

Formatted by Curriculum, Instruction and Accountability
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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.

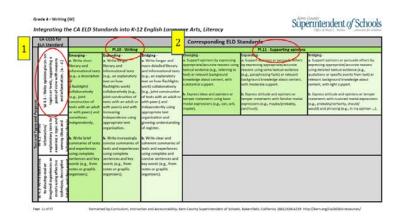
Integrated ELD: Designated ELD: All teachers with ELs in A protected time during their classrooms use the the regular school day. CA ELD Standards in Teachers use the CA ELD tandem with the CA CCSS Standards as the focal for ELA /Literacy and other standards in ways that content standards build into 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



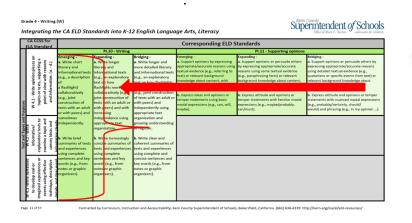
To fully comprehend how to use this resource, please click <u>here</u> to access a video explaining its use or scan the accompanying QR code.

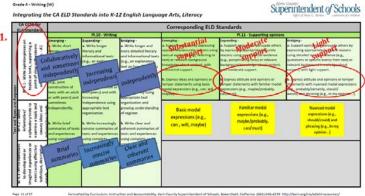


	A CCS	ndard				Corresponding ELD S	Standards	
Г				PI.10 - Writing			PI.11 - Supporting opinions	
ı	leces on ting a	asons -d.)	Emerging - a. Write short lite	Expanding - a. Write longer	Bridging - a. Write longer and	Emerging - a. Support opinions by expressing	Expanding - a. Support opinions or persuade others	Bridging - a. Support opinions or persuade others by expressing appropriate/accurate reasons
	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) relevant background knowledge about content, with light support.
eacod ma	W 4.1 - W	point	(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 express (e.g., probably/certainly, should/ would) and phrasing (e.g., In my opinion
W4.2 - Write	informative/ explanatory texts to	examine a topic and convey ideas and	sometimes independently. b. Write brief summaries of texts and experiences using complete	Independence using appropriate text organization. b. Write increasingly concise summaries of texts and experiences using complete	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 nagined experiences or		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 tzed	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 basi	ctexts.	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 s an increasing variety of acade		
W.4.3 - Weithe narratives	to develop real or	in all expensions of rewrit- 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.		

	Standard					Corresponding ELD S	tandards	
			PI.10 - Writing				PI.11 - Supporting opinions	Bridging -
Write opinion pieces on	2 3	nformation. (a d.)	a flashlight) collaboratively	Ilterary and informational texts flashlights work) collaboratively (e.g.,	a. Write longer and more detailed literary and informational texts planatory flashlights work) c subporatively (e.g., joint construction	a. Support opinions by expressing appropriate/accurate reasons using textual evidence (e.g., referring to text) or relevant background knowledge about content, with substantial support.	Expanding - a. Support opinions or persuade others by expressing appropriate/accurate reasons using some textual evidence (e.g., paraphrasing facts) or relevant background knowledge about content, with moderate support. b. Express attitude and opinions or	Support opinions or persuade others by expressing appropriate/accurate reasons using detailed testual evidence (e.g., quotations or specific events from text) or relevant background knowledge about content, with light support. b. Express attitude and opinions or temper
re/ W 4.1-		pue	(e.g., joint construction of texts with an adult or with peers) and sometimes independently.	joint construction of texts with an adult or with peers) and with increasing independence using appropriate text	of texts with an adult or with peers) and independently using appropriate text organization and growing understanding	temper statements using basic modal expressions (e.g., can, will, maybe).	temper statements with familiar modal expressions (e.g., maybe/probably, can/must).	statements with nuanced modal expression (e.g., probably/certainly, should/ would) and phrasing (e.g., In my opinion)
informative	explanat	convey ideas	b. Write brief summaries of texts and experiences using complete sentences and key		b. Write rear and coherent summaries of texts and experiences using complete and concise sentences and			
to develop real or	nagined experiences or	echnique, descriptive	sentences and key words (e.g., from notes or graphic	sentences and key words (e.g., from notes or graphic	key words (e.g., from notes of graphic			







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

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

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

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



		CCSS f				Corres	ponding ELD Standar	ds	
	s .	·	ť	PI.	6 - Reading/viewing close	ly			
	- Refer to details	examples in a text in explaining what text says explicitly	ng , te	Emerging -	Expanding -	Bridging -			
	o de	n a vgr xpli	en drawing from the te	a. Describe ideas,	a . Describe ideas,	a . Describe ideas,			
	erto	les i iinii /s e	_ _	phenomena (e.g.,	phenomena (e.g., animal	phenomena (e.g.,			
	Refe	mple: xplain : says	her ss fr	volcanic eruptions), and	migration), and text	pollination), and text			
	-	exar en ex text	and when erences fro	text elements (main	elements (main idea,	elements (main idea,			
	RL 4.1	and ex when the te	an fere	idea, characters, events,	central message, and the	character traits, event			
	R	(0 / +	2.	and the like) based on	like) in greater detail	sequence, and the like)			
	a) .			close reading of a select	based on close reading	in detail based on close			
	- Determine	a story poem s in the	ize	set of grade-level texts,	of a variety of grade-	reading of a variety of			
sils	tern	ast po Isin	summarize he text.	with substantial support.	level texts, with	grade-level texts, with			
ets	Det	e of 1, or stail	um e te		moderate support.	light support.			
Ιþ	.2 -	a theme ot a story, drama, or poem from details in the	rt; su the						
an	RL 4.2	֓֞֞֓֞֓֓֓֓֓֓֓֓֓֓֓֓֓֓֓֓֓֓֓֓֓֓֓֓֓֓֓֓֓֓֓֓	text;	b. Use knowledge of	b. Use knowledge of	b. Use knowledge of			
leas	_ '			frequently used affixes	morphology (e.g.,	morphology (e.g.,			
Key Ideas and Detail				(e.g., un-, mis-) and	affixes, roots, and base	affixes, roots, and base		PI.7 - Evaluating language choi	ces
ş	.!	<u> </u>		linguistic context,	words), linguistic	words) and linguistic	Emerging -	Expanding -	Bridging -
	£ ;	ent ng o ext	hts	reference materials, and	context, and reference	context to determine	Describe the specific	Describe how well writers or	Describe how well writers and
	dep	, or event in drawing on 1 the text	thoughts, ons).	visual cues to determine	materials to determine	the meaning of	language writers or speakers	speakers use specific language	speakers use specific language
	i e		er's thou actions)	the meaning of	the meaning of unknown	unknown and multiple-	use to present or support an	resources to support an opinion	resources to support an opinion or
	rib	setting, Irama, (etails in	ter' r ac	unknown words on	words on familiar topics.				present an idea (e.g., the clarity or
			arac s, o	familiar topics.		·	vocabulary or phrasing used	the vocabulary or phrasing used	appealing nature of language used
	3-6	character, story or c specific d	e.g., a character's words, or acti				to provide evidence), with	to provide evidence is strong	to present evidence), with
	RL 4.3	haracter story or specific	., e `>				prompting and substantial	enough), with prompting and	prompting and light support.
	~ .	a charac a story specif					support	moderate support.	
	•	ro							

page 1 of 57



	CA CO	CSS fo				Corre	sponding ELD Standa	rds	
	LLA 3	lanuai	u	PI	.6 - Reading/viewing close	ly		PI.7 - Evaluating language choice	es
	RL 4.4 - Determine the meaning of words and phrases as they are used n a text. including those that allude	i g	9-4	Emerging -	Expanding -	Bridging -	Emerging -	Expanding -	Bridging -
	 Determine the meaning of and phrases as they are used t. including those that allude 	aracters found in Herculean). (See	ls 4-	a. Describe ideas,	a. Describe ideas,	a. Describe ideas,	Describe the specific	Describe how well writers or	Describe how well writers and
	near y a tha	for ean	dard	phenomena (e.g.,	phenomena (e.g., animal	phenomena (e.g.,	language writers or speakers	speakers use specific language	speakers use specific language
	the me as they :hose th	rers rcul	anc	volcanic eruptions), and	migration), and text	pollination), and text	use to present or support an	resources to support an opinion or	resources to support an opinion or
	e the ss as	arac He		text elements (main	elements (main idea,	elements (main idea,	idea (e.g., the specific	present an idea (e.g., whether the	present an idea (e.g., the clarity or
	RL 4.4 - Determine words and phrases in a text. including the	to significant cha mythology (e.g.,	gens	idea, characters, events,	central message, and the	character traits, event	vocabulary or phrasing used	vocabulary or phrasing used to	appealing nature of language used
	eter Phi phi	significant ch thology (e.g.	ang.	and the like) based on			to provide evidence), with	provide evidence is strong enough),	
	and t.	nific nific	. 4 L	close reading of a select	ŭ		prompting and substantial	with prompting and moderate	prompting and light support.
	RL 4.4 words a	sig	grade for ad	set of grade-level texts,	, ,		support.	support.	
ē	RL wo	함	<u></u>	with substantial support.		grade-level texts, with			
ctu					moderate support.	light support.			
Craft and Structure	RL 4.5 - Explain major differences be- tween poems, drama, and prose, and refer to the structural elements of	, verse, rhythm, meter) an f characters, settings, desc	rections) wher	b. Use knowledge of frequently used affixes (e.g., un-, mis-) and linguistic context, reference materials, and visual cues to determine the meaning of unknown words on familiar topics.	morphology (e.g., affixes, roots, and base words), linguistic context, and reference materials to determine the meaning of unknown words on familiar topics.	•			





	CA CCSS for				Corresponding ELD	Standards	
	ELA Standard	DI O A	nalyzing language o	chaicas	3 3 4 4 5		
	Determine the mean- vords and phrases as are used in a text, ing those that allude nificant characters in mythology (e.g., alean). (See grade 4 ge standards 4–6 for nal expectations.) CA	Emerging - Distinguish how	Expanding - Distinguish how	Bridging - Distinguish how different words			
		with similar	with similar meanings (e.g.,	with related meanings (e.g., fun versus			
	<u>∞ </u>	effects on the audience (e.g.,	smart versus an	entertaining versus thrilling,		PII.1 - Understanding text structur	
6,1,40,1,40 France 430,10	ע	character's actions as whined versus said).	figurative language (e.g., as big as a whale) produce shades of	certainly) and figurative language produce shades of	Apply understanding of how different text types are organized to express ideas (e.g., how a narrative is organized sequentially) to comprehending texts and writing basic texts.	text types are organized to express ideas (e.g., how a narrative is organized sequentially with predictable stages versus how an explanation is organized around ideas) to comprehending	Bridging - Apply understanding of how different text types are organized to express ideas (e.g., how a narrative is organized sequentially with predictable stages versus how opinions/arguments are structured logically, grouping related ideas) to comprehending texts
3	betw the hyth ters ection		meaning and different effects	meaning and different effects		PII.2 - Understanding cohesion	grouping related facus to comprehending texts
7	n major differend I prose, and refer poems (e.g., vers (e.g., casts of cha s, dialogue, stage ng or speaking ak		on the audience.	on the audience.	a. Apply basic understanding of language resources for referring the reader back or forward in text (e.g., how pronouns refer back to nouns in text) to comprehending texts and writing basic texts.	Expanding - a. Apply growing understanding of language resources for referring the reader back or forward in text (e.g., how pronouns or synonyms refer back to nouns in text) to comprehending texts and writing texts with increasing cohesion.	Bridging - a. Apply increasing understanding of language resources for referring the reader back or forward in text (e.g., how pronouns, synonyms, or nominalizations refer back to nouns in text) to comprehending texts and writing cohesive texts.
	RL 4.5 - Explai drama, and elements of and drama descriptions				events, or reasons are linked throughout a text using everyday connecting words or phrases (e.g., first, yesterday) to comprehending texts and writing basic	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., since, next, for example) to comprehending texts and writing texts with increasing cohesion.	b. Apply increasing understanding of how ideas, events, or reasons are linked throughout a text using an increasing variety of academic connecting and transitional words or phrases (e.g., for instance, in addition, at the end) to comprehending texts and writing cohesive texts.



		CCSS fo				Corresp	oonding ELD Standard	ds		
	Ī	· Stariat	ai u	PI.	6 - Reading/viewing close	ly	PI.7 - Evaluating language choices			
				Emerging -	Expanding -	Bridging -	Emerging -	Expanding -	Bridging -	
	ast	ich ed,		a. Describe ideas,	a. Describe ideas,	a . Describe ideas,	Describe the specific	Describe how well writers	Describe how well writers and	
٥	턽	which rrated, ence	l ons.	phenomena (e.g.,	phenomena (e.g., animal	phenomena (e.g.,	language writers or speakers	or speakers use specific	speakers use specific language	
Structur	and contrast	v from which are narrated difference	between first-and rd-person narratio	volcanic eruptions), and	migration), and text	pollination), and text	use to present or support an	language resources to support	resources to support an opinion or	
ţ			irst- nari	text elements (main	elements (main idea,	elements (main idea,	idea (e.g., the specific	an opinion or present an idea	present an idea (e.g.,	
100	RL 4.6 - Compare	e point of viev ferent stories including the	en f son	idea, characters, events,	central message, and the	character traits, event	vocabulary or phrasing used	(e.g., whether the vocabulary	the clarity or appealing nature of	
Craft and	E O	t of vi storic ing th	we.	and the like) based on	like) in greater detail		to provide evidence), with	or phrasing used to provide	language used to present	
raf	ن ا	the point different s includi	betv third-p	——————————————————————————————————————	based on close reading	in detail based on close	prompting and substantial	evidence is strong enough),	evidence), with prompting and	
	4.6	ne p ffer inc		•	of a variety of grade-	reading of a variety of	support.		light support.	
	Z	≠ ਢ		with substantial support.		grade-level texts, with		support.		
					moderate support.	light support.				
	H			b. Use knowledge of	b . Use knowledge of	b. Use knowledge of				
,					•	morphology (e.g.,				
مام			_		affixes, roots, and base	affixes, roots, and base				
P	S	_ a _ ;	sior ons +			words) and linguistic				
2	ke connections	a and a visual or oral entation of the text,	ver iptic	reference materials, and		context to determine				
βρ	med	alo alo the	ach Scri the	visual cues to determine		the meaning of				
M	co t	visu	ree cde sin	the meaning of	the meaning of unknown	unknown and multiple-				
)	ake	d a d	vne scifi tion	unknown words on	words on familiar topics.	meaning words on				
J	<u> </u>	nta nta	ng v spe	familiar topics.		familiar and new topics.				
2	KL 4.7 - Wake connections	ama ese.	identifying where each version reflects specific descriptions and directions in the text							
rati	¥ \$	a	refl							
teg		2 .9	2							
=										



	CA CCSS for		Corresponding ELD Standards	
Н	ELA Standard		Pl.6 - Reading/viewing closely	
Integration of Knowledge and Ideas	ompare and contrast the tres similar themes and opics (e.g., opposition of goon nd evil) and patterns of event .g., the quest) in stories, myth and traditional literature fron different cultures.	Emerging - a. Describe ideas, phenomena (e.g., volcanic eruptions), and text elements (main idea, characters, events, and the like) based on close reading of a select set of grade-level texts, with substantial support. b. Use knowledge of frequently used affixes (e.g., un, mis-) and linguistic context, reference materials, and visual cues to determine the meaning of unknown words on familiar topics.	Expanding - a. Describe ideas, phenomena (e.g., animal migration), and text elements (main idea, central message, and the like) in greater detail based on close reading of a variety of grade-level texts, with moderate support.	Bridging - a. Describe ideas, phenomena (e.g., pollination), and text elements (main idea, character traits, event sequence, and the like) in detail based on close reading of a variety of grade-level texts, with light support. b. Use knowledge of morphology (e.g., affixes, roots, and base words) and linguistic context to determine the meaning of unknown and multiple-meaning words on familiar and new topics.
Range of Reading and level of Text	RL 4.10 - By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.			



