



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

GRADE 5

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

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

Purpose of the ELD Standards

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



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

Intended Use of the ELD Standards

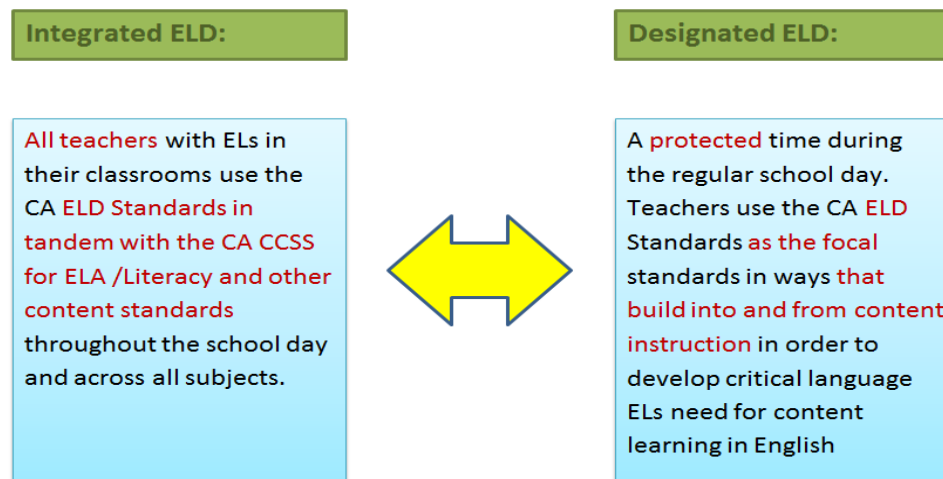
The CA ELD Standards *correspond* with the CA CCSS for ELA/Literacy and are designed to apply to English language and literacy skills across all academic content areas in addition to classes specifically designed for ELD. With appropriate instructional support from their teachers, provided within appropriately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

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

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

Integrated and Designated ELD

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



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

CA CCSFS for ELA Standard		Corresponding ELD Standards					
		PL.10 - Writing			PL.11 - Supporting opinions		
		Emerging -	Expanding -	Bridging -	Emerging -	Expanding -	Bridging -
Texts and Types of Texts and Topics	W.1.1. Write opinion pieces on topics or issues, stating a point of view and information (e.g., facts).	a. Write short informational texts	a. Write longer formal and informational texts	a. Write longer more detailed literary and informational texts	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 or persuade others by expressing appropriate/accurate reasons using some textual evidence (e.g., paraphrasing facts) or relevant background knowledge about content, with moderate support.	a. Support opinions or persuade others by expressing appropriate/accurate reasons using detailed textual evidence (e.g., quotations or specific evidence from text) or relevant background knowledge about content, with light support.
	W.1.2. Write opinion pieces on topics or issues, including a claim and relevant reasons and evidence, using complete sentences and key words (e.g., from notes or graphic organizers).	b. (Highlights) collaboratively (e.g., joint construction of texts with an adult peer) and sometimes independently.	b. (Highlights work) joint construction of texts with an adult (or with peer) and with increasing independent use of appropriate text	b. (Highlights work) joint construction of texts with an adult (or with peer) and with increasing independent organization and growing understanding	b. Express ideas and opinions or temper statements using basic modal expressions (e.g., can, will, maybe).	b. Express attitudes and opinions or temper statements with familiar modal expressions (e.g., maybe/probably, can/must).	b. Express attitudes and opinions or temper statements with managed modal expressions (e.g., certainly/probably, should/would) and phrasing (e.g., in my opinion ...).
W.1.3. Write brief summaries of texts and experiences using complete sentences and key words (e.g., from notes or graphic organizers).	a. Write brief summaries of texts and experiences using complete sentences and key words (e.g., from notes or graphic organizers).	b. Write increasingly concise summaries of texts and experiences using complete sentences and key words (e.g., from notes or graphic organizers).	b. Write clear and coherent summaries of texts and experiences using complete sentences and key words (e.g., from notes or graphic organizers).				

[illegible]

Grade 4: Integrating (W)

1. Integrating the CA ELD Standards into K-12 English Language Arts, Literacy

Grade 4 ELA Standards		Corresponding ELD Standards	
Reading	Writing	Listening	Speaking
<p>L.4.1.1 Cite specific textual evidence to support analysis of what a text says explicitly as well as inferences drawn from the text (e.g., comparing characters or events).</p> <p>L.4.1.2 Analyze how main ideas and supporting details are developed and how problems or conflicts are resolved.</p> <p>L.4.1.3 Analyze how a text uses rhetorical details to create a particular effect or meaning.</p> <p>L.4.1.4 Analyze how a text uses rhetorical details to create a particular effect or meaning.</p> <p>L.4.1.5 Analyze how a text uses rhetorical details to create a particular effect or meaning.</p> <p>L.4.1.6 Analyze how a text uses rhetorical details to create a particular effect or meaning.</p> <p>L.4.1.7 Analyze how a text uses rhetorical details to create a particular effect or meaning.</p> <p>L.4.1.8 Analyze how a text uses rhetorical details to create a particular effect or meaning.</p> <p>L.4.1.9 Analyze how a text uses rhetorical details to create a particular effect or meaning.</p> <p>L.4.1.10 Analyze how a text uses rhetorical details to create a particular effect or meaning.</p>	<p>W.4.1.1 Write informative/explanatory texts (e.g., using analogies, comparisons, or descriptions) to examine a topic and convey ideas and concepts clearly using relevant, specific information.</p> <p>W.4.1.2 Write informative/explanatory texts (e.g., using analogies, comparisons, or descriptions) to examine a topic and convey ideas and concepts clearly using relevant, specific information.</p> <p>W.4.1.3 Write informative/explanatory texts (e.g., using analogies, comparisons, or descriptions) to examine a topic and convey ideas and concepts clearly using relevant, specific information.</p> <p>W.4.1.4 Write informative/explanatory texts (e.g., using analogies, comparisons, or descriptions) to examine a topic and convey ideas and concepts clearly using relevant, specific information.</p> <p>W.4.1.5 Write informative/explanatory texts (e.g., using analogies, comparisons, or descriptions) to examine a topic and convey ideas and concepts clearly using relevant, specific information.</p> <p>W.4.1.6 Write informative/explanatory texts (e.g., using analogies, comparisons, or descriptions) to examine a topic and convey ideas and concepts clearly using relevant, specific information.</p> <p>W.4.1.7 Write informative/explanatory texts (e.g., using analogies, comparisons, or descriptions) to examine a topic and convey ideas and concepts clearly using relevant, specific information.</p> <p>W.4.1.8 Write informative/explanatory texts (e.g., using analogies, comparisons, or descriptions) to examine a topic and convey ideas and concepts clearly using relevant, specific information.</p> <p>W.4.1.9 Write informative/explanatory texts (e.g., using analogies, comparisons, or descriptions) to examine a topic and convey ideas and concepts clearly using relevant, specific information.</p> <p>W.4.1.10 Write informative/explanatory texts (e.g., using analogies, comparisons, or descriptions) to examine a topic and convey ideas and concepts clearly using relevant, specific information.</p>	<p>L.1.1.1 Understand and analyze the main ideas and supporting details of informational texts (e.g., comparing characters or events).</p> <p>L.1.1.2 Analyze how main ideas and supporting details are developed and how problems or conflicts are resolved.</p> <p>L.1.1.3 Analyze how a text uses rhetorical details to create a particular effect or meaning.</p> <p>L.1.1.4 Analyze how a text uses rhetorical details to create a particular effect or meaning.</p> <p>L.1.1.5 Analyze how a text uses rhetorical details to create a particular effect or meaning.</p> <p>L.1.1.6 Analyze how a text uses rhetorical details to create a particular effect or meaning.</p> <p>L.1.1.7 Analyze how a text uses rhetorical details to create a particular effect or meaning.</p> <p>L.1.1.8 Analyze how a text uses rhetorical details to create a particular effect or meaning.</p> <p>L.1.1.9 Analyze how a text uses rhetorical details to create a particular effect or meaning.</p> <p>L.1.1.10 Analyze how a text uses rhetorical details to create a particular effect or meaning.</p>	<p>S.1.1.1 Understand and analyze the main ideas and supporting details of informational texts (e.g., comparing characters or events).</p> <p>S.1.1.2 Analyze how main ideas and supporting details are developed and how problems or conflicts are resolved.</p> <p>S.1.1.3 Analyze how a text uses rhetorical details to create a particular effect or meaning.</p> <p>S.1.1.4 Analyze how a text uses rhetorical details to create a particular effect or meaning.</p> <p>S.1.1.5 Analyze how a text uses rhetorical details to create a particular effect or meaning.</p> <p>S.1.1.6 Analyze how a text uses rhetorical details to create a particular effect or meaning.</p> <p>S.1.1.7 Analyze how a text uses rhetorical details to create a particular effect or meaning.</p> <p>S.1.1.8 Analyze how a text uses rhetorical details to create a particular effect or meaning.</p> <p>S.1.1.9 Analyze how a text uses rhetorical details to create a particular effect or meaning.</p> <p>S.1.1.10 Analyze how a text uses rhetorical details to create a particular effect or meaning.</p>

Key:

- Blue box: Basic modal expressions (e.g., can, will, maybe)
- Yellow box: Familiar modal expressions (e.g., maybe/probably, can/must)
- Green box: Nuanced modal expressions (e.g., should/could/may, phrasing (e.g., in my opinion...))

