

GRADE 5

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



Purpose of the ELD Standards

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



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Intended Use of the ELD Standards

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

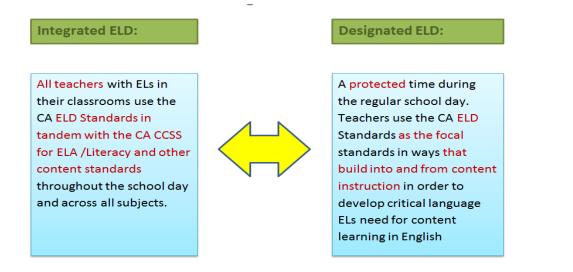


To achieve these goals and to fully include English learners in content instruction (e.g., English langauge arts, science, history, mathematics) all teachers of English learners need to implement the CA ELD Standards *in tandem* with all content standards.

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

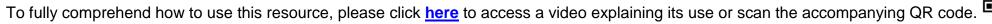
Integrated and Designated ELD

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

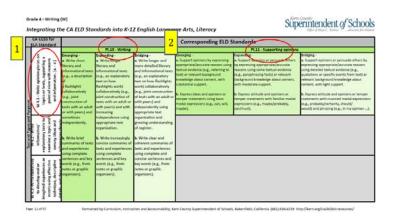


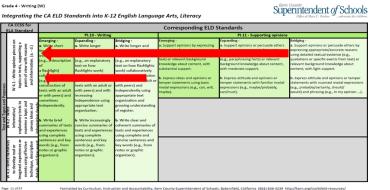


How to Use This Resource For Integrated ELD



Grade 4 - Writing (W)

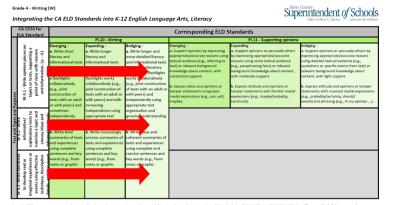


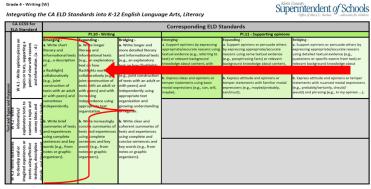


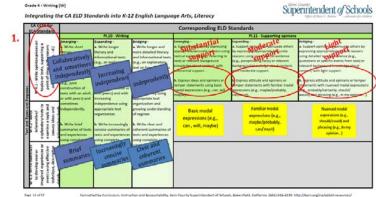
Grade 4 - Writing (W)
Interaction the CA ELD Standards Into K-12 English Language A

Superintendent of Schools

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Ш									Corresp	onding ELD Standard	ending ELD Standards			
E	r~	-	-	-	-		PIL1	- Understanding text str	ucture		PII.2 - Understanding cohe	tion		
L	ş	8	2	180	-	Emerging - Apply understan	and a	Expanding - Apply increasing	Bridging - Apply understanding	Emerging - a. Apply basic understanding	Expanding -	Bridging - a. Apply increasing understanding		
L	2	÷.	ŧ	ŧ.		how different te				of language resources for	a. Apply growing understanding of language	 Appry increasing understanding of language resources for referring 		
ш	1	ŝ	ŧ	i		are organized to			types are organized to	referring the reader back or	resources for referring the	the reader back or forward in text		
ш	÷.	ş	ġ.	\$		ideas (e.g., how i narrative is organ		organized to express ideas (e.g.,	express ideas (e.g., how a narrative is organized	forward in text (e.g., how pronouns refer back to	reader back or forward in text (e.g., how pronouns or	(e.g., how pronouns, synonyms, or nominalizations refer back to		
ш	ş.	2	в	ξ.		sequentially) to				nouns in text) to		nouns in text) to comprehending		
Ш	ᄂ	_	_	-	_	comprehending				comprehending texts and	nouns in text) to	texts and writing cohesive texts.		
18	3		_			and writing basic	texts.		how opinions/arguments	writing basic texts.	comprehending texts and			
3	12	2	ŝ.	2					are structured logically, grouping related ideas)		writing texts with increasing cohesion.			
'n	÷.	ā,	ž	1	12				to comprehending texts		corresion.			
18	ą	ų,	2	2	14			Der tog tog	and writing cohesive	b. Apply basic understanding		b. Apply increasing understanding		
2	1	8	ŝ	Ι.					texts.	of how ideas, events, or reasons are linked		of how ideas, events, or reasons		
2	3	8	0		8			and writing texts with increasing cohesion.		reasons are linked throughout a text using		are linked throughout a text using an increasing variety of academic		
1	ŕ	-		-	-			Constant,		everyday connecting words		connecting and transitional words		
Ľ	۰.		÷.	a.	1 7					or phrases (e.g., first,		or phrases (e.g., for instance, in		
Ш	÷.	8	ŝ	ł	1					vesterday) to comprehending texts and	for example) to comprehending texts and	addition, at the end) to comprehending texts and writing		
Ш	ş.	2	5	£.,	1					writing basic texts.	writing texts with increasing			
Ш	đ	ł	ŝ	ä.	1						cohesion.			
L	3	ş	8	ŧ,	1									
L	E.	2		5	1									
Ш	Ľ		ſ	1	8 *									







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Some Reminders About the Organization of the CA ELD Standards

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

	Part I: Interacting in Meaningful Ways
Α.	Collaborative (engagement in dialogue with others)
1.	Exchanging information/ideas via oral communication and
	conversations
2.	Interacting Via written English (print and multimedia)
3.	Offering Opinions and negotiating with/persuading others
4.	Adapting language choices to various contexts
В.	Interpretive (comprehension and analysis of written and
	spoken texts)
5.	Listening actively and asking/answering questions about what
	was heard
6.	Reading closely and explaining interpretations/ideas from
	reading
7.	Evaluating how well writers and speakers use language to
	present or support ideas.
8.	Analyzing how writers use vocabulary and other language
	resources
С.	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
Α.	Structuring Cohesive Texts
1.	Understanding text structure and organization based on
	purpose, text type and discipline
2.	Understanding cohesion and how language resources
	across a text contribute to the way a text unfolds and
	flows
В.	Expanding and Enriching Ideas
3.	Using verbs and verb phrases to create precision and
	clarity in different text types
4.	Using nouns and noun phrases to expand ideas and
	provide more detail
5.	Modifying to add details to provide more information
	and create precision
С.	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&scId=509334

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



	CA CCSS for Corresponding								ng ELD Standards		
_	ELA	Sta	anda	ď			PI.6 - Reading/viewing close	-	-0 0 001100100		
		_	-	u a			Expanding -	Bridging -			
	Ę.	her	hat	ē			a. Explain ideas,	a. Explain ideas,			
	Quote	t v	3 3	says od wh		•	•	•			
		tex	ung di	ext / ar		ohenomena, processes, and text relationships	phenomena, processes and text relationships (e.g.,	phenomena, processes,			
	5.1	accuratery n a text wl	lair a	the text licitlv ar	1		• • •	and text relationships			
	۲ (accurately from a text when	explaining what	bli t			compare/contrast,	(e.g., compare/contrast,			
		Ŧ		e X		ause/effect,	cause/effect, problem/	cause/effect, problem/			
I F						· · ·	solution) based on close	solution) based on close			
	e g	E	<u>.</u>	9		on close reading of a	reading of a variety of	reading of a variety of			
	ner	or poem ne text	ers	h d	2 I	variety of grade level	grade-level texts and	grade-level texts and			
	a ti		act	spo w t		exts and viewing of	viewing of multimedia, with	-			
ils	ne	a, c	har	i resi			moderate support.	with light support.			
eta	Ľ.	am Is ir	= \ 2 ≥	n a	S	ubstantial support.					
Δp	- Determine a theme	r a story, grama, or poer from details in the text	ho	dra	í		h llas huser de des sé	h the local states of			
an	0		ing	len		Ũ	e e e e e e e e e e e e e e e e e e e	b. Use knowledge of			
eas	2.0	a st	ipn	ory ha			morphology (e.g., affixes,	morphology (e.g., affixes,			
Key Ideas and Details		e f	including how characters in	a story or drama respond to challenges or how the		e.g., un-, mis-), linguistic		roots, and base words)			
Ke						context, reference naterials, and visual	linguistic context, and reference materials to	linguistic context, and reference materials to			
			ails				determine the meaning of			PI.7 - Evaluating language c	
	contrast	2	det				-		Emerging -		Bridging -
	ntr 1	ers, sto	fic	_		neaning of unknown	unknown words on familiar		Describe the specific	Explain how well writers and	
	5 5	aci n a	n a Deci	hov act)	ŝ	words on familiar topics.	and new topics.	familiar and new topics.	language writers or	speakers use language	speakers use specific language
	and	ts i	- ds L	ë,						resources to support an	resources to support an opinion
	are	ore cnaracters, events in a storv		t (e sin							or present an idea (e.g., the
	np.	r or	ving	tex						(e.g., whether the vocabulary	
	Compare	two or more cnaracters, ttings, or events in a sto	drama, drawing on specific details	in the text (e.g., how characters interact).	Ś					used to provide evidence is	language used to provide
	μ μ	two or settings	a, d	in t cha					provide evidence), with		evidence or describe characters
		2 te	ami	_							or if phrasing used to introduce
	RL	v	, dr							in meaning does this well),	a topic is appropriate), with
			or							with moderate support.	light support.

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CA CCSS for ELA Standard						Correspond	ding ELD Standards			
					PI.6 - Reading/viewing close	ly	PI.7 - Evaluating language choices			
	eng	5 5 0	I	Emerging -	Expanding -	Bridging -	Emerging -	Expanding -	Bridging -	
	ing are lang	ge Be	Ъ,	a. Explain ideas,	a. Explain ideas,	a . Explain ideas,	Describe the specific	Explain how well writers and	Explain how well writers and	
	ean Jey ive	and	8	a. Explain ideas, phenomena, processes,	phenomena, processes and	phenomena, processes,	language writers or	speakers use language	speakers use specific language	
	: mo Is tl rati	ors and 5 Language		and text relationships	text relationships (e.g.,	and text relationships	speakers use to present	resources to support an	resources to support an opinion or	
	the es a 'igu	hor 5 I)ag((e.g., compare/contrast,	compare/contrast,	(e.g., compare/contrast,	or support an idea (e.g.,	opinion or present an idea	present an idea (e.g., the clarity or	
	ine rasi ng f	ape	g	cause/effect,	cause/effect, problem/	cause/effect, problem/	the specific vocabulary	(e.g., whether the vocabulary	appealing nature of language used	
	 Determine the meaning and phrases as they are including figurative lan 	as metaphors See grade 5 La	ဖု	problem/solution) based	solution) based on close	solution) based on close	or phrasing used to	used to provide evidence is	to provide evidence or describe	
	ete and nclı	as I See	ls 4	on close reading of a	reading of a variety of	reading of a variety of	provide evidence), with	strong enough, or if the	characters or if phrasing used to	
	- D ds a (t, i	such iles. (arc	variety of grade level texts and viewing of	grade-level texts and	grade-level texts and	prompting and	phrasing used to signal a shift	introduce a topic is appropriate),	
	RL 5.4 - [of words in a text,	similes.	and	texts and viewing of	viewing of multimedia, with	viewing of multimedia,	substantial support.	in meaning does this well),	with light support.	
e	RL ofv ina	sir	s,	multimedia, with	moderate support.	with light support.		with moderate support.		
Craft and Structur	RL 5.4 - Determine the meaning of words and phrases as they are used in a text, including figurative language		S	substantial support.						
dSt			٦,	b. Use knowledge of	b . Use knowledge of	b . Use knowledge of				
and				frequently used affixes	-	morphology (e.g., affixes,				
aft	ч :	= 、		(e.g., un-, mis-), linguistic		roots, and base words)				
ç	ow a series of or stanzas fit	eral ory.	c	context, reference	linguistic context, and	linguistic context, and				
	eries nzas f	r st o	I	materials, and visual	reference materials to	reference materials to				
	a s stai	the ulai em.	C	cues to determine the	determine the meaning of	determine the meaning of				
	how es or	ovide the particula or poem.	l I	meaning of unknown	unknown words on familiar	unknown words on				
	n h nes	ovi pa		words on familiar topics.	and new topics.	familiar and new topics.				
	Explain ho s, scenes	o pr of a								
	Exl rs, s	er to pr Ire of a drama.								
	RL 5.5 - Ex chapters,	together to provide the overall structure of a particular story, drama. or poem.								
	RL 5 chaj	oge stru								
	що	- v								



	CA CCSS for ELA Standard							Corresponding ELD	Standards							
L	<u>EL/</u>	A Star					L									
Craft and Structure	F	of chapters, meaning of words and r to provide phrases as they are used		a text, includin language s	Emerging - Distinguish how different words with similar meanings produce different effects on the audience (e.g., describing a	Distinguish how different words with similar meanings (e.g., describing an event as sad versus tragic) and figurative language (e.g., she ran like a cheetah) produce shades of meaning	Bridging - Distinguish how different words with related meanings (e.g., fun versus thrilling, possibly versus certainly) and figurative language (e.g., the stream	around ideas) to comprehending texts and	Apply growing understanding of how different text types are organized to express ideas (e.g.,	e Bridging - Apply increasing understanding of how different text types are organized to express ideas (e.g., how a historical account is organized chronologically versus how opinions/arguments are structured logically around reasons and evidence) to comprehending texts and writing cohesive texts.						
ft an		to Lo	art	em.		audience.	of meaning and different effects	writing basic texts.	increasing cohesion.							
Cra		RL 5.5 - Explain how a series of o scenes or stanzas fit together to	the overall structure of a particular	story, drama, or poem.	story, drama, or poem.	story, drama, or poem	story, drama, or poem	story, drama, or poem.	story, drama, or poem.	story, drama, or poem.	story, drama, or poem		on the audience.	 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 a select set of everyday connecting words or phrases (e.g., first/next, at the beginning) to comprehending texts and writing basic texts. 	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. 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., consequently, specifically, however) to comprehending texts and writing cohesive texts.

CA CO ELA St

RL 5.6 - Describe how

Craft and Structure

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

CCSS for Standard			Correspond	Corresponding ELD Standards				
		PI.6 - Reading/viewing close	ly		PI.7 - Evaluating language	choices		
eaker's uences scribed.	phenomena, processes, and text relationships	a . Explain ideas, phenomena, processes and text relationships (e.g.,	and text relationships	Emerging - Describe the specific language writers or speakers use to present	Expanding - Explain how well writers and speakers use language resources to support an	Bridging - Explain how well writers and speakers use specific language resources to support an opinion or		
a narrator's or speaker's point of view influences how events are described.	variety of grade level texts and viewing of	cause/effect, problem/ solution) based on close reading of a variety of grade-level texts and viewing of multimedia, with	(e.g., compare/contrast, cause/effect, problem/ solution) based on close reading of a variety of grade-level texts and viewing of multimedia, with light support.	or support an idea (e.g., the specific vocabulary or phrasing used to provide evidence), with prompting and substantial support.	used to provide evidence is strong enough, or if the	present an idea (e.g., the clarity or appealing nature of language used to provide evidence or describe characters or if phrasing used to introduce a topic is appropriate), with light support.		
e.g., gra e.g., gra resenta	frequently used affixes (e.g., un-, mis-), linguistic context, reference materials, and visual cues to determine the	phology (e.g., affixes, roots and base words), linguistic context, and reference materials to determine the meaning of unknown words on familiar and new topics.						

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... advocates for children

Office of Mary C. Barlow

Integration of Knowledge and Ideas RL 5.7 - Analyze how visual and multimedia elements



	CA CCSS for		Corresponding ELD Standards				
	ELA Standard	PI.6 - Reading/viewing closely					
Integration of Knowledge and Ideas	 5.9 - Compare and contrast ories in the same genre (e.g., steries and adventure stories) their approaches to similar themes and topics. 	 Emerging - a. Explain ideas, phenomena, processes, and text relationships (e.g., compare/contrast, cause/effect, problem/solution) based on close reading of a variety of grade level texts and viewing of multimedia, with substantial support. b. Use knowledge of frequently - used affixes (e.g., un-, mis-), linguistic context, reference materials, and visual cues to determine the meaning of unknown words on familiar topics. 	Expanding - a. Explain ideas, phenomen, processes and text relationships (e.g., compare/contrast, cause/effect, problem/solution) based on close reading of a variety of grade-level texts and viewing of multimedia, with moderate support.	 Bridging - a. Explain ideas, phenomena, processes , and text relationships (e.g., compare/contrast, cause/effect, problem/solution) based on close reading of a variety of grade-level texts and viewing of multimedia, with light 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 and new topics. 			
Range of Reading and level of Text Complexity	RL 5.10 - By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently.						



