

GRADE 3

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



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.



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 langauge 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.

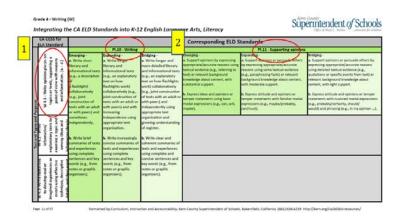
Integrated ELD: Designated ELD: All teachers with ELs in A protected time during their classrooms use the the regular school day. CA ELD Standards in Teachers use the CA ELD tandem with the CA CCSS Standards as the focal for ELA /Literacy and other standards in ways that content standards build into and from content throughout the school day instruction in order to and across all subjects. develop critical language ELs need for content learning in English



How to Use This Resource For Integrated ELD



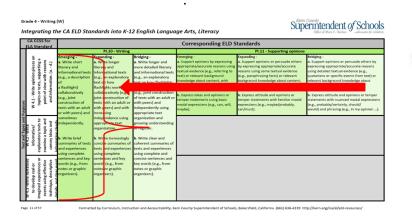
To fully comprehend how to use this resource, please click <u>here</u> to access a video explaining its use or scan the accompanying QR code.

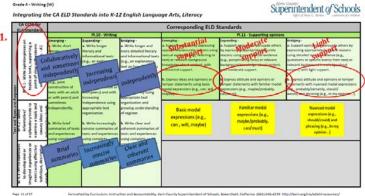


	A CCS: A Stan					Corresponding ELD S	Standards	
Г				Pl.10 - Writing			PI.11 - Supporting opinions	
l	eces on ting a	asons -d.)	Emerging - a. Write short lite	Expanding - a. Write longer	Bridging - a. Write longer and	a. Support opinions by expressing a. Support opinions or persuade others a. Support opinions expressing appropri		Bridging - a. Support opinions or persuade others b expressing appropriate/accurate reasons
l	4.1 - Write opinion pieces o	point of view with reasons and information. (a d.)	info (e.g., a description of a flashlight)	(e.g., an explanatory text on how flashlights work)	work) collaboratively	text) or relevant background knowledge about content, with substantial support.	(e.g., paraphrasing facts) or relevant background knowledge about content, with moderate support.	using detailed textual evidence (e.g., quotations or specific events from text) o relevant background knowledge about content, with light support.
	W 4.1 - W	point o	(e.g. construction of texts with an adult or with peers) and	texts with an adult or with peers) and with increasing	fult or with peers) and Independently using appropriate text	 Express ideas and opinions or temper statements using basic modal expressions (e.g., can, will, maybe). 	 Express attitude and opinions or temper statements with familiar modal expressions (e.g., maybe/probably, can/must). 	 Express attitude and opinions or temp statements with nuanced modal expressi (e.g., probably/certainly, should/ would) and phrasing (e.g., In my opinion
W4.Z - Write	informative/ explanatory texts to	examine a topic and convey ideas and	sometimes independently. b. Write brief summaries of texts and experiences using complete	b. Write increasingly concise summaries of	organization and growing understanding of register. b. Write clear and coherent summaries of texts and experiences using complete and			
4.5 -Write namatives	to develop real or magined experiences or	events using effective sechnique, descriptive	using complete sentences and key words (e.g., from notes or graphic organizers).	using complete sentences and key words (e.g., from notes or graphic organizers).	using complete and concise sentences and key words (e.g., from notes or graphic organizers).			

	A CC				Corresponding ELD Standards									
Г		_			PII.1	- Understanding text str	ucture		PII.2 - Understanding cohe	tion				
W41-Withecologo	pièces on tapics ar	point of view with reaso	fibbr.	ideas (e.g., how narrative is orga sequentially) to	t types express ized	different text types are organized to express ideas (e.g., how a narrative is	types are organized to express ideas (e.g., how a narrative is organized sequentially with	Emerging - a. Apply basic understanding of language resources for referring the reader back or forward in text (e.g., how pronouns refer back to nound in text) to	understanding of language resources for referring the reader back or forward in text (e.g., how pronouns or synonyms refer back to	Bridging - a. Apply increasing understan of language resources for refe the reader back or forward in (e.g., how pronouns, synonymorm norminalizations refer back to nouns in text) to comprehend				
W4.2 - Write Informative/	explanatory texts to	convey ideas and	information clearly. (ae.)	comprehending and writing basis	texts.	with predictable stages versus how an explanation is organized around	predictable stages versus how opinions/arguments are structured logically, grouping related lifeas) to comprehending texts and writing cohesive texts.	b. Apply basic understanding of how ideas, events, or reasons are linked throughout a text using	comprehending texts and writing texts with increasing cohesion. b. Apply growing understanding of how ideas, events, or reasons are linked throughout a text using a	texts and writing cohesive tex b. Apply increasing understan of how ideas, events, or reaso are linked throughout a text an increasing variety of acade				
W.4.3 - Weithe narratives	to develop real or	in all expensions of reams ing effective technique.	olytive details, and dear sent sequences, (s e.)					everyday connecting words or phrases (e.g., first, yesterday) to comprehending texts and writing basic texts.	or phrases (e.g., since, next, for example) to	connecting and transitional wo or phrases (e.g., for instance, addition, at the end) to comprehending texts and writ cohesive texts.				

Fig. 10-willing Fig. 1	re/accurate reasons evidence (e.g., events from text) or
Wittle Short W	re/accurate reasons evidence (e.g., events from text) or
4 g a construction or texts with an audit or text peers aim of texts with an audit or text peers aim or text peers are constructed or or texts with an audit or text peers are constructed or or texts with an audit or text peers are constructed or or texts with an audit or text peers are constructed or texts with an audit or text peers are constructed or texts with an audit or text peers are constructed or texts with an audit or text peers are constructed or texts with an audit or text peers are constructed or texts with an audit or text peers are constructed or texts with an audit or texts with an audit or texts with an audit or text peers are constructed or texts with an audit or t	pport. d opinions or temper
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Some Reminders About the Organization of the CA ELD Standards

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

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

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

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

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



			CSS					Corre	sponding ELD Standa	ards	
Н	<u>EL</u>	LA S	tanc	<u>lard</u>		DI (6 - Reading/viewing clo				
	힏	ons	o de	ng	e			Bridging -			
	- Ask and	inswer question	su a ding	a text, referring	explicitly to le text as the	Emerging - Describe ideas,	•	Describe ideas,			
	Į₹ ,	nb g	ano	ref.	citi xt a	phenomena (e.g.,	phenomena (e.g., how				
	17.	ver 5	erst	žt,	xpıı e te	insect	cows digest food), and	·			
	RL 3.1	answer questions	to demonstrate understanding of	a te	e the	insect metamorphosis), and	text elements (e.g.,	and text elements			
		ro .					main idea, characters,	(e.g., central message,			
	ايرا	s,	ט ט	ح-	} _	main idea, characters,		character traits, major			
	: يَا : قا	tale	ţ	sor.	no ugh	setting) based on	detail based on	events) using key			
	탏		ine a	<u>s</u> .	ıaın hro	understanding of a	· ·	details based on			
	- Recount stories,	es, t	eru	age.	exp ed tl	select set of grade-	, ,	understanding of a			
ails	ရှိ ရှိ	able	det	ess:	na ('eye	level texts and viewing	_	variety of grade-level			
Det	ر چرا	18 t	cultures; determine the	central message, lesson,	al a onv	setting) based on understanding of a select set of grade-level texts and viewing of multimedia, with substantial support.	multimedia, with	texts and viewing of			
pu	RL 3.2		֡֟֝֟֝֟֓֟֝֟֝֟֟֝ <u>֚֚</u>	ıtra	nor is c	substantial support.	moderate support.	multimedia, with light			
e se	물	including fables, folktales	<u> </u>	cer	or moral and explain now it is conveyed through			support.			
Kev Ideas and Dei	H									PI.7 - Evaluating language choi	roc
٥		ions							Emerging -		Bridging -
		vat		, e					Describe the language	•	Describe how well writers or
	Describe characters	story (e.g., their traits, motivations,		explain now tneir actions contribute to the sequence					writers or speakers use to		speakers use specific language
	ara	۶,	pu d	acti					support an opinion or	•	resources to support an opinion
	5	aits	feelings) and	e se	ts.				present an idea (e.g., by		or present an idea (e.g., whether
	ĕ	ir t	ing	끍	ven				identifying the phrases or		the vocabulary or phrasing used
	esc	the	eel	e to	of events.				words in the text that		to provide evidence is strong
		, 00	or f		•				provide evidence), with	moderate support.	enough), with light support.
	3.3	e.	-	kpla ntri					prompting and substantial		
	물	or.	;	9 <u>5</u>					support.		
		a									
		₽.									



		CSS for				Correspon	ding ELD Standards		
	ELA S	<u>tandar</u>	d	P	I.6 - Reading/viewing clos	<u> </u>		PI.7 - Evaluating language choice	ces
	<u>.</u> 5	3 E	l	Emerging -	Expanding -	Bridging -	Emerging -		Bridging -
	the meaning of	in a text, distinguishing literal from nonliteral language. (See grade 3	<u>_</u>	Describe ideas,	Describe ideas,	Describe ideas,	Describe the language	Describe the specific language	Describe how well writers or
	anir	ords and pinases as they are us n a text, distinguishing literal fro nonliteral language. (See grade	6 for	phenomena (e.g., insect	phenomena (e.g., how	phenomena (e.g., volcanic	writers or speakers use to	writers or speakers use to	speakers use specific
	nea	ite lite ee g	4	metamorphosis), and	cows digest food), and	eruptions), and text	support an opinion or	present or support an idea	language resources to
	he i	ng S.	rds	text elements (e.g., main	text elements (e.g., main	elements (e.g., central	present an idea (e.g., by	(e.g., the specific vocabulary	support an opinion or present
	ie t	ishi ishi age	standards	idea, characters, setting)	idea, characters, events)	message, character traits,	identifying the phrases or	or phrasing used to provide	an idea (e.g., whether the
	mir	ase ngu igu	star	based on understanding	in greater detail based	major events) using key	words in the text that	evidence), with prompting	vocabulary or phrasing used
	- Determine	stii Iar	ge		· ·		provide evidence), with	and moderate support.	to provide evidence is strong
	- De	t, d	anguage-	level texts and viewing of	·		prompting and substantial		enough), with light support.
		tex Jite	-au	multimedia, with	~		support.		
nre	RL 3.4	ם מ		substantial support.		viewing of multimedia,			
and Structu		s .=			moderate support.	with light support.			
Str									
and									
aft a		<u>, , , , , , , , , , , , , , , , , , , </u>							
ວັ	arts of stories, s when writing	a text, using er, scene, and	ے						
	sto	ng about a text, usi as chapter, scene,	describe how each						
	of	SCE	Š						
	parts of	at:	Ä						
	g E	out	٠ İğ						
	r tc	s de s	esc						
	Refer to	h iii d	Ď,						
		ə, a eak suc	stanza;						
	RL 3.5 - dramas.	or speaking about terms such as chapt	sta						
	RL	u or teri							



		CSS for tandard				Correspondin	g ELD Standards	
	1		PI.8 - Ar	nalyzing langua	ge choices			
	the mean- phrases as	ext, from (See			Bridging -			
		they are used in a text, distinguishing literal from nonliteral language. (See	Distiliguisii	•	Distinguish how			
	th:	na era age	how different	how different	multiple			
			words	words with	different words			
	err Is a	use hing	produce	similar	with similar			
	\$\text{\color=1.5}{\color=1.5}\$ \text{\color=1.5}{\color=1.5}\$ \text{\color=1.5}{\color=1.5}{\color=1.5}\$ \text{\color=1.5}{\color=1.5}\$ \text{\color=1.5}{\color=1.5}\$ \text{\color=1.5}{\color=1.5}\$ \text{\color=1.5}{\color=1.5}\$ \text{\color=1.5}{\color=1.5}\$ \text{\color=1.5}{\color=1.5}\$ \text{\color=1.5}{\color=1.5}\$ \color=1.	they are used in a 'ilstinguishing literal	different	meanings	meanings (e.g.,			
	1 - t of w	ey ing	effects on the	(e.g.,	pleased versus			
	. 3.4 o gr	dist the G	audience (e.g.,	describing a	happy versus			
	RL		describing a	character as	ecstatic, heard			
			character as	happy versus	versus knew		PII.1 - Understanding text structur	
	S	5	happy versus	ecstatic)	versus believed)			Bridging -
nre	poems	each	sad).	produce	produce shades	Apply understanding of how different text	Apply understanding of how different text	Apply understanding of how different text types are
nct	od	ow S.		shades of	of meaning and	types are organized to express ideas (e.g., how a story is organized sequentially) to	a story is organized to express ideas (e.g., now	organized to express ideas (e.g., how a story is organized sequentially with predictable stages versus
Str	and	sing e h :ion		meaning and	different effects	comprehending texts and writing basic	predictable stages) to comprehending texts	how opinion/arguments are structured logically,
pue	3S, 8	t, us		different	on the	texts.		grouping related ideas) to comprehending texts and
Craft and Structure	dramas,	ibout a text, using terms stanza; describe how eac on earlier sections.		effects on the	audience.			itis le - si le - de
Crs				audience.		Emerging -	PII.2 - Understanding cohesion Expanding -	Bridging -
	stories,	about a stanza; on ear						a. Apply increasing understanding of language
	tor	s ab d st ds o				resources that refer the reader back or	resources that refer the reader back or	resources that refer the reader back or forward in
	of s	king and wilds						text (e.g., how pronouns or synonyms refer back to
	rts	or speak scene, part b				back to nouns in text) to comprehending		nouns in text) to comprehending and writing
	pai	r sp sce pa				texts and writing basic texts.	writing texts with increasing cohesion.	cohesive texts.
	· to	g ol						
	- Refer to parts	when writing or speaking about uch as chapter, scene, and stanza successive part builds on ea						b. Apply increasing understanding of how ideas,
	- R(ch ucc				events, or reasons are linked throughout a	events, or reasons are linked throughout a	events, or reasons are linked throughout a text using
	3.5	en as				text using everyday connecting words or phrases (e.g., then, next) to		an increasing variety of connecting and transitional words or phrases (e.g., for example, afterward,
	RL 3	who				comprehending texts and writing basic		first/next/last) to comprehending texts and writing
		v				texts.	increasing cohesion.	cohesive texts.
							· ·	