Annotations:

- Substantial support:** L.4.1.1, L.4.1.2, L.4.1.3, L.4.1.4, L.4.1.5, L.4.1.6, L.4.1.7, L.4.1.8, L.4.1.9, L.4.1.10, L.1.1.1, L.1.1.2, L.1.1.3, L.1.1.4, L.1.1.5, L.1.1.6, L.1.1.7, L.1.1.8, L.1.1.9, L.1.1.10, S.1.1.1, S.1.1.2, S.1.1.3, S.1.1.4, S.1.1.5, S.1.1.6, S.1.1.7, S.1.1.8, S.1.1.9, S.1.1.10
- Moderate support:** L.4.1.1, L.4.1.2, L.4.1.3, L.4.1.4, L.4.1.5, L.4.1.6, L.4.1.7, L.4.1.8, L.4.1.9, L.4.1.10, L.1.1.1, L.1.1.2, L.1.1.3, L.1.1.4, L.1.1.5, L.1.1.6, L.1.1.7, L.1.1.8, L.1.1.9, L.1.1.10, S.1.1.1, S.1.1.2, S.1.1.3, S.1.1.4, S.1.1.5, S.1.1.6, S.1.1.7, S.1.1.8, S.1.1.9, S.1.1.10
- Light support:** L.4.1.1, L.4.1.2, L.4.1.3, L.4.1.4, L.4.1.5, L.4.1.6, L.4.1.7, L.4.1.8, L.4.1.9, L.4.1.10, L.1.1.1, L.1.1.2, L.1.1.3, L.1.1.4, L.1.1.5, L.1.1.6, L.1.1.7, L.1.1.8, L.1.1.9, L.1.1.10, S.1.1.1, S.1.1.2, S.1.1.3, S.1.1.4, S.1.1.5, S.1.1.6, S.1.1.7, S.1.1.8, S.1.1.9, S.1.1.10
- Collaborative and sometimes independently:** L.4.1.1, L.4.1.2, L.4.1.3, L.4.1.4, L.4.1.5, L.4.1.6, L.4.1.7, L.4.1.8, L.4.1.9, L.4.1.10, L.1.1.1, L.1.1.2, L.1.1.3, L.1.1.4, L.1.1.5, L.1.1.6, L.1.1.7, L.1.1.8, L.1.1.9, L.1.1.10, S.1.1.1, S.1.1.2, S.1.1.3, S.1.1.4, S.1.1.5, S.1.1.6, S.1.1.7, S.1.1.8, S.1.1.9, S.1.1.10
- Increasing independence:** L.4.1.1, L.4.1.2, L.4.1.3, L.4.1.4, L.4.1.5, L.4.1.6, L.4.1.7, L.4.1.8, L.4.1.9, L.4.1.10, L.1.1.1, L.1.1.2, L.1.1.3, L.1.1.4, L.1.1.5, L.1.1.6, L.1.1.7, L.1.1.8, L.1.1.9, L.1.1.10, S.1.1.1, S.1.1.2, S.1.1.3, S.1.1.4, S.1.1.5, S.1.1.6, S.1.1.7, S.1.1.8, S.1.1.9, S.1.1.10
- Increasingly concise summaries:** L.4.1.1, L.4.1.2, L.4.1.3, L.4.1.4, L.4.1.5, L.4.1.6, L.4.1.7, L.4.1.8, L.4.1.9, L.4.1.10, L.1.1.1, L.1.1.2, L.1.1.3, L.1.1.4, L.1.1.5, L.1.1.6, L.1.1.7, L.1.1.8, L.1.1.9, L.1.1.10, S.1.1.1, S.1.1.2, S.1.1.3, S.1.1.4, S.1.1.5, S.1.1.6, S.1.1.7, S.1.1.8, S.1.1.9, S.1.1.10
- Clear and coherent summaries:** L.4.1.1, L.4.1.2, L.4.1.3, L.4.1.4, L.4.1.5, L.4.1.6, L.4.1.7, L.4.1.8, L.4.1.9, L.4.1.10, L.1.1.1, L.1.1.2, L.1.1.3, L.1.1.4, L.1.1.5, L.1.1.6, L.1.1.7, L.1.1.8, L.1.1.9, L.1.1.10, S.1.1.1, S.1.1.2, S.1.1.3, S.1.1.4, S.1.1.5, S.1.1.6, S.1.1.7, S.1.1.8, S.1.1.9, S.1.1.10
- Brief summaries:** L.4.1.1, L.4.1.2, L.4.1.3, L.4.1.4, L.4.1.5, L.4.1.6, L.4.1.7, L.4.1.8, L.4.1.9, L.4.1.10, L.1.1.1, L.1.1.2, L.1.1.3, L.1.1.4, L.1.1.5, L.1.1.6, L.1.1.7, L.1.1.8, L.1.1.9, L.1.1.10, S.1.1.1, S.1.1.2, S.1.1.3, S.1.1.4, S.1.1.5, S.1.1.6, S.1.1.7, S.1.1.8, S.1.1.

Some Reminders About the Organization of the CA ELD Standards

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

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

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

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

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

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

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

CA CCSS for ELA Standard		Corresponding ELD Standards				
Key Ideas and Details	RL 5.1 - Quote accurately from a text when explaining what the text says explicitly and when	PI.6 - Reading/viewing closely				
		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.	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 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 frequently used affixes (e.g., un-, mis-), linguistic context, reference materials, and visual cues to determine the meaning of unknown words on familiar topics.	b. Use knowledge of morphology (e.g., affixes, roots and base words), linguistic context, and reference materials to determine the meaning of unknown words on familiar and new topics.	b. Use knowledge of morphology (e.g., affixes, roots, and base words) linguistic context, and reference materials to determine the meaning of unknown words on familiar and new topics.		
	RL 5.2 - Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the					
	RL 5.3 - Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).				PI.7 - Evaluating language choices	
		Emerging - Describe the specific language writers or speakers use to present or support an idea (e.g., the specific vocabulary or phrasing used to provide evidence), with prompting and substantial support.	Expanding - 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 moderate support.	Bridging - Explain how well writers and speakers use specific language resources to support an opinion or present an idea (e.g., the clarity or appealing nature of language used to provide evidence or describe characters or if phrasing used to introduce a topic is appropriate), with light support.		

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

CA CCSS for ELA Standard		Corresponding ELD Standards					
Craft and Structure	RL 5.4 - Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. (See grade 5 Language standards 4-6 on pages 28 for	PI.6 - Reading/viewing closely			PI.7 - Evaluating language choices		
		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.	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 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.	Emerging - Describe the specific language writers or speakers use to present or support an idea (e.g., the specific vocabulary or phrasing used to provide evidence), with prompting and substantial support.	Expanding - 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 moderate support.	Bridging - Explain how well writers and speakers use specific language resources to support an opinion or present an idea (e.g., the clarity or appealing nature of language used to provide evidence or describe characters or if phrasing used to introduce a topic is appropriate), with light support.
	RL 5.5 - Explain how a series of chapters, scenes or stanzas fit together to provide the overall structure of a particular story, drama, or poem.	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.	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.	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.			

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CA CCSS for ELA Standard		Corresponding ELD Standards					
Craft and Structure	RL 5.4 - Determine the meaning of words and phrases as they are used in a text, including figurative language such as	PI.8 - Analyzing language choices					
		Emerging - Distinguish how different words with similar meanings produce different effects on the audience (e.g., describing a character as angry versus furious).	Expanding - 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 and different effects on the audience.	Bridging - Distinguish how different words with related meanings (e.g., fun versus thrilling, possibly versus certainly) and figurative language (e.g., the stream slithered through the parched land) produce shades of meaning and different effects on the audience.			
					PII.1 - Understanding text structure		
					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/arguments are organized around ideas) to comprehending texts and writing basic texts.	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/arguments are structured logically around reasons and evidence) to comprehending texts and writing texts with increasing cohesion.	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.
	RL 5.5 - Explain how a series of chapters, scenes or stanzas fit together to provide the overall structure of a particular story, drama, or poem.				PII.2 - Understanding cohesion		
					Emerging - a. Apply basic understanding of language resources for referring the reader back or forward in text (e.g., how pronouns refer back to nouns in text) to comprehending texts and writing basic texts. b. Apply basic understanding of how ideas, events, or reasons are linked throughout a text using a select set of everyday connecting words or phrases (e.g., first/next, at the beginning) to comprehending texts and writing basic texts.	Expanding - a. Apply growing understanding of language resources for referring the reader back or forward in text (e.g., how pronouns or synonyms refer back to nouns in text) to comprehending texts and writing texts with increasing cohesion. b. Apply growing understanding of how ideas, events, or reasons are linked throughout a text using a variety of connecting words or phrases (e.g., for example in first place as a result) 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.

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CA CCSS for ELA Standard		Corresponding ELD Standards					
Craft and Structure	RL 5.6 - Describe how a narrator's or speaker's point of view influences how events are described.	PI.6 - Reading/viewing closely			PI.7 - Evaluating language choices		
		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.	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 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.	Emerging - Describe the specific language writers or speakers use to present or support an idea (e.g., the specific vocabulary or phrasing used to provide evidence), with prompting and substantial support.	Expanding - 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 moderate support.	Bridging - Explain how well writers and speakers use specific language resources to support an opinion or present an idea (e.g., the clarity or appealing nature of language used to provide evidence or describe characters or if phrasing used to introduce a topic is appropriate), with light support.
Integration of Knowledge and Ideas	RL 5.7 - Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).	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.	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.	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.			

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

CA CCSS for ELA Standard		Corresponding ELD Standards		
Integration of Knowledge and Ideas	RL 5.9 - Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.	PI.6 - Reading/viewing closely		
		<p>Emerging -</p> <p>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.</p> <p>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.</p>	<p>Expanding -</p> <p>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.</p> <p>b. Use knowledge of morphology (e.g., affixes, roots and base words), linguistic context, and reference materials to determine the meaning of unknown words on familiar and new topics.</p>	<p>Bridging -</p> <p>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.</p> <p>b. Use knowledge of morphology (e.g., affixes, roots, and base words) linguistic context, and reference materials to determine the meaning of unknown words on familiar and new topics.</p>
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.			

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CA CCSS for ELA Standard		Corresponding ELD Standards				
Key Ideas and Details	RI.5.1 - Quote accurately from a text when explaining what the text says explicitly and when drawing inferences	PI.6 - Reading/viewing closely				
		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.	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 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 frequently used affixes (e.g., un-, mis), linguistic context, reference materials, and visual cues to determine the meaning of unknown words on familiar topics.	b. Use knowledge of morphology (e.g., affixes, roots, and base words), linguistic context, and reference materials to determine the meaning of unknown words on familiar and new topics.	b. Use knowledge of morphology (e.g., affixes, roots and base words), linguistic context, and reference materials to determine the meaning of unknown words on familiar and new topics.		
	RI.5.2 - Determine two or more main ideas and how they are supported by key details; summarize the text				PI.7 - Evaluating language choices	
	RI.5.3 - Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific				Emerging - Describe the specific language writers or speakers use to present or support an idea (e.g. the specific vocabulary or phrasing using to provide evidence), with prompting and substantial support.	Expanding - 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 moderate support.
					Bridging - Explain how well writers and speakers use specific language resources to support an opinion or present an idea (e.g. the clarity or appealing nature of language used to provide evidence or describe characters, or if the phrasing used to introduce a topic is appropriate), with light support.	