		CCSS for Standard			Corres	ponding ELD Standar	ds	
	LLAS	otanuaru	.: P	I.6 - Reading/viewing close	elv			
	RI 4.1 - Refer to details and examples in a text	when explaining what the text says explicitly and when drawing	Emerging -		Bridging -			
	o de n a	y g w xplic awii	a. Describe ideas,	a. Describe ideas,	a. Describe ideas,			
	ir to les i	inir /s e) n dra	phenomena (e.g.,	phenomena (e.g., animal	phenomena (e.g.,			
	Refe mpl	xpla : say	volcanic eruptions), and	migration), and text	pollination), and text			
	1 - F exa	hen explaining wha ie text says explicitl and when drawing	text elements (main	elements (main idea,	elements (main idea,			
	RI 4.1 and e	whe the	idea, characters, events	central message, and the	character traits, event			
	E 10		and the like) based on	like) in greater detail	sequence, and the like)			
			close reading of a select	based on close reading	in detail based on close		PI.7 - Evaluating language cho	ces
	.⊑	ر > ئ	set of grade-level texts,	of a variety of grade-	reading of a variety of	Emerging -	Expanding -	Bridging -
	E	olaii / ke : te›	with substantial support	level texts, with	grade-level texts, with	Describe the specific	Describe how well writers or	Describe how well writers and
ails	the	a text and explain s supported by key summarize the text		moderate support.	light support.	language writers or speakers	speakers use specific language	speakers use specific language
)et	ine	and orte rize				use to present or support an	resources to support an opinion	resources to support an opinion or
l b	erm	ext ippo	b . Use knowledge of	_	b. Use knowledge of	idea (e.g., the specific	or present an idea (e.g., whether	present an idea (e.g., the clarity or
Sal	Determine the main	a t s su sum	frequently used affixes		morphology (e.g.,	vocabulary or phrasing used	the vocabulary or phrasing used	appealing nature of language used
Key Ideas and Details		of it i	(e.g., un-, mis-) and	affixes, roots, and base	affixes, roots, and base	to provide evidence), with	to provide evidence is strong	to present evidence), with
	RI 4.2	ide; how leta	linguistic context,		words) and linguistic	prompting and substantial	enough), with prompting and	prompting and light support.
꽃	œ	– 6		context, and reference	context to determine	support.	moderate support.	
			visual cues to determine		the meaning of			
	5	iffic, hat	the meaning of	the meaning of unknown	·			
	κ, = .	ient g w	unknown words on	words on familiar topics.				
	ent s, o	l, scienti ıding wh specific	familiar topics.		familiar and new topics.			
	रा 4.3 - Explain events, procedures, ideas, or	ical Iclu ed on	. ₽					
	plaii es, i	cepts in a historica technical text, incli happened and why, based on	information in th					
	de :	a hi I tey hap , ba	atio					
	- 1.3 OCE	s in s iical I	in the second se					
	RI 4.3	epts schr ad v	info					
		concepts in a historical, scientific, or technical text, including what happened and why, based on specific						
		5 0						



		CSS 1					Correspondi	ng ELD Standards		
	ELA S	tand	ard		DI	6 - Reading/viewing close	<u> </u>		8 - Analyzing language choi	200
		to a		E	merging -	Expanding -	Bridging -	Emerging -		Bridging -
	,	ecific words or phrases in a text relevant to grade 4 topic or subject area. (See grade 4			a. Describe ideas,	a . Describe ideas,	a. Describe ideas,		•	Distinguish how different
	ng (ain-	elev e gr	<u>la</u>	p	henomena (e.g.,	phenomena (e.g., animal	phenomena (e.g.,	words with similar		words with related
	eani om:	xt re (Se	dditional		olcanic eruptions), and	migration), and text	pollination), and text	meanings produce	meanings (e.g., describing	meanings (e.g., fun versus
		a te <i>'ea.</i>		ბ _t	ext elements (main	elements (main idea,	elements (main idea,	different effects on the	a character as smart versus	entertaining versus
	the ic ar	ses in a iject are	Language s 4–6 for a	Suc	dea, characters, events,	central message, and the	character traits, event	audience (e.g., describing	an expert) and figurative	thrilling, possibly versus
	nine Iemi	ase: bje	ngu -6		and the like) based on	like) in greater detail	sequence, and the like)	a character's actions as	language (e.g., as big as a	certainly) and figurative
	tern Icad I	phr.	La ds 4		close reading of a select	based on close reading	in detail based on close	whined versus said).	whale) produce shades of	language produce shades
	Det	sor oico	Lan standards 4–	Š	et of grade-level texts,	of a variety of grade-	reading of a variety of			of meaning and different
ıre	1.4 - enei	words 4 topi	stan	٧	vith substantial support.	level texts, with	grade-level texts, with		effects on the audience.	effects on the audience.
ig [RI 4.4 gene	c wo	o,			moderate support.	light support.			
Str	٤	specific grade								
nd (eds (The second secon	_	b. Use knowledge of			
Craft and Structu	ح.				requently used affixes	morphology (e.g.,	morphology (e.g.,			
Cra	overall comparison,	o	_		e.g., un-, mis-) and	affixes, roots, and base	affixes, roots, and base			
	all Ipar	on)	concepts, or information text or part of a text.		inguistic context,	words), linguistic	words) and linguistic			
	overall compa	<u>E</u>	rma text		reference materials, and	•	context to determine			
	ο ər gy,	os/ı	info of a		visual cues to determine		the meaning of			
	Describe the , chronology,	len Is	ts, or i	t	he meaning of	the meaning of unknown	·			
	crik	problen	epts, or pa		unknown words on	words on familiar topics.	•			
	Des , ch	g,	once; text o		amiliar topics.		familiar and new topics.			
	.5 - (e.g	effect, problem/solution) of	a te							
	RI 4. ure (se/e	ideas, in a							
	RI 4.5 - Describe the ostructure (e.g., chronology,	cause/	면							
	stri	-								



	CA CCSS for LA Standard			Correspo	nding ELD Standar	ds	
		PII.	1 - Understanding text struct	:ure		PII.2 - Understanding cohe	sion
		Emerging -	Expanding -	Bridging -	Emerging -	Expanding -	Bridging -
		Apply understanding of	Apply increasing	Apply understanding of	a. Apply basic	a . Apply growing	a. Apply increasing understanding
		how different text	understanding of how	how different text	understanding of	understanding of language	of language resources for
		types are organized to	different text types are	types are organized to	language resources for	resources for referring the	referring the reader back or
	xt.	express ideas (e.g., how	organized to express ideas	express ideas (e.g., how	referring the reader back	reader back or forward in text	forward in text (e.g., how
	log rent a te	a narrative is organized	(e.g., how a narrative is	a narrative is organized	or forward in text (e.g.,	(e.g., how pronouns or	pronouns, synonyms, or
	onc of ev	sequentially) to	organized sequentially with			synonyms refer back to nouns	nominalizations refer back to
	chr n) o oart		•		·		nouns in text) to comprehending
	RI 4.5 - Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, deas, concepts, or information in a text or part of a text.	and writing basic texts.	how an explanation is	versus how	comprehending texts and		texts and writing cohesive texts.
<u>s</u>	e (e Soli			opinions/arguments	writing basic texts.	increasing cohesion.	
Craft and Structure	Describe the overall structure ison, cause/effect, problem/sc incepts, or information in a te)			are structured logically,			
itr	RI 4.5 - Describe the overall struct comparison, cause/effect, probler deas, concepts, or information in		writing texts with increasing				b. Apply increasing understanding
þ	all s ; pr atic		cohesion.	to comprehending texts		understanding of how ideas,	of how ideas, events, or reasons
÷.	fect			and writing cohesive		events, or reasons are linked	are linked throughout a text using
raf.	he c e/ef info			texts.		throughout a text using a	an increasing variety of academic
	oe tl ause , or					variety of connecting words or	connecting and transitional words
	n, α				•	phrases (e.g., since, next, for	or phrases (e.g., for instance, in
	Des					example) to comprehending	addition, at the end) to
	5 - npar s, cc				, , , , , , , , , , , , , , , , , , , ,	texts and writing texts with	comprehending texts and writing
	RI 4.5 compa				comprehending texts and	increasing cohesion.	cohesive texts.
	. <u></u>				writing basic texts.		



	CA CCSS for ELA Standard			C	Corresponding ELD Stan	dards	
	LA Standard	PI.6	- Reading/viewing clos	sely		PI.7 - Evaluating language choices	
	st a d or ces	Emerging -	Expanding -	Bridging -	Emerging -	Expanding -	Bridging -
و	contrast indhand e event oi ifference ormation	a. Describe ideas,	a. Describe ideas,	a. Describe ideas,	Describe the specific language	Describe how well writers or	Describe how well writers and
ructu	con and b s ev iffe	phenomena (e.g.,	phenomena (e.g.,	phenomena (e.g.,	writers or speakers use to	speakers use specific language	speakers use specific language
tru	and contras secondhand same event he differenc e informatio	volcanic eruptions),	animal migration),	pollination), and text	present or support an idea (e.g.,	resources to support an opinion or	resources to support an opinion or
S p	pare and sand structures the same the same the the fine t	and text elements (main idea,	and text elements	elements (main idea,	the specific vocabulary or	present an idea (e.g., whether the	present an idea (e.g., the clarity or
aft and	npe id a of th crib and	(main idea,	(main idea, central	character traits,	phrasing used to provide	vocabulary or phrasing used to	appealing nature of language used
rafi	Coi han int c des des	characters, events,	message, and the	event sequence, and	evidence), with prompting and	provide evidence is strong enough),	to present evidence), with
٦	RI 4.6 -Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information	and the like) based on		the like) in detail	substantial support.	with prompting and moderate	prompting and light support.
	R ac to in	close reading of a	based on close	based on close		support.	
		select set of grade-	reading of a variety of	-			
	/e tion	level texts, with		of grade-level texts,			
	S, activ mat	substantial support.	with moderate	with light support.			
S	id nart Itera Ifor	ears	support.				
dea	erpret information presented , or quantitatively (e.g., in charts, time lines, animations, or interactive ages) and explain how the information contributes to an	do					
and Ide	rese .g., ns, c w tl	_	· ·	b. Use knowledge of			
e al	on p y (e stiol	frequently used	morphology (e.g.,	morphology (e.g.,			
gpa	nterpret information illy, or quantitatively (is, time lines, animati pages) and explain h contributes to an	affixes (e.g., un-,	affixes, roots, and	affixes, roots, and			
owled	orm itat itat i, ar exp exp	mis-) and linguistic	base words), linguistic	•			
Kno	inf ines ines and ibu	context, reference materials, and visual cues to determine the	reference materials	linguistic context to determine the			
ion of	rpret or qu ime l ime l ges) a	materials, and visual	to determine the	meaning of unknown			
ion	terl y, o y, tir pag	meaning of unknown	meaning of unknown	and multiple-			
rat	7 - Inte orally, rams, t Neb pa	words on familiar	words on familiar	meaning words on			
Iteg	RI 4.7 ally, c diagr on W	tonics	topics.	familiar and new			
=	RI 4.7 visually, o	topics.	topics.	topics.			
	RI 4.7 - Int visually, orally graphs, diagrams, lements on Web p.	3		topics.			
	RI 4.7 - Interpret info visually, orally, or quant graphs, diagrams, time lines elements on Web pages) and contribut						



		CSS for				Corre	sponding ELD Standar	ds			
							PI.7 - Evaluating language choices				
dge and Ideas	RI 4.8 - Explain how an author uses reasons	and evidence to support particular	points in a text.				Emerging - 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 substantial support.	Expanding - 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 prompting and moderate support.	Bridging - Describe how well writers and speakers use specific language resources to support an opinion or present an idea (e.g., the clarity or appealing nature of language used to present evidence), with prompting and light support.		
Range of Reading and level of Text Complexity Integration of Knowledge and Ide	formational texts, informational texts, two to	d technical texts, in the same complexity band proficiently, to w	with scaffolding as about the pange. A knowle	Emerging - a. Describe ideas, phenomena (e.g., volcanic eruptions), and text elements (main idea, characters, events, and the like) based on close reading of a select set of grade-level texts, with substantial support. b. Use knowledge of frequently used affixes (e.g., un-, mis-) and linguistic context, reference materials, and	a. Describe ideas, phenomena (e.g., animal migration), and text elements (main idea, central message, and the like) in greater detail based on close reading of a variety of grade-level texts, with moderate support. b. Use knowledge of morphology (e.g., affixes, roots, and base words), linguistic context, and reference materials to determine the meaning	Bridging - a. Describe ideas, phenomena (e.g., pollination), and text elements (main idea, character traits, event sequence, and the like) in detail based on close					



	CA CCSS for				Corresponding ELD S	tandards	
	ELA Standard		PI.10 - Writing			PI.11 - Supporting opinions	
oses	1.1 - Write opinion pieces or opics or texts, supporting a noint of view with reasons and information. (a d.)	literary and informational texts (e.g., a description of a flashlight) collaboratively (e.g., joint construction of	literary and informational texts (e.g., an explanatory text on how flashlights work) collaboratively (e.g., joint construction of texts with an adult or	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	textual evidence (e.g., referring to text) or relevant background knowledge about content, with substantial support. b. Express ideas and opinions or temper statements using basic modal expressions (e.g., can, will,	Expanding - a. Support opinions or persuade others by expressing appropriate/accurate reasons using some textual evidence (e.g., paraphrasing facts) or relevant background knowledge about content, with moderate support. b. Express attitude and opinions or temper statements with familiar modal expressions (e.g., maybe/probably,	Bridging - a. Support opinions or persuade others by expressing appropriate/accurate reasons using detailed textual evidence (e.g., quotations or specific events from text) or relevant background knowledge about content, with light support. b. Express attitude and opinions or temper statements with nuanced modal expressions (e.g., probably/certainly, should/
Text and Types and Purposes	W int explar exami conv inforr	sometimes independently. b. Write brief summaries of texts and experiences using complete	increasing independence using appropriate text organization. b. Write increasingly	appropriate text organization and growing understanding of register. b. Write clear and coherent summaries of	maybe).	can/must).	would) and phrasing (e.g., In my opinion).
	W 4.3 -Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event	words (e.g., from notes or graphic		key words (e.g., from notes or graphic organizers).			



			S for			Corresp	onding ELD Standard	S	
	<u>ELA</u>	Star	ndard _S	PII.1	- Understanding text str	•		PII.2 - Understanding cohe	sion
	uo ;	- e	point of view with reason and infor- mation. (a d.)	Emerging -	Expanding -	Bridging -	Emerging -	•	Bridging -
	Write opinion	pieces on topics or texts, supporting a	hre -d.)	Apply understanding of			a . Apply basic understanding		a. Apply increasing understanding
	te o	pod Pod	view with and infor- ition. (a		~	of how different text	of language resources for		of language resources for referring
	Wri	dns	ew in dir		different text types are	• • •	referring the reader back or	resources for referring the	the reader back or forward in text
		pieces texts, s	of vi ar nati	ideas (e.g., how a	-	·	forward in text (e.g., how		(e.g., how pronouns, synonyms, or
	W 4.1	Ę Ē	i i	narrative is organized	ideas (e.g.,	ŭ	pronouns refer back to	text (e.g., how pronouns or	nominalizations refer back to
			<u>poi</u>	sequentially) to		· ·	nouns in text) to	synonyms refer back to	nouns in text) to comprehending
က				comprehending texts		-	comprehending texts and	nouns in text) to	texts and writing cohesive texts.
Text and Types and Purposes	ve/			and writing basic texts.	-	how opinions/arguments	writing basic texts.	comprehending texts and	
urp	nati	and	a F			are structured logically,		writing texts with increasing	
d P	- Write informative/	pic	is al clea)		· ·	grouping related ideas)		cohesion.	
an	i.	a to	idea ion c - e.)			to comprehending texts			
pes	Vrit	ine	/ey nat (a.			•	b . Apply basic understanding		b . Apply increasing understanding
Τy	> (explanatory texts to examine a topic and	convey ideas and information clearly.		,	texts.	of how ideas, events, or	•	of how ideas, events, or reasons
and	W 4.2	ā ā	⊇. ⊆		and writing texts with		reasons are linked		are linked throughout a text using
xt s	3				increasing cohesion.		throughout a text using		an increasing variety of academic
Te		ıts	_				everyday connecting words	,	connecting and transitional words
	S	events	que, clea e.)				or phrases (e.g., first,		or phrases (e.g., for instance, in
	narratives	5 5	chniquand cand cand cand cand cand cand cand c						addition, at the end) to
	arra	ces ear	ech s, a				comprehending texts and		comprehending texts and writing
	ie n	ie i	ve t tail				writing basic texts.	writing texts with increasing	cohesive texts.
	4.3 -Write	develop real experiences	iffecti ive de seaue					cohesion.	
	.3.	ê	eff otive t se						
	≥ 4	ine	using effective technique, descriptive details, and cles event sequences. (a e.)						
	_	to develop real imagined experiences	de c						
		.=							