	CA CCSS for ELA Standard				Corresponding ELD S	tandards			
		PI.6 -	Reading/viewing o	closely	PI.7 - Evaluating language choices				
Craft and Structure	IL 3.6 - Distinguish own point of view t that of the narrator or those of the charac	Emerging - Describe ideas, phenomena (e.g., insect metamorphosis) , and text elements (e.g.,	Expanding - Describe ideas, phenomena (e.g., how cows digest	Bridging - Describe ideas, phenomena (e.g., volcanic eruptions), and text elements (e.g., central	phrases or words in the text that	Expanding - Describe the specific language writers or speakers use to present or support an idea (e.g., the specific vocabulary or phrasing used to provide evidence), 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 or phrasing used to provide evidence is strong enough), with light support.		
n of Knowledge and Ideas	RL 3.7 - Explain now specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasiza aspects of a	main idea, characters, setting) based on understanding of a select set of grade-level texts and viewing of multimedia,	characters, events) in greater detail based on understanding of a variety of grade- level texts and viewing of multimedia, with moderate	message, character traits, major events) using key details based on understanding of a variety of grade level texts and viewing of					
Range of Reading and Integration	of the year, read and contrast the comprehend litera- ure, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity, hand characters fo a in	with substantial support.	support.	multimedia, with light support.					
Range of	of the ye compre ture, including dramas, at the I the grace								



			SS foi Indar				Co	rresponding ELD Standar	ds	
					PI.6	6 - Reading/viewing clo	sely			
Key Ideas and Details	RI 3.2 - Determine the main questions	of a text; recount the	key details and explain understanding of how they support the a text, referring	in idea. explicitly to tl	Emerging - Describe ideas, phenomena (e.g., insect metamorphosis), and text elements (e.g., main idea, characters, setting) based on understanding of a select set of grade- level texts and viewing	Expanding - Describe ideas, phenomena (e.g., how cows digest food), and text elements (e.g., main idea, characters, events) in greater detail based on understanding of a variety of grade-level	Bridging - Describe ideas, phenomena (e.g., volcanic eruptions), and text elements (e.g., central message, character traits, major events) using key details based on understanding of a variety of grade-level texts and viewing of multimedia, with light support.	Emerging - Describe the language writers or speakers use to support an opinion or present an idea (e.g., by identifying the phrases or words in the text that provide evidence), with prompting and substantial support.	PI.7 - Evaluating language choices Expanding - Describe the specific language writers or speakers use to present or support an idea (e.g., the specific vocabulary or phrasing used to provide evidence), 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 or phrasing used to provide evidence is strong enough), with light support.
	ki 3.3 -Describe the relation-ship between a series of historical	events, scientific ideas or	concepts, or steps in technical procedures in a text,	using language that pertains to						



			SS fo					Correspondi	ing ELD Standards		
						Р	I.6 - Reading/viewing clos	ely	Р	I.8 - Analyzing language choic	es
					Er	merging -	Expanding -	Bridging -	Emerging -	Expanding -	Bridging -
	<u>.</u>	<u> </u>		_	De	escribe ideas,	Describe ideas,	Describe ideas,	Distinguish how different	Distinguish how different	Distinguish how multiple
	general	s ar	<u>)</u> m	<u>5</u>	pł	nenomena (e.g., insect	phenomena (e.g., how	phenomena (e.g., volcanic	words produce different	words with similar meanings	different words with similar
	g -	rad rad	ge	es 28 CA	m	etamorphosis), and	cows digest food), and	eruptions), and text	effects on the audience	(e.g., describing a character	meaning (e.g., pleased
	90	ک م م	2 2 2 2	age .) C	te	ext elements (e.g., main	text elements (e.g., main	elements (e.g., central	(e.g., describing a character	as happy versus ecstatic)	versus happy versus
	meaning of	¥ £	ee e	4-6 on pag ectations.)	id	ea, characters, setting)	idea, characters, events)	message, character traits,	as happy versus sad).	produce shades of meaning	ecstatic, heard or knew
	Jea	ped in	9.	6 ol ati	ba	ased on understanding	in greater detail based	major events) using key		and different effects on the	versus believed) produce
	ē.	In-S	are,	. 4-(of	f a select set of grade-	on understanding of a	details based on		audience.	shades of meaning and
	급	domain-specific words a	t t	exp exp	le	vel texts and viewing of	, -	understanding of a variety			different effects on the
a v	- Determine the			standards 4-6 on pages 28 tional expectations.) CA	m	ultimedia, with	texts and viewing of	of grade-level texts and			audience.
inre	eru	ademic and phrases in a	r su	age standa additional	su	ıbstantial support.	multimedia, with	viewing of multimedia,			
Craft and Structur	Det) = C	3	age Iddi			moderate support.	with light support.			
Str	4 -	lem Se	opi	Language addi							
and	RI 3.4	cac p	<u>.</u>	Lan							
aft a	~	σ									
Crs											
					1						
			ţ	•							
	- S	q	<u> </u>								
	Kl 3.5 - Use text rea- tures and search tools	side	(S)	<u>;</u>	į.						
	ch ex	ds,		a given	10 c						
	e t	words,	per								
	ی - د ه	> >	bars, hyperlinks)	to a given	ы						
	. 5.1 S ar	e.g., key	ars,	ָ ב	4						
	Z Z	e e	b b	 	1						
	_ =	۳	_	-							
			\$	3							



	CA CCSS for ELA Standard			Correspondi	ng ELD Standards		
	LA Stalluaru	PII.1	- Understanding text structu	ure		PII.2 - Understanding col	nesion
		Emerging -	Expanding -	Bridging -	Emerging -	Expanding -	Bridging -
		Apply understanding of	Apply understanding of	Apply understanding of	a. Apply basic	a. Apply growing	a. Apply increasing understanding
		how different text types	how different text types	how different text types	understanding of	understanding of language	of language resources that refer
		are organized to express	are organized to express	are organized to express	language resources that	resources that refer the	the reader back or forward in text
			ideas (e.g., how a story is	ideas (e.g., how a story is	refer the reader back or	reader back or forward in	(e.g., how pronouns or synonyms
		organized sequentially) to	organized sequentially with			text (e.g., how pronouns	refer back to nouns in text) to
	ols n	comprehending texts and	predictable stages) to	with predictable stages	· ·		comprehending and writing
	search tools ıyperlinks) ıt to a given	writing basic texts.	comprehending texts and	•	· · · · · · · · · · · · · · · · · · ·	to compretending texts	cohesive texts.
	rch erlir o a g		writing texts with	arguments are		and writing texts with	
a	sea Iype It to		increasing cohesion.		and writing basic texts.	increasing cohesion.	
tur	and irs, h evan itly.			grouping related ideas)			
ruc	es a bar ele ient			,			b. Apply increasing understanding
J St	ture ide on r ffici			and writing cohesive	<u> </u>	understanding of how	of how ideas, events, or reasons
Craft and Structur	18.5 - Use text features and search tools(e.g., key words, sidebars, hyperlinks)to locate information relevant to a given topic efficiently.			texts.		ideas, events, or reasons	are linked throughout a text using
aft	ext rorc orm top					are linked throughout a	an increasing variety of
Ö	se to 'y w info					text using a variety of	connecting and transitional words
	- Use , key ate in				~		or phrases (e.g., for example,
	3.5 8.8. loc				phrases (e.g., then, next) to comprehending texts	beginning/	afterward, first/next/last) to comprehending texts and writing
	RI 3.5 (e.g. to loc				,	end, first/next) to	cohesive texts.
					and writing basic texts.	compretending texts and	coriesive texts.
						writing texts with	
						increasing cohesion.	
						increasing conesion.	



	CA CCSS for ELA Standard			Corresp	onding ELD Standards		
	LLA Standard		PI.6 - Reading/viewing clos	sely		PI.7 - Evaluating language choi	ces
Craft and Structure	RI 3.6 - Distinguish their own point of view from that of the author of a text.	metamorphis), and text elements (e.g., main idea,	Describe ideas, phenomena (e.g. how cows digest food), and text elements (e.g., main idea, characters, events) in greater detail based on understanding of a	(e.g., volcanic erruptions), and text elements (e.g., central message, character traits, major events) using	opinion or present an idea (e.g. by identifying the phrases or words in the text that provide evidence), with prompting and substantial support.	Describe the specific language writers or speakers use to present or support an idea (e.g., the specific vocabulary or phrasing used to provide evidence), with prompting and	Bridging - Describe how well writers or speakers use specific langauge resources to support an opinion or present an idea (e.g., whether the vocabulary or phrasing used to provide evidence is strong enough), with light support.
Integration of Knowledge and Ideas	RI 3.7 - Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).						



	CA CCSS for		Cori	responding ELD Standar	dc	
	ELA Standard					
Integration of Knowledge and Ideas	RI 3.8 -Describe the logical connection between particular sentences and paragraphs in text (e.g., comparison, cause/effect, first/second/third in a sequence).			Emerging - Describe the language writers or speakers use to support an opinion or present an idea (e.g. by identifying the phrases or words in the text that provide evidence), with prompting and substantial support.	Expanding - Describe the specific language writers or speakers use to present or support an idea (e.g., the spcific vocabulary or phrasing used to provide evidence), 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 or phrasing used to provide evidence is strong enough), with light support.
Integratio	contrast the m mportant points ey details prese in two texts of the same top	PI.6 - Reading/viewing - Describe ideas, Descr	Bridging - Describe ideas, phenomena (e.g., volcanic erruptions), and text elements (e.g.,			
Range of Reading and level of Text Complexity	informa- informa- history/ e, and nigh end t com- dently	events) in greater detail based on understanding of a variety of grade-let texts and viewing multimedia, with abstantial support.	character traits, major events) using key details based on understanding el of a variety of grade-level			



	CA C	CSS f	for			Correspon	nding ELD Standards		
	LA S	tand	ard			Correspoi	Tullig ELD Stalluarus		
		_			PI.10 - Writing			PI.11 - Supporting opinion	
	ב ל	xts,		Emerging -	•	Bridging -	Emerging -	Expanding -	Bridging -
	ini {	T E	suc		•	a. Write longer and more		Support opinions by providing	Support opinions or persuade
	ob S	s o poi	eas(and informational	and informational texts	detailed literary and	good reasons and some	good reasons and increasingly	others by providing good reasons
	rite	g a	h re - d.)	texts (e.g., a	(e.g., an explanatory text	informational texts (e.g., an	textual evidence or relevant	detailed textual evidence (e.g.,	and detailed textual evidence (e.g.,
	- Write opinion	tin	wit (a.	description of a	on how flashlights work)	explanatory text on how	background knowledge (e.g.,	providing examples from the	specific events or graphics from
	3.1	por	view with reasons. (a d.)	flashlight)		flashlights work)	referring to textual evidence	text) or relevant background	text) or relevant background
	× 3	pieces on topics of texts supporting a point of		collaboratively (e.g.,		collaboratively (e.g., joint	or knowledge of content).	knowledge about the content.	knowledge about the content.
	2.5	ā. "			an adult or with peers)	construction of texts with			
S				texts with an adult or	~	an adult or with peers) and			
Text and Types and Purposes	Š			with peers) and	independence using	independently using			
ırp	a 6	e a	e y	sometimes	• • •	appropriate text			
J P	rite	nin Plan	convey infor-	independently.	organization.	organization and growing			
ano	- Write	informative/explanatory texts to examine a	topic and convey ideas and infor-			understanding of register.			
Sec	3.2	V V	an s ar						
Ţ	\geq	exts to	topic ideas	b. Paraphrase texts	· ·	b . Paraphrase texts and			
pui		te)	의 교	and recount	recount experiences	recount experiences using			
xt a	2				using complete sentences				
Te	0	<u>ത</u>	٦ ۲	words from notes or	and key words from	complete sentences and key			
	s t	ned Isin	escrip- event	graphic organizers.	notes or graphic	words from notes or graphic			
	arratives to	or imagined r events using	des are		organizers.	organizers.			
	ra E	Ke H	ue, de clear						
	_ (or e	hniq						
	rite	es o	echi s, a						
	- Write	develop real xperiences o	e te						
	3.3	vei erié	e ti						
	× ×	develop res experiences	effective technique, descrip- tive details, and clear event						
		v	a +						



