

GRADE 6

Formatted by Curriculum, Instruction and Accountability
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Purpose of the ELD Standards

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



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

Intended Use of the ELD Standards

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



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

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

Integrated and Designated ELD

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

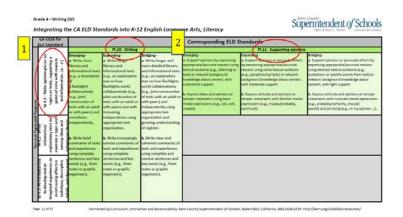
Integrated ELD: Designated ELD: All teachers with ELs in A protected time during their classrooms use the the regular school day. CA ELD Standards in Teachers use the CA ELD tandem with the CA CCSS Standards as the focal for ELA /Literacy and other standards in ways that content standards build into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



How to Use This Resource For Integrated ELD



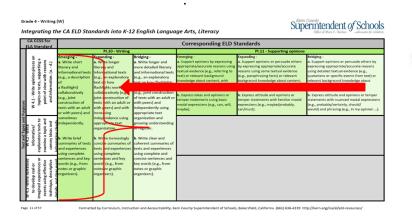
To fully comprehend how to use this resource, please click <u>here</u> to access a video explaining its use or scan the accompanying QR code.

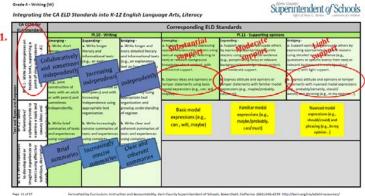


	A CCS: A Stan					Corresponding ELD S	D Standards		
Г			PI.10 - Writing				PI.11 - Supporting opinions		
l	eces on ting a	asons -d.)	Emerging - a. Write short lite	Expanding - a. Write longer	Bridging - a. Write longer and	Emerging - a. Support opinions by expressing	Expanding - a. Support opinions or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

	A CC						Corresp	onding ELD Standard	5	
Г				PIL1 - Understanding text structure					PII.2 - Understanding cohe	tion
W4.1 - Write e-pinion	pièces on tapics ar	point of view with reaso	fibbr.	ideas (e.g., how narrative is orga sequentially) to	t types express ized	different text types are organized to express ideas (e.g., how a narrative is	types are organized to express ideas (e.g., how a narrative is organized sequentially with	Emerging - a. Apply basic understanding of language resources for referring the reader back or forward in text (e.g., how pronouns refer back to nouns in text) to	understanding of language resources for referring the reader back or forward in text (e.g., how pronouns or synonyms refer back to	Bridging - a. Apply increasing understan of language resources for refe the reader back or forward in (e.g., how pronouns, synonymorm norminalizations refer back to nouns in text) to comprehend
W4.2 - Write Informative/	explanatory texts to	convey ideas and	information clearly. (ae.)	comprehending and writing basis	texts.	with predictable stages versus how an explanation is organized around	predictable stages versus how opinions/arguments are structured logically, grouping related lifeas) to comprehending texts and writing cohesive texts.	b. Apply basic understanding of how ideas, events, or reasons are linked throughout a text using	comprehending texts and writing texts with increasing cohesion. b. Apply growing understanding of how ideas, events, or reasons are linked throughout a text using a	texts and writing cohesive tex b. Apply increasing understan of how ideas, events, or reaso are linked throughout a text an increasing variety of acade
W.4.3 - Weithe narratives	to develop real or	in all expensions of rewrit- ing effective technique.	olytive details, and dear sent sequences, (s e.)					everyday connecting words or phrases (e.g., first, yesterday) to comprehending texts and writing basic texts.	or phrases (e.g., since, next, for example) to	connecting and transitional wo or phrases (e.g., for instance, addition, at the end) to comprehending texts and writ cohesive texts.

The start y and a considerable for the start y and	re/accurate reasons evidence (e.g., events from text) or
Wittle Short W	re/accurate reasons evidence (e.g., events from text) or
4 g a construction or texts with an audit or text peers aim of texts with an audit or text peers aim or text peers are constructed or or texts with an audit or text peers are constructed or or texts with an audit or text peers are constructed or texts with an audit or text peers are constructed or texts with an audit or text peers are constructed or texts with an audit or text peers are constructed or texts with an audit or text peers are constructed or texts with an audit or text peers are constructed or texts with an audit or text peers are constructed or texts with an audit or text peers are constructed or texts with an audit or text peers are constructed or texts with an audit or texts with an audit or text peers are constructed or texts with an audit or texts with an	a. Support opinions or persuade others by expressing appropriate/faccurate reasons using detailed textual evidence (e.g., quotations or specific events from text) or relevant background knowledge about content, with light support. b. Express attitude and opinions or tempe statements with manned modal expressions.
a topic a a topic a a topic a a topic	nly, should/
Portuguidad de la companya del companya del companya de la companya del la companya de la companya del la companya d	







Some Reminders About the Organization of the CA ELD Standards

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

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

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

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

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



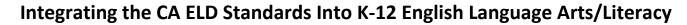
	CA CCSS for ELA Standard						Corresponding ELD Standards					
r	Т			. v				PI.6 - Reading/viewing closely				
		RL 6.1 - Cite textual	evidence to support	analysis of what the text says explicitly as	well as inferences		Emerging - a. Explain ideas, phenomena, processes, and text relationships (e.g., compare/contrast, cause/effect, problem/solution) based on close reading of a variety of grade-level texts and viewing of multimedia, with substantial support.		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.			
	RL 6.2 - Determine a theme	or ce	of a text and how it is	conveyed through particular details; provide a	summary of the text	oninions or indements.	on close reading of grade-level texts and viewing of	that, leads to).	•			
	RL 6.3 - Describe how	a particular story's or	ν̈́,	series of episodes as well as how the characters	ē	3	meaning of unknown and multiple-meaning words on familiar topics.		figurative and connotative meanings, of unknown and multiple-meaning words on a variety of new topics.			



	CA CCSS fo				Corresponding EL	D Standards			
	5 0	K		PI.6 - Reading/viewing closely	PI.6 - Reading/viewing closely PI.7 - Evaluating language choice			es	
Craft and Structure	RL 6.5 - Analyze how a particular RL 6.4 - Determine the meaning of words and sentence, chapter, scene, or stanza fits into the overall figurative and connotative meanings; analyze the impact of a text and the impact of a specific word choice on	ributes to the develop- t of the theme, setting. meaning and tone. (See grade 6 Lan Standards 4–6 for additional expectations)	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 multi-media, 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. b. Express inferences and conclusions drawn based on close reading of grade-level texts and viewing of multimedia using a variety of verbs (e.g., suggests that, leads to). c. Use knowledge of morphology (e.g., affixes, roots, and base words), context, reference materials, and visual	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 - Explain how well writers and speakers use language to support ideas and arguments with detailed evidence (e.g., identifying the precise vocabulary used to present evidence, or the phrasing used to signal a shift in meaning) with substantial support.	Expanding - Explain how well writers and speakers use specific language to present ideas or support arguments and provide detailed evidence (e.g., showing the clarity of the phrasing used to present an argument) with moderate support.	Bridging - Explain how well writers and speakers use specific language resources to present ideas or support	



		CA CC LA St						Correspondi	ng ELD Standards		
	S		.i		7	PI.	8- Analyzing language cho	pices			
	words	text, tive	meanings; analyze the impact of a specific	grade 6 Language standards 4–6 for		Emerging -	Expanding -	Bridging -			
	¥	a te tativ	sp.	ونر	۷	Explain how phrasing or	Explain how phrasing,	Explain how phrasing,			
	0 8	i e	of a	4	S S	different common	different words with	different words with			
	ij	used in	t	i ğ	Sus,	words with similar	similar meaning (e.g.,	similar meaning (e.g.,			
	nea	e us	npa	standards 4–6 for		meaning (e.g., choosing	describing a character as	stingy, economical,			
	e r	/ are e anc	e ii	sta	딩		stingy versus	frugal, thrifty), or			
	e t	as they gurative	th i	Language	S V		economical), or	figurative language (e.g.,			
	Ë	as t gura	, Z	i ir	آھ	good saver) produce	figurative language (e.g.,	The room was depressed			
	RL 6.4 - Determine the meaning of	nd phrases as they are used in a text including figurative and connotative	ana (Lan .	텵			and gloomy. The room			
	De	and phrases including fi	3S; 6	grade 6	g	audience.	dank cave, littered with	was like a dank cave,			
9	4-	호	ing کے	ag .	ø		food wrappers, soda	littered with food			
1	9 7	an i	ear	5 50				wrappers, soda cans,			
3	- N		Ε.		4		<i>laundry</i>) produce shades				
anto has the	2	nto		_			of meaning and different	•		.1 - Understanding text struct	
4	1	particular stanza fits into	- F	ב ב			effects on the audience.	-	Emerging -	Expanding -	Bridging -
3	5	ula a fi	and	5				different effects on the	• • •	Apply growing understanding	
		particula stanza fi	ext	, H					of how different text types	of how different text types	understanding of how
			of a text	_ <u>_</u>						are organized to express	different text types are
		×a_ or	e of	o,							organized to express ideas
		ho	tur	ing					is organized sequentially with predictable stages	organized sequentially with predictable stages versus how	(e.g., how a historical
		Analyze how apter, scene,	ָב בני	sett					•	arguments are structured	chronologically versus how
		nal	St	je,					organized around ideas)to	logically around reasons and	arguments are structured
		- A hap	overall structure	theme, setting, or plot.					comprehending texts and	evidence) to comprehending	logically around reasons
		6.5 e, c	ŏ	5 ₽					writing basic texts.	texts and writing texts with	and evidence) to
		R.	the	-						increasing cohesion.	comprehending texts and
		RL 6.5 - Analyze how sentence, chapter, scene,	- 6	3							writing cohesive texts.
		Se									





	CA CCSS for ELA Standard	Corresponding ELD Standards					
	. <u>.</u>		PI.6 - Reading/viewing closely				
Craft and	6.6 - Eximal wan au develor ne point iew of the rater is a reater a text.		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	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			
Integration of Knowledge and Ideas	- Compare and contrast the experience rent forms or reading a story, drama, is (e.g., stories and poems; cal novels and proaches to when reading the text art themes and what they listen or watch.	 viewing of multimedia, with substantial support. b. Express inferences and conclusions drawn based on close reading of grade-level texts and viewing of multimedia using some frequently used verbs (e.g., shows that, based on). c. Use knowledge of morphology (e.g., affixes, roots, and base words), context, reference materials, and visual cues to determine the meaning of unknown and multiple meaning words on familiar topics. 	 viewing of multimedia, with moderate support. b. Express inferences and conclusions drawn based on close reading of grade-level texts and viewing of multimedia using a variety of verbs (e.g., suggests that, leads to). c. Use knowledge of morphology (e.g., affixes, roots, and base words), context, reference materials, and visual cues to determine the meaning of unknown and multiple meaning words 	viewing of multimedia, with light support. b. Express inferences and conclusions drawn based on close reading of grade-level texts and viewing of multimedia using a variety of precise academic verbs (e.g., indicates that, influences). c. Use knowledge of morphology (e.g., affixes, roots, and base words), context, reference materials, and visual cues to determine the meaning, including figurative and connotative meanings, of unknown and multiple meaning words on a variety of new topics.			
Range of Reading and level of Text Complexity	- 7 7						



			CCSS Stan				Corresponding ELD Standards	
	Т						PI.6 - Reading/viewing closely	
		RI 6.1 - Cite textual	analysis of what	the text says explicitly as well as inferences	n irom the tex	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	a. Explain ideas, phenomena, processes, and text relationships (e.g., compare/contrast, cause/effect, problem/solution) based on close reading of a variety	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.
Key Ideas and Details	RI 6.2 - Determine a central	6.2 - Determine a dea of a text and ho	conveyed through particular details: provide	a summary of the text distinct from personal	oinions or judgments.	on close reading of grade-level texts and viewing of multimedia using some frequently used verbs (e.g., shows that, based on). c. Use knowledge of morphology (e.g., affixes, roots, and base words), context, reference materials, and visual cues to determine the meaning of unknown and multiple-meaning words on familiar topics.	close reading of grade-level texts and viewing of multimedia using a variety of verbs (e.g., suggests that, leads to). c. Use knowledge of morphology (e.g., affixes, roots, and base words), context, reference materials, and visual cues to determine the meaning of unknown	 b. Express inferences and conclusions drawn based on close reading of grade-level texts and viewing of multimedia using a variety of precise academic verbs (e.g., indicates that, influences). c. Use knowledge of morphology (e.g., affixes, roots, and base words), context, reference materials, and visual cues to determine the meaning, including figurative and connotative meanings, of unknown and multiple-meaning words on a variety of new topics.
	Ki 6.3 - Anaiyze in	detail how a key	or idea is intro-		text (e.g., tiirougn oxamples or			



	CA CCSS fo			Corresponding ELD Standards	Office of trial C. Davideacoous for trial cr
EI	LA Standar	.q		PI.6 - Reading/viewing closely	
			Emerging -	Expanding -	Bridging -
			a. Explain ideas, phenomena, processes, and text	a. Explain ideas, phenomena, processes, and text	a. Explain ideas, phenomena, processes, and text
	are cal		relationships (e.g., compare/ contrast, cause/effect,	relationships (e.g., compare/contrast, cause/effect,	relationships (e.g., compare/contrast, cause/effect,
	ey a nica ona		problem/ solution) based on close reading of a	problem/ solution) based on close reading of a	problem/ solution) based on close reading of a
	as they techni		variety of grade-level texts and viewing of	variety of grade-level texts and viewing of	variety of grade-level texts and viewing of
	ises as they ar and technical for additional		multimedia, with substantial support.	multimedia, with moderate support.	multimedia, with light support.
			b Commerciation and according to the control of the	b Frances information and conclusions documents	h Farance information and according to the condition of t
	phr tive ; 4-6		b. Express inferences and conclusions drawn based on close reading of grade-level texts and viewing of	b. Express inferences and conclusions drawn based on close reading of grade-level texts and viewing of	b. Express inferences and conclusions drawn based on close reading of grade-level texts and viewing of
	and ota ards		multimedia using some frequently used verbs (e.g.,	multimedia using a variety of verbs (e.g., suggests	multimedia using a variety of precise academic verbs
ture	ords and phra connotative, tandards 4-6	◂	shows that, based on).	that, leads to).	(e.g., indicates that, influences).
Structure	Determine the meaning of words and n a text, including figurative, connota ngs. (See grade 6 Language standards	JS.)	Shorts that, susca ship	and, reads toj.	(eigi, maisates that, mhachses).
d St	aning of v figurative Language	ţį	c. Use knowledge of morphology (e.g., affixes, roots,	c. Use knowledge of morphology (e.g., affixes, roots,	c. Use knowledge of morphology (e.g., affixes, roots,
and	ning gura ngu	ecta	and base words), context, reference materials, and	and base words), context, reference materials, and	and base words), context, reference materials, and
raft	iear ig fi _k 6 La	ai	visual cues to determine the meaning of unknown	visual cues to determine the meaning of unknown	visual cues to determine the meaning, including
Ö	rmine the me ext, including (See grade 6	u	and multiple-meaning words on familiar topics.	and multiple-meaning words on familiar and new	figurative and connotative meanings, of unknown
	e th nclu gra			topics.	and multiple-meaning words on a variety of new
	min t, i See				topics.
	terr tex S. (9				
	Det in a ings				
	I 6.4 - Determine the meaning of w used in a text, including figurative, meanings. (See grade 6 Language s				
	RI 6.4 used mea				



CA CCSS for LA Standard			Correspondin	g ELD Standards		
	Р	I.7 - Evaluating language cho	ices		PI.8 - Analyzing language choices	
meaning of words and phrases as they are used surative, connotative, and technical meanings. Standards 4-6 for additional expectations.) CA	Emerging - Explain how well writers and speakers use language to support ideas and arguments with detailed evidence (e.g., identifying the precise vocabulary used to present evidence, or the	Expanding - Explain how well writers	ices Bridging - Explain how well writers and speakers use specific	Emerging - Explain how phrasing or different common words with similar meaning (e.g., choosing to use the word cheap versus the phrase a good saver)	Expanding - Explain how phrasing, different words with similar meaning (e.g., describing a character as stingy versus economical), or figurative language (e.g., The room was like a dank cave, littered with food wrappers, soda cans, and piles of laundry) produce shades of meaning and different effects on the audience.	Bridging - Explain how phrasing, different words with similar meaning (e.g., stingy, economical, frugal, thrifty), or figurative language (e.g., The room was depressed and gloomy. The room was like a dank cave, littered with food wrappers, soda cans, and piles of laundry) produce shades of meaning, nuances, and different effects on the audience.
RI 6.4 - Determine the r in a text, including figi (See grade 6 Language						



CA CCSS for ELA Standard			ndards			
5		PI.6 - Reading/viewing closely		PI.8	3 - Analyzing language cho	pices
t and Structure cular sentence, paragraph, chapter, or of a text and contributes to the development of the ideas. xt features (e.g., graphics, headers,	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. Express inferences and conclusions drawn based on close reading of grade-level texts and viewing of multimedia using some frequently used verbs (e.g., shows that, based on). c. Use knowledge of morphology (e.g., affixes, roots, and base words), context, reference materials, and visual cues to determine the meaning of	PI.6 - Reading/viewing closely 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. Express inferences and conclusions drawn based on close reading of grade-level texts and viewing of multimedia using a	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. Express inferences and conclusions drawn based on close reading of grade-level texts and viewing of multimedia using a variety of precise academic verbs (e.g., indicates that, influences). c. Use knowledge of morphology (e.g., affixes, roots, and base words), context, reference materials, and visual cues to determine the meaning, including figurative and connotative	Emerging - Explain how phrasing or different common words with similar meaning (e.g., choosing to use the word cheap versus the phrase a good saver) produce different effects on the audience.	Expanding - Explain how phrasing, different words with similar meaning (e.g., describing a character as stingy versus economical), or figurative language (e.g., The room was like a dank cave, littered with food wrappers, soda	Bridging - Explain how phrasing, different words with similar meaning (e.g., stingy, economical, frugal, thrifty), or figurative language (e.g., The room was depressed and gloomy. The room was like a dank cave, littered with food wrappers, soda

	A CCSS for A Standard			Corre	esponding ELD Stand	lards	
		PII.1	- Analyzing language ch	oices		PII.2 - Understanding cohesion	on
		Emerging -	Expanding -	Bridging -	Emerging -	Expanding -	Expanding -
	or the	Apply basic	Apply growing	Apply increasing	a. Apply basic understanding	a. Apply growing understanding	a. Apply increasing understanding
	ir, o to t 'S,	understanding of how	understanding of how	understanding of how	of language resources for	of language resources for	of language resources for referring
Craft and Structure	raph, chapter, contributes to hics, headers,	different text types	different text types are	different text types	referring the reader back or	referring the reader back or	the reader back or forward in text
	cha Ibut hea	are organized to	organized to express	are organized to	forward in text (e.g., how	forward in text (e.g., how	(e.g., how pronouns, synonyms, or
	oh, ntri cs, l	express ideas (e.g.,	ideas (e.g., how a	express ideas (e.g.,	pronouns refer back to	pronouns or synonyms refer back	nominalizations refer back to
	agraph, nd contri raphics, l	how a narrative is	narrative is organized	how a historical	nouns in text) to	to nouns in text) to	nouns in text) to comprehending
	ntence, paragores of a text and the ideas. res (e.g., grapar ar medic CA	organized	sequentially with	account is organized	comprehending texts and	comprehending texts and writing	texts and writing cohesive texts.
	ce, par text ar ideas. e.g., gr		predictable stages	chronologically versus	writing basic texts.	texts with increasing cohesion	
in re	nce, p a text e idea (e.g.,	predictable stages	versus how arguments	how arguments are			
nct n.	of a of a contract of a contra		are structured logically	- ,	b. Apply basic understanding	b. Apply growing understanding	b. Apply increasing understanding
Str	ser are tof atu	_	around reasons and	around reasons and	of how ideas, events, or	of how ideas, events, or reasons	of how ideas, events, or reasons
and	w a particular senten overall structure of a development of the use of text features (organized around	evidence) to	evidence) to	reasons are linked	are linked throughout a text	are linked throughout a text using
ıţ;	ticu stru sprr text	-	comprehending texts	comprehending texts	throughout a text using a	using a variety of connecting	an increasing variety of academic
င်	par all elc of t		and writing texts with	and writing cohesive	select set of everyday	words or phrases (e.g., for	connecting and transitional words
	w a l over dev use	and writing basic	increasing cohesion	texts.		example, in the first place, as a	or phrases (e.g., consequently,
	nov ne d he t	texts.			(e.g., first/next, at the	result, on the other hand) to	specifically, however, moreover) to
	Analyze hor its into the darken of the darke				beginning) to	comprehending texts and writing	,
	ialy into				comprehending texts and	texts with increasing cohesion.	cohesive texts.
	· An iits Ana				writing basic texts.		
	KI 6.5 - Analyze no section fits into the a. Analyze the						
	RI 6.5 ection a.						
	se						



	CA CCSS for ELA Standard			C	orresponding ELD Stand	dards		
H	ω.	iuaiu		PI.6 - Reading/viewing closely		PI.7 - Evaluating language choices		
Craft and Structure	RI 6.6 - Determine an author's point of view or purpose in a	and explain how nveyed in the te	processes, and text relationships (e.g., compare/contrast, cause/effect, problem/solution) based on close reading of a variety of grade-level texts and	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 - Explain how well writers and speakers use language to support ideas and arguments with detailed evidence (e.g., identifying the precise vocabulary	Explain how well writers and speakers use specific language to present ideas or support arguments and provide detailed evidence (e.g.,	Bridging - Explain how well writers and speakers use specific language resources to present ideas or support arguments and provide detailed evidence (e.g., identifying the specific
Integration of Knowledge and Ideas	ш	rords to develop a coherent understandi of a topic or issue.	conclusions drawn based on close reading of grade-level texts and viewing of multimedia using some frequently used verbs (e.g., shows that, based on). c. Use knowledge of morphology (e.g., affixes, roots, and base words), context, reference materials, and visual cues to determine the meaning of unknown and multiple meaning	reading of grade-level texts and viewing of multimedia using a variety of verbs (e.g., suggests that, leads to).	b. Express inferences and conclusions drawn based on close reading of grade-level texts and viewing of multimedia using a variety of precise academic verbs (e.g., indicates that, influences). c. Use knowledge of morphology (e.g., affixes, roots, and base words), context, reference materials, and visual cues to determine the meaning, including figurative and connotative meanings, of unknown and multiple meaning words on a variety of new topics.	used to present evidence, or the	of the phrasing used to present an argument) with moderate support.	language used to present ideas and claims that are well supported and distinguishing them from those that are not) with light support.



