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

# **GRADE 7**

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#### Purpose of the ELD Standards

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



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#### Intended Use of the ELD Standards

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

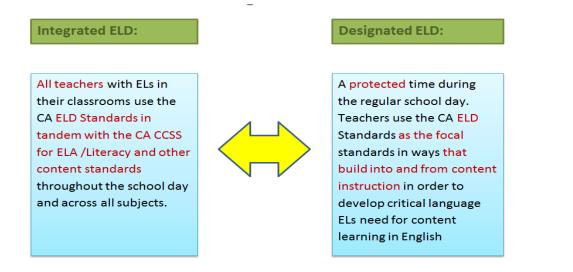


To achieve these goals and to fully include English learners in content instruction (e.g., English langauge arts, science, history, mathematics) all teachers of English learners need to implement the CA ELD Standards *in tandem* with all content standards.

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

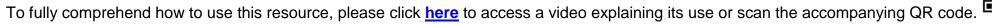
#### Integrated and Designated ELD

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

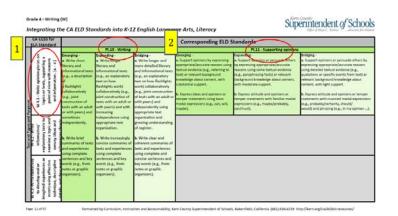


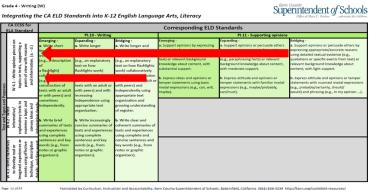


#### How to Use This Resource For Integrated ELD



Grade 4 - Writing (W)

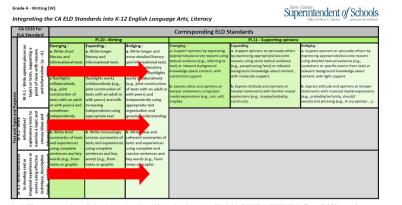


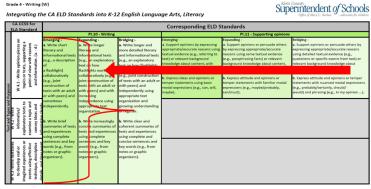


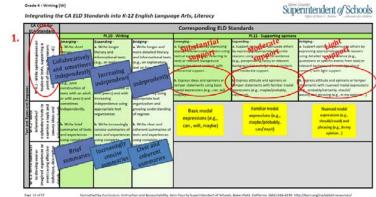
| Grade 4 - Writing (W)   |
|---|
| Interaction the CA ELD Standards Into K-12 English Language A |

Superintendent of Schools

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







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#### Some Reminders About the Organization of the CA ELD Standards

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

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

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

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

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

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



|                       | CA CCSS for<br>ELA Standard  |  | Corresponding ELD Standards   |  |  |  |
|-----------------------|--|--|---|--|--|--|
|                       |  |  | PI.6 - Reading/viewing closely  |  |  |  |
| Key Ideas and Details | NRL 7.2 - Determine a theme<br>or central idea of a text and<br>storyRL 7.1 - Cite several piec<br>textual evidence to sup<br> | <ul> <li>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-appropriate texts and viewing of multimedia, with substantial support.</li> <li>b. Express inferences and conclusions drawn based on close reading of grade-appropriate texts and viewing of close multimedia using some frequently used verbs (e.g., shows that, based on ).</li> <li>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 visual cues to determine the meaning of unknown and visual cues to determine the meaning of unknown and visual cues to determine the meaning of unknown and visual cues to determine the meaning of unknown and visual cues to determine the meaning of unknown and visual cues to determine the meaning of unknown and visual cues to determine the meaning of unknown and visual cues to determine the meaning of unknown and visual cues to determine the meaning of unknown and visual cues to determine the meaning of unknown and visual cues to determine the meaning of unknown and visual cues to determine the meaning of unknown and visual cues to determine the meaning of unknown and visual cues to determine the me</li></ul> | <ul> <li>Explain ideas, phenomena, processes, and text elationships (e.g., compare/contrast, cause/effect, problem/solution) based on close reading of a variety of grade-level texts and viewing of multimedia, with noderate support.</li> <li>Express inferences and conclusions drawn based on lose reading of grade-appropriate texts and viewing of nultimedia using a variety of verbs (e.g., suggests that, eads to ).</li> <li>Use knowledge of morphology (e.g., affixes, roots, and base words), context, reference materials, and risual cues to determine the meaning of unknown and nultiple-meaning words on familiar and new topics.</li> </ul> | <ul> <li>Bridging - <ul> <li>Explain ideas, phenomena, processes, and text</li> <li>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.</li> <li>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>).</li> <li>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.</li> </ul> </li> </ul> |  |  |
|                       | RL 7.3 - Analyze hov<br>particular elements of a<br>or drama interact (e.g.,<br>setting shapes the chara<br>or plot).          |  |   |  |  |  |