,	CA C					Corresponding	ng ELD Standards			
i		tarra	iaia	PII.	1 - Understanding text struct	ture		PII.2 - Understanding cohesi	on	
	- Write opinion	5 G	モ ㅡ	Emerging -	Expanding -	Bridging -	Emerging -	Expanding -	Bridging -	
	pin	pieces on topics of texts, supporting a	point of view with reasons. (a d.)	Apply understanding of	Apply understanding of	Apply understanding of	a. Apply basic	a . Apply growing	a. Apply increasing	
	te o		e (a.	how different text types	how different text types	how different text types	understanding of	understanding of language	understanding of language	
	Vrit	dh	f vi	are organized to express	are organized to express	are organized to express	language resources that	resources that refer the	resources that refer the	
	ر ا - ا	S, S	nt of vassons.	ideas (e.g., how a story is	ideas (e.g., how a story is	ideas (e.g., how a story is	refer the reader back or	reader back or forward in	reader back or forward in	
	W 3.1	pieces texts,	oji reg	organized sequentially) to	organized sequentially with	organized sequentially	forward in text (e.g., how	text (e.g., how pronouns	text (e.g., how pronouns or	
	> ,		_	comprehending texts and	predictable stages) to	with predictable stages	pronouns refer back to	refer back to nouns in text)	synonyms refer back to	
				writing basic texts.	comprehending texts and	versus how opinion/	nouns in text) to	to comprehending texts and	nouns in text) to	
es		pic /	ъ ͺ.		writing texts with	arguments are structured	comprehending texts and	writing texts with increasing	comprehending and writing	
SOC	for-	5 5	arly		increasing cohesion.	logically, grouping related	writing basic texts.	cohesion.	cohesive texts.	
Purpos	in e	a a	deas and clearly.			ideas) to comprehending				
and F	- Write infor		y id			texts and writing cohesive	b . Apply basic	, .	b. Apply increasing	
sar	w -	exa 	ive nati			texts.	understanding of how	understanding of how ideas,	u n derstanding of how ideas,	
/pe	3.2	10 15	20 r				ideas, events, or reasons	events, or reasons are	events, or reasons are linked	
Ę	W 3.2	inative/explanatory texts to examine a topic	and convey ideas and infor-mation clearly.				are linked throughout a	· ·	throughout a text using an	
an		ţ	ъ .–				text using everyday	using a variety of connecting	•	
ext							connecting words or	words or phrases (e.g., at	connecting and transitional	
Ĕ	to	5	e, ear				phrases (e.g., then, next)	the beginning/	words or phrases (e.g., for	
	es	or imagined s or events	chnique, and clea				to comprehending texts	end, first/next) to	example, afterward,	
	ativ	Ze a	ihni ang				and writing basic texts.	comprehending texts and	first/next/last) to	
	arr		tec ils,					•	comprehending texts and	
	en	es o	ive eta					cohesion.	writing cohesive texts.	
	Write narratives to	experiences or events	ed							
	. (eri	eff							
	W 3.3	experience	using effective technique, descriptive details, and clea							
	≥ 7	5	us des							



			SS for indard			Corresponding ELD	Standards		
			indar a		PII.6 - Connecting ideas		PII.7 - Condensing ideas		
	Write opinion	ō	ith	Emerging -	Expanding -	Bridging -	Emerging -	Expanding -	Bridging -
	l ğ	ics	r Ş di	Combine clauses in a few	Combine clauses in an	Combine clauses in a wide	Condense clauses in	Condense clauses in a	Condense clauses in a
	l ë	on topics or	supporting of view with	ங் basic ways to make	increasing variety of ways	variety of ways (e.g., creating	simple ways (e.g.,	growing number of	variety of ways (e.g.,
	Ιž	on	sur of o	connections between and	(e.g., creating compound	compound and complex	changing: It's green. It's	ways (e.g., through	through embedded
	1	pieces	texts, point	0	and complex sentences) to	sentences) to make connections	_	embedded clauses as in,	
	W 3.1	pie	texts,	compound sentences using		between and join ideas, for	·	It's a plant. It's found in	- · · · · · · · · · · · · · · · · · · ·
	>		10		and join ideas, for example,	example, to express cause/		the rain forest. \rightarrow It's a	•
	г				to express cause/effect (e.g.,				It's found in the tropical
SOS	8	\$	2 2 2		The deer ran because the	because the mountain lion		that's found in the	rain forest. → It's a
ğ	. ئو	e/ xts	c an	ear	•	approached them), to make a		•	green and red plant that's
P	Write	tie Lte	opi eas	o C		concession (e.g., She studied all		create precise and	found in
and bug	2 -	informative, Janatory tex	ramine a topi convey ideas	i L io	studied all night even	night even though she wasn't		detailed sentences.	the tropical rain forest) to
o d	ς ω,	ofo ana	ine Ve	ma L	though she wasn't feeling well).	feeling well), or to link two ideas that happen at the same time			create precise and detailed sentences.
2	 > ·	informative, explanatory tex	examine a topic and convey ideas and	information clearly	weii).	(e.g., The cubs played while their			detailed sentences.
p		ā	i ii	·=		mother hunted).			
ext and	<u> </u>					mother numeuj.			
عَ ا	10 .	_							
	es t	ned ts	말	S					
	narratives to	nagine events	hnic S, a	Suc					
	E	rim ore	tecl	900					
	ŭ.	lor es c	g se	t se					
	ļį	rea	ecti	.ue/					
	^ .	lop erie	eff	- 0					
	W 3.3 - Write	develop real or imagined experiences or events	using effective technique descriptive details, and	clear event seguences					
	≥ '	ਰ	Sn						



	CA C	CCSS					Correspondi	ng ELD Standards		
		carre	au u	\neg	PI.4 -	Adapting language choices			PI.10 - Writing	
	ť		ی ن	به	Emerging -	Expanding -	Bridging -	Emerging -	Expanding -	Bridging -
	support ting in	<u> </u>	scifi Scifi	sar	Recognize that language	Adjust language choices	, ,		•	a. Write longer and more
		t ar	rate Spe	/pe	choices (e.g., vocabulary)	(e.g., vocabulary, use of	choices according to		informational texts (e.g., an	•
	and	Jen	de de	gt	vary according to social	dialogue, and the like)	purpose (e.g.,		explanatory text on how	informational texts (e.g., an
	ice a	udc	appropriate to (Grade-specific	writing types	setting (e.g., playground		•	flashlight) collaboratively		explanatory text on how
	dan	development and		> I	versus classroom), with	persuading, entertaining),	entertaining), task,	(e.g., joint construction of		flashlights work)
<u></u>	gui s, pı	g	n Pos	وً	substantial support from	social setting, and audience	_	texts with an adult or	construction of texts with	collaboratively (e.g., joint
Ιŧ	뱱	the f	ation	ő	peers or addits.	(e.g., peers versus adults), with moderate support	peer-to-peer versus peer-to-teacher),	with peers) and sometimes	an adult or with peers) and with increasing	construction of texts with an adult or with peers) and
Į. Š	- √ عط	which the	pue and	tat		from peers or adults.	with light support		independence using	independently using
ū	W 3.4 - With guidance and suppo from adults, produce writing in	>	organization are appropriate to task and purpose. (Grade-specifi	bec	substantial support from peers or adults.	nom peers or address.	from peers or adults.		appropriate text	appropriate text organization
lij.	≥ ⊤	,	מ ט	ê					organization.	and growing understanding of
Production and Distribution of Writing									· ·	register.
Dist		ρŷ		7						
pu	ב פ	ni						b . Paraphrase texts and	b. Paraphrase texts and	b. Paraphrase texts and
n a	port and	lan	目					recount experiences	recount experiences using	recount experiences using
ctio	and supp develop	Ş.	. je	ğ				using key words from	complete sentences and key	• •
l pc	and Jev	ed t	ting ns s	an						complete sentences and key
Pro	guidance and support nd adults, develop and	as needed by planning	ed t	Ē				organizers.	organizers.	words from notes or graphic
	idance adults,	s ne	ver a	S						organizers.
	guic Id a		8, a	rate						
	ith (s an	it ii	revising, and editing. ing for conventions sl	nst						
	W 3.5 - With gu from peers and	<u> </u>	revising, and editing. (Editing for conventions should	demonstrate command of						
	3.5 ·	her	dit	å						
	w €	engthen writing	=	1						
	-	stre		1						



		CCSS for			Corresponding	g ELD Standards		
	ELA S	<u>standard</u>		OL 11 - Supporting oninions			2 - Solocting language resou	rcos
Distribution of Writing	W 3.4 - With guidance and support from adults, produce writing in	ch the development and ization are appropriate id purpose. (Grade-spec	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 - Use a select number of general academic and domain-specific words to add detail (e.g., adding the word dangerous to describe a place, using the word habitat when describing animal behavior)	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	Bridging - Use a wide variety of general academic and domain-specific words, synonyms, antonyms, and non-literal language to create an effect, precision, and shades of meaning while speaking and writing.
Production and Distribut		iting as needed by pl sing, and editing. or conventions shou	demonstrate command of					



	CA CCS						Corresponding I	ELD Standards	
	ELA Sta	<u>ndard</u>		PII.1 U	nderstanding tex	t structure	33 33 pt 3	PII.2 - Understanding cohesion	
ribution of Writing	W 3.4 - With guidance and support from adults, produce writing in which the development and	organization are appropriate to task and purpose. (Grade-specific	expectations tor writing types are under types are types	erging - oly erstand- of how erent text es are anized to ress ideas ., how a ry is anized uentially)	Expanding - Apply understanding of how different text types are organized to express ideas (e.g., how a story is organized sequentially with predictable	Bridging - Apply understanding of how different text types are organized to express ideas (e.g., how a story is organized sequentially with predictable	 a. Apply basic understanding of language resources that refer the reader back or forward in text (e.g., how pronouns refer back to nouns in text) to comprehending texts and writing basic texts. b. Apply basic understanding of how ideas, events, or reasons are linked throughout a text using everyday connecting words or phrases (e.g., then, next) to 	 Expanding - a. Apply growing understanding of language resources that refer the reader back or forward in text (e.g., how pronouns refer back to nouns in text) to comprehending texts and writing texts with increasing cohesion. b. Apply growing understanding of how ideas, events, or reasons are linked throughout a text using a variety of connecting words or phrases (e.g., at the beginning/end, first/next) to 	words or phrases (e.g., for example,
Production and Distribution of Writing	W 3.5 - With guidance and support from peers and adults, develop and strengthen writing as needed by		hen and	ding texts writing ic texts.	comprehending texts and writing texts with increasing cohesion.	arguments are	comprehending texts and writing basic texts.	comprehending texts and writing texts with increasing cohesion.	afterward, first/next/last) to comprehending texts and writing cohesive



	CA CCSS for				Corr	esnonding	ELD Standa	rds		
E	LA Standard	D								
			Using verbs and ver	_		ng nouns and no	-		.5 - Modifying to add de	
		• •		Bridging -	0 0	Expanding -	Bridging -		Expanding -	Bridging -
		Use frequently		•	· ·	Expand noun	Expand noun	Expand sentences		Expand sentences
	op ng. age	used verbs,		,,	•	phrases in a	phrases in a	with adverbials (e.g.,	adverbials (e.g.,	with adverbials (e.g.,
	lts, develop and editing. of Language					growing		adverbs, adverb	adverbs, adverb	adverbs, adverb
	de de Lan					number of	(e.g., adding	phrases,	phrases, prepositional	phrases, prepositional
	llts, an of			G. G.	-	ways (e.g.,	comparative/	prepositional	phrases) to provide	phrases) to provide
مع	and adults, revising, an mmand of I grade 3.)	being/having,	O,		noun) in order	adding	superlative	phrases) to provide	details (e.g., time,	details (e.g., time,
iţi	nd a visi nma ade	thinking/	tenses appropriate			comparative/	adjectives to	details (e.g., time,	manner, place, cause,	manner, place, cause,
Ž	s and , revis :omm : grade				_	superlative	noun phrases,	manner, place, cause,		and the like) about a
of	eers ing, r te co iing g	verb tenses	·	•	sentences and	adjectives to	simple clause	and the like) about a	familiar or new activity	range of familiar and
ion	ort from peers d by planning, lemonstrate c and including			convey time (e.g.,			embedding) in		or process (e.g., They	new activities or
onti	fror pla ons	the text type	simple past for	simple present for		order to enrich		process (e.g., They	worked quietly; they	processes (e.g., They
tri	ort 1 by emo	and discipline to			people, things,	the meaning of		walked to the soccer	ran across the soccer	worked quietly all
Dis	d support from peers and adults, develop needed by planning, revising, and editing. nould demonstrate command of Language t up to and including grade 3.)	convey time	•	•	and the like.	sentences and	_	field).	field).	night in their room).
pu	sul section only	(e.g., simple	science	simple future to		add details	sentences and			
Production and Distribution of Writing	and as n s shc I–3 t	•	description).	predict).		about ideas,	add details			
l ij	ce ang a	recounting an					about ideas,			
pan	n guidance len writing convention standards	experience).				and the like.	people, things,			
Pro	tuid w r and						and the like.			
	W 3.5 - With guidance and support from peers and adu and strengthen writing as needed by planning, revising, (Editing for conventions should demonstrate command standards 1–3 up to and including grade 3.)									
	With ngthe for co									
	trei									
	/3.5 d str ditin									
	W and (Ed									



	CA CCSS for LA Standard			Corresponding ELD	Standards			
			PII.6 - Connecting ideas		PII.7 - Condensing ideas			
				Bridging -	Emerging -	•	Bridging -	
		Combine clauses in a few basic ways to make	Combine clauses in an increasing variety of ways		Condense clauses in simple ways (e.g.,	Condense clauses in a growing number of ways	Condense clauses in a variety	
	develop d editing. nd of 3.)	•			changing: It's green. It's		embedded clauses and other	
	deve edi I of)			sentences) to make connections	red. → It's green and		condensing as in, It's a plant.	
	ts, d and and and e 3.)	compound sentences	connections between and join	between and join ideas, for	red) to create precise	It's found in the rain	It's green and red. It's found	
Production and Distribution of Writing	W 3.5 - With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3.)	using and, but, so).	ideas, for example, to express cause/effect (e.g., The deer ran because the mountain lion came) or to make a concession (e.g., She studied all night even though she wasn't feeling well).		and detailed sentences.	forest. → It's a green and red plant that's found in the tropical rain forest) to create precise	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.	