		CSS for				Cor	responding ELD Stand	ards	
	⊵			PI.	6 - Reading/viewing clos	ely			
	quote accurately from a	ext when explaining what the text says		Emerging -	• •	Bridging -	1		
		olai ct s		a. Explain ideas,		a. Explain ideas,			
	uote ai from a	ex ex	anc nfo	phenomena,	phenomena,	phenomena, processes			
	fro	the	τιγ ag i		processes, and text	and text relationships			
	ρ̈́.	at v	explicitly drawing i	relationships (e.g.,	relationships (e.g.,	(e.g., compare/			
	I .	ext vh	exp dra	compare/	• •	contrast, cause/			
	¥	t		contrast, cause/		effect, problem/			
				effect, problem/		solution) based on		PI.7 - Evaluating language choic	es
	L			•	-	close reading of a	Emerging -	Expanding -	Bridging -
	as as	e > l	e	Ŭ	close reading of a	variety of grade level	Describe the specific language	Explain how well writers and	Explain how well writers and
s	ide	ke	arız			texts and viewing of	writers or speakers use to	speakers use language resources	speakers use specific language
etai	E ig .	hey by	un v	e e e e e e e e e e e e e e e e e e e	-		present or support an idea	to support an opinion or present	resources to support an opinion or
Ď	ete m	w t ted	sur a ta			support.	(e.g. the specific vocabulary or	and idea (e.g. whether the	present an idea (e.g. the clarity or
anc	<mark>5.2 - Determine tr</mark> or more main idea	and how they are supported by key	th,	substantial support.	moderate support.		phrasing using to provide	vocabulary used to provide	appealing nature of language used
eas	ν Ε΄	dn:	ета				evidence), with prompting and	evidence is strong enough, or if	to provide evidence or describe
Kev Ideas and Details	Y O		-	u u u u u u u u u u u u u u u u u u u	U U	b . Use knowledge of	substantial support.	the phrasing used to signal a shift	characters, or if the phrasing used
é (ì			frequently used affixes		morphology (e.g.,		in meaning does this well), with	to introduce a topic is appropriate),
				(e.g., un-,mis),	affixes, roots, and base			moderate support.	with light support.
		_	-	•		words), linguistic			
	on- /ee	duals, cepts in	ific		context, and reference	-			
	etw.	ept	or t aci	and visual cues to	materials to determine				
	s b	ivid onc	, c,		Ũ	the meaning of			
	the ion	indi r ce	uru d	Ŭ	unknown words on	unknown words on			
	ain	s, o				familiar and new			
	Explain the relation nteractions betwee	or more individuals, , ideas, or concepts	э।, S -t h:	topics.	topics.	topics.			
	ы. Т. П.	s, ic	rică tav						
	KI 5.3 - Explain the relation- ships or interactions between	two or more individuals, events, ideas, or concepts in	a nistorical, scientific, nical tavt based on s						
	shij	e e	a n n						
			-						

		CCSS for Standar				Corresponding ELD Sta	andards		
	<u>.</u>				PI.6 - Reading/viewing closely	,	PI.8	3 - Analyzing language cho	oices
	- Determine the meaning academic and domain-specific	hrases in a a grade 5 to	a. (see grage ndards 4–6 fo	Emerging - a. Explain ideas, phenomena, processes, and text relationships (e.g., compare/ contrast, cause/effect, problem/solution) based on close reading of a variety of	Expanding - a. Explain ideas, phenomena, processes, and text relationships (e.g., compare/ contrast, cause/effect, problem/solution) based on close reading of a variety of	Bridging - a. Explain ideas, phenomena, processes, and text relationships (e.g., compare/ contrast, cause/effect, problem/solution) based on close reading of a variety of	Emerging - Distinguish how different words with similar meanings produce different effects on the audience (e.g.,	Distinguish how different words with similar meanings (e.g., describing an event as	Bridging - Distinguish how different words with related meanings (e.g., fun versus thrilling, possibly versus certainly) and figurative
ructure	RI 5.4 eneral	text	or La	grade-level texts and viewing	grade-level texts and viewing of multimedia, with moderate support.	grade-level texts and viewing of multimedia, with light support. b . Use knowledge of morphology (e.g., affixes,	describing a character as angry versus furious).	she ran like a cheetah) produce shades of meaning and different effects on the audience.	language (e.g., the stream slithered through the parched
Craft and St	RI 5.5 - Compare and contrast the overall structure (e.g., chronology,	cause/effe of eve	atio	linguistic context, reference materials, and visual cues to determine the meaning of unknown words on familiar	roots, and base words), linguistic context, and reference materials to determine the meaning of unknown words on familiar and new topics.	roots, and base words), linguistic context, and reference materials to determine the meaning of unknown words on familiar and new topics.			audience.

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	A CCSS for A Standard			Correspor	nding ELD Standards		
	A Stanuaru	PII.1 -	Understanding text struc	ture		PII.2 - Understanding cohesion	
		Emerging -	Expanding -	Bridging -	Emerging -	Expanding -	Bridging -
		Apply basic understanding	Apply growing	Apply increasing	a. Apply basic understanding	a. Apply growing understanding	a. Apply increasing
		of how different text types	understanding of how	understanding of how	of language resources for	of language resources for	understanding of language
		are organized to express	different text types are	different text types are	referring the reader back or	referring the reader back or	resources for referring the
		ideas (e.g., how a narrative	organized to express	organized to express	forward in text (e.g., how	forward in text (e.g., how	reader back or forward in text
	r re	is organized sequentially	ideas (e.g., how a	ideas (e.g., how a	pronouns refer back to nouns	pronouns or synonyms refer	(e.g., how pronouns,
	ictu ct, s, o	with predictable stages	narrative is organized	historical account is	in text) to comprehending	back to nouns in text) to	synonyms, or nominalizations
	stru ept	versus how	sequentially with	organized chronologically	texts and writing basic texts.	comprehending texts and	refer back to nouns in text) to
	erall s use/e conce texts.	opinions/arguments are	predictable stages versus	versus how		writing texts with increasing	comprehending texts and
	overall struct cause/effect, as, concepts, re texts.	organized around ideas) to	how opinions/	opinions/arguments are		cohesion.	writing cohesive texts.
are	ie o n, c leas nore	comprehending texts and	arguments are	structured logically			
Craft and Structure	Compare and contrast the overall structure ., chronology, comparison, cause/effect, em/solution) of events, ideas, concepts, or information in two or more texts.	writing basic texts.	• •		b. Apply basic understanding	b. Apply growing understanding	
Stri	ras par ent: /o c		around reasons and	,		of how ideas, events, or	understanding of how ideas,
nd	ont om ev(evidence) to			reasons are linked throughout a	
ft a	compare and contra chronology, compa n/solution) of even information in two		comprehending texts	-			throughout a text using an
Cra	l 5.5 - Compare and (e.g., chronology, problem/solution) information		and writing texts with		everyday connecting words or		increasing variety of academic
	bare ono olut rma		increasing cohesion.		phrases (e.g., first/next, at the		connecting and transitional
	omp chra ı/sa nfo				beginning) to comprehending	-	words or phrases (e.g.,
	- Cc g., c lem i				texts and writing basic texts.	comprehending texts and	consequently, specifically,
	5.5 (e.i robl					writing texts with increasing	however) to comprehending
	pi 1					cohesion.	texts and writing cohesive
							texts.

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	CA CCSS f				Corres	sponding ELD Standards			
	LA Standa	ard	PI	.6 - Reading/viewing close			PI.7 - Evaluating language cho	pices	
	s so	t.	Emerging -		Bridging -	Emerging -		Bridging -	
	ting	sen	a. Explain ideas,	a. Explain ideas,	a . Explain ideas,	Describe the specific	Explain how well writers and	Explain how well writers and	
	cot ffer	pre	phenomena, processes	phenomena, processes	phenomena, processes	language writers or speakers	speakers use language resources	speakers use specific language	
ure	e ac pic, I di	rel	and text relationships	and text relationships	and text relationships	use to present or support an	to support an opinion or present	resources to support an opinion or	
Craft and Structur	RI 5.6 - Analyze multiple accounts of the same event or topic, noting important similarities and differences	in the point of view they represent.	(e.g., compare/con	(e.g., compare/contrast,	(e.g., compare/contrast,	idea (e.g. the specific	and idea (e.g. whether the	present an idea (e.g. the clarity or	
Str	nuli it o ies	w t	trast, cause/effect,	cause/effect,	cause/effect,	vocabulary or phrasing using	vocabulary used to provide	appealing nature of language used to	
nd	ze n ven arit	vie	problem/solution) based	problem/solution) based	problem/solution) based	to provide evidence), with	evidence is strong enough, or if	provide evidence or describe	
lft e	aly: e e mil	t of	on close reading of a	on close reading of a	on close reading of a	prompting and substantial	the phrasing used to signal a	characters, or if the phrasing used to	
Cra	An iam it si	oint	variety of grade-level	variety of grade-level	variety of grade-level	support.	shift in meaning does this well),	introduce a topic is appropriate),	
	5.6 - the s ortan	e p	texts and viewing of	Ũ	texts and viewing of		with moderate support.	with light support.	
	RI 5.6 of the nportal	h th	multimedia, with	multimedia, with	multimedia, with light				
	<u> </u>	i	substantial support.	substantial support.	support.				
				-	b. Use knowledge of				
eas	te , a	or	frequently used affixes	morphology (e.g., affixes,					
and Idea	ion from ources, to locate	uickly ently.	(e.g., un-, mis-), linguistic		roots and base words),				
and	ion to I	uic ien	context, reference	linguistic context, and	linguistic context, and				
ge	nat :al s lity	on qı effici	materials, and visual cues		reference materials to				
Knowledge	format digital s ability	a question quickly or roblem efficiently.	to determine the	J. J	determine the meaning				
No	n ini or c the	ank ble	meaning of unknown words on familiar topics.		of unknown words on				
f Kr			words on familiar topics.	familiar topics.	familiar and new topics.				
gration of	Il 5.7 - Draw on information from multiple print or digital sources, emonstrating the ability to locate	an answer to to solve a p							
atio	- D iple nstr	i answer to solve							
egra	RI 5.7 - multij demon	an: to s							
Inte	der R	an							

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		CSS fo				Corres	esponding ELD Standards			
-	l .	tandar		D	I.6 - Reading/viewing close					
	RI 5.8 -Explain how an author uses reasons and evidence to	sort particular points in a identifying which reasons	ich	P Emerging - a. Explain ideas, phenomena, processes and text relationships	Expanding -	•	Emerging -	PI.7 - Evaluating language cho Expanding -	Bridging -	
	aut	nts rea	wh	z Evolain ideas	a. Explain ideas,	a. Explain ideas,	Describe the specific	Explain how well writers and speakers		
as	an vide	ch boi	ort	a. Explain lucas,	phenomena, processes	phenomena, processes	•	use language resources to support an		
lde	o V e	vhi	ddr	and text relationships	and text relationships	and text relationships		C C 1	support an opinion or present an idea	
pu	h n an	icul	e sl		(e.g., compare/contrast,	(e.g., compare/contrast,	idea (e.g. the specific		(e.g. the clarity or appealing nature of	
e a	plai ons	particular tifving wh	evidence	cause/effect,	cause/effect,			provide evidence is strong enough, or		
edg	-Ex eas	rt p	vide	problem/solution) based	problem/solution) based	problem/solution) based	to provide evidence), with	if the phrasing used to signal a shift in	describe characters, or if the phrasing	
Knowledge and Idea	5.8 2.5	support p text. iden	, de	on close reading of a	on close reading of a	on close reading of a	prompting and substantial	meaning does this well), with	used to introduce a topic is	
		supp text.	an	variety of grade-level	variety of grade-level	variety of grade-level	support.	moderate support.	appropriate), with light support.	
Integration of				texts and viewing of	texts and viewing of	texts and viewing of				
tior	ate om	several texts on the same topic in order	eak	multimedia, with	multimedia, with	multimedia, with light				
grai	egr: n fr	n or	spe	substantial support.	substantial support.	support.				
nte	RI 5.9 - Integrate information from	texts o	e or							
-	- 6,	al to tor	rite	b. Use knowledge of	b. Use knowledge of	b . Use knowledge of				
	RI 5.9 inform	several to same to	2 0 N	frequently used affixes	morphology (e.g., affixes,	morphology (e.g., affixes,				
	=. ۳	se sa	t	(e.g., un-, mis-), linguistic	roots and base words),	roots and base words),				
		é.		context, reference	linguistic context, and	linguistic context, and				
Ŀ	ead	ial studies, science, at the high end of	band	materials, and visual cues	reference materials to	reference materials to				
Text	r, re al te	sci	/ ba	to determine the meaning	-	determine the meaning of				
of	/ea	ies, ieb	xity	of unknown words on	of unknown words on	unknown words on				
level of	he) nati	studies, the high	n ole	familiar topics.	familiar topics.	familiar and new topics.				
	of t orn	it al	i no							
lg al	nd (inf		st c							
adin	e e end	y/s text	5 te							
Range of Reading and	 By the end of the year, read mprehend informational texts 	tor cal t	4-1							
e of	- B	his	des							
ang	.10 Cor	ling tecl	gra							
8	RI 5.10 - By the end of the year, read and comprehend informational texts	ncluding history/soc and technical texts.	the	to determine the meaning of unknown words on familiar topics.						
		in(, –							



	CA	A CCS	SS fo	or			C	orresponding ELD Stand	dards	
	ELA	A Sta	nda	rd						
						PI.10 - Writing			PI.11 - Supporting opinions	
		_ t	1				00		Expanding -	Bridging -
		o io	_			a. Write longer literary	0 0			a. Support opinions or persuade others by
		a p			and informational	and informational texts	· · · · · ·	appropriate/accurate reasons using		expressing appropriate/accurate reasons
	ŀ	pie ing	us a		texts (e.g., a		and informational texts	textual evidence (e.g., referring to	accurate reasons using some textual	using detailed textual evidence (e.g.,
		orto		a.	description of a		(e.g., an explanation of		a text) or relevant background	quoting the text directly or specific events from text) or relevant background
		opinion pieces on supporting a point	reë	Ľ.	camel) collaboratively			substantial support.	knowledge about content, with	knowledge about content, with mild
		s of	it j	atic	(e.g., joint		without water for a long		moderate support.	support.
	:	rite	3	ů.	construction of texts	-	time) collaboratively			support.
		W 5.1 - Write opinion pieces on topics or texts, supporting a poin	of view with reasons and		with an adult or with		(e.g., joint construction	b . Express ideas and opinions or	b . Express attitude and opinions or	b . Express attitude and opinions or
ses		5.1 - ics o	j S		peers) and sometimes		of texts with an adult or		temper statements with familiar	temper statements with nuanced modal
öd		W 5 Dpic			independently.		with peers) and		modal expressions (e.g.,	expressions (e.g., probably/certainly,
Pur	·	t /					independently by using		maybe/probably, can/must).	should/would) and phrasing (e.g., In my
and Purpos			s				appropriate text			opinion).
s al		tts)				organization and			
Types	۰ te	informative/ explanatory texts		a topic d			growing understanding			
μ	Write	informative/ planatory te	-	a to			of register.			
an	Ľ	ma atol	2	ie é and						
ext	Ŀ,	for ana		ï ⊒ï		• ·	b. Write clear and			
Ĕ	₿.	'n ă		2	summaries of texts		coherent summaries of			
		e		•	and experiences		texts and experiences			
	es	P	i a	Ъ			using complete and			
	tl	or Ses	effective	ar	sentences and key		concise sentences and			
	ırra	enc enc	fec	e, ails	words (e.g., from		key words (e.g., from			
	eu a	p re	g ef	quo	notes or graphic organizers).	from notes or graphic	notes or graphic			
	-Write narratives	develop real oi ned experience	events using	technique _. ntive detai	organizers).	organizers).	organizers).			
	P.	ed v	n s	tec						
	m]	to d gin	ent	cri						
	ĕ	to develop real or imagined experiences or	Ş	des						
	ľ	.=	•							

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		CCSS				Corre	esponding ELD Standards			
		Stand	dard	PII.	1 - Understanding text s			PII.2 - Understanding cohesio	on	
	Ľ.	er s,	. ק		Expanding -	Bridging -	Emerging -	Expanding -	Bridging -	
	inio	nte T	s al	Emerging - Apply basic	Apply growing	Apply increasing	a. Apply basic understanding	a. Apply growing understanding	a. Apply increasing understanding	
	do	s oi poi	son c	understanding of	understanding of how	understanding of how	of language resources for	of language resources for	of language resources for referring	
	W 5.1 - Write opinion	eces on topics or texts supporting a point of	reasons and	how different text	different text types are	different text types are	referring the reader back or	referring the reader back or	the reader back or forward in text	
	N.	ting t		types are organized to express ideas (e.g., how a narrative	organized to express	organized to express	forward in text (e.g., how	forward in text (e.g., how	(e.g., how pronouns, synonyms, or	
	.1	s on port	view with	to express ideas	ideas (e.g., how a	ideas (e.g., how a	pronouns refer back to nouns	pronouns or synonyms refer	nominalizations refer back to	
	N 5	pieces	iev	(e.g., how a narrative	narrative is organized	historical account is	in text) to comprehending	back to nouns in text) to	nouns in text) to comprehending	
		<u>a</u>	>	is organized	sequentially with	organized	texts and writing basic texts.	compretending texts and writing	texts and writing cohesive texts.	
S				sequentially with	predictable stages	chronologically versus		texts with increasing cohesion.		
and Types and Purposes		0	σ	predictable stages		how opinions/				
urp	а -	/ ts t	an	versus how opinions/	arguments are	arguments are	b. Apply basic understanding		b . Apply increasing understanding	
ЧÞ	- Write	informative/ explanatory texts to	a topic and	versus how opinions/ arguments are organized around ideas) to	structured logically	structured logically	of how ideas, events, or		of how ideas, events, or reasons	
s an	× ·	nat ory	a to	organized around	around reasons and	around reasons and	reasons are linked		are linked throughout a text using	
/pes	W 5.2 · <i>f</i>	torr nato	ne	ideas) to	evidence) to	evidence) to	throughout a text using a		an increasing variety of academic	
Ţ	×.	ini olar	examine	comprehending texts and writing basic	comprehending texts	comprehending texts	select set of everyday	words or phrases (e.g., for	connecting and transitional words	
anc		exi	exa d			and writing cohesive	connecting words or phrases		or phrases (e.g., consequently,	
ext				texts.	increasing cohesion.	texts.	(e.g., first/next, at the	result) to comprehending texts	specifically, however) to	
Ĕ		g	0						comprehending texts and writing	
	s to	sin	e, and	2			texts and writing basic texts.	cohesion.	cohesive texts.	
	ive.	or imagined r events using	ant							
	rrat.	je je								
	naı	r ∘	technique,							
	ite.	develop real xperiences ol	effective techniq							
	-Wr	nce nce	effective							
	ŝ	velc erie	effe	5						
	W 5.3 -Write narratives to	develop real c experiences or	- 7	5						
	-	e)							

