



Integrating the CA ELD Standards Into K-12 English Language Arts/Literacy GRADE 4

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

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

Purpose of the ELD Standards

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



The CA ELD Standards *amplify* the language, knowledge, skills, and abilities of the CA CCSS for ELA/Literacy standards, which are essential in order for ELs to succeed in school while they are developing English.

Intended Use of the ELD Standards

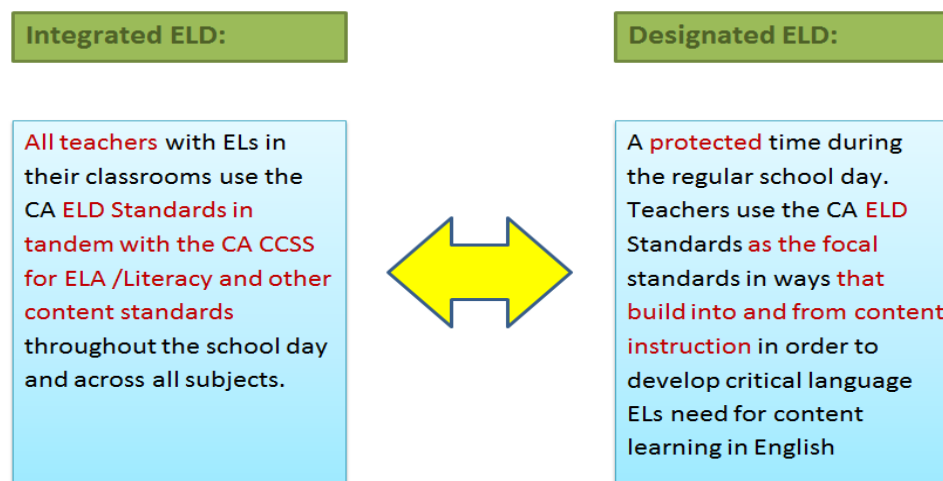
The CA ELD Standards *correspond* with the CA CCSS for ELA/Literacy and are designed to apply to English language and literacy skills across all academic content areas in addition to classes specifically designed for ELD. With appropriate instructional support from their teachers, provided within appropriately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

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

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


Integrated and Designated ELD

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



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

CA CCS for ELA Standard		Corresponding ELD Standards		
		Pi.10 - Writing		
		Pi.11 - Supporting opinions		
Text and Types of Media and Formats	<p>Emerging -</p> <p>a. Write short literary texts (e.g., narratives) on informational texts (e.g., expository texts).</p> <p>b. (highlight) collaboratively (e.g., joint construction of texts with an adult or peer) and sometimes independently.</p>	<p>Expanding -</p> <p>a. Write longer and more detailed literary and informational texts.</p> <p>b. (highlight) collaboratively (e.g., joint construction of texts with an adult or with peers) and with increasing independence using appropriate text.</p>	<p>Bridging -</p> <p>a. Write longer and more detailed literary and informational texts collaboratively (e.g., joint construction of texts with peers) and independently using relevant background knowledge about content, with substantial support.</p> <p>b. (highlight) collaboratively (e.g., joint construction of texts with peers) and independently using relevant background knowledge about content, with moderate support.</p>	<p>Emerging -</p> <p>a. Support opinions by expressing appropriate/accurate reasons using textual evidence (e.g., referring to text) or relevant background knowledge about content, with substantial support.</p> <p>b. Express ideas and opinions or temper statements using basic modal expressions (e.g., can, will, maybe).</p>
	<p>Expanding -</p> <p>a. Write brief summaries of texts and experiences using complete sentences and key words (e.g., from notes or graphic organizer).</p>	<p>Expanding -</p> <p>a. Write increasingly concise summaries of texts and experiences using complete sentences and key words (e.g., from notes or graphic organizer).</p>	<p>Bridging -</p> <p>a. Write clear and coherent summaries of texts and experiences using complete sentences and key words (e.g., from notes or graphic organizer).</p>	<p>Expanding -</p> <p>a. Support opinions or persuade others by expressing appropriate/accurate reasons using some textual evidence (e.g., paraphrasing factual or relevant background knowledge about content, with moderate support).</p> <p>b. Express attitude and opinions or temper statements with familiar modal expressions (e.g., maybe/probably, can/must).</p>
Language	<p>Emerging -</p> <p>a. Write short literary texts (e.g., narratives) on informational texts (e.g., expository texts).</p> <p>b. (highlight) collaboratively (e.g., joint construction of texts with an adult or peer) and sometimes independently.</p>	<p>Expanding -</p> <p>a. Write longer and more detailed literary and informational texts.</p> <p>b. (highlight) collaboratively (e.g., joint construction of texts with an adult or with peers) and with increasing independence using appropriate text.</p>	<p>Bridging -</p> <p>a. Write longer and more detailed literary and informational texts collaboratively (e.g., joint construction of texts with peers) and independently using relevant background knowledge about content, with substantial support.</p> <p>b. (highlight) collaboratively (e.g., joint construction of texts with peers) and independently using relevant background knowledge about content, with moderate support.</p>	<p>Emerging -</p> <p>a. Support opinions by expressing appropriate/accurate reasons using textual evidence (e.g., referring to text) or relevant background knowledge about content, with substantial support.</p> <p>b. Express ideas and opinions or temper statements using basic modal expressions (e.g., can, will, maybe).</p>
Language	<p>Expanding -</p> <p>a. Write brief summaries of texts and experiences using complete sentences and key words (e.g., from notes or graphic organizer).</p>	<p>Expanding -</p> <p>a. Write increasingly concise summaries of texts and experiences using complete sentences and key words (e.g., from notes or graphic organizer).</p>	<p>Bridging -</p> <p>a. Write clear and coherent summaries of texts and experiences using complete sentences and key words (e.g., from notes or graphic organizer).</p>	<p>Expanding -</p> <p>a. Support opinions or persuade others by expressing appropriate/accurate reasons using some textual evidence (e.g., paraphrasing factual or relevant background knowledge about content, with moderate support).</p> <p>b. Express attitude and opinions or temper statements with familiar modal expressions (e.g., maybe/probably, can/must).</p>