| CA CCSS for<br>ELA Standard |   |  |                             |            |                                   | Corresponding ELD Standards         |                                      |                                       |                       |                       |  |  |  |  |
|-----------------------------|---|--|-----------------------------|------------|-----------------------------------|-------------------------------------|--------------------------------------|---------------------------------------|-----------------------|-----------------------|--|--|--|--|
|                             | <u>م</u>  | he<br>ds   | of 1                        | _          |                                   | PI.6 - Reading/viewing closely      |                                      | PI.7 -                                | Evaluating language c | hoices                |  |  |  |  |
|                             | ing of words<br>a text, including   | figurative and connotative meanings; analyze the<br>impact of rhymes and other repetitions of sounds | stanza of<br>(See           | ona        | Emerging -                        | Expanding -                         | Bridging -                           | Emerging -                            | Expanding -           | Bridging -            |  |  |  |  |
|                             | JCL   | aly:<br>of se  | star<br>(                   | diti,      | a. Explain ideas, phenomena,      | <b>a.</b> Explain ideas, phenomena, | a. Explain ideas, phenomena,         | Explain how well                      | Explain how well      | Explain how well      |  |  |  |  |
|                             | it ≶  | an<br>Ns c   | or o                        | ad         | processes, and text relationships | processes, and text relationships   | processes, and text relationships    | writers and speakers                  | writers and speakers  | writers and speakers  |  |  |  |  |
|                             | ng c<br>tex   | igs;   | verse or stanza             | for        | (e.g., compare/contrast, cause/   | (e.g., compare/contrast, cause/     | (e.g., compare/contrast, cause/      | use language to                       | use specific language | use specific language |  |  |  |  |
|                             | anir<br>n a   | anir<br>oeti   |                             | 5 <u>9</u> | effect, problem/solution) based   | effect, problem/solution) based     | effect, problem/solution) based      | support ideas and                     | to present ideas of   | resources to present  |  |  |  |  |
|                             | ne mear<br>used in  | nea  | ecific<br>story             | ds 4       | on close reading of a variety of  | on close reading of a variety of    | on close reading of a variety of     | arguments with                        | support arguments     | ideas or support      |  |  |  |  |
|                             | he i<br>use   | ve r<br>her  | pec                         | Jaro       | grade-appropriate texts and       | grade-level texts and viewing of    | grade-level texts and viewing of     | detailed evidence                     | and provide detailed  | arguments and         |  |  |  |  |
|                             | RL 7.4 - Determine the meaning of words<br>phrases as they are used in a text, includ | ati <sup>,</sup>   | on a specific verse or      | and        | viewing of multimedia, with       | multimedia, with moderate           | multimedia, with light support.      | (e.g., identifying the                | evidence (e.g.,       | provide detailed      |  |  |  |  |
|                             | ermin<br>they   | and  | , alliteration) on          | e st       | substantial support.              | support.                            |                                      | precise vocabulary                    | showing the clarity   | evidence (e.g.,       |  |  |  |  |
|                             | eter<br>as th   |  |                             | Jag        |                                   |                                     |                                      | used to present                       | of the phrasing used  | identifying the       |  |  |  |  |
|                             | S a   | figurative and con<br>impact of rhymes   | rati<br>rati                | , ngu      | •                                 |                                     |                                      | evidence, or the                      | to present an         | specific language     |  |  |  |  |
| Jure                        | - 4 -<br>ase  | e a<br>of r  | i ter                       | Z La       | clusions drawn based on close     | clusions drawn based on close       |                                      | phrasing used to                      | argument) when        | used to present       |  |  |  |  |
|                             | RL 7.4 - C<br>and phrases   | ativ<br>ct c   | , all                       | de l       | reading of grade-appropriate      | reading of grade-appropriate        |                                      |                                       | provided with         | ideas and claims that |  |  |  |  |
| S.                          | ц р   | gur  |                             | ra r       | texts and viewing of multimedia   | texts and viewing of multimedia     |                                      | meaning) when                         | moderate support.     | are well supported    |  |  |  |  |
| pue                         | e e   | i, fi  | ۳                           |            | using some frequently used verbs  |                                     | variety of precise academic verbs    | · · · · · · · · · · · · · · · · · · · |                       | and distinguishing    |  |  |  |  |
| Craft and Structure         | 5   | n's<br>et)   |                             |            | (e.g., shows that, based on ).    | suggests that, leads to ).          | (e.g., indicates that, influences ). | substantial support.                  |                       | them from those       |  |  |  |  |
| S                           | 5   | poem's<br>sonnet)  |                             |            |                                   |                                     |                                      |                                       |                       | that are not) when    |  |  |  |  |
|                             |   | r p  | ů                           |            |                                   |                                     | c. Use knowledge of morphology       |                                       |                       | provided with light   |  |  |  |  |
|                             |   | 's o<br>auv  |                             |            | (e.g., affixes, roots, and base   | (e.g., affixes, roots, and base     | (e.g., affixes, roots, and base      |                                       |                       | support.              |  |  |  |  |
|                             |   | Irama's or<br>soliloguv.   | nea                         |            | words), context, reference        | words), context, reference          | words), context, reference           |                                       |                       |                       |  |  |  |  |
|                             |   | 0  | tsr                         |            | materials, and visual cues to     |                                     | materials, and visual cues to        |                                       |                       |                       |  |  |  |  |
|                             |   | v a  | 0                           |            | determine the meaning of          | _                                   | determine the meaning,               |                                       |                       |                       |  |  |  |  |
|                             |   | hov<br>e (e  | est                         |            | unknown and multiple-meaning      | unknown and multiple-meaning        | including figurative and             |                                       |                       |                       |  |  |  |  |
|                             |   | /ze<br>ture  | but                         |            | words on familiar topics.         | words on familiar and new           | connotative meanings, of             |                                       |                       |                       |  |  |  |  |
|                             |   | Analyze how<br>structure (e.   | contributes to its meaning. |            |                                   | topics.                             | unknown and multiple-meaning         |                                       |                       |                       |  |  |  |  |
|                             |   | 5 - Analyze how a<br>or structure (e.g   | S D                         |            |                                   |                                     | words on a variety of new topics.    |                                       |                       |                       |  |  |  |  |
|                             |   | 7.5<br>N 0   | )<br>:                      |            |                                   |                                     |                                      |                                       |                       |                       |  |  |  |  |
|                             |   | RL 7.5<br>form o   | 5                           |            |                                   |                                     |                                      |                                       |                       |                       |  |  |  |  |
|                             |   | - +  |                             |            |                                   |                                     |                                      |                                       |                       |                       |  |  |  |  |