			SS fo				C	orresponding ELD Stand	Hards		
	ELA Standard				+				PI.7 - Evaluating language choices		
Integration of Knowledge and Ideas	5 .9	author's the argument	presentation of events claims in a text, with that of another distinguishing claims that	a memoir written by	a biography on the ported by reason	reading of grade-level texts and viewing of multimedia using some frequently used verbs (e.g.,	 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. Express inferences and conclusions drawn based on close reading of grade-level texts and viewing of multimedia using a variety of verbs (e.g., suggests 	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. Express inferences and conclusions drawn based on close reading of grade-level texts and viewing of multimedia using a variety of precise academic verbs	Emerging - Explain how well writers and speakers use language to support ideas and arguments with detailed evidence (e.g., identifying the precise vocabulary used to present evidence, or the phrasing used to signal	Expanding - Explain how well writers and speakers use specific language to present ideas or support arguments and provide detailed evidence (e.g., showing the clarity of the phrasing used to present an argument) with moderate support.	Bridging - Explain how well writers and speakers
Range of Reading and level of Text Complexity	e end of the	<u> </u>	literary nonfiction in the pre- grades 6–8 text complexity wi	proficiently, with (e.g	as needed at the ar	c. Use knowledge of morphology (e.g., affixes, roots, and base words), context, reference materials, and visual cues to determine the meaning of unknown and multiple-meaning words on familiar topics.	c. Use knowledge of morphology (e.g., affixes, roots, and base words), context, reference materials, and visual cues to determine the meaning of unknown and multiple-meaning words on familiar and new topics.	c. Use knowledge of morphology (e.g., affixes, roots, and base words), context, reference materials, and visual cues to determine the meaning, including figurative and connotative			not) with light support.



	CA CCSS for ELA Standard	Corresponding ELD Standards				
	_		PI.6 - Reading/viewing closely			
	RI spe ev supp of p		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.		
Key Ideas and Details	- Determine in teas or inform or or secondary accurate sum the source nct from prior edge or opinio	on close reading of grade-level texts and viewing of multimedia using some frequently used verbs (e.g., shows that, based on). c. Use knowledge of morphology (e.g., affixes, roots, and base words), context, reference materials, and visual cues to determine the	 b. Express inferences and conclusions drawn based on close reading of grade-level texts and viewing of multimedia using a variety of verbs (e.g., suggests that, leads to). c. Use knowledge of morphology (e.g., affixes, roots, and base words), context, reference materials, and visual cues to determine the meaning of unknown and multiple-meaning words on familiar and new topics. 	 b. Express inferences and conclusions drawn based on close reading of grade-level texts and viewing of multimedia using a variety of precise academic verbs (e.g., indicates that, influences). c. Use knowledge of morphology (e.g., affixes, roots, and base words), context, reference materials, and visual cues to determine the meaning, including figurative and connotative meanings, of unknown and multiple-meaning words on a variety of new topics. 		



	CA CCSS for ELA Standard		Corresponding ELD Standards	
			PI.6 - Reading/viewing closely	
Craft and Structure	RH 6.4 - Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.	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. Express inferences and conclusions drawn based on close reading of grade-level texts and viewing of multimedia using some frequently used verbs (e.g., shows that, based on). c. Use knowledge of morphology (e.g., affixes, roots, and base words), context, reference materials, and visual cues to determine the meaning of unknown and multiple-meaning 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. Express inferences and conclusions drawn based on close reading of grade-level texts and viewing of	Bridging - a. Explain ideas, phenomena, processes, and text relationships (e.g., compare/contrast, cause/effect, problem/solution) based on close reading of a variety of grade-level texts and viewing of multimedia, with light support. b. Express inferences and conclusions drawn based on close reading of grade-level texts and viewing of multimedia using a variety of precise academic verbs (e.g., indicates that, influences). c. Use knowledge of morphology (e.g., affixes, roots, and base words), context, reference materials, and visual cues to determine the meaning, including figurative and connotative meanings, of unknown and multiple-meaning words on a variety of new topics.





	CA CCSS for			Corresponding E	LD Standards		
	ELA Standard	P	I.7 - Evaluating language choi			B - Analyzing language cho	ices
	ν	Emerging -	Expanding -	Bridging -	Emerging -		Bridging -
	e meaning of words are used in a text, specific to domains /social studies.	Explain how well writers	Explain how well writers and	Explain how well writers	Explain how phrasing or	Explain how phrasing,	Explain how phrasing,
	f w a te om; es.	and speakers use language	speakers use specific	and speakers use specific	different common words	different words with	different words with similar
	g o in i o do udi:udi	to support ideas and	language to present ideas or	language resources to	with similar meaning (e.g.,	similar meaning (e.g.,	meaning (e.g., stingy,
	nnin sed ic t	arguments with detailed	support arguments and	present ideas or support	choosing to use the word	describing a character as	economical, frugal, thrifty),
	nea e us ecif ocia	evidence (e.g., identifying	provide detailed evidence	arguments and provide	cheap versus the phrase a	stingy versus	or figurative language (e.g.,
	an an sp		(e.g., showing the clarity of	detailed evidence (e.g.,	good saver) produce	economical), or	The room was depressed
	NH 6.4 - Determine the meaning of worce and phrases as they are used in a text, including vocabulary specific to domain related to history/social studies.		the phrasing used to present	identifying the specific	different effects on the		and gloomy. The room was
	min as t Ibul his	•	an argument) with	language used to present	audience.		like a dank cave, littered
ē	terr es a oca oca	signal a shift in meaning)	moderate support.	ideas and claims that are		dank cave, littered with	with food wrappers, soda
ctu	Dei Iras Ig v Itec	when provided with		well supported and			cans, and piles of laundry)
Craft and Structure	.4 - 14 pt 14 pt Idin Idin	substantial support.		distinguishing them from			produce shades of
S pu	RH 6.4 and p includi rel			those that are not) when		laundry) produce shades	=
t an	≅ .≡			provided with light support.			different effects on the
rafi							audience.
0						the audience.	
	е с						
	ow a atio /, ally						
	Describe how ents informati sequentially, tively, causall						
	ribe nfo enti , <i>ca</i>						
	escı ts i que						
	- Do sen , se ativ						
	RH 6.5 - Describe how a text presents information (e.g., sequentially, comparatively, causally).						
	RH 6.5 ext pre (e.g.						
	te F						



	A CCSS for A Standard			Corres	oonding ELD Standar	ds	
	7 Standard	PII.1 -	Understanding text struc	ture		PII.2 - Understanding cohesio	n
		Emerging -	Expanding -	Bridging -	Emerging -	Expanding -	Bridging -
		Apply basic	Apply growing	Apply increasing	a. Apply basic understanding	a. Apply growing understanding	a. Apply increasing understanding
		understanding of how	understanding of how	understanding of how	of language resources for	of language resources for	of language resources for
		different text types are	different text types are	different text types are	referring the reader back or	referring the reader back or	referring the reader back or
	<u> </u>	organized to express	organized to express	organized to express	forward in text (e.g., how	forward in text (e.g., how	forward in text (e.g., how
	atio ').	ideas (e.g., how a	ideas (e.g., how a	ideas (e.g., how a	pronouns refer back to	pronouns or synonyms refer	pronouns, synonyms, or
	rm; all)	-		historical account is	nouns in text) to	back to nouns in text) to	nominalizations refer back to
	nfo aus	sequentially with		organized	comprehending texts and		nouns in text) to comprehending
	a text presents information comparatively, causally).	predictable stages versus	•	chronologically versus	writing basic texts.	texts with increasing cohesion.	texts and writing cohesive texts.
<u>l</u> e	sen	how arguments are	~	how arguments are			
ict n	pre rati			structured logically			b. Apply increasing understanding
itr	ext	to comprehending texts		around reasons and	of how ideas, events, or		of how ideas, events, or reasons
pu	a te com	and writing basic texts.		evidence) to	reasons are linked	are linked throughout a text	are linked throughout a text using
it a			comprehending texts	comprehending texts	throughout a text using a	using a variety of connecting	an increasing variety of academic
Craft and Structure	Describe how sequentially,		~	and writing cohesive	select set of everyday	words or phrases (e.g., for	connecting and transitional words
	rib		increasing cohesion.	texts.		example, in the first place, as a	or phrases (e.g., consequently,
)esc				(e.g., first/next, at the	result, on the other hand) to	specifically, however, moreover)
	1 5				beginning) to	comprehending texts and writing	
	RH 6.5 - (e.g.,				comprehending texts and	texts with	writing cohesive texts.
	표				writing basic texts.	increasing cohesion.	



	CA CCSS for ELA Standard		Corresponding ELD Standards	
	LEA Standard		PI.6 - Reading/viewing closely	
Craft and Structure	RH 6.6 - Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).	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.	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	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.
Integration of Knowledge and Ideas	visual 5., in hoto- maps) nation I texts.		on close reading of grade-level texts and viewing of multimedia using a variety of verbs (e.g., suggests that, leads to). c. Use knowledge of morphology (e.g., affixes, roots, and base words), context, reference materials, and visual cues to determine the meaning of unknown and multiple-meaning words on familiar and new topics.	 b. Express inferences and conclusions drawn based on close reading of grade-level texts and viewing of multimedia using a variety of precise academic verbs (e.g., indicates that, influences). c. Use knowledge of morphology (e.g., affixes, roots, and base words), context, reference materials, and visual cues to determine the meaning, including figurative and connotative meanings, of unknown and multiple-meaning words on a variety of new topics.
Integration o	RH 6.8 - Distinguish among fact, opinion, and reasoned judg- ment in a text.			



CA CCSS for ELA Standard			Corresponding ELD Standards				
		PI.7 - Evaluating language choices					
Craft and Structure	RH 6.6 - Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).	Emerging - Explain how well writers and speakers use language to support ideas and arguments with detailed evidence (e.g., identifying the precise vocabulary used to present evidence, or the phrasing used to signal a shift in meaning) when provided with substantial support.	Explain how well writers and speakers use specific language to present ideas or support arguments and provide detailed evidence (e.g., showing the clarity of the phrasing used to present an argument) with moderate support.	Bridging - Explain how well writers and speakers use specific language resources to present ideas or support arguments and provide detailed evidence (e.g., identifying the specific language used to present ideas and claims that are well supported and distinguishing them from those that are not) when provided with light support.			
Integration of Knowledge and Ideas	RH 6.8 - Distinguish among fact, opinion, and reasoned judgment in a text.						





	CA CCSS for ELA Standard		Corresponding ELD Standards				
as		PI.6 - Reading/viewing closely					
Integration of Knowledge and Ideas	9 - Analyze the relationship between a primary and secondary source on the same topic.	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.	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. Express inferences and conclusions drawn based on close reading of grade-level texts and viewing of multimedia using a variety of verbs (e.g., suggests that, leads to). c. Use knowledge of morphology (e.g., affixes, roots, 	b. Express inferences and conclusions drawn based on close reading of grade-level texts and viewing of multimedia using a variety of precise academic verbs (e.g., indicates that, influences).			
Range of Reading and level of Text Complexity	RH 6.10 - By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.	roots, and base words), context, reference materials, and visual cues to determine the meaning of unknown and multiple-meaning words on familiar topics.	and base words), context, reference materials, and visual cues to determine the meaning of unknown and multiple-meaning words on familiar and new topics.	roots, and base words), context, reference materials, and visual cues to determine the meaning, including figurative and connotative meanings, of unknown and multiple-meaning words on a variety of new topics.			

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	CA CCSS for ELA Standard	Corresponding ELD Standards				
	U		PI.6 - Reading/viewing closely			
	or 6.1 - Cite spectual evidences support analy of science are technical tex			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.		
Kev Ideas and Details	ed on one	c. Use knowledge of morphology (e.g., affixes, roots, and base words), context, reference materials, and visual cues to determine the	on close reading of grade-level texts and viewing of	 b. Express inferences and conclusions drawn based on close reading of grade-level texts and viewing of multimedia using a variety of precise academic verbs (e.g., indicates that, influences). c. Use knowledge of morphology (e.g., affixes, roots, and base words), context, reference materials, and visual cues to determine the meaning, including figurative and connotative 		
	RST 6.3 - Follow precisely a multistep procedure when carrying out experi- ments, taking measurements, or performing technical tasks.	on familiar topics.	new topics.	meanings, of unknown and multiple-meaning words on a variety of new topics.		



		CCSS for Standard			Corresponding ELD Standards			
	LLA	Standard			PI.6 - Reading/viewing closely			
	ain-			Emerging -		Bridging -		
	ning dom	cal		a. Explain ideas, phenomena, processes, and text		a. Explain ideas, phenomena, processes, and text		
	lear ler (b ir	des:			relationships (e.g., compare/contrast, cause/effect,		
	ott e	and use tec	grac pics.	problem/solution) based on close reading of a variety of grade-level texts and viewing of	•	problem/solution) based on close reading of a variety of grade-level texts and viewing of		
	e th and	rds are	ant to and top	multimedia, with substantial support.		multimedia, with light support.		
	- Determine the meaning key terms, and other domain-	specific words and phrases as they are used in specific scientific or technical		materinedia, with substantial support.	mainmedia, with moderate support.	mattimedia, with light support.		
	ey t	peci es a ic so	ext rele 8 texts	b. Express inferences and conclusions drawn based	b. Express inferences and conclusions drawn based	b. Express inferences and conclusions drawn based		
ىو	4 .,	speo phrases specific	onte 6-	on close reading of grade-level texts and viewing of	on close reading of grade-level texts and viewing of	on close reading of grade-level texts and viewing of		
t t	RST 6.4 mbols,	p a sp	_	multimedia using some frequently used verbs (e.g.,		multimedia using a variety of precise academic		
tru	RST 6.4 of symbols,			shows that, based on).	that, leads to).	verbs (e.g., indicates that, influences).		
Craft and Structure	ه ا			c . Use knowledge of morphology (e.g., affixes,	c. Use knowledge of morphology (e.g., affixes, roots,	c. Use knowledge of morphology (e.g., affixes		
ıft a				roots, and base words), context, reference		roots, and base words), context, reference		
ည		ons o an	an	materials, and visual cues to determine the		materials, and visual cues to determine the		
	es se	ecti d to	.:	meaning of unknown and multiple-meaning words		meaning, including figurative and connotative		
	the r us	xt, or se	pic	on familiar topics.	new topics.	meanings, of unknown and multiple-meaning words		
	lyze tho	a te najc hole	e to			on a variety of new topics.		
	Analyze the n author use	ize he n e wl	under- ig of the					
	5 - <i>I</i>	gan w tl	un ng c					
	RST 6.5 ructure	to organize a text, Ig how the major s Ite to the whole a	under- standing of the topic.					
	RST 6.5 - Analyze the structure an author uses	ding ding	sta					
	"	to organize a text, including how the major sections contribute to the whole and to an						
		≔ 3						

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	CA CCS				Corresponding I	ELD Standards		
	ELA Star	naara	P	I.7 - Evaluating language choi	, ,		B - Analyzing language cho	oices
	ecifi		Emerging -	Expanding -	Bridging -	Emerging -		Bridging -
id Structure	- Determine the terms, and othe	words and pnrases as tney are used in a specific scientific or technical context relevant to	Explain how well writers and speakers use language to support ideas and arguments with detailed evidence (e.g., identifying the precise vocabulary used to present evidence, or the phrasing used to signal a shift in meaning) when provided with substantial support.	Explain how well writers and speakers use specific language to present ideas or support arguments and provide detailed evidence (e.g., showing the clarity of the phrasing used to present an argument) with moderate support.	Explain how well writers and speakers use specific language resources to present ideas or support arguments and provide detailed evidence (e.g., identifying the specific	different common words with similar meaning (e.g., choosing to use the word cheap versus the phrase a good saver) produce different effects on the audience.	Explain how phrasing, different words with similar meaning (e.g., describing a character as stingy versus economical), or	Explain how phrasing, different words with similar meaning (e.g., stingy, economical, frugal, thrifty), or figurative language (e.g., The room was depressed and gloomy. The room was like a dank cave, littered with food wrappers, soda cans, and piles of laundry) produce shades of
Craft ar	- Analyze the an author uses	to organize a text, including how the major sections contribute to the whole			provided with light support.		, and the second	different effects on the audience.



	CA CCSS for ELA Standard			Corres	ponding ELD Standar	ds	
		PII.1 -	Understanding text struc	ture		PII.2 - Understanding cohesion	n
		Emerging -	Expanding -	Bridging -	Emerging -	Expanding -	Bridging -
		Apply basic	Apply growing	Apply increasing	a. Apply basic understanding	a. Apply growing understanding	a. Apply increasing understanding
		understanding of how	understanding of how	understanding of how	of language resources for	of language resources for	of language resources for
		different text types are	different text types are	different text types are	referring the reader back or	referring the reader back or	referring the reader back or
	ns g	organized to express	organized to express	organized to express	forward in text (e.g., how	forward in text (e.g., how	forward in text (e.g., how
	uses sectio	ideas (e.g., how a	ideas (e.g., how a	, , ,	•	pronouns or synonyms refer	pronouns, synonyms, or
	r us sec tan	narrative is organized	narrative is organized	historical account is	•	back to nouns in text) to	nominalizations refer back to
	author major s indersta	sequentially with	sequentially with	_	comprehending texts and	compretending texts and writing	nouns in text) to comprehending
	Analyze the structure an author uses a text, including how the major sections to the whole and to an understanding of the topic.	predictable stages versus	predictable stages	chronologically versus	writing basic texts.	texts with increasing cohesion.	texts and writing cohesive texts.
<u>r</u>	the an an	how arguments are	versus how arguments	how arguments are			
Structur	structure ling how t and to a e topic.	organized around ideas)	are structured logically				b. Apply increasing understanding
Stru	g h	to comprehending texts	around reasons and				of how ideas, events, or reasons
and	str din le a	and writing basic texts.	evidence) to	evidence) to		are linked throughout a text	are linked throughout a text using
it a	e the structui including how whole and to of the topic.		comprehending texts	,		,	an increasing variety of academic
raf	Analyze a text, in to the w		and writing texts with	and writing cohesive		words or phrases (e.g., for	connecting and transitional words
	naly text text		increasing cohesion.	texts.			or phrases (e.g., consequently,
						result, on the other hand) to	specifically, however, moreover)
	RST 6.5 - organize ontribute					comprehending texts and writing	
	RST orga ontri				,	texts with	writing cohesive texts.
	to o				writing basic texts.	increasing cohesion.	
	1						

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				S fo		Corresponding ELD Standards									
Н	ELA Standard					PI.6 - Reading/viewing closely									
Craft and Structure	RST 6.6 - Analyze the author	urpose in providi	explan-	ation, describing a procedure or dis-	cussing an experiment in a text.	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. Express inferences and conclusions drawn based	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. Express inferences and conclusions drawn based							
ntegration of Knowledge and Ideas	antitative	or technical information expressed	: with a	information	pressed visually (e. a flowchart, diagra		on close reading of grade-level texts and viewing of	on close reading of grade-level texts and viewing of multimedia using a variety of precise academic verbs (e.g., indicates that, influences).							
Integration of	RST 6.8 -	Distinguish among facts.	reasoned judg-	ment based on	research findings, and speculation			one values, or men copies.							



	CA CCSS for ELA Standard		Corresponding ELD Standards							
H	LEA Standard	PI.7 - Evaluating language choices								
Craft and Structure	l ss ≒ s; t l	Emerging - Explain how well writers and speakers use language to support ideas and arguments with detailed evidence (e.g., identifying the precise vocabulary used to present evidence, or the phrasing used to signal a shift in meaning) when provided with substantial support.	Explain how well writers and speakers use specific language to present ideas or support arguments and provide detailed evidence (e.g., showing the clarity of the phrasing used to present an argument) with moderate support.	Bridging - Explain how well writers and speakers use specific language resources to present ideas or support arguments and provide detailed evidence (e.g., identifying the specific language used to present ideas and claims that are well supported and distinguishing them from those that are not) when provided with light support.						
Integration of Knowledge and Ideas	RST 6.8 - Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.									



	CA CCSS for ELA Standard		Corresponding ELD Standards	
as			PI.6 - Reading/viewing closely	
egration of Knowledge and Ide	information gained contras information gained from tion gained from multimedia sources with that gained m reading a text on the sa	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. 6. Express inferences and conclusions drawn based	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. Express inferences and conclusions drawn based on close reading of grade-level texts and viewing of	 Bridging - a. Explain ideas, phenomena, processes, and text relationships (e.g., compare/contrast, cause/effect, problem/solution) based on close reading of a variety of grade-level texts and viewing of multimedia, with light support. b. Express inferences and conclusions drawn based on close reading of grade-level texts and viewing of
Range of Reading and level of Text Complexity Int	e end of compre- nical texts -8 text and y and y.	multimedia using some frequently used verbs (e.g., shows that, based on). c. Use knowledge of morphology (e.g., affixes, roots, and base words), context, reference	multimedia using a variety of verbs (e.g., suggests that, leads to). c. Use knowledge of morphology (e.g., affixes, roots, and base words), context, reference materials, and visual cues to determine the meaning of unknown and multiple-meaning words on familiar and new topics.	multimedia using a variety of precise academic verbs (e.g., <i>indicates that, influences</i>).



	CA CCSS for	Corresponding ELD Standards									
	ELA Standard	PI.3 - Supporting opinions and persuading others									
Text and Types and Purposes	aims with clear reasons and releva . (a e.)	Emerging - Negotiate with or persuade others in conversations (e.g., to gain and hold the floor or ask for clarification) using basic learned phrases (e.g., I think , Would you please repeat that?), as well as open responses.	Expanding - Negotiate with or persuade others in conversations (e.g., to provide counterarguments) using an expanded set of learned phrases (I agree with X, but), as well as open responses.	Bridging - Negotiate with or persuade others in conversations using appropriate register (e.g., to reflect on multiple perspectives) using a variety of learned phrases, indirect reported speech (e.g., I heard you say X, and Gabriel just pointed out Y), as well as open responses.							



	A CCSS for A Standard			Corresponding	ELD Standards			
<u> </u>	A Standard		PI.10 - Writing			PI.11 - Justifying/arguing		
		Emerging -	Expanding -	Bridging -	Emerging -	Expanding -	Bridging -	
		a. Write short literary and	a. Write longer literary	a. Write longer and more	a. Justify opinions by	a. Justify opinions or	a. Justify opinions or	
		informational texts (e.g., an	and informational texts	detailed literary and	providing some textual	persuade others by	persuade others by	
		argument for protecting the	(e.g., an argument for	informational texts (e.g., an	evidence (e.g., quoting from	providing relevant textual	providing detailed and	
	ith (rain forests) collaboratively	protecting the rain forests)	argument for protecting the	the text) or relevant	evidence (e.g., quoting	relevant textual evidence	
	s wit - e.)	(e.g., with peers) and	collaboratively (e.g., with	rain forests) collaboratively	background knowledge, with	from the text or referring	(e.g., quoting from the text	
	iim (a.	independently.	peers) and independently	(e.g., with peers) and	substantial support.	to what the text says) or	directly or referring to	
ses	ce.		using appropriate text	independently using		relevant background	specific textual evidence)	
pog.	support claims with evidence. (a e.)		organization.	appropriate text organization		knowledge, with moderate	or relevant background	
Pui	upp evic			and growing understanding of		support.	knowledge, with light	
and	to s			register.			support.	
Text and Types and Purpose	rite arguments isons and relev	b . Write brief summaries of texts and experiences using complete sentences and key words (e.g., from notes or graphic organizers).	concise summaries of texts and experiences	summaries of texts and	opinions or temper statements with some basic modal expressions (e.g.,	opinions or temper statements with a variety of familiar modal expressions (e.g., maybe/probably, can/could, must).	b. Express attitude and opinions or temper statements with nuanced modal expressions (e.g., probably/certainly/definitely, should/would, might) and phrasing (e.g., In my opinion).	