Grade 4 - Writing (W)		Integrating the CA ELD Standards into K-12 English Language Arts, Literacy		 <i>Office of K-12 Schools</i> <i>ensuring bright futures</i>	
CA CCS for ELD Standard		Corresponding ELD Standards			
		PI.10 - Writing		PI.11 - Supporting opinions	
Time and Typical Experiences 15-20 minutes To develop reader or listener interest, students may use effective techniques such as:	W.4.1 Write opinion pieces on topics or issues, supporting a point of view with reasons and relevant information. (L. 4-2)	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 peer) and independently.	Expanding A. Write longer literary and informational texts (e.g., an explanatory text or a flashback) collaboratively (e.g., joint construction of texts with an adult or peer) and independently using appropriate text organization and providing understanding appropriate text.	Emerging A. Support opinions by expressing appropriate/accurate reasons using textual evidence (e.g., referring to text) or relevant background knowledge about content, with	Expanding A. Support opinions or persuade others by expressing appropriate/accurate reasons using textual evidence (e.g., paraphrasing facts) or relevant background knowledge about content.
	W.4.2 Write opinion pieces on topics or issues, supporting a point of view with reasons and relevant information. (L. 4-2)	Emerging B. Write brief summaries of texts and experiences using complete sentences and key words (e.g., from notes or graphic organizers).	Expanding B. Write increasingly concise summaries of texts and experiences using complete sentences and key words (e.g., from notes or graphic organizers).	Emerging B. Express ideas and opinions or temper statements using basic verbal expressions (e.g., can, will, maybe).	Expanding B. Express attitude and opinions or temper statements with familiar modal expressions (e.g., maybe/probably, perhaps/maybe).

Page 11 of 37 Formatted by Curriculum, Instruction and Accountability, Kern County Superintendent of Schools, Bakersfield, California (661) 836-4239 | <http://kern.gov/sds/elds/resources/>

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Some Reminders About the Organization of the CA ELD Standards

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

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

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

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

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

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

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

CA CCSS for ELA Standard		Corresponding ELD Standards				
Key Ideas and Details	RL 4.1 - Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	PI.6 - Reading/viewing closely				
		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.	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 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.		
	RL 4.2 - Determine a theme of a story, drama, or poem from details in the text; summarize the text.					
	RL 4.3 - Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).				PI.7 - Evaluating language choices	
		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.		

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

CA CCSS for ELA Standard		Corresponding ELD Standards					
Craft and Structure	RL 4.4 - Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Hercules). (See grade 4 Language standards 4-6 for additional expectations.) CA	PI.6 - Reading/viewing closely			PI.7 - Evaluating language choices		
	RL 4.5 - Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.	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.	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.	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.
		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.			

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

CA CCSS for ELA Standard		Corresponding ELD Standards					
Craft and Structure	RL 4.4 - Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean). (See grade 4 Language standards 4–6 for additional expectations.) CA	PI.8 - Analyzing language choices					
		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).	Expanding - 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 the audience.	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.			
					PII.1 - Understanding text structure		
					Emerging - 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.	Expanding - Apply increasing understanding of how different 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 texts and writing texts with increasing cohesion.	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
					PII.2 - Understanding cohesion		
					Emerging - 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. b. Apply basic understanding of how ideas, events, or reasons are linked throughout a text using everyday connecting words or phrases (e.g., first, yesterday) 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. 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.	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. 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.
RL 4.5 - Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.							

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

CA CCSS for ELA Standard		Corresponding ELD Standards					
Craft and Structure	RL 4.6 - Compare and contrast the point of view from which different stories are narrated, including the difference between first-and third-person narrations.	PI.6 - Reading/viewing closely			PI.7 - Evaluating language choices		
		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.	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.	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.
Integration of Knowledge and Ideas	RL 4.7 - Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text	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.			

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

CA CCSS for ELA Standard		Corresponding ELD Standards		
Integration of Knowledge and Ideas	RL 4.9 - Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.	PI.6 - Reading/viewing closely		
		<p>Emerging -</p> <p>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.</p> <p>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.</p>	<p>Expanding -</p> <p>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.</p> <p>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.</p>	<p>Bridging -</p> <p>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.</p> <p>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.</p>
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.			

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

CA CCSS for ELA Standard		Corresponding ELD Standards				
Key Ideas and Details	RI 4.1 - Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	PI.6 - Reading/viewing closely				
		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. 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.	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.		
					PI.7 - Evaluating language choices	
					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.
	RI 4.2 - Determine the main idea of a text and explain how it is supported by key details; summarize the text.				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.	
RI 4.3 - Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.						

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

CA CCSS for ELA Standard		Corresponding ELD Standards					
Craft and Structure	RI 4.4 - Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area. (See grade 4 Language standards 4–6 for additional expectations.) CA	PI.6 - Reading/viewing closely			PI.8 - Analyzing language choices		
	RI 4.5 - Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.	<p>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.</p> <p>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.</p>	<p>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.</p> <p>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.</p>	<p>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.</p> <p>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.</p>	<p>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).</p>	<p>Expanding - 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 the audience.</p>	<p>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.</p>

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

CA CCSS for ELA Standard		Corresponding ELD Standards					
		PII.1 - Understanding text structure			PII.2 - Understanding cohesion		
		Emerging - 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.	Expanding - Apply increasing understanding of how different 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 texts and writing texts with increasing cohesion.	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 and writing cohesive texts.	Emerging - 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. b. Apply basic understanding of how ideas, events, or reasons are linked throughout a text using everyday connecting words or phrases (e.g., first, yesterday) 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. 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.	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. 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.
Craft and Structure	RI 4.5 - Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.						

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

CA CCSS for ELA Standard		Corresponding ELD Standards					
Craft and Structure	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 provided.	PI.6 - Reading/viewing closely			PI.7 - Evaluating language choices		
		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.	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.	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.
Integration of Knowledge and Ideas	RI 4.7 - Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.	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.			

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

CA CCSS for ELA Standard		Corresponding ELD Standards				
Integration of Knowledge and Ideas	RI 4.8 - Explain how an author uses reasons and evidence to support particular points in a text.				PI.7 - Evaluating language choices	
					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.
	RI 4.9 - Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.	PI.6 - Reading/viewing closely				
Range of Reading and level of Text Complexity RI 4.10-By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	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. 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.	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.			

