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</tr>
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<td>Plan and deliver very</td>
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</tr>
<tr>
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</table>

L 2.3 - Use knowledge of language and its conventions when:

- a. Compare formal and informal uses of English.
## Integrating the CA ELD Standards Into K-12 English Language Arts/Literacy

<table>
<thead>
<tr>
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<th>Corresponding ELD Standards</th>
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<td>Grade 2 - Language (L)</td>
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<tr>
<td>Knowledge of Language</td>
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<tr>
<td>L 2.3 - Use knowledge of language and its conventions when writing, speaking, reading, or listening.</td>
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</tr>
<tr>
<td>a. Compare formal and informal uses of English.</td>
<td><strong>Pl.11 - Supporting opinions</strong></td>
</tr>
<tr>
<td>Emerging -</td>
<td>Support opinions by providing good reasons and some textual evidence or relevant background knowledge (e.g., referring to textual evidence or knowledge of content).</td>
</tr>
<tr>
<td>Expanding -</td>
<td>Support opinions by providing good reasons and increasingly detailed textual evidence (e.g., providing examples from the text) or relevant background knowledge about the content.</td>
</tr>
<tr>
<td>Bridging -</td>
<td>Support opinions or persuade others by providing good reasons and detailed textual evidence (e.g., specific events or graphics from text) or relevant background knowledge about the content.</td>
</tr>
<tr>
<td>Emerging -</td>
<td>Retell texts and recount experiences by using key words.</td>
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<tr>
<td>Pl.12 - Selecting language resources</td>
<td>Expanding -</td>
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<tr>
<td>a. Retell texts and recount experiences using complete sentences and key words.</td>
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<tr>
<td>b. Use a select number of general academic and domain-specific words to add detail (e.g., adding the word generous to describe a character, using the word lava to explain volcanic eruptions) while speaking and writing.</td>
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<td>Bridging -</td>
<td>Retell texts and recount experiences using increasingly detailed complete sentences and key words.</td>
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<td>a. Use a growing number of general academic and domain-specific words in order to add detail, create an effect (e.g., using the word suddenly to signal a change), or create shades of meaning (e.g., scurry versus dash) while speaking and writing.</td>
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<td>b. Use a wide variety of general academic and domain-specific words, synonyms, antonyms, and non-literal language (e.g., He was as quick as a cricket) to create an effect, precision, and shades of meaning while speaking and writing.</td>
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</table>
### Knowledge of Language

#### CA CCSS for ELA Standard

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<thead>
<tr>
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</thead>
</table>
| L 2.3 - Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Compare formal and informal uses of English. | **PII.2 - Understanding cohesion**
Emerging - Apply basic understanding of how ideas, events, or reasons are linked throughout a text using more everyday connecting words or phrases (e.g., today, then) to comprehending and composing texts in shared language activities guided by the teacher, with peers, and sometimes independently.
Expanding - Apply understanding of how ideas, events, or reasons are linked throughout a text using a growing number of connecting words or phrases (e.g., after a long time, first/next) to comprehending texts and writing texts with increasing independence.
Bridging - Apply understanding of how ideas, events, or reasons are linked throughout a text using a variety of connecting words or phrases (e.g., for example, after that, suddenly) to comprehending and writing texts independently.

<table>
<thead>
<tr>
<th>Corresponding ELD Standards</th>
<th><strong>PII.3 - Using verbs and verb phrases</strong></th>
</tr>
</thead>
</table>
| PII.2 - Understanding cohesion | Emerging -
  a. Use frequently used verbs (e.g., walk, run) and verb types (e.g., doing, saying, being/having, thinking/feeling) in shared language activities guided by the teacher and sometimes independently.
  b. Use simple verb tenses appropriate to the text type and discipline to convey time (e.g., simple past tense for recounting an experience) in shared language activities guided by the teacher and sometimes independently.

| Expanding -
  a. Use a growing number of verb types (e.g., doing, saying, being/having, thinking/feeling) with increasing independence.
  b. Use a growing number of verb tenses appropriate to the text type and discipline to convey time (e.g., simple present tense for a science description, simple future to predict) independently. |

| Bridging -
  a. Use a variety of verb types (e.g., doing, saying, being/having, thinking/feeling) independently. |

| Expanding -
  a. Use a growing number of verb types (e.g., doing, saying, being/having, thinking/feeling) with increasing independence.
  b. Use a growing number of verb tenses appropriate to the text type and discipline to convey time (e.g., simple present tense for a science description, simple future to predict) independently. |