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	CA C ELA S					Corresponding E	LD Standards		
	Ī	Carr			PII.6 - Connecting ideas			PII.7 - Condensing ideas	
	5	of XLS	and d.)	Emerging -	Expanding -	Bridging -	Emerging -	Expanding -	Bridging -
	in i	nt of	s an - d.)	Combine clauses in a few	Combine clauses in an	Combine clauses in a wide	Condense clauses in	Condense clauses in an	Condense clauses in a
	do	a point of	sons (a	basic ways to make	increasing variety of ways	variety of ways (e.g., creating	simple ways (e.g.,	increasing variety of ways	variety of ways (e.g.,
	- Write opinion	uopic: ing a i	rea.	connections between and	(e.g., creating compound	compound and complex	through simple	(e.g., through a growing	through various types of
	Į ₹ {	ti C	ith	join ideas (e.g., You must	and complex sentences) to	sentences) to make	embedded clauses as	number of types of	embedded clauses and some
	5.1 -	n sou	information	X because X) or to provide	make connections between	connections between and join	in, The book is on the	embedded clauses and other	nominalizations as in, They
	V 5	pieces ori top supporting	view with rea information.	evidence to support ideas	and join ideas, for example,	ideas, for example, to express	desk. The book is mine.	condensing as in, The book	were a very strong army.
		5	~ >	or opinions (e.g., creating	to express cause/effect (e.g.,	cause/effect (e.g., The deer ran	ightarrow The book that is on	is mine. The book is about	They had a lot of enemies.
es				compound sentences	The deer ran because the	because the mountain lion	the desk is mine) to	science. The book is on the	They crushed their enemies
soo		ţ	and nd	using and, but, so).	mountain lion came), to	approached them), to make a	create precise and	desk. $ ightarrow$ The science book	because they were strong.
url	е ~	xts	ic an and		make a concession (e.g., She	concession (e.g., She studied all	detailed sentences.	that's on the desk is mine)	ightarrow Their strength helped
	ti v	explanatory texts to	opi eas	2	studied all night even	night even though she wasn't		to create precise and	them crush their numerous
s ar	- u	ς Ω	a t ide	ן ב	though she wasn't feeling	feeling well), to link two ideas		detailed sentences.	enemies) to create precise
/pe	ví 5.2 - write informative/	nat	amine a topi onvey ideas		well), or to provide reasons	that happen at the same time			and detailed sentences.
μ	<u>з э</u>	pla	examine a topic convey ideas a		to support ideas (e.g., X is an				
and		õ	ê C	. <mark>9</mark>	extremely good book	their mother hunted), or to			
ext				1	because	provide reasons to support			
Ē	e –	ng	ear).	ideas (e.g., The author			
	ine ine	usi	d, e,	4		persuades the reader by			
	atrv Jag	nts	ique, and clear	4).			
	narratives ti or imagined	eve		ď					
	e n al o	ore	eta	S S S S S S S S S S S S S S S S S S S					
	v 5.3 - write narratives to develop real or imagined	experiences or events using	effective technique, descriptive details, and (
	P of	enc	fect otiv	4					
	5.3 eve	beri	efi crip	g					
	⊽ٍ≰	ext	des	d					
			-						

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	CA CCSS f LA Standa				Corresp	ponding ELD Standards			
	ء			PI.4 - Adapting language ch	oices		PI.10 - Writing		
Distribution of Writing	W 5.4 - Produce clear and conerent writing (including multiple-paragraph texts) in which the development and organization are appropriate	(Grade-specific	Emerging -	Expanding -	Bridging -	Emerging -		Bridging -	
	in v in v on a	le-s		Adjust language choices	Adjust language choices	a. Write short literary and	- ,	a. Write longer and more	
	rent xts) :atic	Brac	-	according to purpose (e.g.,	according to purpose, task			detailed literary and	
	d conerent writil raph texts) in wh organization are ate			persuading, entertaining),		description of a camel)	informative report on	informational texts (e.g., an	
	d cc rapl org: ate	ence		task (e.g., telling a story	experiment), and	collaboratively (e.g., joint	-	explanation of how camels	
	ar an arag and 'opri	udi			audience, with light	construction of texts with an		survive without water for a long	
60	: clear and co le-paragrap 1ent and org appropriate	and audience.		experiment), and audience,	support.	adult or with peers) and		time) collaboratively (e.g., joint	
itin	tiple tiple ome			with moderate support.		sometimes independently.	adult or with peers) and with		
Nr.	.5.4 - Produce cle: luding multiple-p the development appi	purpose,	substantial support.					adult or with peers) and	
l of	- Pr ing dev	pur					using appropriate text	independently by using	
tior	5.4 clud the	task,					organization.	appropriate text organization and growing understanding of	
ibu	w (inc	to ta						register.	
istr		-	-						
ЧD	ch.	ate				b. Write brief summaries of	b. Write increasingly concise	b. Write clear and coherent	
oduction and	ort trom 'engther 'evising, approac	nstr				texts and experiences using	• ·	summaries of texts and	
tion	ort ren revi	e e				complete sentences and key		experiences using complete and	
Juc	upp d st ng, iew	d de				, words (e.g., from notes or	sentences and key words	concise sentences and key words	
roc	nd si an inni g a n	onlo				graphic organizers).	(e.g., from notes or graphic	, (e.g., from notes or graphic	
	e and elop a ' planr ving a	ssh						organizers).	
	dance and support from , develop and strengthen ed by planning, revising, or trying a new approach	ion							
	guidance lits, devel eded by I ng, or try	/ent							
	ith gui adults, s neede rriting,								
	and a and a ng as	for							
	w 5.5 - eers an writing iting, re) gu							
	w 5.5 - with gui peers and adults, writing as neede editing, rewriting,	(Editing for conventions should demonstrate							
	e								



	CA CCSS for			Corresponding ELD	Standards			
_	ELA Standard							
	ء		PI.11 - Supporting opinion			1.12 - Selecting language res		
	ing s	Emerging -			Emerging -		Bridging -	
	vrit ar d ion	a. Support opinions by				a. Use a growing number of		
	it wr i) in v ion a and tatio	expressing appropriate/		others by expressing appropriate/	number of general	general academic and	general academic and	
	ren exts zati se, sec	accurate reasons using	appropriate/accurate reasons	accurate reasons using detailed		domain-specific words,	domain-specific words,	
	d coherent writing raph texts) in whicl organization are purpose, and ific expectations re defined in	textual evidence (e.g.,		textual evidence (e.g., quoting the	specific words to	synonyms, and antonyms	synonyms, antonyms, and	
	d cc apl apu fic	referring to text) or		text directly or specific events from	create precision while	to create precision and	figurative language to	
	ir and aragr and c task, speci	relevant background		text) or relevant background	speaking and writing.	shades of meaning while	create precision and	
ing	clear and e-paragra ent and oi et to task, p ide-specif	knowledge about content, with substantial	about content, with moderate	knowledge about content, with		speaking and writing.	shades of meaning while	
Writi	: cle le- le- nen e tc adé		support.	mild support.			speaking and writing.	
fد ا	uce Itip prr prr prr frig tin	support.						
u c	W 5.4 - 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	h. European Manager and	L. C	h - Francisco - Autor de la colocia da seconda de la colocia de la colocia de la colocia de la colocia de la c	b. Select a few	b. Select a growing number	b. Select a variety of	
utic	- Pi dev ppr for	b. Express ideas and		b. Express attitude and opinions or	frequently used	of frequently used affixes	appropriate affixes for	
rib	5.4 udi udi udi	opinions or temper	or temper statements with	temper statements with nuanced	affixes for accuracy	for accuracy and precision	accuracy and precision	
Dist	W incl a	statements using basic		modal expressions (e.g.,	and precision (e.g.,	(e.g., She walked. He likes	(e.g., She's walking. I'm	
	W 5.4 - Prc (including m the deve appro audience for w	modal expressions (e.g.,	maybe/probably, can/must).	probably/certainly, should/would)	She walks, I'm	, I'm unhappy).	uncomfortable. They left	
an		can, has to, maybe).		and phrasing (e.g., In my opinion).	unhappy).		reluctantly).	
tior	and support develop and needed by editing, ach. (Editing						,,	
ductio	upp op ed l g, dit							
rod	and sup develop needed editing, ch. (Edii							
٩	and de ed ed							
	nce lts, g as ng, ng,							
	dar Idu ting visi riti							
	guidance nd adults, writing as , revising, rewriting, ew appro							
	5 - With guidance and sup peers and adults, develop engthen writing as needed planning, revising, editing, rewriting, ving a new approach. (Edi							
	Wi Pers Sthe Inni							
	V 5.5 - With guidance om peers and adults, strengthen writing as planning, revising, rewriting, r trving a new approa							
	W 5.5 - With guidance and suppo from peers and adults, develop ar strengthen writing as needed by planning, revising, editing, rewriting, or trving a new approach. (Editin							
	r o							



	CA CCSS for				Corresponding ELD S	tandards	
┝┶	LA Standard	PII 1 -	Understanding text st	ructure		PII.2 - Understanding cohesi	on
	oherent writing texts) in which the are appropriate to (Grade-specific ss are defined in	Emerging - Apply basic understanding of	Expanding - Apply growing understanding of how different text	Bridging - Apply increasing understanding of how different text types are organized to	a. Apply basic understanding of language resources for referring the reader back or forward in text (e.g., how pronouns refer back to nouns	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	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)
cing	e clear and coh e-paragraph te organization a ind audience. (to express ideas (e.g., how a narrative is	to express ideas (e.g., how a narrative is organized	express ideas (e.g., how a historical account is organized	writing basic texts. an column of b. Apply basic understanding of b.	nouns in text) to comprehending texts and writing texts with increasing cohesion.	to comprehending texts and writing cohesive texts.
and Distribution of Writin	W 5.4 - 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	sequentially with predictable stages versus how opinions/ arguments are	predictable stages versus how opinions/ arguments are structured logically around reasons and	how opinions/arguments are structured logically around	how ideas, events, or reasons are linked throughout a text using a select set of everyday connecting words or phrases (e.g., first/next, at the beginning) to comprehending	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., for example, in the first place, as a result) 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., consequently, specifically, however) to comprehending texts and writing cohesive texts.
Production	W 5.5 - With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should	ideas) to	comprehending texts				



	CCSS for Standard		Corresponding ELD Standards												
	Stanuaru	PII.3 -	Using verbs and verb	phrases	PII.4	- Using nouns and	noun phrases	PII.5 -	Modifying to add d	letails					
		Emerging -	Expanding -	Bridging -	Emerging -	Expanding -	Bridging -	Emerging -	Expanding -	Bridging -					
		Use frequently	Use various verb	Use various verb	Expand noun	Expand noun	Expand noun phrases in	Expand and enrich	Expand and enrich	Expand and enrich					
	and g, o te .)	used verbs (e.g.,	types (e.g., doing,	types (e.g., doing,	phrases in	phrases in a	an increasing variety of	sentences with	sentences with	sentences with					
e e e	aevelop and rewriting, o emonstrate g grade 5.)	take, like, eat)	saying, being/	saying, being/	simple ways	variety of ways	ways (e.g., adding	adverbials (e.g.,	adverbials (e.g.,	adverbials (e.g.,					
	vel wri ons rad	and various verb	having, thinking/	having, thinking/	(e.g., adding an	(e.g., adding	comparative/	adverbs, adverb	adverbs, adverb	adverbs, adverb					
	de , re em g g	types (e.g., doing,	feeling) and tenses	feeling) and tenses	adjective to a	comparative/	superlative and general	phrases,	phrases,	phrases,					
¥	a aduits, develop an ,, editing, rewriting, should demonstrate including grade 5.)	used verbs (e.g., take, like, eat) and various verb types (e.g., doing, saying, being/having, thinking/feeling) and tenses	appropriate to the	appropriate to the	noun) in order	superlative	academic adjectives to	prepositional	prepositional	prepositional					
adulte	adu edit oul	being/having,	task, text type, and	task and text type	to enrich the	adjectives to	noun phrases or more	phrases) to	phrases) to	phrases) to					
	and a ing, e ns sh ind ir	thinking/feeling)	discipline (e.g.,	(e.g., timeless	meaning of	noun phrases or	complex clause	provide details	provide details	provide details					
a 9	s al isin ons an	and tenses	simple past for	present for science	sentences and	simple clause	embedding) in order to	(e.g. <i>,</i> time,	(e.g. <i>,</i> time,	(e.g., time,					
	rom peers and ning, revising, conventions s .–3 up to and i	appropriate to the text type and	recounting an	description,	add details	embedding) in	enrich the meaning of	manner, place,	manner, place,	manner, place,					
2		the text type and	experience,	mixture of past and	about ideas,	order to enrich	sentences and add	cause, and the	cause, and the	cause, and the					
L L	rrom nning r conv : 1–3 L	discipline (e.g.,	timeless present for	present for	people, things,	the meaning of	details about ideas,	like) about a	like) about a	like) about a					
t	plai foi rds	simple past for	a science	narrative or history	and the like.	sentences and	people, things, and the	familiar activity or	familiar or new	variety of familiar					
	support from p d by planning, diting for conv andards 1–3 u	simple past for recounting an experience) on	description) on an	explanation) on a		add details about	like.	process.	activity or process.	and new activities					
5	i su ed Edii	experience) on	increasing variety of	variety of topics.		ideas, people,				and processes.					
	and eede h. (E ge st	familiar topics.	topics.			things, and the									
	s ne s ne sacl					like.									
	uidance and support ti ting as needed by plan approach. (Editing for f Language standards 1														
i i i	w with guidance and su strengthen writing as needed trying a new approach. (Edii command of Language star														
VA/i+h	wr wer Jd g														
Ň	Nen a r nar														
	vitn g rengthen wri trying a new command o														
	c V try cc														
	st														



	CA CCSS for			Corresponding	ELD Standards		
EL	LA Standard		PII.6 - Connecting ideas		PII.7 - Condensing ideas		
		Emerging -	Expanding -	Bridging -	Emerging -	Expanding -	Bridging -
	_ `	Combine clauses in a few	Combine clauses in an	Combine clauses in a wide	Condense clauses in	Condense clauses in an	Condense clauses in a variety
	o and ng, oi ate 5.)	basic ways to make	increasing variety of ways	variety of ways (e.g., creating	simple ways (e.g.,	increasing variety of ways	of ways (e.g., through various
	develop and , rewriting, o emonstrate g grade 5.)	connections between and	(e.g., creating compound	compound and complex	through simple embed-	(e.g., through a growing	types of embedded clauses
	evelop ewritii monstr grade	join ideas (e.g., You must	and complex sentences) to	sentences) to make	ded clauses as in, The	number of types of	and some nominalizations as
	, de , re lem 18 g	X because X) or to provide	make connections between	connections between and join	book is on the desk. The	embedded clauses and	in, They were a very strong
5.0	ults, ting Id d	evidence to support ideas	and join ideas, for example,	ideas, for example, to express	book is mine. $ ightarrow$ The	other condensing as in, The	army. They had a lot of
ting	adults, c editing, hould de ncluding	or opinions (e.g., creating	to express cause/effect (e.g.,	cause/effect (e.g., The deer ran	book that is on the desk	book is mine. The book is	enemies. They crushed their
Production and Distribution of Writing	s and adults, d sing, editing, I ons should de and including	compound sentences	The deer ran because the	because the mountain lion	is mine) to create precise	about science. The book is	enemies because they were
of \	t from peers and anning, revising, or conventions s Is 1–3 up to and i	using and, but, so).	mountain lion came), to	approached them), to make a	and detailed sentences.	on the desk. $ ightarrow$ The	strong. $ ightarrow$ Their strength
uo	peers , revisi ventioi up to a			concession (e.g., She studied all		science book that's on the	helped them crush their
outi	om pe ning, r conver –3 up			night even though she wasn't		desk is mine) to create	numerous enemies) to create
trik	fro nni r cc 1–		she wasn't feeling well), or	feeling well), to link two ideas		precise and detailed	precise and detailed
Dis	support ed by pla diting fo andards		•	that happen at the same time		sentences.	sentences.
pu	upp by tin _i		support ideas (e.g., X is an	(e.g., The cubs played while			
n a	and support eeded by plaı h. (Editing fo ge standards		extremely good book	their mother hunted), or to			
ctic	an eec ih. (because	provide reasons to support			
npo	ance as ne roach nguag).	ideas (e.g., The author			
Pro	guidance and iting as neede v approach. (E of Language st			persuades the reader by			
	gui ritin v al of l).			
	With en wr a new nand e						
	- V ber g a ma						
	W 5.5 - With guidance and support from peers and adults, develop an strengthen writing as needed by planning, revising, editing, rewriting a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.)						
	W 5.5 trengt tryin com						
	S						