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		CCSS				Corresponding ELD Standards					
	<u>ELA</u>	Stan	dard <u> </u>	┪	PI.10 - Writing						
	 Write informative/ ory texts to examine a 	convey ideas, concepts,	topic and convey ideas, concepts, and information through the selection organization, and		a. Write short literary and informational texts (e.g., an argument for protecting the rain forests) and collaboratively (e.g., with peers) and collaboratively	Write longer literary and informational texts (e.g., n argument for protecting the rain forests) billaboratively (e.g., with peers) and independently sing appropriate text organization.	Bridging - a. Write longer and more detailed literary and informational texts (e.g., an argument for protecting the rain forests) collaboratively (e.g., with peers) and independently using appropriate text organization and growing understanding of register.				
and Types and Purposes	W 6.2 - W	topic and cor	and informa o	analx	using complete sentences and key words (e.g., from ex	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).				
Text and Type	W 6.3 - Write narratives to develop real	s using effective techni	relevant descriptive details, and well-structured event	seauences. (a e.)							



			CSS fo				Correspon	nding ELD Standards			
			W	(i	PII.1	- Understanding text str	ucture		PII.2 - Understanding cohesion		
	ي.	, s	support claims h clear reasons	n e	Emerging -	Expanding -	Bridging -	Emerging -	Expanding -	Bridging -	
	- Write	arguments	it cl	and relevant idence. (a 6	Apply basic	Apply growing	Apply increasing	a. Apply basic	a. Apply growing	a. Apply increasing	
	-	ָב בַּ	por	e ë	understanding of how	understanding of how	understanding of how	understanding of	understanding of language	understanding of language	
	W 6.1	arg	dns C	and rel evidence	different text types	different text types are	different text types are	language resources for	resources for referring the	resources for referring the	
			to suppor with clear	evi ,	are organized to	organized to express	organized to express	referring the reader back	reader back or forward in	reader back or forward in	
	⊢				express ideas (e.g.,	ideas (e.g., how a	ideas (e.g.,	or forward in text (e.g.,	text (e.g., how pronouns or	text (e.g., how pronouns,	
	٦	a .		<u>د</u> د	how a narrative is	narrative is organized	how a historical	how pronouns refer back	synonyms refer back to	synonyms, or nominalizations	
S	Ĭĕ	ımi eas,		''', 'ysis f.)	organized	sequentially with	account is organized	to nouns in text) to	nouns in text) to	refer back to nouns in text) to	
Se	m ai	exa,	ma Fig	inal (a.	sequentially with	predictable stages	chronologically versus	compretending texts and	comprehending texts and	comprehending texts and	
ır	ģ	Š Š	ifor (selection, and analysis ntent. (a f.)	predictable stages	ŭ	•	writing basic texts.	writing texts with	writing cohesive texts.	
ext and Types and Purposes	Write informative,	explanatory texts to examine a topic and convey ideas,	and information	organization, and analys of relevant content. (a		are structured logically	structured logically		increasing cohesion.		
anc	ij	y te		organization, of relevant co	J	around reasons and	around reasons and				
Ses		tor	pts,	izat izat van	organized around	evidence) to	•	b. Apply basic	b. Apply growing	b. Apply increasing	
ĭ	7.5	ana iopi	concepts,	gan	ideas) to	comprehending texts	•	understanding of how	understanding of how	understanding of how ideas,	
pu	W 6.2	xpl a t	. 5 +	org of r		and writing texts with	_	ideas, events, or reasons	ideas, events, or reasons	events, or reasons are linked	
t a	ľ	a			_	increasing cohesion.	texts.	are linked throughout a	are linked throughout a	throughout a text using an	
Te T					texts.			text using a select set of	text using a variety of	increasing variety of	
	es (ō	. بو ا	and ent				everyday connecting	connecting words or	academic connecting and	
	narrative	o Ses	Cti	etails, and red event				words or phrases (e.g.,	phrases (e.g., for example,	transitional words or phrases	
	ar	eal ien	ffe	tails de				first/next, at the	in the first place, as a	(e.g., consequently,	
	ē	op 1	1 8 C	ב סיי				beginning) to	result, on the other hand)	specifically, however,	
	Write	ve k	usir	ive in				comprehending texts and		moreover) to comprehending	
	[_	to develop real or magined experiences	events using effective	descriptive detai				writing basic texts.	and writing texts with	texts and writing cohesive	
	_	to lagi	ver 5	esci					increasing cohesion.	texts.	
	≥	.⊑	Ψ	ō >							



	CA CCSS for									Office of Mary C. Barlowadvocates for children					
	ELA Standard								Corresponding I	ELD Standards					
			ith		e.)			PII.6 - Connecting ide	eas		PII.7 - Condensing ideas				
	<u>ن</u> ِ	ţ	support claims with	þ		E	merging -	Expanding -	Bridging -	Emerging -	Expanding -	Bridging -			
	- Write	arguments to	ë.	ciear reasons and	relevant evidence. (a.	C	Combine clauses in a	Combine clauses in an	Combine clauses in a wide	Condense ideas in	Condense ideas in an	Condense ideas in a			
	4	<u>E</u>	는 다.	clear sons	elev oce.	f	ew basic ways to	increasing variety of	variety of ways (e.g., creating	simple ways (e.g., by	increasing variety of ways	variety of ways (e.g.,			
	W 6.1	rgu	00 T	rea	a re	r	make connections	ways (e.g., creating	compound and complex	compounding verbs,	(e.g., through various	through various types			
		TO.	dn		evi	k	petween and join ideas	compound and complex	•	~ , ,	types of embedded clauses	of embedded clauses,			
	H		S	d)	+		e.g., creating	sentences) to make	connections between and join	•	and other ways of	ways of condensing,			
	j (e		, s	ב ב	vant		compound sentences	connections between	ideas, for example, to express	·	condensing, as in, Organic	and nominalization as			
es	atı		concepts,	ugn za-	relev	ι	using <i>and, but, so</i>).		` • • ,	clauses or other ways of	· ·	in, They destroyed the			
sod		₫	ouc	ani	of.				•	condensing as in, This is		rain forest. Lots of			
Pur	inte ts t	a topic and	2 :	n ti org	sis (4			• •	a story about a girl. The		animals <i>died</i> . \rightarrow The			
b	<u>نو</u>		convey ideas,	and information through selection, organiza-	analysis c	٦			, •	o o	They're made without	destruction of the rain			
Sa	ĭ è		ک اة	ctic	E 3	٦			studied all night even though	•	chemical insecticides). →	forest led to the <i>death</i>			
V	. 2 - nat		ر د	selection, organiza-	and			•	, ,		Organic vegetables are	of many animals) to			
Þ	V 6.	_	<u> </u>	= °	tion,				link two ideas that happen at	•		create precise and			
an	W 6.2 - Write informative, explanatory texts to examir			aL	tic			~	, J	and detailed sentences.	without chemical	detailed sentences.			
e.	١.	_		, s	٠ ـــ			though she wasn't	students worked in groups		fertilizers or insecticides)				
ľ	l s	agined	ts	que tail	event e.)			feeling well).	while their teacher walked		to create precise and de-				
	≚	agi	events	ge 9	d ev.				around the room).		tailed sentences.				
	narratives to	<u>=</u>	ē.	ecr ive	ure (a.										
	E		SS O	rie Pi	Jetu S.										
	Write	rea	nce :	errective tecnnique, it descriptive details	well-struct sequences.										
		do	erie	erre it d	ell-										
	8.3	develop real	experiences or	using effective tecnnique, relevant descriptive details	and well-structured sequences. (a										
	W 6.3	ф	Ψ.	usı 'ele	an										



	CA CCSS for			Corre	esponding ELD Standards		
	ELA Standard	PI.4	- Adapting language	choices		PI.10 - Writing	
	W 6.4- Produce clear and coherent writing in which the development, rganization, and styles are appropriate to task purpose, and audience. (Gradespecific expectations for writing types are defined in standards 1-3 above.)	Emerging -	Expanding -	Bridging -	Emerging -	Expanding -	Bridging -
	and coherent development, are approprie dience. (Grad or writing type ds 1-3 above.	Adjust language	Adjust language				a. Write longer and more detailed
	d co elo _l e ap nce nce rriti		_				literary and informational texts (e.g.,
	anc dev are idie idie rds	to social setting	to purpose (e.g.,	facilitating	an argument for protecting		an argument for protecting the rain
	clear h the c styles ind au ions fc andar	(e.g., classroom,	-	•	the rain forests)		forests) collaboratively (e.g., with
<u></u>	duce clear which the and styles ise, and ar ctations f in standa	break time) and	persuading,	·		collaboratively (e.g., with	peers) and independently using
Ę	luca thic and se, ctat	audience (e.g.,	· .	on a writing	peers) and independently.	peers) and independently	appropriate text organization and
⋛	Produce in which on, and s urpose, a expectati	peers, teacher).	and audience.	assignment), purpose,			growing understanding of register.
Production and Distribution of Writing	W 6.4- Produc writing in whi organization, and to task purpose, specific expecta are defined in s			task, and audience.		organization.	
ţi	/ 6.4 rriti iniz ask ask e de				b Write brief cummaries of	h Write increasingly	b. Write clear and coherent
ibu	W wr orgar to ta spec are				b. Write brief summaries of texts and experiences using	- ·	
istr	0 +						summaries of texts and experiences using complete and concise
Δp	1 N Sr d				key words (e.g., from notes	•	sentences and key words (e.g., from
an	m peers and adults, strengthen writing as planning, revising, iting, or trying a new diting for conventions onstrate command of indards 1—3 up to and						notes or graphic organizers).
ioi	and adults, and adults, en writing a sy, revising, trying a ner convention command c				or graphic organizers).	notes or graphic	notes of graphic organizers).
<u>12</u>	dan dan m rev rev yin; yin; onv					organizers).	
S	guies sar sar her ng, rtr rtr or c					organizers).	
Ь	ne geers eers ngth nning 3, or g foi rate rate						
	sor n p tre pla pla tin itin nst						
	V 6.5 - With some guidance and support from peers and adults, evelop and strengthen writing a needed by planning, revising, diting, rewriting, or trying a neproach. (Editing for convention hould demonstrate command conguage standards 1–3 up to an						
	- W ort f o ar ed ed , re ch.						
	5.5 ppc ppc eed eed ing road uld						
	W 6.5 - With some 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						
	о в о о						



		A CCS				Corresponding ELD Standards	
	ELA Standard						
			de,	က က		PI.12 - Selecting language resources	
	င္ပ ခ	- £	Gra	ıtın S 1	Emerging -	Expanding -	Bridging -
·	r P		e .	wr ard		a. Use a growing set of academic words (e.g., <i>author</i> ,	a. Use an expanded set of general academic words (e.g.,
	ar a hic	niza		ror and	words (e.g., author, chart) and domain	chart, global, affect), domain specific words (e.g.,	affect, evidence, demonstrate, reluctantly), domain
	S S	rga	audience. (Grad	ons I Sta	specific words (e.g., scene, cell, fraction) to	scene, setting, plot, point of view, fraction, cell	specific words (e.g., scene, setting, plot, point of view,
	ج ق	t, 0	are appropriate to and audience. (Gr	atic d ir	create some precision while speaking and	membrane, democracy), synonyms, and antonyms to	fraction, cell membrane, democracy), synonyms,
₽0.	ogn riti	neu	and	ect	writing.	create precision and shades of meaning while speaking	antonyms, and figurative language to create precision
έ	ַ אַ	prod of	yıe Se,	exp def		and writing.	and shades of meaning while speaking and writing.
Š	V 6.4 - Produce clear and co herent writing in which the	development, organization,	purpose,	iic are			
Production and Distribution of Writing	W 6.4 - Produce clear and co herent writing in which the	de	and style ask, purpose,	specific expectations for writing /pes are defined in standards 1–	h llas kvassidadas af vasavahalassita		
tion			ask	_	b . Use knowledge of morphology to		b . Use knowledge of morphology to appropriately select
ipn					appropriately select affixes in basic ways	affixes in a growing number of ways to manipulate	affixes in a variety of ways to manipulate language (e.g.,
istr	ב כ	> +	,	m	(e.g., She likes X).	language (e.g., She likes X. That's impossible).	changing observe \rightarrow observation, reluctant \rightarrow
Δþ	<u>수</u> 호	. O	e geto	1-1-			reluctantly, produce $ ightarrow$ production, and so on).
au	 With some guidance and sup-port rom peers and adults, develop 	as needed by	(Editing for	snould demonstrate anguage standards 1-			
ion	anc dev		Ed Ed	nda			
nct	ts.		ا ا	stand:			
rod .	ıldance adults,	ing	approach.	ia a ge			
٩	g g	vrit	bpr	snouid c anguage			
	me gu s and	ַ בְּיֵבְיִי	N				
	sor	the	new	of La			
	- With so from peer	eng	အ အ				
	סיי	str	Ţ,	ma			
	۷ 6.4 خ.≘	and strengthen writing as I	or trying	convent command			
	≥	(0 2	- 0	၁			
	<u> </u>						

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	C	A CCS	S for				Corresno	nding ELD Standard	c		
	EL	A Sta	ndar				•				
			de	-3		- Understanding text str			PII.2 - Understanding cohesic		
	ė,	a −,	to Gra	tinį s 1-	• •		• •	Emerging -	Expanding -	Bridging -	
	and co	tio tio	e. (e.	wri ard		Apply growing		a. Apply basic		a. Apply increasing	
	r aı	ınıcı Biza	pria	for	understanding of how		· ·	understanding of language	understanding of language	understanding of language	
	lea	In Wnich the organization,	propriate to udience. (Grad	ns f sta	different text types	different text types are	different text types are	resources for referring the	resources for referring the	resources for referring the	
	Se c	8 7 9	ᅙᄛ	ıtio 4 in	_	organized to express	organized to ex-press	reader back or forward in	reader back or forward in	reader back or forward in	
50	- Produce clear	nerent writing in wnich the development, organization,	are a	specific expectations for writing rpes are defined in standards 1–	express ideas (e.g.,	ideas (e.g., how a	ideas (e.g.,	text (e.g., how pronouns	text (e.g., how pronouns	text (e.g., how pronouns,	
tin	Pro	₹ <u>E</u> .	se,	xpe defi		narrative is organized	how a historical	refer back to nouns in text)	or synonyms refer back to	synonyms, or	
N.	4 -	ent	and style are purpose, and	ic e re (organized	sequentially with	account is organized	to comprehending texts	nouns in text) to	nominalizations refer back to	
of	W 6.4	ner dev		ecif es a		predictable stages	chronologically versus	and writing basic texts.	comprehending texts and	nouns in text) to	
ion	>		a task,	spe ype		versus how arguments	how arguments are		writing texts with increasing	comprehending texts and	
Production and Distribution of Writing			ta				structured logically		cohesion.	writing cohesive texts.	
itri	ort				J		around reasons and				
Dis	od-c	੍ਰ <u>ਕੇ</u> .	rewriting, Editing for	e 1–3	· ·	evidence) to	•		1170	b. Apply increasing	
Jug	ns	aevelop needed by	vrit ing	trat ds	•	comprehending texts	comprehending texts	understanding of how		understanding of how ideas,	
u S	pu	eve	re Edit	onst dar			~	ideas, events, or reasons		events, or reasons are linked	
cti		<u> </u>	ng, editing, rewriting, approach. (Editing for	demonstrate standards 1-		increasing cohesion.		are linked throughout a	ŭ	throughout a text using an	
odu	an	adults, iting as	ditii act		texts.			text using a select set of	,	increasing variety of	
Pro	bin;	riti	e ;	should inguage						academic connecting	
	8 au	and n Wr						or phrases (e.g., first/next,		and transitional words or	
	some	ers Hei	revisi	ions of La				at the beginning) to		phrases (e.g., consequently,	
	th :	ng pe	~ @	ventic and c				comprehending texts and		specifically, however, more-	
	- With	rrom peers and adultion and strengthen writing	planning, or trying a	conventions mmand of La				writing basic texts.	texts and writing texts with	<i>over</i>) to comprehending	
	.5.	je je .	lan tr	comm					increasing cohesion.	texts and writing cohesive	
	W 6.5	ਰ	م ہ	8						texts.	
	>										





	CA CCSS for ELA Standard							Corresponding	Corresponding ELD Standards				
	T	Juli	p		Ť	P	II.5- Modifying to add detail	ls		PII.6 - Connecting Id	eas		
oduction and Distribution of Writing	ort w 6.4 - Produce clear and co- herent writing in which the	development, organization, symmetry and style are appropriate to	or task, purpose, and audience. (Grade-	lemonstrate specific expectations for writing a standards 1–3 types are defined in standards 1–3	E s a prode t	Emerging - Expand sentences with simple adverbials (e.g., adverb phrases, prepositional phrases) to provide details (e.g., time, manner, place, cause) about a familiar activity or process.	Expanding - Expand sentences with an increasing variety of adverbials (e.g., adverbs, adverb phrases, prepositional phrases) to provide details (e.g., time, manner, place, cause) about a familiar or new activity or process.	Bridging - Expand sentences with a variety of adverbials (e.g., adverbs, adverb phrases and clauses, prepositional phrases) to provide details (e.g., time,	Emerging - Combine clauses in a few basic ways to make connections between and join ideas (e.g., creating compound sentences using and, but, so).	Expanding - Combine clauses in an increasing variety of ways (e.g., creating	Bridging - Combine clauses in a wide variety of ways (e.g., creating compound and complex		
Prod	w 6.5 - with some guidance from peers and adults,	and strengthen writing as needed by planning, revising, editing, rewriting		conventions should d command of Language	paibulaai bac ot au					wasn t feeling well).	while their teacher walked around the room).		



	CA CCSS for		Corresponding ELD Standards	
	ELA Standard		PII.7 - Condensing ideas	
Production and Distribution of Writing	and co	or through simple embedded clauses or other ways of condensing as in, This is a story about a girl. The girl changed the world. \rightarrow This is a story about a girl	Expanding - Condense ideas in an increasing variety of ways (e.g., through various types of embedded clauses and other ways of condensing, as in, Organic vegetables are food. They're made without chemical fertilizers. They're made without chemical insecticides). → Organic vegetables are foods that are made without	Bridging - Condense ideas in a variety of ways (e.g., through various types of embedded clauses, ways of condensing, and nominalization as in, They destroyed the rain forest. Lots of animals died → The destruction of the rain forest led to the death of many animals) to create precise and detailed sentences.
Production and Distrib	w 6.5 - with some guidance and sup-port 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			

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	CA CCSS for ELA Standard						Corre	esponding ELD Standards			
	. 5				PI.2 - I	nteracting via written	English		PI.10 - Writing		
Production and Distribution of Writing	W 6.6 - Use technology, including the Internet	ract	others; demonstrate sufficient command	skills to type a	written exchanges with peers and collaborate on simple written texts on familiar topics, using technology when appropriate.	detailed written	Bridging - Engage in extended written exchanges with peers and collaborate on complex written texts on a variety of topics, using technology when appropriate.	Emerging - a. Write short literary and informational texts (e.g., an argument for protecting the rain forests) collaboratively (e.g., with peers) and independently. b. Write brief summaries of texts and experiences using	informational texts (e.g., an argument for protecting the rain forests) collaboratively (e.g., with peers) and independently using appropriate text organization. b. Write increasingly concise	Bridging - a. Write longer and more detailed literary and informational texts (e.g., an argument for protecting the rain forests) collaboratively (e.g., with peers) and independently using appropriate text organization and growing understanding of register. b. Write clear and coherent summaries of texts and	
Research to build and Present knowledge	W 6.7 - Conduct short	answer a question,	drawing on several	sources and refocusing				complete sentences and key words (e.g., from notes or graphic organizers).		experiences using complete and concise sentences and key words (e.g., from notes or graphic organizers).	



		С	A C	CSS	for				Corresponding ELD Standard	c			
	ELA Standard							Corresponding LLD Standards					
						a .	ပ		PI.10 - Writing				
4	۱ _۲ .	ple 3	es;	ō	힏	털	phi	Emerging -	Expanding -	Bridging -			
dge	Ş Ş		בַּ בַּ	ote	a a	s w	gra	a. Write short literary and informational texts	a . Write longer literary and informational texts	a. Write longer and more detailed literary and			
Ne Ne	i E	בּ	SO II	<u> </u>	dat	her risn	blio	(e.g., an argument for protecting the rain	(e.g., an argument for protecting the rain	informational texts (e.g., an argument for protecting			
l ou	ĕ	ron i	ital g	and	he	f otl gial	bil	forests) collaboratively (e.g., with peers) and	forests) collaboratively (e.g., with peers) and	the rain forests) collaboratively (e.g., with peers)			
۱¥	- Gather relevant	on f	B g	i e	se t	s of pla	asi	independently.	independently using appropriate text	and independently using appropriate text			
ese	: نيا	atic	בי לי	Ž	hra	io in	gb		organization.	organization and growing understanding of register.			
Pro	W 6.8	information from multipl	print and digital sources	each source; and quote or	paraphrase the data and	onclusions of others whi avoiding plagiarism and	idin						
and	 ≥ ′	info	pri g	eac	pa	conclusions of others while avoiding plagiarism and	ľ			Bridging - a. Write longer and more detailed literary and informational texts (e.g., an argument for protecting the rain forests) collaboratively (e.g., with peers) and independently using appropriate text organization and growing understanding of register. b. Write clear and coherent summaries of texts and			
Þ	<u> </u>												
Research to build and Present knowledge				ts				experiences using complete sentences and key words (e.g., from notes or graphic organizers).	texts and experiences using complete	experiences using complete and concise sentences			
h to		≥	Ę ,	tex		is, ind	-b.)	organizars)	sentences and key words (e.g., from notes or	and key words (e.g., from notes or graphic			
arc		- Draw	idence tro literary or	nal .	₫.	alys n, a	(a.	organizers).	graphic organizers).	organizers).			
ese	١,	- 6	יי זיי	딅	to sup-	an Hio	ch.						
ĕ		W 6.9	evidence from literary or	E E	¥	port analysis, reflection, and	esearch. (
	'	> ;	á	informational texts		σ ē	res						
	Н	_											
		ove	ج	anc		≥	S,						
ρ.		<u>></u>	0	<u> </u>	es.	a da e of	ask						
itin	١,	tin	me	isic	ran	or a	ic t						
Ž		rou d	֓֞֞֝֞֜֞֞֜֞֝֞֜֞֜֞֜֓֓֓֓֓֓֓֞֜֜֜֟֓֓֓֓֓֓֓֓֓֓֓	. ē	Je f	ing a ra	ecif						
Range of Writing	Ι,	- Write routinely ove	extended time (time for res	and a	shorter time frames	(a single sitting or a day or two) for a range of	discipline-specific tasks						
nge	9	ັ> ຄ	Xte	֓֞֝֟֝֓֞֓֞֝֟֝֟֝֟֝֟֓֓֓֟֝֟֓֓֓֟֟֓֓֓֟֓֓֟֟֓֓֟֓֓֟֓֓֟֓֓֟֓	rter	ું જુ	line						
Ra			9 6	g :5	ipo!	sing r tv	cip						
	3	6.10	extended time frames (time for research	reflection, and revision) and	S,	e ō	dis						
		≥		. ล									



	CA CCSS for ELA Standard				Corresponding ELD Standar	·ds	
H	ing				PI.11 - Justifying/Arguing		
	w 6.8 - Gather relevant Information from	the credibility of each source; and quote or paraphrase the data and conclusions	avoiding plagiarism and provibibliographic information for sources.	Emerging - a. Justify opinions by providing some textual evidence (e.g., quoting from the text) or relevant background knowledge, with substantial support. b. Express attitude and opinions or temper statements with some basic modal expressions (e.g., can, has to).	Expanding - a. Justify opinions or persuade others by providing relevant textual evidence (e.g., quoting from the text or referring to what the text says) or relevant background knowledge, with moderate support.	Bridging - a. Justify opinions or persuade others by providing detailed and relevant textual evidence (e.g., quoting from the text directly or referring to specific textual evidence) or relevant background knowledge, with light support. b. Express attitude and opinions or temper statements with nuanced modal expressions (e.g., probably/certainly/definitely, should/would, might) and phrasing (e.g., In my opinion).	
Accord	W 6.9 - Draw evidence	from literary or informational texts to	support analysis, reflection, and research. (ab.)				

