



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

GRADE 6

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

Purpose of the ELD Standards

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



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

Intended Use of the ELD Standards

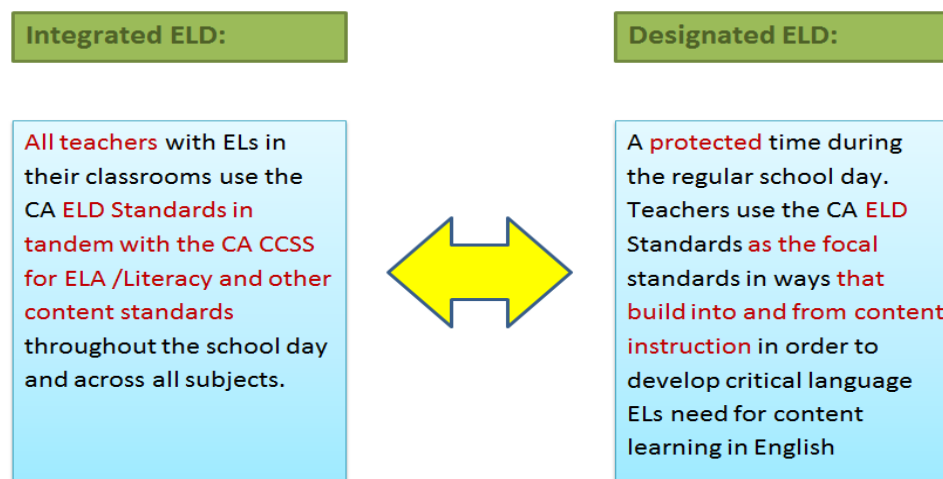
The CA ELD Standards *correspond* with the CA CCSS for ELA/Literacy and are designed to apply to English language and literacy skills across all academic content areas in addition to classes specifically designed for ELD. With appropriate instructional support from their teachers, provided within appropriately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

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

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

Integrated and Designated ELD

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



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

CA CCSFS for ELA Standard		Corresponding ELD Standards		
		PL.10 - Writing		
		Emerging -	Expanding -	Bridging -
Texts and Types of Texts and Topics	<p>W.1.1. Write opinion pieces on topics or issues, stating a point of view and information (e.g., facts).</p> <p>W.1.2. Write informative/explanatory texts (e.g., using general facts and definitions) to examine a topic and convey ideas and concepts clearly using the media appropriate to the task.</p>	<p>a. Write short informational texts.</p> <p>b. (Highlights) collaboratively (e.g., joint construction of texts with an adult peer) and sometimes independently.</p>	<p>a. Write longer more detailed literary and informational texts.</p> <p>b. (Highlights work) joint construction of texts with an adult (or with peer) and with increasing independence using appropriate text.</p>	<p>a. Write longer more detailed literary and informational texts collaboratively (e.g., joint construction of texts with a peer) and independently using appropriate text organization and growing understanding.</p>
	<p>W.1.3. Write brief summaries of texts and experiences using complete sentences and key words (e.g., from notes or graphic organizers).</p>	<p>a. Write increasingly concise summaries of texts and experiences using complete sentences and key words (e.g., from notes or graphic organizers).</p>	<p>b. Write clear and coherent summaries of texts and experiences using complete sentences and key words (e.g., from notes or graphic organizers).</p>	
Language Acquisition and Proficiency	<p>W.2.1. Write opinion pieces on topics or issues, stating a point of view and information (e.g., facts).</p> <p>W.2.2. Write informative/explanatory texts (e.g., using general facts and definitions) to examine a topic and convey ideas and concepts clearly using the media appropriate to the task.</p>	<p>a. Support opinions or persuade others by expressing appropriate/accurate reasons using some textual evidence (e.g., paraphrasing facts) or relevant background knowledge about content, with substantial support.</p>	<p>a. Support opinions or persuade others by expressing appropriate/accurate reasons using some textual evidence (e.g., paraphrasing facts) or relevant background knowledge about content, with moderate support.</p>	<p>a. Support opinions or persuade others by expressing appropriate/accurate reasons using detailed textual evidence (e.g., quotations or specific evidence from text) or relevant background knowledge about content, with light support.</p>
	<p>W.2.3. Write brief summaries of texts and experiences using complete sentences and key words (e.g., from notes or graphic organizers).</p>	<p>b. Express ideas and opinions or temper statements using basic modal expressions (e.g., can, will, maybe).</p>	<p>b. Express attitudes and opinions or temper statements with familiar modal expressions (e.g., maybe/probably, can/must).</p>	<p>b. Express attitudes and opinions or temper statements with managed modal expressions (e.g., certainly/probably, should/would) and phrasing (e.g., in my opinion ...).</p>

Grade 4 - Writing (W)		Kern County Superintendent of Schools Office of Arts & Science <i>ambassadors for excellence</i>	
Integrating the CA ELD Standards into K-12 English Language Arts			
CA CCS for ELA Standards		Corresponding ELD Standards	
ELA Standard		PL.10 - Writing	PL.11 - Supporting opinions
W.1 - Write opinion pieces on topics or issues, stating a point of view with reasons and supporting evidence. W.2 - Write informative/explanatory texts in which they introduce a topic and convey ideas and concepts clearly using effective organizational patterns to enhance understanding. W.3 - Write narrative texts in which they imagine a scene and convey ideas and concepts using effective event sequencing.	Emerging - a. Write short literary and informative texts (e.g., a description of a flashlight) collaboratively (e.g., joint construction of texts with an adult or with peers) and sometimes independently.	Expanding - a. Write longer and more detailed literary and informative texts (e.g., an explanatory text or how-to) collaboratively (e.g., joint construction of texts with an adult or with peers) and independently using appropriate text organization and growing understanding of genres.	Expanding - a. Support opinions or persuade others by expressing appropriate/accurate reasons using specific textual evidence (e.g., paraphrasing or relevant background knowledge about content).
	W.4 - Write opinion pieces on topics or issues, examining a topic and supporting a main point or thesis with relevant facts and definitions.	Bridging - a. Write longer and more detailed literary and informative texts (e.g., an explanatory text or how-to) collaboratively (e.g., joint construction of texts with an adult or with peers) and independently using appropriate text organization and growing understanding of genres.	Expanding - a. Support opinions or persuade others by expressing appropriate/accurate reasons using specific textual evidence (e.g., paraphrasing or relevant background knowledge about content).
W.5 - Write informative/explanatory texts in which they introduce a topic and convey ideas and concepts clearly using effective organizational patterns to enhance understanding.	Emerging - a. Express ideas and opinions or temper statements (e.g., "cars, well, maybe").	Expanding - a. Express attitude and opinions or temper statements with familiar modal expressions (e.g., "maybe/probably, perhaps/maybe").	Bridging - a. Support opinions or persuade others by expressing appropriate/accurate reasons using detailed textual evidence (e.g., quotations or specific events from text or relevant background knowledge about content).
W.6 - Write opinion pieces on topics or issues, stating a point of view, supporting a main point or thesis with relevant facts and definitions.	Emerging - a. Express ideas and opinions or temper statements (e.g., "cars, well, maybe").	Expanding - a. Express attitude and opinions or temper statements with familiar modal expressions (e.g., "maybe/probably, perhaps/maybe").	Bridging - a. Support opinions or persuade others by expressing appropriate/accurate reasons using detailed textual evidence (e.g., quotations or specific events from text or relevant background knowledge about content).

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Some Reminders About the Organization of the CA ELD Standards

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

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

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

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

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

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

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

CA CCSS for ELA Standard		Corresponding ELD Standards		
Key Ideas and Details	RL 6.1 - Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	PI.6 - Reading/viewing closely		
	RL 6.2 - Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	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., <i>shows that, based on</i>). 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 multimedia using a variety of verbs (e.g., <i>suggests that, leads to</i>). 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., <i>indicates that, influences</i>). 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.
	RL 6.3 - Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.			

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CA CCSS for ELA Standard		Corresponding ELD Standards					
Craft and Structure	RL 6.4 - Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone. (See grade 6 Language standards 4–6 for additional expectations.) CA	PI.6 - Reading/viewing closely			PI.7 - Evaluating language choices		
	RL 6.5 - Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting.	<p>Emerging -</p> <p>a. Explain ideas, phenomena, processes, and text relationships (e.g., compare/contrast, cause/effect, problem/solution) based on close reading of a variety of grade-level texts and viewing of multi-media, with substantial support.</p> <p>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., <i>shows that, based on</i>).</p> <p>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.</p>	<p>Expanding -</p> <p>a. Explain ideas, phenomena, processes, and text relationships (e.g., compare/contrast, cause/effect, problem/solution) based on close reading of a variety of grade-level texts and viewing of multimedia, with moderate support.</p> <p>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., <i>suggests that, leads to</i>).</p> <p>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.</p>	<p>Bridging -</p> <p>a. Explain ideas, phenomena, processes, and text relationships (e.g., compare/contrast, cause/effect, problem/solution) based on close reading of a variety of grade-level texts and viewing of multimedia, with light support.</p> <p>b. 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., <i>indicates that, influences</i>).</p> <p>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.</p>	<p>Emerging -</p> <p>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.</p>	<p>Expanding -</p> <p>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.</p>	<p>Bridging -</p> <p>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) with light support.</p>

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CA CCSS for ELA Standard		Corresponding ELD Standards				
Craft and Structure	RL 6.4 - Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone. (See grade 6 Language standards 4–6 for additional expectations.) CA	PI.8- Analyzing language choices				
		Emerging - Explain how phrasing or different common words with similar meaning (e.g., choosing to use the word <i>cheap</i> versus the phrase a <i>good saver</i>) produce different effects on the audience.	Expanding - Explain how phrasing, different words with similar meaning (e.g., describing a character as <i>stingy</i> versus <i>economical</i>), or figurative language (e.g., <i>The room was like a dank cave, littered with food wrappers, soda cans, and piles of laundry</i>) produce shades of meaning and different effects on the audience.	Bridging - Explain how phrasing, different words with similar meaning (e.g., <i>stingy, economical, frugal, thrifty</i>), or figurative language (e.g., <i>The room was depressed and gloomy. The room was like a dank cave, littered with food wrappers, soda cans, and piles of laundry</i>) produce shades of meaning, nuances, and different effects on the audience.		
	RL 6.5 - Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.				PII.1 - Understanding text structure	
		Emerging - Apply basic understanding of how different text types are organized to express ideas (e.g., how a narrative is organized sequentially with predictable stages versus how arguments are organized around ideas)to comprehending texts and writing basic texts.	Expanding - Apply growing understanding of how different text types are organized to express ideas (e.g., how a narrative is organized sequentially with predictable stages versus how arguments are structured logically around reasons and evidence) to comprehending texts and writing texts with increasing cohesion.	Bridging - Apply increasing understanding of how different text types are organized to express ideas (e.g., how a historical account is organized chronologically versus how arguments are structured logically around reasons and evidence) to comprehending texts and writing cohesive texts.		

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Craft and Structure	RL 6.6 - Explain how an author develops the point of view of the narrator or speaker in a text.	PI.6 - Reading/viewing closely				
		Emerging - a. Explain ideas, phenomena, processes, and text relationships (e.g., compare/ contrast, cause/effect, problem/solution) based on close reading of a variety of grade-level texts and viewing of multimedia, with substantial support. 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 <i>that</i> , <i>based on</i>). 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 multimedia using a variety of verbs (e.g., <i>suggests that</i> , <i>leads to</i>). 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., <i>indicates that</i> , <i>influences</i>). 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 of Knowledge and Ideas	
					RL 6.7 - Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.	RL 6.9 - Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.
Range of Reading and level of Text Complexity	RL 6.10 - By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high					

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CA CCSS for ELA Standard		Corresponding ELD Standards		
Key Ideas and Details	RI 6.1 - Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	PI.6 - Reading/viewing closely		
		Emerging - a. Explain ideas, phenomena, processes, and text relationships (e.g., compare/contrast, cause/effect, problem/solution) based on close reading of a variety of grade-level texts and viewing of multimedia, with substantial support.	Expanding - a. Explain ideas, phenomena, processes, and text relationships (e.g., compare/contrast, cause/effect, problem/solution) based on close reading of a variety of grade-level texts and viewing of multimedia, with moderate support.	Bridging - a. Explain ideas, phenomena, processes, and text relationships (e.g., compare/contrast, cause/effect, problem/solution) based on close reading of a variety of grade-level texts and viewing of multimedia, with light support.
		b. Express inferences and conclusions drawn based on close reading of grade-level texts and viewing of multimedia using some frequently used verbs (e.g., <i>shows that, based on</i>).	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., <i>suggests that, leads to</i>).	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., <i>indicates that, influences</i>).
		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 meanings, of unknown and multiple-meaning words on a variety of new topics.
	RI 6.2 - Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.			
	RI 6.3 - Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or			

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CA CCSS for ELA Standard		Corresponding ELD Standards		
Craft and Structure	RI 6.4 - Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. (See grade 6 Language standards 4-6 for additional expectations.) CA	PI.6 - Reading/viewing closely		
		<p>Emerging -</p> <p>a. Explain ideas, phenomena, processes, and text relationships (e.g., compare/ contrast, cause/effect, problem/ solution) based on close reading of a variety of grade-level texts and viewing of multimedia, with substantial support.</p> <p>b. 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).</p> <p>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.</p>	<p>Expanding -</p> <p>a. Explain ideas, phenomena, processes, and text relationships (e.g., compare/ contrast, cause/effect, problem/ solution) based on close reading of a variety of grade-level texts and viewing of multimedia, with moderate support.</p> <p>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).</p> <p>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.</p>	<p>Bridging -</p> <p>a. Explain ideas, phenomena, processes, and text relationships (e.g., compare/contrast, cause/effect, problem/ solution) based on close reading of a variety of grade-level texts and viewing of multimedia, with light support.</p> <p>b. 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).</p> <p>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.</p>

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CA CCSS for ELA Standard		Corresponding ELD Standards					
Craft and Structure	RI 6.4 - Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. (See grade 6 Language standards 4-6 for additional expectations.) CA	PI.7 - Evaluating language choices			PI.8 - Analyzing language choices		
		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 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) with light support.	Emerging - Explain how phrasing or different common words with similar meaning (e.g., choosing to use the word cheap versus the phrase a <i>good saver</i>) produce different effects on the audience.	Expanding - Explain how phrasing, different words with similar meaning (e.g., describing a character as <i>stingy</i> versus <i>economical</i>), or figurative language (e.g., <i>The room was like a dank cave, littered with food wrappers, soda cans, and piles of laundry</i>) produce shades of meaning and different effects on the audience.	Bridging - Explain how phrasing, different words with similar meaning (e.g., <i>stingy</i> , <i>economical</i> , frugal, thrifty), or figurative language (e.g., <i>The room was depressed and gloomy. The room was like a dank cave, littered with food wrappers, soda cans, and piles of laundry</i>) produce shades of meaning, nuances, and different effects on the audience.