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

CA CCSS for ELA Standard		Corresponding ELD Standards					
Text and Types and Purposes	W 4.1 - Write opinion pieces on topics or texts, supporting a point of view with reasons and information. (a. - d.)	PI.10 - Writing			PI.11 - Supporting opinions		
		Emerging - a. Write short literary and informational texts (e.g., a description of a flashlight) collaboratively (e.g., joint construction of texts with an adult or with peers) and sometimes independently.	Expanding - a. Write longer literary and informational texts (e.g., an explanatory text on how flashlights work) collaboratively (e.g., joint construction of texts with an adult or with peers) and with increasing independence using appropriate text organization.	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.	Emerging - a. Support opinions by expressing appropriate/accurate reasons using textual evidence (e.g., referring to text) or relevant background knowledge about content, with substantial support.	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.	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. Write brief summaries of texts and experiences using complete sentences and key words (e.g., from notes or graphic organizers).	b. Write increasingly concise summaries of texts and experiences using complete sentences and key words (e.g., from notes or graphic organizers).	b. Write clear and coherent summaries of texts and experiences using complete and concise sentences and key words (e.g., from notes or graphic organizers).	b. Express ideas and opinions or temper statements using basic modal expressions (e.g., can, will, maybe).	b. Express attitude and opinions or temper statements with familiar modal expressions (e.g., maybe/probably, can/must).	b. Express attitude and opinions or temper statements with nuanced modal expressions (e.g., probably/certainly, should/would) and phrasing (e.g., In my opinion ...).
Text and Types and Purposes	W 4.2 - Write informative/explanatory texts to examine a topic and convey ideas and information clearly. (a. - e.)						
Text and Types and Purposes	W 4.3 - Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. (a. - e.)						

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

CA CCSS for ELA Standard		Corresponding ELD Standards					
Text and Types and Purposes	W 4.1 - Write opinion pieces on topics or texts, supporting a point of view with reasons and information. (a. - d.)	PII.1 - Understanding text structure			PII.2 - Understanding cohesion		
	W 4.2 - Write informative/explanatory texts to examine a topic and convey ideas and information clearly. (a. - e.)	Emerging - 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.	Expanding - Apply increasing understanding of how different 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 texts and writing texts with increasing cohesion.	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 and writing cohesive texts.	Emerging - 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. b. Apply basic understanding of how ideas, events, or reasons are linked throughout a text using everyday connecting words or phrases (e.g., first, yesterday) 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. 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.	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. 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.
	W 4.3 - Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. (a. - e.)						

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

CA CCSS for ELA Standard		Corresponding ELD Standards					
Text and Types and Purposes	W 4.1 - Write opinion pieces on topics or texts, supporting a point of view with reasons and information. (a - d.)	PII.6 - Connecting ideas			PII.7 - Condensing ideas		
		Emerging - Combine clauses in a few basic ways to make connections between and join ideas in sentences (e.g., creating compound sentences using coordinate conjunctions, such as and, but, so).	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 concession, or to link two ideas that happen at the same time (e.g., The cubs played while their mother hunted).	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 detailed sentences.	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 choked. → The dog ate so quickly that it choked) to create precise and detailed sentences.	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. It began in the 1850s. It brought a lot of people to California. → The Gold Rush that began in the 1850s brought a lot of people to California) to create precise and detailed sentences.
	W 4.2 - Write informative/explanatory texts to examine a topic and convey ideas and information clearly. (a - e.)						
	W 4.3 - Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. (a - e.)						

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

CA CCSS for ELA Standard		Corresponding ELD Standards					
Production and Distribution of Writing	W 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	PI.4 - Adapting language choices			PI.10 - Writing		
	W 4.5 - With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4.)	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.	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., from notes or graphic organizers).	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 key words (e.g., from notes or graphic organizers).	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 sentences and key words (e.g., from notes or graphic organizers).

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

CA CCSS for ELA Standard		Corresponding ELD Standards					
Production and Distribution of Writing	W 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	PI.11 - Supporting opinions			PI.12 - Selecting language resources		
		Emerging - a. Support opinions by expressing appropriate/accurate reasons using textual evidence (e.g., referring to text) or relevant background knowledge about content, with substantial support. b. Express ideas and opinions or temper statements using basic modal expressions (e.g., can, will, maybe).	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.,	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/would) and phrasing (e.g., In my opinion...).	Emerging - 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, I’m unhappy).	Expanding - 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. b. Select a growing number of frequently used affixes for accuracy and precision (e.g., She walked. He likes . . . , I’m unhappy).	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).
	W 4.5 - With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4.)						

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

CA CCSS for ELA Standard		Corresponding ELD Standards					
Production and Distribution of Writing	W 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	PII.1 - Understanding text structure			PII.2 - Understanding cohesion		
		Emerging - 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.	Expanding - Apply increasing understanding of how different 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 texts and writing texts with increasing cohesion.	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 and writing cohesive texts.	Emerging - 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. b. Apply basic understanding of how ideas, events, or reasons are linked throughout a text using everyday connecting words or phrases (e.g., first, yesterday) 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. 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.	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. 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.
	W 4.5 - With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4.)						

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

CA CCSS for ELA Standard		Corresponding ELD Standards								
Production and Distribution of Writing	W 4.5 - With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4.)	PII.3 - Using verbs and verb phrases			PII.4 - Using nouns and noun phrases			PII.5 - Modifying to add details		
		Emerging - Use various verbs/verb types (e.g., doing, saying, being/having, thinking/feeling) and tenses appropriate to the text type and discipline (e.g., simple past for recounting an experience) for familiar topics.	Expanding - Use various verbs/verb types (e.g., doing, saying, being/having, thinking/feeling) and tenses appropriate to the task, text type, and discipline (e.g., simple past for retelling, timeless present for science explanation) for an increasing variety of familiar and new topics.	Bridging - Use various verbs/verb types (e.g., doing, saying, being/having, thinking/feeling) and tenses appropriate to the task and text type (e.g., timeless present for science explanation, mixture of past and present for historical information report) for a variety of familiar and new topics.	Emerging - Expand noun phrases in simple ways (e.g., adding an adjective) in order to enrich the meaning of sentences and add details about ideas, people, things, and so on.	Expanding - Expand noun phrases in a variety of ways (e.g., adding adjectives to noun phrases or simple clause embedding) in order to enrich the meaning of sentences and add details about ideas, people, things, and so on.	Bridging - Expand noun phrases in an increasing variety of ways (e.g., adding general academic adjectives and adverbs to noun phrases or more complex clause embedding) in order to enrich the meaning of sentences and add details about ideas, people, things, and so on.	Emerging - Expand sentences with familiar adverbials (e.g., basic prepositional phrases) to provide details (e.g., time, manner, place, cause, and so on) about a familiar activity or process (e.g., They walked to the soccer field).	Expanding - Expand sentences with a growing variety of adverbials (e.g., adverbs, prepositional phrases) to provide details (e.g., time, manner, place, cause, and so on) about a familiar or new activity or process (e.g., They worked quietly. They ran across the soccer field).	Bridging - Expand sentences with a variety of adverbials (e.g., adverbs, adverb phrases, prepositional phrases) to provide details (e.g., time, manner, place, cause, and so on) about a variety of familiar and new activities and processes (e.g., They worked quietly all night in their room).