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| Bridging -
  a. Use a variety of verb types (e.g., doing, saying, being/having, thinking/feeling) independently. |
## Integrating the CA ELD Standards Into K-12 English Language Arts/Literacy

### Grade 2 - Language (L)

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<tr>
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<tbody>
<tr>
<td><strong>CA CCSS for ELA Standard</strong></td>
<td><strong>PII.4 - Using nouns and noun phrases</strong></td>
</tr>
<tr>
<td>L.2.3 - Use knowledge of language and its conventions when writing, speaking, reading, or listening</td>
<td>Emerging -</td>
</tr>
<tr>
<td>a. Compare formal and informal uses of English.</td>
<td>Expand noun phrases in simple ways (e.g., adding a familiar adjective to describe a noun) in order to enrich the meaning of sentences and to add details about ideas, people, things, and the like, in shared language activities guided by the teacher and sometimes independently.</td>
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<table>
<thead>
<tr>
<th>CA CCSS for ELA Standard</th>
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</table>
| L.2.3 - Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Compare formal and informal uses of English. | **Pil.6 - Connecting ideas**
| **Emerging** - Combine clauses in a few basic ways to make connections between and to join ideas (e.g., creating compound sentences using and, but, so) in shared language activities guided by the teacher and sometimes independently. | **Expanding** - Combine clauses in an increasing variety of ways to make connections between and to join ideas, for example, to express cause/effect (e.g., She jumped because the dog barked) with increasing independence. |
| **Bridging** - Combine clauses in a wide variety of ways (e.g., rearranging complete simple to form compound sentences) to make connections between and to join ideas (e.g., The boy was hungry. The boy ate a sandwich. The boy was hungry so he ate a sandwich) independently. | **Emerging - Condense clauses in simple ways (e.g., changing: It's green. It's red. → It's green and red) to create precise and detailed sentences in shared language activities guided by the teacher and sometimes independently.** |
| **Expanding** - Condense clauses in a growing number of ways (e.g., through embedded clauses as in, It's a plant. It's found in the rain forest. → It's a green and red plant that's found in the rain forest) to create precise and detailed sentences with increasing dependence. | **Bridging** - Condense clauses in a variety of ways (e.g., through embedded clauses and other condensing as in, It’s a plant. It’s green and red. It’s found in the tropical rain forest. → It’s a green and red plant that’s found in the tropical rain forest) to create precise and detailed sentences independently. |
| **Emerging** - Combine clauses in a few basic ways to make connections between and to join ideas (e.g., creating compound sentences using and, but, so) in shared language activities guided by the teacher and sometimes independently. | **Expanding** - Combine clauses in an increasing variety of ways to make connections between and to join ideas, for example, to express cause/effect (e.g., She jumped because the dog barked) with increasing independence. |
| **Bridging** - Combine clauses in a wide variety of ways (e.g., rearranging complete simple to form compound sentences) to make connections between and to join ideas (e.g., The boy was hungry. The boy ate a sandwich. The boy was hungry so he ate a sandwich) independently. | **Emerging - Condense clauses in simple ways (e.g., changing: It’s green. It’s red. → It’s green and red) to create precise and detailed sentences in shared language activities guided by the teacher and sometimes independently.** |
| **Expanding** - Condense clauses in a growing number of ways (e.g., through embedded clauses as in, It’s a plant. It’s found in the rain forest. → It’s a green and red plant that’s found in the rain forest) to create precise and detailed sentences with increasing dependence. | **Bridging** - Condense clauses in a variety of ways (e.g., through embedded clauses and other condensing as in, It’s a plant. It’s green and red. It’s found in the tropical rain forest. → It’s a green and red plant that’s found in the tropical rain forest) to create precise and detailed sentences independently. |
### Grade 2 - Language (L)