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

CA CCSS for ELA Standard		Corresponding ELD Standards					
Craft and Structure	RI 5.4 - Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. (See grade 5 Language standards 4–6 for	PI.6 - Reading/viewing closely			PI.8 - Analyzing language choices		
		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, 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 moderate support. b. Use knowledge of morphology (e.g., affixes, roots, and base words), linguistic context, and reference materials to determine the meaning of unknown words on familiar and new topics.	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.	Emerging - Distinguish how different words with similar meanings produce different effects on the audience (e.g., describing a character as angry versus furious).	Expanding - 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 and different effects on the audience.	Bridging - Distinguish how different words with related meanings (e.g., fun versus thrilling, possibly versus certainly) and figurative language (e.g., the stream slithered through the parched land) produce shades of meaning and different effects on the audience.
	RI 5.5 - Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.						

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CA CCSS for ELA Standard		Corresponding ELD Standards					
Craft and Structure	RI 5.5 - Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.	PII.1 - Understanding text structure			PII.2 - Understanding cohesion		
		Emerging -	Expanding -	Bridging -	Emerging -	Expanding -	Bridging -
		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/arguments are organized around ideas) to comprehending texts and writing basic texts.	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/arguments are structured logically around reasons and evidence) to comprehending texts and writing texts with increasing cohesion.	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.	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. 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.	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.

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

CA CCSS for ELA Standard		Corresponding ELD Standards					
Craft and Structure	RI 5.6 - Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.	PI.6 - Reading/viewing closely			PI.7 - Evaluating language choices		
		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.	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 grade-level texts and viewing of multimedia, with substantial 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.	Emerging - Describe the specific language writers or speakers use to present or support an idea (e.g. the specific vocabulary or phrasing used to provide evidence), with prompting and substantial support.	Expanding - 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 moderate support.	Bridging - Explain how well writers and speakers use specific language resources to support an opinion or present an idea (e.g. the clarity or appealing nature of language used to provide evidence or describe characters, or if the phrasing used to introduce a topic is appropriate), with light support.
Integration of Knowledge and Ideas	RI 5.7 - Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.	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.	b. Use knowledge of morphology (e.g., affixes, roots and base words), linguistic context, and reference materials to determine the meaning of unknown words on familiar topics.	b. Use knowledge of morphology (e.g., affixes, roots and base words), linguistic context, and reference materials to determine the meaning of unknown words on familiar and new topics.			

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CA CCSS for ELA Standard		Corresponding ELD Standards					
Range of Reading and level of Text	Integration of Knowledge and Ideas	PI.6 - Reading/viewing closely			PI.7 - Evaluating language choices		
		Emerging -	Expanding -	Bridging -	Emerging -	Expanding -	Bridging -
		RI 5.8 - Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which	RI 5.9 - Integrate information from several texts on the same topic in order to write or speak	RI 5.10 - By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band	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 moderate support.	Explain how well writers and speakers use specific language resources to support an opinion or present an idea (e.g. the clarity or appealing nature of language used to provide evidence or describe characters, or if the phrasing used to introduce a topic is appropriate), with light support.

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

CA CCSS for ELA Standard		Corresponding ELD Standards					
Text and Types and Purposes	W 5.1 - Write opinion pieces on topics or texts, supporting a point of view with reasons and information. (a. - d.)	PI.10 - Writing			PI.11 - Supporting opinions		
		Emerging - a. Write short literary and informational texts (e.g., a description of a camel) collaboratively (e.g., joint construction of texts with an adult or with peers) and sometimes independently.	Expanding - a. Write longer literary and informational texts (e.g., an 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.	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 independently by using appropriate text organization and growing understanding of register.	Emerging - a. Support opinions by expressing appropriate/accurate reasons using textual evidence (e.g., referring to text) or relevant background knowledge about content, with substantial support. b. Express ideas and opinions or temper statements using basic modal expressions (e.g., can, has to, maybe).	Expanding - a. Support opinions or persuade others by expressing appropriate/accurate reasons using some textual evidence (e.g., paraphrasing facts from a text) or relevant background knowledge about content, with moderate support. b. Express attitude and opinions or temper statements with familiar modal expressions (e.g., maybe/probably, can/must).	Bridging - a. Support opinions or persuade others by expressing appropriate/accurate reasons using detailed textual evidence (e.g., quoting the text directly or specific events from text) or relevant background knowledge about content, with mild support. b. Express attitude and opinions or temper statements with nuanced modal expressions (e.g., probably/certainly, should/would) and phrasing (e.g., In my opinion...).
		W 5.2 - Write informative/explanatory texts to examine a topic and	b. Write brief summaries of texts and experiences using complete sentences and key words (e.g., from notes or graphic organizers).	b. Write increasingly concise summaries of texts and experiences using complete sentences and key words (e.g., from notes or graphic organizers).			
	W 5.3 -Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and						

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

CA CCSS for ELA Standard		Corresponding ELD Standards					
		PII.1 - Understanding text structure			PII.2 - Understanding cohesion		
Text and Types and Purposes	W 5.1 - Write opinion pieces on topics or texts, supporting a point of view with reasons and information. (a. - d.)	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	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	Bridging - Apply increasing understanding of how different text types are organized to express ideas (e.g., how a historical account is organized chronologically versus	Emerging - a. Apply basic understanding of language resources for referring the reader back or forward in text (e.g., how pronouns refer back to nouns in text) to comprehending texts and writing basic texts.	Expanding - a. Apply growing understanding of language resources for referring the reader back or forward in text (e.g., how pronouns or synonyms refer back to nouns in text) to comprehending texts and writing texts with increasing cohesion.	Bridging - a. Apply increasing understanding of language resources for referring the reader back or forward in text (e.g., how pronouns, synonyms, or nominalizations refer back to nouns in text) to comprehending texts and writing cohesive texts.
	W 5.2 - Write informative/explanatory texts to examine a topic and convey ideas and	versus how opinions/arguments are organized around ideas) to comprehending texts and writing basic texts.	arguments are structured logically around reasons and evidence) to comprehending texts and writing texts with increasing cohesion.	how opinions/arguments are structured logically around reasons and evidence) to comprehending texts and writing cohesive 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.	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.
	W 5.3 -Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and						

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CA CCSS for ELA Standard		Corresponding ELD Standards					
Text and Types and Purposes		PII.6 - Connecting ideas			PII.7 - Condensing ideas		
		W 5.1 - Write opinion pieces on topics or texts, supporting a point of view with reasons and information. (a. - d.)	Emerging - Combine clauses in a few basic ways to make connections between and join ideas (e.g., You must X because X) or to provide evidence to support ideas or opinions (e.g., creating compound sentences using and, but, so).	Expanding - Combine clauses in an increasing variety of ways (e.g., creating compound and complex sentences) to make connections between and join ideas, for example, to express cause/effect (e.g., The deer ran because the mountain lion came), to make a concession (e.g., She studied all night even though she wasn't feeling well), or to provide reasons to support ideas (e.g., X is an extremely good book because _____).	Bridging - Combine clauses in a wide variety of ways (e.g., creating compound and complex sentences) to make connections between and join ideas, for example, to express cause/effect (e.g., The deer ran because the mountain lion approached them), to make a concession (e.g., She studied all night even though she wasn't feeling well), to link two ideas that happen at the same time (e.g., The cubs played while their mother hunted), or to provide reasons to support ideas (e.g., The author persuades the reader by _____).	Emerging - Condense clauses in simple ways (e.g., through simple embedded clauses as in, The book is on the desk. The book is mine. → The book that is on the desk is mine) to create precise and detailed sentences.	Expanding - Condense clauses in an increasing variety of ways (e.g., through a growing number of types of embedded clauses and other condensing as in, The book is mine. The book is about science. The book is on the desk. → The science book that's on the desk is mine) to create precise and detailed sentences.
		W 5.2 - Write informative/explanatory texts to examine a topic and convey ideas and information clearly.					
W 5.3 - Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. (a. - c.)							

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

CA CCSS for ELA Standard		Corresponding ELD Standards					
Production and Distribution of Writing	W 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	PI.4 - Adapting language choices			PI.10 - Writing		
		Emerging - Adjust language choices according to social setting (e.g., playground, classroom) and audience (e.g., peers, teacher), with substantial support.	Expanding - Adjust language choices according to purpose (e.g., persuading, entertaining), task (e.g., telling a story versus explaining a science experiment), and audience, with moderate support.	Bridging - Adjust language choices according to purpose, task (e.g., facilitating a science experiment), and audience, with light support.	Emerging - a. Write short literary and informational texts (e.g., a description of a 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 key words (e.g., from notes or graphic organizers).	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 key words (e.g., from notes or graphic organizers).	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 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 sentences and key words (e.g., from notes or graphic organizers).
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 demonstrate command of language standards 1–3 un							

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

CA CCSS for ELA Standard		Corresponding ELD Standards					
Production and Distribution of Writing	W 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	PI.11 - Supporting opinions			PI.12 - Selecting language resources		
		Emerging - a. Support opinions by expressing appropriate/accurate reasons using textual evidence (e.g., referring to text) or relevant background knowledge about content, with substantial support. b. Express ideas and opinions or temper statements using basic modal expressions (e.g., can, has to, maybe).	Expanding - a. Support opinions or persuade others by expressing appropriate/accurate reasons using some textual evidence (e.g., paraphrasing facts from a text) or relevant background knowledge about content, with moderate support. b. Express attitude and opinions or temper statements with familiar modal expressions (e.g., maybe/probably, can/must).	Bridging - a. Support opinions or persuade others by expressing appropriate/accurate reasons using detailed textual evidence (e.g., quoting the text directly or specific events from text) or relevant background knowledge about content, with mild support. b. Express attitude and opinions or temper statements with nuanced modal expressions (e.g., probably/certainly, should/would) and phrasing (e.g., In my opinion...).	Emerging - a. Use a select number of general academic and domain-specific words to create precision while speaking and writing. b. Select a few frequently used affixes for accuracy and precision (e.g., She walks, I'm unhappy).	Expanding - a. Use a growing number of general academic and domain-specific words, synonyms, and antonyms to create precision and shades of meaning while speaking and writing. b. Select a growing number of frequently used affixes for accuracy and precision (e.g., She walked. He likes... , I'm unhappy).	Bridging - a. Use a wide variety of general academic and domain-specific words, synonyms, antonyms, and figurative language to create precision and shades of meaning while speaking and writing. b. Select a variety of appropriate affixes for accuracy and precision (e.g., She's walking. I'm uncomfortable. They left reluctantly).
	W 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						