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	CA CCSS for ELA Standard								Correspondi	ng ELD Standard	s	
		PII.1 - Understanding text s			- Understanding text stru	ructure PII.2 - Understanding cohesion			esion			
Research to build and Present knowledge	w 6.8 - Gatner relevant	print and digital sources:	e credi	each source; and quote or	paraphrase the data and	avoiding plagiarism and	Emerging - Apply basic understanding of how different text types are organized to express ideas (e.g., how a narrative is organized sequentially with	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	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	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	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
Research to buil	W 6 9 - Draw	evidence from	literary or	informational texts	to sup-	v – 7	predictable stages versus how arguments are organized around ideas) to comprehending texts and writing basic	versus how arguments are structured logically around reasons and evidence) to comprehending texts and writing texts with increasing cohesion.	how arguments are structured logically around reasons and evidence) to comprehending texts and writing cohesive texts.	texts.	writing texts with increasing cohesion. b. Apply growing understanding of how ideas, events, or reasons are linked throughout a text using a variety of	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
Range of Writing	w 6.10 - write routinely over	frames (time for research,	reflection, and revision) and	shorter time frames	(a single sitting or a day	range lific ta	texts.			a select set of everyday	connecting words or phrases (e.g., for example,	of academic connecting and transitional words or phrases (e.g., consequently, specifically, however, moreover) to comprehending texts and writing cohesive texts.



	CA CCSS for ELA Standard	Corresponding ELD Standards	
Ė	Standard	PI.3 - Supporting opinions and persuading other	s
Text and Types and Purposes	ts to support claims with ant evidence. (a e.)	Expanding -	Bridging - Negotiate with or persuade others in conversations using appropriate register (e.g., to reflect on multiple perspectives) using a variety of learned phrases, indirect reported speech (e.g., I heard you say X, and Gabriel just pointed out Y), as well as open responses.



	A CCSS for A Standard			Corresponding	ELD Standards		
			PI.10 - Writing			PI.11 - Justifying/arguing	
		Emerging -	Expanding -	Bridging -	Emerging -	Expanding -	Bridging -
		a. Write short literary	a. Write longer literary and	a . Write longer and more	a. Justify opinions by	a. Justify opinions or	a. Justify opinions or
		and informational texts	informational texts (e.g., an	detailed literary and	providing some textual	persuade others by	persuade others by
	_	(e.g., an argument for	argument for protecting the	informational texts (e.g., an	evidence (e.g., quoting	providing relevant textual	providing detailed and
	upport claims with idence. (a e.)	protecting the rain	rain forests) collaboratively	argument for protecting the	from the text) or	evidence (e.g., quoting from	relevant textual evidence
	ms w - e.)	forests) collaboratively	(e.g., with peers) and	rain forests) collaboratively	relevant background	the text or referring to what	(e.g., quoting from the text
	lair a	(e.g., with peers) and	independently using	(e.g., with peers) and	knowledge, with	the text says) or relevant	directly or referring to
es	ST 6.1 - Write arguments to support clai clear reasons and relevant evidence. (a.	independently.	appropriate text	independently using	substantial support.	background knowledge,	specific textual evidence) or
bos	odo enc		organization.	appropriate text		with moderate support.	relevant background
Pur	suk vid			organization and growing			knowledge, with light
l pu	to nt e			understanding of register.			support.
Sal	ents						
Text and Types and Purposes	arguments and relevan	b. Write brief summaries	b. Write increasingly	b. Write clear and coherent	b. Express attitude and	b. Express attitude and	b. Express attitude and
Þ	rgu nd	·	concise summaries of texts	summaries of texts and	· ·	opinions or temper	opinions or temper
an	te a	using complete sentences		experiences using complete	statements with some	statements with a variety of	statements with nuanced
ext	- Write easons	and key words (e.g., from	complete sentences and	and concise sentences and	basic modal	familiar modal expressions	modal expressions (e.g.,
	- \ rea	· .	key words (e.g., from notes	•		(e.g., maybe/probably,	probably/certainly/
	6.1 ear r	organizers).	or graphic organizers).	or graphic organizers).	has to).	can/could, must).	definitely, should/would,
	WHST cle						might) and phrasing (e.g.,
	≶						In my opinion).

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	CA CCSS for ELA Standard					Corresponding ELD Standards				
	ELA Standard					PI.10 - Writing				
pes and Purposes	W 6.2 - Write informative/explanatory texts to examine a topic and	oncepts, a	mation through the selection, organization and analysis of	relevant content. (a f.)	Emerging - a. Write short literary and informational texts (e.g., an argument for protecting the rain forests) collaboratively (e.g., with peers) and 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 argument for protecting the rain forests) collaboratively (e.g., with peers) and independently 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 argument for protecting the rain forests) collaboratively (e.g., with peers) and independently using appropriate text organization and growing understanding of register. b. Write clear and coherent summaries of texts and experiences using complete and concise sentences and key words (e.g., from notes or graphic organizers).			
Text and T	W 6.3 - Write narratives to develop real or imagined experiences or	events using effective technique,	relevant descriptive details, and well-structured event sequences.	(a e.)						



	E		CSS for andard				Corres	ponding ELD Stan	dards		
			sı	.)	PII.1 -	Understanding text st	ructure	PII.2 - Understanding cohesion			
	1 3	한 한	support claims with clear reason and relevant	- e.)	Emerging -	Expanding -	Bridging -	Emerging -	Expanding -	Bridging -	
		W 6.1 - Write arguments to	upport claim: :h clear reaso and relevant	(a.	Apply basic	Apply growing	Apply increasing	a. Apply basic	a. Apply growing	a. Apply increasing understanding of	
	,	ne :	ort ear rel	evidence.	understanding of	understanding of how	understanding of how	understanding of	understanding of language	language resources for referring the	
	9	w 6.1 argum	h cl	der	how different text	different text types	different text types	language resources for	resources for referring the	reader back or forward in text (e.g.,	
	3	> %	st with	evi	types are organized	are organized to	are organized to	referring the reader	reader back or forward in	how pronouns, synonyms, or	
	⊩				to express ideas (e.g.,	express ideas (e.g.,	express ideas (e.g.,	back or forward in text	text (e.g., how pronouns or	nominalizations refer back to nouns	
	I.	a .	_	" <u> </u>		how a narrative is	how a historical	(e.g., how pronouns	synonyms refer back to	in text) to comprehending texts and	
,	į.	ımi sas,	, tio	ysis f	organized	organized	account is organized	refer back to nouns in	nouns in text) to	writing cohesive texts.	
900	nat	exa	ma tio	nal . (a.	sequentially with	sequentially with	chronologically versus	text) to comprehending	comprehending texts and		
ŗ		ve to	ifor elec	and analysis ntent. (a f.		'	· ·	texts and writing basic	writing texts with		
Text and Types and Purnoses	- Write informative,	explanatory texts to examine a topic and convey ideas,			versus how		,	texts.	increasing cohesion.		
200	ij.ĕ	y te		organization, of relevant co	arguments are		around reasons and			b. Apply increasing understanding of	
کھر	إ} إ	tor	ots, ugł	izat van		,		b. Apply basic	b. Apply growing	how ideas, events, or reasons are	
2	2.5	ana opi	concepts, through	gani ele	•			understanding of how	understanding of how	linked throughout a text using an	
pu	W 6.2	xpli a t	50 t	org of r	comprehending texts		ŭ	ideas, events, or	ideas, events, or reasons	increasing variety of academic	
, *		ð		_	and writing basic	comprehending texts		reasons are linked	are linked throughout a	connecting and transitional words	
Ī	0					and writing texts with		throughout a text using		or phrases (e.g., consequently,	
	es to	or imagined s or events	ant Je-	red ·e.)		increasing cohesion.		a select set of everyday	connecting words or	specifically, however, moreover) to	
	narratives	agii ⁄en	ve o	ctu a				connecting words or	phrases (e.g., for example,	comprehending texts and writing	
	r.	r ä	ect	tru Ss. (phrases (e.g., first/next,	in the first place, as a	cohesive texts.	
			ctive techniqu descriptive de	-lle				at the beginning) to	result, on the other hand)		
	Write	rea	cti de	anb				comprehending texts	to comprehending texts		
	۱۶	op	effective technique ant descriptive de-	and well-structured : sequences. (a e.)				and writing basic texts.	and writing texts with		
	5.3	develop real or imagine experiences or events		tails, and well-struct event sequences. (a.					increasing cohesion.		
	W 6.3	de	usi re	tai ev							





	CA CCSS for ELA Standard			Corresponding	ELD Standards		
			PII.6 - Connecting ideas			PII.7 - Condensing ideas	
	W 6.1 - Write arguments to support claims with clear reasons and relevant evidence. (a. e.)	Emerging -	Expanding -	Bridging -	Emerging -	Expanding -	Bridging -
	ite upp reg	Combine clauses in a few	Combine clauses in an	Combine clauses in a wide	Condense ideas in	Condense ideas in an	Condense ideas in a
	- Write to sup clear re eviden	basic ways to make	increasing variety of ways	variety of ways (e.g.,	simple ways (e.g., by	increasing variety of ways	variety of ways (e.g.,
	.1 - \ its to h cle nt e\ e.)	connections between and	(e.g., creating compound	creating compound and	compounding verbs, adding	(e.g., through various types	through various types of
	W 6.1 ments with (evant	join ideas (e.g., creating	and complex sentences) to	complex sentences) to	prepositional phrases, or	of embedded clauses and	embedded clauses, ways
	V gun ms '	compound sentences	make connections between	make connections	through simple embedded	other ways of condensing,	of condensing, and
	ar Slaii nd	using <i>and, but, so</i>).	and join ideas, for example,	•		as in, Organic vegetables	nominalization as in, They
	a C		to express a reason (e.g., He	for example, to express a	•	are food. They're made	destroyed the rain forest.
	y and and e e			reason (e.g., He stayed at	, ,	without chemical	Lots of animals <i>died</i> . →
ses	ator pic a ts, a ts, a n, a		to study for Monday's			fertilizers. They're made	The <i>destruction</i> of the
rpo	rite planatory a topic and ncepts, and rough the zation, and		<i>exam</i>) or to make a		,	without chemical	rain forest led to the
P _U	6.2 - Write ive/explanatory amine a topic and as, concepts, and tion through the organization, and f relevant content (a f.)		concession (e.g., She studied	• •		insecticides). → Organic	death of many animals)
and	ve/e ve/e amin as, c ion t organ rele (a		all night even though she	, , ,	create precise and detailed	vegetables are foods that	to create precise and
Ses	W 6.2 - W native/ex examine ideas, cor nation thr on, organi s of releve (a f.			•			detailed sentences.
ĬŽ	V rrm to e ey ic ey ic orm tior tior sis			though she wasn't feeling		chemical fertilizers or	
Text and Types and Purpose	W 6.2 - Write informative/explanatory exts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content (a f.)			well), or to link two ideas		insecticides) to create	
x a	i tey co co se ar			that happen at the same		precise and detailed	
Te				time (e.g., The students		sentences.	
	atives to nagined nts using , relevant and well-			worked in groups while			
	ves gine s us elev d w enc			their teacher walked			
	narratives to or imagined events using que, relevan' sils, and well nt sequences.			around the room).			
	narr or ir eve ique ails, nt se						
	te n al c or or hnii hnii leta ven						
	W 6.3 - Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and wellstructured event sequences.						
	3 - 1 elop ien ive ive ure						
	' 6.3 level peric ectiv scrip uctu						
	W de						





CA CCSS for			Componentia	- FLD Ctandanda				
ELA Standard			•	g ELD Standards				
e. Fre	PI.4	4 - Adapting language choice		PI.10 - Writing				
herent writing nization, and s ise, and audie ir writing type ards	Adjust language choices according to social setting (e.g., classroom, break time) and audience (e.g.,	Expanding - Adjust language choices according to purpose (e.g., explaining, persuading, entertaining), task, and audience.	according to task (e.g., facilitating a science experiment, providing peer feedback on a writing assignment), purpose, task, and audience.	 a. Write short literary and informational texts (e.g., an argument for protecting the rain forests) collaboratively (e.g., with peers) and independently. b. Write brief summaries 	the rain forests) collaboratively (e.g., with peers) and independently using appropriate text organization. b. Write increasingly	detailed literary and informational texts (e.g., an argument for protecting the rain forests) collaboratively (e.g., with peers) and independently using appropriate text organization and growing understanding of register.		
W 6.5 - With some 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 6.)				using complete sentences and key words (e.g., from notes or graphic	concise summaries of texts and experiences using complete sentences and key words (e.g., from notes or graphic organizers).	coherent summaries of texts and experiences using complete and concise sentences and key words (e.g., from notes or graphic organizers).		





	CA CCS	S for		Corresponding ELD Standards		
	ELA Star	ndard				
	ج ج ڪِ	<u>-</u> ∞		PI.12 - Selecting language resources		
	oduce clear and coherent writing in e development, organization, and appropriate to task, purpose, and		Emerging - a. Use a select number of general academic words (e.g., author, chart) and domain-specific words (e.g., scene, cell, fraction) to create some precision while speaking and writing.	chart, global, affect), domain-specific words (e.g., scene, setting, plot, point of view, fraction, cell membrane, democracy), synonyms, and antonyms to	Bridging - a. Use an expanded set of general academic words (e.g., affect, evidence, demonstrate, reluctantly), domain- specific words (e.g., scene, setting, plot, point of view, fraction, cell membrane, democracy), synonyms, antonyms, and figurative language to create precision and shades of meaning while speaking and writing.	
Saitiulate acitudiute	W 6.4 - Produce clear and which the development, style are appropriate to t	audience. (Grade writing types are	b. Use knowledge of morphology to appropriately select affixes in basic ways (e.g., <i>She likes X</i>).	b. Use knowledge of morphology to appropriately select affixes in a growing number of ways to manipulate language (e.g., <i>She likes X. That's impossible</i>).	b . Use knowledge of morphology to appropriately select affixes in a variety of ways to manipulate language (e.g., changing observe \rightarrow observation, reluctant \rightarrow reluctantly, produce \rightarrow production, and so on).	
4010 Land 2016 Land 1000 L	ith some guidance and support from nd 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 6.)				



	CA CCSS for			Correspondin	g ELD Standards		
	ELA Standard						
	<u>:</u>	PII.1 - Understanding text structure			PII.2 - Understanding cohesion		
	coherent writing in organization, and ask, purpose, and cexpectations for in standards 1–3	Emerging -		Bridging -		•	Bridging -
	vrit on, se, ons rds				a. Apply basic understanding		a. Apply increasing
	nt v :atic rpo rpo tati	of how different text types	understanding of how	understanding of how	of language resources for		understanding of language
	erei aniz pu pec	·	• • • • • • • • • • • • • • • • • • • •	different text types are	referring the reader back or	resources for referring the	resources for referring the
	ohe orge ask, ex ex in s		·	organized to express ideas	forward in text (e.g., how		reader back or forward in
	nd c ht, c o ta o ta ific iific ee.)		(e.g., how a narrative is	· •	pronouns refer back to	text (e.g., how pronouns or	text (e.g., how pronouns,
	ar and oment, ate to t specific definec	with predictable stages	organized sequentially with		nouns in text) to		synonyms, or
þſ	lea opr oria le-s e d		=	chronologically versus how	comprehending texts and	nouns in text) to	nominalizations refer back
iting	ce c vel rop rad s ar			arguments are structured	writing basic texts.		to nouns in text) to
Ž	app a	comprehending texts and	structured logically around	logically around reasons		writing texts with increasing	-
ð	/ 6.4 - Produce clear and coherent writing which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	writing basic texts.	· ·	and evidence) to		cohesion.	writing cohesive texts.
ion	.4 - nich le a die die		comprehending texts and	comprehending texts and			
but	W 6.4 whic style audic writi		writing texts with	writing cohesive texts.	le Amala basis and antendine	la Amalu anaccia	la Anada in anadain a
Production and Distribution of Writing			increasing cohesion.		b. Apply basic understanding		b. Apply increasing
Ö	and ng, iew uld dards				of how ideas, events, or reasons are linked		understanding of how ideas, events, or reasons are linked
anc	nd elop anc anning, g a new should standare				throughout a text using a		throughout a text using an
ion	ice and develop by planni rying a r ions sho age stan					using a variety of connecting	
ucti	ce a dev y p ryir ons age				connecting words or phrases		academic connecting and
po.	land ts, (dp) or to enti						transitional words or
4	e guidan adults, leeded k ing, or t convent if Langu						phrases (e.g., consequently,
	da da ne ne ne rco of				comprehending texts and		specifically, however,
	some and and as n as n as n as n as n as n a				writing basic texts.		moreover) to
	ith sers ting ting g, reting ting				Writing busic texts.	increasing cohesion.	comprehending texts and
	5 - With some guidance and rom peers and adults, develop and en writing as needed by planning, editing, rewriting, or trying a new h. (Editing for conventions should ite command of Language standar 1–3						writing cohesive texts.
	fost - 1 from then w g, editi ch. (E						writing corresive texts.
	W 6.5 int frongthen ing, ed oach.						
	W 6.5 - With some guidance and support from peers and adults, develop an strengthen writing as needed by planning revising, editing, rewriting, or trying a new approach. (Editing for conventions should emonstrate command of Language standar 1–3						
	W 6.5 - With some 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						
	ס						





		CCSS for Standard				Corresponding	g ELD Standards		
	ng and	ام ار		PII.3	- Using verbs and verb phra	ases			
	coherent writing organization, and	style are appropriate to task, purpose, and audience. (Grade-specific expectations for	0			Bridging -			
	nt w atic	tion	5 5	, , , , , , , , , , , , , , , , , , , ,	′ '	Use various verb types			
	ren	urp octa				(e.g., doing, saying,			
	coherent organizat	k, p xpe	3.6		J. J.	being/having, thinking/			
		tas ic e	5 (/feeling, reporting), tenses				
	and nent,	ecif	above.)		(e.g., present, past, future,				
	lear opn	iate -spe	abc			simple, progressive,			
bo	- Produce clear h the developm	opri ade	ש	appropriate to the text type					
itin	duc de	ا م	្ជ		, , ,	task, text type, and			
Ž	Pro the	e al	, y			discipline (e.g., the present perfect to describe			
of	.4 - ich	e ar ienc	20	~	'	previously made claims or			
ion	W 6.4 - Produce clear and in which the development,	style are appropriate to ta audience. (Grade-specific			, ,	conclusions) on a variety of			
Production and Distribution of Writing	<u>, i</u>	<i>y</i> , 10 .		topics.	,	topics.			
istr	uidance and support from elop and strengthen writing	of of	ade					- Using nouns and noun phra	
Δþ	tro writ	, revising, editing, approach. (Editing for onstrate command of	8 8I				Emerging -		Bridging -
an	ort en	diti	din				Expand noun phrases in		Expand noun phrases in an
ion	upp gth	om (E	ıclu				simple ways (e.g., adding a		increasing variety of ways
I	d sı ren	ach ach te c	d in				sensory adjective to a noun) in order to enrich the		(e.g., adding comparative/
roo	an Ast	evis pro stra	an						superlative and general
	ance	g, r , ap ons	o to				meaning of sentences and add details about ideas,	or simple clause embedding) in order to enrich the	noun phrases or more
	ida lop	anning a new d dem	3 up 6.)				people, things, and the like.		complex clause
	ne gu deve	ar Sar Idd	1				people, tilligs, and the like.		embedding) in order to
	ome s, de	aea by pi or trying ons shoul	ırds						enrich the meaning of
	h so ults	ed r r try s sł	nda						sentences and add details
	Wit ad	g, o	sta						about ideas, people, things,
	an a	as needed by planning, revising, editing, riting, or trying a new approach. (Editing nventions should demonstrate command	age						and the like.
	W 6.5 peers ar	as needed by planning, revising, editing, editing, ewriting, or trying a new approach. (Editing for conventions should demonstrate command of	Language standards 1–3 up to and including grade 6.)						
	ρ Δ	ā o	Lar						



	CA CCSS for			Corresponding	ELD Standards		
	ELA Standard		116				
	W 6.4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)		PII.5- Modifying to add detai		-	PII.6 - Connecting Ideas	
	N 6.4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	Emerging -	Expanding -	Bridging -	Emerging -	Expanding -	Bridging -
	nt v niza pu pu pect	Expand sentences with	Expand sentences with an	Expand sentences with a	Combine clauses in a few	Combine clauses in an	Combine clauses in a wide
	ere rga ask, exk exk in s	simple adverbials (e.g.,	increasing variety of	variety of adverbials (e.g.,	basic ways to make	increasing variety of ways	variety of ways (e.g.,
	oh t, oh o ta ed ific	adverbs, adverb phrases,	adverbials (e.g., adverbs,	adverbs, adverb phrases	connections between and	(e.g., creating compound	creating compound and
	ear and compositions and compriment, opriate to ade-specifiare are define a above.)	prepositional phrases) to	adverb phrases,	and clauses, prepositional	join ideas (e.g., creating		complex sentences) to
	r ar pm riat e-sp	provide details (e.g., time,	prepositional phrases) to		•	make connections between	
	ce clear and co development, appropriate to . (Grade-specifi rpes are define 1–3 above.)	manner, place, cause)	provide details (e.g., time,		and, but, so).	and join ideas, for example,	
ng	dev dev ippi (Gr 3es	about a familiar activity or	manner, place, cause)	cause) about a variety of		to express a reason (e.g.,	to express a reason (e.g.,
l <u>:</u>	oduc the are a	process.	about a familiar or new	familiar and new activities		He stayed at home on	He stayed at home on
Production and Distribution of Writing	Pro th the e all ien iing		activity or process.	and processes.		Sunday to study for	Sunday because he had an
Γο	.4 - Pr. which style a audie writin					Monday's exam) or to	exam on Monday), to
Iti	W 6.4 in wł and st and a					make a concession (e.g.,	make a concession (e.g.,
jg	W ir an an fo					She studied all night even	She studied all night even
isti	om h. te o					though she wasn't feeling	though she wasn't feeling
d D	rt fror ;then ;ing, roach. sstrate up to					well).	well), or to link two ideas
an	support from strengthen 5, revising, w approach. demonstrate ds 1–3 up to 5, 1						that happen at the same
ion	nce and supp slop and strer planning, rev ring a new ap should demo standards 1–						time (e.g., The students
걸	d si d si ng, new d do						worked in groups while
Š	and and ning and and control of a ne control of a ne control of a ne ade 6						their teacher walked
٩	nce lop plai ing sho						around the room).
	guidance , develop ed by plar or trying ntions sho						
	gui gui ed ed or ntic						
	some guidance and adults, develop and inceded by planning riting, or trying a ne conventions should of Language standard including grade 6						
	th some guidance and support fr d adults, develop and strengther as needed by planning, revising, writing, or trying a new approac r conventions should demonstra d of Language standards 1–3 up i and including grade 6.)						
	With s and s ing as g, rew g for c						
	5.5 - Wit beers and writing a liting, re diting fo						
	W 6.5 - With some guidance and support fron 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 6.)						
	W W						





Г	CA CCSS for		Corresponding ELD Standards	
	ELA Standard		Corresponding ELD Standards	
	ing n, se, ons ds		PII.7 - Condensing ideas	
Distriction of Whiting	clear and coherent wordlopment, organizate reprinted to task, purly rade-specific expectares are defined in stand —3 above.)	embedded clauses or other ways of condensing as in, This is a story about a girl. The girl changed the world.	Expanding - Condense ideas in an increasing variety of ways (e.g., through various types of embedded clauses and other ways of condensing, as in, Organic vegetables are food. They're made without chemical fertilizers. They're made without chemical insecticides). → Organic vegetables are foods that are made without chemical fertilizers or insecticides) to create precise and detailed sentences.	Bridging - Condense ideas in a variety of ways (e.g., through various types of embedded clauses, ways of condensing, and nominalization as in, They destroyed the rain forest. Lots of animals died → The destruction of the rain forest led to the death of many animals) to create precise and detailed sentences.
Land and the conference of the				



	CA CCSS for			Co	rresponding ELD Stand	ards		
-	ELA Standard	DI 2	Interacting via written		PI.10 - Writing			
ting	the itin ate ate int type gle	Emerging -	Expanding -	Bridging -	Emerging -	Expanding -	Bridging -	
ion and Distribution of Writing	W 6.6 - Use technology, including the nternet, 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 three pages in a single sitting.	Engage in short written exchanges with peers and collaborate on simple written texts on familiar topics, using technology	Engage in longer written exchanges with peers and collaborate on more detailed written texts	Engage in extended written exchanges with peers and collaborate on complex written texts on a variety of topics, using technology when	a. Write short literary and informational texts (e.g., an argument for protecting the rain forests) collaboratively (e.g., with peers) and independently.	a. Write longer literary and informational texts (e.g., an argument for protecting the rain	a. Write longer and more detailed literary and informational texts (e.g., an argument for protecting the rain forests) collaboratively (e.g., with peers) and independently using appropriate text organization and growing	
ducti		when appropriate.	when appropriate.	appropriate.	b. Write brief summaries of texts and experiences using	b. Write increasingly concise summaries of texts and	understanding of register. b. Write clear and coherent summaries of texts and	
Research to build and Present knowledge	W 6.7 - Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.				complete sentences and key words (e.g., from notes or graphic organizers).	experiences using complete sentences and key words (e.g., from notes or graphic organizers).	experiences using complete and concise sentences and key words (e.g., from notes or graphic organizers).	