	CA CCSS for LA Standard			Corresponding	ELD Standards		
	-A Standard	PI.2	2 - Interacting via written Eng	lish		PI.10 - Writing	
Production and Distribution of Writing	nce and support nology to produce using keyboarding o interact and vith other.	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.	 a. Write short literary and informational texts (e.g., a description of a flashlight) collaboratively (e.g., joint construction of texts with an adult or with peers) and sometimes independently. b. Paraphrase texts and 	informational texts (e.g., an explanatory text on how flashlights work) collaboratively (e.g., joint construction of texts with an adult or with peers) and with increasing independence using appropriate text organization.	construction of texts with an adult or with peers) and independently using appropriate text organization and growing understanding of register. b. Paraphrase texts and
Research to build and Present knowledge	W 3.7 - Conduct short research projects that build knowledge about a topic.				graphic organizers.	complete sentences and key	recount experiences using increasingly detailed complete sentences and key words from notes or graphic organizers.



	CA CCSS fo				Corresponding	ELD Standards		
	ELA Standar	& d		Pl.10 - Writing	- Сол соролили			
Research to build and Present		otes on sourc idence	Emerging - a. Write short literary and informational texts (e.g., a description of a flashlight) collaboratively (e.g., joint construction of texts with an adult or with peers) and sometimes independently.	Expanding - a. Write longer literary and informational texts (e.g., an explanatory text on how flashlights work) collaboratively (e.g., joint construction of texts with	Bridging - a. Write longer and more detailed literary and informational texts (e.g., an explanatory text on how flashlights work) collaboratively (e.g., joint construction of texts with an adult or with peers) and independently using			
Range of Writing	3.10 - Write routinely over extended ames (time for research, reflection, and evision) and shorter time frames	(a single sitting or a day or two) for a so range of discipline-specific tasks,	recount experiences using key words from notes or graphic organizers.	appropriate text organization. b. Paraphrase texts and recount experiences using complete sentences and key words from notes or graphic organizers.	appropriate text organization and growing understanding of register.	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).	providing good reasons and increasingly detailed textual evidence (e.g., providing examples from	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.



	CA CCSS for ELA Standard			Correspondi	ng ELD Standards		
	The Standard	PI.1 -	Exchanging information and	lideas		PI.3 - Offering opinions	
		Emerging -	Expanding -	Bridging -	Emerging -	Expanding -	Bridging -
		Contribute to	Contribute to class, group,	Contribute to class, group,	Offer opinions and negotiate		Offer opinions and negotiate
		conversations and express	and partner discussions,	and partner discussions,	with others in conversations	with others in conversations	with others in conversations
		ideas by asking and		including sustained	using basic learned phrases	using an expanded set of	using a variety of learned
	ive d) s,	answering yes-no and wh-		dialogue, by following turn-		learned phrases (e.g., I agree	
	erle ext ext	questions and responding	taking rules, asking	taking rules, asking	open responses in order to	with X, and), as well as	idea, but), as well as open
	ollaborati ceacherled and texts ng their	using short phrases.		relevant questions,	gain and/or hold the floor.	open responses in order to	responses in order to gain
ion	collaborative d teacherled) s and texts, sing their			affirming others, adding		gain and/or hold the floor,	and/or hold the floor,
orai	nge of collaborative ps, and teacherled) 3 topics and texts, expressing their d.)		adding relevant	relevant information,		provide counterarguments,	provide counterarguments,
abo				building on responses, and		and the like.	elaborate on an idea, and the
0	a range groups, ade 3 to and ext			providing useful feedback.			like.
pu	rely in a rane, in grou on grade on grade ideas and						
n a	ely e, i on dea						
Jsio	ffectively in the consolution for the consolut						
her	ffec -on rtn the						
pre	e ef one pa n ot						
E C	Engage ions (on liverse p ding on						
Ö	Eng ion dive						
	. 3.1 - Engage effectiniscussions (one-on-owith diverse partnersbuilding on others'own c						
	SL 3.1 - Engage effectivel discussions (one-on-one with diverse partners o building on others' id own cles						
	5						
	I						



	CA CCSS for ELA Standard				Correspondi	ng ELD Standards		
Ε.	Ten Standar	u		PI.4 - Adapting language choices			PI.5 - Listening actively	
Comprehension and Collaboration	SL 3.1 - Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their		Emerging - Recognize that language choices (e.g., vocabulary) vary according to social setting (e.g., playground versus classroom), with	PI.4 - Adapting language choices Expanding - Adjust language choices (e.g., vocabulary, use of dialogue, and the like) according to purpose (e.g., persuading, entertaining), social setting, and audience (e.g., peersversus-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-	Emerging - Demonstrate active listening to read alouds and oral presentations by asking and answering	Expanding - Demonstrate active listening to read alouds and oral presentations by asking and answering detailed questions, with occasional prompting and	Bridging - Demonstrate active listening to read alouds and oral presentations by asking and answering detailed questions, with minimal prompting and light support.



		CSS fo				Corresponding	ELD Standards		
	LA S	tandaı	rd		PI.5 - Listening actively	1 0		I.6 - Reading/viewing closel	у
	ַ קַ	3 40 >	<u>.</u>	Emerging -	Expanding -	Bridging -	Emerging -		Bridging -
	s and	erse	5	Demonstrate active listening	Demonstrate active	Demonstrate active	Describe ideas, phenomena	Describe ideas,	Describe ideas,
	lea	dive	≥	to read alouds and oral	listening to read-alouds	listening to read alouds	(e.g., insect	phenomena (e.g., how	phenomena (e.g., volcanic
	e main ideas and	i i	rally	presentations by asking and	and oral presentations by	and oral presentations by	metamorphosis), and text	cows digest food), and	eruptions), and text
	nai	red red idi	, o	answering basic questions,	asking and answering	asking and answering	elements (e.g., main idea,	text elements (e.g., main	elements (e.g., central
			, an	with prompting and	detailed questions, with	detailed questions, with	characters, setting) based	idea, characters, events)	message, character traits,
	- Determine the	Supporting details of a text read aloud or information presented in diverse media and formats, including visually.	vely	substantial support.	occasional prompting and	minimal prompting and	on understanding of a select		major events) using key
ion	min	בשו א עכ ש ש	ış.		moderate support.	light support.		understanding of a variety	
rat	teri	atic	quantitativ				viewing of multimedia, with		understanding of a variety
apc	De	orm orm	uar				substantial support.	viewing of multimedia,	of grade-level texts and
	.2 -	info	5 6					with moderate support.	viewing of multimedia,
ρ	SL 3.2	ori							with light support.
n ar	S	Λ =	•						
sioi									
Comprehension and Collaboration									
re	5	5							
mg	ver	ing							
ဒ	answer	ffer frat	5						
	da	, o de	ä≓l						
	and	ker	detail.						
	Ask	and pea	and o						
	٠ ٧	from a speaker, offering	. e						
	L 3.3								
	Seri	fr	5						
	_	5							



	CA CCSS for ELA Standard			Correspondin	g ELD Standards	i	
		PI.7 ·	- Evaluating language choic	es		PI.8 - Analyzing language re	sources
	a ut	Emerging - Describe the language writers or speakers use to support an opinion or	Expanding - Describe the specific language writers or speakers use to present or support an idea (e.g., the specific vocabulary or phrasing used to provide	Bridging - Describe how well writers or speakers use	Emerging - Distinguish how different words produce different effects on the audience (e.g., describing a character	Expanding - Distinguish how different words with similar meanings (e.g., describing a character as happy versus ecstatic) produce shades of meaning and different effects on the	Bridging - Distinguish how multiple different words with similar meanings (e.g., pleased versus happy versus ecstatic, heard versus knew versus believed) produce shades of meaning and
Comprehension and Collaboration	SL 3.3 - Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.	provide evidence), with prompting and substantial support.	evidence), with prompting and moderate support.	vocabulary or phrasing used to provide evidence is strong enough), with light support.	as happy versus sad).	audience.	different effects on the audience.



	CA CCSS for			Corresponding ELD Standards										
	ELA Standard													
			PI.9 - Presenting			1 - Supporting op			electing language i					
	. e		•	Bridging -	Emerging -		Bridging -	Emerging -	•	Bridging -				
	e hat enc	4					• •	Use a select	o o	Use a wide variety				
	ence ic t squ	very brief oral		•	opinions by	•	or persuade	number of general		of general				
	kperience Is, a topic that: ical sequenc	presentations	presentations on a	presentations on a	providing good	providing good	others by	academic and	general academic					
	ils, ils, a t	(e.g., retelling a	variety of topics	variety of topics	reasons and	reasons and		domain-specific		domain-specific				
	t an exp details, e. on on a arv, and	story, describing	and content areas	and content areas	some textual	increasingly			•	words, synonyms,				
	or recount a descriptive de ndable pace. presentation on, follows a fic worabulary	an animal, and the	(e.g., retelling a		evidence or	detailed textual	detailed textual	detail (e.g., adding		antonyms, and				
eas	cou stiv s pa tat low	like).	story, explaining a	story, explaining a	relevant	evidence (e.g.,	evidence (e.g.,	the word	detail, create	nonliteral language				
힏	red crip able able sser		science process,	science process or		•				to create an effect,				
anc	, or recount descriptive indable pac presentatic ion, follows		and the like).	-	knowledge	examples from	~ .	describe a place,	<u> </u>	precision, and				
ge	ory nt, n sta sta ory nati			and the like).	(e.g., referring	the text) or	text) or relevant	using the word	suddenly to signal	shades of meaning				
led	at, tell a story and relevant, at an underst e/explanatory ts of informat				to textual		background		a change),	while speaking and				
NO N	ell a rele un un olar infe				evidence or	background	knowledge about	describing animal	or create shades	writing.				
Ϋ́	t, te	5			knowledge of	knowledge		behavior) while	of meaning (e.g.,					
J O	tex s al y at y at ve/ ints				content).	about the		speaking and	scurry versus					
Presentation of Knowledge and Ideas	ort on a topic or text, tell a story, or recount a appropriate facts and relevant, descriptive d speaking clearly at an understandable pace. ver an informative/explanatory presentation round major points of information, follows a ring details uses clear and specific vocabular					content.		writing.	dash) while					
nta	pic te 1 cle orn jor								speaking and					
ese	n to pria ing infe ma								writing.					
Pre	on a prop eak eak an an													
	rt c app sp. ver rou													
	th the lelivers and lelivers an													
	-Re wi dd dea dea													
	SL 3.4 - Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace. a. Plan and deliver an informative/explanatory presentation on a topic that: organizes ideas around major points of information, follows a logical sequence, includes supporting details.													
	SL 3.4 Slan ar Inizes i													
	a. P gar													
		presentations (e.g., retelling a story, describing an animal, and the like).												