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CA CCSS for ELA Standard		Corresponding ELD Standards					
Production and Distribution of Writing	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	PII.1 - Understanding text structure			PII.2 - Understanding cohesion		
		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/arguments are organized around ideas) to comprehending texts and writing basic texts.	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/arguments are structured logically around reasons and evidence) to comprehending texts and writing texts with increasing cohesion.	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.	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.	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 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.
	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 demonstrate command of language						

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CA CCSS for ELA Standard		Corresponding ELD Standards								
		PII.3 - Using verbs and verb phrases			PII.4 - Using nouns and noun phrases			PII.5 - Modifying to add details		
		Emerging - Use 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 experience) on familiar topics.	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 present for a science description) on an increasing variety of topics.	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 and present for narrative or history explanation) on a variety of topics.	Emerging - Expand noun phrases in simple ways (e.g., adding an adjective to a noun) in order to enrich the meaning of sentences and add details about ideas, people, things, and the like.	Expanding - Expand noun phrases in a variety of ways (e.g., adding comparative/superlative adjectives to noun phrases or simple clause embedding) in order to enrich the meaning of sentences and add details about ideas, people, things, and the like.	Bridging - Expand noun phrases in an increasing variety of ways (e.g., adding comparative/superlative and general academic adjectives to noun phrases or more complex clause embedding) in order to enrich the meaning of sentences and add details about ideas, people, things, and the like.	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 process.	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 and new activities and processes.
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 demonstrate command of Language standards 1–3 up to and including grade 5.)										

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

CA CCSS for ELA Standard		Corresponding ELD Standards					
Production and Distribution of Writing	W 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 demonstrate command of Language standards 1–3 up to and including grade 5.)	PII.6 - Connecting ideas			PII.7 - Condensing ideas		
		Emerging - Combine clauses in a few basic ways to make connections between and join ideas (e.g., You must X because X) or to provide evidence to support ideas or opinions (e.g., creating compound sentences using and, but, so).	Expanding - Combine clauses in an increasing variety of ways (e.g., creating compound and complex sentences) to make connections between and join ideas, for example, to express cause/effect (e.g., The deer ran because the mountain lion came), to make a concession (e.g., She studied all night even though she wasn't feeling well), or to provide reasons to support ideas (e.g., X is an extremely good book because _____).	Bridging - Combine clauses in a wide variety of ways (e.g., creating compound and complex sentences) to make connections between and join ideas, for example, to express cause/effect (e.g., The deer ran because the mountain lion approached them), to make a concession (e.g., She studied all night even though she wasn't feeling well), to link two ideas that happen at the same time (e.g., The cubs played while their mother hunted), or to provide reasons to support ideas (e.g., The author persuades the reader by _____).	Emerging - Condense clauses in simple ways (e.g., through simple embedded clauses as in, The book is on the desk. The book is mine. → The book that is on the desk is mine) to create precise and detailed sentences.	Expanding - Condense clauses in an increasing variety of ways (e.g., through a growing number of types of embedded clauses and other condensing as in, The book is mine. The book is about science. The book is on the desk. → The science book that's on the desk is mine) to create precise and detailed sentences.	Bridging - Condense clauses in a variety of ways (e.g., through various types of embedded clauses and some nominalizations as in, They were a very strong army. They had a lot of enemies. They crushed their enemies because they were strong. → Their strength helped them crush their numerous enemies) to create precise and detailed sentences.

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

CA CCSS for ELA Standard		Corresponding ELD Standards		
Production and Distribution of Writing W 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 skills to type a minimum of two pages.	Research to build and Present knowledge W 5.7 - Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. W 5.8 - Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work and provide	PI.10 - Writing		
		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 key words (e.g., from notes or graphic organizers).	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 key words (e.g., from notes or graphic organizers).	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 sentences and key words (e.g., from notes or graphic organizers).

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

CA CCSS for ELA Standard		Corresponding ELD Standards					
Research to build and Present knowledge	W 5.9 - Draw evidence from literary or informational texts to support analysis, reflection, and research. (a. - b.)	PI.10 - Writing			PI.11 - Supporting opinions		
		Emerging - a. Write short literary and informational texts (e.g., a description of a camel) collaboratively (e.g., joint construction of texts with an adult or with peers) and sometimes independently.	Expanding - a. Write longer literary and informational texts (e.g., an 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.	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 independently by using appropriate text organization and growing understanding of register.	Emerging - a. Support opinions by expressing appropriate/ accurate reasons using textual evidence (e.g., referring to text) or relevant background knowledge about content, with substantial support.	Expanding - a. Support opinions or persuade others by expressing appropriate/ accurate reasons using some textual evidence (e.g., paraphrasing facts from a text) or relevant background knowledge about content, with moderate support.	Bridging - a. Support opinions or persuade others by expressing appropriate/ accurate reasons using detailed textual evidence (e.g., quoting the text directly or specific events from text) or relevant background knowledge about content, with mild support.
Range of Writing	W 5.10 - Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks,	b. Write brief summaries of texts and experiences using complete sentences and key words (e.g., from notes or graphic organizers).	b. Write increasingly concise summaries of texts and experiences using complete sentences and key words (e.g., from notes or graphic organizers).	b. Write clear and coherent summaries of texts and experiences using complete and concise sentences and key words (e.g., from notes or graphic organizers).	b. Express ideas and opinions or temper statements using basic modal expressions (e.g., can, has to, maybe).	b. Express attitude and opinions or temper statements with familiar modal expressions (e.g., maybe/probably, can/ must).	b. Express attitude and opinions or temper statements with nuanced modal expressions (e.g., probably/certainly, should/would) and phrasing (e.g., In my opinion...).

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

CA CCSS for ELA Standard		Corresponding ELD Standards					
Comprehension and Collaboration	SL 5.1 - Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly. (a. - d.)	PI.1 - Exchanging information and ideas			PI.3 - Offering opinions		
		Emerging - Contribute to conversations and express ideas by asking and answering yes-no and wh-questions and responding using short phrases.	Expanding - Contribute to class, group, and partner discussions, including sustained dialogue, by following turn-taking rules, asking relevant questions, affirming others, and adding relevant information.	Bridging - Contribute to class, group, and partner discussions, including sustained dialogue, by following turn-taking rules, asking relevant questions, affirming others, adding relevant information, building on responses, and providing useful feedback.	Emerging - Negotiate with or persuade others in conversations using basic learned phrases (e.g., I think...), as well as open responses, in order to gain and/or hold the floor.	Expanding - negotiate with or persuade others in conversations using an expanded set of learned phrases (e.g., I agree with X, but...), as well as open responses, in order to gain and/or hold the floor, provide counterarguments, and so on.	Bridging - Negotiate with or persuade others in conversations using a variety of learned phrases (e.g., That's 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.

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

CA CCSS for ELA Standard		Corresponding ELD Standards					
Comprehension and Collaboration	SL 5.1 - Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly. (a. - d.)	PI.4 - Adapting language choices			PI.5 - Listening actively		
		Emerging - Adjust language choices according to social setting (e.g., playground, classroom) and audience (e.g., peers, teacher), with substantial support.	Expanding - Adjust language choices according to purpose (e.g., persuading, entertaining), task (e.g., telling a story versus explaining a science experiment), and audience, with moderate support.	Bridging - Adjust language choices according to purpose, task (e.g., facilitating a science experiment), and audience, with light support.	Emerging - Demonstrate active listening of read-alouds and oral presentations by asking and answering basic questions, with prompting and substantial support.	Expanding - Demonstrate active listening of read-alouds and oral presentations by asking and answering detailed questions, with occasional prompting and moderate support.	Bridging - Demonstrate active listening of read-alouds and oral presentations by asking and answering detailed questions, with minimal prompting and light support.

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

CA CCSS for ELA Standard		Corresponding ELD Standards					
Comprehension and Collaboration		PI.5 - Listening actively			PI.6 - Reading/viewing closely		
		Emerging - Demonstrate active listening of read-alouds and oral presentations by asking and answering basic questions, with prompting and substantial support.	Expanding - Demonstrate active listening of read-alouds and oral presentations by asking and answering detailed questions, with occasional prompting and moderate support.	Bridging - Demonstrate active listening of read-alouds and oral presentations by asking and answering detailed questions, with minimal prompting and light support.	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, 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 moderate support. b. Use knowledge of morphology (e.g., affixes, roots, and base words), linguistic context, and reference materials to determine the meaning of unknown words on familiar and new topics.	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.
SL 5.2 - Summarize a written text read aloud or information presented in diverse media and formats, including visually,							
SL 5.3 - Summarize the points a speaker or media source makes and explain how each claim is supported by reasons and evidence, and identify and analyze							

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

CA CCSS for ELA Standard		Corresponding ELD Standards					
Comprehension and Collaboration	SL 5.3 - Summarize the points a speaker or media source makes and explain how each claim is supported by reasons and evidence, and identify and analyze any logical fallacies. CA	PI.7 - Evaluating language choices			PI.8 - Analyzing language choices		
		Emerging - Describe the specific language writers or speakers use to present or support an idea (e.g., the specific vocabulary or phrasing used to provide evidence), with prompting and substantial support.	Expanding - 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 moderate support.	Bridging - Explain how well writers and speakers use specific language resources to support an opinion or present an idea (e.g., the clarity or appealing nature of language used to provide evidence or describe characters, or if the phrasing used to in-troduce a topic is appropriate), with light support.	Emerging - Distinguish how different words with similar meanings produce different effects on the audience (e.g., describing a character as angry versus furious).	Expanding - 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 and different effects on the audience.	Bridging - Distinguish how different words with related meanings (e.g., fun versus thrilling, possibly versus certainly) and figurative language (e.g., the stream slithered through the parched land) produce shades of meaning and different effects on the audience.