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

CA CCSS for ELA Standard		Corresponding ELD Standards					
Production and Distribution of Writing	W 4.5 - With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4.)	PII.6 - Connecting ideas			PII.7 - Condensing ideas		
		Emerging - Combine clauses in a few basic ways to make connections between and join ideas in sentences (e.g., creating compound sentences using coordinate conjunctions, such as and, but, so).	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 concession, or to link two ideas that happen at the same time (e.g., The cubs played while their mother hunted).	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 detailed sentences.	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 choked. → The dog ate so quickly that it choked) to create precise and detailed sentences.	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. It began in the 1850s. It brought a lot of people to California. → The Gold Rush that began in the 1850s brought a lot of people to California) to create precise and detailed sentences.

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

CA CCSS for ELA Standard		Corresponding ELD Standards			
Production and Distribution of Writing W 4.6 -With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.	PI.10 - Writing				
	Research to build and Present knowledge 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	W 4.7 - Conduct short research projects that build knowledge through investigation of different aspects of a topic.	Emerging - a. Write short literary and informational texts (e.g., a description of a flashlight) collaboratively (e.g., joint construction of texts with an adult or with peers) and sometimes independently.	Expanding - a. Write longer literary and informational texts (e.g., an explanatory text on how flashlights work) collaboratively (e.g., joint construction of texts with an adult or with peers) and with increasing independence using appropriate text organization.	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 brief summaries of texts and experiences using complete sentences and key words (e.g., from notes or graphic organizers).	b. Write increasingly concise summaries of texts and experiences using complete sentences and key words (e.g., from notes or graphic organizers).	b. Write clear and coherent summaries of texts and experiences using complete and concise sentences and key words (e.g., from notes or graphic organizers).

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

CA CCSS for ELA Standard		Corresponding ELD Standards					
Research to build and Present knowledge	W 4.9 - Draw evidence from literary or informational texts to support analysis, reflection, and research. (a. - b.)	PI.10 - Writing			PI.11 - Supporting opinions		
		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., from notes or graphic organizers).	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 key words (e.g., from notes or graphic organizers).	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 sentences and key words (e.g., from notes or graphic organizers).	Emerging - a. Support opinions by expressing appropriate/ accurate reasons using textual evidence (e.g., referring to text) or relevant background knowledge about content, with substantial support. b. Express ideas and opinions or temper statements using basic modal expressions (e.g., can, will, maybe).	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, can/must).	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/would) and phrasing (e.g., In my opinion . . .).
Range of Writing	W 4.10 - Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.						

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

CA CCSS for ELA Standard		Corresponding ELD Standards								
		PI.1 - Exchanging information and ideas			PI.3 - Offering opinions			PI.4 - Adapting language choices		
		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 questions, affirming others, and adding relevant information.	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 - 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 counterarguments, and so on.	Bridging - Negotiate with or 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 floor, provide counterarguments, elaborate on an idea, and so on.	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.
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.)									

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

CA CCSS for ELA Standard		Corresponding ELD Standards				
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.)	PI.5 - Listening actively				
		Emerging - Demonstrate active listening of read-alouds and oral presentations by asking and answering basic questions, with prompting and substantial support.	Expanding - Demonstrate active listening of read-alouds and oral presentations by asking and answering detailed questions, with occasional prompting and moderate support.	Bridging - Demonstrate active listening of read-alouds and oral presentations by asking and answering detailed questions, with minimal prompting and light support.		
	SL 4.2 - Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.				PI.6 - Reading/viewing closely	
	SL 4.3 - Identify the reasons and evidence a speaker or media source provides to support particular points. CA				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.	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 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.	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 words on familiar and new topics.

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

CA CCSS for ELA Standard		Corresponding ELD Standards					
Comprehension and Collaboration	SL 4.3 - Identify the reasons and evidence a speaker or media source provides to support particular points. CA	PI.7 - Evaluating language choices			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 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.	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).	Expanding - 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 the audience.	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.

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

CA CCSS for ELA Standard		Corresponding ELD Standards								
		PI.9 - Presenting			PI.11 - Supporting opinions			PI.12 - Selecting language resources		
		Emerging - Plan and deliver brief 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 experience, and so on), with substantial support.	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 experience, and so on), with moderate support.	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.	Emerging - a. Support opinions by expressing appropriate/ accurate reasons using textual evidence (e.g., referring to text) or relevant background knowledge about content, with substantial support. b. Express ideas and opinions or temper statements using basic modal expressions (e.g., can, will, maybe).	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, can/ must).	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/would) and phrasing (e.g., In my opinion...).	Emerging - 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, I'm unhappy).	Expanding - 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. b. Select a growing number of frequently used affixes for accuracy and precision (e.g., She walked. He likes..., I'm unhappy).	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., he's walking. I'm uncomfortable. They left reluctantly).
	Presentation of Knowledge and Ideas SL 4.4 - Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. (a.) CA									

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

CA CCSS for ELA Standard		Corresponding ELD Standards					
Presentation of Knowledge and Ideas	SL 4.4 - Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. (a.) CA	PII.1 - Understanding text structure			PII.2 - Understanding cohesion		
		Emerging - 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.	Expanding - Apply increasing understanding of how different 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 texts and writing texts with increasing cohesion.	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 and writing cohesive texts.	Emerging - 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. b. Apply basic understanding of how ideas, events, or reasons are linked throughout a text using everyday connecting words or phrases (e.g., first, yesterday) 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 . 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.	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. 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.