Superintendent of Schools

	CA CCSS for ELA Standard			Correspondin	g ELD Standards		
		PII.1	Understanding text str	ucture	PII.2	- Understanding cohesion	
		Emerging -	Expanding -	Bridging -	Emerging -	Expanding -	Bridging -
	ount an experience letails, speaking .ation on a topic that: , follows a logical specific vocabulary,	Apply understanding of	Apply understanding of	Apply understanding of how	a. Apply basic understanding of	a. Apply growing	a. Apply increasing
	ng ng pic gica	how different text types	how different text types	different text types are	language resources that refer	understanding of	understanding of
	(perience eaking a topic th a logical ocabular	are organized to express	are organized to express	organized to express ideas	the reader back or forward in	language resources that	language resources that
	on a spe on a ws a	ideas (e.g., how a story is	ideas (e.g., how a story	(e.g., how a story is	text (e.g., how pronouns refer	refer the reader back or	refer the reader back or
	: an ils, on c Ilo	organized sequentially) to	is organized sequentially	organized sequentially with	back to nouns in text) to	forward in text (e.g., how	forward in text (e.g., how
and Ideas	story, or recount an experier descriptive details, speaking indable pace. story presentation on a topic finformation, follows a logic es clear and specific vocabulcon CA	comprehending texts and	with predictable stages)	predictable stages versus	comprehending texts and	pronouns refer back to	pronouns or synonyms
de	reco ive d pace. sent ation and	•	to comprehending texts		writing basic texts.	nouns in text) to	refer back to nouns
힏	text, tell a story, or recondrived relevant, descriptive can understandable pace:ive/explanatory presentior points of information gatails, uses clear and estang conclusion.		and writing texts with	arguments are structured		comprehending texts and	•
e al	ory, or escript dable ory pro pro pro inform s clear		increasing cohesion.		b. Apply basic understanding	writing texts with	comprehending and
edge	a story, or t, descript tandable pratory pre of informa uses clear				of how ideas, events, or	increasing cohesion.	writing cohesive texts.
	nt, nt, rsta ana ana s of			texts and writing cohesive	reasons are linked throughout		
ŝ	xt, tell a elevant, underst //explan points c etails, u			texts.	a text using everyday	b. Apply growing	b. Apply increasing
of I	ext, tell a relevant, underst. 'e/explan r points o details, us a strong				connecting words or phrases	understanding of how	understanding of how
o	nd nd tan ttan ttan ttan ttan ttan ttan				(e.g., then, next) to		ideas, events, or reasons
tati	a topic or t te facts and clearly at ai informativ round majo supporting				comprehending texts and	are linked throughout a	are linked throughout a
sen	a topic te facts clearly a inform round n support				writing basic texts.	text using a variety of	text using an increasing
re	terterate cle					connecting words or	variety of connecting and
	Report on a appropriate clessification and a series and a					phrases (e.g., at the	transitional words or
	Report Ippropr deliver es idea includ					beginning/end,	phrases (e.g., for
	SL 3.4 - Report on a topic or text, tell a story, or recount an exwith appropriate facts and relevant, descriptive details, sp clearly at an understandable pace. Plan and deliver an informative/explanatory presentation on organizes ideas around major points of information, follows sequence, includes supporting details, uses clear and specific vand nrovides a strong conclusion.					first/next) to	example, afterward,
	ith a ith a and anize					comprehending texts and	•
	organ					writing texts with	comprehending texts and
	ر ا و . Se ا					increasing cohesion.	writing cohesive texts.
	ro						



	A CCSS for A Standard				Correspo	onding ELD St	tandards			
		PII.5 -	Modifying to add d	letails	PII	.6 - Connecting ide	eas	Pl	II.7 - Condensing ide	eas
Presentation of Knowledge and Ideas	ppropriate le pace. organizes		Expanding -	Bridging -	Emerging -	Expanding -	Bridging -	Emerging -	Expanding -	Bridging -
	opri Sani	Expand sentences	Expand sentences	Expand sentences	Combine clauses in	Combine clauses	Combine clauses	Condense clauses	Condense clauses	Condense clauses
		with adverbials	with adverbials	with adverbials	a few basic ways to	in an increasing	in a wide variety	in simple ways	in a growing	in a variety of ways
	dab dab at:	(e.g., adverbs,	(e.g., adverbs,	(e.g., adverbs,	make connections	variety of ways	of ways (e.g.,	(e.g., changing: It's	number of ways	(e.g., through
	derstandab topic that:	adverb phrases,	adverb phrases,	adverb phrases,	between and join	(e.g., creating	creating compound	green. It's red. →	(e.g., through	embedded clauses
	erst opi	prepositional	prepositional	prepositional	ideas (e.g., creating	compound and	and complex	It's green and red)	embed-ded	and other
	a t	phrases) to	phrases) to	phrases) to	compound	complex	sentences) to	to create precise	clauses as in, It's a	condensing as in,
S	n ug	provide details	provide details	provide details	sentences using	sentences) to	make connections	and detailed	plant. It's found in	It's a plant. It's
des	early at a entation	(e.g., time,	(e.g., time,	(e.g., time,	and, but, so).	make	between and join	sentences.	the rain forest. $ ightarrow$	green and red. It's
<u>ا</u> و	rly rly itat			manner, place,		connections	ideas, for example,		•	found in the
eal	ser Ser		cause, and the like)			between and	to express cause/		•	tropical rain forest.
gpa	ng c pre	•	about a familiar or	,		join ideas, for	effect (e.g., The		found in the	→ It's a green and
N N	akii akii ory	familiar activity or	•	of familiar and		example, to	deer ran because		•	red plant that's
Ş	speak natory ideas	process (e.g., They walked to the	process (e.g., They	new activities or		express cause/	the mountain lion		•	found in the
of I	sto Is, s olar i	walked to the	worked quietly;	processes (e.g.,		effect (e.g., The	approached them),		•	tropical rain forest)
on	etai etai exp		they ran across the	-		deer ran because				to create precise
tati	e de ve/		•	quietly all night in		the mountain	concession (e.g.,		sentences.	and detailed
sen	tive rive			their room).		•	She studied all			sentences.
Pre	and relevant, descriptive details, speaking cle and deliver an informative/explanatory press ideas					make a	night even though			
	des inf						she wasn't feeling			
	tt, c					She studied all	well), or to link two			
9	var Ver					night even	ideas that happen			
	rele deli					though she	at the same time			
	and rel					wasn't feeling	(e.g., The cubs			
	is all					well).	played while their			
	facts and relevant, descriptive details, speaking clearly at an understandable pace. Plan and deliver an informative/explanatory presentation on a topic that: organize indicate information of information indicate indicate includes supporting the property major noints of information follows a logical sequence includes supporting						mother hunted).			
-	a. a.									





	CA CCSS for LA Standard				Correspo	onding ELD Sta	ndards			
		PI.1 - Exch	nanging informat	ion and ideas	Р	I.3 - Offering opinion	S	PI.4 -	Adapting language	choices
	l [Emerging -	Expanding -	Bridging -	Emerging -	Expanding -	Bridging -	Emerging -	Expanding -	Bridging -
	l I	Contribute to	Contribute to	Contribute to class,	Offer opinions	Offer opinions and	Offer opinions	Recognize that	Adjust language	Adjust language
	l I	conversations and	class, group,	group, and partner	and negotiate	negotiate with	and negotiate	language choices	choices (e.g.,	choices according
	و ا	express ideas by	and partner	discussions, including	with others in	others in	with others in	(e.g.,	vocabulary, use of	to purpose (e.g.,
	_ te	asking and	discussions,	sustained dialogue,	conversations	conversations using	conversations	vocabulary) vary	dialogue, and the	persuading,
	pria sted 3e :.)	answering yes-no	including	by following turn-	using basic	an expanded set of	using a variety of	according to	like) according to	entertaining), task,
SE	appropria requested anguage tations.)	and wh- questions	sustained	taking rules, asking	learned phrases	learned phrases	learned phrases	social setting	purpose (e.g.,	and audience (e.g.,
de	n appropr e requeste Language ctations.)	•	dialogue, by	relevant questions,	(e.g., I think),	(e.g., I agree with X,	(e.g., That's a	(e.g., playground	persuading,	peer-to-peer
and Ideas	when ovide ide 3 L expec	<u> </u>		•		• •	,		entertaining),	versus peer-to-
	ces who provide grade	phrases.	taking rules,	adding relevant	responses in order		•	• •	social setting, and	teacher), with light
of Knowledge	ces o pr gra					_	•		, ,	support from
Ž	tenc er to See g pecif		questions,	on responses, and		•	ŭ	• •	•	peers or adults.
Kno	sent order on. (So		affirming	providing useful			•		adults), with	
of	i complete senten tuation in order to clarification. (See Is 1 and 3 for speci		others, and	feedback.			floor, provide		moderate support	
sentation	mple tion ifica and		adding relevant			and the like.	counter-		from peers or	
tat	comp Latio Iarific 1 an		information.				arguments,		adults.	
sen	in c situ or cla						elaborate on an			
Pre	oeak and tail c						idea, and the			
	6 -Speak in c task and situ detail or cl standards						like.			
	.6- tas									
	SL 3.6 -Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 for specific expectations.)									
	"									
	l I									
	l I									



	CA CCSS for ELA Standard			Correspond	ding ELD Standards		
	LEA Standard		PI.11 - Supporting opin	nions	PI.1	2 - Selecting language resourc	es
		Emerging -	Expanding -	Bridging -	Emerging -	Expanding -	Bridging -
		Support opinions by	Support opinions by	Support opinions or persuade	Use a select number of	Use a growing number of	Use a wide variety of
		providing good reasons	providing good	others by providing good	general academic and domain-	general academic and	general academic and
	\$	and some textual	reasons and	reasons and detailed textual	specific words to add detail	domain-specific words in	domain-specific words,
	_ t	evidence	increasingly detailed	evidence (e.g., specific	(e.g., adding the word	order to add detail, create an	synonyms, antonyms, and
	pria ted ted 3e)	or relevant background	textual evidence (e.g.,	events or graphics from text)	dangerous to describe a	effect (e.g., using the word	non-literal language to
l g	appropriate requested anguage tations.)	knowledge (e.g.,	providing examples	or relevant background	place, using the word habitat	suddenly to signal a change),	create an effect, precision,
٩	n appropries requeste Language ctations.)	referring to textual	from the text) or	knowledge about the	when describing animal	or create shades of meaning	and shades of meaning
1	when a ovide of de 3 La expect	evidence or knowledge	relevant background	content.	behavior) while speaking and	(e.g., scurry versus dash)	while speaking and writing.
ה ס	ces who provide grade ific exp	of content).	knowledge about the		writing.	while speaking and writing.	
Presentation of Knowledge and Idea	mplete sentences when appropriation in order to provide requested ification. (See grade 3 Language and 3 for specific expectations.)		content.				
	intend der to (See speci						
Š	sent sent rrde rrde						
4	te s in o tior						
5	in complete se situation in ord clarification.						
i t	om iatio arif						
9	situ situ or cl						
rec	ak in nd si iil or dard						
1	6 -Speak in c task and situ detail or cl standards						
	.6 -6 tas d						
	SL 3.						
	S						



	A CCSS for A Standard				Corres	ponding ELD	Standards			
		PII.3 -	Using verbs and verl	phrases	PII.4 - U	sing nouns and no	un phrases	PII.5	- Modifying to add d	etails
	<u> </u>	Emerging -	Expanding -	Bridging -	Emerging -	Expanding -	Bridging -	Emerging -	Expanding -	Bridging -
	situation le 3	Use frequently	Use a growing	Use a variety of	Expand noun	Expand noun	Expand noun	Expand sentences	Expand sentences	Expand sentences
	itua 3 3	used verbs,	number of verb	verb types (e.g.,	phrases in simple	phrases in a	phrases in a variety	with adverbials	with adverbials	with adverbials
	ad ad	different verb			ways (e.g.,	•			(e.g., adverbs,	(e.g., adverbs,
	kar egr ns.)	types (e.g.,		•		, , ,	adding	adverb phrases,	adverb phrases,	adverb phrases,
	task and situ (See grade 3 ations.)	doing, saying,	having, thinking/	thinking/feeling)	adjective to a	adding	comparative/	prepositional	prepositional	prepositional
S	to i on. (ecta	being/having,	feeling) and verb	and verb tenses	noun) in order to	comparative/	superlative	phrases) to provide	phrases) to provide	phrases) to provide
and Ideas	iate to task an ation. (See gr expectations.)	<u> </u>			enrich the	· ·	-		details (e.g., time,	details (e.g., time,
P	propriate Iarificatic ecific expe	<u> </u>	to the text type and	, ·	meaning of	•			•	manner, place,
e al	or clarification.			discipline to convey		nouns) in order	clause embedding)	cause, and the like)		cause, and the like)
of Knowledge	ap or c spe				add details about			about a familiar		about a range of
N N	s when detail id 3 for	the text type and		•	ideas, people,	· ·	Ğ	activity	new activity or	familiar and new
S L	wł det d 3	•	· · ·		things, and the					activities or
of I	ices v ed do and	•			like.		details about ideas,	•	worked quietly;	processes (e.g.,
on	enten queste ards 1	(e.g., simple past	description).	future to predict).				soccer field).		They worked
tati	plete sent vide requ standard	for recounting an				•	the like.		soccer field).	quietly all night in
sen	ete le r	experience).				like.				their room).
Presentation	nple ovid									
1	-Speak in complete sentences in order to provide requested Language standards 1 an									
	in or to									
	eak der La									
	-Speak n order Lar									
	3.6 - ir									
	SL 3									