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| Γ                   |                                   |                                    |   | 5 for<br>Idarc |   |  |   | Corresp   | onding ELD Standard  | S   |  |
|---------------------|-----------------------------------|------------------------------------|---|----------------|---|--|---|---|--|---|--|
| Craft and Structure | RL 7.4 - Determine the meaning of | words and phrases as they are used | RL 7.5 - Analyze how a drama's or poem's form or connotative meanings; analyze the contractive definition of the contractive definitive definitive definition of the contractive definiti | meaning.       | tion) on a specif<br>of a poem or se<br>or drama (See | Emerging -<br>Explain how phrasing<br>or different common<br>words with similar<br>meaning (e.g.,<br>choosing to use the<br>word <i>polite</i> versus<br>good ) produce<br>different effects on the<br>audience. | similar meaning (e.g.,<br>describing a character<br>as diplomatic versus<br>respectful) or<br>figurative language | <b>Bridging</b> -<br>Explain how phrasing,<br>different words with<br>similar meaning (e.g.,<br><i>refined-respectful-</i><br><i>polite-diplomatic</i> ), or<br>figurative language<br>(e.g., <i>The wind</i><br><i>whispered through the</i><br><i>night</i> ) produce shades<br>of meaning, nuances,<br>and different effects<br>on the audience. | <b>Emerging -</b><br>Apply understanding of how<br>different text types are<br>organized to express ideas<br>(e.g., how narratives are | Apply understanding of the<br>organizational features of<br>different text types (e.g.,<br>how narratives are organized<br>by an event sequence that<br>unfolds naturally versus how<br>arguments are organized<br>around reasons and | <b>Bridging -</b><br>Apply understanding of the<br>organizational structure of<br>different text types (e.g., how<br>narratives are organized by an<br>event sequence that unfolds |