			SS for andar				Corresponding I	ELD Standards		
	 	1 310	σ	и		PII.6 - Connecting ideas	3		PII.7 - Condensing id	eas
	uo	<u> </u>	a ason		Emerging -	Expanding -	Bridging -	Emerging -	Expanding -	Bridging -
	Write opinion	pieces on topics or	s, supporting a view with reas and infor-	d.)	Combine clauses in a few	Combine clauses in an	Combine clauses in a wide	Condense clauses in	Condense clauses in an	Condense clauses in a variety
	e o	topi	s, supporti view with and infor-	(a.	basic ways to make	increasing variety of	variety of ways (e.g., creating	simple ways (e.g.,	increasing variety of ways	of ways (e.g., through various
	N S	u i	ew i	'n.	connections between and	ways (e.g., creating	complex sentences using a			types of embedded clauses and
		ces	rexts, s it of vic	mation. (a.	join ideas in sentences (e.g.,	complex sentences	variety of subordinate	·	number of embedded	other ways of condensing as in,
	W 4.1	pie	r tex	_		using familiar		·	clauses and other	There was a Gold Rush. It
	_		re point		sentences using coordinate	subordinate	connections between and join	· ·		began in the 1850s. It brought
es					conjunctions, such as and,	conjunctions) to make	ideas, for example, to express			a lot of people to California.
sod	W 4.2 - Write informative/	þ	and	<u>.</u>	but, so).	connections between	, , ,	woman is a doctor	choked. → The dog ate	→ The Gold Rush that began in
Jur	ر نو م	explanatory texts to	xamine a topic an convey ideas and	information clearly. (a e.)		and join ideas in	lion was at the waterhole, the	•	· · · · ·	the 1850s brought a lot of
l b	N 4.2 - Write	y te	topic leas ar	n cl e.)		• •	• • •	· ·	·	people to California) to create
s a	-2- I	ator	e s Zie	atio a			•	detailed sentences.	detailed sentences.	precise and detailed sentences.
Vpe	i ¥4	an	mine	Jrm (ideas that happen at the same			
		exp	еха	info			time (e.g., The cubs played			
and						•	while their mother hunted).			
ext Ext			_	_		concession (e.g., She				
-	5	eq ,	s ue,	- e.)		studied all night even				
	narratives to	or imagined	or events technique, ils and cles	(a		though she wasn't				
	rrat	ima	ech	., di		feeling well).				
	nai		es o ve t	nce						
	-Write	rea	ective	due						
		develop real	experiences or events using effective technique, descriptive details and clea	event sequences.						
	7 4.3	eve	exp Sing	ven						
	≥	ס	ع م	ָם נ						



	CA CCSS for ELA Standard					Correspon	nding ELD Standards		
	ELA Star	ndard				•	The standards		
		se, for	ŀ		.4 - Adapting language choic			PI.10 - Writing	
	무	rpo	◁	Emerging -	Expanding -	Bridging -	Emerging -	Expanding -	Bridging -
	ren grap t an	pu atic	7	Adjust language	Adjust language choices	Adjust language	a. Write short literary and	•	a. Write longer and more
	ohe arag nen	to task, purpo expectations re	a	choices according to		choices according to	informational texts (e.g., a	informational texts (e.g., an	-
	g d c	e to t ic exp are	. •	social setting (e.g.,	persuading, entertaining),	purpose, task (e.g.,	description of a flashlight)	explanatory text on how	informational texts (e.g., an
	tipl velo	priate t pecific ypes ar	1=3	playground, classroom)	task (e.g., telling a story	facilitating a science	collaboratively (e.g., joint	flashlights work)	explanatory text on how
	clear and coherent multiple-paragrap e development and	pris pec type	Sp	and audience (e.g.,	,	experiment), and		collaboratively (e.g., joint	flashlights work) collaboratively
ng Bu	ce c ng l the	pro de-s ing t	da	peers, teacher), with	experiment), and audience,	audience, with light	adult or with peers) and	construction of texts with	(e.g., joint construction of texts
riti	W 4.4 - Produce clear and coherent writing (including multiple-paragraph texts) in which the development and	are appropriate to task, purpose . (Grade-specific expectations fo writing types are	star	substantial support.	with moderate support.	support.	sometimes independently.	an adult or with peers) and	with an adult or with peers)
I ≥	- : - , -	. (1)	<u>.</u>					with increasing	and independently using
n O	ng ng (s)	tion enc	nec					independence using	appropriate text organization
tio	W 4 vriti ext	nization audience	defi					appropriate text	and growing understanding of
igi	> +	organization and audience						organization.	register.
Distribution		a a							
	n in	_	÷.					b . Write increasingly	b. Write clear and coherent
Production and	d support from and strengthen ing, revising, an	conventions should	ae				texts and experiences using	concise summaries of texts	summaries of texts and
ioi	ort f eng isin	ntions shoul of Language	20				complete sentences and key	and experiences using	experiences using complete
nct	= -	ons	<u> </u>				words (e.g., from notes or	complete sentences and	and concise sentences and key
log	d su anc ing,	enti of					graphic organizers).	key words (e.g., from notes	words (e.g., from notes or
<u>a</u>		and						or graphic organizers).	graphic organizers).
	lance and develop by plann	g for conve command	9						
	guidance ults, devel ded by pla	g for	2						
	n gu Iults dec	iting ate	2						
	With nd adu s neec	diting. (Editing for demonstrate com	ï						
	5 - V : anc : as	ng.	ŝ						
	rs i	editing. demon	standards 1—3 up to and including grade						
	W pee	a i	s ta						





	CA CCSS for			Corresponding ELD S	Standards		
	ELA Standard		PI.11 - Supporting opin			12 - Selecting language res	sources
		Emerging -	Expanding -	Bridging -	Emerging -	Expanding -	Bridging -
	ng iich ce. pes	a. Support opinions by	a. Support opinions or	a. Support opinions or persuade	a. Use a select number	a . Use a growing	a . Use a wide variety of
	rriti wh are lien g ty) CA	expressing appropriate/	persuade others by	others by expressing appropriate/	of general academic	number of general	general academic and
	W 4.4 - Produce clear and coherent writing (including multiple-paragraph texts) in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) CA	accurate reasons using	expressing	accurate reasons using detailed	and domain-specific	academic and domain-	domain-specific words,
	erei ext: izat ind ind abc	textual evidence (e.g.,	appropriate/accurate	textual evidence (e.g., quotations or	words to create	specific words,	synonyms, antonyms, and
	cohi oh t gan gan se, a s foi 1–3	referring to text) or	reasons using some textual	specific events from text) or relevant	precision while	synonyms, and	figurative language to
	nd ogral	relevant background	evidence (e.g., paraphrasing	background knowledge about	speaking and writing.	antonyms to create	create precision and
g	ar a ara anc pui pui	knowledge about content,	facts) or relevant	content, with light support.		precision and shades of	shades of meaning while
riti	clea le-p lent ask, spec	with substantial support.	background knowledge			meaning while speaking	speaking and writing.
ĮŞ	uce Iltip ppm ppm to t; ic e)		about content, with			and writing.	
l o	W 4.4 - Produce clea including multiple-p the development appropriate to task, Grade-specific expec are defined in star		moderate support.				
Itio	t - P ding ding derightis pris pris defi	b . Express ideas and		· ·	b. Select a few	o o	b. Select a variety of
ribi	W 4.4 includi the a pprop 3rade- are d		b . Express attitude and	•	frequently used affixes	· · · · · · · · · · · · · · · · · · ·	appropriate affixes for
ist	(in ap		opinions or temper		for accuracy and	used affixes for accuracy	
and Distribution of Writing		modal expressions (e.g.,	statements with familiar		precision (e.g., She	and precision (e.g., She	
au		can, will, maybe).	modal expressions (e.g.,	and phrasing (e.g., In my opinion).	walks, I'm unhappy).		uncomfortable. They left
tio	e and support from s, develop and g as needed by g, and editing. entions should command of ards 1–3 up to g grade 4.)					unhappy).	reluctantly).
Inc	nt fr nd by g. ild						
Įč	With guidance and support feers and adults, develop and engthen writing as needed by anning, revising, and editing. diting for conventions should demonstrate command of nguage standards 1–3 up to and including grade 4.)						
ľ	sup relop need dec nanc l-3						
	iidance and si adults, develi writing as ne revising, and e r conventions trate commai standards 1-3						
	Its, lts, ing, ing, dar						
	iidance adults, writing revising, r conver r conver trate co standar						
	gui nnd nen g, r for for ge s						
	- With guarers and seers and seers and seers and seers and seers and seers and seemons demons and in and in						
	5 - With guidance and support 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 4.)						
	st st (
	>						



	CA CCSS for					Corresponding ELD	Standards	
	ELA Standard					Corresponding LLD		
	ng to to			- Understanding text			PII.2 - Understanding cohesion	
	udir ate c ndar				Bridging -	Emerging -	Expanding -	Bridging -
	incl pprik sciffi star					a. Apply basic understanding of	a. Apply growing understanding of	a. Apply increasing understanding of
	riting (including which e appropriate to ade-specific		_	understanding of	of how different	language resources for referring the	language resources for referring the	language resources for referring the
	writing (including in which ire appropriate to rade-specific fined in standard				text types are	reader back or forward in text (e.g.,	reader back or forward in text (e.g., how	reader back or forward in text (e.g., how
	ent w kts) in ion ar e. (Gr	_	* *		organized to express	how pronouns refer back to nouns in text) to comprehending texts and	pronouns or synonyms refer back to nouns in text) to comprehending texts	pronouns, synonyms, or nominalizations refer back to nouns in text) to
	erel text atio are) C		to express ideas	ideas (e.g., how a	writing basic texts.	and writing texts with increasing	comprehending texts and writing cohesive
	 4 - Produce clear and coherent writing (inclumultiple-paragraph texts) in which evelopment and organization are appropriatesk, purpose, and audience. (Grade-specific tations for writing types are defined in stancenterm 	above.) CA	*	(e.g., how a	ilairative is	writing busic texts.	cohesion.	texts.
ing	and agra orga d au	3 ab	· • ·	narrative is organized	organized sequentially with			
/rit	clear and coleparage e-paragraph tand organize, and audie	1-3		sequentially with	predictable stages	b. Apply basic understanding of how	b. Apply growing understanding of how	b. Apply increasing understanding of how
ج ح	e cle ple- nt a nt a			predictable stages	versus how	ideas, events, or reasons are linked	ideas, events, or reasons are linked	ideas, events, or reasons are linked
u	duce ultipl men' urpos s for v				opinions/	throughout a text using everyday	throughout a text using a variety of	throughout a text using an increasing
uti	- Produc multi velopme isk, purp		texts and writing		arguments are	connecting words or phrases (e.g.,	connecting words or phrases (e.g., since,	variety of academic connecting and
trib	.4 - dev tas ctat				structured logically,	first, yesterday) to comprehending	next, for example) to comprehending	transitional words or phrases (e.g., for
Dis	W 4.4 - Produce clear and coherent writing (including multiple-paragraph texts) in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards			ideas) to	grouping related	texts and writing basic texts.	texts and writing texts with increasing	instance, in addition, at the end) to
on and Distribution of Writing	, t			comprehending	ideas) to		cohesion.	comprehending texts and writing cohesive
on 8				texts and writing	comprehending			
ctic	ort p ed ed s d	_		texts with increasing	texts and writing			
pg	nd support develop as needed id editing. s should	p tc		cohesion.	cohesive texts.			
Pro	dev dev as n as n is sk	-3 u e 4						
	ance and adults, d rriting as sing, and rentions s	ls 1-						
	dance al d adults, writing a rising, ar nventior	darc						
	guidance and suppo and adults, develop ien writing as neede revising, and editing conventions should	guage standards 1–3 u						
	with geers are peers are p	ge st incl						
	v 4.5 - with guidance and sup from peers and adults, devel and strengthen writing as neer by planning, revising, and edit (Editing for conventions shou demonstrate command of	Language standards 1–3 up to and including grade 4)						
	from from ind sti y plai (Editi	Lang						
	an an by	_						



A CCSS for	Corresponding ELD Standards											
A Standard				•								
				PII.4 - Us								
	• •		Bridging -	Emerging -	Expanding -	Bridging -	Emerging -	Expanding -	Bridging -			
	Use various verbs/	•	-	Expand noun	Expand noun	·	•		Expand sentences			
pu Bu Sk	verb types (e.g.,	verb types (e.g.,	verb types (e.g.,	phrases in	phrases in a	phrases in an			with a variety of			
p ar diti					variety of ways	ŭ	adverbials (e.g.,					
relo 3. (E tanc	being/having,	being/having,	being/having,	(e.g., adding an	(e.g., adding	variety of ways	basic	(e.g., adverbs,	adverbs, adverb			
dev iting ge st	thinking/feeling) and	thinking/feeling)	thinking/feeling) and	adjective) in	adjectives to	(e.g., adding	prepositional	prepositional	phrases,			
lts, edi ;uag	tenses appropriate	and tenses	tenses appropriate	order to enrich	noun phrases or	general	phrases) to	phrases) to provide	prepositional			
adu and ang	to the text type and	appropriate to the	to the task and text	the meaning of	simple clause	academic	provide details	details (e.g., time,	phrases) to provide			
	discipline (e.g.,	task, text type, and	type (e.g., timeless	sentences and	embedding) in	adjectives and	(e.g., time,	manner, place,	details (e.g., time,			
rs a visii nnd rade	simple past for	discipline (e.g.,	present for science	add details	order to enrich	adverbs to noun	manner, place,	cause, and so on)	manner, place,			
pee ", re nma	recounting an	simple past for	explanation, mixture	about ideas,	the meaning of	phrases or more	cause, and so on)	about a familiar or	cause, and so on)			
om ning con ndir	•	<u> </u>	of past and present			•		•	about a variety of			
t fro	familiar topics.	present for science	for historical	and so on.	add details	embedding) in	activity or process	process (e.g., They	familiar and new			
por yy p nstra nd i		explanation) for an	information report)		about ideas,	order to enrich	(e.g., They walked	worked quietly.	activities and			
sup ed k mor to a			•		people, things,	J		•	processes (e.g., They			
and sede der up t		familiar and new	familiar and new		and so on.	sentences and	field).	· ·	worked quietly all			
ce a s ne buld		topics.	topics.						night in their room).			
dan ng a shc						about ideas,						
gui ritir ons												
fith n w enti						and so on.						
- W the												
4.5 eng r co												
w str fo												
	om peers and adults, develop and adults, develop and adults, revising, and editing. (Editing but command of Language standards ading grade 4.)	PII.3 - U Emerging - Use various verbs/ verb types (e.g., doing, saying, being/having, thinking/feeling) and tenses appropriate to the text type and	PII.3 - Using verbs and verb Emerging - Use various verbs/ verb types (e.g., doing, saying, being/having, thinking/feeling) and tenses appropriate to the text type and PII.3 - Using verbs and verb Expanding - Use various verbs/ verb types (e.g., doing, saying, being/having, thinking/feeling) and tenses appropriate to the text type and	PII.3 - Using verbs and verb phrases Emerging - Use various verbs/ verb types (e.g., doing, saying, being/having, thinking/feeling) and tenses appropriate to the text type and PII.3 - Using verbs and verb phrases Expanding - Use various verbs/ verb types (e.g., doing, saying, being/having, thinking/feeling) and tenses appropriate to the text type and PII.3 - Using verbs and verb phrases Expanding - Use various verbs/ verb types (e.g., doing, saying, being/having, thinking/feeling) and tenses appropriate to the task and text	PII.3 - Using verbs and verb phrases Emerging - Use various verbs/ verb types (e.g., doing, saying, being/having, thinking/feeling) and tenses appropriate to the text type and purpose in the purpose of the purpose in the purpose of the purpose in the purpose of the purpose in the purpose i	PII.3 - Using verbs and verb phrases Emerging - Use various verbs/ verb types (e.g., doing, saying, being/having, thinking/feeling) and tenses appropriate to the text type and purpose of the text type and tenses appropriate to the text type and purpose of the text type and tenses appropriate to the text type and tenses appropria	PII.3 - Using verbs and verb phrases Emerging - Use various verbs/ verb types (e.g., doing, saying, being/having, thinking/feeling) and tenses appropriate to the text type and PII.3 - Using verbs and verb phrases PII.4 - Using nouns and noun phrases Expanding - Use various verbs/ verb types (e.g., doing, saying, being/having, thinking/feeling) and tenses appropriate to the text type and PII.4 - Using nouns and noun phrases Expanding - Expand noun phrases in a variety of ways (e.g., adding an adjective) in order to enrich the meaning of the meaning o	PII.3 - Using verbs and verb phrases PII.4 - Using nouns and noun phrases PII.5 - Using verbs and verb phrases PII.6 - Using nouns and noun phrases PII.7 - Using nouns and noun phrases PII.8 - Using nouns and noun phrases PII.9 - Using nouns and noun phrases Expanding - Expand noun phrases in a phrases in a variety of ways Increasing variety of ways Increasin	PII.3 - Using verbs and verb phrases PII.4 - Using nouns and noun phrases PII.5 - Modifying to add of the phrases PI			