#### ELA/ELD Standards Alignment

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<tbody>
<tr>
<td><strong>Emerging</strong> - Describe ideas, phenomena (e.g., plant life cycle), and text elements (e.g., main idea, characters, events) based on understanding of a select set of grade-level texts and viewing of multimedia, with substantial support.</td>
<td><strong>PI.6 - Reading/viewing closely</strong></td>
</tr>
<tr>
<td><strong>Expanding</strong> - Describe ideas, phenomena (e.g., how earthworms eat), and text elements (e.g., setting, events) in greater detail based on understanding of a variety of grade-level texts and viewing of multimedia, with moderate support.</td>
<td><strong>PI.7 - Evaluating language choices</strong></td>
</tr>
<tr>
<td><strong>Bridging</strong> - Describe ideas, phenomena (e.g., erosion), and text elements (e.g., central message, character traits) using key details based on understanding of a variety of grade-level texts and viewing of multimedia, with light support.</td>
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**L 2.4 - Determine or clarify the meaning of unknown and multiple-meaning words and phrases and determine or clarify the meaning of unknown words based on general knowledge and reading context.**

**L 2.5 - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**

**Vocabulary Acquisition and Use**

**PI.6 - Reading/viewing closely**

- **Emerging** - Describe the language writers or speakers use to present an idea (e.g., the words and phrases used to describe a character), with prompting and substantial support.

- **Expanding** - Describe the language writers or speakers use to present an idea (e.g., the words and phrases used to describe a character), with prompting and moderate support.

- **Bridging** - Describe how well writers or speakers use specific language resources to support an opinion or present an idea (e.g., whether the vocabulary used to present evidence is strong enough), with light support.

**PI.7 - Evaluating language choices**

- **Emerging** - Describe the language writers or speakers use to present an idea (e.g., the words and phrases used to describe a character), with prompting and substantial support.

- **Expanding** - Describe the language writers or speakers use to present or support an idea (e.g., the author's choice of vocabulary or phrasing to portray characters, places, or real people), with prompting and moderate support.

- **Bridging** - Describe how well writers or speakers use specific language resources to support an opinion or present an idea (e.g., whether the vocabulary used to present evidence is strong enough), with light support.

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## CA CCSS for ELA Standard

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<tr>
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<tbody>
<tr>
<td>L.2.4 - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies (a.-e.)</td>
<td><strong>Vocabulary Acquisition and Use</strong></td>
</tr>
<tr>
<td>L.2.5 - Demonstrate understanding of word relationships</td>
<td><strong>ELA/ELD Standards Alignment</strong></td>
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### PL.8 - Analyzing language choices

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</table>
| Emerging - Distinguish how two different frequently used words (e.g., describing a character as happy versus angry) produce a different effect on the audience. | **Emerging** -
  a. Retell texts and recount experiences by using key words.  
b. Use a select number of general academic and domain-specific words to add detail (e.g., adding the word generous to describe a character, using the word lava to explain volcanic eruptions) while speaking and writing. |
| Expanding - Distinguish how two different words with similar meaning (e.g., describing a character as happy versus ecstatic) produce shades of meaning and different effects on the audience. | **Expanding** -
  a. Retell texts and recount experiences using complete sentences and key words.  
b. Use a growing number of general academic and domain-specific words in order to add detail, create an effect (e.g., using the word suddenly to signal a change), or create shades of meaning (e.g., scurry versus dash) while speaking and writing. |
| Bridging - Distinguish how multiple different words with similar meaning (e.g., pleased versus happy versus ecstatic, heard versus knew versus believed) produce shades of meaning and different effects on the audience. | **Bridging** -
  a. Retell texts and recount experiences using increasingly detailed complete sentences and key words.  
b. Use a wide variety of general academic and domain-specific words, synonyms, antonyms, and nonliteral language (e.g., He was as quick as a cricket) to create an effect, precision, and shades of meaning while speaking and writing. |