|                                    | CA CCSS for<br>ELA Standard  |  | Corresponding ELD Standards   |  |
|------------------------------------|--|--|---|--|
|                                    | bs<br>ct.  |  | PI.6 - Reading/viewing closely  |  |
| Craft and Structure                | kl. 7.6 - Analyze how an author devel<br>and contrasts the points of view o<br>ifferent characters or narrators in a | <ul> <li>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-appropriate texts and viewing of multimedia, with substantial support.</li> <li>b. Express inferences and conclusions drawn based on close reading of grade-appropriate texts and viewing of multimedia of grade-appropriate texts and viewing of multimedia, so that, based on ).</li> </ul>   |   | <ul> <li>Bridging -</li> <li>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.</li> <li>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> ).</li> <li>c. Use knowledge of morphology (e.g., affixes, roots,</li> </ul> |
| Integration of Knowledge and Ideas | a<br>audio,<br>ion,<br>nique<br>ind,<br>ifilm).  | and base words), context, reference materials, and visual cues to determine the meaning of unknown and visual cues to dete | and base words), context, reference materials, and<br>visual cues to determine the meaning of unknown and<br>multiple-meaning words on familiar and new topics. | and base words), context, reference materials, and<br>visual cues to determine the meaning, including<br>figurative and connotative meanings, of unknown and<br>multiple-meaning words on a variety of new topics.   |



|   | CA CCSS for<br>ELA Standard  |   | Corresponding ELD Standards  |   |
|---|--|---|--|---|
|   | ŋ  |   | PI.6 - Reading/viewing closely   |   |
| Integration of Knowledge and Ideas            | 7.9 - Compare and contrast a fictior<br>rayal of a time, place, or character a<br>torical account of the same period a<br>eans of understanding how authors<br>fiction use or alter history.   | <ul> <li>Emerging -</li> <li>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-appropriate texts and viewing of multimedia, with substantial support.</li> <li>b. Express inferences and conclusions drawn based on close reading of grade-appropriate texts and viewing of multimedia using some frequently used verbs (e.g., shows that, based on ).</li> <li>c. Use knowledge of morphology (e.g., affixes, roots, and base words), context, reference materials, and</li> </ul> | <ul> <li>Expanding -</li> <li>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.</li> <li>b. Express inferences and conclusions drawn based on close reading of grade-appropriate texts and viewing of multimedia using a variety of verbs (e.g., suggests that, leads to ).</li> <li>c. Use knowledge of morphology (e.g., affixes, roots, and base words), context, reference materials, and</li> </ul> | <ul> <li>Bridging - <ul> <li>a. Explain ideas, phenomena, processes, and text</li> <li>relationships (e.g., compare/contrast, cause/ effect,</li> <li>problem/solution) based on close reading of a variety</li> <li>of grade-level texts and viewing of multimedia, with</li> <li>light support.</li> </ul> </li> <li>b. Express inferences and conclusions drawn based on</li> <li>close reading of grade-level texts and viewing of multimedia using a variety of precise academic verbs</li> <li>(e.g., <i>indicates that, influences</i> ).</li> <li>c. Use knowledge of morphology (e.g., affixes, roots, and base words), context, reference materials, and</li> </ul> |
| Range of Reading and level of Text Complexity | RL 7.10 - By the end of the year, read and<br>comprehend literature, including stories,<br>dramas, and poems, in the grades 6–8 text<br>complexity band proficiently, with<br>scaffolding as needed at the high end of<br>the range. | visual cues to determine the meaning of unknown and<br>multiple-meaning words on familiar topics.   | • · · · · · · · · · · · · · · · · · · ·  | visual cues to determine the meaning, including<br>figurative and connotative meanings, of unknown and<br>multiple-meaning words on a variety of new topics.  |