	CA CCSS for		Corresponding ELD Standards	
H	ELA Standard		PI.10 - Writing	
-		Emerging - a. Write short literary and informational texts (e.g., an argument for protecting the rain forests) collaboratively (e.g., with peers) and independently.	Expanding - a. Write longer literary and informational texts (e.g., an argument for protecting the rain forests) collaboratively (e.g., with peers) and independently using appropriate text organization.	informational texts (e.g., an argument for protecting the rain forests) collaboratively (e.g., with peers) and independently using appropriate text organization and growing understanding of register.
	g s ce	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).	experiences using complete and concise sentences and key words (e.g., from notes or graphic organizers).
	W 6.10 - 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 disciplinespecific tasks, purposes, and audiences.			



	CA CCSS for		0 li 5100 l l						
	ELA Standard		Corresponding ELD Standards						
	f f nd nd		PI.11 - Justifying/Arguing						
	relevant information from multiple al sources; assess the credibility of d quote or paraphrase the data and others while avoiding plagiarism and hibliographic information for sources	Emerging - a. Justify opinions by providing some textual evidence (e.g., quoting from the text) or relevant background knowledge, with substantial support.	a . Justify opinions or persuade others by providing relevant textual evidence (e.g., quoting from the text or	Bridging - a. Justify opinions or persuade others by providing detailed and relevant textual evidence (e.g., quoting from the text directly or referring to specific textual evidence) or relevant background knowledge, with light support.					
Besearch to build and Present knowledge	W 6.8 - Gather relevant information from n print and digital sources; assess the credib each source; and quote or paraphrase the d conclusions of others while avoiding plagiar providing basic bibliographic information for	b. Express attitude and opinions or temper statements with some basic modal expressions (e.g., can, has to).	with a variety of familiar modal expressions (e.g., maybe/probably, can/could, must).	b. Express attitude and opinions or temper statements with nuanced modal expressions (e.g., probably/certainly/definitely, should/would, might) and phrasing (e.g., In my opinion).					
Research to hi	W 6.9 - Draw evidence from literary or informational texts to support analysis, reflection, and research. (ab.)								



	CA CCSS for ELA Standard								Correspondi	ng ELD Standards		
H						j.	PII.1	- Understanding text str	ucture	PII.2 - Understanding cohesion		
	l te	nformation from multiple	sources;	assess the credibility of each source; and quote or	paraphrase the data and conclusions of others while avoiding plagiarism and	providing basic bibliographic information for sources.	Emerging -	Expanding -	Bridging -	Emerging -	Expanding -	Bridging -
٥	Gather relevant	<u>ה</u>	our	redibility of e and quote or	oaraphrase the data and inclusions of others whil avoiding plagiarism and	oviding basic bibliograpl information for sources.	Apply basic	Apply growing	Apply increasing	a. Apply basic	a. Apply growing	a. Apply increasing
Pope	r S	Ē	al s	oilit quo	e dë othe aris	oibl or so	_	understanding of how	understanding of how	understanding of	understanding of	understanding of language
3	the the	fr	igit	멸	th of c lagi	sic k n fo		different text types are	different text types are	language resources for	language resources for	resources for referring the
<u>x</u>	g	tion	р Б	e;a	rase ons gp	ba: atio	•	organized to express	organized to express		_	reader back or forward in
ent	8	mat	t an	ss the (source;	aphi usic idin	ling rm:		ideas (e.g., how a	ideas (e.g., how a	or forward in text (e.g.,		text (e.g., how pronouns,
Present knowledge	W 6.8	for	print and digital	sess	oara oncli avo	ovid nfo	_	narrative is organized	historical account is	how pronouns refer back	·	synonyms, or
		.⊑	<u>.</u>	ass	- 8	pro i	·	sequentially with	organized	to nouns in text) to	synonyms refer back to	nominalizations refer back to
o o				ج.				predictable stages versus how arguments	chronologically versus how arguments are	comprehending texts and writing basic texts.	nouns in text) to comprehending texts	nouns in text) to comprehending texts and
blild	ğ	_	cts	arcl				are structured logically	structured logically	and writing basic texts.	and writing texts with	writing cohesive texts.
5	į	y or	te S	alys ese			~		around reasons and		increasing cohesion.	writing concine texts.
arch	e e	rar	onal	an Jdr	<u>.</u>		•	evidence) to	evidence) to		moreusmig corresioni	
Sea	, ra	≝	atic	oort ', ar	(ab.)		·	comprehending texts	comprehending texts	b. Apply basic	b. Apply growing	b. Apply increasing
Re	6.9 - Draw evidence	from literary	informational texts	support analysis, ction, and resear				and writing texts with	and writing cohesive	understanding of how	understanding of how	understanding of how ideas,
	×	Ŧ	infe	to support analysis, reflection, and researc				increasing cohesion.	texts.	ideas, events, or reasons	ideas, events, or reasons	events, or reasons are linked
	*			ē						are linked throughout a	are linked throughout a	throughout a text using an
			<u> </u>	o e						text using a select set of	text using a variety of	increasing variety of
	ē	for	sion	ngi ang						everyday connecting	~	academic connecting and
	§	(time fo	evis	(a single r a range	ssks ces.					words or phrases (e.g.,	phrases (e.g., for	transitional words or phrases
ng	je (es (for	ic ta					first/next, at the	example, in the first	(e.g., consequently,
Vriti	ij	frames	ı, ar	am Vo)	ecifi aud					beginning) to	place, as a result, on the	
of Writ	5	fra	tion	e Tr	e-specific tasks and audiences.					comprehending texts	other hand) to	moreover) to
96	, K	time	flect	ay (line s, a					and writing basic texts.	comprehending texts	comprehending texts and
Ran	6.10 - Write routinely over	ğ	esearch, reflection, and revision)	and snorter time frames (a single sitting or a day or two) for a range	of discipline-specific tasks, purposes, and audiences.						and writing texts with increasing cohesion.	writing cohesive texts.
	15.	extended	rch,	3 0.	dis urp						mer casing conesion.	
	Ĭĕ	xte	sea	od s ting	<u>p</u> <u>a</u>							
		a	e ;	ai								



	A CCSS A Stan					Corres	oonding ELD St	tandards			
			PI.1 - Exc	changing informat	tion and ideas	PI.3 - Suppo	rting opinions and pe	ersuading others	P	I.5 - Listening active	ely
			Emerging -	Expanding -	Bridging -	Emerging -	Expanding -	Bridging -	Emerging -	Expanding -	Bridging -
	Sc	_	Engage in	Contribute to	Contribute to class,	Negotiate with	Negotiate with or	Negotiate with or	Demonstrate	Demonstrate	Demonstrate
	sion ers	ס	conversational	class, group, and	group, and partner	or persuade	persuade others in	persuade others in	active listening in	active listening in	active listening in
	discussions partners on	ideas	exchanges and	partner	discussions by	others in	conversations (e.g.,	conversations using	oral presentation	oral presentation	oral presentation
	dis.	ide	express ideas on		following turn-taking	conversations	to provide	appropriate	activities by	activities by	activities by
	ive rse	4.		following turn-			counterarguments)		asking and	asking and	asking and
on	rat	å Ğ			'		using an expanded	•	_		answering
Comprehension and Collaboration	range of collaborative icher-led) with diverse		answering <i>yes-</i>		others, adding			perspectives) using	•		detailed
oqe	× Sel	building on clearly. (a.		•		•		a variety of learned		•	questions, with
	of c	ildi	questions and	affirming others,		~	with X, but), as	•			minimal
D D	n a range of c teacher-led)		responding	· ·	paraphrasing key	learned phrases	·	•			prompting and
an	ran	es, k own			ideas, building on	(e.g., <i>I think</i>	responses.	(e.g., I heard you			support.
ioi	n a tea	nd issues, their own		paraphrasing key		, Would you		say X, and Gabriel		support.	
ens	effectively in groups, and t	ᅙ뒤			providing useful	please repeat		just pointed out Y),			
reh	ive S, 8	s, al ing			feedback.	that?), as well		as well as open			
ш	fect oup	ext				as open		responses.			
ဒ	eff	cs, texts, an expressing				responses.					
	Engage one, in	6 topics, texts, expressi									
	Eng	5 to									
	1 - I òn-	ge (
	ė ė	grade									
	SL (on	~									



	CA CCSS for				Corresponding EL	D Standards				
E	LA Standard	Pl.2 - Inte	eracting via writ	ten English	PI.6 - Reading/viewing closely					
					Emerging -		Bridging -			
		Negotiate with	•				a. Explain ideas, phenomena, processes,			
	<u>ب</u>	•	- C	_			and text relationships (e.g.,			
	- Interpret information presented in diverse media and i (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.	others in	others in	•		compare/contrast, cause/effect, problem/	• • •			
	edia iin l y.	conversations	conversations	conversations	solution) based on close reading of a	solution) based on close reading of a	solution) based on close reading of a			
	e med explain study.	(e.g., to gain	(e.g., to provide	using	variety of grade-level texts and viewing of	variety of grade-level texts and viewing of	variety of grade-level texts and viewing of			
⊆	erse d ex	and hold the	counterargume	appropriate	multimedia, with substantial support.	multimedia, with moderate support.	multimedia, with light support.			
tio	diver and ındeı	floor or ask for	nts) using an	register (e.g., to						
ora	in o Ily) Ie u	clarification)	expanded set	reflect on	b . Express inferences and conclusions	b . Express inferences and conclusions	b . Express inferences and conclusions			
Comprehension and Collaborati	ted ora issu	using basic	of learned	multiple	drawn based on close reading of grade-	drawn based on close reading of grade-	drawn based on close reading of grade-			
ပိ	seni Ily, or	learned	phrases (I	perspectives)	level texts and viewing of multimedia	level texts and viewing of multimedia	level texts and viewing of multimedia			
pue	ores tive ext,	phrases (e.g., I	agree with X,	using a variety	using some frequently used verbs (e.g.,	using a variety of verbs (e.g., suggests	using a variety of precise academic verbs			
on 8	on p iital i, te	think ,	but), as	of learned	shows that, based on).	that, leads to).	(e.g., indicates that, influences).			
nsi	pret information presen visually, quantitatively, outes to a topic, text, or	Would you	well as open	phrases, indirect						
she	orm , qu a to	please repeat	responses.	reported speech	c. Use knowledge of morphology (e.g.,	c. Use knowledge of morphology (e.g.,	c . Use knowledge of morphology (e.g.,			
pre	info ally, to	that?), as well		(e.g., I heard	affixes, roots, and base words), context,	affixes, roots, and base words), context,	affixes, roots, and base words), context,			
οď	ret i isua ites	as open			reference materials, and visual cues to		reference materials, and visual cues to			
	- Interpret (e.g., visu contribute	responses.		-	_	_	determine the meaning, including			
	Inte e.g onti			•	multiple-meaning words on familiar	-	figurative and connotative meanings, of			
	2 - Its (cc			as well as open	topics.	•	unknown and multiple-meaning words on			
	SL 6.2 - Inter formats (e.g., contril			responses.			a variety of new topics.			
	SI									

Superintendent of Schools



		CSS for andard			Corresponding	g ELD Standards			
			PI.3 - Supp	orting opinions and persua	ading others	PI.9 - Supporting opinions			
Presentation of Knowledge and Ideas	rrative, informa- g ideas logically	dusing pertinent descriptions, facts, and details and nonverbal ements to accentuate main ideas or themes; use appropriate e contact, adequate volume, and clear pronunciation. CA (a.).	Emerging - Negotiate with or persuade others in conversations (e.g., to gain and hold the floor or ask for clarification) using basic learned phrases (e.g., I think , Would you please repeat that?), as well as open responses.	Expanding - Negotiate with or persuade others in conversations (e.g., to provide counterarguments) using an expanded set of learned phrases (I agree	Bridging - Negotiate with or persuade others in conversations using appropriate register (e.g., to reflect on multiple perspectives) using a variety of learned phrases, indirect reported speech (e.g., I heard you say X, and Gabriel just pointed out Y), as well as open responses.	Emerging - Plan and deliver brief oral presentations on a variety of topics and content areas.	Expanding - Plan and deliver longer oral presentations on a variety of topics and content areas, using details and evidence to support ideas.	Bridging - Plan and deliver longer oral presentations on a variety of topics and content areas, using reasoning and evidence to support ideas, as well as growing understanding of register.	





	CA CCSS for			Corresponding ELD Standard	
	ELA Standard			, g	
				PI.12 - Selecting language resources	
	. .		rging -	Expanding -	Bridging -
				a. Use a growing set of academic words (e.g., <i>author</i> ,	a. Use an expanded set of general academic words (e.g.,
	informa logically verbal riate	e word	s (e.g., author, chart) and domain-specific	chart, global, affect), domain-specific words (e.g.,	affect, evidence, demonstrate, reluctantly), domain-
	e, ir s lo nve nve	Word word	s (e.g., scene, cell, <i>fraction</i>) to create some	scene, setting, plot, point of view, fraction, cell	specific words (e.g., scene, setting, plot, point of view,
	narrative, inforcing ideas logicals and nonverbase		sion while speaking and writing.	membrane, democracy), synonyms, and antonyms to	fraction, cell membrane, democracy), synonyms,
	irra g ic and	를 		create precision and shades of meaning while speaking	antonyms, and figurative language to create precision and
eas	na cin ils a	JCi		and writing.	shades of meaning while speaking and writing.
Þ	argument, narrative, informs is), sequencing ideas logically , and details and nonverbal r themes; use appropriate	pronunciation.			
and	be de	pro			
ge	argu s), s an the		e knowledge of morphology to	b. Use knowledge of morphology to appropriately select	b. Use knowledge of morphology to appropriately select
led	g., 8 ons cts,	appro	opriately select affixes in basic ways (e.g.,	affixes in a growing number of ways to manipulate	affixes in a variety of ways to manipulate language (e.g.,
ð	(e.g tati fao eas	She li	ikes X).	language (e.g., She likes X. That's impossible).	changing observe $ ightarrow$ observation, reluctant $ ightarrow$ reluctantly,
ᅐ	ngs sen ons,				produce $ ightarrow$ production, and so on).
Presentation of Knowledge and Idea	claims and findings (e.g., argument, na to literature presentations), sequenciny rtinent descriptions, facts, and details a accentuate main ideas or themes; use	volume,			
tio	A fir				
nta	anc atu des	ate			
Sel	ns ters	n b			
Pre	lair o lir tine acc	adequate			
	Present esponse using pe	contact,			
	4 - Present ce, response tend using per elements to	3			
	L 6.4 - Present claims tive, response to liter and using pertinent elements to accent	eye			
	SL 6.4 tive, anc el				
	°				



	CA CCSS fo	r				Corresp	onding ELD S	Standards			
	ELA Standa	rd									
	ð,			nderstanding text st			PII.6 - Connecting	_		I.7 - Condensing ide	
	ativ ing to	נַ	Emerging -	Expanding -	Bridging -	Emerging -	Expanding -	Bridging -	Emerging -	Expanding -	Bridging -
	formative for the formation of the forma	2	Apply basic	Apply growing	Apply increasing	Combine clauses	Combine clauses			Condense ideas in	Condense ideas in
	informative / and using ements to	3	<u> </u>		· ·	in a few basic	in an increasing	wide variety of ways	simple ways (e.g.,	an increasing	a variety of ways
	ir illy a elen		how different text	how different text	how different text	ways to make	variety of ways	(e.g., creating	by compounding	variety of ways	(e.g., through
	cal e	5	types are organized	types are organized	types are organized	connections	(e.g., creating	compound and	verbs, adding	(e.g., through	various types of
	tive, logic l		•	to express ideas	to express ideas	between and join	compound and	complex sentences) to	prepositional	various types of	embedded clauses,
as	ati as l as l	e)	(e.g., how a	(e.g., how a	(e.g., how a	ideas (e.g.,	complex	make connections	phrases, or	embedded clauses	ways of
Presentation of Knowledge and Ide	argument, narrative, informative informative sequencing ideas logically and using alls and nonverbal elements to appropriate evercontact adequate.	î	narrative is	narrative is	historical account is	creating	sentences) to	between and join	through simple	and other ways of	condensing, and
pu	argument, n sequencing id ils and nonv		organized	organized	organized	compound	make connections	ideas, for example, to	embedded clauses	condensing, as in,	nominalization as
e a	argument, sequencing ils and nor	use appropriation. pronunciation.	sequentially with	sequentially with	chronologically	sentences using	between and join	express a reason (e.g.,	or other ways of	Organic vegetables	in, They <i>destroyed</i>
gpa	gun	ncië	predictable stages	predictable stages	versus how	and, but, so).	ideas, for	He stayed at home on	condensing as in,	are food. They're	the rain forest.
N N	igs (e.g., argations), sequence and details	าน	versus how	versus how	arguments are		example, to	Sunday because he	This is a story		Lots of animals
Su Su	(e.g., ons), s d deta	pro	arguments are	arguments are	structured logically		express a reason	had an exam on	about a girl. The	chemical	<i>died</i> → The
of Y	ion ion id o	clear	~	structured logically	around reasons and			* *	girl changed the	fertilizers. They're	destruction of the
ū	ndings (e sentatior cts, and (cle	ideas) to	around reasons and	evidence) to		home on Sunday	concession (e.g., She	world. \rightarrow This is a	made without	rain forest led to
ati	findings (resentation facts, and		comprehending	evidence) to	comprehending		to study for	studied all night even	story about a girl	chemical	the death of many
ent	dfi ore, fa	מ כ	texts and writing	comprehending	texts and writing		Monday's exam)	though she wasn't	who changed the	insecticides) →	animals) to create
res	t claims and literature prescriptions, fearing in a secriptions, fearing in a secriptions, fearing in a secriptions of the secreption of the secriptions of the secriptions of the secription of the secription of the secription of the secription of the secreption of the secription of the secription of the secription of the secreption of the secription of the secreption of the sec	volume,	basic texts.	texts and writing	cohesive texts.		or to make a	feeling well), or to	world) to create	Organic vegetables	precise and
Ь	ms atu ptic			texts with increasing			concession (e.g.,	link two ideas that	precise and	are foods that are	detailed sentences.
	claims iteratu scripti	8		cohesion.			She studied all	happen at the same	detailed sentences.	made without	
	ent c to lit t des	=					night even though	time (e.g., <i>The</i>		chemical fertilizers	
	e to	10.					she wasn't feeling	students worked in		or insecticides) to	
	6.4 - Present claims and findings (e.g. response to literature presentations), pertinent descriptions, facts, and det						well)	groups while their		create precise and	
	.4 -	ננ						teacher walked		detailed	
		7						around the room).		sentences.	
	SL										



	CA CCSS for ELA Standard		Corresponding ELD Standards						
	LLA Standard	PI.9 - Presenting							
	l	Emerging -		Bridging -					
Presentation of Knowledge and Ideas	SL 6.5 - Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.		Plan and deliver longer oral presentations on a variety	Plan and deliver longer oral presentations on a variety of topics and content areas, using reasoning and evidence to support ideas, as well as growing understanding of register.					