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CA CCSS for ELA Standard		Corresponding ELD Standards					
Craft and Structure	RI.6.5 - Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.	PI.6 - Reading/viewing closely			PI.8 - Analyzing language choices		
		<p>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.</p> <p>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).</p> <p>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.</p>	<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.</p> <p>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).</p> <p>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</p>	<p>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.</p> <p>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).</p> <p>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.</p>	<p>Emerging - Explain how phrasing or different common words with similar meaning (e.g., choosing to use the word <i>cheap</i> versus the phrase <i>a good saver</i>) produce different effects on the audience.</p>	<p>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.</p>	<p>Bridging - Explain how phrasing, different words with similar meaning (e.g., <i>stingy, economical, frugal, thrifty</i>), or figurative language (e.g., <i>The room was depressed and gloomy. The room was like a dank cave, littered with food wrappers, soda cans, and piles of laundry</i>) produce shades of meaning, nuances, and different effects on the audience.</p>

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

CA CCSS for ELA Standard		Corresponding ELD Standards					
Craft and Structure	RI 6.5 - Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas. a. Analyze the use of text features (e.g., graphics, headers, captions) in nonfiction texts.	PII.1 - Analyzing language choices			PII.2 - Understanding cohesion		
		Emerging - Apply basic understanding of how different text types are organized to express ideas (e.g., how a narrative is organized sequentially with predictable stages versus how arguments are organized around ideas) to comprehending texts and writing basic texts.	Expanding - Apply growing understanding of how different text types are organized to express ideas (e.g., how a narrative is organized sequentially with predictable stages versus how arguments are structured logically around reasons and evidence) to comprehending texts and writing texts with increasing cohesion	Bridging - Apply increasing understanding of how different text types are organized to express ideas (e.g., how a historical account is organized chronologically versus how arguments are structured logically around reasons and evidence) to comprehending texts and writing cohesive texts.	Emerging - a. Apply basic understanding of language resources for referring the reader back or forward in text (e.g., how pronouns refer back to nouns in text) to comprehending texts and writing basic texts. b. Apply basic understanding of how ideas, events, or reasons are linked throughout a text using a select set of everyday connecting words or phrases (e.g., <i>first/next, at the beginning</i>) to comprehending texts and writing basic texts.	Expanding - a. Apply growing understanding of language resources for referring the reader back or forward in text (e.g., how pronouns or synonyms refer back to nouns in text) to comprehending texts and writing texts with increasing cohesion b. Apply growing understanding of how ideas, events, or reasons are linked throughout a text using a variety of connecting words or phrases (e.g., <i>for example, in the first place, as a result, on the other hand</i>) to comprehending texts and writing texts with increasing cohesion.	Expanding - a. Apply increasing understanding of language resources for referring the reader back or forward in text (e.g., how pronouns, synonyms, or nominalizations refer back to nouns in text) to comprehending texts and writing cohesive texts. b. Apply increasing understanding of how ideas, events, or reasons are linked throughout a text using an increasing variety of academic connecting and transitional words or phrases (e.g., <i>consequently, specifically, however, moreover</i>) to comprehending texts and writing cohesive texts.

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

CA CCSS for ELA Standard		Corresponding ELD Standards					
Craft and Structure	RI 6.6 - Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.	PI.6 - Reading/viewing closely			PI.7 - Evaluating language choices		
		<p>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.</p>	<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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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) with light support.</p>
Integration of Knowledge and Ideas	RI 6.7 - Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.	<p>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).</p> <p>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.</p>	<p>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).</p> <p>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.</p>	<p>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).</p> <p>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.</p>			

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CA CCSS for ELA Standard		Corresponding ELD Standards					
Integration of Knowledge and Ideas	RI 6.8 - Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons	PI.6 - Reading/viewing closely			PI.7 - Evaluating language choices		
	RI 6.9 - Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the	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).	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).	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).	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 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) with light support.
	Range of Reading and level of Text Complexity RI 6.10 - By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the	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 meanings, of unknown and multiple-meaning words on a variety of new topics.			

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

CA CCSS for ELA Standard		Corresponding ELD Standards		
Key Ideas and Details	RH 6.1 - Cite specific textual evidence to support analysis of primary and secondary sources.	PI.6 - Reading/viewing closely		
		Emerging - a. Explain ideas, phenomena, processes, and text relationships (e.g., compare/contrast, cause/effect, problem/solution) based on close reading of a variety of grade-level texts and viewing of multimedia, with substantial support.	Expanding - a. Explain ideas, phenomena, processes, and text relationships (e.g., compare/contrast, cause/effect, problem/solution) based on close reading of a variety of grade-level texts and viewing of multimedia, with moderate support.	Bridging - a. Explain ideas, phenomena, processes, and text relationships (e.g., compare/contrast, cause/effect, problem/solution) based on close reading of a variety of grade-level texts and viewing of multimedia, with light support.
		b. 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).	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).	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 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 meanings, of unknown and multiple-meaning words on a variety of new topics.
Key Ideas and Details	RH 6.2 - Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.			
Key Ideas and Details	RH 6.3 - Identify key steps in a text’s description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).			

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

CA CCSS for ELA Standard		Corresponding ELD Standards		
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.	PI.6 - Reading/viewing closely		
	RH 6.5 - Describe how a text presents information (e.g., sequentially, comparatively, causally).	<p>Emerging -</p> <p>a. Explain ideas, phenomena, processes, and text relationships (e.g., compare/contrast, cause/effect, problem/solution) based on close reading of a variety of grade-level texts and viewing of multimedia, with substantial support.</p> <p>b. Express inferences and conclusions drawn based on close reading of grade-level texts and viewing of multimedia using some frequently used verbs (e.g., <i>shows that, based on</i>).</p> <p>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.</p>	<p>Expanding -</p> <p>a. Explain ideas, phenomena, processes, and text relationships (e.g., compare/contrast, cause/effect, problem/solution) based on close reading of a variety of grade-level texts and viewing of multimedia, with moderate support.</p> <p>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., <i>suggests that, leads to</i>).</p> <p>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.</p>	<p>Bridging -</p> <p>a. Explain ideas, phenomena, processes, and text relationships (e.g., compare/contrast, cause/effect, problem/solution) based on close reading of a variety of grade-level texts and viewing of multimedia, with light support.</p> <p>b. 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., <i>indicates that, influences</i>).</p> <p>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.</p>

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

CA CCSS for ELA Standard		Corresponding ELD Standards					
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.	PI.7 - Evaluating language choices			PI.8 - Analyzing language choices		
	RH 6.5 - Describe how a text presents information (e.g., sequentially, comparatively, causally).	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.	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 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.	Emerging - Explain how phrasing or different common words with similar meaning (e.g., choosing to use the word <i>cheap</i> versus the phrase <i>a good saver</i>) produce different effects on the audience.	Expanding - Explain how phrasing, different words with similar meaning (e.g., describing a character as <i>stingy</i> versus <i>economical</i>), or figurative language (e.g., <i>The room was like a dank cave, littered with food wrappers, soda cans, and piles of laundry</i>) produce shades of meaning and different effects on the audience.	Bridging - Explain how phrasing, different words with similar meaning (e.g., <i>stingy</i> , <i>economical</i> , <i>frugal</i> , <i>thrifty</i>), or figurative language (e.g., <i>The room was depressed and gloomy. The room was like a dank cave, littered with food wrappers, soda cans, and piles of laundry</i>) produce shades of meaning, nuances, and different effects on the audience.

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

CA CCSS for ELA Standard		Corresponding ELD Standards					
Craft and Structure	RH 6.5 - Describe how a text presents information (e.g., sequentially, comparatively, causally).	PII.1 - Understanding text structure			PII.2 - Understanding cohesion		
		Emerging - Apply basic understanding of how different text types are organized to express ideas (e.g., how a narrative is organized sequentially with predictable stages versus how arguments are organized around ideas) to comprehending texts and writing basic texts.	Expanding - Apply growing understanding of how different text types are organized to express ideas (e.g., how a narrative is organized sequentially with predictable stages versus how arguments are structured logically around reasons and evidence) to comprehending texts and writing texts with increasing cohesion.	Bridging - Apply increasing understanding of how different text types are organized to express ideas (e.g., how a historical account is organized chronologically versus how arguments are structured logically around reasons and evidence) to comprehending texts and writing cohesive texts.	Emerging - a. Apply basic understanding of language resources for referring the reader back or forward in text (e.g., how pronouns refer back to nouns in text) to comprehending texts and writing basic texts. b. Apply basic understanding of how ideas, events, or reasons are linked throughout a text using a select set of everyday connecting words or phrases (e.g., <i>first/next, at the beginning</i>) to comprehending texts and writing basic texts.	Expanding - a. Apply growing understanding of language resources for referring the reader back or forward in text (e.g., how pronouns or synonyms refer back to nouns in text) to comprehending texts and writing texts with increasing cohesion. b. Apply growing understanding of how ideas, events, or reasons are linked throughout a text using a variety of connecting words or phrases (e.g., <i>for example, in the first place, as a result, on the other hand</i>) to comprehending texts and writing texts with increasing cohesion.	Bridging - a. Apply increasing understanding of language resources for referring the reader back or forward in text (e.g., how pronouns, synonyms, or nominalizations refer back to nouns in text) to comprehending texts and writing cohesive texts. b. Apply increasing understanding of how ideas, events, or reasons are linked throughout a text using an increasing variety of academic connecting and transitional words or phrases (e.g., <i>consequently, specifically, however, moreover</i>) to comprehending texts and writing cohesive texts.

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

CA CCSS for ELA Standard		Corresponding ELD Standards		
Craft and Structure	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).	PI.6 - Reading/viewing closely		
		Emerging - a. Explain ideas, phenomena, processes, and text relationships (e.g., compare/contrast, cause/effect, problem/solution) based on close reading of a variety of grade-level texts and viewing of multimedia, with substantial support.	Expanding - a. Explain ideas, phenomena, processes, and text relationships (e.g., compare/contrast, cause/effect, problem/solution) based on close reading of a variety of grade-level texts and viewing of multimedia, with moderate support.	Bridging - a. Explain ideas, phenomena, processes, and text relationships (e.g., compare/contrast, cause/effect, problem/solution) based on close reading of a variety of grade-level texts and viewing of multimedia, with light support.
Integration of Knowledge and Ideas	RH 6.7 - Integrate visual information (e.g., in charts, graphs, photos, videos, or maps) with other information in print and digital texts.	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., <i>shows that, based on</i>).	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., <i>suggests that, leads to</i>).	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., <i>indicates that, influences</i>).
		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 meanings, of unknown and multiple-meaning words on a variety of new topics.
Integration of Knowledge and Ideas	RH 6.8 - Distinguish among fact, opinion, and reasoned judgment in a text.			

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CA CCSS for ELA Standard		Corresponding ELD Standards		
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).	PI.7 - Evaluating language choices		
		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.	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 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.			

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CA CCSS for ELA Standard		Corresponding ELD Standards		
Integration of Knowledge and Ideas	RH 6.9 - Analyze the relationship between a primary and secondary source on the same topic.	PI.6 - Reading/viewing closely		
		<p>Emerging -</p> <p>a. Explain ideas, phenomena, processes, and text relationships (e.g., compare/contrast, cause/effect, problem/solution) based on close reading of a variety of grade-level texts and viewing of multimedia, with substantial support.</p> <p>b. Express inferences and conclusions drawn based on close reading of grade-level texts and viewing of multimedia using some frequently used verbs (e.g., <i>shows that, based on</i>).</p> <p>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.</p>	<p>Expanding -</p> <p>a. Explain ideas, phenomena, processes, and text relationships (e.g., compare/contrast, cause/effect, problem/solution) based on close reading of a variety of grade-level texts and viewing of multimedia, with moderate support.</p> <p>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., <i>suggests that, leads to</i>).</p> <p>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.</p>	<p>Bridging -</p> <p>a. Explain ideas, phenomena, processes, and text relationships (e.g., compare/contrast, cause/effect, problem/solution) based on close reading of a variety of grade-level texts and viewing of multimedia, with light support.</p> <p>b. 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., <i>indicates that, influences</i>).</p> <p>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.</p>
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.			

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CA CCSS for ELA Standard		Corresponding ELD Standards			
Key Ideas and Details	RST 6.1 - Cite specific textual evidence to support analysis of science and technical texts.	PI.6 - Reading/viewing closely			
		Emerging - a. Explain ideas, phenomena, processes, and text relationships (e.g., compare/contrast, cause/effect, problem/solution) based on close reading of a variety of grade-level texts and viewing of multimedia, with substantial support.	Expanding - a. Explain ideas, phenomena, processes, and text relationships (e.g., compare/contrast, cause/effect, problem/solution) based on close reading of a variety of grade-level texts and viewing of multimedia, with moderate support.	Bridging - a. Explain ideas, phenomena, processes, and text relationships (e.g., compare/contrast, cause/effect, problem/solution) based on close reading of a variety of grade-level texts and viewing of multimedia, with light support.	
	RST 6.2 - Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.	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., <i>shows that, based on</i>).	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., <i>suggests that, leads to</i>).	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., <i>indicates that, influences</i>).	
	RST 6.3 - Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.	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 meanings, of unknown and multiple-meaning words on a variety of new topics.	