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

CA CCSS for ELA Standard		Corresponding ELD Standards								
Presentation of Knowledge and Ideas	SL 4.4 - Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. (a.) CA	PII.5 - Modifying to add details			PII.6 - Connecting ideas			PII.7 - Condensing ideas		
		Emerging - Expand sentences with familiar adverbials (e.g., basic prepositional phrases) to provide details (e.g., time, manner, place, cause, and so on) about a familiar activity or process (e.g., They walked to the soccer field).	Expanding - Expand sentences with a growing variety of adverbials (e.g., adverbs, prepositional phrases) to provide details (e.g., time, manner, place, cause, and so on) about a familiar or new activity or process (e.g., They worked quietly. They ran across the soccer field).	Bridging - Expand sentences with a variety of adverbials (e.g., adverbs, adverb phrases, prepositional phrases) to provide details (e.g., time, manner, place, cause, and so on) about a variety of familiar and new activities and processes (e.g., They worked quietly all night in their room).	Emerging - Combine clauses in a few basic ways to make connections between and join ideas in sentences (e.g., creating compound sentences using coordinate conjunctions, such as and, but, so).	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 concession, or to link two ideas that happen at the same time (e.g., The cubs played while their mother hunted).	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 detailed sentences.	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 so quickly that it choked) to create precise and detailed sentences.	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. It began in the 1850s. It brought a lot of people to California. → The Gold Rush that began in the 1850s brought a lot of people to California) to create precise and detailed sentences.

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

CA CCSS for ELA Standard		Corresponding ELD Standards		
Presentation of Knowledge and Ideas	SL 4.5 - Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.	PI.9 - Presenting		
		Emerging - Plan and deliver brief 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 experience, and so on), with substantial support.	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 experience, and so on), with moderate support.	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.

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

CA CCSS for ELA Standard		Corresponding ELD Standards					
Presentation of Knowledge and Ideas	SL 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.)	PI.1 - Exchanging information and ideas			PI.3 - Offering opinions		
		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 questions, affirming others, and adding relevant information.	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 - 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 counterarguments, and so on.	Bridging - Negotiate with or 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 floor, provide counterarguments, elaborate on an idea, and so on.

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

CA CCSS for ELA Standard		Corresponding ELD Standards					
Presentation of Knowledge and Ideas	SL 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.)	PI.4 - Adapting language choices			PI.9 - Presenting		
		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.	Emerging - Plan and deliver brief 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 experience, and so on), with substantial support.	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 experience, and so on), with moderate support.	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.

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

CA CCSS for ELA Standard		Corresponding ELD Standards					
Presentation of Knowledge and Ideas	SL 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.)	PI.11 - Supporting opinions			PI.12 - Selecting language resources		
		Emerging - a. Support opinions by expressing appropriate/accurate reasons using textual evidence (e.g., referring to text) or relevant background knowledge about content, with substantial support. b. Express ideas and opinions or temper statements using basic modal expressions (e.g., can, will, maybe).	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, can/must).	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/would) and phrasing (e.g., In my opinion...).	Emerging - 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, I’m unhappy).	Expanding - 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. b. Select a growing number of frequently used affixes for accuracy and precision (e.g., She walked. He likes..., I’m unhappy).	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).

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

CA CCSS for ELA Standard		Corresponding ELD Standards								
		PII.3 - Using verbs and verb phrases			PII.4 - Using nouns and noun phrases			PII.5 - Modifying to add details		
		Emerging - Use various verbs/verb types (e.g., doing, saying, being/having, thinking/feeling) and tenses appropriate to the text type and discipline (e.g., simple past for recounting an experience) for familiar topics.	Expanding - Use various verbs/verb types (e.g., doing, saying, being/having, thinking/feeling) and tenses appropriate to the task, text type, and discipline (e.g., simple past for retelling, timeless present for science explanation) for an increasing variety of familiar and new topics.	Bridging - Use various verbs/verb types (e.g., doing, saying, being/having, thinking/feeling) and tenses appropriate to the task and text type (e.g., timeless present for science explanation, mixture of past and present for historical information report) for a variety of familiar and new topics.	Emerging - Expand noun phrases in simple ways (e.g., adding an adjective) in order to enrich the meaning of sentences and add details about ideas, people, things, and so on.	Expanding - Expand noun phrases in a variety of ways (e.g., adding adjectives to noun phrases or simple clause embedding) in order to enrich the meaning of sentences and add details about ideas, people, things, and so on.	Bridging - Expand noun phrases in an increasing variety of ways (e.g., adding general academic adjectives and adverbs to noun phrases or more complex clause embedding) in order to enrich the meaning of sentences and add details about ideas, people, things, and so on.	Emerging - Expand sentences with familiar adverbials (e.g., basic prepositional phrases) to provide details (e.g., time, manner, place, cause, and so on) about a familiar activity or process (e.g., They walked to the soccer field).	Expanding - Expand sentences with a growing variety of adverbials (e.g., adverbs, prepositional phrases) to provide details (e.g., time, manner, place, cause, and so on) about a familiar or new activity or process (e.g., They worked quietly. They ran across the soccer field).	Bridging - Expand sentences with a variety of adverbials (e.g., adverbs, adverb phrases, prepositional phrases) to provide details (e.g., time, manner, place, cause, and so on) about a variety of familiar and new activities and processes (e.g., They worked quietly all night in their room).

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

CA CCSS for ELA Standard		Corresponding ELD Standards					
Presentation of Knowledge and Ideas	SL 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.)	PII.6 - Connecting ideas			PII.7 - Condensing ideas		
		Emerging - Combine clauses in a few basic ways to make connections between and join ideas in sentences (e.g., creating compound sentences using coordinate conjunctions, such as and, but, so).	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 way), to make a concession, or to link two ideas that happen at the same time (e.g., The cubs played while their mother hunted).	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 detailed sentences.	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 choked. → The dog ate so quickly that it choked) to create precise and detailed sentences.	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. It began in the 1850s. It brought a lot of people to California. → The Gold Rush that began in the 1850s brought a lot of people to California) to create precise and detailed sentences.

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

CA CCSS for ELA Standard		Corresponding ELD Standards					
Conventions of Standard English	L 4.1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (a. - h.)	PI.1 - Exchanging information and ideas			PI.2 - Interacting via written English		
		Emerging - Contribute to conversations and express ideas by asking and answering yes-no and wh- questions and responding using short phrases.	Expanding - Contribute to class, group, and partner discussions, including sustained dialogue, by following turn-taking rules, asking relevant questions, affirming others, and adding relevant information.	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, graphics, and the like.	Bridging - Collaborate with peers on joint writing projects of a variety of longer informational and literary texts, using technology where appropriate for publishing, graphics, and the like.