			A CC A Sta					Corresponding ELD Standards			
gu								PI.10 - Writing			
Production and Distribution of Writing	w 5.6 -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		comr comr ckille i	 Emerging - a. Write short literary and informational texts (e.g., a description of a camel) 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 	 Expanding - a. Write longer literary and informational texts (e.g., an informative report on different kinds of camels) collaboratively (e.g., joint construction of texts with an adult or with peers) and with increasing independence by using appropriate text organization. b. Write increasingly concise summaries of texts and experiences using complete sentences and 	 Bridging - a. Write longer and more detailed lit-erary and informational texts (e.g., an explanation of how camels survive without water for a long time) collaboratively (e.g., joint construction of texts with an adult or with peers) and independently by using appropriate text organization and growing understanding of register. b. Write clear and coherent summaries of texts and experiences using complete and concise 					
resent knowledge	W 5.7 - Conduct	short research	projects that use	to build knowledge	through investi-	gation of different aspects of a topic.	key words (e.g., from notes or graphic organizers).	key words (e.g., from notes or graphic organizers).			
Research to build and Present knowledge	W 5.8 - Kecall relevant information from	experiences or gather	relevant information	from print and digital	sources; summarize or	in notes and finished					



	for	Corresponding ELD Standards									
LA Stan	dard			concopona							
							Bridging -				
m xts	uo,			-			a. Support opinions or				
fro I te	ecti o.)	and informational texts	and informational texts	detailed literary and	expressing appropriate/	persuade others by	persuade others by				
ורפ הומ	efle 			informational texts (e.g.,	accurate reasons using	expressing appropriate/	expressing appropriate/				
der atic	is, r (a	camel) collaboratively	report on different kinds	an explanation of how	textual evidence (e.g.,	accurate reasons using	accurate reasons using				
ra evi	llysi rch.	(e.g., joint construction	of camels) collaboratively	camels survive without	referring to text) or	some textual evidence	detailed textual evidence				
aw nfo	ana	of texts with an adult or	(e.g., joint construction of	water for a long time)	relevant background	(e.g., paraphrasing facts	(e.g., quoting the text directly				
ori	ort a	with peers) and	texts with an adult or with	collaboratively (e.g., joint	knowledge about content,	from a text) or relevant	or specific events from text)				
- 6. - 71	bpd	sometimes	peers) and with increasing	construction of texts with	with substantial support.	background knowledge	or relevant background				
N 5 tera	e Ins	independently.	independence by using	an adult or with peers) and		about content, with	knowledge about content,				
> Ξ	to		appropriate text	independently by using		moderate support.	with mild support.				
			organization.	appropriate text							
				organization and growing							
				understanding of register.							
~	a u										
for ion	ngle ang										
ne vis	a sir a ra sks	b. Write brief	b. Write increasingly	b. Write clear and	b. Express ideas and	b. Express attitude and	b. Express attitude and				
	s (a for ta	summaries of texts and	concise summaries of	coherent summaries of	opinions or temper	opinions or temper	opinions or temper				
an	o) † bific	experiences using	texts and experiences	texts and experiences	statements using basic	statements with familiar	statements with nuanced				
on ran	fra tw peo	complete sentences	using complete sentences	using complete and	modal expressions (e.g.,	modal expressions (e.g.,	modal expressions (e.g.,				
icti f	ne / or le-s	and key words (e.g.,	and key words (e.g., from	concise sentences and key	can, has to, maybe).	maybe/probably, can/	probably/certainly,				
tin efle	r ti day plir	from notes or graphic	notes or graphic	words (e.g., from notes or		must).	should/would) and phrasing				
h ed	orte or a isci	organizers).	organizers).	graphic organizers).			(e.g., In my opinion).				
end	shc Ig o If di										
ext.	ttin o										
- 2	si a										
	radiants y over rames (time for W 5.9 - Draw evidence from on, and revision) literary or informational texts	W 5.9 - Draw evidence from literary or informational texts to support analysis, reflection, and research. (a b.)	me for Emerging - a for a. Write short literary and informational texts (e.g., a description of a camel) collaboratively (e.g., a description of a camel) collaboratively (e.g., joint construction of texts with an adult or with peers) and sometimes independently. sks, P. Write prief	Meter a range wision witie boret literary a. Write short literary a. Write short literary and informational texts (e.g., a description of a camel) collaboratively (e.g., joint construction of texts with an adult or with peers) and sometimes independently. b. Write brief b. Write brief b. Write increasingly	LA Standard PI.10 - Writing PI.10 - Writing Emerging - a. Write short literary and informational texts (e.g., a description of a camel) collaboratively a. Write longer literary and informational texts (e.g., an informational texts (e.g., an informative camel) collaboratively Bridging - a. Write short literary and informational texts (e.g., a description of a camel) collaboratively a. Write longer numeric additional texts (e.g., an explanation of how of camels) collaboratively a. Write uncertained (e.g., joint construction of texts with an adult or with peers) and sometimes independently. Bridging - a. Write longer and more detailed literary and informational texts (e.g., an informative report on different kinds of camels) collaboratively a. Write and texts with an adult or with peers) and sometimes a. Write onstruction of texts with an adult or with peers) and with increasing independently. a. Write onstruction of texts with an adult or with peers) and independently by using appropriate text organization and growing understanding of register. b. Write brief b. Write increasingly b. Write clear and	Pl.10 - Writing Emerging - a. Write short literary Bridging - a. Write longer literary a. Write longer literary a. Write longer literary a. Write longer and more detailed literary and informational texts e.g., a description of a c.g., an informative a. Write longer literary a. Write longer and more detailed literary and a. Support opinions by a. upper and informational texts (e.g., a description of a (e.g., an informative a. write longer literary a. write longer and more detailed literary and a. Support opinions by a. upper and informational texts (e.g., joint construction of texts with an adult or (e.g., joint construction of texts with an adult or with peers) and informational texts a. explanation of how camels survive without referring to text) or relevant background knowledge about content, with substantial support. an adult or independently. independently. independently by using appropriate text organization. organization and growing understanding of register. b. Express ideas and	Like Statutation Pl.10 - Writing Pl.11 - Supporting opinion Image: Statutation Emerging - a. Write short literary and informational texts (e.g., a description of a camel) collaboratively (e.g., joint construction of texts with an adult or with peers) and sometimes independently. Bridging - a. Write longer literary and informational texts (e.g., a description of a camel) collaboratively (e.g., joint construction of texts with an adult or with peers) and sometimes independently. Bridging - a. Write longer and more detailed literary and informational texts (e.g., an explanation of how camels survive without water for a long time) collaboratively (e.g., joint construction of texts with an adult or with peers) and sometimes independently. Expanding - 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. a. Support opinions by expressing appropriate/ accurate reasons using textual evidence (e.g., paraphrasing facts from a text) or relevant background knowledge about content, with moderate support. an age and with substantial support. b. Write brief b. Write increasingly b. Write clear and b. Express ideas and b. Express ideas and b. Express attitude and				

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	A CCSS for A Standard			Correspondin	g ELD Standards		
	A Standard	PI.1	- Exchanging information	and ideas		PI.3 - Offering opinions	
		Emerging -	Expanding -	Bridging -	Emerging -	Expanding -	Bridging -
		Contribute to	Contribute to class,	Contribute to class, group, and	Negotiate with or persuade	negotiate with or persuade	Negotiate with or persuade
	ons s on sing	conversations and express	group, and partner	partner discussions, including	others in conversations	others in conversations	others in conversations using a
	discussic partners express	ideas by asking and	discussions, including	sustained dialogue, by	using basic learned phrases	using an expanded set of	variety of learned phrases (e.g.,
	iscı artı exp	answering yes-no and wh-	sustained dialogue, by	following turn-taking rules,	(e.g., I think), as well as	learned phrases (e.g., I	That's an interesting idea.
	e d e p nd e	questions and responding	following turn-taking			-	However,), as well as open
L C	ativ rers Is al	using short phrases.	rules, asking relevant	e , e	gain and/or hold the floor.	as open responses, in order	
atio	bor div dea		questions, affirming	relevant information, building		to gain and/or hold the	and/or hold the floor, provide
orso	collaborative discussions with diverse partners on ers' ideas and expressing - d.)		others, and adding	on responses, and providing		floor, provide	counterarguments, elaborate
llat	e of cc led) v othei · (a		relevant information.	useful feedback.		-	on an idea, and so on.
Comprehension and Collaboration	ely in a range of collaborative and teacher led) with diverse , building on others' ideas and ir own clearly. (a d.)					on.	
and	ang chei g oi ear						
u	n a r eac din n cl						
isu	y in a range nd teacher building on own clearly						
ehe	ctivel ups, an exts, l their						
Dr	ecti ups text th						
Lo Co	eff gro nd						
	age in cs a						
	Engage effectively in a range of collaborative discussions -one, in groups, and teacher led) with diverse partners on topics and texts, building on others' ideas and expressing their own clearly. (a d.)						
	SL 5.1 - (one-on- grade 5 t						
	SL (on gra						

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	CA CCSS for ELA Standard				Correspondin	g ELD Standards			
	ELA Standa	ra		PI.4 - Adapting language cho	-	PI.5 - Listening actively			
			Emerging -	Expanding -	Bridging -	Emerging -		Bridging -	
	10 E b0		Adjust language	Adjust language choices	Adjust language choices	Demonstrate active	Demonstrate active	Demonstrate active	
	ons s or sing		choices according to	according to purpose (e.g.,	according to purpose, task	listening of read-alouds	listening of read-alouds	listening of read-alouds	
	discussions partners or expressing		social setting (e.g.,	persuading, entertaining), task	(e.g., facilitating a science	and oral presentations by	and oral presentations by	and oral presentations by	
	iscı artı exp		playground,	(e.g., telling a story versus	experiment),	asking and answering basic	asking and answering	asking and answering	
	e d nd e		classroom) and	explaining a science	and audience, with light			detailed questions, with	
2	ativ rers is al			experiment), and audience,	support.	and substantial support.	occasional prompting and	minimal prompting and	
÷	div div		•	with moderate support.			moderate support.	light support.	
, in the second s	collaborative with diverse ers' ideas and	(;p	substantial support.						
Comprehencion and Collaboration	Engage effectively in a range of collaborative discussions -one, in groups, and teacher led) with diverse partners on topics and texts, building on others' ideas and expressing	ч. а							
Č	o e o u	their own clearly. (a.							
2	range cher ig on	ear							
ŝ	a r eac	, C							
iou	y in t br	Ň							
940	vely , ar is, k	eir (
24	ective sective	ţ							
č	effectively in groups, and t ind texts, built								
Ľ	in ge								
	Engage one, in topics a								
	5 to E								
	5.1 - ie-oi ide !								
	SL 5.1 - Engage (one-on-one, in grade 5 topics a								



		SS for andard			Cor	responding ELD Standar	ds		
				PI.5 - Listening activel	у	PI.6 - Reading/viewing closely			
	en i	diverse media and cluding visually,	Emerging -	Expanding -	Bridging -	Emerging -	Expanding -	Bridging -	
	ze a written information	dia di Ila di Ila	Demonstrate active	Demonstrate active	Demonstrate active	a. Explain ideas, phenomena,	a. Explain ideas, phenomena,	a. Explain ideas, phenomena,	
	a V	nec visu	listening of read-	listening of read-	listening of read-alouds	processes, and text relationships	processes, and text relationships	processes, and text relationships	
	ze	se r ng v	alouds and oral	alouds and oral	and oral presentations	(e.g., compare/contrast,	(e.g., compare/contrast,	(e.g., compare/contrast,	
	i ariz	ver ver udi	presentations by	presentations by	by asking and	cause/effect, problem/solution)	cause/effect, problem/solution)	cause/effect, problem/solution)	
	Summarize	ncl i	asking and answering	asking and answering	answering detailed	based on close reading of a	based on close reading of a	based on close reading of a	
n	Su	d ir ts, i	basic questions, with	detailed questions,	questions, with	variety of grade-level texts and	variety of grade-level texts and	variety of grade-level texts and	
atic	SL 5.2 - Stead	presented in formats, in		with occasional	minimal prompting and	viewing of multimedia, with	viewing of multimedia, with	viewing of multimedia, with light	
bor	SL 5.	ese	substantial support.	prompting and	light support.	substantial support.	moderate support.	support.	
Collaboration	s t	pr		moderate support.					
						b. Use knowledge of frequently		b. Use knowledge of morphology	
and	۲. ×	3 73				used affixes (e.g., un-, mis-),	(e.g., affixes, roots, and base	(e.g., affixes, roots, and base	
uo	ake	and ze				linguistic context, reference	words), linguistic context, and	words), linguistic context, and	
Comprehension	ts a speaker exnlain how	reasons a reasons a				materials, and visual cues to		reference materials to determine	
ehe	s a	an an				determine the meaning of	-	the meaning of unknown words	
npr	d tr					unknown words on familiar	on familiar and new topics.	on familiar and new topics.	
Con	poin	d b fy a				topics.			
ľ	the points a speaker kes and explain how	supported by and identify ar							
		ppo ide							
	ari Ce	s sup and							
	Summarize a source ma	n is 1 is :e, ā							
	Su Su	ch claim i evidence,							
	5.3 - medi	h cl vid							
	SL 5 or m								
	v , c								

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



CA CCSS for ELA Standard			Corresponding ELD Standards								
E	LA Standard		- Evaluating language cho		PI.8 - Analyzing language choices						
		Emerging -		Bridging -	Emerging -	Expanding -	Bridging -				
Comprehension and Collaboration	3 - Summarize the points a speaker or media makes and explain how each claim is supported asons and evidence, and identify and analyze	PI.7 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.	Explain how well writers and speakers use language resources to support an opinion or present an idea (e.g., whether the vocabulary used to provide evidence is strong enough, or if the phrasing used to signal a shift in meaning does this well), with	bices Bridging - Explain how well writers and speakers use specific language resources to support an opinion or present an idea (e.g., the	PI. Emerging - Distinguish how different words with similar meanings produce different effects on the audience (e.g., describing a character as angry	Expanding - Distinguish how different words with similar meanings (e.g., describing an event as sad versus tragic) and figurative	Bridging -				
	SL 5. source by re										

	A CCSS for A Standard				Corres	ponding ELD S	tandards				
			PI.9 - Presentin	g	PI.11	PI.11 - Supporting opinions			PI.12 - Selecting language resources		
	e رە	Emerging -	Expanding -	Bridging -	Emerging -	Expanding -	Bridging -	Emerging -	Expanding -	Bridging -	
	n ptiv	Plan and deliver	Plan and deliver					a. Use a select		a. Use a wide variety	
	uer crij t ai	brief oral	longer oral	oral presentations		•	or persuade others	number of		of general academic	
	iion, sequencing /ant, descriptive clearly at an	presentations on	presentations	on a variety of	appropriate/accurate		, , , ,	general	academic and	and domain-specific	
	•/	a variety of	on a variety of	topics in a variety	reasons using textual		••••	academic and	domain-specific	words, synonyms,	
	opinion, relevant, oeak clear	topics and	topics and	of content areas			-	domain-specific	words, synonyms,	antonyms, and	
eas	pir elev eak			(e.g., providing an	-	U U		words to create	and antonyms to	figurative language to	
lde	ın opin d relev speak - b.)	(e.g., providing a	(e.g., providing	opinion speech on	relevant background	evidence (e.g.,		precision while	create precision	create precision and	
and	it an and es; sp a b	report on a		a current event,	e e e e e e e e e e e e e e e e e e e	paraphrasing facts	quoting the text	speaking and	and shades of	shades of meaning	
8 B B	present a e facts an themes; pace. (a	current event,	speech on a	reciting a poem,	content, with support.		directly or specific events from text) or	writing.	meaning while speaking and	while speaking and writing.	
led	ore fa the	reciting a poem,	current event,	recounting an		knowledge about	relevant background		writing.	writing.	
NO	: or text or p appropriate ain ideas or t standable p.		reciting a poem,	experience,		content, with	knowledge about		witting.		
: Kn	r text (propri ideas indabl		recounting an	explaining a		·	content, with mild				
u ol	r te pro id€ ind	explaining a	experience,	science process),			support.				
tiol	opic or ng apl main dersta	science process), with moderate	explaining a	with light support.							
nta	piq ng mi der	with moderate	science		b. Express ideas and	b. Express attitude	b. Express attitude	b. Select a few	b. Select a growing	b. Select a variety of	
Presentation of Knowledge and Ideas	t on a topic or text or present an and using appropriate facts and support main ideas or themes; sp understandable pace. (a b	support, such as	process), with			•	•	frequently used	number of	appropriate affixes for	
Pr	t on and and supp	graphic	moderate		statements using	temper statements	temper statements	affixes for	frequently used	accuracy and precision	
	rt c y a su	organizers.	support.		basic modal	with familiar modal	with nuanced modal	accuracy and	affixes for	(e.g., She's walking.	
	Report gically a ails to si				expressions (e.g.,	expressions (e.g.,	expressions (e.g.,	precision (e.g.,	accuracy and	I'm uncomfortable.	
	4 - Reg logica etails				can, has to , maybe).	maybe/probably,	probably/certainly,	She walks, I'm	precision (e.g., She	They left reluctantly).	
	5.4 - eas lo det					can/must).	should/would) and	unhappy).	walked. He likes,		
	SL 5.4 - Report ideas logically details to :						phrasing (e.g., In my		l'm unhappy).		
	S S						opinion).				