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

CA CCSS for ELA Standard		Corresponding ELD Standards		
Craft and Structure	RST 6.4 - Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6-8 texts and topics.	PI.6 - Reading/viewing closely		
	RST 6.5 - Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.	<div><div>Emerging -</div><div>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.</div><div>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., <i>shows that, based on</i>).</div><div>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.</div></div>	<div><div>Expanding -</div><div>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.</div><div>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., <i>suggests that, leads to</i>).</div><div>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.</div></div>	<div><div>Bridging -</div><div>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.</div><div>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., <i>indicates that, influences</i>).</div><div>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.</div></div>

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CA CCSS for ELA Standard		Corresponding ELD Standards					
Craft and Structure	RST 6.4 - Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to	PI.7 - Evaluating language choices			PI.8 - Analyzing language choices		
		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.	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 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.	Emerging - Explain how phrasing or different common words with similar meaning (e.g., choosing to use the word <i>cheap</i> versus the phrase <i>a good saver</i>) produce different effects on the audience.	Expanding - Explain how phrasing, different words with similar meaning (e.g., describing a character as <i>stingy</i> versus <i>economical</i>), or figurative language (e.g., <i>The room was like a dank cave, littered with food wrappers, soda cans, and piles of laundry</i>) produce shades of meaning and different effects on the audience.	Bridging - Explain how phrasing, different words with similar meaning (e.g., <i>stingy</i> , <i>economical</i> , <i>frugal</i> , <i>thrifty</i>), or figurative language (e.g., <i>The room was depressed and gloomy. The room was like a dank cave, littered with food wrappers, soda cans, and piles of laundry</i>) produce shades of meaning, nuances, and different effects on the audience.
		RST 6.5 - Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole					

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CA CCSS for ELA Standard		Corresponding ELD Standards					
		PII.1 - Understanding text structure			PII.2 - Understanding cohesion		
		Emerging - Apply basic understanding of how different text types are organized to express ideas (e.g., how a narrative is organized sequentially with predictable stages versus how arguments are organized around ideas) to comprehending texts and writing basic texts.	Expanding - Apply growing understanding of how different text types are organized to express ideas (e.g., how a narrative is organized sequentially with predictable stages versus how arguments are structured logically around reasons and evidence) to comprehending texts and writing texts with increasing cohesion.	Bridging - Apply increasing understanding of how different text types are organized to express ideas (e.g., how a historical account is organized chronologically versus how arguments are structured logically around reasons and evidence) to comprehending texts and writing cohesive texts.	Emerging - a. Apply basic understanding of language resources for referring the reader back or forward in text (e.g., how pronouns refer back to nouns in text) to comprehending texts and writing basic texts. b. Apply basic understanding of how ideas, events, or reasons are linked throughout a text using a select set of everyday connecting words or phrases (e.g., <i>first/next, at the beginning</i>) to comprehending texts and writing basic texts.	Expanding - a. Apply growing understanding of language resources for referring the reader back or forward in text (e.g., how pronouns or synonyms refer back to nouns in text) to comprehending texts and writing texts with increasing cohesion. b. Apply growing understanding of how ideas, events, or reasons are linked throughout a text using a variety of connecting words or phrases (e.g., <i>for example, in the first place, as a result, on the other hand</i>) to comprehending texts and writing texts with increasing cohesion.	Bridging - a. Apply increasing understanding of language resources for referring the reader back or forward in text (e.g., how pronouns, synonyms, or nominalizations refer back to nouns in text) to comprehending texts and writing cohesive texts. b. Apply increasing understanding of how ideas, events, or reasons are linked throughout a text using an increasing variety of academic connecting and transitional words or phrases (e.g., <i>consequently, specifically, however, moreover</i>) to comprehending texts and writing cohesive texts.
Craft and Structure	RST 6.5 - Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.						

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CA CCSS for ELA Standard		Corresponding ELD Standards		
Craft and Structure	RST 6.6 - Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.	PI.6 - Reading/viewing closely		
		Emerging - a. Explain ideas, phenomena, processes, and text relationships (e.g., compare/contrast, cause/effect, problem/solution) based on close reading of a variety of grade-level texts and viewing of multimedia, with substantial support.	Expanding - a. Explain ideas, phenomena, processes, and text relationships (e.g., compare/contrast, cause/effect, problem/solution) based on close reading of a variety of grade-level texts and viewing of multimedia, with moderate support.	Bridging - a. Explain ideas, phenomena, processes, and text relationships (e.g., compare/contrast, cause/effect, problem/solution) based on close reading of a variety of grade-level texts and viewing of multimedia, with light support.
Integration of Knowledge and Ideas	RST 6.7 - Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).	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., <i>shows that, based on</i>).	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., <i>suggests that, leads to</i>).	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., <i>indicates that, influences</i>).
	RST 6.8 - Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.	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 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		
Craft and Structure	RST 6.6 - Analyze the author’s purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.	PI.7 - Evaluating language choices		
		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.	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 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.			

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CA CCSS for ELA Standard		Corresponding ELD Standards		
Integration of Knowledge and Ideas RST 6.9 - Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.	Range of Reading and level of Text Complexity RST 6.10 - By the end of grade 8, read and comprehend science/technical texts in the grades 6–8 text complexity band independently and proficiently.	PI.6 - Reading/viewing closely		
		<p>Emerging -</p> <p>a. Explain ideas, phenomena, processes, and text relationships (e.g., compare/contrast, cause/effect, problem/solution) based on close reading of a variety of grade-level texts and viewing of multimedia, with substantial support.</p> <p>b. Express inferences and conclusions drawn based on close reading of grade-level texts and viewing of multimedia using some frequently used verbs (e.g., <i>shows that, based on</i>).</p> <p>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.</p>	<p>Expanding -</p> <p>a. Explain ideas, phenomena, processes, and text relationships (e.g., compare/contrast, cause/effect, problem/solution) based on close reading of a variety of grade-level texts and viewing of multimedia, with moderate support.</p> <p>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., <i>suggests that, leads to</i>).</p> <p>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.</p>	<p>Bridging -</p> <p>a. Explain ideas, phenomena, processes, and text relationships (e.g., compare/contrast, cause/effect, problem/solution) based on close reading of a variety of grade-level texts and viewing of multimedia, with light support.</p> <p>b. 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., <i>indicates that, influences</i>).</p> <p>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.</p>

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

CA CCSS for ELA Standard		Corresponding ELD Standards		
Text and Types and Purposes	W 6.1 - Write arguments to support claims with clear reasons and relevant evidence. (a. - e.)	PI.3 - Supporting opinions and persuading others		
		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>I think . . .</i> , <i>Would you please repeat that?</i>), 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>I agree with X, but . . .</i>), 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>I heard you say X, and Gabriel just pointed out Y</i>), as well as open responses.

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CA CCSS for ELA Standard		Corresponding ELD Standards					
Text and Types and Purposes	W 6.1 - Write arguments to support claims with clear reasons and relevant evidence. (a. - e.)	PI.10 - Writing			PI.11 - Justifying/arguing		
		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).	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., <i>can, has to</i>).	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. b. Express attitude and opinions or temper statements with a variety of familiar modal expressions (e.g., <i>maybe/probably, can/could, must</i>).	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., <i>probably/certainly/definitely, should/would, might</i>) and phrasing (e.g., <i>In my opinion... </i>).

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CA CCSS for ELA Standard		Corresponding ELD Standards		
Text and Types and Purposes	W 6.2 - Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	PI.10 - Writing		
	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.)	<p>Emerging -</p> <p>a. Write short literary and informational texts (e.g., an argument for protecting the rain forests) collaboratively (e.g., with peers) and independently.</p> <p>b. Write brief summaries of texts and experiences using complete sentences and key words (e.g., from notes or graphic organizers).</p>	<p>Expanding -</p> <p>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.</p> <p>b. Write increasingly concise summaries of texts and experiences using complete sentences and key words (e.g., from notes or graphic organizers).</p>	<p>Bridging -</p> <p>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.</p> <p>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).</p>

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CA CCSS for ELA Standard		Corresponding ELD Standards					
Text and Types and Purposes	W 6.1 - Write arguments to support claims with clear reasons and relevant evidence. (a. - e.)	PII.1 - Understanding text structure			PII.2 - Understanding cohesion		
		Emerging -	Expanding -	Bridging -	Emerging -	Expanding -	Bridging -
		Apply basic understanding of how different text types are organized to express ideas (e.g., how a narrative is organized sequentially with predictable stages versus how arguments are organized around ideas) to comprehending texts and writing basic texts.	Apply growing understanding of how different text types are organized to express ideas (e.g., how a narrative is organized sequentially with predictable stages versus how arguments are structured logically around reasons and evidence) to comprehending texts and writing texts with increasing cohesion.	Apply increasing understanding of how different text types are organized to express ideas (e.g., how a historical account is organized chronologically versus how arguments are structured logically around reasons and evidence) to comprehending texts and writing cohesive texts.	a. Apply basic understanding of language resources for referring the reader back or forward in text (e.g., how pronouns refer back to nouns in text) to comprehending texts and writing basic texts.	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.	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 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., <i>first/next, at the beginning</i>) to comprehending texts and writing basic texts.	b. Apply growing understanding of how ideas, events, or reasons are linked throughout a text using a variety of connecting words or phrases (e.g., <i>for example, in the first place, as a result, on the other hand</i>) to comprehending texts and writing texts with increasing cohesion.	b. Apply increasing understanding of how ideas, events, or reasons are linked throughout a text using an increasing variety of academic connecting and transitional words or phrases (e.g., <i>consequently, specifically, however, moreover</i>) to comprehending texts and writing cohesive texts.
Text and Types and Purposes	W 6.2 - Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (a. - f.)						
Text and Types and Purposes	W 6.3 - Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event						

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CA CCSS for ELA Standard		Corresponding ELD Standards							
Text and Types and Purposes		PII.6 - Connecting ideas			PII.7 - Condensing ideas				
		W 6.1 - Write arguments to support claims with clear reasons and relevant evidence. (a. - e.)	Emerging - Combine clauses in a few basic ways to make connections between and join ideas (e.g., creating compound sentences using <i>and</i> , <i>but</i> , <i>so</i>).	Expanding - Combine clauses in an increasing variety of ways (e.g., creating compound and complex sentences) to make connections between and join ideas, for example, to express a reason (e.g., <i>He stayed at home on Sunday to study for Monday's exam</i>) or to make a concession (e.g., <i>She studied all night even though she wasn't feeling well</i>).	Bridging - Combine clauses in a wide variety of ways (e.g., creating compound and complex sentences) to make connections between and join ideas, for example, to express a reason (e.g., <i>He stayed at home on Sunday because he had an exam on Monday</i>), to make a concession (e.g., <i>She studied all night even though she wasn't feeling well</i>), or to link two ideas that happen at the same time (e.g., <i>The students worked in groups while their teacher walked around the room</i>).	Emerging - Condense ideas in simple ways (e.g., by compounding verbs, adding prepositional phrases, or through simple embedded clauses or other ways of condensing as in, This is a story about a girl. The girl changed the world. → This is a story about a girl <i>who changed the world</i>) to create precise and detailed sentences.	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 <i>that are made without chemical fertilizers or insecticides</i>) 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 <i>died</i> . → The <i>destruction</i> of the rain forest led to the <i>death</i> of many animals) to create precise and detailed sentences.	
									W 6.2 - Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content (a. - f.)

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CA CCSS for ELA Standard		Corresponding ELD Standards					
Production and Distribution of Writing	W 6.4- Produce clear and coherent writing in which the development, organization, and styles are appropriate to task purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)	PI.4 - Adapting language choices			PI.10 - Writing		
	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	Emerging - Adjust language choices according to social setting (e.g., classroom, break time) and audience (e.g., peers, teacher).	Expanding - Adjust language choices according to purpose (e.g., explaining, persuading, entertaining), task, and audience.	Bridging - Adjust language choices according to task (e.g., facilitating a science experiment, providing peer feedback on a writing assignment), purpose, task, and audience.	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).

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CA CCSS for ELA Standard		Corresponding ELD Standards		
<div>Production and Distribution of Writing</div> <div>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)</div> <div>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)</div>		PI.12 - Selecting language resources		
		<div>Emerging -</div> <div>a. Use a select number of general academic words (e.g., <i>author, chart</i>) and domain specific words (e.g., <i>scene, cell, fraction</i>) to create some precision while speaking and writing.</div> <div>b. Use knowledge of morphology to appropriately select affixes in basic ways (e.g., <i>She likes X</i>).</div>	<div>Expanding -</div> <div>a. Use a growing set of academic words (e.g., <i>author, chart, global, affect</i>), domain specific words (e.g., <i>scene, setting, plot, point of view, fraction, cell membrane, democracy</i>), synonyms, and antonyms to create precision and shades of meaning while speaking and writing.</div> <div>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>).</div>	<div>Bridging -</div> <div>a. Use an expanded set of general academic words (e.g., <i>affect, evidence, demonstrate, reluctantly</i>), domain specific words (e.g., <i>scene, setting, plot, point of view, fraction, cell membrane, democracy</i>), synonyms, antonyms, and figurative language to create precision and shades of meaning while speaking and writing.</div> <div>b. Use knowledge of morphology to appropriately select affixes in a variety of ways to manipulate language (e.g., <i>changing observe → observation, reluctant → reluctantly, produce → production, and so on</i>).</div>

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CA CCSS for ELA Standard		Corresponding ELD Standards					
Production and Distribution of Writing		PII.1 - Understanding text structure			PII.2 - Understanding cohesion		
		Emerging -	Expanding -	Bridging -	Emerging -	Expanding -	Bridging -
		Apply basic understanding of how different text types are organized to express ideas (e.g., how a narrative is organized sequentially with predictable stages versus how arguments are organized around ideas) to comprehending texts and writing basic texts.	Apply growing understanding of how different text types are organized to express ideas (e.g., how a narrative is organized sequentially with predictable stages versus how arguments are structured logically around reasons and evidence) to comprehending texts and writing texts with increasing cohesion.	Apply increasing understanding of how different text types are organized to express ideas (e.g., how a historical account is organized chronologically versus how arguments are structured logically around reasons and evidence) to comprehending texts and writing cohesive texts.	a. Apply basic understanding of language resources for referring the reader back or forward in text (e.g., how pronouns refer back to nouns in text) to comprehending texts and writing basic texts. b. Apply basic understanding of how ideas, events, or reasons are linked throughout a text using a select set of everyday connecting words or phrases (e.g., <i>first/next, at the beginning</i>) to comprehending texts and writing basic texts.	a. Apply growing understanding of language resources for referring the reader back or forward in text (e.g., how pronouns or synonyms refer back to nouns in text) to comprehending texts and writing texts with increasing cohesion. b. Apply growing understanding of how ideas, events, or reasons are linked throughout a text using a variety of connecting words or phrases (e.g., <i>for example, in the first place, as a result, on the other hand</i>) to comprehending texts and writing texts with increasing cohesion.	a. Apply increasing understanding of language resources for referring the reader back or forward in text (e.g., how pronouns, synonyms, or nominalizations refer back to nouns in text) to comprehending texts and writing cohesive texts. b. Apply increasing understanding of how ideas, events, or reasons are linked throughout a text using an increasing variety of academic connecting and transitional words or phrases (e.g., <i>consequently, specifically, however, moreover</i>) to comprehending texts and writing cohesive texts.
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)	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)						

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CA CCSS for ELA Standard		Corresponding ELD Standards					
Production and Distribution of Writing	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)	PII.3 - Using verbs and verb phrases					
		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 topics.	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 topics.	Bridging - Use various verb types (e.g., doing, saying, being/having, think ing/ 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 conclusions) on a variety of topics.			
	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)	PII.4 - Using nouns and noun phrases					
					Emerging - Expand noun phrases in simple ways (e.g., adding a sensory adjective to a noun) in order to enrich the meaning of sentences and add details about ideas, people, things, and the like.	Expanding - Expand noun phrases in a variety of ways (e.g., adding comparative/ superlative adjectives to noun phrases or simple clause embedding) in order to enrich the meaning of sentences and add details about ideas, people, things, and the like.	Bridging - Expand noun phrases in an increasing variety of ways (e.g., adding comparative/ superlative and general academic adjectives to noun phrases or more complex clause embedding) in order to enrich the meaning of sentences and add details about ideas, people, things, and the like.