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

CA CCSS for ELA Standard		Corresponding ELD Standards					
Conventions of Standard English	L 4.1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (a. - h.)	PI.3 - Offering opinions			PI.4 - Adapting language choices		
		Emerging - 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 counterarguments, and so on.	Bridging - Negotiate with or 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 floor, provide counterarguments, elaborate on an idea, and so on.	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.

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

CA CCSS for ELA Standard		Corresponding ELD Standards					
Conventions of Standard English	L 4.1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (a. - h.)	PI.9 - Presenting			PI.10 - Writing		
		Emerging - Plan and deliver brief 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 experience, and so on), with substantial support.	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 experience, and so on), with moderate support.	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.	Emerging - a. Write short literary and informational texts (e.g., a description of a flashlight) collaboratively (e.g., joint construction of texts with an adult or with peers) and sometimes independently.	Expanding - a. Write longer literary and informational texts (e.g., an explanatory text on how flashlights work) collaboratively (e.g., joint construction of texts with an adult or with peers) and with increasing independence using appropriate text organization.	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 brief summaries of texts and experiences using complete sentences and key words (e.g., from notes or graphic organizers).	b. Write increasingly concise summaries of texts and experiences using complete sentences and key words (e.g., from notes or graphic organizers).	b. Write clear and coherent summaries of texts and experiences using complete and concise sentences and key words (e.g., from notes or graphic organizers).
	L 4.2 - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (a. - d.)						

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

CA CCSS for ELA Standard		Corresponding ELD Standards					
Conventions of Standard English	L 4.1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (a. - h.)	PI.11 - Supporting opinions			PI.12 - Selecting language resources		
		Emerging - a. Support opinions by expressing appropriate/accurate reasons using textual evidence (e.g., referring to text) or relevant background knowledge about content, with substantial support. b. Express ideas and opinions or temper statements using basic modal expressions (e.g., can, will, maybe).	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, can/must).	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/would) and phrasing (e.g., In my opinion . . .).	Emerging - 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, I’m unhappy).	Expanding - 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. b. Select a growing number of frequently used affixes for accuracy and precision (e.g., She walked. He likes . . . , I’m unhappy).	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).
	L 4.2 - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (a. - d.)						

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

CA CCSS for ELA Standard		Corresponding ELD Standards					
Conventions of Standard English	L 4.1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (a. - h.)	PII.2 - Understanding cohesion			PII.3 - Using verbs and verb phrases		
		Emerging - 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.	Emerging - Use various verbs/verb types (e.g., doing, saying, being/having, thinking/feeling) and tenses appropriate to the text type and discipline (e.g., simple past for recounting an experience) for familiar topics.	Expanding - Use various verbs/verb types (e.g., doing, saying, being/having, thinking/feeling) and tenses appropriate to the task, text type, and discipline (e.g., simple past for retelling, timeless present for science explanation) for an increasing variety of familiar and new topics.	Bridging - Use various verbs/verb types (e.g., doing, saying, being/having, thinking/feeling) and tenses appropriate to the task and text type (e.g., timeless present for science explanation, mixture of past and present for historical information report) for a variety of familiar and new topics.
		b. Apply basic understanding of how ideas, events, or reasons are linked throughout a text using everyday connecting words or phrases (e.g., first, yesterday) to comprehending texts and writing basic texts.	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.			

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

CA CCSS for ELA Standard		Corresponding ELD Standards					
Conventions of Standard English	L 4.1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (a. - h.)	PII.4 - Using nouns and noun phrases			PII.5 - Modifying to add details		
		Emerging - Expand noun phrases in simple ways (e.g., adding an adjective) in order to enrich the meaning of sentences and add details about ideas, people, things, and so on.	Expanding - Expand noun phrases in a variety of ways (e.g., adding adjectives to noun phrases or simple clause embedding) in order to enrich the meaning of sentences and add details about ideas, people, things, and so on.	Bridging - Expand noun phrases in an increasing variety of ways (e.g., adding general academic adjectives and adverbs to noun phrases or more complex clause embedding) in order to enrich the meaning of sentences and add details about ideas, people, things, and so on.	Emerging - Expand sentences with familiar adverbials (e.g., basic prepositional phrases) to provide details (e.g., time, manner, place, cause, and so on) about a familiar activity or process (e.g., They walked to the soccer field).	Expanding - Expand sentences with a growing variety of adverbials (e.g., adverbs, prepositional phrases) to provide details (e.g., time, manner, place, cause, and so on) about a familiar or new activity or process (e.g., They worked quietly. They ran across the soccer field).	Bridging - Expand sentences with a variety of adverbials (e.g., adverbs, adverb phrases, prepositional phrases) to provide details (e.g., time, manner, place, cause, and so on) about a variety of familiar and new activities and processes (e.g., They worked quietly all night in their room).

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

CA CCSS for ELA Standard		Corresponding ELD Standards					
Conventions of Standard English	L 4.1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (a. - h.)	PII.6 - Connecting ideas			PII.7 - Condensing ideas		
		Emerging - Combine clauses in a few basic ways to make connections between and join ideas in sentences (e.g., creating compound sentences using coordinate conjunctions, such as and, but, so).	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 concession, or to link two ideas that happen at the same time (e.g., The cubs played while their mother hunted).	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 detailed sentences.	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 choked. → The dog ate so quickly that it choked) to create precise and detailed sentences.	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. It began in the 1850s. It brought a lot of people to California. → The Gold Rush that began in the 1850s brought a lot of people to California) to create precise and detailed sentences.

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

CA CCSS for ELA Standard		Corresponding ELD Standards					
Knowledge of Language	L 4.3 - Use knowledge of language and its conventions when writing, speaking, reading, or listening. (a. - c.)	PI.1 - Exchanging information and ideas			PI.2 - Interacting via written English		
		Emerging - Contribute to conversations and express ideas by asking and answering yes-no and wh- questions and responding using short phrases.	Expanding - Contribute to class, group, and partner discussions, including sustained dialogue, by following turn-taking rules, asking relevant questions, affirming others, and adding relevant information.	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, graphics, and the like.	Bridging - Collaborate with peers on joint writing projects of a variety of longer informational and literary texts, using technology where appropriate for publishing, graphics, and the like.