	CA CCSS for LA Standard			Corresponding	ELD Standards			
			PII.6 - Connecting ideas			PII.7 - Condensing ide	PII.7 - Condensing ideas	
		Emerging -	Expanding -	Bridging-	Emerging -	Expanding -	Bridging -	
		Combine clauses in a few	Combine clauses in an	Combine clauses in a wide	Condense clauses in	Condense clauses in an	Condense clauses in a variety	
	and	basic ways to make	increasing variety of ways	variety of ways (e.g., creating	simple ways (e.g.,	increasing variety of ways	of ways (e.g., through various	
	op a ng. uag	connections between and		•		(e.g., through a growing	types of embedded clauses and	
	develop d editing. of Langua		sentences using familiar		embedded clauses, as	number of embedded	other ways of condensing as in,	
	, de id e		subordinate conjunctions)	·	'	clauses and other	There was a Gold Rush. It	
ng	ults, , an ind , 4.)	<u> </u>	to make connections	connections between and join	·	<u> </u>	began in the 1850s. It brought	
/riti	and adults, evising, an command o	·	between and join ideas in	ideas, for example, to express		, ,	a lot of people to California.	
of Writing	t from peers and adults, develop an by planning, revising, and editing. lemonstrate command of Language and including grade 4.)		sentences, for example, to	, , , , , , , , , , , , , , , , , , , ,			→ The Gold Rush that began in	
0 0			express cause/effect (e.g.,	lion was at the waterhole, the	•	•	the 1850s brought a lot of	
and Distribution	and support from peers as needed by planning, ons should demonstrate s 1–3 up to and includin		The deer ran because the	• • •	· · · · · · · · · · · · · · · · · · ·		people to California) to create	
ribı	ron pla mor nd ii		mountain lion came) or to	•	detailed sentences.	and detailed sentences.	precise and detailed sentences.	
Jist	ort f I by I del O ar		make a concession (e.g.,	ideas that happen at the				
اع	l support fr needed by should den -3 up to an		She studied all night even	same time (e.g., The cubs				
	d su nee shc –3 t		though she wasn't feeling	played while their mother				
tiol			well).	hunted).				
Production	guidance and en writing as conventions standards 1							
ro	guidano en writii conven standa							
	h gu nen or co							
	7.5 - With guidance strengthen writing Editing for conventic standard							
	.5 - 'stre							
	w 4 s (Ed							



					S fo				Corresponding ELD Standards	
6	o O	<u> </u>	LA :	Stal	<u>nda</u>	e e			PI.10 - Writing	
Production and Distribution of Writir	W 4.6 -With some guidance	and support from adults, use	technology, including the Internet to produce and		collaborate	with others; demonstrate sufficient command of keyboarding skills to type	a minimum of one page in a single sitting.	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. b. Write brief summaries of texts and experiences using complete sentences and key words (e.g.,	 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. Write increasingly concise summaries of texts and experiences using complete sentences and 	 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. Write clear and coherent summaries of texts and experiences using complete and concise
sent knowledge		W 4.7 - Conduct	short research projects that	build knowledge	through	investigation of different aspects	of a topic.	from notes or graphic organizers).	key words (e.g., from notes or graphic organizers).	
Research to build and Pre	W 4.8 -Recall relevant	information from	experiences or gather relevant information	from print and digital	sources; take notes,	paraphrase, and categorize information.	and provide a list of sources. CA			



		CA CCSS for			Corres	sponding ELD Stand	ards	
	EL	.A Standard		PI.10 - Writing	3333		PI.11 - Supporting opin	ions
٦	5	a)	Emerging -		Bridging -	Emerging -	Expanding -	Bridging -
2	dge	ence r xts xts sis,		•	~ ~	a. Support opinions by	a. Support opinions or	a. Support opinions or persuade others
	vle	vide ry or I tex lalysi and b.		and informational texts	· ·	expressing appropriate/	persuade others by expressing	
٩	no V	w e eral ona t ar on,		(e.g., an explanatory	·	accurate reasons using		accurate reasons using detailed textual
۽	, t	Draw n litera nation poort a lection arch. (using some textual evidence	evidence (e.g., quotations or specific
لمد لاانبط ١٠٠ طويدومو	Present knowledge	/ 4.9 - Draw evidencfrom literary orinformational textsto support analysis,reflection, andresearch. (a b.)		work) collaboratively	flashlights work)	referring to text) or	(e.g., paraphrasing facts) or	events from text) or relevant
	Pre	W 4 in to	collaboratively	(e.g., joint construction	collaboratively (e.g., joint	relevant background	relevant background	background knowledge about content,
ľ			(e.g., joint	of texts with an adult	construction of texts with an	knowledge about content,	knowledge about content,	with light support.
			construction of	or with peers) and with	adult or with peers) and	with substantial support.	with moderate support.	
			texts with an adult	increasing	independently using			
			or with peers) and	independence using	appropriate text			
		T		appropriate text	organization and growing			
		nder ctio mes or a	independently.	organization.	understanding of register.			
	ge of Writing	for reses for reses d shorte or a day pline-spe	summaries of texts and experiences	concise summaries of texts and experiences	summaries of texts and experiences using complete	b. Express ideas and opinions or temper statements using basic modal expressions (e.g.,	. b . Express attitude and opinions or temper statements with familiar modal expressions (e.g.,	b. Express attitude and opinions or temper statements with nuanced modal expressions (e.g., probably/certainly, should/would) and phrasing
	Range	Write rough is sidential with the sidential and its sitting of discillar	sentences and key	sentences and key	key words (e.g., from notes	can, will, maybe).	maybe/probably, can/must).	(e.g., In my opinion).
		- W nes visic yle s ge o'	words (e.g., from	words (e.g., from notes	or graphic organizers).			
		W 4.10 - \ me frame and revis (a single range	notes or graphic	or graphic organizers).				
		W time an (a	organizers).					



	A CCSS for				Correst	onding ELD St	tandards			
El	A Standard	PI.1 - Ex	changing inform	ation and ideas		Pl.3 - Offering opinio		PI.4 - /	Adapting language cl	noices
				Bridging -	Emerging -	Expanding -		Emerging -		Bridging -
		Contribute to	Contribute to	Contribute to class,	Negotiate with or	Negotiate with or	Negotiate with or	Adjust language	Adjust language	Adjust language
		conversations	class, group,	group, and partner	persuade others	persuade others in	persuade others in	choices according	choices according	choices according
	sr no Bu	and express	and partner	discussions, including	in conversations	conversations using	conversations using	to social setting	to purpose (e.g.,	to purpose, task
	discussions partners on I expressing	ideas by asking	discussions,	sustained dialogue, by	using basic	an expanded set of	a variety of learned	(e.g., playground,	persuading,	(e.g., facilitating a
	scus irtn xpr	and answering	including	following turn-taking	learned	learned phrases	phrases (e.g.,	classroom) and	entertaining), task	science
	e dis	yes-no and wh-	sustained	rules, asking relevant	phrases (e.g., I	(e.g., I agree with X,	That's a good idea.	audience (e.g.,	(e.g., telling a story	experiment), and
o	ative rers s ar	questions and	dialogue, by	questions, affirming	think), as well	but), as well as	However), as well	peers, teacher),	versus explaining a	audience, with
Comprehension and Collaboration	SL 4.1 - Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly. (a d.)	responding using	_		as open	open responses, in	as open responses,	with substantial		light support.
oge	ollal with rs' i - d.)	short phrases.		information, building		~	~	support.	experiment), and	
	of cc sd) v		_	on responses, and	· ·	and/or hold the	and/or hold the		audience, with	
D D	y in a range of on the teacher-led) building on oth own clearly. (a			providing useful		floor, provide	floor, provide		moderate support.	
an	ran ache ng c		O	feedback.	floor.	counterarguments,	counterarguments,			
ioi	in a I tea Iildii wn c		others, and			and so on.	elaborate on an			
ens	ely i anc i, bu		adding relevant				idea, and so on.			
reh	effectively in groups, and t nd texts, buil their owr		information.							
E D	effe grou nd t									
ပိ	ge e in g s ar									
	Engage -one, in g topics ar									
	E									
	4.1 ne-ol ade									
	SL (on gra									



		CA C							Corresponding ELD St	tandards	
	Т			CS		P	1.5 - Listening active	ely			
1,000	SL 4.1 - Engage effectively	in a range of collaborative discussions (one-on-one, in	groups, and teacher-led) with	diverse partners on grade 4 topi and texts, building on others'	ideas and expressing their own clearly. (a d.)	Demonstrate active listening of read-alouds and oral presentations by asking and	Expanding - Demonstrate active listening of read-alouds and oral presentations by asking and answering detailed questions, with	read-alouds and			
				_			occasional	minimal		PI.6 - Reading/viewing closely	
Jelle Change action of the second	SL 4.2 - Paraphrase	portions of a text read aloud or information	presented in diverse	media and formats, including visually, quantitatively,	and orally.		prompting and moderate support.	light support.		Expanding - a. Describe ideas, phenomena (e.g., animal migration), and text elements (main idea, central message, and the like) in greater detail based on close reading of a variety of grade-level texts, with moderate support.	Bridging - a. Describe ideas, phenomena (e.g., pollination), and text elements (main idea, character traits, event sequence, and the like) in detail based on close reading of a variety of grade-level texts, with light support.
		SL 4.3 - Identify the reasons and evi-	dence a speaker or media	source provides to support	particular points. CA				b . Use knowledge of frequently used affixes (e.g., un-, mis-) and linguistic context, reference materials, and visual cues to determine the meaning of unknown words on familiar topics.	b. Use knowledge of morphology (e.g., affixes, roots, and base words), linguistic context, and reference materials to determine the meaning of unknown words on familiar topics.	b. Use knowledge of morphology (e.g., affixes, roots, and base words) and linguistic context to determine the meaning of unknown and multiple-meaning words on familiar and new topics.



	CA CCSS for LA Standard			Corresponding	ELD Standards			
		PI	I.7 - Evaluating language cho	ices	PI.8 - Analyzing language choices			
		Emerging - Describe the specific language writers or speakers use to present or support an idea (e.g., the specific vocabulary or	Expanding - Describe how well writers or speakers use specific language resources to support an opinion or present an idea (e.g.,	Bridging - Describe how well writers and speakers use specific language resources to support an opinion or present an idea (e.g., the clarity or appealing nature of	Emerging - Distinguish how different words with similar meanings produce different effects on the audience (e.g., describing	Expanding - Distinguish how different words with similar	Bridging - Distinguish how different words with related meanings (e.g., fun versus entertaining versus thrilling, possibly versus certainly) and figurative language produce	
Comprehension and Collaboration	denc	evidence), with prompting and substantial support.		language used to present	whined versus said).	as big as a whale) produce shades of meaning and	shades of meaning and different effects on the audience.	

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	A CCSS for A Standard				Cor	responding ELD) Standards			
			PI.9 - Presenting		ı	Pl.11 - Supporting opin	nions	PI.12	2 - Selecting language	resources
		Emerging -	Expanding -	Bridging -	Emerging -	Expanding -	Bridging -	Emerging -	Expanding -	Bridging -
		Plan and deliver	Plan and deliver	Plan and deliver	a . Support opinions	a. Support opinions or	a. Support opinions or	a . Use a select	a. Use a growing	a . Use a wide variety
		brief oral	longer oral	oral presentations	by expressing	persuade others by	persuade others by	number of	number of general	of general academic
	nce	presentations on	presentations on	on a variety of	appropriate/	expressing	expressing	general	academic and	and domain-specific
	erie nt, k	a variety of topics	a variety of topics	topics in a variety	accurate reasons	appropriate/	appropriate/accurate	academic and	domain-specific	words, synonyms,
	xpe eval	and content areas	and content areas	of content areas	using textual	accurate reasons	reasons using detailed	domain-specific	words, synonyms,	antonyms, and
	ecount an experience acts and relevant, r themes; speak . (a.) CA	(e.g., retelling a	(e.g., retelling a	(e.g., retelling a	evidence (e.g.,	using some textual	textual evidence (e.g.,	words to create	and antonyms to	figurative language to
as	int and and mea	story, explaining a	story, explaining a	story, explaining a	referring to text) or	evidence (e.g.,			create precision and	create precision and
lde	cou cts a the (a.)	· ·	science process,	science process,	relevant		•	speaking and	shades of meaning	shades of meaning
pu	r re s fac or ce. (reporting on a		background	relevant background		writing.	while speaking and	while speaking and
e a	s story, or re propriate fa ain ideas or dable pace. (current event,		knowledge about	knowledge about	knowledge about		writing.	writing.
gpa	a story, oproprie nain ide ndable p		recounting a	_	content, with	content, with	content, with light			
×	l a s ppr mai nda		memorable		substantial support.	moderate support.	support.			
Kno	tel ng a ort i		experience, and	experience, and						
of I	r text, tell r, using ap support m understan	•	so on), with	so on), with light						
Presentation of Knowledge and Ideas	or to er, er, o su un un		moderate	• •	b. Express ideas	b. Express attitude	•		b. Select a growing	b. Select a variety of
tati	topic o manne tails to y at an	support.	support.		•	and opinions or		frequently used		appropriate affixes for
ent	a tol d ma letai rly a					temper statements		affixes for	used affixes for	accuracy and precision
res	: on a to nized n ive deta clearly				using basic modal	with familiar modal		accuracy and	accuracy and precision (e.g., She	(e.g., he's walking. I'm
	 Report on a topic or text, tell a story, or recount an expering an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. (a.) CA 				expressions (e.g.,	expressions (e.g.,		precision (e.g.,	walked. He likes, I'm	uncomfortable. They
	epc o org scrij				can, will, maybe).	maybe/		She walks, I'm	unhappy).	left reluctantly).
	۱- R an de؛					probably, can/		unhappy).		
	SL 4.4 in					must).	phrasing (e.g., In my			
	SI						opinion).			