Г	CA CCSS for			Correspondi	ng ELD Standards		
	ELA Standard	DI 1	- Exchanging information			orting opinions and persua	ding others
	eas demonstrating command ee grade 6 Language itions.)	Emerging -	Expanding -	Bridging -		Expanding -	Bridging -
	owredge and ideas exts and tasks, demonstrating comn appropriate. (See grade 6 Language ipecific expectations.)	Engage in	Contribute to class,	Contribute to class,	Negotiate with or persuade	•	Negotiate with or persuade
	ngu			group, and partner	•		others in conversations
	atin	exchanges and express	discussions by following	discussions by following	(e.g., to gain and hold the	conversations (e.g., to	using appropriate register
	Istra	ideas on familiar topics	turn-taking rules, asking	turn-taking rules, asking	floor or ask for	provide	(e.g., to reflect on multiple
	non grac ns.)	by asking and answering	relevant questions,	relevant questions,	clarification) using basic	counterarguments) using	perspectives) using a
Š	eas den ee g	yes-no and wh-	affirming others, adding	affirming others, adding	learned phrases (e.g., I	an expanded set of	variety of learned phrases,
7	ks, 'S'.	questions and	relevant information,	relevant information and	think , Would you	learned phrases (<i>I agree</i>	indirect reported speech
Š	and lo tasks, iate. (S expecta	responding using simple			•	•	(e.g., I heard you say X,
2	and opri	phrases.	ideas.	key ideas, building on	· ·	· ·	and Gabriel just pointed
	rts a			responses, and providing			out Y), as well as open
	ntex or ag			useful feedback.			responses.
1 4							
	esentation or a variety of cc hen indicated ards 1 and 3 fc						
:	entatio variety n indic ds 1 an						
\$	ent vari n ir ds 1						
3	o a v						
-	ch to a varie ish when in standards 1						
	eec nglik						
	From the speech to the stands of formal English with the stands of the s						
	lapt rma						
	Ac						
	of 0.6						
	SI 6						



	CA CCSS for			Corresponding I	ELD Standards			
Н	ELA Standard 물	P	I.4 - Adapting language choi			PI.5 - Listening actively		
	demonstrating command ee grade 6 Language itions.)		Expanding -	Bridging -	Emerging -		Bridging -	
	exts and tasks, demonstrating comn appropriate. (See grade 6 Language specific expectations.)	Adjust language choices	Adjust language choices	Adjust language choices	Demonstrate active	Demonstrate active	Demonstrate active	
	ng c	according to social setting		according to task (e.g.,	listening in oral	listening in oral	listening in oral	
	atir 6 La		explaining, persuading,				presentation activities by	
	de (entertaining), task, and	experiment, providing peer			asking and answering	
	nor gra ns.)	peers, teacher).	audience.		basic questions, with		detailed questions, with	
eas	der ee ntio			assignment), purpose, task,			minimal prompting and	
	iks, . (S			and audience.	substantial support.	moderate support.	support.	
Presentation of Knowledge and Ideas	ety of contexts and tasks, demon dicated or appropriate. (See grac and 3 for specific expectations.)							
Jge	and opr							
Vec	rts a							
lo	or apor sp							
Ā	of contexts ated or appi d 3 for speci							
	of cate							
atic	iety ndic							
ent	ch to a variety ish when indic standards 1 an							
res	o a v vhe dar							
۵	h tc sh v sanc							
	eecl glis							
	spe En							
	5 - Adapt speech to a variety of cc of formal English when indicated standards 1 and 3 fo							
	Add							
	- 9. of							
	SL 6.6 ol							
	S							

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	CA CCSS for LA Standard			Correspondin	g ELD Standards			
<u> </u>			PI.9 - Presenting		PI.12 - Selecting language resources			
	and tasks, demonstrating command opriate. (See grade 6 Language fic expectations.)	Emerging -	Expanding -	Bridging -	Emerging -	Expanding -	Bridging -	
	, demonstrating comn See grade 6 Language :ations.)	Plan and deliver brief oral	Plan and deliver longer oral	Plan and deliver longer oral	a . Use a select number of	a. Use a growing set of	a. Use an expanded set of	
	o gu	presentations on a	presentations on a variety	presentations on a variety	general academic words	academic words (e.g.,	general academic words (e.g.,	
	atir 5 La	variety of topics and	of topics and content	of topics and content	(e.g., author, chart) and	author, chart, global,	affect, evidence, demonstrate,	
	de (content areas.	areas, using details and	areas, using reasoning and	domain-specific words	**	reluctantly), domain-specific	
	texts and tasks, demon appropriate. (See grac specific expectations.)		evidence to support ideas.	• •	(e.g., scene, cell, fraction)	words (e.g., scene,	words (e.g., scene, setting, plot,	
eas	der ee a					setting, plot, point of	point of view, fraction, cell	
Presentation of Knowledge and Ideas	ks, . (S ecta			understanding of register.	while speaking and writing.	view, fraction, cell	membrane, democracy),	
anc	exts and tasks appropriate. (specific expect						synonyms, antonyms, and	
ge	ınd opri ic e					synonyms, and	figurative language to create	
/led						antonyms to create	precision and shades of	
٥	tex r ap spe						meaning while speaking and	
자	variety of contexts en indicated or appi ds 1 and 3 for speci				b. Use knowledge of	meaning while speaking	writing.	
o u	5 - Adapt speech to a variety of cc of formal English when indicated standards 1 and 3 f					and writing.		
ltio	ety dica an				appropriately select affixes			
nta	arie n in Is 1				in basic ways (e.g., She		b. Use knowledge of	
ese	a v her ard				likes X).	b. Use knowledge of	morphology to appropriately	
P	ch to a vai ish when i standards					morphology to	select affixes in a variety of	
	ech glisl sta					appropriately select	ways to manipulate language	
	spe Enį					affixes in a growing	(e.g., changing <i>observe</i> →	
	- Adapt speech to f formal English w stand					number of ways to	observation, reluctant $ ightarrow$	
	Ada orr					manipulate language	reluctantly, produce \rightarrow	
	6 - <i>,</i>					(e.g., She likes X. That's	production, and so on).	
	SL 6.6					impossible).		
	SI							

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	CA CCSS for LA Standard				Correspon	ding ELD Sta	andards			
		PII.3 - U	Jsing verbs and verb	phrases	PII.4 - Usi	ing nouns and no	un phrases	PII.5	- Modifying to ac	ld details
	demonstrating command ee grade 6 Language tions.)	Emerging -	Expanding -	Bridging -	Emerging -	Expanding -	Bridging -	Emerging -	Expanding -	Bridging -
	nag	Use a variety of	Use various verb	Use various verb	Expand noun	Expand noun	Expand noun	Expand	Expand	Expand sentences
	ng c	verb types (e.g.,	types (e.g., doing,	types (e.g., doing,	phrases in	phrases in a	phrases in an	sentences with	sentences with	with a variety of
	atii 5 La	doing, saying,	saying, being/	saying, being/	simple ways	variety of ways	increasing	simple	an increasing	adverbials (e.g.,
	ıstr de (being/ having,	having, thinking/	having, thinking/	(e.g., adding a	(e.g., adding	variety of ways	adverbials (e.g.,	variety of	adverbs, adverb
	nor gra ns.)	thinking/ feeling),	feeling, reporting),	feeling, reporting),	sensory	comparative/	(e.g., adding	adverbs, adverb	adverbials (e.g.,	phrases and
eas	der ee a	tenses (e.g.,	tenses (e.g.,	tenses (e.g.,	adjective to a	superlative	comparative/	phrases,	adverbs, adverb	clauses,
Presentation of Knowledge and Ideas	ety of contexts and tasks, demonstrating comn dicated or appropriate. (See grade 6 Language and 3 for specific expectations.)	present, past,	present, past,	present, past,	noun) in order	adjectives to	superlative and	prepositional	phrases,	prepositional
anc	tasks, iate. (S xpecta	future, simple,	future, simple,	future, simple,		noun phrases or	_		prepositional	phrases) to provide
ge	and ropri ific e	progressive)	. •	progressive,	meaning of	simple clause	academic	provide details	phrases) to	details (e.g., time,
/lec	ts a pro	appropriate to the	perfect)	perfect)	sentences and	embedding) in	adjectives to	(e.g., time,	provide details	manner, place,
٥		text type and		appropriate to the		order to enrich	noun phrases or		(e.g., time,	cause) about a
f Kr	con do for	discipline (e.g.,		task, text type, and		the meaning of	more complex	cause) about a		variety of familiar
u o	of o ate d 3		discipline (e.g.,	discipline (e.g., the		sentences and				and new activities
atio	variety en indica ds 1 and	past progressive	simple present for	•						and processes.
inte	ch to a varie ish when in standards 1	for recounting an		describe previously		about ideas,	order to enrich		activity or	
ese	a v her lard	experience) on	an increasing	made claims or		people, things,	the meaning of		process.	
P	h w and	familiar topics.	variety of topics.	conclusions) on a		and the like.	sentences and			
	ech glisl sta			variety of topics.			add details			
	speech English sta						about ideas,			
	npt nal						people, things,			
	6 - Adapt speech to a variety of cont of formal English when indicated or standards 1 and 3 for 9						and the like.			
	6 - , of f									
	0.0									
	SL									



	CA CCSS for ELA Standard			Correspondin	g ELD Standards			
			PII.6 - Connecting Idea	S	PII.7 - Condensing Ideas			
	o	Emerging -	Expanding -	Bridging -	Emerging -	Expanding -	Bridging -	
	variety of contexts and tasks, demonstrating names indicated or appropriate. (See grade 6 ds 1 and 3 for specific expectations.)	Combine clauses in a few	Combine clauses in an	Combine clauses in a wide	Condense ideas in simple	Condense ideas in an	Condense ideas in a variety of	
	tra: gra	basic ways to make	increasing variety of ways	variety of ways (e.g., creating	, , , ,	increasing variety of ways	ways (e.g., through various	
	ons ee (.	connections between and	(e.g., creating compound	compound and complex	compounding verbs, adding		types of embedded clauses,	
	eme S) .		and complex sentences)	sentences) to make	prepositional phrases, or	of embedded clauses and	ways of condensing, and	
	ate	compound sentences using		connections between and join	- '	other ways of condensing, as		
90	isks ipri	and, but, so).		ideas, for example, to express	·	in, Organic vegetables are	destroyed the rain forest.	
7	pro pro exp				~	*	Lots of animals $died \rightarrow$ The	
Presentation of Knowledge and Idea	contexts and tasks, demoricated or appropriate. (Sefor specific expectations.)		, , ,	home on Sunday because he	, ,	chemical fertilizers. They're	destruction of the rain forest	
9	xts d or			had an exam on Monday), to	changed the world. → This		led to the death of many	
7	of contex indicated d 3 for spe			make a concession (e.g., She		insecticides) → Organic	animals) to create precise and	
	Fo Go		• •	studied all night even though		vegetables are foods that	detailed sentences.	
ž	inc of and			she wasn't feeling well), or to	create precise and detailed			
÷	riety of then ind 1 and 3			link two ideas that happen at		fertilizers or insecticides) to		
2.	var var var ds 1		well)	the same time (e.g., <i>The</i>		create precise and detailed		
‡	a de lish			students worked in groups while their teacher walked		sentences.		
9	h tc							
ŗ	al E			around the room).				
ľ	spe orm							
	Adapt speech to a vand of formal English w							
	Ada d o Lar							
	SL 6.6							
	IS S							



	CA CCSS for ELA Standard			Corresponding	ELD Standards		
		PI.4	- Adapting language choic	es		PI.5 - Listening actively	
		Emerging -	Expanding -	Bridging -	Emerging -	Expanding -	Bridging -
		Adjust language choices	Adjust language choices	Adjust language choices	Demonstrate active	Demonstrate active	Demonstrate active
		according to social setting	according to purpose	according to task (e.g.,	listening in oral	listening in oral	listening in oral
	8 8	(e.g., classroom, break time)	(e.g., explaining,	-	presentation activities by		presentation activities by
	ons	and audience (e.g., peers,		•			asking and answering
	conventions when writi	teacher).	task, and audience.	peer feedback on a writing		·	detailed questions, with
ے	nve /he				prompting and substantial		minimal prompting and
glis	o e co			task, and audience.	support.	moderate support.	support.
Conventions of Standard English	of the conventions d usage when writing - e.)						
ard	l of u d u						
and	command o ammar and eaking. (a						
f St	trate comma ish grammar or speaking.						
sol	cor am eak						
io	ate n gr sp						
ent	istra glish or						
Į Š	- Demonstrate comma dard English grammar or speaking.						
ŏ	rd b						
	L 6.1 stan						
	of:						



CA CCSS ELA Stand			Corresponding ELD Standards	
			PI.6 - Reading/viewing closely	
Conventions of Standard English L 6.1 - Demonstrate command of the conventions of standard English grammar and usage when writing	or speaking. (a e.)	 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. Express inferences and conclusions drawn based on close reading of grade-level texts and viewing of multimedia using some frequently used verbs (e.g., shows that, based on). c. Use knowledge of morphology (e.g., affixes, roots, and base words), context, reference materials, and 	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. Express inferences and conclusions drawn based on close reading of grade-level texts and viewing of multimedia using a variety of verbs (e.g., suggests that, leads to). c. Use knowledge of morphology (e.g., affixes, roots, and base words), context, reference materials, and visual cues to determine the meaning of unknown and multiple-meaning 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. Express inferences and conclusions drawn based on close reading of grade-level texts and viewing of multimedia using a variety of precise academic verbs (e.g., indicates that, influences). c. Use knowledge of morphology (e.g., affixes, roots, and base words), context, reference materials, and visual cues to determine the meaning, including figurative and connotative meanings, of unknown and multiple-meaning words on a variety of new topics.



	A CCSS for A Standard			Correspon	ding ELD Standards	nding ELD Standards			
	21000110010		PI.9 - Presenting		PI.10 - Writing				
		Emerging -	Expanding -	Bridging -	Emerging -	Expanding -	Bridging -		
			_	~		a. Write longer literary and	a. Write longer and more		
			·		informational texts (e.g., an	informational texts (e.g., an	detailed literary and		
	ng n	variety of topics and	variety of topics and	•	argument for protecting the	argument for protecting the	informational texts (e.g., an		
	conventions when writi	content areas.	content areas, using	content areas, using	rain forests) collaboratively	rain forests) collaboratively	argument for protecting the		
	enti in w		details and evidence to		(e.g., with peers) and	(e.g., with peers) and	rain forests) collaboratively		
ي	nve		support ideas.		independently.	independently using	(e.g., with peers) and		
silg	e co			as growing understanding		appropriate text organization.	•		
녈	f the usag e.)			of register.			appropriate text organization		
Conventions of Standard English	о _{Б'}						and growing understanding of		
anc	ıand ır an ;. (a.						register.		
fSt	ite comma grammar speaking.				b . Write brief summaries of	b. Write increasingly concise	b. Write clear and coherent		
ls o	co ram eak					summaries of texts and	summaries of texts and		
ţį	Demonstrate ard English gr or sp				complete sentences and key		experiences using complete		
/en	nstr glis o					sentences and key words	and concise sentences and		
o o					graphic organizers).	(e.g., from notes or graphic	key words (e.g., from notes or		
	Del ard				6. ap 5. 8a=5.5/.	organizers).	graphic organizers).		
	.1 - ind					0.8420.07.	g. ape e. gaze. e,.		
	L 6.1 - Der of standard								
	of								



	A CCSS for A Standard			Correspon	ding ELD Standard	ls	
	.A Stanuaru		PI.11 - Justifying/arguin	g		PI.12 - Selecting language res	sources
Conventions of Standard English	ventions nen writing	providing some textual evidence (e.g., quoting from the text) or relevant background knowledge, with substantial support. b. Express attitude and opinions or temper statements with some basic modal expressions (e.g., can, has to).	persuade others by providing relevant textual evidence (e.g., quoting from the text or referring to what the text says) or relevant background knowledge, with moderate support. b. Express attitude and opinions or temper statements with a variety of familiar modal expressions (e.g., maybe/probably, can/could, must).	Bridging - a. Justify opinions or persuade others by providing detailed and relevant textual evidence (e.g., quoting from the text directly or referring to specific textual evidence) or relevant background knowledge, with light support. b. Express attitude and opinions or temper statements with nuanced	(e.g., author, chart) and domain-specific words (e.g., scene, cell, fraction) to create some precision while speaking and writing.	academic words (e.g., author, chart, global, affect), domain-specific words (e.g., scene, setting, plot, point of view, fraction, cell membrane, democracy), synonyms, and antonyms to create precision and shades of meaning while speaking and writing. b. Use knowledge of morphology to appropriately select affixes in a growing number of ways to manipulate language (e.g., She likes X. That's	Bridging - a. Use an expanded set of general academic words (e.g., affect,



	CA CCSS for ELA Standard		C	Corresponding ELD Stand	ards		
	I		PII.2 - Understanding cohesio	n	PII.3 - U	sing verbs and verb pl	nrases
		Emerging -	Expanding -	Bridging -	Emerging -	Expanding -	Bridging -
		a. Apply basic understanding	a. Apply growing understanding	a. Apply increasing understanding	Use a variety of verb	Use various verb	Use various verb
		of language resources for	of language resources for	of language resources for referring	types (e.g., doing,	types (e.g., doing,	types (e.g., doing,
	8	referring the reader back or	referring the reader back or	the reader back or forward in text	saying, being/ having,	saying, being/	saying, being/
	ns ritii	forward in text (e.g., how	forward in text (e.g., how	(e.g., how pronouns, synonyms, or	thinking/ feeling),	having, thinking/	having, thinking/
	ndard English nd of the conventions and usage when writing (a e.)	pronouns refer back to	pronouns or synonyms refer back	nominalizations refer back to	tenses (e.g., present,	feeling, reporting),	feeling, reporting),
I.	ر her	nouns in text) to	to nouns in text) to	nouns in text) to comprehending	past, future, simple,	tenses (e.g., present,	tenses (e.g., present,
13	Conventions of Standard English Emonstrate command of the con I English grammar and usage wl or speaking. (a e.)	comprehending texts and	comprehending texts and writing	texts and writing cohesive texts.	progressive)	past, future, simple,	past, future, simple,
3	s or Standard Eng command of the ammar and usago eaking. (a e.)	writing basic texts.	texts with increasing cohesion.		appropriate to the text	progressive, perfect)	progressive, perfect)
13	of the dusa - e.)				type and discipline	appropriate to the	appropriate to the
1	and an (a.	b. Apply basic understanding	b. Apply growing understanding	b. Apply increasing understanding	(e.g., simple past and	task, text type, and	task, text type, and
3	ma nar ng.	of how ideas, events, or	of how ideas, events, or reasons	of how ideas, events, or reasons	past progressive for	discipline (e.g.,	discipline (e.g., the
٦	akii n	reasons are linked	are linked throughout a text	are linked throughout a text using	recounting an	simple present for	present perfect to
	nonstrate comma English grammar or speaking.	throughout a text using a	using a variety of connecting	an increasing variety of academic	experience) on familiar	literary analysis) on	describe previously
3	Convention - Demonstrate dard English gr	select set of everyday	words or phrases (e.g., for	connecting and transitional words	topics.	an increasing variety	made claims or
	ons ngl	connecting words or phrases	example, in the first place, as a	or phrases (e.g., consequently,		of topics.	conclusions) on a
S		(e.g., first/next, at the	result, on the other hand) to	specifically, however, moreover)			variety of topics.
	- Do	beginning) to	comprehending texts and writing	to comprehending texts and			
	L 6.1 stand	comprehending texts and	texts with increasing cohesion.	writing cohesive texts.			
	L 6.1 - Der	writing basic texts.					
	•						



	CA CCSS for LA Standard			Correspondi	ling ELD Standards			
		PII.4	- Using nouns and noun pl	hrases	PII.5 - Modifying to add details			
		Emerging -	Expanding -	Bridging -	Emerging -	Expanding -	Bridging -	
		Expand noun phrases in	Expand noun phrases in a	Expand noun phrases in	Expand sentences with	Expand sentences with an	Expand sentences with a	
		simple ways (e.g.,	variety of ways (e.g.,	an increasing variety of	simple adverbials (e.g.,	increasing variety of	variety of	
	8	adding a sensory	adding comparative/	ways (e.g., adding	adverbs, adverb phrases,	adverbials (e.g., adverbs,	adverbials (e.g., adverbs,	
	ons	adjective to a noun) in	superlative adjectives to	comparative/ superlative	prepositional phrases) to	adverb phrases,	adverb phrases and clauses,	
	conventions e when writi	order to enrich the	noun phrases or simple	and general academic	provide details (e.g., time,	prepositional phrases) to	prepositional phrases) to	
ے	her	meaning of sentences	clause embedding) in	adjectives to noun	manner, place, cause)	provide details (e.g., time,	provide details (e.g., time,	
siis	o s s				about a familiar activity or	manner, place, cause)	manner, place, cause) about	
Eng	of the dusage - e.)	ideas, people, things,	meaning of sentences and	= '	process.	about a familiar or new	a variety of familiar and	
Conventions of Standard English	nd of the conventions and usage when writing (a e.)	and the like.	add details about ideas,	order to enrich the		activity or process.	new activities and	
bu	command ammar an eaking. (a.			meaning of sentences			processes.	
Sta	trate comma sh grammar or speaking.		like.	and add details about				
o	con amı			ideas, people, things, and				
j	ite gra spe			the like.				
enti	stra lish or							
Ž	nonstrate comma English grammar or speaking.							
ပိ	Demonstrate ard English gr or sp							
	dar dar							
	L 6.1 - Der of standard							
	L							

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	CA CCSS for			Corresponding	ELD Standards			
E	A Standard		PII.6 - Connecting id			PII.7 - Condensing ideas		
glish	ventions nen writing	and join ideas (e.g., creating compound sentences using <i>and,</i>	increasing variety of ways (e.g., creating compound and complex sentences) to make connections between and join ideas, for example, to express a	Bridging - Combine clauses in a wide variety	ways (e.g., by compounding verbs, adding prepositional phrases, or through simple embedded clauses or other ways of	PII.7 - Condensing ideas Expanding - Condense ideas in an increasing variety of ways (e.g., through various types of embedded clauses and other ways of condensing, as in, Organic vegetables are food. They're made without chemical fertilizers. They're made	Bridging - Condense ideas in a variety of ways (e.g., through various types of embedded clauses, ways of condensing, and nominalization as in, They destroyed the rain forest. Lots of animals died →	
Conventions of Standard English	L 6.1 - Demonstrate command of the of standard English grammar and usago or speaking. (a e.)		home on Sunday to study for Monday's exam) or to make a concession (e.g., She studied all night even	concession (e.g., She studied all night even though she wasn't feeling well), or to link two ideas that happen at the same time (e.g., The students worked in groups while their teacher walked around the room).	story about a girl. The girl changed the world. → This is a story about a girl who changed the world) to create precise and	without chemical insecticides) → Organic vegetables are foods that are made without chemical fertilizers or insecticides) to create precise and detailed sentences.	The <i>destruction</i> of the rain forest led to the death of	



	CA CCSS for ELA Standard			Corresponding	g ELD Standards		
			PI.10 - Writing		PI.11 - Justifying/arguing		
		Emerging -	Expanding -	Bridging -	Emerging -	Expanding -	Bridging -
		a. Write short literary and	a. Write longer literary and	a. Write longer and more	a. Justify opinions by	a. Justify opinions or	a. Justify opinions or persuade
	g	informational texts (e.g.,	informational texts (e.g., an	detailed literary and	providing some textual	persuade others by	others by providing detailed
	of ellir	an argument for	argument for protecting	informational texts (e.g., an	evidence (e.g., quoting	providing relevant textual	and relevant textual evidence
	conventions of ıtion, and spelling	protecting the rain	the rain forests)	argument for protecting the	from the text) or relevant	evidence (e.g., quoting	(e.g., quoting from the text
	ntic	forests) collaboratively	collaboratively (e.g., with	rain forests) collaboratively	background knowledge,	from the text or referring	directly or referring to specific
sh		(e.g., with peers) and	peers) and independently	(e.g., with peers) and	with substantial support.	to what the text says) or	textual evidence) or relevant
ngli		independently.	using appropriate text	independently using		relevant background	background knowledge, with
	the ctua b.)		organization.	appropriate text organization		knowledge, with moderate	light support.
dar	l of i punc (a			and growing understanding of		support.	
tan	ind n, p ig. (register.			
Conventions of Standard Englis	trate command of the capitalization, punctua when writing. (a b.)						
JS C	om Iiza wr	b. Write brief summaries	b . Write increasingly	b. Write clear and coherent	b . Express attitude and	b. Express attitude and	b . Express attitude and
tio	- (0 _	of texts and experiences	concise summaries of texts	summaries of texts and	opinions or temper	opinions or temper	opinions or temper
len.	Demonstrate English capit whe	using complete sentences	and experiences using	experiences using complete	statements with some	statements with	statements with nuanced
l ol	ons ish	and key words (e.g., from	complete sentences and	and concise sentences and	basic modal expressions	a variety of familiar modal	modal expressions (e.g.,
S	eme	notes or graphic	key words (e.g., from notes	key words (e.g., from notes or	(e.g., can, has to).	expressions (e.g.,	probably/certainly/ definitely,
	- De	organizers).	or graphic organizers).	graphic organizers).		maybe/probably,	should/would, might) and
	L6.2 Indar					can/could, must).	phrasing (e.g., <i>In my opinion</i>
	L6.2 - Demons standard English						.).
	ώ						