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

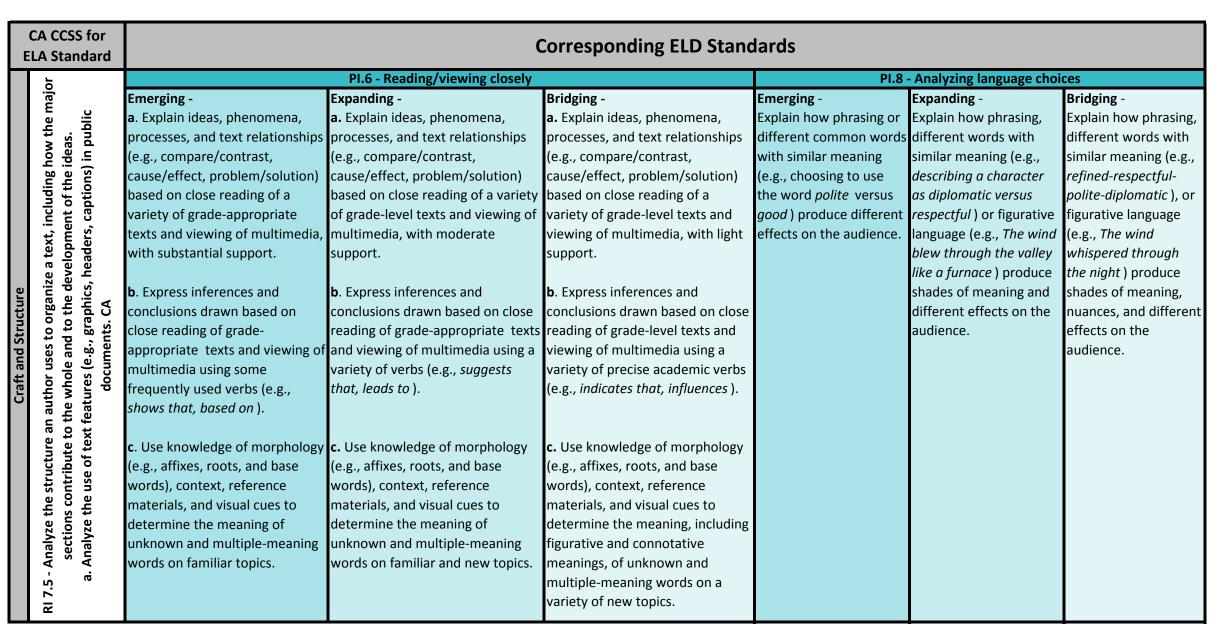
|                       | CA CCSS for<br>ELA Standard   |  | Corresponding ELD Standards  |   |
|-----------------------|---|--|--|---|
|                       | at<br>v   |  | PI.6 - Reading/viewing closely   |   |
|                       | RI 7.1 - Cite several<br>pieces of textual<br>evidence to<br>support analysis of what<br>the text says explicitly<br>as well as inferences<br>drawn from the text.                                    | a. Explain ideas, phenomena, processes, and text<br>relationships (e.g., compare/contrast, cause/effect,<br>problem/solution) based on close reading of a<br>variety of grade-appropriate texts and viewing of<br>multimedia, with substantial support.  | a. Explain ideas, phenomena, processes, and text<br>relationships (e.g., compare/contrast, cause/effect,<br>problem/solution) based on close reading of a<br>variety of grade-level texts and viewing of<br>multimedia, with moderate support.   | <b>Bridging -</b><br>a. Explain ideas, phenomena, processes, and text<br>relationships (e.g., compare/contrast, cause/effect,<br>problem/solution) based on close reading of a<br>variety of grade-level texts and viewing of<br>multimedia, with light support.  |
| Key Ideas and Details | Rl 7.2 - Determine two or more<br>central ideas in a text and analyze<br>their development over the<br>course of the text; provide an<br>objective summary of the text.                               | <ul> <li>viewing of multimedia using some frequently used verbs (e.g., shows that, based on ).</li> <li>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</li> </ul> | on close reading of grade-appropriate texts and<br>viewing of multimedia using a variety of verbs (e.g.,<br>suggests that, leads to ).<br>c. Use knowledge of morphology (e.g., affixes, roots,<br>and base words), context, reference materials, and<br>visual cues to determine the meaning of unknown<br>and multiple-meaning words on familiar and new | <ul> <li>b. Express inferences and conclusions drawn based<br/>on close reading of grade-level texts and viewing of<br/>multimedia using a variety of precise academic verbs<br/>(e.g., <i>indicates that, influences</i>).</li> <li>c. Use knowledge of morphology (e.g., affixes, roots,<br/>and base words), context, reference materials, and<br/>visual cues to determine the meaning, including<br/>figurative and connotative meanings, of unknown<br/>and multiple-meaning words on a variety of new</li> </ul> |
|                       | RI 7.3 - Analyze the<br>interactions between<br>individuals, events, and ideas<br>in a text (e.g., how ideas<br>influence individuals or<br>events, or how individuals<br>influence ideas or events). |  |  | topics.   |



|                     | CA CCSS for<br>LA Standard  |   | Corresponding ELD Standards   |  |  |  |
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|                     | ŋ   | PI.6 - Reading/viewing closely  |   |  |  |  |
|                     | :hey are used in a<br>analyze the impact of<br>grade 7<br>ons.) CA      | <b>a.</b> Explain ideas, phenomena, processes, and text<br>relationships (e.g., compare/contrast, cause/effect,<br>problem/solution) based on close reading of a variety of<br>grade-appropriate texts and viewing of multimedia, with<br>substantial support.        | <b>Expanding -</b><br><b>a.</b> Explain ideas, phenomena, processes, and text<br>relationships (e.g., compare/contrast, cause/effect,<br>problem/solution) based on close reading of a variety of<br>grade-level texts and viewing of multimedia, with<br>moderate support.   | <b>Bridging</b> -<br><b>a.</b> Explain ideas, phenomena, processes, and text<br>relationships (e.g., compare/contrast, cause/effect,<br>problem/solution) based on close reading of a variety of<br>grade-level texts and viewing of multimedia, with light<br>support.  |  |  |
| Craft and Structure | phrases as t<br>phrases as t<br>meanings;<br>tone. (See<br>al expectati | close reading of grade-appropriate texts and viewing of<br>multimedia using some frequently used verbs (e.g.,<br><i>shows that, based on</i> ).<br><b>c.</b> Use knowledge of morphology (e.g., affixes, roots,<br>and base words), context, reference materials, and | <ul> <li>b. Express inferences and conclusions drawn based on close reading of grade-appropriate texts and viewing of multimedia using a variety of verbs (e.g., suggests that, leads to ).</li> <li>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.</li> </ul> | <ul> <li>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> ).</li> <li>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.</li> </ul> |  |  |