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CA CCSS for ELA Standard		Corresponding ELD Standards					
Production and Distribution of Writing	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 details			PII.6 - Connecting Ideas		
	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.)	Emerging - Expand sentences with simple adverbials (e.g., adverbs, 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, manner, place, cause) about a variety of familiar and new activities and processes.	Emerging - Combine clauses in a few basic ways to make connections between and join ideas (e.g., <i>creating compound sentences using and, but, so</i>).	Expanding - Combine clauses in an increasing variety of ways (e.g., creating compound and complex sentences) to make connections between and join ideas, for example, to express a reason (e.g., <i>He stayed at home on Sunday to study for Monday's exam</i>) or to make a concession (e.g., <i>She studied all night even though she wasn't feeling well</i>).	Bridging - Combine clauses in a wide variety of ways (e.g., creating compound and complex sentences) to make connections between and join ideas, for example, to express a reason (e.g., <i>He stayed at home on Sunday because he had an exam on Monday</i>), to make a concession (e.g., <i>She studied all night even though she wasn't feeling well</i>), or to link two ideas that happen at the same time (e.g., <i>The students worked in groups while their teacher walked around the room</i>).

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CA CCSS for ELA Standard		Corresponding ELD Standards		
Production and Distribution of Writing 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.)	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.)	PII.7 - Condensing ideas		
		Emerging - Condense ideas in simple ways (e.g., by compounding verbs, adding prepositional phrases, or through simple embedded clauses or other ways of condensing as in, This is a story about a girl. The girl changed the world. → This is a story about a girl who changed the world) to create precise and detailed sentences.	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 <i>that are made without chemical fertilizers or insecticides</i>) 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 <i>destroyed</i> the rain forest. Lots of animals <i>died</i> → The <i>destruction</i> of the rain forest led to the <i>death</i> of many animals) to create precise and detailed sentences.

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CA CCSS for ELA Standard		Corresponding ELD Standards		
Range of Writing	Research to build and Present knowledge	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. 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).
	W 6.8 - Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic research. (a-b.)			

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CA CCSS for ELA Standard		Corresponding ELD Standards		
<div>Research to build and Present knowledge</div> <div>W 6.8 - Gather relevant information from multiple print and digital 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</div> <div>W 6.9 - Draw evidence from literary or informational texts to support analysis, reflection, and research. (a.-b.)</div>		PI.11 - Justifying/Arguing		
		<div>Emerging -</div> <div>a. Justify opinions by providing some textual evidence (e.g., quoting from the text) or relevant background knowledge, with substantial support.</div> <div>b. Express attitude and opinions or temper statements with some basic modal expressions (e.g., <i>can</i>, <i>has to</i>).</div>	<div>Expanding -</div> <div>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.</div> <div>b. Express attitude and opinions or temper statements with a variety of familiar modal expressions (e.g., <i>maybe/probably</i>, <i>can/could</i>, <i>must</i>).</div>	<div>Bridging -</div> <div>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.</div> <div>b. Express attitude and opinions or temper statements with nuanced modal expressions (e.g., <i>probably/certainly/definitely, should/would, might</i>) and phrasing (e.g., <i>In my opinion... </i>).</div>

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CA CCSS for ELA Standard		Corresponding ELD Standards					
Range of Writing 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 discipline-specific tasks, purposes, and audiences	Research to build and Present knowledge W 6.8 - Gather relevant information from multiple print and digital 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	PII.1 - Understanding text structure			PII.2 - Understanding cohesion		
		Emerging - Apply basic understanding of how different text types are organized to express ideas (e.g., how a narrative is organized sequentially with predictable stages versus how arguments are organized around ideas) to comprehending texts and writing basic texts.	Expanding - Apply growing understanding of how different text types are organized to express ideas (e.g., how a narrative is organized sequentially with predictable stages versus how arguments are structured logically around reasons and evidence) to comprehending texts and writing texts with increasing cohesion.	Bridging - Apply increasing understanding of how different text types are organized to express ideas (e.g., how a historical account is organized chronologically versus how arguments are structured logically around reasons and evidence) to comprehending texts and writing cohesive texts.	Emerging - a. Apply basic understanding of language resources for referring the reader back or forward in text (e.g., how pronouns refer back to nouns in text) to comprehending texts and writing basic texts. b. Apply basic understanding of how ideas, events, or reasons are linked throughout a text using a select set of everyday connecting words or phrases (e.g., first/next, at the beginning) to comprehending texts and writing basic texts.	Expanding - a. Apply growing understanding of language resources for referring the reader back or forward in text (e.g., how pronouns or synonyms refer back to nouns in text) to comprehending texts and writing texts with increasing cohesion. b. Apply growing understanding of how ideas, events, or reasons are linked throughout a text using a variety of connecting words or phrases (e.g., for example, in the first place, as a result, on the other hand) to comprehending texts and writing texts with increasing cohesion.	Bridging- a. Apply increasing understanding of language resources for referring the reader back or forward in text (e.g., how pronouns, synonyms, or nominalizations refer back to nouns in text) to comprehending texts and writing cohesive texts. b. Apply increasing understanding of how ideas, events, or reasons are linked throughout a text using an increasing variety of academic connecting and transitional words or phrases (e.g., consequently, specifically, however, moreover) to comprehending texts and writing cohesive texts.
	W 6.9 - Draw evidence from literary or informational texts to support analysis, reflection, and research (a-b)						

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

CA CCSS for ELA Standard		Corresponding ELD Standards		
Text and Types and Purposes	WHST 6.1 - Write arguments to support claims with clear reasons and relevant evidence. (a. - e.)	PI.3 - Supporting opinions and persuading others		
		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>I think . . .</i> , <i>Would you please repeat that?</i>), 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>I agree with X, but . . .</i>), 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>I heard you say X, and Gabriel just pointed out Y</i>), as well as open responses.

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CA CCSS for ELA Standard		Corresponding ELD Standards				
Text and Types and Purposes	WHST 6.1 - Write arguments to support claims with clear reasons and relevant evidence. (a. - e.)	PI.10 - Writing			PI.11 - Justifying/arguing	
		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.	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.	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.
		b. Write brief summaries of texts and experiences using complete sentences and key words (e.g., from notes or graphic organizers).	b. Write increasingly concise summaries of texts and experiences using complete sentences and key words (e.g., from notes or graphic organizers).	b. Write clear and coherent summaries of texts and experiences using complete and concise sentences and key words (e.g., from notes or graphic organizers).	b. Express attitude and opinions or temper statements with some basic modal expressions (e.g., <i>can</i> , <i>has to</i>).	b. Express attitude and 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., <i>probably/certainly/definitely, should/would, might</i>) and phrasing (e.g., <i>In my opinion... </i>).

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CA CCSS for ELA Standard		Corresponding ELD Standards		
Text and Types and Purposes		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. 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).
W 6.2 - Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (a. - f.)				
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.)				

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CA CCSS for ELA Standard		Corresponding ELD Standards					
Text and Types and Purposes	W 6.1 - Write arguments to support claims with clear reasons and relevant evidence. (a. - e.)	PII.1 - Understanding text structure			PII.2 - Understanding cohesion		
		Emerging -	Expanding -	Bridging -	Emerging -	Expanding -	Bridging -
		Apply basic understanding of how different text types are organized to express ideas (e.g., how a narrative is organized sequentially with predictable stages versus how arguments are organized around ideas) to comprehending texts and writing basic texts.	Apply growing understanding of how different text types are organized to express ideas (e.g., how a narrative is organized sequentially with predictable stages versus how arguments are structured logically around reasons and evidence) to comprehending texts and writing texts with increasing cohesion.	Apply increasing understanding of how different text types are organized to express ideas (e.g., how a historical account is organized chronologically versus how arguments are structured logically around reasons and evidence) to comprehending texts and writing cohesive texts.	a. Apply basic understanding of language resources for referring the reader back or forward in text (e.g., how pronouns refer back to nouns in text) to comprehending texts and writing basic texts.	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.	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 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., <i>first/next, at the beginning</i>) to comprehending texts and writing basic texts.	b. Apply growing understanding of how ideas, events, or reasons are linked throughout a text using a variety of connecting words or phrases (e.g., <i>for example, in the first place, as a result, on the other hand</i>) to comprehending texts and writing texts with increasing cohesion.	b. Apply increasing understanding of how ideas, events, or reasons are linked throughout a text using an increasing variety of academic connecting and transitional words or phrases (e.g., <i>consequently, specifically, however, moreover</i>) to comprehending texts and writing cohesive texts.
Text and Types and Purposes	W 6.2 - Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (a. - f.)						
Text and Types and Purposes	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.)						

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CA CCSS for ELA Standard		Corresponding ELD Standards					
Text and Types and Purposes	W 6.1 - Write arguments to support claims with clear reasons and relevant evidence. (a. - e.)	PII.6 - Connecting ideas			PII.7 - Condensing ideas		
	W 6.2 - Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content (a. - f.)	Emerging - Combine clauses in a few basic ways to make connections between and join ideas (e.g., creating compound sentences using <i>and</i> , <i>but</i> , <i>so</i>).	Expanding - Combine clauses in an increasing variety of ways (e.g., creating compound and complex sentences) to make connections between and join ideas, for example, to express a reason (e.g., <i>He stayed at home on Sunday to study for Monday’s exam</i>) or to make a concession (e.g., <i>She studied all night even though she wasn’t feeling well</i>).	Bridging - Combine clauses in a wide variety of ways (e.g., creating compound and complex sentences) to make connections between and join ideas, for example, to express a reason (e.g., <i>He stayed at home on Sunday because he had an exam on Monday</i>), to make a concession (e.g., <i>She studied all night even though she wasn’t feeling well</i>), or to link two ideas that happen at the same time (e.g., <i>The students worked in groups while their teacher walked around the room</i>).	Emerging - Condense ideas in simple ways (e.g., by compounding verbs, adding prepositional phrases, or through simple embedded clauses or other ways of condensing as in, This is a story about a girl. The girl changed the world. → This is a story about a girl <i>who changed the world</i>) to create precise and detailed sentences.	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 <i>that are made without chemical fertilizers or insecticides</i>) 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 <i>died</i> . → The <i>destruction</i> of the rain forest led to the <i>death</i> of many animals) to create precise and detailed sentences.
	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.)						

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CA CCSS for ELA Standard		Corresponding ELD Standards						
Production and Distribution of Writing	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.)	PI.4 - Adapting language choices			PI.10 - Writing			
		Emerging - Adjust language choices according to social setting (e.g., classroom, break time) and audience (e.g., peers, teacher).	Expanding - Adjust language choices according to purpose (e.g., explaining, persuading, entertaining), task, and audience.	Bridging - Adjust language choices according to task (e.g., facilitating a science experiment, providing peer feedback on a writing assignment), purpose, task, and audience.	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.	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 brief summaries of texts and experiences using complete sentences and key words (e.g., from notes or graphic organizers).	b. Write increasingly concise summaries of texts and experiences using complete sentences and key words (e.g., from notes or graphic organizers).	b. Write clear and coherent summaries of texts and experiences using complete and concise sentences and key words (e.g., from notes or graphic organizers).	
	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.)							

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CA CCSS for ELA Standard		Corresponding ELD Standards		
Production and Distribution of Writing	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.)	PI.12 - Selecting language resources		
	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.)	<p>Emerging -</p> <p>a. Use a select number of general academic words (e.g., <i>author, chart</i>) and domain-specific words (e.g., <i>scene, cell, fraction</i>) to create some precision while speaking and writing.</p> <p>b. Use knowledge of morphology to appropriately select affixes in basic ways (e.g., <i>She likes X</i>).</p>	<p>Expanding -</p> <p>a. Use a growing set of academic words (e.g., <i>author, chart, global, affect</i>), domain-specific words (e.g., <i>scene, setting, plot, point of view, fraction, cell membrane, democracy</i>), synonyms, and antonyms to create precision and shades of meaning while speaking and writing.</p> <p>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>).</p>	<p>Bridging -</p> <p>a. Use an expanded set of general academic words (e.g., <i>affect, evidence, demonstrate, reluctantly</i>), domain-specific words (e.g., <i>scene, setting, plot, point of view, fraction, cell membrane, democracy</i>), synonyms, antonyms, and figurative language to create precision and shades of meaning while speaking and writing.</p> <p>b. Use knowledge of morphology to appropriately select affixes in a variety of ways to manipulate language (e.g., <i>changing observe → observation, reluctant → reluctantly, produce → production, and so on</i>).</p>

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CA CCSS for ELA Standard		Corresponding ELD Standards					
Production and Distribution of Writing	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.1 - Understanding text structure			PII.2 - Understanding cohesion		
		Emerging - Apply basic understanding of how different text types are organized to express ideas (e.g., how a narrative is organized sequentially with predictable stages versus how arguments are organized around ideas) to comprehending texts and writing basic texts.	Expanding - Apply growing understanding of how different text types are organized to express ideas (e.g., how a narrative is organized sequentially with predictable stages versus how arguments are structured logically around reasons and evidence) to comprehending texts and writing texts with increasing cohesion.	Bridging - Apply increasing understanding of how different text types are organized to express ideas (e.g., how a historical account is organized chronologically versus how arguments are structured logically around reasons and evidence) to comprehending texts and writing cohesive texts.	Emerging - a. Apply basic understanding of language resources for referring the reader back or forward in text (e.g., how pronouns refer back to nouns in text) to comprehending texts and writing basic texts. b. Apply basic understanding of how ideas, events, or reasons are linked throughout a text using a select set of everyday connecting words or phrases (e.g., <i>first/next, at the beginning</i>) to comprehending texts and writing basic texts.	Expanding - a. Apply growing understanding of language resources for referring the reader back or forward in text (e.g., how pronouns or synonyms refer back to nouns in text) to comprehending texts and writing texts with increasing cohesion. b. Apply growing understanding of how ideas, events, or reasons are linked throughout a text using a variety of connecting words or phrases (e.g., <i>for example, in the first place, as a result, on the other hand</i>) to comprehending texts and writing texts with increasing cohesion.	Bridging - a. Apply increasing understanding of language resources for referring the reader back or forward in text (e.g., how pronouns, synonyms, or nominalizations refer back to nouns in text) to comprehending texts and writing cohesive texts. b. Apply increasing understanding of how ideas, events, or reasons are linked throughout a text using an increasing variety of academic connecting and transitional words or phrases (e.g., <i>consequently, specifically, however, moreover</i>) to comprehending texts and writing cohesive texts.
		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)					

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CA CCSS for ELA Standard		Corresponding ELD Standards				
Production and Distribution of Writing	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.3 - Using verbs and verb phrases				
		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 topics.	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 topics.	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 conclusions) on a variety of topics.		
	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.)	PII.4 - Using nouns and noun phrases				
		Emerging - Expand noun phrases in simple ways (e.g., adding a sensory adjective to a noun) in order to enrich the meaning of sentences and add details about ideas, people, things, and the like.			Expanding - Expand noun phrases in a variety of ways (e.g., adding comparative/superlative adjectives to noun phrases or simple clause embedding) in order to enrich the meaning of sentences and add details about ideas, people, things, and the like.	Bridging - Expand noun phrases in an increasing variety of ways (e.g., adding comparative/superlative and general academic adjectives to noun phrases or more complex clause embedding) in order to enrich the meaning of sentences and add details about ideas, people, things, and the like.