	CA CCSS for			Corre	sponding ELD Standards		
	LA Standard	PII.1 -	Understanding text str			I.2 - Understanding cohesion	
				Bridging -	Emerging -	Expanding -	Bridging -
		Apply understand-ing	Apply increasing	Apply understanding	a . Apply basic understanding of	a . Apply growing	a. Apply increasing
	9	of how different text	understanding of how	of how different text	language resources for referring	understanding of language	understanding of language
	ien t,	types are organized to	different text types	types are organized to	the reader back or forward in	resources for referring the	resources for referring the
	rper van: eak	express ideas (e.g.,	are organized to	express ideas (e.g.,	text (e.g., how pronouns refer	reader back or forward in text	reader back or forward in text
	ext, tell a story, or recount an experience using appropriate facts and relevant, ipport main ideas or themes; speak iderstandable pace. (a.) CA	how a narrative is	express ideas (e.g.,	how a narrative is	back to nouns in text) to	(e.g., how pronouns	(e.g., how pronouns,
SE	int a		how a narrative is		comprehending texts and writing	or synonyms refer back to	synonyms, or nominalizations
des	ecour cts a ther (a.) C		organized sequentially	with predictable	basic texts.	nouns in text) to	refer back to nouns
اع اع	fac fac or t		with predictable	stages versus how		comprehending texts and	in text) to comprehending
Presentation of Knowledge and Ideas	ory, or re priate fa ideas or le pace.	texts and writing basic		opinions/arguments		writing texts with increasing	texts and writing cohesive
gpe	story, ropriati in idea able pa		explanation is	are structured		cohesion.	texts.
N N	las ppr naii nda		~	logically, grouping			
Š	tell ng a ort i		ideas) to	•			b. Apply increasing
of	r text, te r, using a support understa		•	-	how ideas, events, or reasons are		understanding of how ideas,
ion	on a topic or text, tell a story nized manner, using appropri ve details to support main id clearly at an understandable		<u> </u>	and writing cohesive			events, or reasons are linked
tat	4 - Report on a topic or t in an organized manner, descriptive details to su clearly at an ur		increasing cohesion.	texts.		throughout a text using a	throughout a text using an
Sen	n a topic ed manı details t					variety of connecting words	increasing variety of academic
Pre	on a nizeri ve d ve d				comprehending texts and writing	• •	connecting and transitional
	- Report on an organiz descriptive cle				basic texts.	for example) to	words or phrases (e.g., for
	Rep in o					comprehending texts and	instance, in addition, at the
	-4- in a de					writing texts with increasing	end) to comprehending texts
	SL 4.4 - Report on in an organize descriptive clea					cohesion.	and writing cohesive texts.
	"						



	CA CCSS for A Standard				C	orresponding EL	.D Standards			
	A Standard	PII.5 -	Modifying to add	details		PII.6 - Connecting in	deas		PII.7 - Condensing ide	as
		Emerging -	Expanding -	Bridging -	Emerging -	Expanding -	Bridging -	Emerging -	Expanding -	Bridging -
		Expand	Expand	Expand sentences	Combine	Combine clauses in an	Combine clauses in a	Condense clauses	Condense clauses in	Condense clauses in
	S	sentences with	sentences with a	with a variety of	clauses in a	increasing variety of	wide variety of ways	in simple ways	an increasing variety	a variety of ways
	rien t,	familiar	growing variety	adverbials (e.g.,	few basic	ways (e.g., creating	(e.g., creating complex	(e.g., through	of ways (e.g.,	(e.g., through
	experience Ievant, speak	adverbials (e.g.,	of adverbials	adverbs, adverb	ways to make	complex sentences	sentences using a	simple embedded	through a growing	various types of
	recount an experie facts and relevant, or themes; speak e. (a.) CA	basic	(e.g., adverbs,	phrases,	connections	using familiar	variety of subordinate	clauses, as in, The	number of	embedded clauses
as	recount an acts and re r themes; s . (a.) CA			•			conjunctions) to make			and other ways of
de	ecou cts a the (a.) (•		•		conjunctions) to make		She helps children.		condensing as in,
Presentation of Knowledge and Ideas		•	provide details	•		connections between	·	→ The woman is	~	There was a Gold
e a	text, tell a story, or re r, using appropriate far support main ideas or understandable pace.			_		•				Rush. It began in the
edg	a story, proprie nain ide dable p	•	· •		•	·	•	· ·	The dog choked. \rightarrow	1850s. It brought a
M	ll a s ippr mai nda		· · · · · · · · · · · · · · · · · · ·	cause, and so on)			, 0.	•		lot of people to
Kng	, tel ng a ort rsta	•		about a variety of	_	cause/effect (e.g., The		and detailed	•	California. → The
of		•	or new activity or				•	sentences.	•	Gold Rush that
ion			process (e.g.,		•	·	ran away), to make a		•	began in the 1850s
ıtat	n a topic or t ed manner, details to sı arly at an uı	•	•				concession, or to link		tailed sentences.	brought a lot of
sen	n a to ed m deta arly a	the soccer field).		•		concession (e.g., She	two ideas that happen			people to California)
Pre	on nize ve α clea			quietly all night in		~	at the same time (e.g.,			to cre-ate precise
	Report on In organize escriptive c		field).	their room).		_	The cubs played while			and detailed
	4 - Report on a in an organized descriptive de clearl					feeling well).	their mother hunted).			sentences.
	.4 - in a d									
	SL 4.4 in									
	•									



	CA CCSS for ELA Standard		Corresponding ELD Standards						
	LEXTOGRAPHICA	PI.9 - Presenting							
Presentation of Knowledge and Ideas	ý	variety of topics and content areas (e.g., retelling a story, explaining a science process, reporting on a current event, recounting a memorable	Expanding - Plan and deliver longer oral presentations on a variety of topics and content areas (e.g., retelling a story, explaining a science process, reporting on a current event, recounting a memorable	Bridging - Plan and deliver oral presentations on a variety of topics in a variety of content areas (e.g., retelling a story, explaining a science process, reporting on a current event, recounting a memorable experience, and so on), with light support.					



CA CCSS for ELA Standard			Correspondir	ng ELD Standards			
	PI.1 - Ex	changing information and	ideas	PI.3 - Offering opinions			
	Emerging -	Expanding -	Bridging -	Emerging -	Expanding -	Bridging -	
	Contribute to conversations	Contribute to class,	Contribute to class,	Negotiate with or	Negotiate with or persuade	Negotiate with or persuade	
	and express ideas by asking	group, and partner	group, and partner	persuade others in	others in conversations	others in conversations	
for formal English formal discourse se formal English rade 4 Language ations.)	and answering yes-no and	discussions, including	discussions, including	conversations using basic	using an expanded set of	using a variety of learned	
SCO Eng	wh- questions and	sustained dialogue, by	sustained dialogue, by	learned phrases (e.g., I	learned phrases (e.g., I agree	phrases (e.g., That's a good	
rma al di mal 4 La	responding using short	following turn-taking	following turn-taking	think), as well as open	with X, but), as well as	idea. However), as well as	
r for for de de de ons	phrases.	rules, asking relevant	rules, asking relevant			open responses, in order to	
and Ideas t call for formal Englishere informal discourse in); use formal English See grade 4 Language ;		questions, affirming	questions, affirming	and/or hold the floor.		gain and/or hold the floor,	
and t ca ere nn); See spec		others, and adding	others, adding relevant		•	provide counterarguments,	
tha who ssic on. (relevant information.	information, building		and so on.	elaborate on an idea, and so	
Presentation of Knowledge and Ideas entiate between contexts that call for forrating ideas) and situations where informal ate (e.g., small-group discussion); use form opriate to task and situation. (See grade 4 andards 1 and 3 for specific expectations.)			on responses, and			on.	
onte bonte ip d situ			providing useful				
and Sfor			feedback.				
ation of Knc between con as) and situa small-group o task and si							
atic betv as) sm o ta 1 a							
ent ate ide ide s.g., te t							
erentiate lenting ide riate (e.g., propriate t							
Presentation of Knowledge and Ideas L 4.6 -Differentiate between contexts that call for formal Englis (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 and 3 for specific expectations.)							
pregrop							
SL 4.6 · (e.g., is app							
SL, (e. w. w.							



	CA CCSS for ELA Standard			Correspon	ding ELD Standards			
		PI.4	I - Adapting language choice	ces		PI.9 - Presenting		
		Emerging -	Expanding -	Bridging -	Emerging -	Expanding -	Bridging -	
		Adjust language choices	Adjust language choices	Adjust language	Plan and deliver brief oral	Plan and deliver longer oral	Plan and deliver oral	
		according to social	according to purpose	choices according to	presentations on a variety of	presentations on a variety	presentations on a variety of	
	call for formal Englisl e informal discourse); use formal English se grade 4 Language ectations.)	setting (e.g., playground,	(e.g., persuading,	purpose, task (e.g.,	topics and content areas (e.g.,	of topics and content areas	topics in a variety of content	
	Il En Sco Eng ngu	classroom) and audience	entertaining), task (e.g.,	facilitating a science	retelling a story, explaining a	(e.g., retelling a story,	areas (e.g., retelling a story,	
	rma al di mal 1 La	(e.g., peers, teacher),	telling a story versus	experiment), and	science process, reporting on	explaining a science	explaining a science process,	
eas	I for for nformal use form grade 4 tations.)	with substantial support.	explaining a science	audience, with light	a current event, recounting a	process, reporting on a	reporting on a current event,	
P	II fo info use gra tati		experiment), and	support.	memorable experience, and	current event, recounting a	_	
anc	nat call for forr here informal ion); use form . (See grade 4 expectations.)		audience, with moderate		so on), with substantial		a memorable experience, and	
ge	thai whe ssio in. (support.		support.	so on), with moderate	so on), with light support.	
Presentation of Knowledge and Ideas	between contexts that call for formal English as) and situations where informal discourse small-group discussion); use formal English o task and situation. (See grade 4 Language 1 and 3 for specific expectations.)					support.		
٥	nte latic p di situs spe							
Ā	en co d situ grou _l and s							
o u	veer all-g sk a							
tio	oetwee as) and small- o task 1 and							
nta	tiate b ng idea (e.g., a iate to							
ese	ntia ing i e (e rriat							
٦	erentiate l enting ide riate (e.g., ropriate t							
	L 4.6 -Differentiate between contexts that cal (e.g., presenting ideas) and situations where i is appropriate (e.g., small-group discussion); when appropriate to task and situation. (See standards 1 and 3 for specific expec							
	.6 -l 3., p gppi							
	SL 4.6 (e.g., is app							
	•,							

	CA CCSS for ELA Standard			Corresponding	ELD Standards		
			PI.11 - Supporting opinions		PI	.12 - Selecting language resou	rces
		Emerging -	Expanding -	Bridging -	Emerging -	Expanding -	Bridging -
		a. Support opinions by	a. Support opinions or	a. Support opinions or	a. Use a select number of	a. Use a growing number of	a. Use a wide variety of
		expressing appropriate/	persuade others by ex-	persuade others by	general academic and	general academic and	general academic and
	lish Se Sh	accurate reasons using	pressing appropriate/	expressing appropriate/	domain-specific words to	domain-specific words,	domain-specific words,
	Eng our ngli	textual evidence (e.g.,	accurate reasons using some	accurate reasons using	create precision while	synonyms, and antonyms to	synonyms, antonyms, and
	nal disc al Eı	referring to text) or relevant	textual evidence (e.g.,	detailed textual evidence	speaking and writing.	create precision and shades	figurative language to
ı,	je and Ideas hat call for formal English rhere informal discourse sion); use formal English ation. (See grade 4	referring to text) or relevant background knowledge about content, with substantial support.	paraphrasing facts) or	(e.g., quotations or specific		of meaning while speaking	create precision and shades
1	for	about content, with	relevant background	events from text) or		and writing.	of meaning while speaking
1	and lo		knowledge about content,	relevant background			and writing.
	e ar	specific	with moderate support.	knowledge about content,			
4	rts th ns wl cussi	sbe		with light support.			
	ontext lations p disc	tot					
	n context situation roup disc	M h Evnress ideas and	b. Express attitude and	b. Express attitude and	b . Select a few frequently	b. Select a growing number	b . Select a variety of
3	0 0	opinions or temper	opinions or temper	opinions or temper	used affixes for accuracy	of frequently used affixes for	appropriate affixes for
	an an e	statements using basic	statements with familiar	statements with nuanced	and precision (e.g., She	accuracy and precision (e.g.,	accuracy and precision
3	sentation iate betw g ideas) ar (e.g., smal	modal expressions (e.g., can, will, maybe).	modal expressions (e.g.,	modal expressions (e.g.,	walks, I'm unhappy).	She walked. He likes, I'm	(e.g., She's walking. I'm
	senn tiate ig ide (e.g.	can, will, maybe).	maybe/probably, can/	probably/certainly,		unhappy).	uncomfortable. They
	enti enti ting te (လ စစ်	must).	should/would) and phrasing			left reluctantly).
ľ	ffer sen oria	age of the state o		(e.g., In my opinion).			
	4.6 - Differentiate bet e.g., presenting ideas) s appropriate (e.g., sm when appropriatiate	Language					
	SL 4.6 · (e.g., is app						
	SL 4 (e is						



	A CCSS for				Correspond	ding ELD Sta	ndards			
-	A Standard	PII.3 - Using verbs and verb phrases				sing nouns and no		PII.5	- Modifying to ad	d details
		Emerging -	Expanding -	Bridging -	Emerging -	Expanding -	Bridging -	Emerging -	Expanding -	Bridging -
		Use various verbs/	Use various verbs/	Use various verbs/	Expand noun	Expand noun	Expand noun	Expand	Expand	Expand sentences
	<u>.</u>	verb types (e.g.,	verb types (e.g.,	verb types (e.g.,	phrases in	phrases in a	phrases in an	sentences with	sentences with a	with a variety of
	that call for formal Englisl where informal discourse ssion); use formal English uation. (See grade 4	doing, saying,	doing, saying,	doing, saying,	simple ways	variety of ways	increasing variety	familiar	growing variety	adverbials (e.g.,
	al Er Scot Eng Eng : 4	being/having,	being/having,	being/having,	(e.g., adding an	(e.g., adding	of ways (e.g.,	adverbials (e.g.,	of adverbials	adverbs, adverb
	rma II di nal ade	thinking/feeling) and	thinking/feeling)	thinking/feeling)	adjective) in	adjectives to	adding general	basic	(e.g., adverbs,	phrases,
eas	ntexts that call for formal ations where informal dis o discussion); use formal E and situation. (See grade 3 for specific expectations	being/having, thinking/feeling) and tenses appropriate to the text type and discipline (e.g., simple past for recounting an experience) for familiar topics	and tenses	and tenses	order to enrich	noun phrases or	academic	prepositional	prepositional	prepositional
Presentation of Knowledge and Ideas	all fo info use . (Se expe	the text type and	appropriate to the	appropriate to the	the meaning of	simple clause	adjectives and	phrases) to	phrases) to	phrases) to provide
and	t ca ere i n); u ion. fic e	discipline (e.g.,	task, text type, and	task and text type	sentences and	embedding) in	adverbs to noun	provide details	provide details	details
ge	that ca where ission); tuation.	simple past for	discipline (e.g.,	(e.g., timeless	add details		phrases or more	(e.g., time,	(e.g., time,	(e.g., time, manner,
led	texts tions v discus nd situ	recounting an	simple past for	present for science	about ideas,	the meaning of	complex clause	manner, place,	manner, place,	place, cause, and so
No.	nte atio p di: and	experience) for	retelling, timeless	explanation, mixture	people, things,	sentences and	embedding) in	cause, and so	cause, and so	on) about a variety
Ā	en contexts I situations group discu task and sii	familiar topics.	present for science	of past and present	and so on.	add details	order to enrich the		on) about a	of familiar and new
n O	between co as) and situ small-grou ate to task ards 1 and		explanation) for an	for historical		*	meaning of	familiar activity	familiar or new	activities and
tio	oetwools) a sma		increasing variety of	•		people, things,	sentences and add		activity or	processes (e.g.,
nta	tiate big idea (e.g., e.g., e.			for a variety of		and so on.			process (e.g.,	They worked
ese	ntia ng i e (e, pro		topics.	familiar and new				the soccer field).	*	quietly all night in
P	 Differentiate between presenting ideas) and propriate (e.g., smallwhen appropriate to Language standards 1 			topics.			things, and so on.		quietly. They ran	their room).
	Diff res ropi vhei								across the	
	6 - Differen g., presentin appropriate when app Language								soccer field).	
	SL 4.6 - Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 and 3 for specific expectations.)									
	0,									



	CA CCSS for ELA Standard			Corresponding El	LD Standards		
			PII.6 - Connecting idea	S		PII.7 - Condensing idea	S
		Emerging -	Expanding -	Bridging -	Emerging -	Expanding -	Bridging -
		Combine clauses in	Combine clauses in an	Combine clauses in a wide	Condense clauses in	Condense clauses in an	Condense clauses in a
		a few basic ways to	increasing variety of ways	variety of ways (e.g., creating	simple ways (e.g.,	increasing variety of	variety of ways (e.g.,
	nglish urse glish	make connections	(e.g., creating complex	complex sentences using a	through simple	ways (e.g., through a	through various types of
	scol Eng 9.4	between and join	sentences using familiar	variety of subordinate	embedded clauses, as	growing number of	embedded clauses and
	or formal Englis ormal discourse formal English ee grade 4	ideas in sentences	subordinate conjunctions)	conjunctions) to make	in, The woman is a	embedded clauses and	other ways of condensing
000	r for for e gr	(e.g., creating	to make connections	connections between and	·	other condensing, as in,	as in, There was a Gold
3	info info use . (Se expe			join ideas, for example, to		The dog ate quickly. The	
2	t ca ere i ere i n); ion.	_	sentences, for example, to	express cause/		_	1850s. It brought a lot of
٥	that ca where ission); tuation.	•	•	effect (e.g., Since the lion was	who helps children) to	ate so quickly that it	people to California. \rightarrow
Precentation of Knowledge and Ideas	ween contexts that call for formal English and situations where informal discourse all-group discussion); use formal English to task and situation. (See grade 4 Is 1 and 3 for specific expectations.)		The deer ran because the	at the waterhole, the deer	create precise and	choked) to create	The Gold Rush that began
	atic p di anc anc 3 fc			ran way), to make a	detailed sentences.		in the 1850s brought a lot
ξΫ́	oetween co as) and situ small-grou ate to task ards 1 and		make a concession (e.g., She			sentences.	of people to California) to
2	wee and all-g		~	ideas that happen at the			create precise and
1			though she wasn't feeling	same time (e.g., The cubs			detailed sentences.
<u> </u>	tiate beta g ideas) a (e.g., sma propriate		well).	played while their mother			
930	ntia ing e (e opro			hunted).			
٥	Differentiate between vesenting ideas) and si ropriate (e.g., small-grinhen appropriate to ta anguage standards 1 an						
	L 4.6 - Differentiate between co (e.g., presenting ideas) and situ is appropriate (e.g., small-grou when appropriate to task Language standards 1 and						
	4.6 - e.g., F s app						
	SL 4 (e.;						
	,						



	CA CCSS for ELA Standard			Correspon	ding ELD Standards			
		PI.1 - Exchanging information and ideas			PI.2 - Interacting via written English			
Conventions of Standard English	L 4.1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (a h.)	Emerging - Contribute to conversations	Expanding -	Bridging - Contribute to class, group, and partner discussions, including sustained dialogue, by following turn-taking rules, asking relevant questions, affirming others, adding relevant information, building on responses, and providing useful feedback.	Emerging - Collaborate with peers on	Expanding - Collaborate with peers on joint writing projects of longer informational and	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			Correspondin	ng ELD Standards		
ħ	<u> </u>		PI.3 - Offering opinions		F	PI.4 - Adapting language choice	s
	TA Standard of writing	Negotiate with or persuade 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 - Negotiate with or persuade others in conversations using an expanded set of learned phrases (e.g., I agree with X, but), as well as open responses, in order to gain and/or hold the floor, provide	Bridging - Negotiate with or persuade others in conversations using a variety of learned phrases (e.g., That's a good idea.		Expanding -	Bridging - Adjust language choices according to purpose, task (e.g., facilitating a science experiment), and audience, with light support.