### PL.12 - Selecting language resources

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| Emerging - Use a select number of general academic and domain-specific words to add detail (e.g., adding the word generous to describe a character, using the word lava to explain volcanic eruptions) while speaking and writing. | **Emerging** -
  a. Retell texts and recount experiences by using key words.  
b. Use a select number of general academic and domain-specific words to add detail (e.g., adding the word generous to describe a character, using the word lava to explain volcanic eruptions) while speaking and writing. |
| Expanding - Use a growing number of general academic and domain-specific words in order to add detail, create an effect (e.g., using the word suddenly to signal a change), or create shades of meaning (e.g., scurry versus dash) while speaking and writing. | **Expanding** -
  a. Retell texts and recount experiences using complete sentences and key words.  
b. Use a growing number of general academic and domain-specific words in order to add detail, create an effect (e.g., using the word suddenly to signal a change), or create shades of meaning (e.g., scurry versus dash) while speaking and writing. |
| Bridging - Use a wide variety of general academic and domain-specific words, synonyms, antonyms, and nonliteral language (e.g., He was as quick as a cricket) to create an effect, precision, and shades of meaning while speaking and writing. | **Bridging** -
  a. Retell texts and recount experiences using increasingly detailed complete sentences and key words.  
b. Use a wide variety of general academic and domain-specific words, synonyms, antonyms, and nonliteral language (e.g., He was as quick as a cricket) to create an effect, precision, and shades of meaning while speaking and writing. |
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<tbody>
<tr>
<td><strong>PI.1 - Exchanging information and ideas</strong></td>
<td><strong>PI.2 - Interacting via written English</strong></td>
</tr>
<tr>
<td>Emerging - Contribute to conversations and express ideas by asking and answering yes-no and wh-questions and responding using gestures, words, and learned phrases.</td>
<td>Emerging - Collaborate with peers on joint writing projects of short informational and literary texts, using technology where appropriate for publishing, graphics, and the like.</td>
</tr>
<tr>
<td>Expanding - Contribute to class, group, and partner discussions, including sustained dialogue, by listening attentively, following turn taking rules, asking relevant questions, affirming others, and adding relevant information.</td>
<td>Expanding - Collaborate with peers on joint writing projects of longer informational and literary texts, using technology where appropriate for publishing, graphics, and the like.</td>
</tr>
<tr>
<td>Bridging - Contribute to class, group, and partner discussions, including sustained dialogue, by listening attentively, following turn taking rules, asking relevant questions, affirming others, building on responses, and providing useful feedback.</td>
<td>Bridging - Collaborate with peers on joint writing projects of a variety of longer informational and literary texts, using technology where appropriate for publishing, graphics, and the like.</td>
</tr>
</tbody>
</table>

**Vocabulary Acquisition and Use**

L2.6 - Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy, that makes me happy).
## ELA/ELD Standards Alignment

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<tr>
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<tr>
<td><strong>PI.3 - Offering opinions</strong></td>
<td>Emerging - Offer opinions and negotiate with others in conversations using learned phrases (e.g., I think X), as well as open responses, in order to gain and/or hold the floor.</td>
</tr>
<tr>
<td></td>
<td>Expanding - Offer opinions and negotiate with others in conversations using an expanded set of learned phrases (e.g., I agree with X, but X), as well as open responses, in order to gain and/or hold the floor, provide counterarguments, and the like.</td>
</tr>
<tr>
<td></td>
<td>Bridging - Offer opinions and negotiate with others in conversations using an expanded set of learned phrases (e.g., That’s a good idea, but X), as well as open responses, in order to gain and/or hold the floor, provide counterarguments, elaborate on an idea, and the like.</td>
</tr>
<tr>
<td></td>
<td>Emerging - Recognize that language choices (e.g., vocabulary) vary according to social setting (e.g., playground versus classroom), with substantial support from peers or adults.</td>
</tr>
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<td></td>
<td>Expanding - Adjust language choices (e.g., vocabulary, use of dialogue, and so on) according to purpose (e.g., persuading, entertaining), task, and audience (e.g., peer-to-peer versus peer-to-peer).</td>
</tr>
<tr>
<td></td>
<td>Bridging - Adjust language choices according to purpose (e.g., persuading, entertaining), task, and audience (e.g., peer-to-peer versus peer-to-peer).</td>
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</table>