	CA CCSS for			Corresponding I	ELD Standards			
F	ELA Standard	Pl.1 -	Exchanging informatio	n/ideas	PI.2 -	PI.2 - Interacting via written English		
		Emerging -	Expanding -	Bridging -	Emerging -		Bridging -	
		Engage in conversational	Contribute to class,	Contribute to class, group,	Negotiate with or	Negotiate with or persuade	Negotiate with or	
		exchanges and express ideas	•	and partner discussions by	persuade others in		persuade others in	
	ons 5.)	on familiar topics by asking	discussions by	following turn-taking rules,	conversations (e.g., to	(e.g., to provide	conversations using	
		and answering <i>yes-no</i> and		asking relevant questions,	gain and hold the floor or		appropriate register	
	nve 3. (a	wh- questions and		affirming others, adding	ask for clarification) using	an expanded set of learned		
	co guir	responding using simple	questions, affirming	relevant information and	basic learned phrases	phrases (I agree with X, but	, , , ,	
۵	l its	phrases.	others, adding relevant information,	evidence, paraphrasing key	(e.g., I think , Would you please repeat that?),	•	using a variety of	
ger	anc or li		·	ideas, building on responses, and providing useful	as well as open responses.		learned phrases, indirect reported	
Igue			ideas.	feedback.	as well as open responses.		speech (e.g., I heard	
J-	gua		ideus.	recubuck.			you say X, and Gabriel	
Knowledge of Language	of language Ig, reading, (just pointed out Y), as	
Pod	e of ing,						well as open responses.	
3	edge							
Σ	wle							
	kno ing,							
	Use knowledge writing, speakir							
	. ñ							
	L 6.3 - Use knowledge of language when writing, speaking, reading,							
	_ ^							



Superintendent of Schools Office of Mary C. Barlow advocates for children

	CA CCSS for ELA Standard			Corresponding ELD S	Corresponding ELD Standards						
		PI.3 - Supporting opinions and persuading others			PI.4 - Adapting language choices						
		Emerging -	Expanding -	Bridging -	Emerging -	•	Bridging -				
			Negotiate with or	·	Adjust language		Adjust language choices				
		others in conversations (e.g., to	ř	others in conversations using	_	_	according to task (e.g.,				
	ons b.)		conversations (e.g., to provide	appropriate register (e.g., to reflect on multiple	social setting (e.g.,		facilitating a science				
	enti	, 0	•	perspectives) using a variety of	classroom, break	•	experiment, providing peer feedback on a writing				
	B. (an expanded set of		(e.g., peers,	•	assignment), purpose, task,				
	ts cc enir		learned phrases (I agree	•	teacher).		and audience.				
ge	e and its conventions or listening. (a b.)	responses.	with X, but), as well	you say X, and Gabriel just							
gua	e ar , or		as open responses.	pointed out Y), as well as open							
Knowledge of Language	Use knowledge of language and its convenwriting, speaking, reading, or listening. (a.			responses.							
e of	ang										
edge											
	dge akir										
Ϋ́	wle										
	ng,										
	se k ⁄riti										
	L 6.3 - Use knowledge of when writing, speaking,										



	CA CCSS for LA Standard				Corresponding ELD S	tandards				
Ī		PI.5 - Listening actively				PI.6 - Reading/viewing closely				
		Emerging -	Expanding -	Bridging -	Emerging -	Expanding -	Bridging -			
		Demonstrate	Demonstrate	Demonstrate	a . Explain ideas, phenomena,	a. Explain ideas, phenomena,	a. Explain ideas, phenomena,			
		active listening in	active listening in	active listening in	processes, and text relationships (e.g.,	processes, and text relationships (e.g.,	processes, and text relationships (e.g.,			
	ins o.)	oral presentation	oral presentation	oral presentation	compare/contrast, cause/effect,	compare/contrast, cause/effect,	compare/contrast, cause/effect,			
	itions b.)	activities by	activities by	activities by	problem/ solution) based on close	problem/ solution) based on close	problem/ solution) based on close			
	ver . (a	asking and	asking and	asking and	reading of a variety of grade-level	reading of a variety of grade-level	reading of a variety of grade-level			
	conventions ing. (a b.)	answering basic	answering	answering	texts and viewing of multimedia, with	texts and viewing of multimedia, with	texts and viewing of multimedia, with			
	its	•	detailed	detailed	substantial support.	moderate support.	light support.			
age	and its or listen		questions, with	questions, with						
ngu	; o		occasional		· · · · · · · · · · · · · · · · · · ·	b. Express inferences and conclusions				
Lar	uag		prompting and				drawn based on close reading of grade-			
of	language and its conven reading, or listening. (a.		moderate	support.	level texts and viewing of multimedia		level texts and viewing of multimedia			
dge			support.			using a variety of verbs (e.g., suggests	using a variety of precise academic			
Wle	lge ((e.g., shows that, based on).	that, leads to).	verbs (e.g., indicates that, influences).			
Knowledge of Language	. 6.3 - Use knowledge of when writing, speaking,				c. Use knowledge of morphology (e.g.,	c. Use knowledge of morphology (e.g.,	c. Use knowledge of morphology (e.g.,			
	knoting					affixes, roots, and base words),	affixes, roots, and base words),			
	Jse writ				context, reference materials, and	context, reference materials, and	context, reference materials, and			
	3 - L				visual cues to determine the meaning	visual cues to determine the meaning	visual cues to determine the meaning,			
	L 6.3 whe				of unknown and multiple-meaning	of unknown and multiple-meaning	including figurative and connotative			
	_				words on familiar topics.	words on familiar and new topics.	meanings, of unknown and multiple-			
							meaning words on a variety of new			
							topics.			



	A CCSS for			Corresponding	g ELD Standards			
۳	.A Standard	PI.	7 - Evaluating language cho	-	PI.8 - Analyzing language choices			
		Emerging -	Expanding -		Emerging -	Expanding -	Bridging -	
		Combine clauses in a few	Combine clauses in an	Combine clauses in a wide	Condense ideas in simple	Condense ideas in an	Condense ideas in a variety of	
		basic ways to make	increasing variety of ways	variety of ways (e.g.,	ways (e.g., by	increasing variety of ways	ways (e.g., through various	
	tions - b.)	connections between and	(e.g., creating compound	creating compound and	compounding verbs,	(e.g., through various types of	types of embedded clauses,	
	conventions iing. (a b.)	join ideas (e.g., creating	and complex sentences) to	complex sentences) to make	adding prepositional	embedded clauses and other	ways of condensing, and	
	and its conveni or listening. (a.	compound sentences using	make connections between	connections between and	phrases, or through	ways of condensing, as in,	nominalization as in, They	
	con	and, but, so).	and join ideas, for example,	join ideas, for example, to	simple embedded clauses	Organic vegetables are food.	destroyed the rain forest. Lots	
	its i		to express a reason (e.g.,	express a reason (e.g., He	or other ways of	They're made without	of animals $died ightarrow$ The	
age.	and its or lister		He stayed at home on	stayed at home on Sunday	condensing as in, This is a	chemical fertilizers. They're	destruction of the rain forest	
guŝ	e a , or		Sunday to study for	because he had an exam on	story about a girl. The girl	made without chemical	led to the death of many	
Lan	language reading,		<i>Monday's exam</i>) or to make	Monday), to make a	changed the world. $ ightarrow$	insecticides) → Organic	animals) to create precise and	
of	ngu		a concession (e.g., She	concession (e.g., She studied	This is a story about a	vegetables are foods that are	detailed sentences.	
ge	f la ,, re		studied all night even	all night even though she	girl who changed the	made without chemical		
led	e o ing		though she wasn't feeling	wasn't feeling well), or to	world) to create precise	fertilizers or insecticides) to		
Knowledge of Language	Use knowledge of language writing, speaking, reading, o		well)	link two ideas that happen at	and detailed sentences.	create precise and detailed		
ᅐ				the same time (e.g., <i>The</i>		sentences.		
	Use knov writing,			students worked in groups				
	se k riti			while their teacher walked				
	J ≽			around the room).				
	. 6.3 - l when							
	L 6. wh							



CCSS for Standard			Corresponding	ng ELD Standards			
		PI.9 - Presenting		PI.10 - Writing			
	Emerging -	Expanding -	Bridging -	Emerging -	Expanding -	Bridging -	
	Plan and deliver brief oral	Plan and deliver longer oral	Plan and deliver longer	a . Write short literary and	 a. Write longer literary and 	a. Write longer and more	
	presentations on a variety	presentations on a variety	oral presentations on a	informational texts (e.g.,	informational texts (e.g.,	detailed literary and	
ons b.)	of topics and content	of topics and content	variety of topics and	an argument for	an argument for	informational texts (e.g., an	
;= ·	areas.	areas, using details and	content areas, using	protecting the rain	protecting the rain forests)	argument for protecting the	
. 6.3 - Use knowledge of language and its conven when writing, speaking, reading, or listening. (a.		evidence to support ideas.	reasoning and evidence to	forests) collaboratively	collaboratively (e.g., with	rain forests) collaboratively	
o in			support ideas, as well as	(e.g., with peers) and	peers) and independently	(e.g., with peers) and	
d its			growing understanding of	independently.	using appropriate text	independently using	
anc or li			register.		organization.	appropriate text organization	
8 ge 9 C						and growing understanding	
gua din						of register.	
lan, rea							
of Jg,							
dge akir				b. Write brief summaries	b. Write increasingly	b . Write clear and coherent	
vlec				of texts and experiences	concise summaries of texts	summaries of texts and	
νοτ 8, 8				using complete sentences	and experiences using	experiences using complete	
e kr itin				and key words (e.g., from	complete sentences and	and concise sentences and	
U.S.				notes or graphic	key words (e.g., from	key words (e.g., from notes	
.3 - Jen				organizers).	notes or graphic	or graphic organizers).	
L 6.3 whe					organizers).		

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	CA CCSS for ELA Standard			Correspondi	ing ELD Standards		
		PI.11 - Justifying/arguing PI.12 - Selecting language resource					
age	its conve	Emerging - a. Justify opinions by providing some textual evidence (e.g., quoting from the text) or relevant background knowledge, with substantial support.	Expanding - a. Justify opinions or persuade others by providing relevant textual evidence (e.g., quoting from the text or referring to what the text says) or relevant background knowledge, with moderate support.	Bridging - a. Justify opinions or persuade others by providing detailed and relevant textual evidence (e.g., quoting from the text directly or referring to specific textual evidence) or relevant background knowledge, with light support.	Emerging - a. Write short literary and informational texts (e.g., an argument for protecting the rain forests) collaboratively (e.g., with peers) and independently.	forests) collaboratively (e.g., with peers) and independently using appropriate text	Bridging - a. Write longer and more detailed literary and informational texts (e.g., an argument for protecting the rain forests) collaboratively (e.g., with peers) and independently using appropriate text organization and growing understanding of register.
Knowledge of Language	rledge of language peaking, reading, o	b. Express attitude and opinions or temper statements with some basic modal expressions (e.g., can, has to).	b. Express attitude and opinions or temper	b. Express attitude and opinions or temper statements with nuanced modal expressions (e.g., probably/certainly/definitely, should/would, might) and phrasing (e.g., <i>In my opinion</i>).	of texts and experiences using complete	concise summaries of texts and experiences using complete sentences and key words (e.g., from	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).



	CA CCSS for ELA Standard			Corresponding ELD Sta	andards		
			PII.2 - Understanding cohesio	n	PII.3	3 - Using verbs and verb p	hrases
Knowledge of Language	L 6.3 - Use knowledge of language and its conventions when writing, speaking, reading, or listening. (a b.)	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 compretending 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	 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 	Emerging - Use a variety of verb types (e.g., doing, saying, being/ having, thinking/ feeling), tenses (e.g., present, past, future, simple, progressive)	Expanding - Use various verb types (e.g., doing, saying, being/ having, thinking/ feeling, reporting), tenses (e.g., present, past, future, simple, progressive, perfect) appropriate to the task, text type, and discipline (e.g., simple present for literary analysis) on an increasing variety of	Bridging - Use various verb types (e.g., doing, saying, being/ having, thinking/ feeling, reporting), tenses (e.g., present, past, future, simple, progressive, perfect)



	A CCSS for A Standard		Corresponding ELD Standards							
		PII.4 - Using nouns and noun phrases			PII.5 - Modifying to add details					
		Emerging -	Expanding -	Bridging -	Emerging -	Expanding -	Bridging -			
		Expand noun phrases in	Expand noun phrases in a	Expand noun phrases in	Expand sentences with	Expand sentences with an	Expand sentences with a			
		simple ways (e.g.,	variety of ways (e.g.,	an increasing variety of	simple adverbials (e.g.,	increasing variety of	variety of			
	ns (adding a sensory	adding comparative/	ways (e.g., adding	adverbs, adverb phrases,	adverbials (e.g., adverbs,	adverbials (e.g., adverbs,			
	itions b.)	adjective to a noun) in	superlative adjectives to	comparative/ superlative	prepositional phrases) to	adverb phrases,	adverb phrases and clauses,			
	ver (a		noun phrases or simple	and general academic	provide details (e.g., time,	prepositional phrases) to	prepositional phrases) to			
	con ing	o a constant of the constant o	O,	•	manner, place, cause)	provide details (e.g., time,	provide details (e.g., time,			
	and its conven or listening. (a.			· ·	about a familiar activity or	manner, place, cause)	manner, place, cause) about			
age	nd 'Iis	ideas, people, things,	meaning of sentences and		process.	about a familiar or new	a variety of familiar and			
ngu	; or		,	order to enrich the		activity or process.	new activities and			
Lar	uag Jing			meaning of sentences			processes.			
of	ang eac		like.	and add details about						
dge	of la g, r			ideas, people, things, and						
Ne	ge . Ikin			the like.						
Knowledge of Language	wledge of language speaking, reading,									
~	9, S									
	kn ting									
	Use knowledge of language and its conventions writing, speaking, reading, or listening. (a b.)									
	3 - en									
	L 6.3 wh									
	_									



CA CCSS for ELA Standard			Corresponding	ELD Standards			
	PII.6 - Connecting ideas			PII.7 - Condensing ideas			
	Emerging -	Expanding -	Bridging -	Emerging -	Expanding -	Bridging -	
	Combine clauses in a	Combine clauses in an	Combine clauses in a wide variety	Condense ideas in simple	Condense ideas in an increasing	Condense ideas in a variety	
f	few basic ways to make	increasing variety of ways	of ways (e.g., creating compound	ways (e.g., by	variety of ways (e.g., through	of ways (e.g., through	
۶ <u> </u>	connections between	(e.g., creating compound	and complex sentences) to make	compounding verbs,	various types of embedded	various types of embedded	
and its conventions or listening. (a b.)	and join ideas (e.g.,	and complex sentences)	connections between and join	adding prepositional	clauses and other ways of	clauses, ways of	
(a.	creating compound	to make connections	ideas, for example, to express a	phrases, or through	condensing, as in, Organic	condensing, and	
and its convenor listening. (a.	sentences using <i>and,</i>	between and join ideas,	reason (e.g., He stayed at home	· ·	vegetables are food. They're	nominalization as in, They	
s co	but, so).		on Sunday because he had an	or other ways of		destroyed the rain forest.	
d it			exam on Monday), to make a	~	fertilizers. They're made	Lots of animals <i>died</i> →	
an or I			concession (e.g., She studied all	, -	without chemical insecticides)	The <i>destruction</i> of the rain	
Knowledge of Language vledge of language and speaking, reading, or lis			night even though she wasn't	changed the world. $ ightarrow$	→ Organic vegetables are foods		
gue adir			feeling well), or to link two ideas	•		many animals) to create	
lan rea			that happen at the same time	,		precise and detailed	
edg ng,			(e.g., The students worked in	to create precise and	create precise and detailed	sentences.	
dge aki			groups while their teacher walked	detailed sentences.	sentences.		
Kng vlee			around the room).				
Knowledg . 6.3 - Use knowledge of when writing, speaking,							
it in kr							
N Us.							
3 -							
L 6.3 whe							



	CA CCSS for LA Standard		Corresponding ELD Standards	
			PI.10 - Writing	
		Emerging -	Expanding -	Bridging -
		a. Write short literary and informational texts (e.g.,	a. Write longer literary and informational texts (e.g., an	•
	I I	an argument for protecting the rain forests)	argument for protecting the rain forests)	informational texts (e.g., an argument for protecting
	and de 6 ge	collaboratively (e.g., with peers) and independently.	collaboratively (e.g., with peers) and independently	the rain forests) collaboratively (e.g., with peers) and
	own anc grade 6 range		using appropriate text organization.	independently using appropriate text organization and
	ikno on n a			growing understanding of register.
Jse	meaning of unkno phrases based on ng flexibly from a . (a d.)			
l p		b. Write brief summaries of texts and experiences	b. Write increasingly concise summaries of texts and	b. Write clear and coherent summaries of texts and
a a	eaning irases b flexibly a d.)	using complete sentences and key words (e.g., from	experiences using complete sentences and key words	experiences using complete and concise sentences and
itio	mea phra ng fl	notes or graphic organizers).	(e.g., from notes or graphic organizers).	key words (e.g., from notes or graphic organizers).
quis	rthe and loosi igies.			
/ Ac	rify ds a chc			
llar	or clarify t g words ar ntent, cho of strategi			
abn	e or ing v onto			
8	mine eani od c			
	etermine e-meanir ng and co			
	6.4 - Determine or clarify the meaning c multiple-meaning words and phrases ba reading and content, choosing flexibly of strategies. (a d.)			
	L6.4 - mult rea			
	3 5			



	CA CCSS for				Corresponding ELD Stand	lards		
냗	LA Standar	rd					sing verbs and verb p	hrases
	r clarify the meaning of unknown and words and phrases based on grade 6 ent, choosing flexibly from a range	Eme a. A of la refe forw production write three	Apply basic understanding anguage resources for erring the reader back or ward in text (e.g., how mouns refer back to uns in text) to mprehending texts and ting basic texts. Apply basic understandof how ideas, events, or sons are linked oughout a text using a	PII.2 - Understanding cohesion 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	 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 	PII.3 - U Emerging - Use a variety of verb types (e.g., doing, saying, being/ having, thinking/ feeling), tenses (e.g., present, past, future, simple, progressive) appropriate to the text type and discipline (e.g., simple past and past progressive for recounting an experience) on familiar	past, future, simple, progressive, perfect) appropriate to the task, text type, and discipline (e.g., simple present for	Bridging - Use various verb types (e.g., doing, saying, being/ having, thinking/ feeling, reporting), tenses (e.g., present, past, future, simple, progressive, perfect) appropriate to the task, text type, and discipline (e.g., the present perfect to describe previously made claims or
Vocal	L6.4 - Determine or multiple-meaning reading and cont	con (e.g beg con	nnecting words or phrases g., first/next, at the ginning) to	example, in the first place, as a result, on the other hand) to	or phrases (e.g., for instance, in addition, at the end) to comprehending texts and writing cohesive texts.		of topics.	conclusions) on a variety of topics.