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CA CCSS for FLA Standard			Corresponding ELD Standards										
	A Stanuaru	PII.1 - U	nderstanding text s	tructure	PII.2 -	Understanding coh	esion	PII.5 - Modifying to add details					
Presentation of Knowledge and Ideas	SL 5.4 - Report on a topic or text or present an opinion, sequencing A representation in the section of the sec	Emerging - Apply basic 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/argumen ts are organized around ideas) to comprehending	Expanding - Apply growing 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/argumen ts are structured logically around reasons and evidence) to comprehending texts and writing texts with	Bridging - Apply increasing understanding of how different text types are organized to express ideas (e.g., how a historical account is organized chronologically versus how	PII.2 - 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	Understanding coh 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., for example, in the first place, as a result) to comprehending texts	esion 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 - Expand and enrich sentences with adverbials (e.g., adverbs, adverb phrases, prepositional phrases) to provide details (e.g., time, manner, place, cause, and the like) about a familiar activity or	Expanding - Expand and enrich sentences with adverbials (e.g., adverbs, adverb phrases, prepositional phrases) to provide details (e.g., time, manner, place, cause, and the like) about a familiar or new activity or process.	Bridging - Expand and enrich sentences with adverbials (e.g., adverbs, adverb phrases, prepositional phrases) to provide details (e.g., time, manner, place, cause, and the like) about a variety of familiar			

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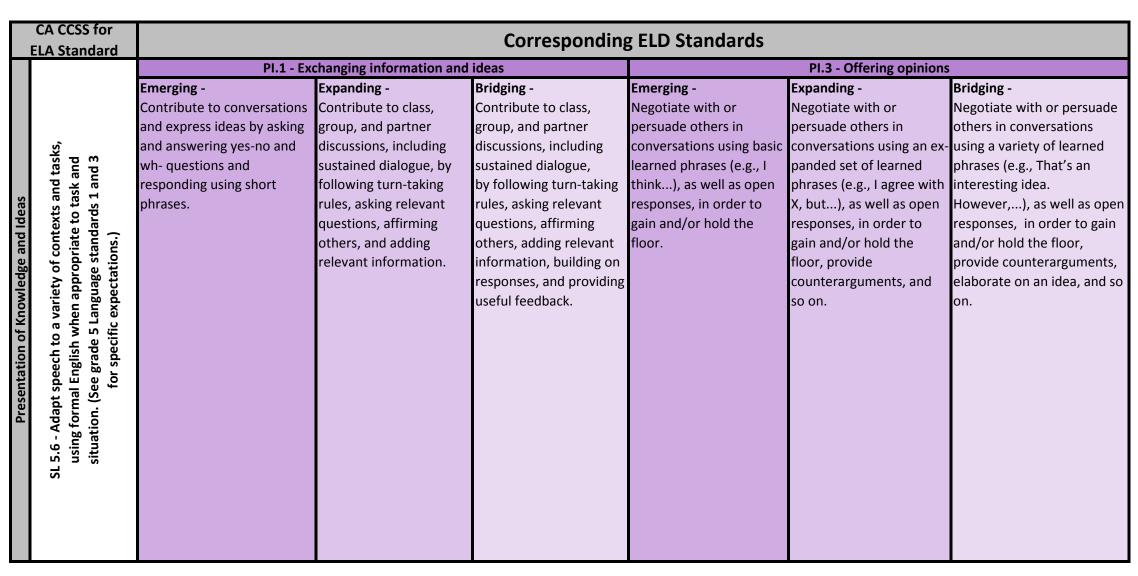
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	CA CCSS for ELA Standard			Corresponding	ELD Standards			
			PII.6 - Connecting ideas		PII.7 - Condensing ideas			
		Emerging -	Expanding -	Bridging -	Emerging -	Expanding -	Bridging -	
		Combine clauses in a few	Combine clauses in an	Combine clauses in a wide	Condense clauses in	Condense clauses in an	Condense clauses in a	
		basic ways to make	increasing variety of	variety of ways (e.g.,	simple ways (e.g.,	increasing variety of ways	variety of ways (e.g.,	
	u,	connections between and	ways (e.g., creating	creating compound and	through simple	(e.g., through a growing	through various types of	
	inio ite ort	join ideas (e.g., You must X	compound and complex	complex sentences) to make	embedded clauses as	number of types of	embedded clauses and some	
	eent an opini appropriate s to support rly at an b.)	because X) or to provide	sentences) to make	connections between and	in, The book is on the	embedded clauses and	nominalizations as in, They	
eas	t an ol oropri, supp at an	evidence to support ideas		join ideas, for example, to	desk. The book is mine.	other con densing as in,	were a very strong army.	
p	ent apg s to rly b.)		and join ideas, for	express cause/effect (e.g.,	ightarrow The book that is on	The book is mine. The	They had a lot of enemies.	
and	ail 	compound sentences using	example, to express	The deer ran because the		book is about science.	They crushed their enemies	
ge	or pi usir det ak cl	and, but, so).	· · ·	mountain lion approached	•	The book is on the desk.	because they were strong.	
rled	ext and tive spea			them), to make a concession		\rightarrow The science book	ightarrow Their strength helped	
No	r te Ily a ript ss; s			(e.g., She studied all night		that's on the desk is	them crush their numerous	
Γ	pic or text gically an descriptiv nemes; spe		make a concession (e.g.,	-		mine) to create precise	enemies) to create precise	
D D	Report on a topic or t uencing ideas logically s and relevant, descrip main ideas or themes; understandable		-	feeling well), to link two		and detailed sentences.	and detailed sentences.	
tio	.4 - Report on a l sequencing ideas facts and relevan main ideas or underst		even though she wasn't					
nta	rt on ng ide releva deas under		feeling well), or to	same time (e.g., The cubs				
ese	.4 - Report sequencing facts and re main ide un			played while their mother				
P	Rel enc an		•••	hunted), or to provide				
	- 균 성 -			reasons to support ideas				
	SL 5.4 sec fac			(e.g., The author persuades				
	SI).	the reader by				
).				



	CA CCSS for		Corresponding ELD Standards					
	ELA Standard							
			PI.9 - Presenting					
		Emerging -	Expanding -	Bridging -				
		Plan and deliver brief oral presentations on a	Plan and deliver longer oral presentations on a	Plan and deliver oral presentations on a variety of				
		variety of topics and content areas (e.g., providing		topics in a variety of content areas (e.g.,				
	ä	a report on a current event, reciting a poem,	providing an opinion speech on a current event,	providing an opinion speech on a current event,				
	phi nair	recounting an experience, explaining a science	reciting a poem, recounting an experience,	reciting a poem, recounting an experience,				
	components (e.g., graphics ys in presentations when the development of main themes.	process), with moderate support, such as graphic	explaining a science process), with moderate	explaining a science process), with light support.				
0	ons e	organizers.	support.					
	e. (e. mei							
2	opi uts							
200	one one es.							
	e de em							
Ì	the contract of the contract o							
, Y	5.5 Include multimedia components (e.g., graphi sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.							
2	dis har dea							
+io								
ţ	5.5 Include mu sound) and vis appropriate to							
000	5.5 Include sound) and appropriate							
à	d) g							
	bro							
	ak SL5							
	S							



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	CA CCSS for ELA Standard			Corr	esponding ELD Standa	ards	
		PI.4 -	Adapting language ch	oices		PI.9 - Presenting	
		Emerging -	Expanding -	Bridging -	Emerging -	Expanding -	Bridging -
		Adjust language	Adjust language	Adjust language	Plan and deliver brief oral	Plan and deliver longer oral	Plan and deliver oral
		choices according to	choices according to	choices according to	presentations on a variety of	presentations on a variety of	presentations on a variety of
	ks, – ts	social setting (e.g.,	purpose (e.g.,	purpose, task (e.g.,	topics and content areas (e.g.,	topics and content areas (e.g.,	topics in a variety of content
	tas and nd 3	playground,	persuading,	facilitating a science	providing a report on a	providing an opinion speech	areas (e.g., providing an opinion
	ind isk a 1 ar	classroom) and	entertaining), task	experiment), and		on a current event, reciting a	speech on a current event,
eas	ts a o ta ds :	audience (e.g., peers,					reciting a poem, recounting an
p	itex ce to dar)	teacher), with	versus explaining a				experience, explaining a science
anc	f contexts and tasl priate to task and standards 1 and 3 ions.)		science experiment),				process), with light support.
lge	of rop ge s atic		and audience, with			moderate support.	
vlec	iety of contexts and tas appropriate to task and guage standards 1 and 3 iectations.)		moderate support.		graphic organizers.		
Presentation of Knowledge and Ideas	speech to a variety of contexts and tasks English when appropriate to task and ee grade 5 Language standards 1 and 3 for specific expectations.)						
f Kı	o a v who 5 Lá						
o u	h tc sh de eci						
atio	eecl ngli gra r sp						
enti	sp6 al E See fo						
rese	apt rma						
٩	- Adapt speech Ig formal Englis ation. (See grad for spe						
	SL 5.6 usir situ						
	S						



CA CCSS for ELA Standard					Corresponding	g ELD Standards			
		ŭ		PI.11 - Supporting opinions		PI.12 - Selecting language resources			
			Emerging -	Expanding -	Bridging -	Emerging -	Expanding -	Bridging -	
			a. Support opinions by	a. Support opinions or	a. Support opinions or	a. Use a select number of	a. Use a growing number of	a. Use a wide variety of	
			expressing appropriate/	persuade others by	persuade others by	general academic and	general academic and	general academic and	
	i.		accurate reasons using	expressing appropriate/	expressing appropriate/	domain-specific words to	domain-specific words,	domain-specific words,	
	asks nd		textual evidence (e.g.,	accurate reasons using	accurate reasons using	create precision while	synonyms, and antonyms to	synonyms, antonyms, and	
	d ta k ar and		referring to text) or	some textual evidence	detailed textual evidence	speaking and writing.	create precision and shades	figurative language to	
SB	: an tasl			(e.g., paraphrasing facts	(e.g., quoting the text		of meaning while speaking	create precision and shades	
lde	exts to i		knowledge about content,	from a text) or relevant	directly or specific events		and writing.	of meaning while speaking	
pu	onte ate indâ	s.)	with substantial support.	background knowledge	from text) or relevant			and writing.	
e a	of cc opri sta	ion			background knowledge				
edg	ty o pro age	ctat		moderate support.	about content, with mild				
Ň	variety of contexts and tasks en appropriate to task and anguage standards 1 and 3	expectations.)			support.				
Presentation of Knowledge and Ideas	5.6 - Adapt speech to a variety of contexts and tasl using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3	c e)	h. European island and	h. Francisco estationado e a el	h. European attitude and	h. Calaata fan faansath	h. Calaata ayaa iyo ayaa hay	h. Calasta unistu af	
l of	to : h w le 5	for specific		•	b. Express attitude and		v v	b. Select a variety of	
tion	peech Englisl :e grad	spe	opinions or temper	opinions or temper statements with familiar	opinions or temper statements with nuanced		of frequently used affixes for		
Ital	Eng Eng	for	statements using basic					accuracy and precision	
sei	pt s nal (Se	-	modal expressions (e.g.,	modal expressions (e.g.,	modal expressions (e.g.,			(e.g., She's walking. I'm	
Pre	Adag forr tion.		can, has to, maybe).		probably/certainly,	l'm unhappy).	unhappy).	uncomfortable. They left	
) - A ng † Lati			must).	should/would) and phrasing (e.g., In my			reluctantly).	
					opinion).				
	SL				opinion <i>j</i> .				

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



	A CCSS fo A Standa					Correspo	onding ELD S	Standards			
			PII.3 -	Using verbs and verb	phrases	PII.4 - U	sing nouns and n	oun phrases	PII.5	- Modifying to add	details
			Emerging -	Expanding -	Bridging -	Emerging -	Expanding -	Bridging -	Emerging -	Expanding -	Bridging -
			Use frequently	Use various verb	Use various verb	Expand noun	Expand noun	Expand noun	Expand and enrich	Expand and enrich	Expand and enrich
			used verbs (e.g.,	types (e.g., doing,	types (e.g., doing,	phrases in	phrases in a	phrases in an	sentences with	sentences with	sentences with
	ks,	ł	take, like, eat) and	saying, being/	saying,	simple ways	variety of ways	increasing variety	adverbials (e.g.,	adverbials (e.g.,	adverbials (e.g.,
	l tasl and nd 3		various verb types	having, thinking/	being/having,	(e.g., adding an	(e.g. <i>,</i> adding	of ways (e.g.,	adverbs, adverb	adverbs, adverb	adverbs, adverb
	b A		(e.g., doing,	feeling) and tenses	thinking/feeling)	adjective to a	comparative/	adding	phrases,	phrases,	phrases,
eas	ts an o tas ds 1	:	saying,	appropriate to the	and tenses	noun) in	superlative	comparative/	prepositional	prepositional	prepositional
of Knowledge and Ideas	f contexts priate to to standards	-		task, text type, and	appropriate to the	order to enrich	adjectives to	superlative and	phrases) to	phrases) to	phrases) to provide
and	iety of conte appropriate guage standa	ns.)		discipline (e.g.,	task and text type	the meaning of	noun phrases or	general academic	provide details	provide details	details (e.g., time,
ge	of c opi e st	tio			(e.g., timeless	sentences and	simple clause	adjectives to noun	(e.g., time,	(e.g., time,	manner, place,
led	a variety o hen appro Language	scta	appropriate to the	recounting an	present for science	add details	embedding) in	phrases or more	manner, place,	manner, place,	cause, and the like)
NO	arie n a ngu	, a		experience,	description, mixture	about ideas,	order to enrich	complex clause	cause, and the	cause, and the	about a variety of
Kn	a var when 5 Lan§	ice	discipline (e.g.,	timeless present for	of past present and	people, things,	the meaning of	embedding) in	like) about a	like) about a	familiar and new
	to sh v de g	ecif	simple past for	a science	narrative or history		sentences and	order to enrich the	familiar activity or	familiar or new	activities and
Presentation	5.6 - Adapt speech to using formal English v situation. (See grade	spe		description) on an	explanation) on a		add details	meaning of	process.	activity or process.	processes.
nta	spe I En ee {	for	experience) on	increasing variety	variety of topics.		about ideas,	sentences and add			
ese	5.6 - Adapt spe using formal Ei situation. (See	·	familiar topics	of topics.			people, things,	details about			
Pr	Ada for ion						and the like.	ideas, people,			
								things, and the			
	SL 5.6 usir situ							like.			
	SI										

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

	CA CCSS for ELA Standard			Corresponding	g ELD Standards		
			PII.6 - Connecting ide	eas		PII.7 - Condensing ide	as
		Emerging -	Expanding -	Bridging -	Emerging -	Expanding -	Bridging -
		Combine clauses in a	Combine clauses in an	Combine clauses in a wide	Condense clauses in	Condense clauses in an	Condense clauses in a variety
		few basic ways	increasing variety of ways	variety of ways (e.g., creating	simple ways (e.g.,	increasing variety of ways	of ways (e.g., through various
	ks, – k	to make connections	(e.g., creating compound	compound and complex	- ·	(e.g., through a growing	types of embedded clauses
	nd task ik and and 3	between and join	and complex sentences)	sentences) to make	embedded clauses as	number of types of	and some nominalizations as
	and tas ask and 1 and 3	ideas (e.g., You must	to make connections	connections between and join	in, The book is on the	embedded clauses and	in, They were a very strong
Presentation of Knowledge and Ideas	variety of contexts and tasks en appropriate to task and anguage standards 1 and 3 expectations.)	X because X) or to	between and join ideas,	ideas, for example, to express	desk. The book is	-	army. They had a lot of
	iety of context: appropriate to guage standard oectations.)		for example, to express		mine. \rightarrow The book that		enemies. They crushed their
anc	con riat ins.	support ideas or	cause/effect (e.g., The	ran because the mountain lion			enemies because they were
ge	of o rop e st	1 (0)	deer ran because the	approached them), to make a			strong. $ ightarrow$ Their strength
/led	i variety o hen appro Language c expectati		mountain lion came), to	(0,	detailed		helped them crush their
Not	ari en a ng	-	make a concession (e.g.,	0	sentences.		numerous enemies) to
f Kr	ech to a variety of cont glish when appropriate rade 5 Language stand specific expectations.)	but, so).	-	wasn't feeling well), to link		•	create precise and detailed
0 u	to sh v de <u>:</u> ecif			two ideas that happen at the		detailed sentences.	sentences.
Itio	5.6 - Adapt speech tc using formal English situation. (See grade for speci		well), or to provide	same time (e.g., The cubs			
ente	spee I Eng ee g for		• •	played while their mother			
ese	apt ma			hunted), or to provide reasons			
P	Ada for ion		good book because	to support ideas (e.g., The			
	6 - , ing uat).	author persuades the reader			
				by			
	Г).			