|                     | CA CCSS for<br>ELA Standard   |  |  | Corresponding E  | LD Standards  |  |   |
|---------------------|---|--|--|--|---|--|---|
|                     |   | PI.  | 7 - Evaluating language choic  | ces  | PI.   | 8 - Analyzing language choi  | ces   |
| Craft and Structure | hrases as they are used in a<br>meanings; analyze the impact o<br>tone. (See grade 7<br>I expectations.) CA | Emerging -<br>Explain how well writers and<br>speakers use language to<br>support ideas and<br>arguments with detailed<br>evidence (e.g., identifying<br>the precise vocabulary used<br>to present evidence, or the<br>phrasing used to signal a<br>shift in meaning) when | Expanding -<br>Explain how well writers and<br>speakers use specific<br>language to present ideas or<br>support arguments and<br>provide detailed evidence | <b>Bridging</b> -<br>Explain how well writers<br>and speakers use specific<br>language resources to<br>present ideas or support<br>arguments and provide<br>detailed evidence (e.g., | Emerging -<br>Explain how phrasing or<br>different common words<br>with similar meaning (e.g.,<br>choosing to use the word<br><i>polite</i> versus <i>good</i> )<br>produce different effects<br>on the audience. | Explain how phrasing,<br>different words with<br>similar meaning (e.g.,<br>describing a character as<br>diplomatic versus<br>respectful ) or figurative<br>language (e.g., The wind<br>blew through the valley<br>like a furnace ) produce<br>shades of meaning and<br>different effects on the<br>audience. | Bridging -<br>Explain how phrasing,<br>different words with<br>similar meaning (e.g.,<br><i>refined-respectful-</i><br><i>polite-diplomatic</i> ), or<br>figurative language (e.g.,<br><i>The wind whispered</i><br><i>through the night</i> )<br>produce shades of<br>meaning, nuances, and<br>different effects on the<br>audience. |