	A CCSS for A Standard		Corresponding			ng ELD Standards		
			PI.9 - Presenting			PI.10 - Writing		
		Emerging -	Expanding -	Bridging -	Emerging -	Expanding -	Bridging -	
	Q	Plan and deliver brief oral	Plan and deliver longer	Plan and deliver oral	a . Write short literary and	a. Write longer literary	a. Write longer and more	
	f th ish ing	presentations on a variety of	oral presentations on a	presentations on a	informational texts (e.g., a	and informational texts	detailed literary and	
	nd o Ingli writ	topics and content areas	variety of topics and	variety of topics in a	description of a flashlight)	(e.g., an explanatory text	informational texts (e.g., an	
	ommand of thidard English when writing ah.)	(e.g., retelling a story,	content areas (e.g.,	variety of content areas	collaboratively (e.g., joint	on how flashlights work)	explanatory text on how	
	nda nda wh	explaining a science process,			construction of texts with an	collaboratively (e.g., joint	flashlights work)	
	rate cc of stan usage	reporting on a current event,		explaining a science	adult or with peers) and	construction of texts with	collaboratively (e.g., joint	
ish	.1 - Demonstrate command of the conventions of standard English rammar and usage when writing or speaking. (a h.)	recounting a memorable	•		sometimes independently.	an adult or with peers)	construction of texts with an	
ngl	nonstrions crions crion		event, recounting a	current event,		and with increasing	adult or with peers) and	
άE	Dem renti mar or	substantial support.	· ·	recounting a memorable		independence using	independently using	
daı	4.1 - Democonticonventicons grammar a		and so on), with moderate	•		appropriate text	appropriate text	
tan	L 4.1 col gral		support.	with light support.		organization.	organization and growing	
of S							understanding of register.	
Conventions of Standard English					h Martin hatafa a a a a taraf	le Marche Conservation	b Additional and a discount	
ıtio					b. Write brief summaries of	b. Write increasingly	b . Write clear and coherent	
Ver	σĢ				texts and experiences using	concise summaries of	summaries of texts and	
Son	e command of standard ization,				complete sentences and key	texts and experiences	experiences using complete	
	onstrate commai intions of standa capitalization, ion, and spelling	s i			words (e.g., from notes or		and concise sentences and	
		6			graphic organizers).	and key words (e.g., from	key words (e.g., from notes	
	trat ons oital	à				notes or graphic	or graphic organizers).	
	ons enti cap ion					organizers).		
	L 4.2 - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling							
	Eng Unci							
	of th							
	_ 0							



	CA CCSS for LA Standard			Correspo	nding ELD Standard	ls			
Ħ	LA Stalldald		PI.11 - Supporting opinion	ns	PI.12 - Selecting language resources				
	of of	Emerging -		Bridging -	Emerging -	Expanding -	Bridging -		
	- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (a h.)	a . Support opinions by	a . Support opinions or	a. Support opinions or	a. Use a select number of	a. Use a growing number of	a. Use a wide variety of general		
	ent	expressing	persuade others by	persuade others by	general academic and	general academic and	academic and domain-specific		
	ono د (.	appropriate/accurate	expressing appropriate/	expressing appropriate/	domain-specific words to	domain-specific words,	words, synonyms, antonyms, and		
	ne cor /hen h.)	reasons using textual	accurate reasons using	accurate reasons using	create precision while	synonyms, and antonyms to	figurative language to create		
	of th lish ge w ;. (a.	evidence (e.g.,	some textual evidence	detailed textual evidence	speaking and writing.	create precision and shades	precision and shades of meaning		
	nstrate command of the co standard English grammar and usage when vriting or speaking. (a h.)	referring to text) or	(e.g., paraphrasing facts)	(e.g., quotations or		of meaning while speaking	while speaking and writing.		
اءا	ima ard I nd u	relevant background	or relevant background	specific events from text)		and writing.			
list	com Inda ar a or s		knowledge about content,						
Eng	ate sta mmi		with moderate support.	knowledge about content,			b. Select a variety of appropriate		
ard	nstrate sta gramm writing	substantial support.		with light support.			affixes for accuracy and precision		
рğ	nor v				and precision (e.g., She		(e.g., She's walking. I'm		
Sta	Dei	•	b. Express attitude and	b . Express attitude and	walks, I'm unhappy).	She walked. He likes , I'm	· · · · · · · · · · · · · · · · · · ·		
of	L 4.1 -		opinions or temper	opinions or temper		unhappy).	reluctantly).		
ous	L 4	-		statements with nuanced					
Conventions of Standard English		·	modal expressions (e.g.,	modal expressions (e.g.,					
Ž	ط ہے		maybe/probably,	probably/					
ဒ	iglish , and	maybe).	can/must).	certainly, should/					
	e d En dion tion			would) and phrasing (e.g.,					
	f the dare truat			In my opinion).					
	id or itan unc unc								
	mand of stances of stances on, punctes of spelling.								
	command of the command of the command of the conventions of standard English capitalization, punctuation, and spelling								
	c c entii aliza								
	onve								
	ຮຮ								



	CA CCSS for ELA Standard			Corresponding El	_D Standards		
		PII.2 - Understanding cohesion			PII.3	- Using verbs and verb ph	rases
		Emerging -	Expanding -	Bridging -	Emerging -	Expanding -	Bridging -
		a . Apply basic	a . Apply growing	a. Apply increasing	Use various verbs/verb	Use various verbs/verb	Use various verbs/verb
		understanding of language	understanding of language	understanding of language	types (e.g., doing, saying,	types (e.g., doing, saying,	types (e.g., doing, saying,
		resources for referring the	resources for referring the	resources for referring the	being/having,	being/having,	being/having,
		reader back or forward in	reader back or forward in	reader back or forward in	thinking/feeling) and	thinking/feeling) and	thinking/feeling) and
	S	text (e.g., how pronouns	text (e.g., how pronouns or	text (e.g., how pronouns,	tenses appropriate to the	tenses appropriate to the	tenses appropriate to the
	ion	refer back to nouns in text)	synonyms refer back to	synonyms, or nominalizations	text type and discipline	task, text type, and	task and text type (e.g.,
ے ا	wh wh	to comprehending texts	nouns in text) to	refer back to nouns in text) to	(e.g., simple past for	discipline (e.g., simple	timeless present for
Conventions of Standard English	of the conventions and usage when (a h.)	and writing basic texts.	comprehending texts and	comprehending texts and	recounting an	past for retelling,	science explanation,
Ens	he cc I usa - h.)		writing texts with increasing	writing cohesive texts.	experience) for familiar	timeless present for	mixture of past and
ard	of tl anc (a.		cohesion.		topics.	science explanation) for	present for historical
nd	4.1 - Demonstrate command of th of standard English grammar and writing or speaking. (a					an increasing variety of	information report) for a
Sta	command n grammar r speaking.	b . Apply basic	b. Apply growing	b. Apply increasing		familiar and new topics.	variety of familiar and
of	com gra	understanding of how	understanding of how	understanding of how ideas,			new topics.
ons	ate glish gol	ideas, events, or reasons	ideas, events, or reasons	events, or reasons are linked			
nti	- Demonstrate standard Englis writing o	are linked throughout a	are linked throughout a text	throughout a text using an			
Ne	non ard wr	text using everyday	using a variety of	increasing variety of			
ပ္ပ	Den	connecting words or	connecting words or	academic connecting and			
	4.1 - of st	phrases (e.g., first,	phrases (e.g., since, next,	transitional words or phrases			
	L 4	yesterday) to	for example) to	(e.g., for instance, in addition,			
		comprehending texts and	comprehending texts and	at the end) to			
		writing basic texts.	writing texts with increasing	comprehending texts and			
			cohesion.	writing cohesive texts.			



	CA CCSS for ELA Standard		Corresponding ELD Standards							
		PII.4	- Using nouns and noun phi	rases	es PII.5 - Modifying to add details					
		Emerging -	Expanding -	Bridging -	Emerging -	Expanding -	Bridging -			
		Expand noun phrases in	Expand noun phrases in a	Expand noun phrases in an	Expand sentences with	Expand sentences with a	Expand sentences with a			
		simple ways (e.g., adding an	variety of ways (e.g.,	increasing variety of ways	familiar adverbials (e.g.,	growing variety of	variety of adverbials (e.g.,			
		*	adding adjectives to noun	(e.g., adding general	basic prepositional	adverbials (e.g., adverbs,	adverbs, adverb phrases,			
			phrases or simple clause	academic adjectives and	phrases) to provide	prepositional phrases) to	prepositional phrases) to			
	v		embedding) in order to	·	details (e.g., time,		provide details (e.g., time,			
	tion	•	enrich the meaning of	more complex clause	manner, place, cause,	manner, place, cause, and	manner, place, cause, and			
ع	ven			embedding) in order to	and so on) about a	so on) about a familiar or	so on) about a variety of			
olis	con con age		about ideas, people, things,	~	familiar activity or	new activity or process	familiar and new activities			
F.	he α d usa - h.)		and so on.		process (e.g., They	(e.g., They worked quietly.				
ard	of t an.			about ideas, people, things,	walked to the soccer	They ran across the soccer				
Conventions of Standard English	4.1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (a h.)			and so on.	field).	field).	their room).			
Ť	nm; am									
o o	cor h gi									
i	ionstrate or urd English									
o t	nstr d Er rritii									
200	dar w									
۲	- De									
	L 4.1 ·									



	A CCSS for A Standard			Corresponding El	LD Standards		
			PII.6 - Connecting ideas			PII.7 - Condensing ide	as
		Emerging -	Expanding -	Bridging -	Emerging -	Expanding -	Bridging -
		Combine clauses in a few	Combine clauses in an	Combine clauses in a wide	Condense clauses in	Condense clauses in an	Condense clauses in a variety
		basic ways to make	increasing variety of ways		simple ways (e.g.,	• , , ,	of ways (e.g., through various
		connections between and	(e.g., creating complex	complex sentences using a	through simple	(e.g., through a growing	types of embedded clauses
			sentences using familiar	variety of subordinate	•	number of embedded	and other ways of
	s of ng	(e.g., creating compound	subordinate conjunctions)	conjunctions) to make	in, The woman is a	clauses and other	condensing as in, There was a
	conventions of when writing	sentences using coordinate		connections between and join		condensing, as in, The dog	-
-sh	en v	conjunctions, such as and, but, so).	between and join ideas in	ideas, for example, to express cause/effect (e.g., Since the	children. → The woman is a doctor	ate quickly. The dog choked. → The dog ate	1850s. It brought a lot of people to California. → The
ılgu	vh.	but, soj.	sentences, for example, to express cause/effect (e.g.,		who helps children) to		Gold Rush that began in the
d E	of the cusage usage - h.)		The deer ran because the	deer ran away), to make a	create precise and	it choked) to create	1850s brought a lot of people
dar	of the d usage ı h.)		mountain lion came) or	• • •	detailed sentences.	precise and detailed	to California) to create
tan	and ' an g. (a		to make a concession (e.g.,	ideas that happen at the same		sentences.	precise and detailed
of S	ate command c h grammar and or speaking. (a.		She studied all night even	time (e.g., The cubs played			sentences.
Suc	e col ram spe		though she wasn't feeling	while their mother hunted).			
ntic	rate sh g or		well).				
Conventions of Standard English	- Demonstrate command dard English grammar and or speaking. (a						
S	emc d Ei						
	L 4.1 stan						



	CA CCSS for ELA Standard			Correspon	ding ELD Standards				
		PI.1 - Exchanging information and ideas			PI.2 - Interacting via written English				
Canada Sa calcalances	tions - c.)	Emerging - Contribute to conversations and express ideas by asking and answering yes-no and wh- questions and responding using short phrases.	Expanding - Contribute to class, group, and partner discussions, including sustained dialogue, by following turn-taking rules, asking relevant	Bridging - Contribute to class, group, and partner discussions, including sustained dialogue, by following turn-taking rules, asking relevant questions, affirming others, adding relevant information, building on responses, and providing useful feedback.	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,	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 LA Standard			Correspondin	g ELD Standards		
	LA Stalladia		PI.3 - Offering opinions			PI.4 - Adapting language choice	s
Knowledge of Language	L 4.3 - Use knowledge of language and its conventions when writing, speaking, reading, or listening. (a c.)	Negotiate with or persuade 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 - Negotiate with or persuade others in conversations using an expanded set of learned phrases (e.g., I agree with X, but), as well as open responses, in order to gain	persuade others in conversations using a variety of learned phrases (e.g., That's a good idea. However), as well as open responses, in order to gain and/or hold the	Emerging - Adjust language choices according to social setting (e.g., playground, classroom) and audience (e.g., peers, teacher), with substantial support.	Expanding - Adjust language choices according to purpose (e.g., persuading, entertaining), task (e.g., telling a story versus explaining a science experiment), and audience, with moderate support.	Bridging - Adjust language choices according to purpose, task (e.g., facilitating a science experiment), and audience, with light support.