**Vocabulary Acquisition and Use**

- **L.2.6 - Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).**

**PI.4 - Adapting language choices**
### ELA/ELD Standards Alignment

#### Grade 2 - Language (L)

<table>
<thead>
<tr>
<th>CA CCSS for ELA Standard</th>
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<tr>
<td><strong>Vocabulary Acquisition and Use</strong></td>
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<tr>
<td>L.2.6 - Use words and phrases acquired through conversations, reading and being read to and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).</td>
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</tr>
<tr>
<td><strong>Emerging -</strong> Describe the language writers or speakers use to present an idea (e.g., the words and phrases used to describe a character), with prompting and substantial support.</td>
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</tr>
<tr>
<td><strong>Expanding -</strong> Describe the language writers or speakers use to present or support an idea (e.g., the author’s choice of vocabulary or phrasing to portray characters, places, or real people), with prompting and moderate support.</td>
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</tr>
<tr>
<td><strong>Bridging -</strong> Describe how well writers or speakers use specific language resources to support an opinion or present an idea (e.g., whether the vocabulary used to present evidence is strong enough), with light support.</td>
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</tr>
<tr>
<td><strong>Emerging -</strong> Distinguish how two different frequently used words (e.g., describing a character as happy versus angry) produce a different effect on the audience.</td>
<td></td>
</tr>
<tr>
<td><strong>Expanding -</strong> Distinguish how two different words with similar meaning (e.g., describing a character as happy versus ecstatic) produce shades of meaning and different effects on the audience.</td>
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</tr>
<tr>
<td><strong>Bridging -</strong> Distinguish how multiple different words with similar meaning (e.g., pleased versus happy versus ecstatic, heard or knew versus believed) produce shades of meaning and different effects on the audience.</td>
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| L.2.6 - Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy). | Pl.9 - Presenting  
Emerging - Plan and deliver very brief oral presentations (e.g., recounting an experience, retelling a story, describing a picture).  
Expanding - Plan and deliver brief oral presentations on a variety of topics (e.g., retelling a story, describing an animal).  
Bridging - Plan and deliver longer oral presentations on a variety of topics and content areas (e.g., recounting a science experiment, describing how to solve a mathematics problem). |
| PI.9 - Presenting | PI.10 - Writing  
Emerging - Write very short literary texts (e.g., a story) and informational texts (e.g., a description of a volcano) using familiar vocabulary collaboratively with an adult (e.g., joint construction of texts), with peers, and sometimes independently.  
Expanding - Write short literary texts (e.g., a story) and informational texts (e.g., an explanatory text explaining how a volcano erupts) collaboratively with an adult (e.g., joint construction of texts), with peers, and with increasing independence.  
Bridging - Write longer literary texts (e.g., a story) and informational texts (e.g., an explanatory text explaining how a volcano erupts) collaboratively with an adult (e.g., joint construction), with peers and independently. |
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<tr>
<td>PI.11 - Supporting opinions</td>
<td>PI.12 - Selecting language resources</td>
</tr>
</tbody>
</table>

### Emerging
- Support opinions by providing good reasons and some textual evidence or relevant background knowledge (e.g., referring to textual evidence or knowledge of content).

### Expanding
- Support opinions by providing good reasons and increasingly detailed textual evidence (e.g., providing examples from the text) or relevant background knowledge about the content.

### Bridging
- Support opinions or persuade others by providing good reasons and detailed textual evidence (e.g., specific events or graphics from text) or relevant background knowledge about the content.

### Emerging - PI.11
- Retell texts and recount experiences by using key words.
  - a. Retell texts and recount experiences by using complete sentences and key words.
  - b. Use a select number of general academic and domain-specific words to add detail (e.g., adding the word generous to describe a character, using the word lava to explain volcanic eruptions) while speaking and writing.

### Expanding - PI.11
- Retell texts and recount experiences using complete sentences and key words.
  - a. Retell texts and recount experiences using complete sentences and key words.
  - b. Use a growing number of general academic and domain-specific words in order to add detail, create an effect (e.g., using the word suddenly to signal a change), or create shades of meaning (e.g., scurry versus dash) while speaking and writing.

### Bridging - PI.12
- Retell texts and recount experiences using a wide variety of general academic and domain-specific words, synonyms, antonyms, and nonliteral language (e.g., He was as quick as a cricket) to create an effect, precision, and shades of meaning while speaking and writing.

- Use a wide variety of general academic and domain-specific words, synonyms, antonyms, and nonliteral language (e.g., He was as quick as a cricket) to create an effect, precision, and shades of meaning while speaking and writing.