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

CA CCSS for ELA Standard		Corresponding ELD Standards								
Presentation of Knowledge and Ideas	SL 5.4 - Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. (a. - b.)	PI.9 - Presenting			PI.11 - Supporting opinions			PI.12 - Selecting language resources		
		Emerging - Plan and deliver brief oral presentations on a variety of topics and content areas (e.g., providing a report on a current event, reciting a poem, recounting an experience, explaining a science process), with moderate support, such as graphic organizers.	Expanding - Plan and deliver longer oral presentations on a variety of topics and content areas (e.g., providing an opinion speech on a current event, reciting a poem, recounting an experience, explaining a science process), with moderate support.	Bridging - Plan and deliver oral presentations on a variety of topics in a variety of content areas (e.g., providing an opinion speech on a current event, reciting a poem, recounting an experience, explaining a science process), with light support.	Emerging - a. Support opinions by expressing appropriate/accurate reasons using textual evidence (e.g., referring to text) or relevant background knowledge about content, with substantial support. b. Express ideas and opinions or temper statements using basic modal expressions (e.g., can, has to , maybe).	Expanding - a. Support opinions or persuade others by expressing appropriate/accurate reasons using some textual evidence (e.g., paraphrasing facts from a text) or relevant background knowledge about content, with moderate support. b. Express attitude and opinions or temper statements with familiar modal expressions (e.g., maybe/probably, can/must).	Bridging - a. Support opinions or persuade others by expressing appropriate/accurate reasons using detailed textual evidence (e.g., quoting the text directly or specific events from text) or relevant background knowledge about content, with mild support. b. Express attitude and opinions or temper statements with nuanced modal expressions (e.g., probably/certainly, should/would) and phrasing (e.g., In my opinion...).	Emerging - a. Use a select number of general academic and domain-specific words to create precision while speaking and writing. b. Select a few frequently used affixes for accuracy and precision (e.g., She walks, I’m unhappy).	Expanding - a. Use a growing number of general academic and domain-specific words, synonyms, and antonyms to create precision and shades of meaning while speaking and writing. b. Select a growing number of frequently used affixes for accuracy and precision (e.g., She walked. He likes... , I’m unhappy).	Bridging - a. Use a wide variety of general academic and domain-specific words, synonyms, antonyms, and figurative language to create precision and shades of meaning while speaking and writing. b. Select a variety of appropriate affixes for accuracy and precision (e.g., She’s walking. I’m uncomfortable. They left reluctantly).

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

CA CCSS for ELA Standard		Corresponding ELD Standards								
Presentation of Knowledge and Ideas	SL 5.4 - Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. (a. - b.)	PII.1 - Understanding text structure			PII.2 - Understanding cohesion			PII.5 - Modifying to add details		
		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/arguments are organized around ideas) to comprehending texts and writing basic texts.	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/arguments are structured logically around reasons and evidence) to comprehending texts and writing texts with increasing cohesion.	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.	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.	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 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.	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 process.	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 and new activities and processes.

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

CA CCSS for ELA Standard		Corresponding ELD Standards					
Presentation of Knowledge and Ideas	SL 5.4 - Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. (a. - b.)	PII.6 - Connecting ideas			PII.7 - Condensing ideas		
		Emerging - Combine clauses in a few basic ways to make connections between and join ideas (e.g., You must X because X) or to provide evidence to support ideas or opinions (e.g., creating compound sentences using and, but, so).	Expanding - Combine clauses in an increasing variety of ways (e.g., creating compound and complex sentences) to make connections between and join ideas, for example, to express cause/effect (e.g., The deer ran because the mountain lion came), to make a concession (e.g., She studied all night even though she wasn't feeling well), or to provide reasons to support ideas e.g., X is an extremely good book because _____).	Bridging - Combine clauses in a wide variety of ways (e.g., creating compound and complex sentences) to make connections between and join ideas, for example, to express cause/effect (e.g., The deer ran because the mountain lion approached them), to make a concession (e.g., She studied all night even though she wasn't feeling well), to link two ideas that happen at the same time (e.g., The cubs played while their mother hunted), or to provide reasons to support ideas (e.g., The author persuades the reader by _____).	Emerging - Condense clauses in simple ways (e.g., through simple embedded clauses as in, The book is on the desk. The book is mine. → The book that is on the desk is mine) to create precise and detailed sentences.	Expanding - Condense clauses in an increasing variety of ways (e.g., through a growing number of types of embedded clauses and other con densing as in, The book is mine. The book is on the desk. → The science book that's on the desk is mine) to create precise and detailed sentences.	Bridging - Condense clauses in a variety of ways (e.g., through various types of embedded clauses and some nominalizations as in, They were a very strong army. They had a lot of enemies. They crushed their enemies because they were strong. → Their strength helped them crush their numerous enemies) to create precise and detailed sentences.

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

CA CCSS for ELA Standard		Corresponding ELD Standards		
Presentation of Knowledge and Ideas	SL 5.5 Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.	PI.9 - Presenting		
		Emerging - Plan and deliver brief oral presentations on a variety of topics and content areas (e.g., providing a report on a current event, reciting a poem, recounting an experience, explaining a science process), with moderate support, such as graphic organizers.	Expanding - Plan and deliver longer oral presentations on a variety of topics and content areas (e.g., providing an opinion speech on a current event, reciting a poem, recounting an experience, explaining a science process), with moderate support.	Bridging - Plan and deliver oral presentations on a variety of topics in a variety of content areas (e.g., providing an opinion speech on a current event, reciting a poem, recounting an experience, explaining a science process), with light support.

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

CA CCSS for ELA Standard		Corresponding ELD Standards					
Presentation of Knowledge and Ideas	SL 5.6 - Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 for specific expectations.)	PI.1 - Exchanging information and ideas			PI.3 - Offering opinions		
		Emerging - Contribute to conversations and express ideas by asking and answering yes-no and wh- questions and responding using short phrases.	Expanding - Contribute to class, group, and partner discussions, including sustained dialogue, by following turn-taking rules, asking relevant questions, affirming others, and adding relevant information.	Bridging - Contribute to class, group, and partner discussions, including sustained dialogue, by following turn-taking rules, asking relevant questions, affirming others, adding relevant information, building on responses, and providing useful feedback.	Emerging - Negotiate with or persuade others in conversations using basic learned phrases (e.g., I think...), as well as open responses, in order to gain and/or hold the floor.	Expanding - Negotiate with or persuade others in conversations using an expanded set of learned phrases (e.g., I agree with X, but...), as well as open responses, in order to gain and/or hold the floor, provide counterarguments, and so on.	Bridging - Negotiate with or persuade others in conversations using a variety of learned phrases (e.g., That’s 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.

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

CA CCSS for ELA Standard		Corresponding ELD Standards					
Presentation of Knowledge and Ideas	SL 5.6 - Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 for specific expectations.)	PI.4 - Adapting language choices			PI.9 - Presenting		
		Emerging - Adjust language choices according to social setting (e.g., playground, classroom) and audience (e.g., peers, teacher), with substantial support.	Expanding - Adjust language choices according to purpose (e.g., persuading, entertaining), task (e.g., telling a story versus explaining a science experiment), and audience, with moderate support.	Bridging - Adjust language choices according to purpose, task (e.g., facilitating a science experiment), and audience, with light support.	Emerging - Plan and deliver brief oral presentations on a variety of topics and content areas (e.g., providing a report on a current event, reciting a poem, recounting an experience, explaining a science process), with moderate support, such as graphic organizers.	Expanding - Plan and deliver longer oral presentations on a variety of topics and content areas (e.g., providing an opinion speech on a current event, reciting a poem, recounting an experience, explaining a science process), with moderate support.	Bridging - Plan and deliver oral presentations on a variety of topics in a variety of content areas (e.g., providing an opinion speech on a current event, reciting a poem, recounting an experience, explaining a science process), with light support.

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

CA CCSS for ELA Standard		Corresponding ELD Standards					
Presentation of Knowledge and Ideas	SL 5.6 - Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 for specific expectations.)	PI.11 - Supporting opinions			PI.12 - Selecting language resources		
		Emerging - a. Support opinions by expressing appropriate/accurate reasons using textual evidence (e.g., referring to text) or relevant background knowledge about content, with substantial support. b. Express ideas and opinions or temper statements using basic modal expressions (e.g., can, has to, maybe).	Expanding - a. Support opinions or persuade others by expressing appropriate/accurate reasons using some textual evidence (e.g., paraphrasing facts from a text) or relevant background knowledge about content, with moderate support. b. Express attitude and opinions or temper statements with familiar modal expressions (e.g., maybe/probably, can/must).	Bridging - a. Support opinions or persuade others by expressing appropriate/accurate reasons using detailed textual evidence (e.g., quoting the text directly or specific events from text) or relevant background knowledge about content, with mild support. b. Express attitude and opinions or temper statements with nuanced modal expressions (e.g., probably/certainly, should/would) and phrasing (e.g., In my opinion...).	Emerging - a. Use a select number of general academic and domain-specific words to create precision while speaking and writing. b. Select a few frequently used affixes for accuracy and precision (e.g., She walks, I'm unhappy).	Expanding - a. Use a growing number of general academic and domain-specific words, synonyms, and antonyms to create precision and shades of meaning while speaking and writing. b. Select a growing number of frequently used affixes for accuracy and precision (e.g., She walked. He likes... , I'm unhappy).	Bridging - a. Use a wide variety of general academic and domain-specific words, synonyms, antonyms, and figurative language to create precision and shades of meaning while speaking and writing. b. Select a variety of appropriate affixes for accuracy and precision (e.g., She's walking. I'm uncomfortable. They left reluctantly).