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

CA CCSS for ELA Standard		Corresponding ELD Standards					
Knowledge of Language	L 4.3 - Use knowledge of language and its conventions when writing, speaking, reading, or listening. (a. - c.)	PI.3 - Offering opinions			PI.4 - Adapting language choices		
		Emerging - 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 counterarguments, and so on.	Bridging - Negotiate with or 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 floor, provide counterarguments, elaborate on an idea, and so on.	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.

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

CA CCSS for ELA Standard		Corresponding ELD Standards					
Knowledge of Language	L.4.3 - Use knowledge of language and its conventions when writing, speaking, reading, or listening. (a. - c.)	PI.5 - Listening actively			PI.6 - Reading/viewing closely		
		Emerging - Demonstrate 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 detailed questions, with occasional prompting and moderate support.	Bridging - Demonstrate active listening to read-alouds and oral presentations by asking and answering detailed questions, with minimal prompting and light support.	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. 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.	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.

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

CA CCSS for ELA Standard		Corresponding ELD Standards					
Knowledge of Language	L 4.3 - Use knowledge of language and its conventions when writing, speaking, reading, or listening. (a. - c.)	PI.7 - Evaluating language choices			PI.8 - Analyzing language resources		
		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.	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).	Expanding - 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 the audience.	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.

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

CA CCSS for ELA Standard		Corresponding ELD Standards					
Knowledge of Language	L 4.3 - Use knowledge of language and its conventions when writing, speaking, reading, or listening. (a. - c.)	PI.9 - Presenting			PI.10 - Writing		
		Emerging - Plan and deliver brief 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 experience, and so on), with substantial support.	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 experience, and so on), with moderate support.	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.	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., from notes or graphic organizers).	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 key words (e.g., from notes or graphic organizers).	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 sentences and key words (e.g., from notes or graphic organizers).

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

CA CCSS for ELA Standard		Corresponding ELD Standards					
Knowledge of Language	L 4.3 - Use knowledge of language and its conventions when writing, speaking, reading, or listening. (a. - c.)	PI.11 - Supporting opinions			PI.12 - Selecting language resources		
		Emerging - a. Support opinions by expressing appropriate/accurate reasons using textual evidence (e.g., referring to text) or relevant background knowledge about content, with substantial support. b. Express ideas and opinions or temper statements using basic modal expressions (e.g., can, will, maybe).	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, can/must).	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/would) and phrasing (e.g., In my opinion . . .).	Emerging - 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, I’m unhappy).	Expanding - 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. b. Select a growing number of frequently used affixes for accuracy and precision (e.g., She walked. He likes . . . , I’m unhappy).	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).

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

CA CCSS for ELA Standard		Corresponding ELD Standards					
Knowledge of Language	L 4.3 - Use knowledge of language and its conventions when writing, speaking, reading, or listening. (a. - c.)	PII.2 - Understanding cohesion			PII.3 - Using verbs and verb phrases		
		<p>Emerging - 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.</p> <p>b. Apply basic understanding of how ideas, events, or reasons are linked throughout a text using everyday connecting words or phrases (e.g., first, yesterday) to comprehending texts and writing basic texts.</p>	<p>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.</p> <p>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.</p>	<p>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.</p> <p>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.</p>	<p>Emerging - Use various verbs/verb types (e.g., doing, saying, being/having, thinking/feeling) and tenses appropriate to the text type and discipline (e.g., simple past for recounting an experience) for familiar topics.</p>	<p>Expanding - Use various verbs/verb types (e.g., doing, saying, being/having, thinking/feeling) and tenses appropriate to the task, text type, and discipline (e.g., simple past for retelling, timeless present for science explanation) for an increasing variety of familiar and new topics.</p>	<p>Bridging - Use various verbs/verb types (e.g., doing, saying, being/having, thinking/feeling) and tenses appropriate to the task and text type (e.g., timeless present for science explanation, mixture of past and present for historical information report) for a variety of familiar and new topics.</p>

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

CA CCSS for ELA Standard		Corresponding ELD Standards					
Knowledge of Language	L 4.3 - Use knowledge of language and its conventions when writing, speaking, reading, or listening. (a. - c.)	PII.4 - Using nouns and noun phrases			PII.5 - Modifying to add details		
		Emerging - Expand noun phrases in simple ways (e.g., adding an adjective) in order to enrich the meaning of sentences and add details about ideas, people, things, and so on.	Expanding - Expand noun phrases in a variety of ways (e.g., adding adjectives to noun phrases or simple clause embedding) in order to enrich the meaning of sentences and add details about ideas, people, things, and so on.	Bridging - Expand noun phrases in an increasing variety of ways (e.g., adding general academic adjectives and adverbs to noun phrases or more complex clause embedding) in order to enrich the meaning of sentences and add details about ideas, people, things, and so on.	Emerging - Expand sentences with familiar adverbials (e.g., basic prepositional phrases) to provide details (e.g., time, manner, place, cause, and so on) about a familiar activity or process (e.g., They walked to the soccer field).	Expanding - Expand sentences with a growing variety of adverbials (e.g., adverbs, prepositional phrases) to provide details (e.g., time, manner, place, cause, and so on) about a familiar or new activity or process (e.g., They worked quietly. They ran across the soccer field).	Bridging - Expand sentences with a variety of adverbials (e.g., adverbs, adverb phrases, prepositional phrases) to provide details (e.g., time, manner, place, cause, and so on) about a variety of familiar and new activities and processes (e.g., They worked quietly all night in their room).

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

CA CCSS for ELA Standard		Corresponding ELD Standards					
Knowledge of Language	L 4.3 - Use knowledge of language and its conventions when writing, speaking, reading, or listening. (a. - c.)	PII.6 - Connecting ideas			PII.7 - Condensing ideas		
		Emerging - Combine clauses in a few basic ways to make connections between and join ideas in sentences (e.g., creating compound sentences using coordinate conjunctions, such as and, but, so).	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 concession, or to link two ideas that happen at the same time (e.g., The cubs played while their mother hunted).	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 detailed sentences.	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 choked. → The dog ate so quickly that it choked) to create precise and detailed sentences.	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. It began in the 1850s. It brought a lot of people to California. → The Gold Rush that began in the 1850s brought a lot of people to California) to create precise and detailed sentences.

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

CA CCSS for ELA Standard		Corresponding ELD Standards					
Vocabulary Acquisition and Use	L 4.4 - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies. (a - c.)	PI.6 - Reading/viewing closely			PI.7 - Evaluating language choices		
		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. 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.	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.	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.
	L 4.5 - Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (a - c.)						