	CA CCSS for LA Standard			Corresponding	ELD Standards		
	A Stallaala		PII.6 - Connecting id	eas		PII.7 - Condensing ideas	
		Emerging -	Expanding -	Bridging -	Emerging -	Expanding -	Bridging -
				Combine clauses in a wide	Condense clauses in	Condense clauses in a	Condense clauses in a variety
		few basic ways to	increasing variety of ways	variety of ways (e.g., creating		growing number of ways	of ways (e.g., through
	to		(e.g., creating compound	compound and complex		(e.g., through em-bedded	embedded clauses and other
	ate d	· · · · · · · · · · · · · · · · · · ·	and complex sentences) to	sentences) to make connections	-	clauses as in, It's a plant. It's	condensing as in, It's a plant.
	prik ste ge ge s.)	, ,,		between and join ideas, for		found in the rain forest. \rightarrow	It's green and red. It's found
as	pro que gua ion			example, to express cause/effect			in the tropical rain forest. \rightarrow
Ide	ap rec ang	using and, but, so).		(e.g., The deer ran because the		that's found in the tropical	It's a green and red plant
Presentation of Knowledge and Ideas	sentences when appropriate to order to provide requested on. (See grade 3 Language or specific expectations.)		The deer ran because the	mountain lion approached		rain forest) to create precise	that's found in the tropical
ge a	s wl rrov ade			them), to make a concession		and detailed sentences.	rain forest) to create precise
edg	o p gr gr cific			(e.g., She studied all night even			and detailed sentences.
	nter er t Sec spec		~	though she wasn't feeling well),			
Kn	ser ord in. (-	or to link two ideas that happen			
of			well).	at the same time (e.g., The cubs			
tion	npla ion ifica and			played while their mother			
ntal	complete uation in clarificatio s 1 and 3 f			hunted).			
sei	c in I sit or c						
Pre	-Speak in complete sentences when approprisk and situation in order to provide requestedetail or clarification. (See grade 3 Language standards 1 and 3 for specific expectations.)						
	3.6 -Speak in complete task and situation in detail or clarificatic standards 1 and 3						
	3.6 ta						
	SL 3						



	Emerging -	1 - Exchanging information Expanding -	and ideas		51.5 1	
		Evnanding -			PI.2 - Interacting via written E	nglish
	Contributo to	Expanding -	Bridging -	Emerging -	Expanding -	Bridging -
		•	Contribute to class, group, and	· ·	· ·	Collaborate with peers on
	conversations and express	group, and partner	partner discussions, including			joint writing projects of a
			sustained dialogue, by following	•		variety of longer
n			, ,			informational and literary
en	,	· ·		,	σ,	texts, using technology
wh	•	——————————————————————————————————————		= -	,, ,	where appropriate for
age		•				publishing, graphics, and the
us; (, k.)			providing useful feedback.			like.
and (a		relevant information.		and the like.		
ara ara ng. (
nan nm akir						
grar						
sh g or s						
ngli ng						
d Ei						
dar						
tan						
of st						
, O						
	e u	writing or speaking. (a k.) writing or speaking. (a k.)	questions and responding using short phrases. questions and responding rules, asking relevant questions, affirming others, and adding relevant information.	questions and responding using short phrases. following turn-taking rules, asking relevant questions, affirming others, and adding relevant information. following turn-taking rules, asking relevant questions, affirming others, and adding relevant information. following turn-taking questions, affirming others, adding relevant information, building on responses, and providing useful feedback.	questions and responding using short phrases. following turn-taking rules, asking relevant questions, affirming others, and adding relevant information, building on responses, and providing useful feedback. following turn-taking rules, asking relevant questions, affirming others, and adding relevant information, building on responses, and providing useful feedback. following turn-taking questions, affirming others, adding relevant information, building on responses, and providing useful feedback. and the like.	questions and responding using short phrases. questions, affirming others, adding relevant information, building on responses, and others, and adding relevant information. questions, affirming others, adding relevant information, building on responses, and providing useful feedback. questions, affirming others, adding relevant information, building on responses, and providing useful feedback. questions, affirming others, adding relevant information, building on responses, and providing useful feedback. questions, affirming others, adding relevant information, building on responses, and providing useful feedback. and the like.

	CA CCSS for LA Standard			Corresponding	ELD Standards		
			PI.3 - Offering opinions			PI.4 - Adapting language cho	pices
Conventions of Standard English	iventions e when	Offer opinions and negotiate with others in conversations using basic learned phrases (e.g., I think), as well as open responses in order to gain and/or hold the floor.	Expanding - Offer opinions and negotiate with others in conversations	with others in conversations using a variety of learned phrases (e.g., That's a good idea, but), as well as open responses in order to gain and/or hold the floor,	playground versus classroom), with substantial support	Expanding - Adjust language choices (e.g., vocabulary, use of dialogue, and the like) according to purpose (e.g., persuading, entertaining), social setting, and audience (e.g., peers	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.



	CA CCS				Correspondi	ng ELD Standards			
Н		ilaara	Pl.9 - Presenting			PI.10 - Composing/Writing			
and English	L 3.1 - Demonstrate command of the conventions of standard	grammar and usage when ng or speaking. (a k.)	Plan and deliver very brief oral presentations (e.g., retelling a story, describing an animal, and the like).	Expanding - Plan and deliver brief oral	Bridging - Plan and deliver longer oral presentations on a variety of topics and content areas (e.g., retelling a story, explaining a science process or historical event, and the like).		Expanding - a. Write longer literary and informational texts (e.g., an explanatory text on how flashlights work) collaboratively (e.g., joint construction of texts with an adult or with peers) and with increasing independence	Bridging - a. Write longer and more detailed literary and informational texts (e.g., an explanatory text on how flashlights work) collaboratively (e.g., joint	
Conventions of Standard English	L 3.2 - Demonstrate command of the conventions of stan- of	dard English capitalization, punctuation, and spelling when writing. (a g.)				b . Paraphrase texts and recount experiences using key words from notes or graphic organizers.		and growing understanding of register. b. Paraphrase texts and recount experiences using increasingly detailed	



	CA CCSS fo				Co	orresponding ELD Stand	lards			
			PI.	11 - Supporting opini	ons	PI.12 - Selecting language resources				
Conventions of Standard English	instrate comm ntions of stan	writing or speaking. (a k.)	Emerging -	Expanding - Support opinions by providing good reasons and	Bridging - Support opinions or persuade others by providing good reasons and detailed textual evidence (e.g., specific events or graphics from text) or	Emerging - Use a select number of general academic and domain-specific words to add detail (e.g., adding the word dangerous to describe a place, using the word habitat when describing animal behavior) while speaking and writing.	Expanding - Use a growing number of general academic and domain- specific words in order to add	Bridging - Use a wide variety of general academic and domain-specific words, synonyms, antonyms, and nonliteral language to create an effect, precision, and shades of meaning while speaking and writing.		
Conventions	L 3.2 - Demonstrate command of the conventions of standard English capitalization,	punctuation, and spening when writing. (a g.)								



	CA CCSS for LA Standard			Corresponding ELD Stan	dards		
			PII.2 - Understanding cohesion		PII.3	- Using verbs and verb phr	ases
		Emerging -	Expanding -	Bridging -	Emerging -	Expanding -	Bridging -
		a. Apply basic understanding of	a. Apply growing understanding of	a. Apply increasing understanding	Use frequently used	Use a growing number of	Use a variety of verb
			language resources that refer the		verbs, different verb		types (e.g., doing,
		the reader back or forward in	reader back or forward in text (e.g.,	the reader back or forward in text	types (e.g., doing,	saying, being/	saying, being/having,
	v		how pronouns refer back to nouns		saying, being/having,		thinking/feeling) and
	ion	·	in text) to comprehending texts	•	G. G.		verb tenses
	conventions sage when .)	•	and writing texts with increasing	comprehending and writing	verb tenses appropriate	• • • •	appropriate to the text
S H	onv ge	writing basic texts.	cohesion.		• • •		type and discipline to
Jeli	e cc usa k.)				discipline to convey	convey time (e.g., simple	convey time (e.g.,
回	of the and us			b . Apply increasing understanding			simple present for a
dar	dod ara g. (how ideas, events, or reasons are		for recounting an	present for a science	science description,
Conventions of Standard English	command of t grammar and speaking. (a.		linked throughout a text using a	are linked throughout a text using	experience).	· ·	simple future to
of St	mn ran pea		variety of connecting words or	an increasing variety of			predict).
JS C	e co sh g or s		phrases (e.g., at the beginning/end,	-			
tio	onstrate c rd English writing or		first/next) to comprehending texts				
Ven	nstı J Er riti	•	and writing texts with increasing	afterward, first/			
Į (mod darc		cohesion.	next/last) to comprehending texts			
ľ	Demon tandard wri			and writing cohesive texts.			
	1 - 1 - F st						
	L 3.						



	CA CCSS for LA Standard			Correspondir	ng ELD Standards		
F		PIL	4 - Using nouns and noun ph	rases		PII.5 - Modifying to add do	etails
		Emerging -	Expanding -	Bridging -	Emerging -	Expanding -	Bridging -
		Expand noun phrases in	Expand noun phrases in a	Expand noun phrases in a	Expand sentences with	Expand sentences with	Expand sentences with adverbials
		simple ways (e.g., adding	growing number of ways	variety of ways (e.g., adding	adverbials (e.g., adverbs,	adverbials (e.g., adverbs,	(e.g., adverbs, adverb phrases,
		an adjective to a noun) in		comparative/superlative	adverb phrases,	adverb phrases,	prepositional phrases) to provide
	Sus C	order to enrich the	comparative/superlative	adjectives to noun phrases,	prepositional phrases) to	prepositional phrases) to	details (e.g., time, manner, place,
	ntio her			simple clause embedding) in	provide details (e.g., time,		cause, and the like) about a range
	e conventions usage when k.)	add details about ideas,			manner, place, cause, and		of familiar and new activities or
rs L	e cor usag k.)	people, things, and the like.	_	of sentences and add details			processes (e.g., They worked
ilgi	the nd u: 3 k				activity or process (e.g.,		quietly all night in their room).
鱼	of t an (a.		people, things, and the like.		They walked to the soccer	(e.g., They worked quietly;	
dar	and ımar king.				field).	they ran across the soccer	
Conventions of Standard English	ommand ogrammar grammar speaking.					field).	
f St	gr?						
)s o	onstrate c rd English writing or						
tior	tra Engl						
len /	ons rd E writ						
on o	Demons tandard wri						
	l sta -						
	L 3.1 of s						
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	CA CCSS for LA Standard			Corresponding EL	D Standards		
	1		PII.6 - Connecting idea	S		PII.7 - Condensing idea	as
	- Demonstrate command of the conventions standard English grammar and usage when writing or speaking. (a k.)	compound sentences using and, but, so).	Expanding - Combine clauses in an increasing variety of ways (e.g., creating compound and complex sentences) to make connections between and join ideas, for example, to express cause/effect (e.g., The deer ran because the mountain lion came) or to make a concession (e.g., She studied all night even	Bridging - Combine clauses in a wide variety of ways (e.g., creating compound and complex sentences) to make	Emerging - Condense clauses in	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	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 ain forest) to create precise and detailed sentences.
Concord	L 3.1 - Demonstrai of standard Engl			,			



	CA CCSS for LA Standard			Corresponding E	LD Standards		
		PI.	1 - Exchanging information	and ideas		PI.2 - Interacting via written E	inglish
		Emerging -	Expanding -	Bridging -	Emerging -	Expanding -	Bridging -
		Contribute to	Contribute to class,	Contribute to class, group, and	Collaborate with peers	Collaborate with peers on	Collaborate with peers on
		conversations and express	group, and partner	partner discussions, including	on joint writing	joint writing projects of	joint writing projects of a
			discussions, including	sustained dialogue, by following	projects of short	longer informational and	variety of longer
	σ	answering yes-no and wh-		turn taking rules, asking relevant		literary texts, using	informational and literary
	ion on,		following turn taking	questions, affirming others,	•	technology where	texts, using technology
	ent		rules, asking relevant	adding relevant information,	~ .	appropriate for publishing,	where appropriate for
	conv inctu - g.)		questions, affirming	building on responses, and		graphics, and the like.	publishing, graphics, and the
به	ле со риг (а		others, and adding	providing useful feedback.	publishing, graphics,		like.
Knowledge of Language	command of the conventions capitalization, punctuation, when writing. (a g.)		relevant information.		and the like.		
ng u	emonstrate command of t dard English capitalization and spelling when writing.						
fLa	nan aliz						
e o	mn apit hen						
edg	0 P S						
Š	rate glis Iling						
ΣŽ	nst En spel						
	mo ard						
	- Demonstrate :andard English and spelling						
	L 2.3 of si						

	CA CCSS for LA Standard			Corresponding	ELD Standards			
			PI.3 - Offering opinions			PI.4 - Adapting language choices		
	e conventions punctuation, a g.)	Offer opinions and negotiate with others in conversations using basic learned phrases (e.g., I think), as well as open responses in order to gain and/or hold the floor.	Expanding - Offer opinions and negotiate with others in conversations	Bridging - Offer opinions and negotiate with others in conversations using a variety of learned phrases (e.g., That's a good idea, but), as well as open responses in order to gain and/or hold the floor, provide counterarguments, elaborate on an idea, and the	Emerging - Recognize that language choices (e.g., vocabulary) vary according to social setting (e.g., playground versus classroom), with substantial support	Expanding - Adjust language choices (e.g., vocabulary, use of dialogue, and the like) according to purpose (e.g., persuading, entertaining), social setting, and audience (e.g., peers	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.	
Knowledg	L 2.3 - Demonstrate command of th of standard English capitalization, and spelling when writing. (