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ELA/ELD Standards Alignment



	CA CCSS fo				Correspondi	ng ELD Standards		
			PI.1 - Exc	hanging information an	d ideas	PI.2	- Interacting via written Er	nglish
			Emerging -	Expanding -	Bridging -	Emerging -	Expanding -	Bridging -
			Contribute to	Contribute to class,	Contribute to class,	Collaborate with peers	Collaborate with peers	Collaborate with peers
			conversations and	group, and partner	group, and partner	on joint writing projects	on joint writing projects	on joint writing projects
	of		express ideas by asking	discussions, including	discussions, including	of short informational	of longer informational	of a variety of longer
	u u		and answering yes-no	sustained dialogue, by	sustained dialogue, by	and literary texts, using	and literary texts, using	informational and
	conventions of sage when		and wh- questions and	following turn-taking	following turn-taking	technology where	technology where	literary texts, using
_	n ve Se v		responding using short	rules, asking relevant	rules, asking relevant	appropriate for	appropriate for	technology where
English		e.)	phrases.	questions, affirming	questions, affirming	publishing, graphics, and	publishing, graphics, and	appropriate for
En	the nd u	- 		others, and adding	others, adding	the like.	the like.	publishing, graphics, and
Standard	a d	speaking.(a.		relevant information.	relevant information,			the like.
anc	ommand (grammar	lkin			building on responses,			
of St	ami	bea			and providing useful			
ns o	<u> </u>	or s			feedback.			
Itio	te c lish	writing or						
ven	trat	ritir						
Con	ons rd E	≷						
	Demonstrate andard Englis							
	- Demonstrate c standard English							
	L 5.1 - s							
	L5							

ELA/ELD Standards Alignment



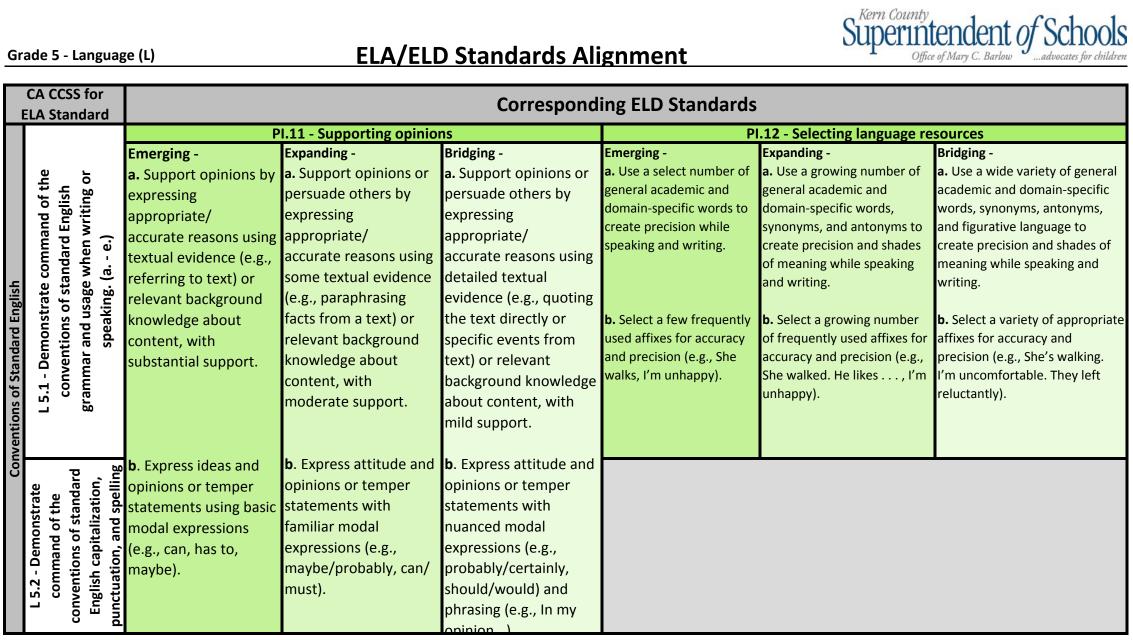
	A CCSS for A Standard			Corresponding	g ELD Standards		
			PI.3 - Offering opinions		PI.4	I - Adapting language cho	ices
		Emerging -	Expanding -	Bridging -	Emerging -	Expanding -	Bridging -
		Negotiate with or	Negotiate with or	Negotiate with or	Adjust language choices	Adjust language choices	Adjust language choices
		persuade others in	persuade others in	persuade others in	according to social set-	according to purpose	according to purpose,
	of	conversations using	conversations using an	conversations using a	ting (e.g., playground,	(e.g., persuading,	task (e.g., facilitating a
	u n	basic learned phrases	expanded set of learned	variety of learned	classroom) and audience	entertaining), task (e.g.,	science experiment), and
	vhe	(e.g., I think), as well	phrases (e.g., I agree	phrases (e.g., That's an	(e.g., peers, teacher),	telling a story versus	audience, with light
٩	nve Se v	• • •	with X, but), as well	interesting idea.	with substantial support.		support.
glis	of the conventions of and usage when g.(a e.)	-	as open responses, in	However,), as well as		experiment), and	
4 En	the nd u a	hold the floor.	order to gain and/or	open responses, in order		audience, with	
Conventions of Standard English	mmand of tl rammar anc speaking.(a		hold the floor, provide	to gain and/or hold the		moderate support.	
tanc	command grammar or speakin		counter-arguments, and	-			
of S	am pe		so on.	counterarguments,			
ns o	con or s			elaborate on an idea,			
ntio	nstrate co d English g writing or			and so on.			
Ivel	stra Eng rriti						
S	si o V						
	Demonstrate andard Englis writing						
	- Demonstrate command of th standard English grammar and writing or speaking.(a.						
	5.1						
	<u>ت</u>						

ELA/ELD Standards Alignment



Γ	CA CO ELA St	CSS foi andar				Corresponding	ELD Standards			
					PI.9 - Presenting		PI.10 - Composing/Writing			
	e	<u> </u>		Emerging -	Expanding -	Bridging -	Emerging -	Expanding -	Bridging -	
	of the	6 8		Plan and deliver brief oral	Plan and deliver longer	Plan and deliver oral	a. Write short literary	a. Write longer literary	a. Write longer and more	
	ю р	itin		presentations on a	oral presentations on a	presentations on a variety	and informational texts	and informational texts	detailed literary and	
	an	ַב <u>ּ</u> בַ	_	variety of topics and	variety of topics and	of topics in a variety of	(e.g., a description of a	(e.g., an informative	informational texts (e.g.,	
	command	conventions of standard English ammar and usage when writing	- e.)	content areas (e.g.,	content areas (e.g.,	content areas (e.g.,	camel) collaboratively	report on different	an explanation of how	
	Ō	and V		providing a report on a	providing an opinion	providing an opinion	(e.g., joint construction	kinds of camels)	camels survive without	
	ate	age	Э	current event, reciting a	speech on a current	speech on a current	of texts with an adult or	collaboratively (e.g.,	water for a long time)	
rlich	Demonstrate	ns o	speaking.	poem, recounting an	event, reciting a poem,	event, reciting a poem,	with peers) and	joint construction of	collaboratively (e.g., joint	
Fns	ЧОC.		spe.	experience, explaining a	recounting an	recounting an experience,	sometimes	texts with an adult or	construction of texts with	
ard	Den	ar	•,	science process), with	experience, explaining a	explaining a science	independently.	with peers) and with	an adult or with peers)	
pue				moderate support, such	science process), with	process), with light		increasing	and independently by	
of Standard English	<u>с</u>	conventions of standard English grammar and usage when writing or		as graphic organizers.	moderate support.	support.		independence by using	using appropriate text	
io v	-							appropriate text	organization and growing	
tion								organization.	understanding of register.	
/en/	ard									
0 U	command of standard	cation, spelling	<u> </u>							
	sta	tio	е					b. Write increasingly	b. Write clear and	
	te c o f	capitalization, on. and spellir	(a.					concise summaries of	coherent summaries of	
	trai ons	italiz , and	ing.					texts and experiences	texts and experiences	
	ons	on Cap	/rit					using complete	using complete and	
	Demonstrate conventions c	English capi punctuation.	vhen writi					sentences and key	concise sentences and key	
	ĕ S	ngl nctu	vhe						words (e.g., from notes or	
	L 5.2 - of the	ш П	. >				organizers).	or graphic organizers).	graphic organizers).	
	L, P									

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ELA/ELD Standards Alignment



	A CCSS for A Standard			Corresponding E	LD Standards		
			PII.2 - Understanding cohes	ion	PII.3	- Using verbs and verb ph	rases
Conventions of Standard English	nventions ge when	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.	ion 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.	PII.3 Emerging - Use frequently used verbs (e.g., take, like, eat) and various 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	Expanding - Use various 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 recounting an experience, timeless	Bridging - Use various 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 description, mixture of past present and narrative or history
Conventions of	L - Demonstrate c standard English writing or	understanding of how ideas, events, or reasons are linked throughout a text using a select set of everyday connecting words or phrases (e.g., first/next, at the beginning) to comprehending texts and	or phrases (e.g., for example, in the first place, as a result) to comprehending texts and	understanding of how ideas,		•	explanation) on a variety of topics.

ELA/ELD Standards Alignment



	CA CCSS for LA Standard			Corresponding	g ELD Standards		
		PII.4	- Using nouns and noun	phrases	PII.	5 - Modifying to add deta	nils
		Emerging -	Expanding -	Bridging -	Emerging -	Expanding -	Bridging -
		Expand noun phrases	Expand noun phrases in	Expand noun phrases in	Expand and enrich	Expand and enrich	Expand and enrich
		in simple ways	a variety of ways	an increasing variety of	sentences with	sentences with	sentences with
	Š	(e.g., adding an	(e.g., adding	ways (e.g., adding	adverbials (e.g., adverbs,	adverbials (e.g.,	adverbials (e.g.,
	en	adjective to a noun) in	comparative/	comparative/ superlative	adverb phrases,	adverbs, adverb	adverbs, adverb
	e conventioı usage when e.)	order to enrich the	superlative	and general academic	prepositional phrases) to	phrases, prepositional	phrases, prepositional
_	onv	meaning of sentences	adjectives to noun	adjectives to noun	provide details (e.g.,	phrases) to provide	phrases) to provide
glisl	e co usa e.)	and add details about	phrases or simple	phrases or more complex	time, manner, place,	details (e.g., time,	details (e.g., time,
Eng	of th and (a		clause embedding) in	clause embedding) in	cause, and the like)		manner, place, cause,
Conventions of Standard English	command of the conventions n grammar and usage when r speaking. (a e.)	and the like.			about a familiar activity		and the like) about a
and	ommand (grammar speaking.			u u u u u u u u u u u u u u u u u u u	or process.	familiar or new activity	variety of familiar and
f St	mm ran oea		and add details about	and add details about		or process.	new
o su	h g h g ir sp			ideas, people, things,			activities and
Itio	Demonstrate c andard English writing or		1 1 / 0 /	and the like.			processes.
ven	itin En		like.				
Con	ard wr						
Ŭ	Den Indi						
	st '						

ELA/ELD Standards Alignment



	CA CCSS for LA Standard			Corresponding El	LD Standards		
			PII.6 - Connecting idea	as		PII.7 - Condensing ideas	
		Emerging -	Expanding -	Bridging -	Emerging -	Expanding -	Bridging -
		Combine clauses in a	Combine clauses in an	Combine clauses in a wide	Condense clauses in	Condense clauses in an	Condense clauses in a
	<i>ب</i>	few basic ways	increasing variety of ways	variety of ways (e.g.,	simple ways (e.g.,	increasing variety of ways	variety of ways (e.g.,
	ing	to make connections	(e.g., creating compound	creating compound and	through simple	(e.g., through a growing	through various types
	command of the conventions of ammar and usage when writing peaking. (a e.)	between and join	and complex sentences) to	complex sentences) to make	embedded clauses	number of types of	of embedded clauses
	ent en v	ideas (e.g., You must	make connections	connections between and	as in, The book is on	embedded clauses and	and some
sh	vhe	X because X) or to	between and join ideas,	join ideas, for example, to	the desk. The book	other condensing as in,	nominalizations as in,
Conventions of Standard English	e co ge v	provide evidence to	for example, to express	express cause/effect (e.g.,	is mine. $ ightarrow$ The	The book is mine. The	They were a very
q	f th€ usag - e.)	support ideas or	cause/effect (e.g., The	The deer ran because the	book that is on the	book is about science. The	strong army. They had
Idar	d of ר (a	opinions (e.g.,	deer ran because the	mountain lion approached	desk is mine) to	book is on the desk. $ ightarrow$	a lot of enemies. They
stan	land r ar Ng. (creating compound	mountain lion came), to	them), to make a concession	create precise and	The science book that's	crushed their enemies
of S	e command c rammar and speaking. (a.	sentences using and,	make a concession (e.g.,	(e.g., She studied all night	detailed sentences.	on the desk is mine) to	because they were
suc	coi am pea		She studied all night even	even though she wasn't		•	strong. \rightarrow Their
intio	Demonstrate ard English gr or s		though she wasn't feeling	feeling well), to link two			strength helped them
nve	stra glish (well), or to provide	ideas that happen at the			crush their numerous
ပိ	лоп Eng		reasons to support ideas	same time (e.g., The cubs			enemies) to create
	Den		(e.g., X is an extremely	played while their mother			precise and detailed
	l - I nda		good book because	hunted), or to provide			sentences.
	L 5.1 - Demonstrate command o standard English grammar and or speaking. (a.).	reasons to support ideas			
				(e.g., The author persuades			
				the reader by			
).			

ELA/ELD Standards Alignment



	A CCSS for A Standard			Corresponding	g ELD Standards		
		PI.1 - E	xchanging information a	and ideas	PI.2 -	Interacting via written Er	glish
		Emerging -	Expanding -	Bridging -	Emerging -	Expanding -	Bridging -
		Contribute to	Contribute to class,	Contribute to class, group,	Collaborate with peers	Collaborate with peers	Collaborate with peers
		conversations and	group, and partner	and partner discussions,	on joint writing projects	on joint writing projects	on joint writing projects
	tions - b.)	express ideas by asking	discussions, including	including sustained	of short informational	of longer informational	of a variety of longer
	enti a	and answering yes-no	3 , ,	dialogue, by following	and literary texts, using	, , , ,	informational and
	and its conventions or listening. (a b.)	and wh- questions and		turn-taking rules, asking	technology where		literary texts, using
	s cc nin	responding using short	rules, asking relevant	relevant questions,	appropriate for	appropriate for	technology where
0	d it: iste	phrases.	questions, affirming	affirming others, adding	publishing, graphics, and		appropriate for
nag(others, and adding		the like.	the like.	publishing, graphics, and
Knowledge of Language			relevant information.	building on responses,			the like.
of La	language reading,			and providing useful			
ge c	lar reä			feedback.			
led	wledge of speaking,						
NOC	eaki						
Ϋ́	wle spe						
	ng,						
	se k riti						
	ı́≥ ,						
	. 5.3 - Use kno when writing,						
	L 5. wh						

ELA/ELD Standards Alignment



Standard				g ELD Standards		
		PI.3 - Offering opinions		PI.4	- Adapting language cho	ices
	Emerging -	Expanding -	Bridging -	Emerging -	Expanding -	Bridging -
	Negotiate with or	Negotiate with or	Negotiate with or	Adjust language choices	Adjust language choices	Adjust language choices
	persuade others in	persuade others in	persuade others in	according to social	according to purpose	according to purpose,
b.)	conversations using	conversations using an	conversations using a	setting (e.g., playground,	(e.g., persuading,	task (e.g., facilitating a
enti a	basic learned phrases	expanded set of learned	variety of learned	classroom) and audience	entertaining), task (e.g.,	science experiment), and
g. ((e.g., I think), as well	phrases (e.g., I agree	phrases (e.g., That's an	(e.g., peers, teacher),	telling a story versus	audience, with light
s co nin	• • •		U U	with substantial support.	. –	support.
d it: iste					•	
	hold the floor.	- ·	• • •		,	
18, e					moderate support.	
gua adir		e ,	· •			
lan rea			- ·			
e of ng,						
dge ?aki			and so on.			
wle spe						
nov ng,						
se k ritir						
SU N						
- 3 - her						
L S ≥						
	l its conventions stening. (a b.)	 nersuade 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. 	<pre>sti prosuade 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.</pre>	<pre>persuade others in conversations using basic learned phrases (e.g., 1 think), as well as open responses, in order to gain and/or hold the floor.</pre> persuade others in conversations using an expanded set of learned phrases (e.g., 1 agree with X, but), as well as open responses, in order to gain and/or hold the floor. persuade others in conversations using an expanded set of learned phrases (e.g., 1 agree with X, but), as well as open responses, in order to gain and/or hold the floor, provide counterarguments, and so on. persuade others in prases (e.g., That's an interesting 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.	Persuade others in conversations using basic learned phrases (e.g., 1 think), as well as open responses, in order to gain and/or hold the floor. Persuade others in conversations using an expanded set of learned phrases (e.g., 1 agree with X, but), as well as open responses, in order to gain and/or hold the floor, provide counterarguments, and so on. Persuade others in conversations using an variety of learned phrases (e.g., That's an interesting idea. Persuade others in conversations using an variety of learned phrases (e.g., That's an interesting idea. Persuade others in conversations using an variety of learned phrases (e.g., That's an interesting idea. Persuade others in conversations using an variety of learned phrases (e.g., That's an interesting idea. Persuade others in conversations using an variety of learned phrases (e.g., That's an interesting idea. Persuade others in conversations using an variety of learned phrases (e.g., That's an interesting idea. Persuade others in counterarguments, elaborate on an idea, and so on.	Persuade others in conversations using basic learned phrases (e.g., 1 think), as well as open responses, in order to gain and/or hold the floor.persuade others in conversations using an expanded set of learned phrases (e.g., 1 agree with X, but), as well as open responses, in order to gain and/or hold the floor.according to social setting (e.g., playground, classroom) and audience (e.g., persuading, entertaining), task (e.g., telling a story versus explaining a science experiments, and and so on.according to social setting (e.g., playground, classroom) and audience, (e.g., peers, teacher), with substantial support.according to purpose (e.g., persuading, entertaining), task (e.g., telling a story versus explaining a science experiment), and audience, with moderate support.