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

CA CCSS for ELA Standard		Corresponding ELD Standards				
Vocabulary Acquisition and Use	L 4.4 - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies. (a - c.)	PI.8 - Analyzing language choices				
		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).	Expanding - 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 the audience.	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.		
	L 4.5 - Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (a - c.)				PI.12 - Selecting language resources	
					Emerging - 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, I’m unhappy).	Expanding - 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. b. Select a growing number of frequently used affixes for accuracy and precision (e.g., She walked. He likes . . . , I’m unhappy).

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



CA CCSS for ELA Standard		Corresponding ELD Standards					
Vocabulary Acquisition and Use	L 4.6 - Acquire and use accurately grade-appropriate general academic 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).	PI.1 - Exchanging information and ideas			PI.2 - Interacting via written English		
		Emerging - Contribute to conversations and express ideas by asking and answering yes-no and wh- questions and responding using short phrases.	Expanding - Contribute to class, group, and partner discussions, including sustained dialogue, by following turn-taking rules, asking relevant questions, affirming others, and adding relevant information.	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, graphics, and the like.	Bridging - Collaborate with peers on joint writing projects of a variety of longer informational and literary texts, using technology where appropriate for publishing, graphics, and the like.

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

CA CCSS for ELA Standard		Corresponding ELD Standards					
Vocabulary Acquisition and Use	L 4.6 - Acquire and use accurately grade-appropriate general academic 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).	PI.3 - Offering opinions			PI.4 - Adapting language choices		
		Emerging - 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 counterarguments, and so on.	Bridging - Negotiate with or 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 floor, provide counterarguments, elaborate on an idea, and so on.	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.

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

CA CCSS for ELA Standard		Corresponding ELD Standards								
Vocabulary Acquisition and Use	L 4.6 - Acquire and use accurately grade-appropriate general academic 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).	PI.6 - Reading/viewing closely			PI.7 - Evaluating language choices			PI.8 - Analyzing language resources		
		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.	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.	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.	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).	Expanding - 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 the audience.	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.
		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.						

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

CA CCSS for ELA Standard		Corresponding ELD Standards					
Vocabulary Acquisition and Use	L 4.6 - Acquire and use accurately grade-appropriate general academic 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).	PI.9 - Presenting			PI.10 - Writing		
		Emerging - Plan and deliver brief 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 experience, and so on), with substantial support.	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 experience, and so on), with moderate support.	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.	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., from notes or graphic organizers).	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 key words (e.g., from notes or graphic organizers).	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 sentences and key words (e.g., from notes or graphic organizers).

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

CA CCSS for ELA Standard		Corresponding ELD Standards					
Vocabulary Acquisition and Use	L 4.6 - Acquire and use accurately grade-appropriate general academic 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).	PI.11 - Supporting opinions			PI.12 - Selecting language resources		
		Emerging - a. Support opinions by expressing appropriate/accurate reasons using textual evidence (e.g., referring to text) or relevant background knowledge about content, with substantial support. b. Express ideas and opinions or temper statements using basic modal expressions (e.g., can, will, maybe).	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, can/must).	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/would) and phrasing (e.g., In my opinion . . .).	Emerging - 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, I’m unhappy).	Expanding - 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. b. Select a growing number of frequently used affixes for accuracy and precision (e.g., She walked. He likes . . . , I’m unhappy).	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).

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

CA CCSS for ELA Standard		Corresponding ELD Standards								
Vocabulary Acquisition and Use	L.4.6 - Acquire and use accurately grade-appropriate general academic 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).	PII.3 - Using verbs and verb phrases			PII.4 - Using nouns and noun phrases			PII.5 - Modifying to add details		
		Emerging - Use various verbs/verb types (e.g., doing, saying, being/having, thinking/feeling) and tenses appropriate to the text type and discipline (e.g., simple past for recounting an experience) for familiar topics.	Expanding - Use various verbs/verb types (e.g., doing, saying, being/having, thinking/feeling) and tenses appropriate to the task, text type, and discipline (e.g., simple past for retelling, timeless present for science explanation) for an increasing variety of familiar and new topics.	Bridging - Use various verbs/verb types (e.g., doing, saying, being/having, thinking/feeling) and tenses appropriate to the task and text type (e.g., timeless present for science explanation, mixture of past and present for historical information report) for a variety of familiar and new topics.	Emerging - Expand noun phrases in simple ways (e.g., adding an adjective) in order to enrich the meaning of sentences and add details about ideas, people, things, and so on.	Expanding - Expand noun phrases in a variety of ways (e.g., adding adjectives to noun phrases or simple clause embedding) in order to enrich the meaning of sentences and add details about ideas, people, things, and so on.	Bridging - Expand noun phrases in an increasing variety of ways (e.g., adding general academic adjectives and adverbs to noun phrases or more complex clause embedding) in order to enrich the meaning of sentences and add details about ideas, people, things, and so on.	Emerging - Expand sentences with familiar adverbials (e.g., basic prepositional phrases) to provide details (e.g., time, manner, place, cause, and so on) about a familiar activity or process (e.g., They walked to the soccer field).	Expanding - Expand sentences with a growing variety of adverbials (e.g., adverbs, prepositional phrases) to provide details (e.g., time, manner, place, cause, and so on) about a familiar or new activity or process (e.g., They worked quietly. They ran across the soccer field).	Bridging - Expand sentences with a variety of adverbials (e.g., adverbs, adverb phrases, prepositional phrases) to provide details (e.g., time, manner, place, cause, and so on) about a variety of familiar and new activities and processes (e.g., They worked quietly all night in their room).

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

CA CCSS for ELA Standard		Corresponding ELD Standards					
Vocabulary Acquisition and Use	L 4.6 - Acquire and use accurately grade-appropriate general academic 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).	PII.6 - Connecting ideas			PII.7 - Condensing ideas		
		Emerging - Combine clauses in a few basic ways to make connections between and join ideas in sentences (e.g., creating compound sentences using coordinate conjunctions, such as and, but, so).	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 concession, or to link two ideas that happen at the same time (e.g., The cubs played while their mother hunted).	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 detailed sentences.	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 choked. → The dog ate so quickly that it choked) to create precise and detailed sentences.	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. It began in the 1850s. It brought a lot of people to California. → The Gold Rush that began in the 1850s brought a lot of people to California) to create precise and detailed sentences.