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|               | CA CCSS for<br>LA Standard   |                             |                              | Correspond                  | ling ELD Standards             |  |   |
|---------------|--|-----------------------------|------------------------------|-----------------------------|--------------------------------|--|---|
|               | r si   | PII.:                       | 1 - Understanding text struc | ture                        |                                | PII.2 - Understanding cohesion                     |   |
|               | rganize a text, including how the major<br>the development of the ideas.<br>headers, captions) in public documents   | Emerging -                  | Expanding -                  | Bridging -                  | Emerging -                     | Expanding -  | Bridging -                                      |
|               | e m<br>cum   | Apply understanding of      | Apply understanding of the   | Apply understanding of the  | a. Apply knowledge of          | <ul> <li>a. Apply knowledge of familiar</li> </ul> | <ol> <li>Apply knowledge of familiar</li> </ol> |
|               | / th<br>is.<br>doc   | how different text types    | organizational features of   | organizational structure of | familiar language resources    | language resources for referring                   | language resources for                          |
|               | how tl<br>ideas.<br>blic do  | are organized to express    | different text types (e.g.,  | different text types (e.g., | for referring to make texts    | to make texts more cohesive                        | referring to make texts more                    |
|               | l gr<br>i ər<br>oub  | ideas (e.g., how narratives | how narratives are           | how narratives are          | more cohesive (e.g., how       | (e.g., how pronouns refer back                     | cohesive (e.g., how pronouns,                   |
|               | udir<br>of th<br>in J  | are organized sequentially) | organized by an event        | organized by an event       | pronouns refer back to         | to nouns in text, how using                        | synonyms, or nominalizations                    |
|               | nclı<br>nt c<br>ns)  | to comprehending texts      | sequence that unfolds        | sequence that unfolds       | nouns in text) to              | synonyms helps avoid                               | are used to refer backward in                   |
|               | tt, i<br>mei<br>otio   | and to writing brief        | naturally versus how         | naturally versus how        | comprehending texts and        | repetition) to comprehending                       | a text) to comprehending                        |
|               | tex<br>lopi<br>cap   | arguments, informative/     | arguments are organized      | arguments are organized     | writing brief texts.           | texts and writing texts with                       | texts and writing cohesive                      |
|               | e a<br>evel<br>ers,  | explanatory texts and       | around reasons and           | around reasons and          |                                | increasing cohesion.                               | texts.  |
| ē             | author uses to organize<br>ne whole and to the dev<br>s (e.g., graphics, header:<br>CA   | narratives.                 | evidence) to                 | evidence) to                |                                |  |   |
| and Structure | orga<br>the<br>he  |                             | comprehending texts and      | comprehending texts and to  |                                |  |   |
| tru           | to c<br>I to<br>ics,   |                             | to writing increasingly      | writing clear and cohesive  | b. Apply basic understanding   | <b>b</b> . Apply growing understand-               | b. Apply increasing                             |
| d S           | tes t<br>and<br>cA<br>CA   |                             | clear and coherent           | arguments, informative/     | of how ideas, events, or       | _  | understanding of how ideas,                     |
| tar           | r us<br>ole<br>gra   |                             |                              | explanatory texts and       | reasons are linked             | reasons are linked throughout a                    | events, or reasons are linked                   |
| raf           | whe<br>v.g.,   |                             | informative/explanatory      | narratives.                 | throughout a text using        |  | throughout a text using an                      |
|               | aut<br>he s<br>(e  |                             | texts and narratives.        |                             | everyday connecting words      |  | increasing variety of academic                  |
|               | an<br>to tl<br>ure   |                             |                              |                             | or phrases (e.g., at the end,  |  | connecting and transitional                     |
|               | ure<br>te 1<br>eat   |                             |                              |                             | <i>next</i> ) to comprehending | -  | words or phrases (e.g., for                     |
|               | uctı<br>ibu<br>xt fı   |                             |                              |                             | texts and writing brief texts. |  | instance, in addition,                          |
|               | str<br>intr<br>f te:   |                             |                              |                             |                                |  | consequently ) to                               |
|               | che<br>s co<br>e of  |                             |                              |                             |                                |  | comprehending texts and                         |
|               | ze t<br>ion:<br>use  |                             |                              |                             |                                |  | writing texts with increasing                   |
|               | Analyze the structure an author uses to organize a text, including sections contribute to the whole and to the development of the ze the use of text features (e.g., graphics, headers, captions) in pu CA |                             |                              |                             |                                |  | cohesion.                                       |
|               | I 7.5 - Analyze the structure an author uses to o sections contribute to the whole and to Analyze the use of text features (e.g., graphics, CA   |                             |                              |                             |                                |  |   |
|               | 7.5 -<br>Analy   |                             |                              |                             |                                |  |   |
|               | RI 7<br>. Ar   |                             |                              |                             |                                |  |   |
|               | a.   |                             |                              |                             |                                |  |   |



|                                    | CA CCSS for<br>ELA Standard   |   |  | Corresponding ELD Sta  | ndards   |   |  |
|------------------------------------|---|---|--|--|--|---|--|
|                                    | rs.   |   | PI.6 - Reading/viewing closely   |  | PI.7   | - Evaluating language cho   | bices  |
| Craft and Structure                | tl 7.6 - Determine an author's point of view<br>purpose in a text and analyze how the auth<br>inguishes his or her position from that of ot | processes, and text relationships<br>(e.g., compare/ contrast, cause/<br>effect, problem/solution) based<br>on close reading of a variety of<br>grade-appropriate texts and<br>viewing of multimedia, with<br>substantial support.<br><b>b</b> . Express inferences and | <ul> <li>Expanding -</li> <li>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.</li> <li>b. Express inferences and conclusions drawn based on close reading of grade- appropriate texts and viewing of multimedia</li> </ul> | <ul> <li>Bridging -</li> <li>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.</li> <li>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>).</li> </ul> | Emerging -<br>Explain how well writers<br>and speakers use<br>language to support ideas<br>and arguments with<br>detailed evidence (e.g.,<br>identifying the precise<br>vocabulary used to<br>present evidence, or the<br>phrasing used to signal a<br>shift in meaning) when<br>provided with substantial<br>support. | <b>Expanding -</b><br>Explain how well writers<br>and speakers use specific<br>language to present ideas<br>or support arguments and<br>provide detailed evidence<br>(e.g., showing the clarity<br>of the phrasing used to<br>present an argument)<br>when provided with<br>moderate support. | <b>Bridging -</b><br>Explain how well writers<br>and speakers use<br>specific language<br>resources to present |
| Integration of Knowledge and Ideas | contrast a text<br>or multimedia<br>inalyzing each<br>of the subject<br>ry of a speech  | <b>c</b> . Use knowledge of morphology<br>(e.g., affixes, roots, and base<br>words), context, reference<br>materials, and visual cues to<br>determine the meaning of<br>unknown and multiple-meaning<br>words on familiar topics.                                       | <b>c.</b> Use knowledge of morphology<br>(e.g., affixes, roots, and base<br>words), context, reference<br>materials, and visual cues to<br>determine the meaning of<br>unknown and multiple-meaning<br>words on familiar and new topics.   | <b>c.</b> Use knowledge of morphology<br>(e.g., affixes, roots, and base<br>words), context, reference<br>materials, and visual cues to<br>determine the meaning, including<br>figurative and connotative<br>meanings, of unknown and<br>multiple-meaning words on a<br>variety of new topics.   |  |   |  |