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

CA CCSS for ELA Standard		Corresponding ELD Standards								
		PII.3 - Using verbs and verb phrases			PII.4 - Using nouns and noun phrases			PII.5 - Modifying to add details		
		Emerging - Use 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 experience) on familiar topics	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 present for a science description) on an increasing variety of topics.	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 explanation) on a variety of topics.	Emerging - Expand noun phrases in simple ways (e.g., adding an adjective to a noun) in order to enrich the meaning of sentences and add details about ideas, people, things, and the like.	Expanding - Expand noun phrases in a variety of ways (e.g., adding comparative/superlative adjectives to noun phrases or simple clause embedding) in order to enrich the meaning of sentences and add details about ideas, people, things, and the like.	Bridging - Expand noun phrases in an increasing variety of ways (e.g., adding comparative/superlative and general academic adjectives to noun phrases or more complex clause embedding) in order to enrich the meaning of sentences and add details about ideas, people, things, and the like.	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 process.	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 and new activities and processes.
Presentation of Knowledge and Ideas	SL 5.6 - Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 for specific expectations.)									

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

CA CCSS for ELA Standard		Corresponding ELD Standards					
Presentation of Knowledge and Ideas	SL 5.6 - Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 for specific expectations.)	PII.6 - Connecting ideas			PII.7 - Condensing ideas		
		Emerging - Combine clauses in a few basic ways to make connections between and join ideas (e.g., You must X because X) or to provide evidence to support ideas or opinions (e.g., creating compound sentences using and, but, so).	Expanding - Combine clauses in an increasing variety of ways (e.g., creating compound and complex sentences) to make connections between and join ideas, for example, to express cause/effect (e.g., The deer ran because the mountain lion came), to make a concession (e.g., She studied all night even though she wasn't feeling well), or to provide reasons to support ideas e.g., X is an extremely good book because _____).	Bridging - Combine clauses in a wide variety of ways (e.g., creating compound and complex sentences) to make connections between and join ideas, for example, to express cause/effect (e.g., The deer ran because the mountain lion approached them), to make a concession (e.g., She studied all night even though she wasn't feeling well), to link two ideas that happen at the same time (e.g., The cubs played while their mother hunted), or to provide reasons to support ideas (e.g., The author persuades the reader by _____).	Emerging - Condense clauses in simple ways (e.g., through simple embedded clauses as in, The book is on the desk. The book is mine. → The book that is on the desk is mine) to create precise and detailed sentences.	Expanding - Condense clauses in an increasing variety of ways (e.g., through a growing number of types of embedded clauses and other condensing as in, The book is mine. The book is about science. → The book is on the desk. The science book that's on the desk is mine) to create precise and detailed sentences.	Bridging - Condense clauses in a variety of ways (e.g., through various types of embedded clauses and some nominalizations as in, They were a very strong army. They had a lot of enemies. They crushed their enemies because they were strong. → Their strength helped them crush their numerous enemies) to create precise and detailed sentences.

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 - Contribute to conversations and express ideas by asking and answering yes-no and wh- questions and responding using short phrases.	Expanding - Contribute to class, group, and partner discussions, including sustained dialogue, by following turn-taking rules, asking relevant questions, affirming others, and adding relevant information.	Bridging - Contribute to class, group, and partner discussions, including sustained dialogue, by following turn-taking rules, asking relevant questions, affirming others, adding relevant information, building on responses, and providing useful feedback.	Emerging - Collaborate with peers on joint writing projects of short informational and literary texts, using technology where appropriate for publishing, graphics, and the like.	Expanding - Collaborate with peers on joint writing projects of longer informational and literary texts, using technology where appropriate for publishing, graphics, and the like.
Conventions of Standard English	L.5.1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.(a. - e.)					

ELA/ELD Standards Alignment

CA CCSS for ELA Standard		Corresponding ELD Standards					
		PI.3 - Offering opinions			PI.4 - Adapting language choices		
		Emerging - Negotiate with or persuade others in conversations using basic learned phrases (e.g., I think . . .), as well as open responses, in order to gain and/or hold the floor.	Expanding - Negotiate with or persuade others in conversations using an expanded set of learned phrases (e.g., I agree with X, but . . .), as well as open responses, in order to gain and/or hold the floor, provide counter-arguments, and so on.	Bridging - Negotiate with or persuade others in conversations using a variety of learned phrases (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.	Emerging - Adjust language choices according to social setting (e.g., playground, classroom) and audience (e.g., peers, teacher), with substantial support.	Expanding - Adjust language choices according to purpose (e.g., persuading, entertaining), task (e.g., telling a story versus explaining a science experiment), and audience, with moderate support.	Bridging - Adjust language choices according to purpose, task (e.g., facilitating a science experiment), and audience, with light support.
Conventions of Standard English	L 5.1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.(a. - e.)						

ELA/ELD Standards Alignment

CA CCSS for ELA Standard		Corresponding ELD Standards					
Conventions of Standard English	L 5.1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (a. - e.)	PI.9 - Presenting			PI.10 - Composing/Writing		
		Emerging - Plan and deliver brief oral presentations on a variety of topics and content areas (e.g., providing a report on a current event, reciting a poem, recounting an experience, explaining a science process), with moderate support, such as graphic organizers.	Expanding - Plan and deliver longer oral presentations on a variety of topics and content areas (e.g., providing an opinion speech on a current event, reciting a poem, recounting an experience, explaining a science process), with moderate support.	Bridging - Plan and deliver oral presentations on a variety of topics in a variety of content areas (e.g., providing an opinion speech on a current event, reciting a poem, recounting an experience, explaining a science process), with light support.	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.	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.	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 independently by using appropriate text organization and growing understanding of register.
	L 5.2 - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (a. - e.)				b. Write brief summaries of texts and experiences using complete sentences and key words (e.g., from notes or graphic organizers).	b. Write increasingly concise summaries of texts and experiences using complete sentences and key words (e.g., from notes or graphic organizers).	b. Write clear and coherent summaries of texts and experiences using complete and concise sentences and key words (e.g., from notes or graphic organizers).

ELA/ELD Standards Alignment

CA CCSS for ELA Standard		Corresponding ELD Standards					
Conventions of Standard English	L 5.1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (a. - e.)	PI.11 - Supporting opinions			PI.12 - Selecting language resources		
		Emerging - a. Support opinions by expressing appropriate/ accurate reasons using textual evidence (e.g., referring to text) or relevant background knowledge about content, with substantial support.	Expanding - a. Support opinions or persuade others by expressing appropriate/ accurate reasons using some textual evidence (e.g., paraphrasing facts from a text) or relevant background knowledge about content, with moderate support.	Bridging - a. Support opinions or persuade others by expressing appropriate/ accurate reasons using detailed textual evidence (e.g., quoting the text directly or specific events from text) or relevant background knowledge about content, with mild support.	Emerging - a. Use a select number of general academic and domain-specific words to create precision while speaking and writing. b. Select a few frequently used affixes for accuracy and precision (e.g., She walks, I'm unhappy).	Expanding - a. Use a growing number of general academic and domain-specific words, synonyms, and antonyms to create precision and shades of meaning while speaking and writing. b. Select a growing number of frequently used affixes for accuracy and precision (e.g., She walked. He likes . . . , I'm unhappy).	Bridging - a. Use a wide variety of general academic and domain-specific words, synonyms, antonyms, and figurative language to create precision and shades of meaning while speaking and writing. b. Select a variety of appropriate affixes for accuracy and precision (e.g., She's walking. I'm uncomfortable. They left reluctantly).
	L 5.2 - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling	b. Express ideas and opinions or temper statements using basic modal expressions (e.g., can, has to, maybe).	b. Express attitude and opinions or temper statements with familiar modal expressions (e.g., maybe/probably, can/ must).	b. Express attitude and opinions or temper statements with nuanced modal expressions (e.g., probably/certainly, should/would) and phrasing (e.g., In my opinion . . .)			

ELA/ELD Standards Alignment

CA CCSS for ELA Standard		Corresponding ELD Standards					
Conventions of Standard English	L 5.1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (a. - e.)	PII.2 - Understanding cohesion			PII.3 - Using verbs and verb phrases		
		Emerging - a. Apply basic understanding of language resources for referring the reader back or forward in text (e.g., how pronouns refer back to nouns in text) to comprehending texts and writing basic texts. 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.	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 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.	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 experience) on familiar topics	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 present for a science description) on an increasing variety of topics.	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 explanation) on a variety of topics.

ELA/ELD Standards Alignment

CA CCSS for ELA Standard		Corresponding ELD Standards				
Conventions of Standard English	L 5.1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (a. - e.)	PII.4 - Using nouns and noun phrases			PII.5 - Modifying to add details	
		Emerging - Expand noun phrases in simple ways (e.g., adding an adjective to a noun) in order to enrich the meaning of sentences and add details about ideas, people, things, and the like.	Expanding - Expand noun phrases in a variety of ways (e.g., adding comparative/ superlative adjectives to noun phrases or simple clause embedding) in order to enrich the meaning of sentences and add details about ideas, people, things, and the like.	Bridging - Expand noun phrases in an increasing variety of ways (e.g., adding comparative/ superlative and general academic adjectives to noun phrases or more complex clause embedding) in order to enrich the meaning of sentences and add details about ideas, people, things, and the like.	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 process.	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.

ELA/ELD Standards Alignment

CA CCSS for ELA Standard		Corresponding ELD Standards					
Conventions of Standard English	L 5.1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (a. - e.)	PII.6 - Connecting ideas			PII.7 - Condensing ideas		
		Emerging - Combine clauses in a few basic ways to make connections between and join ideas (e.g., You must X because X) or to provide evidence to support ideas or opinions (e.g., creating compound sentences using and, but, so).	Expanding - Combine clauses in an increasing variety of ways (e.g., creating compound and complex sentences) to make connections between and join ideas, for example, to express cause/effect (e.g., The deer ran because the mountain lion came), to make a concession (e.g., She studied all night even though she wasn't feeling well), or to provide reasons to support ideas (e.g., X is an extremely good book because).	Bridging - Combine clauses in a wide variety of ways (e.g., creating compound and complex sentences) to make connections between and join ideas, for example, to express cause/effect (e.g., The deer ran because the mountain lion approached them), to make a concession (e.g., She studied all night even though she wasn't feeling well), to link two ideas that happen at the same time (e.g., The cubs played while their mother hunted), or to provide reasons to support ideas (e.g., The author persuades the reader by _____).	Emerging - Condense clauses in simple ways (e.g., through simple embedded clauses as in, The book is on the desk. The book is mine. → The book that is on the desk is mine) to create precise and detailed sentences.	Expanding - Condense clauses in an increasing variety of ways (e.g., through a growing number of types of embedded clauses and other condensing as in, The book is mine. The book is about science. The book is on the desk. → The science book that's on the desk is mine) to create precise and detailed sentences.	Bridging - Condense clauses in a variety of ways (e.g., through various types of embedded clauses and some nominalizations as in, They were a very strong army. They had a lot of enemies. They crushed their enemies because they were strong. → Their strength helped them crush their numerous enemies) to create precise and detailed sentences.