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CA CCSS for ELA Standard		Corresponding ELD Standards					
Production and Distribution of Writing	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 details			PII.6 - Connecting Ideas		
	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.)	Emerging - Expand sentences with simple adverbials (e.g., adverbs, 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, manner, place, cause) about a variety of familiar and new activities and processes.	Emerging - Combine clauses in a few basic ways to make connections between and join ideas (e.g., <i>creating compound sentences using and, but, so</i>).	Expanding - Combine clauses in an increasing variety of ways (e.g., creating compound and complex sentences) to make connections between and join ideas, for example, to express a reason (e.g., <i>He stayed at home on Sunday to study for Monday’s exam</i>) or to make a concession (e.g., <i>She studied all night even though she wasn’t feeling well</i>).	Bridging - Combine clauses in a wide variety of ways (e.g., creating compound and complex sentences) to make connections between and join ideas, for example, to express a reason (e.g., <i>He stayed at home on Sunday because he had an exam on Monday</i>), to make a concession (e.g., <i>She studied all night even though she wasn’t feeling well</i>), or to link two ideas that happen at the same time (e.g., <i>The students worked in groups while their teacher walked around the room</i>).

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CA CCSS for ELA Standard		Corresponding ELD Standards		
Production and Distribution of Writing	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.7 - Condensing ideas		
	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.)	Emerging - Condense ideas in simple ways (e.g., by compounding verbs, adding prepositional phrases, or through simple embedded clauses or other ways of condensing as in, This is a story about a girl. The girl changed the world. → This is a story about a girl who changed the world) to create precise and detailed sentences.	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 <i>that are made without chemical fertilizers or insecticides</i>) 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 <i>destroyed</i> the rain forest. Lots of animals <i>died</i> → The <i>destruction</i> of the rain forest led to the <i>death</i> of many animals) to create precise and detailed sentences.

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CA CCSS for ELA Standard		Corresponding ELD Standards					
Production and Distribution of Writing W 6.6 - Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.		PI.2 - Interacting via written English			PI.10 - Writing		
		Emerging - Engage in short written exchanges with peers and collaborate on simple written texts on familiar topics, using technology when appropriate.	Expanding - Engage in longer written exchanges with peers and collaborate on more detailed written texts on a variety of topics, using technology when appropriate.	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 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).
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.							

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

CA CCSS for ELA Standard		Corresponding ELD Standards		
Range of Writing	Research to build and Present knowledge	PI.10 - Writing		
		<p>Emerging -</p> <p>a. Write short literary and informational texts (e.g., an argument for protecting the rain forests) collaboratively (e.g., with peers) and independently.</p> <p>b. Write brief summaries of texts and experiences using complete sentences and key words (e.g., from notes or graphic organizers).</p>	<p>Expanding -</p> <p>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.</p> <p>b. Write increasingly concise summaries of texts and experiences using complete sentences and key words (e.g., from notes or graphic organizers).</p>	<p>Bridging -</p> <p>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.</p> <p>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).</p>
		<p>W 6.8 - Gather relevant information from multiple print and digital 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.</p>		
	<p>W 6.9 - Draw evidence from literary or informational texts to support analysis, reflection, and research. (a.-b.)</p>			
<p>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 discipline-specific tasks, purposes, and audiences.</p>				

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CA CCSS for ELA Standard		Corresponding ELD Standards		
Research to build and Present knowledge	W 6.8 - Gather relevant information from multiple print and digital 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.	PI.11 - Justifying/Arguing		
	W 6.9 - Draw evidence from literary or informational texts to support analysis, reflection, and research. (a.-b.)	<p>Emerging -</p> <p>a. Justify opinions by providing some textual evidence (e.g., quoting from the text) or relevant background knowledge, with substantial support.</p> <p>b. Express attitude and opinions or temper statements with some basic modal expressions (e.g., <i>can, has to</i>).</p>	<p>Expanding -</p> <p>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.</p> <p>b Express attitude and opinions or temper statements with a variety of familiar modal expressions (e.g., <i>maybe/probably, can/could, must</i>).</p>	<p>Bridging -</p> <p>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.</p> <p>b. Express attitude and opinions or temper statements with nuanced modal expressions (e.g., <i>probably/certainly/definitely, should/would, might</i>) and phrasing (e.g., <i>In my opinion . . .</i>).</p>

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

CA CCSS for ELA Standard		Corresponding ELD Standards					
Range of Writing	Research to build and Present knowledge	PII.1 - Understanding text structure			PII.2 - Understanding cohesion		
		Emerging -	Expanding -	Bridging -	Emerging -	Expanding -	Bridging -
	<p>W 6.8 - Gather relevant information from multiple print and digital 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.</p> <p>W 6.9 - Draw evidence from literary or informational texts to support analysis, reflection, and research. (a.-b.)</p> <p>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 discipline-specific tasks, purposes, and audiences.</p>	<p>Apply basic understanding of how different text types are organized to express ideas (e.g., how a narrative is organized sequentially with predictable stages versus how arguments are organized around ideas) to comprehending texts and writing basic texts.</p>	<p>Apply growing understanding of how different text types are organized to express ideas (e.g., how a narrative is organized sequentially with predictable stages versus how arguments are structured logically around reasons and evidence) to comprehending texts and writing texts with increasing cohesion.</p>	<p>Apply increasing understanding of how different text types are organized to express ideas (e.g., how a historical account is organized chronologically versus how arguments are structured logically around reasons and evidence) to comprehending texts and writing cohesive texts.</p>	<p>a. Apply basic understanding of language resources for referring the reader back or forward in text (e.g., how pronouns refer back to nouns in text) to comprehending texts and writing basic texts.</p> <p>b. Apply basic understanding of how ideas, events, or reasons are linked throughout a text using a select set of everyday connecting words or phrases (e.g., first/next, at the beginning) to comprehending texts and writing basic texts.</p>	<p>a. Apply growing understanding of language resources for referring the reader back or forward in text (e.g., how pronouns or synonyms refer back to nouns in text) to comprehending texts and writing texts with increasing cohesion.</p> <p>b. Apply growing understanding of how ideas, events, or reasons are linked throughout a text using a variety of connecting words or phrases (e.g., for example, in the first place, as a result, on the other hand) to comprehending texts and writing texts with increasing cohesion.</p>	<p>a. Apply increasing understanding of language resources for referring the reader back or forward in text (e.g., how pronouns, synonyms, or nominalizations refer back to nouns in text) to comprehending texts and writing cohesive texts.</p> <p>b. Apply increasing understanding of how ideas, events, or reasons are linked throughout a text using an increasing variety of academic connecting and transitional words or phrases (e.g., <i>consequently</i>, <i>specifically</i>, <i>however</i>, <i>moreover</i>) to comprehending texts and writing cohesive texts.</p>

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

CA CCSS for ELA Standard		Corresponding ELD Standards								
Comprehension and Collaboration	SL 6.1 - Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. (a. - d.).	PI.1 - Exchanging information and ideas			PI.3 - Supporting opinions and persuading others			PI.5 - Listening actively		
		Emerging - Engage in conversational exchanges and express ideas on familiar topics by asking and answering <i>yes-no</i> and <i>wh-</i> questions and responding using simple phrases.	Expanding - Contribute to class, group, and partner discussions by following turn-taking rules, asking relevant questions, affirming others, adding relevant information, and paraphrasing key ideas.	Bridging - Contribute to class, group, and partner discussions by following turn-taking rules, asking relevant questions, affirming others, adding relevant information and evidence, paraphrasing key ideas, building on responses, and providing useful feedback.	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>I think . . .</i> , <i>Would you please repeat that?</i>), 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>I agree with X, but . . .</i>), 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>I heard you say X, and Gabriel just pointed out Y</i>), as well as open responses.	Emerging - Demonstrate active listening in oral presentation activities by asking and answering basic questions, with prompting and substantial support.	Expanding - Demonstrate active listening in oral presentation activities by asking and answering detailed questions, with occasional prompting and moderate support.	Bridging - Demonstrate active listening in oral presentation activities by asking and answering detailed questions, with minimal prompting and support.

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

CA CCSS for ELA Standard		Corresponding ELD Standards					
Comprehension and Collaboration	SL 6.2 - Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.	PI.2 - Interacting via written English			PI.6 - Reading/viewing closely		
		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>I think . . . , Would you please repeat that?</i>), 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>I agree with X, but . . . </i>), 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>I heard you say X, and Gabriel just pointed out Y</i>), as well as open responses.	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., <i>shows that, based on</i>). 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 multimedia using a variety of verbs (e.g., <i>suggests that, leads to</i>). 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., <i>indicates that, influences</i>). 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.

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

CA CCSS for ELA Standard		Corresponding ELD Standards								
Comprehension and Collaboration	SL 6.3 - Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.	PI.5 - Listening actively			PI.7 - Evaluating language choices			PI.8 - Analyzing language choices		
		Emerging - Demonstrate active listening in oral presentation activities by asking and answering basic questions, with prompting and substantial support.	Expanding - Demonstrate active listening in oral presentation activities by asking and answering detailed questions, with occasional prompting and moderate support.	Bridging - Demonstrate active listening in oral presentation activities by asking and answering detailed questions, with minimal prompting and 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 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) with light support.	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 <i>stingy</i> versus <i>economical</i>), or figurative language (e.g., <i>The room was like a dank cave, littered with food wrappers, soda cans, and piles of laundry</i>) produce shades of meaning and different effects on the audience.	Bridging - Explain how phrasing, different words with similar meaning (e.g., <i>stingy, economical, frugal, thrifty</i>), or figurative language (e.g., <i>The room was depressed and gloomy. The room was like a dank cave, littered with food wrappers, soda cans, and piles of laundry</i>) produce shades of meaning, nuances, and different effects on the audience.

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

CA CCSS for ELA Standard		Corresponding ELD Standards					
Presentation of Knowledge and Ideas	SL 6.4 - Present claims and findings (e.g., argument, narrative, informative, response to literature presentations), sequencing ideas logically and using pertinent descriptions, facts, and details and nonverbal elements to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation. CA (a.).	PI.3 - Supporting opinions and persuading others			PI.9 - Supporting opinions		
		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>I think . . .</i> , <i>Would you please repeat that?</i>), 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>I agree with X, but . . .</i>), 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>I heard you say X, and Gabriel just pointed out Y</i>), 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.

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

CA CCSS for ELA Standard		Corresponding ELD Standard		
Presentation of Knowledge and Ideas	SL 6.4 - Present claims and findings (e.g., argument, narrative, informative, response to literature presentations), sequencing ideas logically and using pertinent descriptions, facts, and details and nonverbal elements to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation. CA (a.).	PI.12 - Selecting language resources		
		<p>Emerging -</p> <p>a. Use a select number of general academic words (e.g., <i>author, chart</i>) and domain-specific words (e.g., <i>scene, cell, fraction</i>) to create some precision while speaking and writing.</p> <p>b. Use knowledge of morphology to appropriately select affixes in basic ways (e.g., <i>She likes X</i>).</p>	<p>Expanding -</p> <p>a. Use a growing set of academic words (e.g., <i>author, chart, global, affect</i>), domain-specific words (e.g., <i>scene, setting, plot, point of view, fraction, cell membrane, democracy</i>), synonyms, and antonyms to create precision and shades of meaning while speaking and writing.</p> <p>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>).</p>	<p>Bridging -</p> <p>a. Use an expanded set of general academic words (e.g., <i>affect, evidence, demonstrate, reluctantly</i>), domain-specific words (e.g., <i>scene, setting, plot, point of view, fraction, cell membrane, democracy</i>), synonyms, antonyms, and figurative language to create precision and shades of meaning while speaking and writing.</p> <p>b. Use knowledge of morphology to appropriately select affixes in a variety of ways to manipulate language (e.g., changing <i>observe</i> → <i>observation, reluctant</i> → <i>reluctantly, produce</i> → <i>production, and so on</i>).</p>

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

CA CCSS for ELA Standard		Corresponding ELD Standards								
Presentation of Knowledge and Ideas	SL 6.4 - Present claims and findings (e.g., argument, narrative, informative, response to literature presentations), sequencing ideas logically and using pertinent descriptions, facts, and details and nonverbal elements to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation. CA (a.).	PII.1 - Understanding text structure			PII.6 - Connecting ideas			PII.7 - Condensing ideas		
		Emerging - Apply basic understanding of how different text types are organized to express ideas (e.g., how a narrative is organized sequentially with predictable stages versus how arguments are organized around ideas) to comprehending texts and writing basic texts.	Expanding - Apply growing understanding of how different text types are organized to express ideas (e.g., how a narrative is organized sequentially with predictable stages versus how arguments are structured logically around reasons and evidence) to comprehending texts and writing texts with increasing cohesion.	Bridging - Apply increasing understanding of how different text types are organized to express ideas (e.g., how a historical account is organized chronologically versus how arguments are structured logically around reasons and evidence) to comprehending texts and writing cohesive texts.	Emerging - Combine clauses in a few basic ways to make connections between and join ideas (e.g., creating compound sentences using <i>and, but, so</i>).	Expanding - Combine clauses in an increasing variety of ways (e.g., creating compound and complex sentences) to make connections between and join ideas, for example, to express a reason (e.g., <i>He stayed at home on Sunday because he had an exam on Monday</i>), to make a concession (e.g., <i>She studied all night even though she wasn't feeling well</i>)..	Bridging - Combine clauses in a wide variety of ways (e.g., creating compound and complex sentences) to make connections between and join ideas, for example, to express a reason (e.g., <i>He stayed at home on Sunday because he had an exam on Monday</i>), to make a concession (e.g., <i>She studied all night even though she wasn't feeling well</i>), or to link two ideas that happen at the same time (e.g., <i>The students worked in groups while their teacher walked around the room</i>).	Emerging - Condense ideas in simple ways (e.g., by compounding verbs, adding prepositional phrases, or through simple embedded clauses or other ways of condensing as in, This is a story about a girl. The girl changed the world. → This is a story about a girl who changed the world) to create precise and detailed sentences.	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 <i>that are made without chemical fertilizers or insecticides</i>) 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 <i>destroyed</i> the rain forest. Lots of animals <i>died</i> → The <i>destruction</i> of the rain forest led to the death of many animals) to create precise and detailed sentences.

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

CA CCSS for ELA Standard		Corresponding ELD Standards		
Presentation of Knowledge and Ideas	SL 6.5 - Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.	PI.9 - Presenting		
		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.