ELA/ELD Standards Alignment



	A CCSS for A Standard			Corresponding	ELD Standards		
			PI.5 - Listening actively		PI.6 - Reading/viewing closely		
		Emerging -	Expanding -	Bridging -	Emerging -	Expanding -	Bridging -
		Demonstrate active	Demonstrate active	Demonstrate active	Explain ideas,	Explain ideas,	Explain ideas,
		listening to read-alouds	listening to read-alouds	listening to read-alouds	phenomena, processes,	phenomena,	phenomena, processes,
	ons b.)	and oral presentations	and oral presentations	and oral presentations	and text relationships	processes, and text	and text relationships
	/enti (a	by asking and answering	by asking and answering	by asking and answering	(e.g., compare/contrast,	relationships (e.g.,	(e.g., compare/contrast,
	9. (;	basic questions, with	detailed questions, with	detailed questions, with	cause/effect,	compare/contrast,	cause/effect,
	nin co	prompting and	occasional prompting	minimal prompting and	problem/solution)	cause/effect,	problem/solution)
	and its conventions or listening. (a b.)	substantial support.	and moderate support.	light support.	based on close reading	problem/solution)	based on close reading
age	and or li				of a variety of grade-		of a variety of grade-
of Language					level texts and viewing of	reading of a variety of	level texts and viewing
Lai	language reading,				multimedia, with	grade-level texts and	of multimedia, with
	ang				substantial support.	-	light support.
Showledge	of]g, _					multimedia, with	
Ň	lge akir					moderate support.	
Knc	wledge of speaking,						
	8, S						
	e kn itin						
	. 5.3 - Use knowledge of language when writing, speaking, reading, e						
	· C						
	L 5.3 whe						
	_						



	A CCSS for A Standard			Corresponding ELI	D Standards		
		PI	.7 - Evaluating language cho	pices	PI.8 -	Analyzing language reso	ources
		Emerging -	Expanding -	Bridging -	Emerging -	Expanding -	Bridging -
		Describe the language	Explain how well writers	Explain how well writers	Distinguish how	Distinguish how	Distinguish how
		writers or speakers use	and speakers use language	and speakers use specific	different words with	different words with	different words with
	ons b.)	to support an opinion or	resources to support an	language resources to	similar meanings	similar meanings (e.g.,	related meanings (e.g.,
	enti a	present an idea (e.g., by	opinion or present an idea		produce different	describing an event as	fun versus thrilling,
	пvе 8. (identifying the phrases	(e.g., whether the	present an idea (e.g., the	effects on the	sad versus tragic) and	possibly versus
	e and its conventions or listening. (a b.)	or words in the text that	vocabulary used to provide	clarity or appealing nature	audience (e.g.,	figurative language	certainly) and
	l its ste	provide evidence), with	evidence is strong enough,	of language used to	describing a character	(e.g., she ran like a	figurative language
age	and ir li	prompting and	or if the phrasing used to	provide evidence or	as angry versus	cheetah) produce	(e.g., the stream
Knowledge of Language		substantial support.	с С	,	furious).	shades of meaning and	slithered through the
: Laı	of language ıg, reading, c		does this well), with	the phrasing used to		different effects on the	parched land) produce
e of	lang		moderate support.	introduce a topic is		audience.	shades of meaning and
edg	of Jg,			appropriate), with light			different effects on the
N	wledge of speaking,			support.			audience.
Kno	vled						
	e kn itin						
	Use knowledge writing, speakir						
	· c						
	L 5.3 whe						
	-						

ELA/ELD Standards Alignment

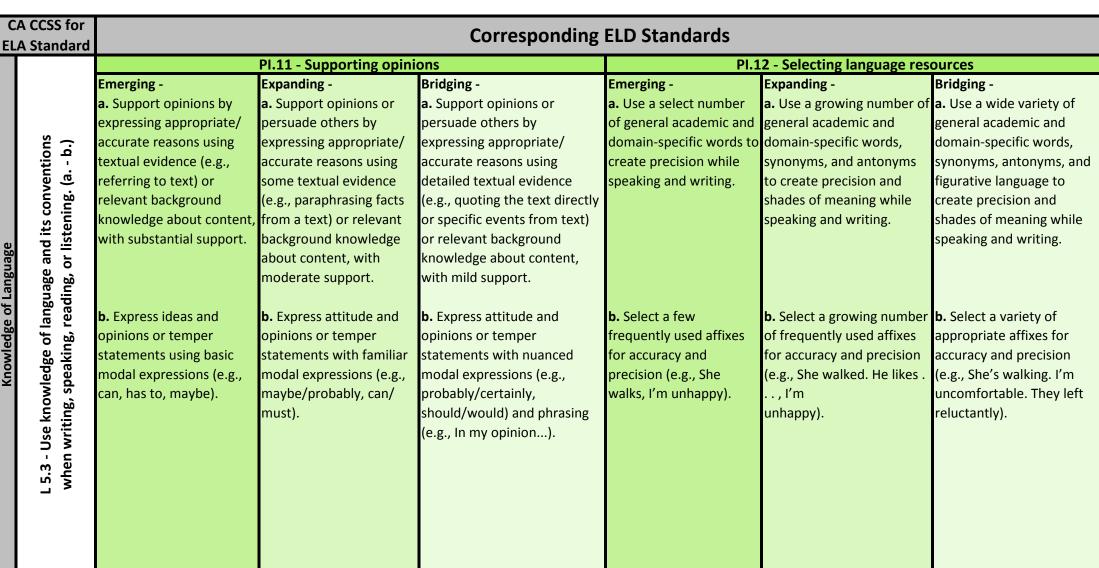


	A CCSS for A Standard			Correspond	ling ELD Standards			
			PI.9 - Presenting		PI.10 - Composing/Writing			
		Emerging -	Expanding -	Bridging -	Emerging -	Expanding -	Bridging -	
		Plan and deliver brief	Plan and deliver longer	Plan and deliver oral	a. Write short literary	a. Write longer literary	a. Write longer and more	
		oral presentations on a	oral presentations on a	presentations on a	and informational texts	and informational texts	detailed literary and	
	ons b.)	variety of topics and	variety of topics and	variety of topics in a	(e.g., a description of a	(e.g., an informative	informational texts (e.g.,	
	enti a	content areas (e.g.,	content areas (e.g.,	variety of content	camel) collaboratively	report on different kinds	an explanation of how	
	nve 8. (;	providing a report on a	providing an opinion	areas (e.g., providing	(e.g., joint construction	of camels)	camels survive without	
	and its conventions or listening. (a b.)	current event, reciting	speech on a current	an opinion speech on	of texts with an adult or	collaboratively (e.g.,	water for a long time)	
	l its ste	a poem, recounting an	event, reciting a poem,	a current event,	with peers) and	joint construction of	collaboratively (e.g., joint	
age	anc or li	experience, explaining	recounting an	reciting a poem,	sometimes	texts with an adult or	construction of texts with	
Knowledge of Language	86 G 0 C	a science process), with	experience, explaining a	recounting an	independently.	with peers) and with	an adult or with peers)	
f Lai	language reading,	moderate support, such	science process), with	experience,		increasing	and independently by	
e ol	lan _i rea	as graphic organizers.	moderate support.	explaining a science		independence by using	using appropriate text	
edg	of Jg,			process), with light		appropriate text	organization and growing	
J MC	lge akir			support.		organization.	understanding of register.	
Kne	wledge of speaking,							
	e kr itin				b. Write brief summaries		b. Write clear and	
	Us(vr				of texts and experiences	concise summaries of	coherent summaries of	
	· c				using complete	texts and experiences	texts and experiences	
	L 5.3 whe				sentences and key words	- ·	using complete and	
	_				(e.g., from notes or	sentences and key	concise sentences and key	
					graphic organizers).	words (e.g., from notes	words (e.g., from notes or	
						or graphic organizers).	graphic organizers).	

Knowledge of Language

ELA/ELD Standards Alignment

Superintendent of Schools



ELA/ELD Standards Alignment

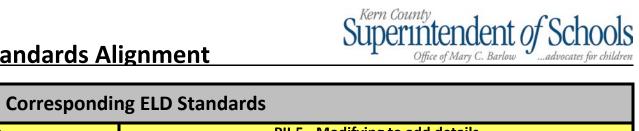


	CA CCSS for LA Standard			Corresponding ELD	Standards		
			PII.2 - Understanding cohesior	า	PII.3 - Using verbs and verb phrases		
		Emerging -	Expanding -	Bridging -	Emerging -	Expanding -	Bridging -
		a. Apply basic	a. Apply growing	a. Apply increasing	Use frequently used	Use various verb types	Use various verb types
		understanding of language	understanding of language	understanding of language	verbs (e.g., take,	(e.g., doing, saying,	(e.g., doing, saying,
	ons b.)	resources for referring the	resources for referring the	resources for referring the	like, eat) and	being/	being/having,
	enti a	reader back or forward in	reader back or forward in	reader back or forward in	various verb types	having, thinking/	thinking/feeling) and
	Use knowledge of language and its conventions writing, speaking, reading, or listening. (a b.)	text (e.g., how pronouns	text (e.g., how pronouns or	text (e.g., how pronouns,	(e.g., doing, saying,	feeling) and tenses	tenses appropriate to the
	ning	refer back to nouns in text)	synonyms refer back to	synonyms, or	being/having,	appropriate to the task,	task and text type (e.g.,
	l its ste	to comprehending texts	nouns in text) to	nominalizations refer back	thinking/feeling)	text type, and discipline	timeless present for
Knowledge of Language	and ir li	and writing basic texts.	comprehending texts and	to nouns in text) to	and tenses	(e.g., simple past for	science description,
ngu	ge : g, o		writing texts with increasing	comprehending texts and	appropriate to the	recounting an	mixture of past present
: Laı	gua din		cohesion.	writing cohesive texts.	text type and	experience, timeless	and narrative or history
e of	ang				discipline (e.g.,	present for a science	explanation) on a variety
edg	of I 1g, I	b. Apply basic	b . Apply growing	b. Apply increasing	simple past for	description) on an	of topics.
<u>w</u>	lge akir	understanding of how	understanding of how ideas,	understanding of how	recounting an	increasing variety	
Knc	rled	ideas, events, or reasons	events, or reasons are linked	ideas, events, or reasons	experience) on	of topics.	
	iow g, s	are linked throughout a	throughout a text using a	are linked throughout a	familiar topics		
	e kn itin	text using a select set of	variety of connecting words	text using an increasing			
	Use wri	everyday connecting	or phrases (e.g., for example,	variety of academic			
	· c	words or phrases (e.g.,	in the first place, as a result)	connecting and			
	L 5.3 whe	first/next, at the	to comprehending texts and	transitional words or			
		beginning) to	writing texts with increasing	phrases (e.g.,			
		comprehending texts and	cohesion.	consequently, specifically,			
		writing basic texts.		however) to			
				comprehending texts and			

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CA CCSS for

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EL	A Standard			Correspondi	ng ELD Standards			
		PII.4 - Using nouns and noun phrases		hrases	F	PII.5 - Modifying to add det	ails	
		Emerging -	Expanding -	Bridging -	Emerging -	Expanding -	Bridging -	
		Expand noun phrases in	Expand noun phrases	Expand noun phrases	Expand and enrich	Expand and enrich	Expand and enrich	
		simple ways	in a variety of ways	in an increasing variety	sentences with	sentences with adverbials	sentences with	
	ons b.)	(e.g., adding an adjective	(e.g. <i>,</i> adding	of ways (e.g., adding	adverbials (e.g.,	(e.g., adverbs, adverb	adverbials (e.g., adverbs,	
	enti a	to a noun) in	comparative/	comparative/	adverbs, adverb	phrases, prepositional	adverb phrases,	
	and its conventions or listening. (a b.)	order to enrich the	superlative	superlative and	phrases, prepositional	phrases) to provide details	prepositional phrases) to	
	s co nin	meaning of sentences	adjectives to noun	general academic	phrases) to provide	(e.g., time, manner, place,	provide details (e.g.,	
	and its or lister	and add details about	phrases or simple	adjectives to noun	details (e.g., time,	cause, and the like) about	time, manner, place,	
Knowledge of Language	anc or li	ideas, people, things,	clause embedding) in	phrases or more	manner, place, cause,	а	cause, and the like) about	
ngu	age ng, c				and the like) about a	familiar or new activity or	a variety of familiar and	
f La				embedding) in order to		process.	new	
e o	of langu ig, readi			enrich the meaning of	process.		activities and processes.	
edg	of Jg,			sentences and add				
owl	Use knowledge of writing, speaking,			details about ideas,				
Kn	vlec		the like.	people, things, and the				
				like.				
	e kr itin							
	Us. wr							
	. 5.3 - Use kno when writing,							
	L 5.3 whe							

ELA/ELD Standards Alignment



	A CCSS for A Standard			Corresponding	ELD Standards			
			PII.6 - Connecting ic	leas		PII.7 - Condensing	ideas	
		Emerging -	Expanding -	Bridging -	Emerging -	Expanding -	Bridging -	
		Combine clauses in	Combine clauses in an	Combine clauses in a wide	Condense clauses in	Condense clauses in	Condense clauses in a variety	
	s 🔶	a few basic ways	increasing variety of ways	variety of ways (e.g., creating	simple ways (e.g.,	an increasing variety	of ways (e.g., through various	
	tions - b.)	to make	(e.g., creating compound	compound and complex	through simple	of ways (e.g., through	types of embedded clauses	
	'eni (a.	connections	and complex sentences)	sentences) to make	embedded clauses as	a growing number of	and some nominalizations as	
	on√ ng.	between and join	to make connections	connections between and join	in, The book is on the	types of embedded	in, They were a very strong	
	and its conventions or listening. (a b.)	ideas (e.g., You	between and join ideas,	ideas, for example, to express	desk. The book is	clauses and other	army. They had a lot of	
e	d it liste	must X because X)	for example, to express	cause/effect (e.g.,	mine. $ ightarrow$ The book	condensing as in, The	enemies. They crushed their	
uag		or to provide	cause/effect (e.g., The	The deer ran because the	that is on the desk is	book is mine. The	enemies because they were	
ang	age ng,	evidence to support	deer ran because the	mountain lion approached	mine) to create	book is about science.	strong. $ ightarrow$ Their strength	
of L	ugu adii	ideas or opinions	mountain lion came), to	them), to make a concession	precise and detailed	The book is on the	helped them crush their	
ge (Use knowledge of language writing, speaking, reading, o	(e.g., creating	make a concession (e.g.,	(e.g., She studied all night	sentences.	desk. \rightarrow The science	numerous enemies) to create	
led	e of ing	compound	She studied all night even	even though she wasn't		book that's on the	precise and detailed	
Not	edge	sentences using	though she wasn't	feeling well), to link two ideas		desk is mine) to create	sentences.	
Ā	wle spe	and, but, so).	feeling well), or to	that happen at the same time		precise and detailed		
	ng,		provide reasons to	(e.g., The cubs played while		sentences.		
	. 5.3 - Use kno when writing,		support ideas (e.g., X is	their mother hunted), or to				
	n ≥ 1		an extremely good book	provide reasons to support				
	her her		because).	ideas (e.g., The author				
	L 5. wh			persuades the reader by				
).				