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 - Contribute to conversations and express ideas by asking and answering yes-no and wh- questions and responding using short phrases.	Expanding - Contribute to class, group, and partner discussions, including sustained dialogue, by following turn-taking rules, asking relevant questions, affirming others, and adding relevant information.	Bridging - Contribute to class, group, and partner discussions, including sustained dialogue, by following turn-taking rules, asking relevant questions, affirming others, adding relevant information, building on responses, and providing useful feedback.	Emerging - Collaborate with peers on joint writing projects of short informational and literary texts, using technology where appropriate for publishing, graphics, and the like.	Expanding - Collaborate with peers on joint writing projects of longer informational and literary texts, using technology where appropriate for publishing, graphics, and the like.	Bridging - Collaborate with peers on joint writing projects of a variety of longer informational and literary texts, using technology where appropriate for publishing, graphics, and the like.
Knowledge of Language	L 5.3 - Use knowledge of language and its conventions when writing, speaking, reading, or listening. (a. - b.)						

ELA/ELD Standards Alignment

CA CCSS for ELA Standard		Corresponding ELD Standards					
Knowledge of Language	L 5.3 - Use knowledge of language and its conventions when writing, speaking, reading, or listening. (a. - b.)	PI.3 - Offering opinions			PI.4 - Adapting language choices		
		Emerging - Negotiate with or persuade others in conversations using basic learned phrases (e.g., I think . . .), as well as open responses, in order to gain and/or hold the floor.	Expanding - Negotiate with or persuade others in conversations using an expanded set of learned phrases (e.g., I agree with X, but . . .), as well as open responses, in order to gain and/or hold the floor, provide counterarguments, and so on.	Bridging - Negotiate with or persuade others in conversations using a variety of learned phrases (e.g., That’s 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.	Emerging - Adjust language choices according to social setting (e.g., playground, classroom) and audience (e.g., peers, teacher), with substantial support.	Expanding - Adjust language choices according to purpose (e.g., persuading, entertaining), task (e.g., telling a story versus explaining a science experiment), and audience, with moderate support.	Bridging - Adjust language choices according to purpose, task (e.g., facilitating a science experiment), and audience, with light support.

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CA CCSS for ELA Standard		Corresponding ELD Standards				
Knowledge of Language	L 5.3 - Use knowledge of language and its conventions when writing, speaking, reading, or listening. (a. - b.)	PI.5 - Listening actively			PI.6 - Reading/viewing closely	
		Emerging - Demonstrate active listening to read-alouds and oral presentations by asking and answering basic questions, with prompting and substantial support.	Expanding - Demonstrate active listening to read-alouds and oral presentations by asking and answering detailed questions, with occasional prompting and moderate support.	Bridging - Demonstrate active listening to read-alouds and oral presentations by asking and answering detailed questions, with minimal prompting and light support.	Emerging - 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.	Expanding - 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 moderate support.
					Bridging - 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.	

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CA CCSS for ELA Standard		Corresponding ELD Standards					
Knowledge of Language	L 5.3 - Use knowledge of language and its conventions when writing, speaking, reading, or listening. (a. - b.)	PI.7 - Evaluating language choices			PI.8 - Analyzing language resources		
		Emerging - Describe the language writers or speakers use to support an opinion or present an idea (e.g., by identifying the phrases or words in the text that provide evidence), with prompting and substantial support.	Expanding - 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 moderate support.	Bridging - Explain how well writers and speakers use specific language resources to support an opinion or present an idea (e.g., the clarity or appealing nature of language used to provide evidence or describe characters, or if the phrasing used to introduce a topic is appropriate), with light support.	Emerging - Distinguish how different words with similar meanings produce different effects on the audience (e.g., describing a character as angry versus furious).	Expanding - 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 and different effects on the audience.	Bridging - Distinguish how different words with related meanings (e.g., fun versus thrilling, possibly versus certainly) and figurative language (e.g., the stream slithered through the parched land) produce shades of meaning and different effects on the audience.

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CA CCSS for ELA Standard		Corresponding ELD Standards					
Knowledge of Language	L.5.3 - Use knowledge of language and its conventions when writing, speaking, reading, or listening. (a. - b.)	PI.9 - Presenting			PI.10 - Composing/Writing		
		Emerging - Plan and deliver brief oral presentations on a variety of topics and content areas (e.g., providing a report on a current event, reciting a poem, recounting an experience, explaining a science process), with moderate support, such as graphic organizers.	Expanding - Plan and deliver longer oral presentations on a variety of topics and content areas (e.g., providing an opinion speech on a current event, reciting a poem, recounting an experience, explaining a science process), with moderate support.	Bridging - Plan and deliver oral presentations on a variety of topics in a variety of content areas (e.g., providing an opinion speech on a current event, reciting a poem, recounting an experience, explaining a science process), with light support.	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 key words (e.g., from notes or graphic organizers).	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 key words (e.g., from notes or graphic organizers).	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 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 sentences and key words (e.g., from notes or graphic organizers).

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CA CCSS for ELA Standard		Corresponding ELD Standards					
Knowledge of Language	L 5.3 - Use knowledge of language and its conventions when writing, speaking, reading, or listening. (a. - b.)	PI.11 - Supporting opinions			PI.12 - Selecting language resources		
		Emerging - a. Support opinions by expressing appropriate/accurate reasons using textual evidence (e.g., referring to text) or relevant background knowledge about content, with substantial support. b. Express ideas and opinions or temper statements using basic modal expressions (e.g., can, has to, maybe).	Expanding - a. Support opinions or persuade others by expressing appropriate/accurate reasons using some textual evidence (e.g., paraphrasing facts from a text) or relevant background knowledge about content, with moderate support. b. Express attitude and opinions or temper statements with familiar modal expressions (e.g., maybe/probably, can/ must).	Bridging - a. Support opinions or persuade others by expressing appropriate/accurate reasons using detailed textual evidence (e.g., quoting the text directly or specific events from text) or relevant background knowledge about content, with mild support. b. Express attitude and opinions or temper statements with nuanced modal expressions (e.g., probably/certainly, should/would) and phrasing (e.g., In my opinion...).	Emerging - a. Use a select number of general academic and domain-specific words to create precision while speaking and writing. b. Select a few frequently used affixes for accuracy and precision (e.g., She walks, I’m unhappy).	Expanding - a. Use a growing number of general academic and domain-specific words, synonyms, and antonyms to create precision and shades of meaning while speaking and writing. b. Select a growing number of frequently used affixes for accuracy and precision (e.g., She walked. He likes . . . , I’m unhappy).	Bridging - a. Use a wide variety of general academic and domain-specific words, synonyms, antonyms, and figurative language to create precision and shades of meaning while speaking and writing. b. Select a variety of appropriate affixes for accuracy and precision (e.g., She’s walking. I’m uncomfortable. They left reluctantly).

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CA CCSS for ELA Standard		Corresponding ELD Standards					
Knowledge of Language	L.5.3 - Use knowledge of language and its conventions when writing, speaking, reading, or listening. (a. - b.)	PII.2 - Understanding cohesion			PII.3 - Using verbs and verb phrases		
		Emerging - a. Apply basic understanding of language resources for referring the reader back or forward in text (e.g., how pronouns refer back to nouns in text) to comprehending texts and writing basic texts. 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.	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 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	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 experience) on familiar topics	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 present for a science description) on an increasing variety of topics.	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 explanation) on a variety of topics.

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CA CCSS for ELA Standard		Corresponding ELD Standards					
Knowledge of Language	L 5.3 - Use knowledge of language and its conventions when writing, speaking, reading, or listening. (a. - b.)	PII.4 - Using nouns and noun phrases			PII.5 - Modifying to add details		
		Emerging - Expand noun phrases in simple ways (e.g., adding an adjective to a noun) in order to enrich the meaning of sentences and add details about ideas, people, things, and the like.	Expanding - Expand noun phrases in a variety of ways (e.g., adding comparative/superlative adjectives to noun phrases or simple clause embedding) in order to enrich the meaning of sentences and add details about ideas, people, things, and the like.	Bridging - Expand noun phrases in an increasing variety of ways (e.g., adding comparative/superlative and general academic adjectives to noun phrases or more complex clause embedding) in order to enrich the meaning of sentences and add details about ideas, people, things, and the like.	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 process.	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 and new activities and processes.

ELA/ELD Standards Alignment

CA CCSS for ELA Standard		Corresponding ELD Standards					
Knowledge of Language	L 5.3 - Use knowledge of language and its conventions when writing, speaking, reading, or listening. (a. - b.)	PII.6 - Connecting ideas			PII.7 - Condensing ideas		
		Emerging - Combine clauses in a few basic ways to make connections between and join ideas (e.g., You must X because X) or to provide evidence to support ideas or opinions (e.g., creating compound sentences using and, but, so).	Expanding - Combine clauses in an increasing variety of ways (e.g., creating compound and complex sentences) to make connections between and join ideas, for example, to express cause/effect (e.g., The deer ran because the mountain lion came), to make a concession (e.g., She studied all night even though she wasn't feeling well), or to provide reasons to support ideas (e.g., X is an extremely good book because _____).	Bridging - Combine clauses in a wide variety of ways (e.g., creating compound and complex sentences) to make connections between and join ideas, for example, to express cause/effect (e.g., The deer ran because the mountain lion approached them), to make a concession (e.g., She studied all night even though she wasn't feeling well), to link two ideas that happen at the same time (e.g., The cubs played while their mother hunted), or to provide reasons to support ideas (e.g., The author persuades the reader by _____).	Emerging - Condense clauses in simple ways (e.g., through simple embedded clauses as in, The book is on the desk. The book is mine. → The book that is on the desk is mine) to create precise and detailed sentences.	Expanding - Condense clauses in an increasing variety of ways (e.g., through a growing number of types of embedded clauses and other condensing as in, The book is mine. The book is about science. The book is on the desk. → The science book that's on the desk is mine) to create precise and detailed sentences.	Bridging - Condense clauses in a variety of ways (e.g., through various types of embedded clauses and some nominalizations as in, They were a very strong army. They had a lot of enemies. They crushed their enemies because they were strong. → Their strength helped them crush their numerous enemies) to create precise and detailed sentences.