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

CA CCSS for ELA Standard		Corresponding ELD Standards					
Presentation of Knowledge and Ideas	SL 6.6 - Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 for specific expectations.)	PI.1 - Exchanging information/ideas			PI.3 -Supporting opinions and persuading others		
		Emerging - Engage in conversational exchanges and express ideas on familiar topics by asking and answering <i>yes-no</i> and <i>wh-</i> questions and responding using simple phrases.	Expanding - Contribute to class, group, and partner discussions by following turn-taking rules, asking relevant questions, affirming others, adding relevant information, and paraphrasing key ideas.	Bridging - Contribute to class, group, and partner discussions by following turn-taking rules, asking relevant questions, affirming others, adding relevant information and evidence, paraphrasing key ideas, building on responses, and providing useful feedback.	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>I think . . .</i> , <i>Would you please repeat that?</i>), 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>I agree with X, but . . .</i>), 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>I heard you say X, and Gabriel just pointed out Y</i>), as well as open responses.

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

CA CCSS for ELA Standard		Corresponding ELD Standards					
Presentation of Knowledge and Ideas	SL 6.6 - Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 for specific expectations.)	PI.4 - Adapting language choices			PI.5 - Listening actively		
		Emerging - Adjust language choices according to social setting (e.g., classroom, break time) and audience (e.g., peers, teacher).	Expanding - Adjust language choices according to purpose (e.g., explaining, persuading, entertaining), task, and audience.	Bridging - Adjust language choices according to task (e.g., facilitating a science experiment, providing peer feedback on a writing assignment), purpose, task, and audience.	Emerging - Demonstrate active listening in oral presentation activities by asking and answering basic questions, with prompting and substantial support.	Expanding - Demonstrate active listening in oral presentation activities by asking and answering detailed questions, with occasional prompting and moderate support.	Bridging - Demonstrate active listening in oral presentation activities by asking and answering detailed questions, with minimal prompting and support.

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

CA CCSS for ELA Standard		Corresponding ELD Standards					
Presentation of Knowledge and Ideas	SL 6.6 - Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 for specific expectations.)	PI.9 - Presenting			PI.12 - Selecting language resources		
		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.	Emerging - a. Use a select number of general academic words (e.g., <i>author, chart</i>) and domain-specific words (e.g., <i>scene, cell, fraction</i>) to create some precision while speaking and writing. b. Use knowledge of morphology to appropriately select affixes in basic ways (e.g., <i>She likes X</i>).	Expanding - a. Use a growing set of academic words (e.g., <i>author, chart, global, affect</i>), domain-specific words (e.g., <i>scene, setting, plot, point of view, fraction, cell membrane, democracy</i>), 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., <i>She likes X. That’s impossible</i>).	Bridging - a. Use an expanded set of general academic words (e.g., <i>affect, evidence, demonstrate, reluctantly</i>), domain-specific words (e.g., <i>scene, setting, plot, point of view, fraction, cell membrane, democracy</i>), synonyms, antonyms, and figurative language to create precision and shades of meaning while speaking and writing. b. Use knowledge of morphology to appropriately select affixes in a variety of ways to manipulate language (e.g., <i>changing observe → observation, reluctant → reluctantly, produce → production, and so on</i>).

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

CA CCSS for ELA Standard		Corresponding ELD Standards								
Presentation of Knowledge and Ideas	SL 6.6 - Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 for specific expectations.)	PII.3 - Using verbs and verb phrases			PII.4 - Using nouns and noun phrases			PII.5 - Modifying to add details		
		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 topics.	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 topics.	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 conclusions) on a variety of topics.	Emerging - Expand noun phrases in simple ways (e.g., adding a sensory adjective to a noun) in order to enrich the meaning of sentences and add details about ideas, people, things, and the like.	Expanding - Expand noun phrases in a variety of ways (e.g., adding comparative/ superlative adjectives to noun phrases or simple clause embedding) in order to enrich the meaning of sentences and add details about ideas, people, things, and the like.	Bridging - Expand noun phrases in an increasing variety of ways (e.g., adding comparative/ superlative and general academic adjectives to noun phrases or more complex clause embedding) in order to enrich the meaning of sentences and add details about ideas, people, things, and the like.	Emerging - Expand sentences with simple adverbials (e.g., adverbs, 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, manner, place, cause) about a variety of familiar and new activities and processes.

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

CA CCSS for ELA Standard		Corresponding ELD Standards					
Presentation of Knowledge and Ideas	SL 6.6 - Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 for specific expectations.)	PII.6 - Connecting Ideas			PII.7 - Condensing Ideas		
		Emerging - Combine clauses in a few basic ways to make connections between and join ideas (e.g., creating compound sentences using <i>and, but, so</i>).	Expanding - Combine clauses in an increasing variety of ways (e.g., creating compound and complex sentences) to make connections between and join ideas, for example, to express a reason (e.g., <i>He stayed at home on Sunday to study for Monday’s exam</i>) or to make a concession (e.g., <i>She studied all night even though she wasn’t feeling well</i>)..	Bridging - Combine clauses in a wide variety of ways (e.g., creating compound and complex sentences) to make connections between and join ideas, for example, to express a reason (e.g., <i>He stayed at home on Sunday because he had an exam on Monday</i>), to make a concession (e.g., <i>She studied all night even though she wasn’t feeling well</i>), or to link two ideas that happen at the same time (e.g., <i>The students worked in groups while their teacher walked around the room</i>).	Emerging - Condense ideas in simple ways (e.g., by compounding verbs, adding prepositional phrases, or through simple embedded clauses or other ways of condensing as in, This is a story about a girl. The girl changed the world. → This is a story about a girl <i>who changed the world</i>) to create precise and detailed sentences.	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 <i>that are made without chemical fertilizers or insecticides</i>) 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 <i>destroyed</i> the rain forest. Lots of animals <i>died</i> → The <i>destruction</i> of the rain forest led to the death of many animals) to create precise and detailed sentences.

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

CA CCSS for ELA Standard		Corresponding ELD Standards					
Conventions of Standard English	L 6.1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (a. - e.)	PI.4 - Adapting language choices			PI.5 - Listening actively		
		Emerging - Adjust language choices according to social setting (e.g., classroom, break time) and audience (e.g., peers, teacher).	Expanding - Adjust language choices according to purpose (e.g., explaining, persuading, entertaining), task, and audience.	Bridging - Adjust language choices according to task (e.g., facilitating a science experiment, providing peer feedback on a writing assignment), purpose, task, and audience.	Emerging - Demonstrate active listening in oral presentation activities by asking and answering basic questions, with prompting and substantial support.	Expanding - Demonstrate active listening in oral presentation activities by asking and answering detailed questions, with occasional prompting and moderate support.	Bridging - Demonstrate active listening in oral presentation activities by asking and answering detailed questions, with minimal prompting and support.

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CA CCSS for ELA Standard		Corresponding ELD Standards		
Conventions of Standard English	L 6.1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (a. - e.)	PI.6 - Reading/viewing closely		
		<p>Emerging -</p> <p>a. Explain ideas, phenomena, processes, and text relationships (e.g., compare/contrast, cause/effect, problem/ solution) based on close reading of a variety of grade-level texts and viewing of multimedia, with substantial support.</p> <p>b. Express inferences and conclusions drawn based on close reading of grade-level texts and viewing of multimedia using some frequently used verbs (e.g., <i>shows that, based on</i>).</p> <p>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.</p>	<p>Expanding -</p> <p>a. Explain ideas, phenomena, processes, and text relationships (e.g., compare/contrast, cause/effect, problem/ solution) based on close reading of a variety of grade-level texts and viewing of multimedia, with moderate support.</p> <p>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., <i>suggests that, leads to</i>).</p> <p>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.</p>	<p>Bridging -</p> <p>a. Explain ideas, phenomena, processes, and text relationships (e.g., compare/contrast, cause/effect, problem/ solution) based on close reading of a variety of grade-level texts and viewing of multimedia, with light support.</p> <p>b. 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., <i>indicates that, influences</i>).</p> <p>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.</p>

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CA CCSS for ELA Standard		Corresponding ELD Standards					
Conventions of Standard English	L 6.1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (a. - e.)	PI.9 - Presenting			PI.10 - Writing		
		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.	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).

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CA CCSS for ELA Standard		Corresponding ELD Standards					
Conventions of Standard English	L 6.1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (a. - e.)	PI.11 - Justifying/arguing			PI.12 - Selecting language resources		
		Emerging - a. Justify opinions by providing some textual evidence (e.g., <i>quoting from the text</i>) or relevant background knowledge, with substantial support. b. Express attitude and opinions or temper statements with some basic modal expressions (e.g., <i>can, has to</i>).	Expanding - a. Justify opinions or persuade others by providing relevant textual evidence (e.g., <i>quoting from the text or referring to what the text says</i>) or relevant background knowledge, with moderate support. b. Express attitude and opinions or temper statements with a variety of familiar modal expressions (e.g., <i>maybe/probably, can/could, must</i>).	Bridging - a. Justify opinions or persuade others by providing detailed and relevant textual evidence (e.g., <i>quoting from the text directly or referring to specific textual evidence</i>) or relevant background knowledge, with light support. b. Express attitude and opinions or temper statements with nuanced modal expressions (e.g., <i>probably/certainly/definitely, should/would, might</i>) and phrasing (e.g., <i>In my opinion . . .</i>).	Emerging - a. Use a select number of general academic words (e.g., <i>author, chart</i>) and domain-specific words (e.g., <i>scene, cell, fraction</i>) to create some precision while speaking and writing. b. Use knowledge of morphology to appropriately select affixes in basic ways (e.g., <i>She likes X</i>).	Expanding - a. Use a growing set of academic words (e.g., <i>author, chart, global, affect</i>), domain-specific words (e.g., <i>scene, setting, plot, point of view, fraction, cell membrane, democracy</i>), 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., <i>She likes X. That’s impossible</i>).	Bridging - a. Use an expanded set of general academic words (e.g., <i>affect, evidence, demonstrate, reluctantly</i>), domain-specific words (e.g., <i>scene, setting, plot, point of view, fraction, cell membrane, democracy</i>), synonyms, antonyms, and figurative language to create precision and shades of meaning while speaking and writing. b. Use knowledge of morphology to appropriately select affixes in a variety of ways to manipulate language (e.g., changing <i>observe</i> → <i>observation, reluctant</i> → <i>reluctantly, produce</i> → <i>production, and so on</i>).

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CA CCSS for ELA Standard		Corresponding ELD Standards					
Conventions of Standard English	L 6.1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (a. - e.)	PII.2 - Understanding cohesion			PII.3 - Using verbs and verb phrases		
		Emerging - a. Apply basic understanding of language resources for referring the reader back or forward in text (e.g., how pronouns refer back to nouns in text) to comprehending texts and writing basic texts. b. Apply basic understanding of how ideas, events, or reasons are linked throughout a text using a select set of everyday connecting words or phrases (e.g., first/next, at the beginning) to comprehending texts and writing basic texts.	Expanding - a. Apply growing understanding of language resources for referring the reader back or forward in text (e.g., how pronouns or synonyms refer back to nouns in text) to comprehending texts and writing texts with increasing cohesion. b. Apply growing understanding of how ideas, events, or reasons are linked throughout a text using a variety of connecting words or phrases (e.g., for example, in the first place, as a result, on the other hand) to comprehending texts and writing texts with increasing cohesion.	Bridging - a. Apply increasing understanding of language resources for referring the reader back or forward in text (e.g., how pronouns, synonyms, or nominalizations refer back to nouns in text) to comprehending texts and writing cohesive texts. b. Apply increasing understanding of how ideas, events, or reasons are linked throughout a text using an increasing variety of academic connecting and transitional words or phrases (e.g., consequently, specifically, however, moreover) to comprehending texts and writing cohesive texts.	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 topics.	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 topics.	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 conclusions) on a variety of topics.

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CA CCSS for ELA Standard		Corresponding ELD Standards					
Conventions of Standard English	L 6.1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (a. - e.)	PII.4 - Using nouns and noun phrases			PII.5 - Modifying to add details		
		Emerging - Expand noun phrases in simple ways (e.g., adding a sensory adjective to a noun) in order to enrich the meaning of sentences and add details about ideas, people, things, and the like.	Expanding - Expand noun phrases in a variety of ways (e.g., adding comparative/ superlative adjectives to noun phrases or simple clause embedding) in order to enrich the meaning of sentences and add details about ideas, people, things, and the like.	Bridging - Expand noun phrases in an increasing variety of ways (e.g., adding comparative/ superlative and general academic adjectives to noun phrases or more complex clause embedding) in order to enrich the meaning of sentences and add details about ideas, people, things, and the like.	Emerging - Expand sentences with simple adverbials (e.g., adverbs, 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, manner, place, cause) about a variety of familiar and new activities and processes.

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CA CCSS for ELA Standard		Corresponding ELD Standards					
Conventions of Standard English	L 6.1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (a. - e.)	PII.6 - Connecting ideas			PII.7 - Condensing ideas		
		Emerging - Combine clauses in a few basic ways to make connections between and join ideas (e.g., creating compound sentences using <i>and</i> , <i>but</i> , <i>so</i>).	Expanding - Combine clauses in an increasing variety of ways (e.g., creating compound and complex sentences) to make connections between and join ideas, for example, to express a reason (e.g., <i>He stayed at home on Sunday to study for Monday's exam</i>) or to make a concession (e.g., <i>She studied all night even though she wasn't feeling well</i>)..	Bridging - Combine clauses in a wide variety of ways (e.g., creating compound and complex sentences) to make connections between and join ideas, for example, to express a reason (e.g., <i>He stayed at home on Sunday because he had an exam on Monday</i>), to make a concession (e.g., <i>She studied all night even though she wasn't feeling well</i>), or to link two ideas that happen at the same time (e.g., <i>The students worked in groups while their teacher walked around the room</i>).	Emerging - Condense ideas in simple ways (e.g., by compounding verbs, adding prepositional phrases, or through simple embedded clauses or other ways of condensing as in, This is a story about a girl. The girl changed the world. → This is a story about a girl who changed the world) to create precise and detailed sentences.	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 <i>destroyed</i> the rain forest. Lots of animals <i>died</i> → The <i>destruction</i> of the rain forest led to the death of many animals) to create precise and detailed sentences.

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CA CCSS for ELA Standard		Corresponding ELD Standards					
Conventions of Standard English	L6.2 - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (a. - b.)	PI.10 - Writing			PI.11 - Justifying/arguing		
		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).	Emerging - a. Justify opinions by providing some textual evidence (e.g., <i>quoting from the text</i>) or relevant background knowledge, with substantial support. b. Express attitude and opinions or temper statements with some basic modal expressions (e.g., <i>can, has to</i>).	Expanding - a. Justify opinions or persuade others by providing relevant textual evidence (e.g., <i>quoting from the text or referring to what the text says</i>) or relevant background knowledge, with moderate support. b. Express attitude and opinions or temper statements with a variety of familiar modal expressions (e.g., <i>maybe/probably, can/could, must</i>).	Bridging - a. Justify opinions or persuade others by providing detailed and relevant textual evidence (e.g., <i>quoting from the text directly or referring to specific textual evidence</i>) or relevant background knowledge, with light support. b. Express attitude and opinions or temper statements with nuanced modal expressions (e.g., <i>probably/certainly/ definitely, should/would, might</i>) and phrasing (e.g., <i>In my opinion . . .</i>).