CA CCSS for

ELA Standard

ELA/ELD Standards Alignment

Superintendent of Schools

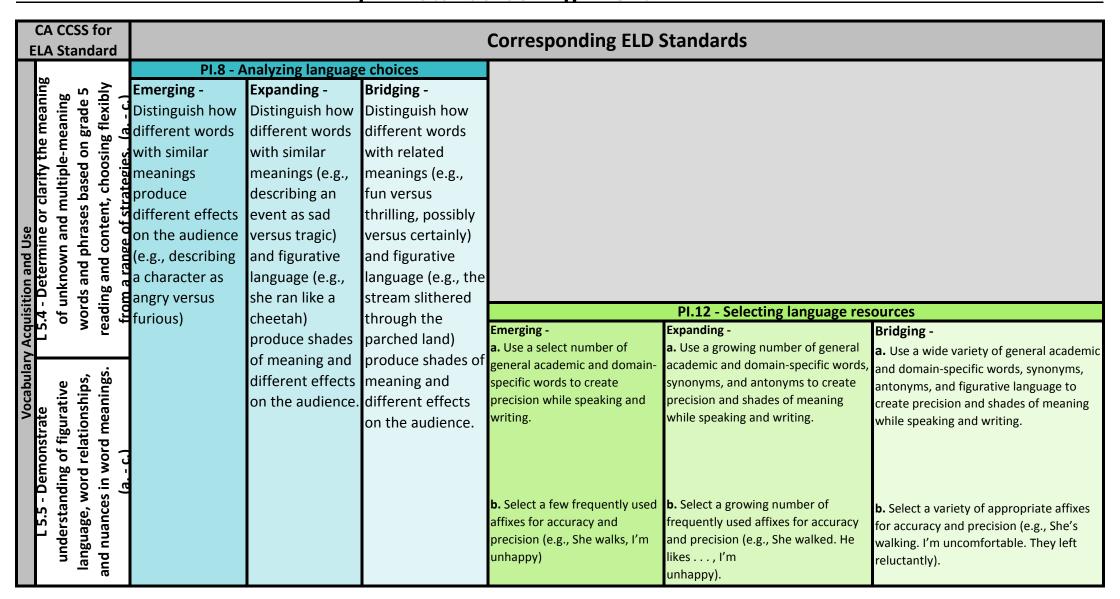
Corresponding ELD Standards

					P	PI.6 - Reading/viewing closely		PI.7 - Ev	valuating language	e choices
	to to	s	n d	5	Emerging -	Expanding -	Bridging -	Emerging -	Expanding -	Bridging -
	ing	word	980	2 2 1 2 1 2	Explain ideas, phenomena,	Explain ideas, phenomena,	Explain ideas, phenomena,	Describe the	Explain how well	Explain how well
	ear	≥ 20	ading al	8	processes, and text	processes, and text	processes, and text	language writers	writers and	writers and
	3	aning			relationships (e.g.,	relationships (e.g.,	relationships (e.g.,	or speakers use to	speakers use	speakers use
	e clarify the meaning of	lear	le 5 ré from	- C	compare/contrast,	compare/contrast,	compare/contrast,	support an opinion	language	specific language
	ιf	e-n	on grade ! flavibly fro	uny (a.	cause/effect,	cause/effect,	cause/effect,	or present an idea	resources to	resources to
		multipl	ased on grad	SS.		problem/solution) based on	problem/solution) based on	(e.g., by identifying	support an	support an opinion
	S 2	lul	0 5	e u egie	based on close reading of a	close reading of a variety of	close reading of a variety of	the phrases or	opinion or	or present an idea
	Acquisition and I - Determine (q	ased	rati		grade-level texts and viewing	grade-level texts and	words in the text	present an idea	(e.g., the clarity or
		ı an	ses ba	st	viewing of multimedia, with	of multimedia, with moderate	viewing of multimedia, with	that provide	(e.g., whether	appealing nature of
)ete	own	ase 1	ר, ב ו	substantial support.	support.	light support.		the vocabulary	language used to
		kno	hh	D,				prompting and	used to provide	provide evidence or
		иn	and phrase					substantial	evidence is	describe
	ocapulary		e c	,				support.		characters, or if the
									or if the phrasing	-
	>		പ്പ	, p						introduce a topic is
	trat	g of	lag bip	wo					-	appropriate), with
	nst	nding	ngu	in					does this well),	light support.
	E E	anc	e la	Ces					with moderate	
	- Demonstrate	erstal	ti v	lan					support.	
	'n	undei	figurative language, word relationshine	and nuances in word						
	L 5.5	D	fig	anc						
L										

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ELA/ELD Standards Alignment

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Grade 5 - Language

ELA/ELD Standards Alignment



	CA CCSS for ELA Standard			Corresponding ELD Standards							
-				PI.1 - Exchanging information and ideas			PI.2 - Interacting via written English				
				Emerging -			Emerging -	Expanding -	Bridging -		
	a b	۵	(Contribute to	Contribute to class,	Contribute to class,	Collaborate with peers	Collaborate with peers	Collaborate with peers		
	ppropriate general phrases. including			conversations and express	group, and partner	group, and partner	on joint writing projects	on joint writing projects	on joint writing projects		
	e ge Jolu	gica Bica	i	ideas by asking and	discussions, including	discussions, including	of short informational	of longer informational	of a variety of longer		
	iate s. ir	the the the the the the the the the the	i	answering yes-no and wh-			-	, , ,	informational and		
	opr ase	d other logical nevertheless.		questions and responding		• •	technology where		literary texts, using		
se	ppr	n o b o		• .	-		appropriate for	appropriate for	technology where		
ר קר	de-a and	, an	additi		• • •		publishing, graphics, and		appropriate for		
n ai	grade-appropriate rds and phrases. in	dition, and although.	ר ac		, .	, .	the like.	the like.	publishing, graphics, and		
Acquisition and Use						relevant information, building on responses,			the like.		
quis	accurately specific wo		moreover,			and providing useful					
		contrast, howev	ore			feedback.					
Vocabulary	e ac -sp	ont bo									
abu	us.		5 <u>}</u>								
Voc	and us domain	s (e	similarly,								
	re a d d		Si								
	Acquire nic and	than									
	- Ac	ose lati									
	L 5.6 - Acc academic	s t s									
	L G	2									

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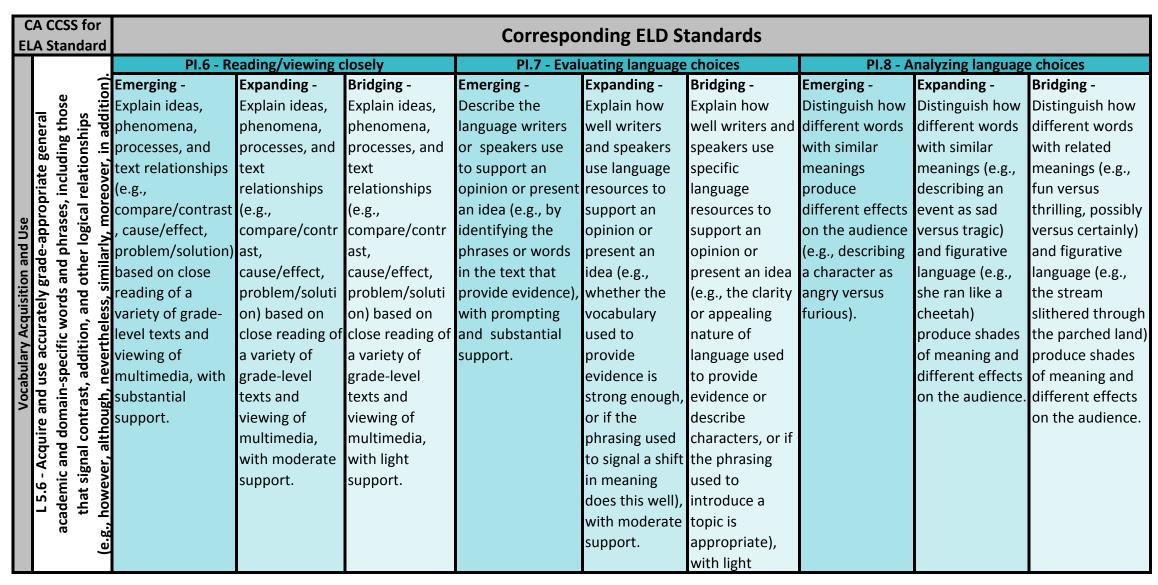
ELA/ELD Standards Alignment

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CA CCSS for **Corresponding ELD Standards ELA Standard PI.3 - Offering opinions** PI.4 - Adapting language choices Bridging -Bridging -Emerging -Expanding -Emerging -Expanding -Negotiate with or Negotiate with or Negotiate with or Adjust language choices Adjust language choices Adjust language choices appropriate general academic and domain-specific words and phrases, including persuade others in persuade others in persuade others in according to social setting according to purpose according to purpose, those that signal contrast, addition, and other logical although, nevertheless, conversations using task (e.g., facilitating a conversations using an conversations using a (e.g., playground, (e.g., persuading, basic learned phrases expanded set of variety of learned classroom) and audience entertaining), task (e.g., science experiment), (e.g., I think . . .), as phrases (e.g., That's an and audience, with light learned phrases (e.g., I (e.g., peers, teacher), telling a story versus well as open agree with X, but . . .), interesting idea. with substantial support. explaining a science support. responses, in order to as well as open However,...), as well as experiment), and Acquisition and curately grade-a gain and/or hold the audience, with moderate responses, in order to open responses, in floor. gain and/or hold the order to gain and/or support. floor, provide hold the floor, provide e.g., however, similarly. moreove counterarguments, and counterarguments, elaborate on an idea. so on. and so on. relationships (Acquire - <u>5.6</u>

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	CA CCSS for A Standard			Correspondi	ing ELD Standards			
		PI.9 - Presenting			PI.10 - Writing			
	rral those ips ddition)	Emerging -	Expanding -	Bridging -	Emerging -	Expanding -	Bridging -	
	al hos ss ldit	Plan and deliver brief oral	Plan and deliver longer	Plan and deliver oral	a. Write short literary	a. Write longer literary	a. Write longer and more	
	general ding tho onships , in addi	presentations on a variety	oral presentations on a	presentations on a	and informational texts	and informational texts	detailed literary and	
	ge din on: , in	of topics and content	variety of topics and	variety of topics in a	(e.g., a description of a	(e.g., an informative	informational texts (e.g., an	
	riate general including those relationships eover, in additic	areas (e.g., providing a	content areas (e.g.,	variety of content	camel) collaboratively	report on different kinds	explanation of how camels	
	opri s, ir l re rec	report on a current event,	providing an opinion	areas (e.g., providing	(e.g., joint construction	of camels) collaboratively	survive without water for a	
Se	accurately grade-appropriate general cific words and phrases, including tho dition, and other logical relationships ertheless, similarly, moreover, in addi	reciting a poem,	speech on a current	an opinion speech on	of texts with an adult or	(e.g., joint construction of	long time) collaboratively	
Vocabulary Acquisition and Use	-ap bhra log	recounting an experience,	event, reciting a poem,	a current event,	with peers) and	texts with an adult or with	(e.g., joint construction of	
ano	grade and p other imilar	explaining a science	recounting an	reciting a poem,	sometimes	peers) and with increasing	texts with an adult or with	
ion	gra s an l otl sim	process), with moderate	experience, explaining a	recounting an	independently.	independence by using	peers) and independently by	
lisit	rately words n, and eless, s	support, such as graphic	science process), with	experience,		appropriate text	using appropriate text	
Vcqt	urat wc 'n, ä	organizers.	moderate support.	explaining a science		organization.	organization and growing	
ry A	ise accura specific w addition, neverthele			process), with light			understanding of register.	
ula	use a -spec , add neve			support.				
cab								
20	an nai tras ugh				b. Write brief	b. Write increasingly	b. Write clear and coherent	
	cquire and ind domain- nal contrast, , although,				summaries of texts and	concise summaries of	summaries of texts and	
	ala				experiences using	texts and experiences	experiences using complete	
	- A(ic al ign ver,				complete sentences	using complete sentences	and concise sentences and	
	L 5.6 - Acquire and L cademic and domain that signal contrast, however, although, r				and key words (e.g.,	and key words (e.g., from	key words (e.g., from notes or	
	L i ade tho				from notes or graphic	notes or graphic	graphic organizers).	
	0				organizers).	organizers).		
	a (e.g.							

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	A CCSS for A Standard			Corresponding	ELD Standards		
			PI.11 - Supporting opini	ons	PI.1	12 - Selecting language reso	ources
	eral ; those nips addition	Emerging -	Expanding -	Bridging -	Emerging -	Expanding -	Bridging -
	al Nos S diti	a. Support opinions by	a. Support opinions or	a. Support opinions or	a. Use a select number of	a. Use a growing number of	a. Use a wide variety of
	er; bip ad	expressing appropriate/	persuade others by	persuade others by expressing	general academic and	general academic and	general academic and
	oriate general including those relationships eover, in additic	accurate reasons using	expressing appropriate/	appropriate/	domain-specific words to	domain-specific words,	domain-specific words,
	te (luc atic	textual evidence (e.g.,	accurate reasons using	accurate reasons using	create precision while	synonyms, and antonyms to	synonyms, antonyms, and
	oriate inclu relati eover	referring to text) or	some textual evidence	detailed textual evidence (e.g.,	speaking and writing.	create precision and shades	figurative language to
	rop cal	relevant background	(e.g., paraphrasing facts	quoting the text directly or		of meaning while speaking	create precision and shades
Jse	grade-approp and phrases, other logical i imilarly, mor	knowledge about content,	from a text) or relevant	specific events from text) or		and writing.	of meaning while speaking
l pu	le-a l phi er lc arly	with substantial support.	background knowledge	relevant background			and writing.
n ai	grad and othe imila		about content, with	knowledge about content,			
sitio	tely g ords a and o sss, sir		moderate support.	with mild support.			
Vocabulary Acquisition and Use	e ș ć e	b. Express ideas and	b. Express attitude and	b. Express attitude and	b. Select a few frequently	b. Select a growing number	b. Select a variety of
γ	accura cific w dition, erthele	opinions or temper	opinions or temper	opinions or temper statements	used affixes for accuracy	of frequently used affixes	appropriate affixes for
ulai	use accura -specific w , addition, neverthel	statements using basic	statements with familiar	with nuanced modal	and precision (e.g., She	for accuracy and precision	accuracy and precision (e.g.,
cab	<u> </u>	modal expressions (e.g.,	modal expressions (e.g.,	expressions (e.g.,	walks, I'm unhappy).	(e.g., She walked. He likes	She's walking. I'm
Vo	and nair ras ras	can, has to, maybe).	maybe/probably, can/	probably/certainly,		. , I'm unhappy).	uncomfortable. They
	uire and u domain- contrast, Ithough, ı		must).	should/would) and phrasing			left reluctantly).
	Acquire and dor gnal con er, altho			(e.g., In my opinion).			
	Acqu and gnal (er, al						
	6 - nic t sig						
	L 5.6 - Acq cademic and that signal , however, a	can, has to, maybe).					
	L aca.						
	a (e.g.						
	3						

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CA CCSS for

ELA Standard

domain-specific words and phrases, including those

that signal contrast, addition, and other logical relationships

accurately grade-appropriate general

use

- Acquire and

L 5.6

academic and

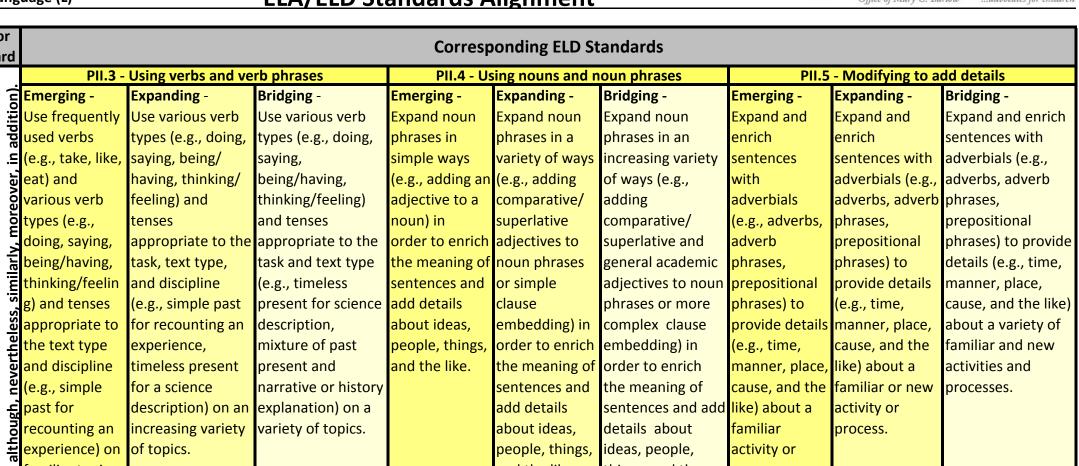
Š

howe

a,

familiar topics

Vocabulary Acquisition and Use



things, and the

like.

process.

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and the like.

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

	CA CCSS for LA Standard			Corresponding EL	.D Standards			
			PII.6 - Connecting id	eas		PII.7 - Condensing ideas		
	ieral g those hips	Emerging -	Expanding -	Bridging -	Emerging -	Expanding -	Bridging -	
	al hos ss	Combine clauses in	Combine clauses in an	Combine clauses in a wide	Condense clauses in	Condense clauses in an	Condense clauses in a	
	general ding thc onships in addi	a few basic ways	increasing variety of ways	variety of ways (e.g., creating	simple ways (e.g.,	increasing variety of	variety of ways (e.g.,	
	ions idin ions ir	to make	(e.g., creating compound	compound and complex	through simple	ways (e.g., through a	through various types	
	grade-appropriate general and phrases, including those other logical relationships similarly moreover in additic	connections	and complex sentences)	sentences) to make	embedded clauses	growing number of	of embedded clauses	
	s, ir rec	between and join	to make connections	connections between and	as in, The book is on	types of embedded	and some	
ş	prop ases, gical		between and join ideas,	join ideas, for example, to	the desk. The book is	clauses and other	nominalizations as in,	
Vocabulary Acauisition and Us	hra bhra	must X because X) or to provide evidence to support	for example, to express	express cause/effect (e.g.,	mine. \rightarrow The book	condensing as in, The	They were a very strong	
an	her her	or to provide	cause/effect (e.g., The	The deer ran because the	that is on the desk is	book is mine. The book	army. They had a lot of	
ion		evidence to support	deer ran because the	mountain lion approached	mine) to create	is about science. The	enemies. They crushed	
lisit	tely ords and	ideas or opinions	mountain lion came), to	them), to make a concession	precise and detailed	book is on the desk. $ ightarrow$	their enemies because	
Acal	ire and use accurately domain-specific words contrast, addition, and	(e.g., creating	make a concession (e.g.,	(e.g., She studied all night	sentences.	The science book that's	they were strong. $ ightarrow$	
N N	ise accura pecific w addition,	compound	She studied all night even	even though she wasn't		on the desk is mine) to	Their strength helped	
nla	use a speci- , addi	sentences using	though she wasn't feeling	feeling well), to link two ideas		create precise and	them crush their	
cab	and use nain-spe trast, ad	anu, but, soj.	well), or to provide	that happen at the same time		detailed sentences.	numerous enemies) to	
20	quire and u id domain∹ al contrast,	D	reasons to support ideas	(e.g., The cubs played while			create precise and	
	dor tho		(e.g., X is an extremely	their mother hunted), or to			detailed sentences.	
			good book because	provide reasons to support				
	1 A B 2 2).	ideas (e.g., The author				
	L 5.6 - Acquademic and that signal that signal bowever all			persuades the reader by				
	L 5.6 - academic that sig).				
	ac ac	0						
	, ,	-						

Superintendent

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... advocates for chi