CSS for tandard			Correspor	iding ELD Standards		
		PI.5 - Listening actively			PI.6 - Reading/viewing closely	
L 4.3 - Use knowledge of language and its conventions when writing, speaking, reading, or listening. (a c.)	active listening to read- alouds and oral presentations by asking and answering basic questions, with prompting and substantial support.	Expanding - Demonstrate active listening to read-alouds and oral presentations by asking and answering	Bridging - Demonstrate active listening to read-alouds and oral presentations by asking and answering detailed questions, with minimal prompting and light support.	 a. Describe ideas, phenomena (e.g., volcanic eruptions), and text elements (main idea, characters, events, and the like) based on close reading of a select set of grade-level texts, with substantial support. b. Use knowledge of frequently used affixes (e.g., un-, mis-) and linguistic context, reference materials, and visual cues to determine the meaning of unknown words on familiar topics. 	Expanding - a. Describe ideas, phenomena (e.g., animal migration), and text elements (main idea, central message, and the like) in greater detail based on close reading of a variety of grade- level texts, with moderate support. b. Use knowledge of	Bridging - a. Describe ideas, phenomena (e.g., pollination), and text elements (main idea, character traits, event sequence, and the

	CA CCSS for ELA Standard			Correspondin	ng ELD Standards			
			PI.7 - Evaluating language cho	ices	PI.	.8 - Analyzing language resour	ces	
		Emerging -	Expanding -	Bridging -	Emerging -	Expanding -	Bridging -	
		Describe the specific	Describe how well writers or	Describe how well writers	Distinguish how different	Distinguish how different	Distinguish how different	
		language writers or	speakers use specific	and speakers use specific	words with similar meanings	words with similar meanings	words with related meanings	
		speakers use to present	language resources to	language resources to	produce different effects on	(e.g., describing a character	(e.g., fun versus entertaining	
	s -	or support an idea (e.g.,		support an opinion or	the audience (e.g.,	as smart versus an expert)	versus thrilling, possibly	
	tion - c.)	the specific vocabulary or				and figurative language (e.g.,	versus certainly) and	
	veni (a.	phrasing used to provide	whether the vocabulary or	clarity or appealing nature of	actions as whined versus	as big as a whale) produce	figurative language produce	
	con,	evidence), with	phrasing used to provide			_	shades of meaning and	
٥	its (prompting and		evidence), with prompting			different effects on the	
96	and r lis	substantial support.		and light support.		audience.	audience.	
Knowledge of Language	4.3 - Use knowledge of language and its conventions when writing, speaking, reading, or listening. (a c.)		moderate support.					
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	A CCSS for A Standard			Correspon	ding ELD Standard	S	
			PI.9 - Presenting			PI.10 - Writing	
		Emerging -	Expanding -	Bridging -	Emerging -	Expanding -	Bridging -
		Plan and deliver brief	Plan and deliver longer	Plan and deliver oral	a . Write short literary and	a. Write longer literary and	a. Write longer and more
		oral presentations on a	oral presentations on a	presentations on a	informational texts (e.g., a	informational texts (e.g., an	detailed literary and
		variety of topics and	variety of topics and	variety of topics in a	description of a flashlight)	explanatory text on how	informational texts (e.g., an
		content areas (e.g.,	content areas (e.g.,	variety of content	collaboratively (e.g., joint	flashlights work)	explanatory text on how
	ons c.)	retelling a story,	retelling a story,	areas (e.g., retelling a	construction of texts with	collaboratively (e.g., joint	flashlights work) collaboratively
	ntic	explaining a science	explaining a science	story, explaining a	an adult or with peers)	construction of texts with an	(e.g., joint construction of texts
	nve g. (å	process, reporting on a	process, reporting on a	science process,	and sometimes	adult or with peers) and	with an adult or with peers) and
	and its conventions or listening. (a c.)	current event,	current event, recounting	reporting on a current	independently.	with increasing	independently using
ıge	d it: iste	recounting a	a memorable experience,	event, recounting a		independence using	appropriate text organization
gns	an or l	memorable experience,	and so on), with moderate	memorable		appropriate text	and growing understanding of
Lan	iage ing,	and so on), with	support.	experience, and so		organization.	register.
of	ngu	substantial support.		on), with light support.			
lge	of la B, r				b. Write brief summaries	b. Write increasingly concise	b. Write clear and coherent
vlec	ge (of texts and experiences	summaries of texts and	summaries of texts and
Knowledge of Language	- Use knowledge of language and its conventions n writing, speaking, reading, or listening. (a c.)						experiences using complete and
조	now 1g, s					sentences and key words	concise sentences and key
	e kı ritir				notes or graphic	(e.g., from notes or graphic	words (e.g., from notes or
	- Us w n				organizers).	organizers).	graphic organizers).
	L 4.3 - Use knowledge of language when writing, speaking, reading,						
	`` ^						



	A CCSS for A Standard			Corresponding E	ELD Standards		
			PI.11 - Supporting opinion	ns	F	Pl.12 - Selecting language reso	ources
		Emerging -	Expanding -	Bridging -	Emerging -	Expanding -	Bridging -
ge		a. Support opinions by expressing appropriate/ accurate reasons using textual evidence (e.g., referring to text) or relevant background knowledge about content,	a. Support opinions or persuade others by expressing appropriate/accurate reasons using some textual evidence (e.g., paraphrasing facts) or relevant background knowledge about content, with moderate support.	persuade others by expressing appropriate/accurate reasons	a. Use a select number of general academic and domain-specific words to create precision while	a. Use a growing number of general academic and domain-specific words, synonyms, and antonyms to create precision and shades of meaning while speaking and writing.	a. Use a wide variety of general academic and domain-specific words, synonyms, antonyms, and figurative language to create precision and shades of meaning while speaking and writing.
Knowledge of Language	vledge of lar speaking, re	opinions or temper statements using basic		b . Express attitude and opinions or temper statements with nuanced	frequently used affixes for accuracy and	b. Select a growing number of frequently used affixes for accuracy and precision (e.g., She walked. He likes , I'm unhappy).	accuracy and precision



CA CCSS for ELA Standard			Corresponding ELD Star	ndards		
		PII.2 - Understanding cohe	sion	PII.	3 - Using verbs and ve	rb phrases
	Emerging -	Expanding -	Bridging -	Emerging -	Expanding -	Bridging -
	a. Apply basic	a. Apply growing understand-ing	a. Apply increasing understanding of	Use various verbs/	Use various verbs/	Use various verbs/verb
	understanding of	of language resources for	language resources for referring the	verb types (e.g.,	verb types (e.g.,	types (e.g., doing, saying,
	language resources for	referring the reader back or	reader back or forward in text (e.g.,	doing, saying,	doing, saying,	being/having, thinking/
	referring the reader back	forward in text (e.g., how	how pronouns, synonyms, or	being/having,	being/having,	feeling) and tenses
suc (;	or forward in text (e.g.,	pronouns or synonyms refer	nominalizations refer back to nouns	thinking/feeling) and	thinking/feeling) and	appropriate to the task and
artic	how pronouns refer back	back to nouns in text) to	in text) to comprehending texts and	tenses appropriate to	tenses appropriate	text type (e.g., timeless
guage and its conventions or listening. (a c.)	to nouns in text) to	compretending texts and writing	writing cohesive texts.	the text type and	to the task, text	present for science
S So	comprehending texts and	texts with increasing cohesion.		discipline (e.g.,	type, and discipline	explanation, mixture of pas
d it	writing basic texts.			simple past for	(e.g., simple past for	and present for historical
gua e an or l				recounting an	retelling, timeless	information report) for a
Knowledge of Lang L4.3 - Use knowledge of language when writing, speaking, reading, o	b . Apply basic	b . Apply growing understanding	b. Apply increasing understanding of	experience) for	present for science	variety of familiar and new
Knowledge of Language weledge of language and i , speaking, reading, or list	understanding of how	of how ideas, events, or reasons	how ideas, events, or reasons are	familiar topics.	explanation) for an	topics.
ge of la	ideas, events, or reasons	are linked throughout a text	linked throughout a text using an		increasing variety of	
ge c	are linked throughout a	using a variety of connecting	increasing variety of academic		familiar and new	
led pea	text using everyday	words or phrases (e.g., since,	connecting and transitional words or		topics.	
λου S, S	connecting words or	next, for example) to	phrases (e.g., for instance, in			
iti k	phrases (e.g., first,	comprehending texts and writing	addition, at the end) to			
SU - N	yesterday) to	texts with increasing cohesion.	comprehending texts and writing			
4.3 ·	comprehending texts and		cohesive texts.			
7 3	writing basic texts.					



	CA CCSS for LA Standard			Corresponding	g ELD Standards			
		PII.	4 - Using nouns and noun ph	nrases		PII.5 - Modifying to add det	ails	
		Emerging -	Expanding -	Bridging -	Emerging -	Expanding -	Bridging -	
		Expand noun phrases in	Expand noun phrases in a	Expand noun phrases in an	Expand sentences with	Expand sentences with a	Expand sentences with a	
		simple ways (e.g., adding	variety of ways (e.g.,	increasing variety of ways	familiar adverbials	growing variety of	variety of adverbials (e.g.,	
		an adjective) in order to	adding adjectives to noun			adverbials (e.g., adverbs,	adverbs, adverb phrases,	
		enrich the meaning of	phrases or simple clause	academic adjectives and	phrases) to provide	prepositional phrases) to	prepositional phrases) to	
	ons c.)	sentences and add details	embedding) in order to	· ·			provide details (e.g., time,	
	enti	about ideas, people,	enrich the meaning of		manner, place, cause, and		manner, place, cause, and so	
	nve B. (things, and so on.	sentences and add details	- .			on) about a variety of familiar	
	s cc		about ideas, people, things,	_		new activity or process	and new activities and	
age	d it		and so on.				processes (e.g., They worked	
ngr	e ar , or				field).	They ran across the soccer		
Lar	uag Jing			and so on.		field).	room).	
of	ang 'eac							
dge	of I.							
Knowledge of Language	L 4.3 - Use knowledge of language and its conventions when writing, speaking, reading, or listening. (a c.)							
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	ing,							
	se k vriti							
	n -:							
	.4.3 whe							
	-							



CA CCSS for ELA Standard			Corresponding E	LD Standards	LD Standards			
		PII.6 - Connecting ideas		PII.7 - Condensing ideas				
	Emerging -	Expanding -	Bridging -	Emerging -	Expanding -	Bridging -		
Knowledge of Language L 4.3 - Use knowledge of language and its conventions when writing, speaking, reading, or listening. (a c.)		Expanding - Combine clauses in an increasing variety of ways (e.g., creating complex sentences using familiar subordinate conjunctions) to make connections between and join ideas in sentences, 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).	Bridging - Combine clauses in a wide variety of ways (e.g., creating complex sentences using a variety of subordinate conjunctions) to make connections between and join ideas, for example, to express cause/effect (e.g., Since the lion was at the waterhole, the deer ran away), to make a	Emerging - Condense clauses in simple ways (e.g., through simple embedded clauses, as in, The woman is a doctor. She helps children. → The woman is a doctor who helps children) to create precise and	Expanding - Condense clauses in an increasing variety of ways (e.g., through a growing number of embedded clauses and other condensing, as in, The dog ate quickly. The dog ate	Bridging - Condense clauses in a variety of ways (e.g., through various types of embedded clauses and other ways of condensing as in, There was a Gold Rush.		



	CA CCSS for ELA Standard				Corres	ponding ELD Standards			
F	LAS	otanu	aru	u	PI.6 - Reading/viewing closely		PI.7 - E	Evaluating language	choices
				Emerging -	Expanding -	Bridging -	Emerging -	Expanding -	Bridging -
				a. Describe ideas, phenomena (e.g.,	a . Describe ideas, phenomena (e.g.,	a. Describe ideas, phenomena	Describe the specific	Describe how well	Describe how well
	of	2	a)	volcanic eruptions), and text	animal migration), and text elements	(e.g., pollination), and text	language writers or	writers or	writers and speakers
	ing .	ds a and)But	elements (main idea, characters,	(main idea, central message, and the	elements (main idea, character	speakers use to	speakers use	use specific language
	meaning	aning words and 4 reading and	a	events, and the like) based on close	like) in greater detail based on close	traits, event sequence, and the	present or support	specific language	resources to support
			mo.	reading of a select set of grade-level	reading of a variety of grade-level	like) in detail based on close	an idea (e.g., the	resources to	an opinion or present
	clarify the	ani 4 r	<u>√</u>	texts, with substantial support.	texts, with moderate support.	reading of a variety of grade-level	specific vocabulary	support an	an idea (e.g., the
a	arif	-me ade	xib			texts, with light support.	or phrasing used to	opinion or present	clarity or appealing
Use	or cl	iple n gr	g fle	eg e			provide evidence),	an idea (e.g.,	nature of language
and	ne c	g j	Sing	b. Use knowledge of frequently used			with prompting and		used to present
n e	rai	nd n Jase	content, choosing flexibly from a range	unikes (e.g., an , mis , and migaistic		(e.g., affixes, roots, and base	substantial support.	vocabulary or	evidence), with
Vocabulary Acquisition	- Determine	n ar es b	ıt, c	context, reference materials, and	linguistic context, and reference	words) and linguistic context to		•	prompting and light
quis	O - 1	unknown and multiple-meaning phrases based on grade 4 rear	nter			determine the meaning of		·	support.
Ac	4.4	돌효	0	of unknown words on familiar topics	of unknown words on familiar topics.	,		is strong enough),	
ary	_	5				words on familiar and new topics.		with prompting	
png								and moderate	
ocal								support.	
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			_						
	ate of	ige,	95, ord	7					
	Demonstrate rstanding of	gua Inshi							
	mol	lar Hio	Ses	9					
	. De erst	rel	an de	ă dia					
	4.5 - Demonstrat understanding of	igurative language,	word relationships, and nuances in word	ead					
	رن	fi ĭy	a §						





	CA CCSS for LA Standard				Corresponding ELD	Standards	
	aning of unknown and multiple- aning words and phrases based aning words and phrases based n grade 4 reading and content, choosing flexibly from a range	Emerging - Distinguish how different words with similar meanings produce different effects on the audience (e.g., describing a character's actions as whined versus said).	Distinguish how different words with similar meanings (e.g., describing a character as smart versus an expert) and figurative language (e.g., as big as a whale) produce shades of meaning and different effects on	Bridging - Distinguish how different words with related meanings (e.g., fun versus entertaining versus thrilling, possibly versus certainly) and figurative language produce shades of meaning and different effects on the audience.		Pl.12 - Selecting language resou	
Vocabulary	L 4.5 - Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (a c.)		the audience.		 a. Use a select number of general academic and domain-specific words to create precision while speaking and writing. b. Select a few frequently used affixes for accuracy and precision (e.g., She walks, 	a. Use a growing number of general academic and domain-specific words, synonyms, and antonyms to create precision and shades of meaning while speaking and writing.	 Bridging - a. Use a wide variety of general academic and domain-specific words, synonyms, antonyms, and figurative language to create precision and shades of meaning while speaking and writing. b. Select a variety of appropriate affixes for accuracy and precision (e.g., She's walking. I'm uncomfortable. They left reluctantly).