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CA CCSS for ELA Standard		Corresponding ELD Standards					
Knowledge of Language	L 6.3 - Use knowledge of language and its conventions when writing, speaking, reading, or listening. (a. - b.)	PI.1 - Exchanging information/ideas			PI.2 - Interacting via written English		
		Emerging - Engage in conversational exchanges and express ideas on familiar topics by asking and answering <i>yes-no</i> and <i>wh-</i> questions and responding using simple phrases.	Expanding - Contribute to class, group, and partner discussions by following turn-taking rules, asking relevant questions, affirming others, adding relevant information, and paraphrasing key ideas.	Bridging - Contribute to class, group, and partner discussions by following turn-taking rules, asking relevant questions, affirming others, adding relevant information and evidence, paraphrasing key ideas, building on responses, and providing useful feedback.	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>I think . . .</i> , <i>Would you please repeat that?</i>), 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>I agree with X, but . . .</i>), 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>I heard you say X, and Gabriel just pointed out Y</i>), as well as open responses.

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CA CCSS for ELA Standard		Corresponding ELD Standards					
Knowledge of Language	L 6.3 - Use knowledge of language and its conventions when writing, speaking, reading, or listening. (a. - b.)	PI.3 - Supporting opinions and persuading others			PI.4 - Adapting language choices		
		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>I think . . .</i> , <i>Would you please repeat that?</i>), 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>I agree with X, but . . .</i>), 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>I heard you say X, and Gabriel just pointed out Y</i>), as well as open responses.	Emerging - Adjust language choices according to social setting (e.g., classroom, break time) and audience (e.g., peers, teacher).	Expanding - Adjust language choices according to purpose (e.g., explaining, persuading, entertaining), task, and audience.	Bridging - Adjust language choices according to task (e.g., facilitating a science experiment, providing peer feedback on a writing assignment), purpose, task, and audience.

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CA CCSS for ELA Standard		Corresponding ELD Standards					
Knowledge of Language	L 6.3 - Use knowledge of language and its conventions when writing, speaking, reading, or listening. (a. - b.)	PI.5 - Listening actively			PI.6 - Reading/viewing closely		
		Emerging - Demonstrate active listening in oral presentation activities by asking and answering basic questions, with prompting and substantial support.	Expanding - Demonstrate active listening in oral presentation activities by asking and answering detailed questions, with occasional prompting and moderate support.	Bridging - Demonstrate active listening in oral presentation activities by asking and answering detailed questions, with minimal prompting and support.	Emerging - a. Explain ideas, phenomena, processes, and text relationships (e.g., compare/contrast, cause/effect, problem/ solution) based on close reading of a variety of grade-level texts and viewing of multimedia, with substantial support. b. Express inferences and conclusions drawn based on close reading of grade-level texts and viewing of multimedia using some frequently used verbs (e.g., <i>shows that, based on</i>). 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 multimedia using a variety of verbs (e.g., <i>suggests that, leads to</i>). 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., <i>indicates that, influences</i>). 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.

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CA CCSS for ELA Standard		Corresponding ELD Standards					
Knowledge of Language	L 6.3 - Use knowledge of language and its conventions when writing, speaking, reading, or listening. (a. - b.)	PI.7 - Evaluating language choices			PI.8 - Analyzing language choices		
		Emerging - Combine clauses in a few basic ways to make connections between and join ideas (e.g., creating compound sentences using <i>and, but, so</i>).	Expanding - Combine clauses in an increasing variety of ways (e.g., creating compound and complex sentences) to make connections between and join ideas, for example, to express a reason (e.g., <i>He stayed at home on Sunday to study for Monday’s exam</i>) or to make a concession (e.g., She studied all night even though she wasn’t feeling well)..	Bridging - Combine clauses in a wide variety of ways (e.g., creating compound and complex sentences) to make connections between and join ideas, for example, to express a reason (e.g., <i>He stayed at home on Sunday because he had an exam on Monday</i>), to make a concession (e.g., <i>She studied all night even though she wasn’t feeling well</i>), or to link two ideas that happen at the same time (e.g., <i>The students worked in groups while their teacher walked around the room</i>).	Emerging - Condense ideas in simple ways (e.g., by compounding verbs, adding prepositional phrases, or through simple embedded clauses or other ways of condensing as in, This is a story about a girl. The girl changed the world. → This is a story about a girl who changed the world) to create precise and detailed sentences.	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 <i>that are made without chemical fertilizers or insecticides</i>) 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 <i>destroyed</i> the rain forest. Lots of animals <i>died</i> → The <i>destruction</i> of the rain forest led to the death of many animals) to create precise and detailed sentences.

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CA CCSS for ELA Standard		Corresponding ELD Standards					
	L 6.3 - Use knowledge of language and its conventions when writing, speaking, reading, or listening. (a. - b.)	PI.9 - Presenting			PI.10 - Writing		
		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.	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.	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 brief summaries of texts and experiences using complete sentences and key words (e.g., from notes or graphic organizers).	b. Write increasingly concise summaries of texts and experiences using complete sentences and key words (e.g., from notes or graphic organizers).	b. Write clear and coherent summaries of texts and experiences using complete and concise sentences and key words (e.g., from notes or graphic organizers).

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CA CCSS for ELA Standard		Corresponding ELD Standards					
Knowledge of Language	L.6.3 - Use knowledge of language and its conventions when writing, speaking, reading, or listening. (a. - b.)	PI.11 - Justifying/arguing			PI.12 - Selecting language resources		
		Emerging - a. Justify opinions by providing some textual evidence (e.g., <i>quoting from the text</i>) or relevant background knowledge, with substantial support. b. Express attitude and opinions or temper statements with some basic modal expressions (e.g., <i>can, has to</i>).	Expanding - a. Justify opinions or persuade others by providing relevant textual evidence (e.g., <i>quoting from the text or referring to what the text says</i>) or relevant background knowledge, with moderate support. b. Express attitude and opinions or temper statements with a variety of familiar modal expressions (e.g., <i>maybe/probably, can/could, must</i>).	Bridging - a. Justify opinions or persuade others by providing detailed and relevant textual evidence (e.g., <i>quoting from the text directly or referring to specific textual evidence</i>) or relevant background knowledge, with light support. b. Express attitude and opinions or temper statements with nuanced modal expressions (e.g., <i>probably/certainly/definitely, should/would, might</i>) and phrasing (e.g., <i>In my opinion . . .</i>).	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).

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CA CCSS for ELA Standard		Corresponding ELD Standards					
Knowledge of Language	L 6.3 - Use knowledge of language and its conventions when writing, speaking, reading, or listening. (a. - b.)	PII.2 - Understanding cohesion			PII.3 - Using verbs and verb phrases		
		Emerging - a. Apply basic understanding of language resources for referring the reader back or forward in text (e.g., how pronouns refer back to nouns in text) to comprehending texts and writing basic texts.	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.	Bridging - a. Apply increasing understanding of language resources for referring the reader back or forward in text (e.g., how pronouns, synonyms, or nominalizations refer back to nouns in text) to comprehending texts and writing cohesive texts.	Emerging - Use 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 topics.	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 topics.	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 conclusions) on a variety of topics.
		b. Apply basic understanding of how ideas, events, or reasons are linked throughout a text using a select set of everyday connecting words or phrases (e.g., first/next, at the beginning) to comprehending texts and writing basic texts.	b. Apply growing understanding of how ideas, events, or reasons are linked throughout a text using a variety of connecting words or phrases (e.g., for example, in the first place, as a result, on the other hand) to comprehending texts and writing texts with increasing cohesion.	b. Apply increasing understanding of how ideas, events, or reasons are linked throughout a text using an increasing variety of academic connecting and transitional words or phrases (e.g., for instance, in addition, at the end) to compretending texts and writing cohesive texts.			

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CA CCSS for ELA Standard		Corresponding ELD Standards					
Knowledge of Language	L 6.3 - Use knowledge of language and its conventions when writing, speaking, reading, or listening. (a. - b.)	PII.4 - Using nouns and noun phrases			PII.5 - Modifying to add details		
		Emerging - Expand noun phrases in simple ways (e.g., adding a sensory adjective to a noun) in order to enrich the meaning of sentences and add details about ideas, people, things, and the like.	Expanding - Expand noun phrases in a variety of ways (e.g., adding comparative/ superlative adjectives to noun phrases or simple clause embedding) in order to enrich the meaning of sentences and add details about ideas, people, things, and the like.	Bridging - Expand noun phrases in an increasing variety of ways (e.g., adding comparative/ superlative and general academic adjectives to noun phrases or more complex clause embedding) in order to enrich the meaning of sentences and add details about ideas, people, things, and the like.	Emerging - Expand sentences with simple adverbials (e.g., adverbs, 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, manner, place, cause) about a variety of familiar and new activities and processes.

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CA CCSS for ELA Standard		Corresponding ELD Standards					
Knowledge of Language	L 6.3 - Use knowledge of language and its conventions when writing, speaking, reading, or listening. (a. - b.)	PII.6 - Connecting ideas			PII.7 - Condensing ideas		
		Emerging - Combine clauses in a few basic ways to make connections between and join ideas (e.g., creating compound sentences using <i>and</i> , <i>but</i> , <i>so</i>).	Expanding - Combine clauses in an increasing variety of ways (e.g., creating compound and complex sentences) to make connections between and join ideas, for example, to express a reason (e.g., <i>He stayed at home on Sunday to study for Monday’s exam</i>) or to make a concession (e.g., <i>She studied all night even though she wasn’t feeling well</i>)..	Bridging - Combine clauses in a wide variety of ways (e.g., creating compound and complex sentences) to make connections between and join ideas, for example, to express a reason (e.g., <i>He stayed at home on Sunday because he had an exam on Monday</i>), to make a concession (e.g., <i>She studied all night even though she wasn’t feeling well</i>), or to link two ideas that happen at the same time (e.g., <i>The students worked in groups while their teacher walked around the room</i>).	Emerging - Condense ideas in simple ways (e.g., by compounding verbs, adding prepositional phrases, or through simple embedded clauses or other ways of condensing as in, This is a story about a girl. The girl changed the world. → This is a story about a girl who changed the world) to create precise and detailed sentences.	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.

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

CA CCSS for ELA Standard		Corresponding ELD Standards		
Vocabulary Acquisition and Use	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 of strategies. (a. - d.)	PI.10 - Writing		
		<p>Emerging -</p> <p>a. Write short literary and informational texts (e.g., an argument for protecting the rain forests) collaboratively (e.g., with peers) and independently.</p> <p>b. Write brief summaries of texts and experiences using complete sentences and key words (e.g., from notes or graphic organizers).</p>	<p>Expanding -</p> <p>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.</p> <p>b. Write increasingly concise summaries of texts and experiences using complete sentences and key words (e.g., from notes or graphic organizers).</p>	<p>Bridging -</p> <p>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.</p> <p>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).</p>

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CA CCSS for ELA Standard		Corresponding ELD Standards					
Vocabulary Acquisition and Use	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 of strategies. (a. - d.)	PII.2 - Understanding cohesion			PII.3 - Using verbs and verb phrases		
		Emerging - a. Apply basic understanding of language resources for referring the reader back or forward in text (e.g., how pronouns refer back to nouns in text) to comprehending texts and writing basic texts. b. Apply basic understanding of how ideas, events, or reasons are linked throughout a text using a select set of everyday connecting words or phrases (e.g., first/next, at the beginning) to comprehending texts and writing basic texts.	Expanding - a. Apply growing understanding of language resources for referring the reader back or forward in text (e.g., how pronouns or synonyms refer back to nouns in text) to comprehending texts and writing texts with increasing cohesion. b. Apply growing understanding of how ideas, events, or reasons are linked throughout a text using a variety of connecting words or phrases (e.g., for example, in the first place, as a result, on the other hand) to comprehending texts and writing texts with increasing cohesion.	Bridging - a. Apply increasing understanding of language resources for referring the reader back or forward in text (e.g., how pronouns, synonyms, or nominalizations refer back to nouns in text) to comprehending texts and writing cohesive texts. b. Apply increasing understanding of how ideas, events, or reasons are linked throughout a text using an increasing variety of academic connecting and transitional words or phrases (e.g., for instance, in addition, at the end) to comprehending texts and writing cohesive texts.	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 topics.	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., the simple present for literary analysis) on an increasing variety of topics.	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 conclusions) on a variety of topics.

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CA CCSS for ELA Standard		Corresponding ELD Standards					
Vocabulary Acquisition and Use	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 of strategies. (a. - d.)	PII.4 - Using nouns and noun phrases			PII.5 - Modifying to add details		
		Emerging - Expand noun phrases in simple ways (e.g., adding a sensory adjective to a noun) in order to enrich the meaning of sentences and add details about ideas, people, things, and the like.	Expanding - Expand noun phrases in a variety of ways (e.g., adding comparative/superlative adjectives to noun phrases or simple clause embedding) in order to enrich the meaning of sentences and add details about ideas, people, things, and the like.	Bridging - Expand noun phrases in an increasing variety of ways (e.g., adding comparative/superlative and general academic adjectives to noun phrases or more complex clause embedding) in order to enrich the meaning of sentences and add details about ideas, people, things, and the like.	Emerging - Expand sentences with simple adverbials (e.g., adverbs, 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, manner, place, cause) about a variety of familiar and new activities and processes.

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

CA CCSS for ELA Standard		Corresponding ELD Standards					
Vocabulary Acquisition and Use	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 of strategies. (a. - d.)	PII.6 - Connecting ideas			PII.7 - Condensing ideas		
		Emerging - Combine clauses in a few basic ways to make connections between and join ideas (e.g., creating compound sentences using <i>and</i> , <i>but</i> , <i>so</i>).	Expanding - Combine clauses in an increasing variety of ways (e.g., creating compound and complex sentences) to make connections between and join ideas, for example, to express a reason (e.g., <i>He stayed at home on Sunday to study for Monday’s exam</i>) or to make a concession (e.g., <i>She studied all night even though she wasn’t feeling well</i>)..	Bridging - Combine clauses in a wide variety of ways (e.g., creating compound and complex sentences) to make connections between and join ideas, for example, to express a reason (e.g., <i>He stayed at home on Sunday because he had an exam on Monday</i>), to make a concession (e.g., <i>She studied all night even though she wasn’t feeling well</i>), or to link two ideas that happen at the same time (e.g., <i>The students worked in groups while their teacher walked around the room</i>).	Emerging - Condense ideas in simple ways (e.g., by compounding verbs, adding prepositional phrases, or through simple embedded clauses or other ways of condensing as in, This is a story about a girl. The girl changed the world. → This is a story about a girl <i>who changed the world</i>) to create precise and detailed sentences.	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 <i>that are made without chemical fertilizers or insecticides</i>) 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 <i>destroyed</i> the rain forest. Lots of animals <i>died</i> → The <i>destruction</i> of the rain forest led to the death of many animals) to create precise and detailed sentences.