	CA CCSS for ELA Standard				Correspondin	Corresponding ELD Standards			
			PII.4	I - Using nouns and noun բ	hrases	ses PII.5 - Modifying to add details			
		E	merging -	Expanding -	Bridging -	Emerging -	Expanding -	Bridging -	
		E	expand noun phrases in	Expand noun phrases in a	Expand noun phrases in an	Expand sentences with	Expand sentences with an	Expand sentences with a	
			imple ways (e.g., adding		increasing variety of ways	simple adverbials (e.g.,	increasing variety of	variety of	
	and de 6 ge	a	sensory adjective to a	adding comparative/	(e.g., adding comparative/	adverbs, adverb phrases,	adverbials (e.g., adverbs,	adverbials (e.g., adverbs,	
	nown ar n grade (n	noun) in order to enrich	superlative adjectives to	superlative and general	prepositional phrases) to	adverb phrases,	adverb phrases and	
	n gr	t	he meaning of	noun phrases or simple	academic adjectives to	provide details (e.g., time,	prepositional phrases) to	clauses, prepositional	
١	필유트		entences and add	clause embedding) in	noun phrases or more	manner, place, cause)	•	phrases) to provide details	
	of unknown ased on grac from a rang		letails about ideas,	order to enrich the	complex clause	about a familiar activity or	manner, place, cause)	(e.g., time, manner, place,	
pu	meaning phrases b	: l		meaning of sentences	embedding) in order to	process.	about a familiar or new	cause) about a variety of	
2	ase flex		ike.	and add details about	enrich the meaning of		activity or process.	familiar and new activities	
ij	me phr ng 1	je je			sentences and add details			and processes.	
	the nd osi	ies.		the like.	about ideas, people,				
ACC	ify t Is a cho	teg			things, and the like.				
2	ne or clarify the meaning of unk ning words and phrases based o content, choosing flexibly from	of strategies.							
l a	or c g w nte	of s							
Vocabulary Acquisition and Use	nin col								
Š	rmi near								
	.4 - Determin ultiple-mean reading and o								
	tiple								
	L6.4 - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range								
] " "								



	CA CCSS for ELA Standard			Corresponding	ELD Standards			
			PII.6 - Connecting id	eas		PII.7 - Condensing ideas		
		Emerging -	Expanding -	Bridging -	Emerging -	Expanding -	Bridging -	
		Combine clauses in a	Combine clauses in an	Combine clauses in a wide variety	Condense ideas in simple	Condense ideas in an increasing	Condense ideas in a variety	
		few basic ways to make	increasing variety of ways	of ways (e.g., creating compound	ways (e.g., by	variety of ways (e.g., through	of ways (e.g., through	
	and le 6 çe	connections between	(e.g., creating compound	and complex sentences) to make	compounding verbs,	various types of embedded	various types of embedded	
	own ar grade range	and join ideas (e.g.,	and complex sentences)	connections between and join	adding prepositional	clauses and other ways of	clauses, ways of	
	ow grä ra	creating compound	to make connections	ideas, for example, to express a	phrases, or through	condensing, as in, Organic	condensing, and	
	on n	sentences using <i>and</i> ,	between and join ideas,	reason (e.g., He stayed at home	simple embedded clauses	vegetables are food. They're	nominalization as in, They	
2	meaning of unknown and phrases based on grade 6 ing flexibly from a range . (a d.)	but, so).		on Sunday because he had an	or other ways of		destroyed the rain forest.	
-	g og og bas			exam on Monday), to make a	condensing as in, This is a		Lots of animals <i>died</i> →	
קמכ	eaning or rases bar flexibly a d.)			concession (e.g., She studied all		without chemical insecticides)	The <i>destruction</i> of the rain	
2.	hras hras g fle			night even though she wasn't	changed the world. $ ightarrow$	→ Organic vegetables are foods		
:	ify the model and phodel and phod		, ,	, ,	,	that are made without chemical	•	
3	ryung 7 the and 100si 19ies.			that happen at the same time		'	precise and detailed	
<	clarify the vords and ent, choosi strategies		-	(e.g., The students worked in	to create precise and	create precise and detailed	sentences.	
2	cla Nor ent		well)	groups while their teacher walked	detailed sentences.	sentences.		
٤	or or or			around the room).				
٤	ine anir d co							
>	etermin e-mean							
	- D tipl adi							
	L6.4 mul							
	7 -							



	A CCSS for			Corresponding	g ELD Standards				
EL	A Standard	PI.	7 - Evaluating language cho	•		PI.8 - Analyzing language choices			
		Emerging -	Expanding -		Emerging -	Expanding -	Bridging -		
		Combine clauses in a few	Combine clauses in an	Combine clauses in a wide	Condense ideas in simple	Condense ideas in an	Condense ideas in a variety of		
	e, c.)	basic ways to make	increasing variety of ways	variety of ways (e.g.,	ways (e.g., by	increasing variety of ways	ways (e.g., through various		
	guage (a	connections between and	(e.g., creating compound	creating compound and	compounding verbs,	(e.g., through various types of	types of embedded clauses,		
	ω	join ideas (e.g., creating	and complex sentences) to	complex sentences) to make	adding prepositional	embedded clauses and other	ways of condensing, and		
	urative lan meanings.	compound sentences using	make connections between	connections between and	phrases, or through	ways of condensing, as in,	nominalization as in, They		
۵	tive	and, but, so).	and join ideas, for example,	join ideas, for example, to	simple embedded clauses	Organic vegetables are food.	destroyed the rain forest. Lots		
Acquisition and Use	urat me		to express a reason (e.g.,	express a reason (e.g., He	or other ways of	They're made without	of animals $died \rightarrow$ The		
pu	f figu		He stayed at home on	stayed at home on Sunday	condensing as in, This is a	chemical fertilizers. They're	destruction of the rain forest		
l e	of wo		, , ,		story about a girl. The girl	made without chemical	led to the death of many		
itio	ding s in		<i>Monday's exam</i>) or to make	• •	•	insecticides) → Organic	animals) to create precise and		
luis	sud		a concession (e.g., She	concession (e.g., She studied		vegetables are foods that are	detailed sentences.		
Acq	rstanc		· ·	J J	9	made without chemical			
	ider d nu		though she wasn't feeling		world) to create precise	fertilizers or insecticides) to			
/ocabulary				link two ideas that happen at	and detailed sentences.	create precise and detailed			
cab				the same time (e.g., The		sentences.			
Š	ıstr			students worked in groups					
	nor			while their teacher walked					
	- Demonstrate relationships, a			around the room).					
	, 👱								
	L6.5 word								
	- >								



	A CCSS for			Corresp	onding ELD Standa	rds			
EI	A Standard		PI.10 - Writin	•	PI.12 - Selecting language resources				
		Emerging -	Expanding -	Bridging -	Emerging -		Bridging -		
		a. Write short	a. Write longer	a. Write longer and more	a. Write short literary and	a. Write longer literary and	a. Write longer and more detailed		
	e, د)	literary and	literary and	detailed literary and	informational texts (e.g.,	informational texts (e.g.,	literary and informational texts (e.g.,		
	guage (a	informational texts	informational texts	informational texts (e.g., an	an argument for	an argument for protecting	an argument for protecting the rain		
	CLU CLU	(e.g., an argument	(e.g., an argument	argument for protecting the	protecting the rain	the rain forests)	forests) collaboratively (e.g., with		
	of figurative lan word meanings.	for protecting the	for protecting the	rain forests) collaboratively	forests) collaboratively	collaboratively (e.g., with	peers) and independently using		
Ş.	ativ	rain forests)	rain forests)	(e.g., with peers) and	(e.g., with peers) and	peers) and independently	appropriate text organization and		
ĬŠ	gur?	collaboratively (e.g.,	collaboratively (e.g.,	independently using	independently.	using appropriate text	growing understanding of register.		
anc	f fig ord	with peers) and	with peers) and	appropriate text organization		organization.			
ion				and growing understanding					
isit	din es ii		appropriate text	of register.					
Acquisition and	stan		organization.						
		b. Write brief	h Write increasingly	b. Write clear and coherent	b. Write brief summaries	b. Write increasingly	b. Write clear and coherent		
Vocabulary		summaries of texts	concise summaries	summaries of texts and	of texts and experiences	0 /	summaries of texts and experiences		
cab	Demonstrate elationships, a		of texts and	experiences using complete	using complete sentences		using complete and concise		
%	nstı	•	experiences using	and concise sentences and	and key words (e.g., from		sentences and key words (e.g., from		
	moi:		complete sentences	key words (e.g., from notes	notes or graphic	•	notes or graphic organizers).		
	Del elat		•	or graphic organizers).	organizers)	or graphic organizers).	ece e. g. ape e. gae.e.		
			from notes or	5 , 3 3 6 3 3 7		5 p 1 5 6 5 3 7.			
	L6.5 word	• .	graphic organizers).						
		,							



A CCSS for	Corresponding ELD Standards									
4 Standard		PII.2 - Understanding cohesio	n	PII.3	- Using verbs and verb p	hrases				
	Emerging -	Expanding -	Bridging -	Emerging -	Expanding -	Bridging -				
	a. Apply basic understanding	a. Apply growing understanding	a. Apply increasing understanding	Use a variety of verb	Use various verb types	Use various verb types				
	of language resources for	of language resources for	of language resources for	types (e.g., doing,	(e.g., doing, saying,	(e.g., doing, saying,				
age	referring the reader back or	referring the reader back or	referring the reader back or	saying, being/ having,	being/ having, thinking/	being/ having, thinking/				
gug (a	forward in text (e.g., how	forward in text (e.g., how	forward in text (e.g., how	thinking/ feeling),	feeling, reporting),	feeling, reporting), tenses				
lan Igs.	pronouns refer back to nouns	pronouns or synonyms refer	pronouns, synonyms, or	tenses (e.g., present,	tenses (e.g., present,	(e.g., present, past,				
ive	in text) to comprehending	•		past, future, simple,	past, future, simple,	future, simple,				
ırat nea	~					progressive, perfect)				
figu rd			_			appropriate to the task,				
o o o o		cohesion.				• • • • • • • • • • • • • • • • • • • •				
ing in						(e.g., the present perfect				
and						to describe previously				
ırsta				_	•	made claims or				
n de		_		·	topics.	conclusions) on a variety				
a) (0						of topics.				
rrat ips,			<u> </u>							
inst nsh		•								
tio T		•	·							
			,							
.5 rd r	•	•	cohesive texts.							
91 %		cohesion.								
	Demonstrate understanding of figurative language, prelationships, and nuances in word meanings. (a c.) prepare	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	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 texts and writing texts and writing texts and writing a variety of connecting words or phrases (e.g., first/next, at the beginning) to comprehending texts and writing texts and writing texts with increasing cohesion.	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 texts with increasing of how ideas, events, or reasons are linked throughout a text using a result, on the other hand) to comprehending texts and writing texts and writing texts and writing texts are linked throughout a text using a result, on the other hand) to comprehending texts and writing texts and writing texts are linked throughout a text using a result, on the other hand) to comprehending texts and writing texts and writing texts and writing texts are linked throughout a text using a result, on the other hand) to comprehending texts and writing texts and writing texts and writing texts are linked throughout a text using an increasing variety of academic connecting and transitional words or phrases (e.g., for example, in the first place, as a result, on the other hand) to comprehending texts and writing texts	The standard	Corresponding ELD Standards Pil.2 - Understanding cohesion Pil.3 - Using verbs and verb p				



	CA CCSS for LA Standard	Corresponding ELD Standards								
		PII.4	- Using nouns and noun pl	nrases	PII.5 - Modifying to add details					
		Emerging -	Expanding -	Bridging -	Emerging -	Expanding -	Bridging -			
		Expand noun phrases in	Expand noun phrases in a	Expand noun phrases in	Expand sentences with	Expand sentences with an	Expand sentences with a			
	ن ن ن (ن	simple ways (e.g.,	variety of ways (e.g.,	an increasing variety of	simple adverbials (e.g.,	increasing variety of	variety of			
	guage (a c	adding a sensory	adding comparative/	ways (e.g., adding	adverbs, adverb phrases,	adverbials (e.g., adverbs,	adverbials (e.g., adverbs,			
	ıgus	adjective to a noun) in	superlative adjectives to	comparative/ superlative	prepositional phrases) to	adverb phrases,	adverb phrases and clauses,			
	lar			and general academic		prepositional phrases) to	prepositional phrases) to			
۱	anir	· ·	o.	•	manner, place, cause)	provide details (e.g., time,	provide details (e.g., time,			
	understanding of figurative language, ind nuances in word meanings. (a c.				about a familiar activity or	manner, place, cause)	manner, place, cause) about			
Pu	figu	ideas, people, things,	meaning of sentences and		process.	about a familiar or new	a variety of familiar and			
۽ ا	of wo		,	order to enrich the		activity or process.	new activities and			
ij	understanding and nuances in			meaning of sentences			processes.			
Ŀ	anc		like.	and add details about						
A	erst			ideas, people, things, and						
2	n pu			the like.						
Vocabulary Acquisition and Use	a) (0									
	trat									
>	onst nsh									
	Demonstrate elationships, a									
	L6.5 . word :									
	No We									



few bacconne and jo creating	bine clauses in a coasic ways to make ections between oin ideas (e.g.,	Combine clauses in an increasing variety of ways	Bridging - Combine clauses in a wide variety of ways (e.g., creating compound	Emerging - Condense ideas in simple ways (e.g., by	PII.7 - Condensing ideas Expanding - Condense ideas in an increasing	Bridging -
Combi few ba conne and jo	bine clauses in a coasic ways to make ections between oin ideas (e.g.,	Combine clauses in an increasing variety of ways (e.g., creating compound	Combine clauses in a wide variety of ways (e.g., creating compound	Condense ideas in simple		
few bacconne and jo	pasic ways to make in ections between in ideas (e.g.,	increasing variety of ways (e.g., creating compound	of ways (e.g., creating compound	·	Condense ideas in an increasing	Condense ideas in a variety
conne and jo	ections between (oin ideas (e.g.,	(e.g., creating compound		ways leg by		•
	oin ideas (e.g.,		and complay contanced to make		variety of ways (e.g., through	of ways (e.g., through
		and complex sentences)	•	compounding verbs,	various types of embedded	various types of embedded
senter	ing compound t	•	-	adding prepositional	clauses and other ways of	clauses, ways of
senter			· · · · · · · · · · · · · · · · · · ·	phrases, or through	condensing, as in, Organic	condensing, and
thut co	•	· ·	, ,	simple embedded clauses	,	nominalization as in, They
<i>but,</i> 30		·	•	or other ways of	made without chemical	destroyed the rain forest.
<u> </u>			• • •	condensing as in, This is a	fertilizers. They're made	Lots of animals <i>died</i> →
vor				,	•	The <i>destruction</i> of the rain
		•	_	-		forest led to the death of
esi		, •		,		•
anc				-		precise and detailed
n u		~	. —		•	sentences.
Pu	\			detailed sentences.	sentences.	
			around the room).			
ġ						
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ie i						
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8						
	word relationships, and nuances in word n	relationships, and nuances in v	make a concession (e.g., She studied all night even though she wasn't feeling well)	make a concession (e.g., She studied all night even though she wasn't feeling well) groups while their teacher walked around the room).	make a concession (e.g., She studied all night even though she wasn't feeling well), or to link two ideas that happen at the same time (e.g., The students worked in groups while their teacher walked around the room).	make a concession (e.g., She studied all night even though she wasn't feeling well), or to link two ideas that happen at the same time (e.g., The students worked in groups while their teacher walked around the room). This is a story about a girl who changed the world) fertilizers or insecticides) to create precise and detailed sentences. around the room).



	CA CCSS for LA Standard	Corresponding ELD Standards								
			PI.1 - Exchanging information/ideas			PI.2 - Interacting via written English				
		Emerging -	Expanding -	Bridging -	Emerging -	Expanding -	Bridging -			
		Engage in conversational	Contribute to class,	Contribute to class, group,	Negotiate with or	Negotiate with or persuade	Negotiate with or			
	ral r	exchanges and express ideas	•	and partner discussions by	persuade others in		persuade others in			
	general gather phrase	on familiar topics by asking	discussions by	following turn-taking rules,	conversations (e.g., to	(e.g., to provide	conversations using			
	e ge : ga r ph	and answering yes-no and		asking relevant questions,	gain and hold the floor or		appropriate register			
	priaterases; ord or	wh- questions and		affirming others, adding	ask for clarification) using	an expanded set of learned				
a	opr hras vor		questions, affirming	relevant information and	basic learned phrases	phrases (I agree with X, but				
Os	appr nd pl g a v	phrases.	others, adding	evidence, paraphrasing key	(e.g., I think , Would	•	using a variety of			
and	de-a s an ring		relevant information,	ideas, building on responses,	you please repeat that?),	responses.	learned phrases,			
on 6	rad rds der			and providing useful	as well as open responses.		indirect reported			
Acquisition and Us	e accurately grade-appropriate in-specific words and phrases; ge when considering a word or comprehension or expression.		ideas.	feedback.			speech (e.g., I heard			
qui	atel ific n cc						you say X, and Gabriel			
Ac	cura pec						just pointed out Y), as			
ary	n-sl						well as open responses.			
pnq	use mair edge									
/ocabulary	and d dor lowle									
>	re a nd knc									
	Acquire and usemic and doma emic and doma ulary knowledge important to									
	Acc em em									
	6.6 - Acquire and use accurately grade-appropriate genera academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.									
	L 6. ac									



	CA CCSS for ELA Standard		Corresponding ELD Standards								
H	LA Standar	a	PI.3 - Suppo	orting opinions and persua	PI.4 - Adapting language choices						
		Ē	Emerging -	Expanding -	Bridging -	Emerging -		Bridging -			
			•	Negotiate with or	•	Adjust language		Adjust language choices			
	ral Se		others in conversations (e.g., to	•	~	_	_	according to task (e.g.,			
	general gather phrase	U	gain and hold the floor or ask	conversations (e.g., to		social setting (e.g.,	purpose (e.g.,	facilitating a science			
	propriate gener: phrases; gather	را نے	,	provide counterarguments) using	reflect on multiple perspectives) using a variety of	classroom, break	•	experiment, providing peer feedback on a writing			
	oria ases			an expanded set of	, , , , , , , , , , , , , , , , , , , ,	(e.g., peers,	•	assignment), purpose, task,			
9	proj phr	a)	hat?), as well as open	learned phrases (I agree	•	teacher).	= "	and audience.			
	e-app and ing a	ă r	esponses.		you say X, and Gabriel just						
2	ade rds a	n or		as open responses.	pointed out Y), as well as open						
Acquitisition	6.6 - Acquire and use accurately grade-appropriate genera academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase	nsio			responses.						
	atel ific n cc	comprehensi									
1	cur	n pr									
10	e ac nin-s ge v										
400	d us oma	유									
	d dc	tan									
	uire : an	important to									
	6.6 - Acquire and use accuratel academic and domain-specific rocabulary knowledge when co	.돌									
	6 - / ade cabı										
	L 6.6 aca voca										



	A CCSS for A Standard			Corresponding	g ELD Standards			
		PI.5 - Listening actively			PI	.7 - Evaluating language cho	ices	
Vocabulary Acquisition and Use	priate general rases; gather ord or phrase ssion.	asking and answering basic questions, with prompting		Bridging - Demonstrate active listening in oral presentation activities by asking and answering detailed questions, with minimal prompting and support.	(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. Express inferences and conclusions drawn based on close reading of grade-level texts and viewing of multimedia using some frequently used verbs (e.g., shows that, based on). c. Use knowledge of morphology (e.g., affixes, roots, and base	conclusions drawn based on close reading of grade-level texts and viewing of multimedia using a variety of verbs (e.g., suggests that, leads to). c. Use knowledge of morphology (e.g., affixes, roots, and base	(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. Express inferences and conclusions drawn based on close reading of grade-level texts and viewing of multimedia using a variety of precise academic verbs (e.g., indicates that, influences).	





	CA CCSS for LA Standard	Corresponding ELD Standards							
			PI.11 - Justifying/arguing		PI.12 - Selecting language resources				
a	ate general es; gather or phrase on.	providing some textual evidence (e.g., quoting from the text) or relevant background knowledge,	evidence (e.g., quoting from the text or referring to what the text says) or	Bridging - a. Justify opinions or persuade others by providing detailed and relevant textual evidence (e.g., quoting from the text directly or referring to	Emerging - a. Write short literary and informational texts (e.g., an argument for protecting the rain forests) collaboratively (e.g., with peers) and	Expanding - a. Write longer literary and informational texts (e.g., an argument for protecting the rain forests) collaboratively (e.g., with peers) and independently using	Bridging - a. Write longer and more detailed literary and informational texts (e.g., an argument for protecting the rain forests) collaboratively (e.g., with peers) and independently using appropriate		
Vocabulary Acquisition and Use	use accurately grade-app main-specific words and p edge when considering a to comprehension or exp	b. Express attitude and opinions or temper statements with some basic modal expressions (e.g., can, has to).	relevant background knowledge, with moderate support. b. Express attitude and opinions or temper statements with a variety of familiar modal expressions (e.g., maybe/probably, can/could, must).	specific textual evidence) or relevant background knowledge, with light support. b. Express attitude and opinions or temper statements with nuanced modal expressions (e.g., probably/certainly/definitely, should/would, might) and phrasing (e.g., In my opinion).	b. Write brief summaries of texts and experiences using complete	b. Write increasingly concise summaries of texts and experiences using complete sentences and key words (e.g., from notes or graphic organizers).	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).		



	CA CCSS for			Corresponding ELD Stand	lards		
H	LA Standard		PII.3 - Using verbs and verb phrases				
		Emerging -	PII.2 - Understanding cohesion Expanding -		Emerging -	Expanding -	Bridging -
		a. Apply basic understanding	a. Apply growing understanding	a. Apply increasing understand-ing	Use a variety of verb	Use various verb	Use various verb
	ы. a	of language resources for	of language resources for	of language resources for referring	types (e.g., doing,	types (e.g., doing,	types (e.g., doing,
	general gather phrase	referring the reader back or	referring the reader back or	the reader back or forward in text	saying, being/ having,	saying, being/	saying, being/
	ge gat phi	forward in text (e.g., how	forward in text (e.g., how	(e.g., how pronouns, synonyms, or	thinking/ feeling),	having, thinking/	having, thinking/
	٠ ــ د ن	pronouns refer back to	pronouns or synonyms refer back	nominalizations refer back to	tenses (e.g., present,	feeling, reporting),	feeling, reporting),
	opri ras ord	nouns in text) to	to nouns in text) to	nouns in text) to comprehending	past, future, simple,	tenses (e.g., present,	tenses (e.g., present,
Use	appropriat nd phrases, g a word o expression	comprehending texts and	comprehending texts and writing	texts and writing cohesive texts.	progressive)	past, future, simple,	past, future, simple,
Vocabulary Acquisition and Us	de-ap s and ring or ex	writing basic texts.	texts with increasing cohesion.		appropriate to the text	progressive, perfect)	progressive, perfect)
n a	ade ds deri deri n o				type and discipline	appropriate to the	appropriate to the
itio	/ gr vor nsic isio	b. Apply basic understand-	b. Apply growing understanding	b. Apply increasing understanding	(e.g., simple past and	task, text type, and	task, text type, and
luis	use accurately grade-ap main-specific words and edge when considering to comprehension or ex	ing of how ideas, events, or	of how ideas, events, or reasons	of how ideas, events, or reasons	past progressive for	discipline (e.g.,	discipline (e.g., the
Acq	ura ecit nen pre	reasons are linked	are linked throughout a text	are linked throughout a text using	recounting an	simple present for	present perfect to
ľ		throughout a text using a	using a variety of connecting	an increasing variety of academic	experience) on familiar	literary analysis) on	describe previously
nla	ise i iain dge o cc	select set of everyday	words or phrases (e.g., for	connecting and transitional words	topics.	an increasing variety	made claims or
cab	nd u Iom Me nt t	connecting words or phrases	example, in the first place, as a	or phrases (e.g., consequently,		of topics.	conclusions) on a
V 0	quire and nic and dor ary knowl important	(e.g., first/next, at the	result, on the other hand) to	specifically, however, moreover)			variety of topics.
	uire : an : y k ipo	beginning) to	comprehending texts and writing	to comprehending texts and			
	Acquire emic and oulary kr impor	comprehending texts and	texts with increasing cohesion.	writing cohesive texts.			
	_ 5 ₽	writing basic texts.					
	6.6 aca voca						



	CA CCSS for ELA Standard		Corresponding ELD Standards							
			PII.4 - Using nouns and noun phrases		PII.5 - Modifying to add details					
			Emerging -	Expanding -	Bridging -	Emerging -	Expanding -	Bridging -		
			Expand noun phrases in	Expand noun phrases in a	Expand noun phrases in	Expand sentences with	Expand sentences with an	Expand sentences with a		
	ه م		simple ways (e.g.,	variety of ways (e.g.,	an increasing variety of	simple adverbials (e.g.,	increasing variety of	variety of		
	general gather phrase		adding a sensory	adding comparative/	ways (e.g., adding	adverbs, adverb phrases,	adverbials (e.g., adverbs,	adverbials (e.g., adverbs,		
	opropriate genera d phrases; gather a word or phrase		adjective to a noun) in	superlative adjectives to	comparative/ superlative	prepositional phrases) to	adverb phrases,	adverb phrases and clauses,		
	iate ies; d or	on.	order to enrich the	noun phrases or simple	and general academic	provide details (e.g., time,	prepositional phrases) to	prepositional phrases) to		
	opr ras	essi	meaning of sentences	G.	adjectives to noun	manner, place, cause)	provide details (e.g., time,	provide details (e.g., time,		
Vocabulary Acquisition and Use	accurately grade-appropriate generiespecific words and phrases; gather when considering a word or phrase	×			· ·	about a familiar activity or	manner, place, cause)	manner, place, cause) about		
pu	e-al anc ing		ideas, people, things,	meaning of sentences and	•	process.	about a familiar or new	a variety of familiar and		
l e	y grad words insider	comprehension or	and the like.	,	order to enrich the		activity or process.	new activities and		
Sitio	y gl wo nsi	nsic			meaning of sentences			processes.		
guis	ific ific	hei		like.	and add details about					
Ac	cura Deci	pre			ideas, people, things, and					
ar\	acc n-sp	E O			the like.					
pnq	use nair edg									
ca	and a	Ħ								
Š	e al nd (rta								
	r a r	important to								
	6.6 - Acquire and use accurately grade-al academic and domain-specific words and vocabulary knowledge when considering	ا =.								
	6-, ade cab									
	L 6.6 aca voca									
	l ⁻									