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CA CCSS for ELA Standard		Corresponding ELD Standards					
Vocabulary Acquisition and Use	L 5.4 - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. (a. - c.)	PI.6 - Reading/viewing closely			PI.7 - Evaluating language choices		
		Emerging - 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.	Expanding - 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 moderate support.	Bridging - 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.	Emerging - Describe the language writers or speakers use to support an opinion or present an idea (e.g., by identifying the phrases or words in the text that provide evidence), with prompting and substantial support.	Expanding - 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 moderate support.	Bridging - Explain how well writers and speakers use specific language resources to support an opinion or present an idea (e.g., the clarity or appealing nature of language used to provide evidence or describe characters, or if the phrasing used to introduce a topic is appropriate), with light support.
	L 5.5 - Demonstrate understanding of figurative language, word relationships, and nuances in word						

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CA CCSS for ELA Standard		Corresponding ELD Standards				
Vocabulary Acquisition and Use	L 5.4 - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. (a. - c.)	PI.8 - Analyzing language choices				
		Emerging - Distinguish how different words with similar meanings produce different effects on the audience (e.g., describing a character as angry versus furious)	Expanding - 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 and different effects on the audience.	Bridging - Distinguish how different words with related meanings (e.g., fun versus thrilling, possibly versus certainly) and figurative language (e.g., the stream slithered through the parched land) produce shades of meaning and different effects on the audience.		
	L 5.5 - Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (a. - c.)				PI.12 - Selecting language resources	
					Emerging - a. Use a select number of general academic and domain-specific words to create precision while speaking and writing. b. Select a few frequently used affixes for accuracy and precision (e.g., She walks, I'm unhappy)	Expanding - a. Use a growing number of general academic and domain-specific words, synonyms, and antonyms to create precision and shades of meaning while speaking and writing. b. Select a growing number of frequently used affixes for accuracy and precision (e.g., She walked. He likes . . . , I'm unhappy).
					Bridging - a. Use a wide variety of general academic and domain-specific words, synonyms, antonyms, and figurative language to create precision and shades of meaning while speaking and writing. b. Select a variety of appropriate affixes for accuracy and precision (e.g., She's walking. I'm uncomfortable. They left reluctantly).	

ELA/ELD Standards Alignment

CA CCSS for ELA Standard		Corresponding ELD Standards					
Vocabulary Acquisition and Use L 5.6 - Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).		PI.1 - Exchanging information and ideas			PI.2 - Interacting via written English		
		Emerging - Contribute to conversations and express ideas by asking and answering yes-no and wh-questions and responding using short phrases.	Expanding - Contribute to class, group, and partner discussions, including sustained dialogue, by following turn-taking rules, asking relevant questions, affirming others, and adding relevant information.	Bridging - Contribute to class, group, and partner discussions, including sustained dialogue, by following turn-taking rules, asking relevant questions, affirming others, adding relevant information, building on responses, and providing useful feedback.	Emerging - Collaborate with peers on joint writing projects of short informational and literary texts, using technology where appropriate for publishing, graphics, and the like.	Expanding - Collaborate with peers on joint writing projects of longer informational and literary texts, using technology where appropriate for publishing, graphics, and the like.	Bridging - Collaborate with peers on joint writing projects of a variety of longer informational and literary texts, using technology where appropriate for publishing, graphics, and the like.

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

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Vocabulary Acquisition and Use	L.5.6 - Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).	PI.6 - Reading/viewing closely			PI.7 - Evaluating language choices			PI.8 - Analyzing language choices		
		Emerging - 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.	Expanding - 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 moderate support.	Bridging - 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.	Emerging - Describe the language writers or speakers use to support an opinion or present an idea (e.g., by identifying the phrases or words in the text that provide evidence), with prompting and substantial support.	Expanding - 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 moderate support.	Bridging - Explain how well writers and speakers use specific language resources to support an opinion or present an idea (e.g., the clarity or appealing nature of language used to provide evidence or describe characters, or if the phrasing used to introduce a topic is appropriate), with light	Emerging - Distinguish how different words with similar meanings produce different effects on the audience (e.g., describing a character as angry versus furious).	Expanding - 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 and different effects on the audience.	Bridging - Distinguish how different words with related meanings (e.g., fun versus thrilling, possibly versus certainly) and figurative language (e.g., the stream slithered through the parched land) produce shades of meaning and different effects on the audience.

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Vocabulary Acquisition and Use	L 5.6 - Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).	PI.9 - Presenting			PI.10 - Writing		
		Emerging - Plan and deliver brief oral presentations on a variety of topics and content areas (e.g., providing a report on a current event, reciting a poem, recounting an experience, explaining a science process), with moderate support, such as graphic organizers.	Expanding - Plan and deliver longer oral presentations on a variety of topics and content areas (e.g., providing an opinion speech on a current event, reciting a poem, recounting an experience, explaining a science process), with moderate support.	Bridging - Plan and deliver oral presentations on a variety of topics in a variety of content areas (e.g., providing an opinion speech on a current event, reciting a poem, recounting an experience, explaining a science process), with light support.	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 key words (e.g., from notes or graphic organizers).	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 key words (e.g., from notes or graphic organizers).	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 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 sentences and key words (e.g., from notes or graphic organizers).

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Vocabulary Acquisition and Use	L 5.6 - Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).	PI.11 - Supporting opinions			PI.12 - Selecting language resources		
		Emerging - a. Support opinions by expressing appropriate/accurate reasons using textual evidence (e.g., referring to text) or relevant background knowledge about content, with substantial support. b. Express ideas and opinions or temper statements using basic modal expressions (e.g., can, has to, maybe).	Expanding - a. Support opinions or persuade others by expressing appropriate/accurate reasons using some textual evidence (e.g., paraphrasing facts from a text) or relevant background knowledge about content, with moderate support. b. Express attitude and opinions or temper statements with familiar modal expressions (e.g., maybe/probably, can/must).	Bridging - a. Support opinions or persuade others by expressing appropriate/accurate reasons using detailed textual evidence (e.g., quoting the text directly or specific events from text) or relevant background knowledge about content, with mild support. b. Express attitude and opinions or temper statements with nuanced modal expressions (e.g., probably/certainly, should/would) and phrasing (e.g., In my opinion...).	Emerging - a. Use a select number of general academic and domain-specific words to create precision while speaking and writing. b. Select a few frequently used affixes for accuracy and precision (e.g., She walks, I'm unhappy).	Expanding - a. Use a growing number of general academic and domain-specific words, synonyms, and antonyms to create precision and shades of meaning while speaking and writing. b. Select a growing number of frequently used affixes for accuracy and precision (e.g., She walked. He likes . . . , I'm unhappy).	Bridging - a. Use a wide variety of general academic and domain-specific words, synonyms, antonyms, and figurative language to create precision and shades of meaning while speaking and writing. b. Select a variety of appropriate affixes for accuracy and precision (e.g., She's walking. I'm uncomfortable. They left reluctantly).

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Vocabulary Acquisition and Use	L 5.6 - Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).	PII.3 - Using verbs and verb phrases			PII.4 - Using nouns and noun phrases			PII.5 - Modifying to add details		
		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 experience) on familiar topics	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 present for a science description) on an increasing variety of topics.	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 explanation) on a variety of topics.	Emerging - Expand noun phrases in simple ways (e.g., adding an adjective to a noun) in order to enrich the meaning of sentences and add details about ideas, people, things, and the like.	Expanding - Expand noun phrases in a variety of ways (e.g., adding comparative/superlative adjectives to noun phrases or simple clause embedding) in order to enrich the meaning of sentences and add details about ideas, people, things, and the like.	Bridging - Expand noun phrases in an increasing variety of ways (e.g., adding comparative/superlative and general academic adjectives to noun phrases or more complex clause embedding) in order to enrich the meaning of sentences and add details about ideas, people, things, and the like.	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 process.	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 and new activities and processes.

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

CA CCSS for ELA Standard		Corresponding ELD Standards					
Vocabulary Acquisition and Use	L 5.6 - Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).	PII.6 - Connecting ideas			PII.7 - Condensing ideas		
		Emerging - Combine clauses in a few basic ways to make connections between and join ideas (e.g., You must X because X) or to provide evidence to support ideas or opinions (e.g., creating compound sentences using and, but, so).	Expanding - Combine clauses in an increasing variety of ways (e.g., creating compound and complex sentences) to make connections between and join ideas, for example, to express cause/effect (e.g., The deer ran because the mountain lion came), to make a concession (e.g., She studied all night even though she wasn't feeling well), or to provide reasons to support ideas (e.g., X is an extremely good book because).	Bridging - Combine clauses in a wide variety of ways (e.g., creating compound and complex sentences) to make connections between and join ideas, for example, to express cause/effect (e.g., The deer ran because the mountain lion approached them), to make a concession (e.g., She studied all night even though she wasn't feeling well), to link two ideas that happen at the same time (e.g., The cubs played while their mother hunted), or to provide reasons to support ideas (e.g., The author persuades the reader by _____).	Emerging - Condense clauses in simple ways (e.g., through simple embedded clauses as in, The book is on the desk. The book is mine. → The book that is on the desk is mine) to create precise and detailed sentences.	Expanding - Condense clauses in an increasing variety of ways (e.g., through a growing number of types of embedded clauses and other condensing as in, The book is mine. The book is about science. The book is on the desk. → The science book that's on the desk is mine) to create precise and detailed sentences.	Bridging - Condense clauses in a variety of ways (e.g., through various types of embedded clauses and some nominalizations as in, They were a very strong army. They had a lot of enemies. They crushed their enemies because they were strong. → Their strength helped them crush their numerous enemies) to create precise and detailed sentences.