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

CA CCSS for ELA Standard		Corresponding ELD Standards					
Vocabulary Acquisition and Use	L6.5 - Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (a. - c.)	PI.7 - Evaluating language choices			PI.8 - Analyzing language choices		
		Emerging - Combine clauses in a few basic ways to make connections between and join ideas (e.g., creating compound sentences using <i>and, but, so</i>).	Expanding - Combine clauses in an increasing variety of ways (e.g., creating compound and complex sentences) to make connections between and join ideas, for example, to express a reason (e.g., <i>He stayed at home on Sunday to study for Monday’s exam</i>) or to make a concession (e.g., She studied all night even though she wasn’t feeling well)..	Bridging - Combine clauses in a wide variety of ways (e.g., creating compound and complex sentences) to make connections between and join ideas, for example, to express a reason (e.g., <i>He stayed at home on Sunday because he had an exam on Monday</i>), to make a concession (e.g., <i>She studied all night even though she wasn’t feeling well</i>), or to link two ideas that happen at the same time (e.g., <i>The students worked in groups while their teacher walked around the room</i>).	Emerging - Condense ideas in simple ways (e.g., by compounding verbs, adding prepositional phrases, or through simple embedded clauses or other ways of condensing as in, This is a story about a girl. The girl changed the world. → This is a story about a girl who changed the world) to create precise and detailed sentences.	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 <i>that are made without chemical fertilizers or insecticides</i>) 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 <i>destroyed</i> the rain forest. Lots of animals <i>died</i> → The <i>destruction</i> of the rain forest led to the death of many animals) to create precise and detailed sentences.

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

CA CCSS for ELA Standard		Corresponding ELD Standards					
Vocabulary Acquisition and Use	L6.5 - Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (a. - c.)	PI.10 - Writing			PI.12 - Selecting language resources		
		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).	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).

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CA CCSS for ELA Standard		Corresponding ELD Standards					
Vocabulary Acquisition and Use	L6.5 - Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (a. - c.)	PII.2 - Understanding cohesion			PII.3 - Using verbs and verb phrases		
		<p>Emerging -</p> <p>a. Apply basic understanding of language resources for referring the reader back or forward in text (e.g., how pronouns refer back to nouns in text) to comprehending texts and writing basic texts.</p> <p>b. Apply basic understanding of how ideas, events, or reasons are linked throughout a text using a select set of everyday connecting words or phrases (e.g., first/next, at the beginning) to comprehending texts and writing basic texts.</p>	<p>Expanding -</p> <p>a. Apply growing understanding of language resources for referring the reader back or forward in text (e.g., how pronouns or synonyms refer back to nouns in text) to comprehending texts and writing texts with increasing cohesion.</p> <p>b. Apply growing understanding of how ideas, events, or reasons are linked throughout a text using a variety of connecting words or phrases (e.g., for example, in the first place, as a result, on the other hand) to comprehending texts and writing texts with increasing cohesion.</p>	<p>Bridging -</p> <p>a. Apply increasing understanding of language resources for referring the reader back or forward in text (e.g., how pronouns, synonyms, or nominalizations refer back to nouns in text) to comprehending texts and writing cohesive texts.</p> <p>b. Apply increasing understanding of how ideas, events, or reasons are linked throughout a text using an increasing variety of academic connecting and transitional words or phrases (e.g., for instance, in addition, at the end) to comprehending texts and writing cohesive texts.</p>	<p>Emerging -</p> <p>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 topics.</p>	<p>Expanding -</p> <p>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 topics.</p>	<p>Bridging -</p> <p>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 conclusions) on a variety of topics.</p>

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CA CCSS for ELA Standard		Corresponding ELD Standards					
Vocabulary Acquisition and Use	L6.5 - Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (a. - c.)	PII.4 - Using nouns and noun phrases			PII.5 - Modifying to add details		
		Emerging - Expand noun phrases in simple ways (e.g., adding a sensory adjective to a noun) in order to enrich the meaning of sentences and add details about ideas, people, things, and the like.	Expanding - Expand noun phrases in a variety of ways (e.g., adding comparative/ superlative adjectives to noun phrases or simple clause embedding) in order to enrich the meaning of sentences and add details about ideas, people, things, and the like.	Bridging - Expand noun phrases in an increasing variety of ways (e.g., adding comparative/ superlative and general academic adjectives to noun phrases or more complex clause embedding) in order to enrich the meaning of sentences and add details about ideas, people, things, and the like.	Emerging - Expand sentences with simple adverbials (e.g., adverbs, 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, manner, place, cause) about a variety of familiar and new activities and processes.

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CA CCSS for ELA Standard		Corresponding ELD Standards					
Vocabulary Acquisition and Use	L6.5 - Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (a. - c.)	PII.6 - Connecting ideas			PII.7 - Condensing ideas		
		Emerging - Combine clauses in a few basic ways to make connections between and join ideas (e.g., creating compound sentences using <i>and</i> , <i>but</i> , <i>so</i>).	Expanding - Combine clauses in an increasing variety of ways (e.g., creating compound and complex sentences) to make connections between and join ideas, for example, to express a reason (e.g., <i>He stayed at home on Sunday to study for Monday’s exam</i>) or to make a concession (e.g., <i>She studied all night even though she wasn’t feeling well</i>)..	Bridging - Combine clauses in a wide variety of ways (e.g., creating compound and complex sentences) to make connections between and join ideas, for example, to express a reason (e.g., <i>He stayed at home on Sunday because he had an exam on Monday</i>), to make a concession (e.g., <i>She studied all night even though she wasn’t feeling well</i>), or to link two ideas that happen at the same time (e.g., <i>The students worked in groups while their teacher walked around the room</i>).	Emerging - Condense ideas in simple ways (e.g., by compounding verbs, adding prepositional phrases, or through simple embedded clauses or other ways of condensing as in, This is a story about a girl. The girl changed the world. → This is a story about a girl <i>who changed the world</i>) to create precise and detailed sentences.	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 <i>that are made without chemical fertilizers or insecticides</i>) 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 <i>destroyed</i> the rain forest. Lots of animals <i>died</i> → The <i>destruction</i> of the rain forest led to the death of many animals) to create precise and detailed sentences.

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

CA CCSS for ELA Standard		Corresponding ELD Standards					
Vocabulary Acquisition and Use	L 6.6 - Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	PI.1 - Exchanging information/ideas			PI.2 - Interacting via written English		
		Emerging - Engage in conversational exchanges and express ideas on familiar topics by asking and answering <i>yes-no</i> and <i>wh-</i> questions and responding using simple phrases.	Expanding - Contribute to class, group, and partner discussions by following turn-taking rules, asking relevant questions, affirming others, adding relevant information, and paraphrasing key ideas.	Bridging - Contribute to class, group, and partner discussions by following turn-taking rules, asking relevant questions, affirming others, adding relevant information and evidence, paraphrasing key ideas, building on responses, and providing useful feedback.	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>I think . . .</i> , <i>Would you please repeat that?</i>), 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>I agree with X, but . . .</i>), 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>I heard you say X, and Gabriel just pointed out Y</i>), as well as open responses.

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CA CCSS for ELA Standard		Corresponding ELD Standards					
Vocabulary Acquisition and Use	L 6.6 - Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	PI.3 - Supporting opinions and persuading others			PI.4 - Adapting language choices		
		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>I think . . .</i> , <i>Would you please repeat that?</i>), 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>I agree with X, but . . .</i>), 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>I heard you say X, and Gabriel just pointed out Y</i>), as well as open responses.	Emerging - Adjust language choices according to social setting (e.g., classroom, break time) and audience (e.g., peers, teacher).	Expanding - Adjust language choices according to purpose (e.g., explaining, persuading, entertaining), task, and audience.	Bridging - Adjust language choices according to task (e.g., facilitating a science experiment, providing peer feedback on a writing assignment), purpose, task, and audience.

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CA CCSS for ELA Standard		Corresponding ELD Standards					
Vocabulary Acquisition and Use	L 6.6 - Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	PI.5 - Listening actively			PI.7 - Evaluating language choices		
		Emerging - Demonstrate active listening in oral presentation activities by asking and answering basic questions, with prompting and substantial support.	Expanding - Demonstrate active listening in oral presentation activities by asking and answering detailed questions, with occasional prompting and moderate support.	Bridging - Demonstrate active listening in oral presentation activities by asking and answering detailed questions, with minimal prompting and support.	Emerging - a. Explain ideas, phenomena, processes, and text relationships (e.g., compare/contrast, cause/effect, problem/ solution) based on close reading of a variety of grade-level texts and viewing of multimedia, with substantial support. b. Express inferences and conclusions drawn based on close reading of grade-level texts and viewing of multimedia using some frequently used verbs (e.g., <i>shows that, based on</i>). 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 multimedia using a variety of verbs (e.g., <i>suggests that, leads to</i>). 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., <i>indicates that, influences</i>). 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.

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

CA CCSS for ELA Standard		Corresponding ELD Standards					
Vocabulary Acquisition and Use	L 6.6 - Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	PI.8 - Analyzing language choices			PI.10 - Writing		
		Emerging - Condense ideas in simple ways (e.g., by compounding verbs, adding prepositional phrases, or through simple embedded clauses or other ways of condensing as in, This is a story about a girl. The girl changed the world. → This is a story about a girl <i>who changed the world</i>) to create precise and detailed sentences.	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 <i>that are made without chemical fertilizers or insecticides</i>) 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 <i>destroyed</i> the rain forest. Lots of animals <i>died</i> → The <i>destruction</i> of the rain forest led to the death of many animals) to create precise and detailed sentences.	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).

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Vocabulary Acquisition and Use	L 6.6 - Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	PI.11 - Justifying/arguing			PI.12 - Selecting language resources		
		Emerging - a. Justify opinions by providing some textual evidence (e.g., <i>quoting from the text</i>) or relevant background knowledge, with substantial support. b. Express attitude and opinions or temper statements with some basic modal expressions (e.g., <i>can, has to</i>).	Expanding - a. Justify opinions or persuade others by providing relevant textual evidence (e.g., <i>quoting from the text or referring to what the text says</i>) or relevant background knowledge, with moderate support. b. Express attitude and opinions or temper statements with a variety of familiar modal expressions (e.g., <i>maybe/probably, can/could, must</i>).	Bridging - a. Justify opinions or persuade others by providing detailed and relevant textual evidence (e.g., <i>quoting from the text directly or referring to specific textual evidence</i>) or relevant background knowledge, with light support. b. Express attitude and opinions or temper statements with nuanced modal expressions (e.g., <i>probably/certainly/definitely, should/would, might</i>) and phrasing (e.g., <i>In my opinion . . .</i>).	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).

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Vocabulary Acquisition and Use	L 6.6 - Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	PII.2 - Understanding cohesion			PII.3 - Using verbs and verb phrases		
		Emerging - a. Apply basic understanding of language resources for referring the reader back or forward in text (e.g., how pronouns refer back to nouns in text) to comprehending texts and writing basic texts. b. Apply basic understanding of how ideas, events, or reasons are linked throughout a text using a select set of everyday connecting words or phrases (e.g., first/next, at the beginning) to comprehending texts and writing basic texts.	Expanding - a. Apply growing understanding of language resources for referring the reader back or forward in text (e.g., how pronouns or synonyms refer back to nouns in text) to comprehending texts and writing texts with increasing cohesion. b. Apply growing understanding of how ideas, events, or reasons are linked throughout a text using a variety of connecting words or phrases (e.g., for example, in the first place, as a result, on the other hand) to comprehending texts and writing texts with increasing cohesion.	Bridging - a. Apply increasing understanding of language resources for referring the reader back or forward in text (e.g., how pronouns, synonyms, or nominalizations refer back to nouns in text) to comprehending texts and writing cohesive texts. b. Apply increasing understanding of how ideas, events, or reasons are linked throughout a text using an increasing variety of academic connecting and transitional words or phrases (e.g., consequently, specifically, however, moreover) to comprehending texts and writing cohesive texts.	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 topics.	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 topics.	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 conclusions) on a variety of topics.

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Vocabulary Acquisition and Use	L 6.6 - Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	PII.4 - Using nouns and noun phrases			PII.5 - Modifying to add details		
		Emerging - Expand noun phrases in simple ways (e.g., adding a sensory adjective to a noun) in order to enrich the meaning of sentences and add details about ideas, people, things, and the like.	Expanding - Expand noun phrases in a variety of ways (e.g., adding comparative/ superlative adjectives to noun phrases or simple clause embedding) in order to enrich the meaning of sentences and add details about ideas, people, things, and the like.	Bridging - Expand noun phrases in an increasing variety of ways (e.g., adding comparative/ superlative and general academic adjectives to noun phrases or more complex clause embedding) in order to enrich the meaning of sentences and add details about ideas, people, things, and the like.	Emerging - Expand sentences with simple adverbials (e.g., adverbs, 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, manner, place, cause) about a variety of familiar and new activities and processes.

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Vocabulary Acquisition and Use	L 6.6 - Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	PII.6 - Connecting ideas			PII.7 - Condensing ideas		
		Emerging - Combine clauses in a few basic ways to make connections between and join ideas (e.g., creating compound sentences using <i>and</i> , <i>but</i> , <i>so</i>).	Expanding - Combine clauses in an increasing variety of ways (e.g., creating compound and complex sentences) to make connections between and join ideas, for example, to express a reason (e.g., <i>He stayed at home on Sunday to study for Monday’s exam</i>) or to make a concession (e.g., <i>She studied all night even though she wasn’t feeling well</i>)..	Bridging - Combine clauses in a wide variety of ways (e.g., creating compound and complex sentences) to make connections between and join ideas, for example, to express a reason (e.g., <i>He stayed at home on Sunday because he had an exam on Monday</i>), to make a concession (e.g., <i>She studied all night even though she wasn’t feeling well</i>), or to link two ideas that happen at the same time (e.g., <i>The students worked in groups while their teacher walked around the room</i>).	Emerging - Condense ideas in simple ways (e.g., by compounding verbs, adding prepositional phrases, or through simple embedded clauses or other ways of condensing as in, This is a story about a girl. The girl changed the world. → This is a story about a girl <i>who changed the world</i>) to create precise and detailed sentences.	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 <i>that are made without chemical fertilizers or insecticides</i>) 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 <i>destroyed</i> the rain forest. Lots of animals <i>died</i> → The <i>destruction</i> of the rain forest led to the death of many animals) to create precise and detailed sentences.