	CA CCSS for ELA Standard			Correspondir	ng ELD Standards				
	Lint Standard	PI.1 - Exc	hanging information and	ideas	PI.2 - Interacting via written English				
		Emerging -	Expanding -	Bridging -	Emerging -	Expanding -	Bridging -		
ulary Acquisition and Use	accurately grade-appropriate general ipecific words and phrases, including : actions, emotions, or states of being stammered) and that are basic to a Idlife, conservation, and endangered sing animal preservation).					Expanding - Collaborate with peers on joint writing projects of longer informational and literary texts, using technology where			
Vocabulary	L 4.6 - Acquire and use academic and domain-s those that signal precise (e.g., quizzed, whined, particular topic (e.g., wi								



	CA CCSS for ELA Standard			Corresponding	g ELD Standards		
			PI.3 - Offering opinions		PI.	4 - Adapting language choi	ces
		Emerging -	Expanding -	Bridging -	Emerging -	Expanding -	Bridging -
		Negotiate with or	Negotiate with or persuade		Adjust language choices	Adjust language choices	Adjust language choices
		persuade others in	others in conversations	persuade others in	according to social setting	according to purpose	according to purpose, task
		conversations using basic	using an expanded set of	conversations using a	(e.g., playground,	(e.g., persuading,	(e.g., facilitating a science
	ng ng ing a a	learned phrases (e.g.,	learned phrases (e.g., I	variety of learned phrases	classroom) and audience	entertaining), task (e.g.,	experiment), and
	ene ludi f be f be c to	I think), as well as	agree with X, but), as	(e.g., That's a good idea.	(e.g., peers, teacher), with	telling a story versus	audience, with light
	te g incl es o es o oasi	open responses, in order	well as open responses, in	However), as well as	substantial support.	explaining a science	support.
a	propriate general hrases, including or states of being at are basic to a and endangered ation).	to gain and/or hold the	_	open responses, in order		experiment), and	
Us	opropriate genera phrases, including , or states of being hat are basic to a), and endangered	floor.		to gain and/or hold the		audience, with moderate	
pu	de-ap and p tions, and th 'ation,		counterarguments, and so	floor, provide		support.	
l u	ade s ar otio otio an		on.	counterarguments,			
sitic	y gr ord em red)			elaborate on an idea, and			
auis	atelic work with the ments of t			so on.			
Ac	pecurately grade-appropriate general pecific words and phrases, including actions, emotions, or states of bein stammered) and that are basic to a dilife, conservation, and endangereing animal preservation).						
Vocabulary Acquisition and Us	e ac n-sp se a se a d, si wild						
pul	uire and use and domain signal preci: zzed, whine: topic (e.g., v						
oca	ire and nd dom ignal prignal prignal prico, whi						
Š	uire ind ign ign zed, opi						
	Acquire and use accurately grade-appropriate genera mic and domain-specific words and phrases, including hat signal precise actions, emotions, or states of being quizzed, whined, stammered) and that are basic to a lar topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).						
	I - 5 + 5 - 5						
	L 4.6 acade hose (e.g. partic						



	CA CCSS for LA Standard				Correspond	ding ELD Stand	dards				
h	LA Standard	PI.6	6 - Reading/viewing clo	osely	PI.7 -	PI.7 - Evaluating language choices			PI.8 - Analyzing language resources		
		Emerging -	Expanding -	Bridging -	Emerging -	Expanding -	Bridging - Describe	Emerging -	Expanding -	Bridging -	
		a . Describe ideas,	a. Describe ideas,	a . Describe ideas,	Describe the	Describe how well	how well writers	Distinguish how	Distinguish how	Distinguish how	
		phenomena (e.g.,	phenomena (e.g.,	phenomena (e.g.,	specific	writers or	and speakers use	different words	different words	different words	
	mic al d, d,	volcanic eruptions),	animal migration),	pollination), and text	language writers	speakers use	specific language	with similar	with similar	with related	
	Acquire and use accurately grade-appropriate general academic domain-specific words and phrases, including those that signal ise actions, emotions, or states of being (e.g., quizzed, whined, mmered) and that are basic to a particular topic (e.g., wildlife, rvation, and endangered when discussing animal preservation).	and text elements	and text elements	elements (main idea,	or speakers use	specific language	resources to	meanings	meanings (e.g.,	meanings (e.g.,	
	lacinat substantiat wild	(main idea,	(main idea, central	character traits,	to present or	resources to	support an	produce different	describing a	fun versus	
	enera ose th izzed, (e.g.,	characters, events,	message, and the	event sequence, and	support an idea	support an	opinion or present	effects on the	character as	entertaining	
	gen :hos uiz: c (e	and the like) based	like) in greater detail	the like) in detail	(e.g., the specific	opinion or present	an idea (e.g., the	audience (e.g.,	smart versus an	versus thrilling,	
Jse	iate ge ing tho .g., qui: topic (animal	on close reading of a	based on close	based on close	vocabulary or	an idea (e.g.,	clarity or	describing a	expert) and	possibly versus	
Acquisition and Use	de-appropriat ises, including of being (e.g., particular top discussing ani	select set of grade-	reading of a variety	reading of a variety of	phrasing used to	whether the	appealing nature	character's	figurative	certainly) and	
n ar	le-appro ses, incli of being particul	level texts, with	of grade-level texts,	grade-level texts,	provide	vocabulary or	of language used	actions as whined	language (e.g., as	figurative	
tiol	e-ak ses, if be part	substantial support.	with moderate	with light support.	evidence), with	phrasing used to	to present	versus said).	big as a whale)	language produce	
uisi	rad hras es o es o o a		support.		prompting and	provide evidence	evidence), with		produce shades	shades of	
J Cd	ely grand phong states sic to when				substantial	is strong enough),	prompting and		of meaning and	meaning and	
	4.6 - Acquire and use accurately and domain-specific words and precise actions, emotions, or str stammered) and that are basic onservation, and endangered w	b. Use knowledge of	b . Use knowledge of	b. Use knowledge of	support.	with prompting	light support.		different effects	different effects	
Vocabulary	ccur ords ons, are	frequently used	morphology (e.g.,	morphology (e.g.,		and moderate			on the audience.	on the audience.	
cab	d use accu cific word emotions, d that are	affixes (e.g., un-, mis-	affixes, roots, and	affixes, roots, and		support.					
No.	d us em em id ti) and linguistic	base words),	base words) and							
	and uspecifus, en	context, reference	linguistic context,	linguistic context to							
	4.6 - Acquire an and domain-spe precise actions, stammered) an onservation, an	materials, and visual	and reference	determine the							
	Acquiomiomics and incoming a contract of the c	cues to determine	materials to	meaning of unknown							
	o	the meaning of	determine the	and multiple-meaning							
	L 4.6 and pre sta sta	unknown words on	meaning of unknown	words on familiar and							
		familiar topics.	words on familiar	new topics.							
			topics.								



	CA CCSS for ELA Standard			Corresponding	g ELD Standards				
	LLA Stallaara		PI.9 - Presenting		PI.10 - Writing				
		Emerging -	Expanding -	Bridging -	Emerging -	Expanding -	Bridging -		
		Plan and deliver brief oral	Plan and deliver longer oral	Plan and deliver oral	a. Write short literary and	a. Write longer literary and	a. Write longer and more		
	U	presentations on a variety of	presentations on a variety of	presentations on a variety	informational texts (e.g., a	informational texts (e.g., an	detailed literary and		
	academic at signal whined, vildlife, rrvation).	topics and content areas (e.g.,	topics and content areas	of topics in a variety of	description of a flashlight)	explanatory text on how	informational texts (e.g., an		
	neral academ se that signal zed, whined, s.g., wildlife, preservation)	retelling a story, explaining a	(e.g., retelling a story,	content areas (e.g., retelling	collaboratively (e.g., joint	flashlights work)	explanatory text on how		
	al ae hat I, wl wil	science process, reporting on	explaining a science process,	a story, explaining a science	construction of texts with	collaboratively (e.g., joint	flashlights work)		
	propriate general a ncluding those that ng (e.g., quizzed, wl cular topic (e.g., wil ssing animal preserv	a current event, recounting a	reporting on a current	process, reporting on a	an adult or with peers) and	construction of texts with an	collaboratively (e.g., joint		
	e ge tho quiz ic (e nal	memorable experience, and	event, recounting a	current event, recounting a	sometimes independently.	adult or with peers) and with	construction of texts with an		
Use	ppropriate including t eing (e.g., q ticular topi ussing anim	so on), with substantial	memorable experience, and	memorable experience, and		increasing independence	adult or with peers) and		
pu	opropring (e.g.)	support.	so on), with moderate	so on), with light support.		using appropriate text	independently using		
n a	uppr , inc eing einc		support.			organization.	appropriate text organization		
itic	 4.6 - Acquire and use accurately grade-appropriate general academ and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation 						and growing understanding of		
quis	gra ohra tes to a						register.		
Ac	ately gra and phra or states basic to a								
ary	urat ds a s, or e ba erec					b. Write increasingly concise			
pnl	d use accu cific word: emotions, id that are				texts and experiences using		summaries of texts and		
ocal	use fic v noti that						experiences using complete		
Š	and uspecifies on the contraction of the contractio				key words (e.g., from notes		and concise sentences and key		
	Acquire and us. domain-specific ise actions, emo mmered) and th rvation, and en				or graphic organizers).	(e.g., from notes or graphic	words (e.g., from notes or		
	Acquir domain ise actic nmerec rvation					organ-izers).	graphic organizers).		
	Acc dor dor ise mm erva								
	L 4.6 - Acquire an and domain-spe precise actions, stammered) ar conservation, an								
	L L L L L L L L L L L L L L L L L L L								



	CA CCSS for ELA Standard			Correspondin	g ELD Standards		
			PI.11 - Supporting opinions		PI.1	12 - Selecting language resour	ces
		Emerging -	Expanding -	Bridging -	Emerging -	Expanding -	Bridging -
		a. Support opinions by	a. Support opinions or	a. Support opinions or	a. Use a select number of	a. Use a growing number of	a. Use a wide variety of
	u	expressing appropriate/	persuade others by	persuade others by	general academic and	general academic and	general academic and
	general academic hose that signal uizzed, whined, c (e.g., wildlife, nal preservation).	accurate reasons using	expressing appropriate/	expressing appropriate/	domain-specific words to	domain-specific words,	domain-specific words,
	cademi signal hined, Idlife, vation)	textual evidence (e.g.,	accurate reasons using	accurate reasons using	create precision while	synonyms, and antonyms to	synonyms, antonyms, and
	al ac hat , wl wil serv	referring to text) or	some textual evidence	detailed textual evidence	speaking and writing.	create precision and shades	figurative language to create
	nera se tl zed zed .g.,	relevant background	(e.g., paraphrasing facts) or	(e.g., quotations or specific		of meaning while speaking	precision and shades of
	propriate general academ ncluding those that signal ng (e.g., quizzed, whined, cular topic (e.g., wildlife, ssing animal preservation	knowledge about content,	relevant background	events from text) or		and writing.	meaning while speaking and
Use	iate ing g., (g.) top	with substantial support.	knowledge about content,	relevant background			writing.
and	opr ludi g (e. llar ing a		with moderate support.	knowledge about content,			
	le-appropr ses, includ of being (e. particular discussing a			with light support.			
Acquisition	ately grade-appropriate general academ and phrases, including those that signal or states of being (e.g., quizzed, whined, basic to a particular topic (e.g., wildlife, ed when discussing animal preservation	b. Express ideas and	b. Express attitude and	b. Express attitude and	b. Select a few frequently	b. Select a growing number	b Select a variety of
nbo	rately grad s and phras or states c basic to a ed when c	opinions or temper	opinions or temper	•	used affixes for accuracy and		·
	ately and or sta basic ed w	statements using basic	statements with familiar	statements with nuanced	· ·	accuracy and precision (e.g.,	
cabulary		modal expressions (e.g.,	modal expressions (e.g.,	modal expressions (e.g.,		She walked. He likes , I'm	
nqe	e acomo viole	can, will, maybe).	maybe/probably, can/	probably/certainly,			uncomfortable. They left
000	use ific v mot I tha end	can, wiii, maybej.	must).	should/would) and		атпарруу.	reluctantly).
	and speci ns, ei nd and		mastj.	phrasing (e.g., In my			refuetantiy).
	ire a in-s tion tion ed)			opinion).			
	. 4.6 - Acquire and use accurand domain-specific words precise actions, emotions, catammered) and that are tonservation, and endanger			οριποπ			
	- Ao d do d do cise amr erv						
	4.6 and pre sta						
	C						



<u></u>		PII.3 -		Corresponding ELD Standards									
:		PII.3 - Using verbs and verb phrases			PII.4 - Using nouns and noun phrases			PII.5 - Modifying to add details					
ا ا		Emerging -	Expanding -	Bridging -	Emerging -	Expanding -	Bridging -	Emerging -	Expanding -	Bridging -			
يا ا		Use various verbs/	Use various verbs/	Use various verbs/	Expand noun	Expand noun	Expand noun	Expand	Expand sentences	Expand sentences			
1 7	υ.		verb types (e.g.,	verb types (e.g.,	phrases in simple	phrases in a	phrases in an	sentences with	with a growing	with a variety of			
1 2	em had e, on).	doing, saying, being/having,	doing, saying,	doing, saying,	ways (e.g.,	variety of ways	increasing variety	familiar	variety of	adverbials (e.g.,			
	al acaden hat signal , whined, wildlife, servation	being/having,	being/having,	being/having,	adding an	(e.g., adding	of ways (e.g.,	adverbials (e.g.,	adverbials (e.g.,	adverbs, adverb			
	al al hat hat , wl will	thinking/feeling)	thinking/feeling) and	thinking/feeling) and	adjective) in	adjectives to	adding general	basic	adverbs,	phrases,			
	ner se t zed zed .g.,	and tenses	tenses appropriate	tenses appropriate	order to enrich	noun phrases or	academic	prepositional	prepositional	prepositional			
	accurately grade-appropriate general academic vords and phrases, including those that signal ions, or states of being (e.g., quizzed, whined, t are basic to a particular topic (e.g., wildlife, angered when discussing animal preservation).	appropriate to the	to the task, text type,	to the task and text	the meaning of	simple clause	adjectives and	phrases) to	phrases) to	phrases) to			
Use	ing ing green ing ing ing ing ing ing ing ing ing in		and discipline (e.g.,	type (e.g., timeless	sentences and	embedding) in	adverbs to noun	provide details	provide details	provide details			
and	atery grade-appropriation and phrases, including or states of being (e.g., basic to a particular toped when discussing ani	discipline (e.g., simple past for	simple past for	present for science	add details about	order to enrich	phrases or more	(e.g., time,	(e.g., time,	(e.g., time,			
E G	ie-appropr ses, includ of being (e particular discussing	simple past for	retelling, timeless	explanation, mixture	ideas, people,	the meaning of	complex clause	manner, place,	manner, place,	manner, place,			
	ses, ses, of b par disc		present for science	of past and present	things, and so on.	sentences and	embedding) in	cause, and so	cause, and so on)	cause, and so on)			
nis	grad hrae es c		explanation) for an	for historical		add details about	order to enrich	on) about a	about a familiar	about a variety of			
Acq	ately grand phi or states basic to	tamiliar topics.	increasing variety of	information report)		ideas, people,	the meaning of	familiar activity	or new activity or	familiar and new			
<u>`</u>	s ar s ar or ba		familiar and new	for a variety of		things, and so on.	sentences and	or process (e.g.,	process (e.g.,	activities and			
	use accuratific words ar motions, or I that are basendangered		topics.	familiar and new			add details about	•		processes (e.g.,			
/ocab	use a ific w motic I that enda			topics.			ideas, people,	the soccer field).	quietly. They ran	They worked			
	ecifi em em del						things, and so on.		across the soccer	quietly all night in			
	e and -speci ons, er) and , and								field).	their room).			
الله الما	 - Acquire and use accurately grade-appropriate general academ and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation 												
	Acq dom se a												
ų d	.6 - nd c reci reci stan												
	and and pre sta sta cons												



CA CCSS for ELA Standard	Corresponding ELD Standards									
		PII.6 - Connecting ideas		PII.7 - Condensing ideas						
	Emerging -	Expanding -	Bridging -	Emerging -	Expanding -	Bridging -				
	Combine clauses in a few	Combine clauses in an	Combine clauses in a wide	Condense clauses in	Condense clauses in an	Condense clauses in a				
	basic ways to make	increasing variety of ways	variety of ways (e.g., creating	simple ways (e.g.,	increasing variety of ways	variety of ways (e.g.,				
academic at signal whined, vildlife,	connections between and	(e.g., creating complex	complex sentences using a	through simple em-	(e.g., through a growing	through various types of				
il academ hat signa , whined wildlife,	join ideas in sentences	sentences using familiar	variety of subordinate	bedded clauses, as in,	number of embedded	embedded clauses and				
tha tha td, v	(e.g., creating compound	subordinate conjunctions) to	conjunctions) to make	The woman is a	clauses and other	other ways of condensing				
Use iate general iling those tha g, quizzed, v topic (e.g., w	sentences using	make connections between	connections between and join	doctor. She helps	condensing, as in, The dog	as in, There was a Gold				
Se te g g th , qu ipic	coordinate conjunctions,	and join ideas in sentences,	ideas, for example, to express	children. \rightarrow The	ate quickly. The dog	Rush. It began in the				
nd Use priate; uding t (e.g., q ar topii	such as and, but, so).	for example, to express	cause/effect (e.g., Since the		choked. → The dog ate	1850s. It brought a lot of				
Vocabulary Acquisition and Use use accurately grade-appropriate general academ cific words and phrases, including those that signal emotions, or states of being (e.g., quizzed, whined, d that are basic to a particular topic (e.g., wildlife, endangered when discussing animal preservation			lion was at the waterhole, the	who helps children) to	so quickly that it choked)	people to California. \rightarrow				
sition an de-appro ases, incli of being a particula			deer ran away), to make a	create precise and	to create precise and	The Gold Rush that began				
isit ade rase s of a p		•	concession, or to link two	detailed sentences.	detailed sentences.	in the 1850s brought a lot				
Acquis			ideas that happen at the same			of people to California) to				
y Avantely and and or st			time (e.g., The cubs played			create precise and				
rds rds rs, c re k re k		wasn't feeling well).	while their mother hunted).			detailed sentences.				
ocabulary of use accurate ific words ar motions, or I that are basendangered										
Vocabula d use accur cific words emotions, id that are										
and spec ns, e ns, e and										
ire ain-s tior tior ed)										
Acquire domain- ise actio nmered rvation,										
anc anc pre sta sta										
∏										