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**Vocabulary Acquisition and Use**

- L2.6 - Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).
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<tr>
<td><strong>PII.3 - Using verbs and verb phrases</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Emerging</strong> -</td>
<td></td>
</tr>
<tr>
<td>a. Use frequently used verbs (e.g., walk, run) and verb types (e.g., doing, saying, being/having, thinking/feeling) in shared language activities guided by the teacher and sometimes independently.</td>
<td></td>
</tr>
<tr>
<td>b. Use simple verb tenses appropriate to the text type and discipline to convey time (e.g., simple past tense for recounting an experience) in shared language activities guided by the teacher and sometimes independently.</td>
<td></td>
</tr>
<tr>
<td><strong>Expanding</strong> -</td>
<td></td>
</tr>
<tr>
<td>a. Use a growing number of verb types (e.g., doing, saying, being/having, thinking/feeling) with increasing independence.</td>
<td></td>
</tr>
<tr>
<td>b. Use a growing number of verb tenses appropriate to the text type and discipline to convey time (e.g., simple past tense for retelling, simple present for a science description) with increasing independence.</td>
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</tr>
<tr>
<td><strong>Bridging</strong> -</td>
<td></td>
</tr>
<tr>
<td>a. Use a variety of verb types (e.g., doing, saying, being/having, thinking/feeling) independently.</td>
<td></td>
</tr>
<tr>
<td>b. Use a wide variety of verb tenses appropriate to the text type and discipline to convey time (e.g., simple present tense for a science description, simple future to predict) independently.</td>
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## ELA/ELD Standards Alignment

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<td><strong>PII.4 - Using nouns and noun phrases</strong></td>
</tr>
<tr>
<td><strong>Emerging</strong> - Expand noun phrases in simple ways (e.g., adding a familiar adjective to describe a noun) in order to enrich the meaning of sentences and to add details about ideas, people, things, and the like, in shared language activities guided by the teacher and sometimes independently.</td>
<td><strong>Expanding</strong> - Expand noun phrases in a growing number of ways (e.g., adding a newly learned adjective to a noun) in order to enrich the meaning of sentences and to add details about ideas, people, things, and the like, with increasing independence.</td>
</tr>
<tr>
<td><strong>Bridging</strong> - Expand sentences with frequently used adverbials (e.g., prepositional phrases, such as at school, with my friend) to provide details (e.g., time, manner, place, cause) about a familiar activity or process in shared language activities guided by the teacher and sometimes independently.</td>
<td><strong>Emerging</strong> - Expand sentences with a growing number of adverbials (e.g., adverbs, prepositional phrases) to provide details (e.g., time, manner, place, cause) about a familiar or new activity or process with increasing independence.</td>
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<td><strong>Expanding</strong> - Expand sentences with a growing number of adverbials (e.g., adverbs, prepositional phrases) to provide details (e.g., time, manner, place, cause) about a familiar or new activity or process with increasing independence.</td>
<td><strong>Bridging</strong> - Expand sentences with a variety of adverbials (e.g., adverbs, adverb phrases, prepositional phrases) to provide details (e.g., time, manner, place, cause) independently.</td>
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<td>PII.6 - Connecting ideas</td>
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**PII.6 - Connecting ideas**

Emerging - Combine clauses in a few basic ways to make connections between and to join ideas (e.g., creating compound sentences using and, but, so) in shared language activities guided by the teacher and sometimes independently.

Expanding - Combine clauses in an increasing variety of ways to make connections between and to join ideas, for example, to express cause/effect (e.g., She jumped because the dog barked) with increasing independence.

Bridging - Combine clauses in a wide variety of ways (e.g., rearranging complete simple to form compound sentences) to make connections between and to join ideas (e.g., The boy was hungry. The boy ate a sandwich. The boy was hungry so he ate a sandwich) with increasing independence.

Emerging - Condense clauses in simple ways (e.g., changing: It’s green. It’s red. It’s green and red) to create precise and detailed sentences in shared language activities guided by the teacher and sometimes independently.

Expanding - Condense clauses in a growing number of ways (e.g., through embedded clauses as in, It’s a plant. It’s found in the rain forest. It’s a green and red plant that’s found in the rain forest) to create precise and detailed sentences with increasing independence.

Bridging - Condense clauses in a variety of ways (e.g., through embedded clauses and other condensing as in, It’s a plant. It’s green and red. It’s found in the tropical rain forest. It’s a green and red plant that’s found in the tropical rain forest) to create precise and detailed sentences independently.

**Vocabulary Acquisition and Use**

L.2.6 - Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).