CA CCSS for ELA Standard					Correspondin	g ELD Standards		
		aara		PI.5 - Listening actively			PI.6 - Reading/viewing close	у
			Emerging -	Expanding -	Bridging -	Emerging -	Expanding -	Bridging -
			Demonstrate active	Demonstrate active	Demonstrate active	Describe ideas, phenomena	Describe ideas, phenomena	Describe ideas, phenomena
			listening to read alouds	listening to read alouds and	listening to read-alouds	(e.g., insect	(e.g., how cows digest	(e.g., volcanic eruptions),
		ج.	and oral presentations by	oral presentations by	and oral presentations by	metamorphosis), and text	food), and text elements	and text elements (e.g.,
	ů o	b 0	asking and answering	asking and answering	asking and answering	elements (e.g., main idea,	(e.g., main idea, characters,	central message, character
	enti B.		basic questions, with	detailed questions, with	detailed questions, with	characters, setting) based	,	traits, major events) using
	enir *.	betwo ndard	prompting and	occasional prompting and	minimal prompting and	on understanding of a		key details based on
	guage and its conventions reading, or listening.	ces betwe standard	substantial support.	moderate support.	light support.	select set of grade-level	a variety of grade-level	understanding of a variety
۵	d dit	nces I sta				texts and viewing of		of grade-level texts and
Knowledge of Language		observe differences sken and written sta				multimedia, with		viewing of multimedia, with
ane	age adi	liffe vrit				substantial support.	support.	light support.
]	 Use knowledge of language when writing, speaking, readi a. Choose words and phrase 							
96	F lar king	ser n al						
led	edge of lan g, speaking words and	e and obse of spoken						
	edg 3, sp	and f spo						
χ	wke ing	o o						
	kno	gni						
	- Use knowle when writing, a. Choose w	Recognize ventions o						
		b. Recogniz conventions						
	3.3							
	-	the						



	CA CCSS for ELA Standard			Corresponding	ELD Standards		
		PI.7	- Evaluating language choic	es		PI.8 - Analyzing language r	esources
	1 1	Emerging -	Expanding -	Bridging -	Emerging -	Expanding -	Bridging -
		Describe the language writers	Describe the specific	Describe how well writers	Distinguish how	Distinguish how different	Distinguish how multiple
		or speakers use to support	language writers or	or speakers use specific	different words	words with similar	different words with similar
	ısh.	an opinion or present an idea	speakers use to present or	language resources to	produce different	meanings (e.g., describing	meanings (e.g., pleased versus
	entions ng. * een	(e.g., by identifying the	support an idea (e.g., the	support an opinion or	effects on the	a character as happy	happy versus ecstatic, heard
	wee .*	phrases or words in the text	specific vocabulary or	present an idea (e.g.,	audience (e.g.,	versus ecstatic) produce	versus knew versus believed)
	nd its conven f, or listening for effect.* inces betwee	•	phrasing used to provide	whether the vocabulary or		shades of meaning and	produce shades of meaning
	r lis r lis es k		evidence), with prompting		as happy versus sad).	different effects on the	and different effects on the
بو		support.	and moderate support.	evidence is strong		audience.	audience.
nag	uage and reading, hrases fo differen			enough), with light			
Language	of languag aking, read s and phra bserve diff cen and wr			support.			
of L	angu ng, r nd ph id ph irve (
	of lan of lan aking s and bserv cen an						
Knowledge	dge of lang, speaking, vords and land observes						
8	wled ng, s e wc e an of s _l						
Α	knowle writing, hoose w ognize a						
	e know n writin Choose cognize ntions o						
	- Use knowled when writing, s a. Choose wo b. Recognize an						
	L 3.3						
	₹						



	CA CCSS for ELA Standard			C	Corresponding ELD Sta	andards				
	ELA Standard		PI.9 - Presenting			PI.10 - Composing/Writing				
Knowledge of Language	its conventions or listening. r effect.* es between itandard English.	Plan and deliver very brief oral presentations (e.g., retelling a story, describing an animal, and the like).	Expanding - Plan and deliver brief oral presentations on a variety of topics and content areas (e.g., retelling a story, explaining	longer oral presentations on a variety of topics and content areas (e.g., retelling a story, explaining a science process or historical event, and the like).	adult or with peers) and sometimes independently. b. Paraphrase texts and recount experiences using key	Expanding - a. Write longer literary and informational texts (e.g., an explanatory text on how flashlights work) collaboratively (e.g., joint construction of texts with an adult or with peers) and with increasing independence using appropriate text organization. b. Paraphrase texts and recount	Bridging - a. Write longer and more detailed literary and informational texts (e.g., an explanatory text on how flashlights work) collaboratively (e.g., joint construction of texts with an adult or with peers) and independently using appropriate text organization and growing understanding of register. b. Paraphrase texts and recount experiences using increasingly detailed complete sentences and key words from notes or graphic organizers.			



	CA CCSS for ELA Standard			Correspor	nding ELD Standards		
r			PI.11 - Supporting opinion	ns	PI.	12 - Selecting language resou	rces
		Emerging -	Expanding -	Bridging -	Emerging -	Expanding -	Bridging -
		Support opinions by	Support opinions by	Support opinions or	Use a select number of	Use a growing number of	Use a wide variety of general
		providing good reasons	providing good reasons	persuade others by	general academic and	general academic and	academic and domain-
	ن ا	and some textual	and increasingly detailed	providing good reasons	domain-specific words to	domain-specific words in	specific words, synonyms,
	entions Ig. een English.	evidence or relevant	textual evidence (e.g.,	and detailed textual	add detail (e.g., adding the	order to add detail, create	antonyms, and nonliteral
	B. B. Eng	background knowledge	providing examples	evidence (e.g., specific	word dangerous to describe	an effect (e.g., using the	language to create an effect,
	conventions stening. fect.* between			events or graphics from	a place, using the word	word suddenly to signal a	precision, and shades of
	lits convor listenii or listenii or effect.*ces betweestandard		_	text) or relevant	habitat when describing	change), or create shades of	
l	uage and its conventing, or listening, se for effect.* rences betweenten standard Er	knowledge of content).		background knowledge	animal behavior) while	meaning (e.g., scurry versus	writing.
9	anc anc Jg, l s fc ren ten		content.	about the content.	speaking and writing.	dash) while speaking and	
9	Languag guage and reading, bhrases fo e differen					writing.	
7							
	languing, rud pherve						
18	edge of lang eaking, and popserve						
	knowledge of I knowledge of I writing, speaki hoose words ar gnize and obse						
3	wlee we all of s						
	e knowle n writing Choose v cognize a						
	n w Che						
	3.3 - w b.						
	L 3						
	_						



	CA CCSS for ELA Standard			Corresponding ELD	Standards			
			PII.2 - Understanding coh	nesion	PII.3 - Using verbs and verb phrases			
		Emerging -	Expanding -	Bridging -	Emerging -	Expanding -	Bridging -	
		a. Apply basic	a . Apply growing	a. Apply increasing understanding	Use frequently used	Use a growing number	Use a variety of verb	
		understanding of	understanding of language	of language resources that refer	verbs, different verb	of verb types (e.g.,	types (e.g., doing,	
	ن ا	language resources that	resources that refer the	the reader back or forward in text	types (e.g., doing, saying,	doing, saying,	saying, being/having,	
	a sili	refer the reader back or	reader back or forward in	(e.g., how pronouns or synonyms	being/having,	being/having,	thinking/feeling) and	
	entions Ig. een English.	forward in text (e.g., how	text (e.g., how pronouns	refer back to nouns	thinking/feeling), and	thinking/feeling) and	verb tenses appropriate	
	conventions stening. fect.* between	pronouns refer back to	refer back to nouns in text)	in text) to comprehending and	verb tenses appropriate	verb tenses	to the text type and	
	conve istenin ffect.* betwe ndard	nouns in text) to	to comprehending texts and	writing cohesive texts.	to the text type and	appropriate to the text	discipline to convey time	
۵		comprehending texts and	writing texts with increasing		discipline to convey time	type and discipline to	(e.g., simple present for	
196	and its ng, or l s for e rences	writing basic texts.	cohesion.		(e.g., simple past for	convey time (e.g.,	a science description,	
ρ	guage and reading, phrases fo e differen d written				recounting an	simple past for	simple future to	
-					experience).	retelling, simple	predict).	
o of	lang, r ng, r nd pl		b. Apply growing	b . Apply increasing understanding		present for a science		
edge	lge of lang speaking, ords and g id observe	•		of how ideas, vents, reasons are		description).		
N	edge o g, spea words and ob			linked throughout a text using an				
Ş	ng, ng, e w e ar of s		throughout a text using a	increasing variety of connecting				
ľ	- Use knowledge of lang when writing, speaking, r a. Choose words and pl Recognize and observe	text using everyday	variety of connecting words	and transitional words or phrases				
	e kr Cho Cho	~	or phrases (e.g., at the	(e.g., for example, afterward,				
	Use then a. Cl Recc		beginning/end, first/next) to					
	m	to comprehending texts	comprehending texts and	last) to comprehending texts and				
	L 3	and writing basic texts.	writing texts with increasing	writing cohesive texts.				
	- T		cohesion.					
	I							
	I							
	I							



ſ	CA CCSS for ELA Standard			Corresponding	g ELD Standards			
		PII	4 - Using nouns and noun pl	nrases		PII.5 - Modifying to add	details	
ı		Emerging -	Expanding -	Bridging -	Emerging -	Expanding -	Bridging -	
ı		Expand noun phrases in	Expand noun phrases in a	Expand noun phrases in a	Expand sentences with	Expand sentences with	Expand sentences with	
		simple ways (e.g., adding	growing number of ways	variety of ways (e.g., adding	adverbials (e.g., adverbs,	adverbials (e.g., adverbs,	adverbials (e.g., adverbs, adverb	
	ي .	an adjective to a noun) in	(e.g., adding	comparative/superlative	adverb phrases,	adverb phrases,	phrases, prepositional phrases)	
	lish lish	order to enrich the	comparative/superlative	adjectives to noun phrases,	prepositional phrases) to	prepositional phrases) to	to provide details (e.g., time,	
ı	entions Ig. een English	meaning of sentences and	adjectives to nouns) in	simple clause embedding) in	provide details (e.g.,	provide details (e.g., time,	manner, place, cause, and the	
	conventions stening. fect.* between	add details about ideas,	order to enrich the			· ·	like) about a range of familiar	
ı	lits conve or listenin r effect.* ces betwe standard	people, things, and the like.				the like) about a familiar	and new activities or processes	
ı	nd its conven y, or listening for effect.* ences betwee			about ideas, people, things,		, ,	(e.g., They worked quietly all	
ı	and its and its ng, or ss for e rences		people, things, and the like.	and the like.		(e.g., They worked quietly;	night in their room).	
ı	f Languag guage and reading, phrases fo e differen d written					they ran across the soccer		
;	ᇎᅟᇎᇰᇎ				field).	field).		
	languing, rund pk							
1	owledge of dang dge of lang speaking, vords and pud observes spoken and spoken and spoken and spoken and observes spoken and o							
1	Knowledge knowledge writing, spe hoose word gnize and commons of spolions of s							
	Kng Nlee ng, e w e al							
ı	nov rriti oos gniz ons							
ı	Ki se knowl n writing Choose cognize ntions o							
ı								
ı	ε							
	L 3							
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	CA CCSS for ELA Standard			Corresponding ELE	D Standards			
			PII.6 - Connecting idea	s	PII.7 - Condensing ideas			
		Emerging -	Expanding -	Bridging -	Emerging -	Expanding -	Bridging -	
			Combine clauses in an	Combine clauses in a wide variety			Condense clauses in a	
				of ways (e.g., creating compound			variety of ways (e.g.,	
				· · · · · · · · · · · · · · · · · · ·	changing: It's green. It's		through embedded clauses	
	ons	, , ,		connections between and join	red. → It's green and	embedded clauses	and other condensing as in,	
	entions ng. sen English.			ideas, for example, to express	red) to create precise	· ·	It's a plant. It's green and	
	conventions stening. fect.* between ndard English	•	and join ideas, for example,		and detailed sentences.		red. It's found in the	
	d its convent or listening or effect.* ces betweel standard Er		to express cause/effect	The deer ran because the			tropical rain forest. → It's a	
ē	and its ng, or li is for el rences ten sta			mountain lion approached them),			green and red plant that's	
nag	iage and eading, irases fr differen written			to make a concession (e.g., She		'	found in	
ang	uage an reading, hrases f differer			studied all night even though she		· ·	the tropical rain forest) to	
of L	langu ng, re nd ph erve d and v		She studied all night even though she wasn't feeling	wasn't feeling well), or to link two ideas that happen at the same		detailed sentences.	create precise and detailed sentences.	
ge (f lan king and serv		well).	time (e.g., The cubs played while			sentences.	
led	lge of lang speaking, ords and p ordserve ord observe		wenj.	their mother hunted).				
	knowledge of I writing, speaki noose words ar gnize and obse ions of spoken			their mother numeus.				
Ā	knowle writing, hoose w gnize a							
	se knowl n writing Choose cognize ntions o							
	- Use knowledge of language and its conventi when writing, speaking, reading, or listening. a. Choose words and phrases for effect.* . Recognize and observe differences between nventions of spoken and written standard Eng							
	' > . <u>.</u> [
	L 3							

Superintendent of

	CA CCSS fo				Corresponding ELD S	tandards		
				PI.6 - Reading/viewing closely		PI.7 -	Evaluating language cho	oices
	l 		Emerging -	Expanding -	Bridging -	Emerging -	Expanding -	Bridging -
	mine or clarify the meaning and multiple-meaning word s based on grade 3 reading			Describe ideas, phenomena	Describe ideas, phenomena	Describe the language		Describe how well writers
	iear ig w sadi	≥ ਰ		(e.g., how cows digest food),	(e.g., volcanic eruptions), and	•		or speakers use specific
	ne mea aning v 3 reac	exite Service		and text elements (e.g., main	text elements (e.g., central	support an opinion or	•	language resources to
	nes nes de	F	idea, characters, setting) based		message, character traits,	present an idea (e.g., by	• • • • • • • • • • • • • • • • • • • •	support an opinion or
	Irrity le-r gra	in ig	_	greater detail based on	major events) using key details			present an idea (e.g.,
	con ltip	rate Tate	set of grade-level texts and	· ·	based on understanding	words in the text that	vocabulary or phrasing	whether the vocabulary
Jse	e oi mu sed	r, c f st		grade-level texts and viewing of			· ·	or phrasing used to
۱Ę	nin and ba	ren 7e o	· ·	multimedia, with moderate	and viewing of multimedia,	, , ,	• •	provide evidence is
n a	terr vn a	oue.		support.	with light support.	support.		strong enough), with light
itio	L 3.4 - Determine or clarify the meaning of unknown and multiple-meaning wor and phrases based on grade 3 reading	and (moderate support.	support.
uis	- 4. And p	a fro						
Aco	of u							
ڃ ا								
Inq	of unknown and multiple-meaning word and phrases based on grade 3 reading	_						
cal	1 86	nings.						
Š	la. :	au						
	.3.5 - Demonstrate understanding of word relationships	E E						
	onst ding onsl							
	atic	× 4						
	3.5 - Demonstr understanding vord relationsh	s In						
	3.5 Inde	uce						
	L 3.5 - De underst: word rela	nua						
		and						
	ā	σ						



		CSS fo					Corresponding E	LD Standards	
Vocabulary Acquisition and Use	e L 3.4 - Determine or clarity the meaning	word relationships and phrases based on grade 3 reading	int, choosing flexibly of strategies. (a d.)	Emerging - Distinguish how different words produce different effects on the audience (e.g., describing a character as happy versus sad).	Distinguish how different words with similar meanings (e.g., describing a	Bridging - Distinguish how multiple different words with similar meanings (e.g., pleased versus happy versus ecstatic, heard versus knew versus believed) produce shades of meaning and different effects on the	Emerging - Use a select number of general academic and domain-specific words to add detail (e.g., adding the word dangerous to describe a place, using the word habitat when describing animal behavior) while speaking and writing.	PI.12 - Selecting language resources Expanding - Use a growing number of general academic and domain-specific words in order to add detail, create an effect (e.g.,	Bridging - Use a wide variety of general academic and domain-specific words, synonyms, antonyms, and nonliteral language to create an effect, precision, and shades of meaning while speaking and writing.



	CA CCSS for LA Standard			Correspondir	ng ELD Standards	g ELD Standards			
Ī	LA Standard	Pl.1 - I	Exchanging information and	ideas	PI.2 - Interacting via written English				
Vocabulary Acquisition and Use	priate specific spatial er	Emerging - Contribute to conversations and express ideas by asking and answering yes-no and wh- questions and responding using short phrases.	Exchanging information and Expanding - Contribute to class, group, and partner discussions, including sustained dialogue, by following turn- taking rules, asking relevant questions, affirming others, and adding relevant information.	ideas Bridging - Contribute to class, group, and partner discussions, including sustained	PI.2 Emerging - Collaborate with peers on joint writing projects of short informational and literary texts, using technology where appropriate for	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.		



	CA CCSS for ELA Standard			Corresponding EL	D Standards			
Г			PI.3 - Offering opinions		PI.4 - Adapting language choices			
		Emerging -	Expanding-	Bridging -	Emerging -	Expanding -	Bridging -	
			Offer opinions and negotiate		_	Adjust language choices (e.g.,	Adjust language choices	
			with others	with others in conversations			according to purpose	
		using basic learned phrases	in conversations using an	using a variety of learned	• • • • •	•	(e.g., persuading,	
	ate cifi atia	(e.g., I think), as well as	expanded set	phrases (e.g., That's a good	according to social	purpose (e.g., persuading,	entertaining), task, and	
	spe spe spa	open responses in order to		idea, but),			audience (e.g., peer-to-	
	de-appropriate domain-specific at signal spatial (fter dinner them).	gain and/or hold the floor.	agree with X, and), as well		•		peer versus peer-to-	
Se	sig ser (as open responses in order to	•	• •	versus adults), with moderate	,,	
	ade d de hat Afi		gain and/or hold the floor,	the floor, provide	from peers	support from peers or adults.	support from peers or	
an	y gr and se t se t		provide counterarguments,	counterarguments,	or adults.		adults.	
Vocabulary Acquisition and Use	Acquire and use accurately grade-appropriate ational, general academic, and domain-specifical phrases, including those that signal spatial temporal relationships (e.g., After dinner that night we went looking for them).		and the like.	elaborate on an idea, and				
isir	den den ng t hip loc			the like.				
	acc aca udii ons							
2	use ral a incl lati							
ula	nd u							
cab	e al , ge rase oral							
٥ ک	uir nal phi npo							
	- Acquire sational, and phra id tempor that nig							
	L 3.6 onver vords ar							
	_ 8 ×							



	CA CCSS for ELA Standard			Corresponding l	ELD Standards			
		PI.7	7 - Evaluating language choice	ces	PI.8 - Analyzing language choices			
		Emerging -	Expanding -	Bridging -	Emerging -	Expanding -	Bridging -	
		Describe the language	Describe the specific	Describe how well writers	Distinguish how	Distinguish how different	Distinguish how multiple	
		writers or speakers use to	language writers or	or speakers use specific	different words	words with similar	different words with similar	
		support an opinion or	speakers use to present or	language resources to	produce different	meanings (e.g.,	meanings (e.g., pleased versus	
	ate cific tial		• •	support an opinion or	effects on the	describing a character as	happy versus ecstatic, heard	
	prië	identifying the phrases or	specific vocabulary or	present an idea (e.g.,	audience (e.g.,	happy versus ecstatic)	versus knew versus believed)	
	-appropriate main-specifi signal spatial er dinner nem).			whether the vocabulary or	•	produce shades of	produce shades of meaning and	
e S	-ap ma sigr er d		evidence), with prompting	phrasing used to provide	as happy versus sad).	meaning and different	different effects on the	
ľ	grade-appropri nd domain-spe that signal spa ., After dinner for them).	prompting and substantial	and moderate support.	evidence is strong enough),		effects on the audience.	audience.	
au	grade-appropriate and domain-specifice that signal spatial g., After dinner g for them).	support.		with light support.				
Vocabulary Acquisition and Use	ely c, os (e.							
isit	accuratel academic, luding tho onships (e							
nb:	accu cad cad idin insh							
ΙŠ	se al al al al color col							
ılar	and use general ises, inc ral relat							
abr	e an gel ase ral							
700	uire nal, phra npo							
	- Acquire ar sational, ge and phrase of temporal that night							
	6 - Acquire and use accurateersational, general academids and phrases, including thand temporal relationshipsthat night we went look							
	L 3.6 - Acquire conversational, words and phra and tempo that nig							
	00 W							





Γ	Standard			ling ELD Standards					
riate		PI.11 - Supporting opinion			PI.12 - Selecting language resources				
riate	Emerging -	Expanding -	Bridging -	Emerging -		Bridging -			
Vocabulary Acquisition Acquire and use accurately	Emerging - Support opinions by providing good reasons and some textual evidence or relevant background knowledge (e.g., After dinner evidence or knowledge (e.g., referring to textual evidence or knowledge of content).	Support opinions by providing good reasons and increasingly detailed textual evidence (e.g., providing examples from	Bridging - Support opinions or	Emerging - Use a select number of general academic and domain-specific words to add detail (e.g., adding the word dangerous to describe a place, using the word habitat when describing animal behavior) while	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	Bridging - Use a wide variety of general academic and domain- specific words, synonyms, antonyms, and nonliteral language to create an effect, precision, and shades of			



	CA CCSS for				Correspond	ling FID Sta	ndards				
E	LA Standard		 								
			PII.3 - Using verbs and verb phrases			PII.4 - Using nouns and noun phrases			PII.5 - Modifying to add details		
		• •		• •	0 0		Bridging -	• •		Bridging -	
		' '	•	,	Expand noun	•	Expand noun	•	Expand sentences	•	
		verbs, different verb			phrases in simple	•	phrases in a			with adverbials	
	. . _				,	_	variety of ways		(e.g., adverbs,	(e.g., adverbs,	
	ate cifi itia	saying, being/having,		<u> </u>	· ·			•		adverb phrases,	
	pri spe spa	thinking/feeling), and	<u> </u>		•		•		prepositional	prepositional	
Vocabulary Acquisition and Use	f grade-appropriate and domain-specific ie that signal spatial g., After dinner		o,		noun) in order to	· ·	•	•	phrases) to	phrases) to provide	
se	-ap Ima Sigi				enrich the	•	•	•	•	details (e.g., time,	
	grade nd do that (,, Afte		to the text type and		· ·	•	•		_	manner, place,	
an	grand and e th g,			discipline to convey		•	simple clause		manner, place,	cause, and the like)	
on				(0 / 1		nouns) in order	O,	•	*	about a range of	
isiti	irat em g tł			•	about ideas,			•	like) about a	familiar and new	
Ϊġ	cad cad din nsh		simple present for a	•			_	familiar activity or		activities or	
Įĕ	se a nl ao clu tio		science description).	•	and the like.				activity or process		
ar)	d ug iera i, in rela we			predict).						They worked	
nqu	and gene ises, 'al re					· ·	,		worked quietly;	quietly all night in	
oca	al, al, por						people, things,		•	their room).	
>	cqu ion dp em					and the like.	and the like.		the soccer field).		
	6 - Acquire and use accurately gr ersational, general academic, and ds and phrases, including those tl and temporal relationships (e.g., that night we went looking fo										
	L 3.6 - Acquire conversational, g words and phra and tempor that nig										
	L 3.6 - Acquire and use accurately conversational, general academic, words and phrases, including thos and temporal relationships (e										



CA CCSS for ELA Standard		Corresponding ELD Standards					
		PII.6 - Connecting ideas			PII.7 - Connecting ideas		
		Emerging -	Expanding -	Bridging -	Emerging -	Expanding -	Bridging -
		Combine clauses in a few	Combine clauses in an	Combine clauses in a wide variety	Condense clauses in	Condense clauses in a	Condense clauses in a
	grade-appropriate and domain-specific e that signal spatial g., After dinner g for them).	basic ways to make	increasing variety of ways	of ways (e.g., creating compound	simple ways (e.g.,	growing number of ways	variety of ways (e.g.,
		connections between and	(e.g., creating compound	and complex sentences) to make	changing: It's green. It's	(e.g., through embedded	through embedded
		join ideas (e.g., creating	and complex sentences) to	connections between and join	red. → It's green and	clauses as in, It's a plant.	clauses and other
	priz	compound sentences	make connections between	ideas, for example, to express	red) to create precise and		condensing as in, It's a
	propin-s in-s ial s inn inn).	using and, but, so).	and join ideas, for example,	cause/effect (e.g., The deer ran	detailed sentences.	forest. → It's a green and	
ي ا	ely grade-appropriate ic, and domain-specificose that signal spatial (e.g., After dinner ing for them).		to express cause/effect (e.g.,			·	It's found in the tropical
and Us	de d		The deer ran because the	approached them), to make a		the tropical rain forest) to	-
anc	grand and e th g., '		mountain lion came) or to	concession (e.g., She studied all			and red plant that's found
o	se accurately grade-a si academic, and dom icluding those that sig itionships (e.g., After went looking for the		• •	night even though she wasn't		detailed sentences.	in the tropical rain forest)
sit	accuratel academic, luding tho onships (e		studied all night even	feeling well), or to link two ideas			to create precise and
Saui	sccu cad din nsh		though she wasn't feeling	that happen at the same time			detailed sentences.
ĮŠ	se a se a al a nclu stio we		well).	(e.g., The cubs played while their			
lar	Acquire and use stional, general not phrases, inc temporal relat that night we w			mother hunted).			
Vocabul	ght						
00/	uire Jal, Jali, Jali,						
	Acquire sational, and phr d tempo						
	6 - Acquire and use accurately greesational, general academic, ands and phrases, including those tand temporal relationships (e.g., that night we went looking fe						
	L 3.6 - Acquire conversational, words and phra and tempor						
	S ≥						