|                                    | CA CCSS for<br>ELA Standard  |   |   | Corresponding ELD Sta  | ndards   |   |                                       |
|------------------------------------|--|---|---|--|--|---|---------------------------------------|
|                                    | ť  | PI.6 - Reading/viewing closely  |   |  | PI.7 - Evaluating language choices   |   |                                       |
| Integration of Knowledge and Ideas | ice and evaluate the argument and specific claims in a text, assessin<br>easoning is sound and the evidence is relevant and sufficient to sup<br>the claims. | processes, and text relationships<br>(e.g., compare/ contrast, cause/<br>effect, problem/solution) based<br>on close reading of a variety of<br>grade-appropriate texts and<br>viewing of multimedia, with<br>substantial support.<br><b>b.</b> Express inferences and<br>conclusions drawn based on close<br>reading of grade-appropriate<br>texts and viewing of multimedia<br>using some frequently used verbs | Expanding -<br>a. Explain ideas, phenomena,<br>processes, and text relationships<br>(e.g., compare/contrast, cause/<br>effect, problem/solution) based<br>on close reading of a variety of<br>grade-level texts and viewing of<br>multimedia, with moderate<br>support. | <ul> <li>Bridging - <ul> <li>a. Explain ideas, phenomena,</li> <li>processes, and text relationships</li> <li>(e.g., compare/contrast, cause/</li> <li>effect, problem/solution) based</li> <li>on close reading of a variety of</li> <li>grade-level texts and viewing of</li> <li>multimedia, with light support.</li> </ul> </li> <li>b. Express inferences and</li> <li>conclusions drawn based on close</li> <li>reading of grade-level texts and</li> <li>viewing of multimedia using a</li> <li>variety of precise academic verbs</li> <li>(e.g., <i>indicates that, influences</i>).</li> <li>c. Use knowledge of morphology</li> <li>(e.g., affixes, roots, and base</li> <li>words), context, reference</li> <li>materials, and visual cues to</li> <li>determine the meaning, including</li> <li>figurative and connotative</li> <li>meanings, of unknown and</li> <li>multiple-meaning words on a</li> <li>variety of new topics.</li> </ul> | Emerging -<br>Explain how well writers<br>and speakers use<br>language to support<br>ideas and arguments<br>with detailed evidence<br>(e.g., identifying the<br>precise vocabulary used<br>to present evidence, or<br>the phrasing used to<br>signal a shift in meaning) | Expanding -<br>Explain how well writers<br>and speakers use specific<br>language to present<br>ideas or support<br>arguments and provide<br>detailed evidence (e.g.,<br>showing the clarity of<br>the phrasing used to<br>present an argument)<br>when provided with<br>moderate support. | <b>Bridging</b> -<br>Explain how well |

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|                                       | CA CCSS for<br>ELA Standard  |  | Corresponding ELD Standards  |   |
|---------------------------------------|--|--|--|---|
|                                       | read RI 7.9 - Analyze how two or more authors on in writing about the same topic shape and their presentations of key information by eeded emphasizing different evidence or advancing different interpretations of facts. | <ul> <li>Emerging - <ul> <li>Explain ideas, phenomena, processes, and text relationships (e.g., compare/ contrast, cause/ effect, problem/solution) based on close reading of a variety of grade-appropriate texts and viewing of multimedia, with substantial support.</li> <li>Express inferences and conclusions drawn based on close reading of grade-appropriate texts and viewing of multimedia using some frequently used verbs (e.g., shows that, based on ).</li> <li>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.</li> </ul> </li> </ul> | PI.6 - Reading/viewing closely         Expanding -       a. Explain ideas, phenomena, processes, and text relationships (e.g., compare/contrast, cause/ effect, problem/solution) based on close reading of a variety of grade-level texts and viewing of multimedia, with moderate support.         b. Express inferences and conclusions drawn based on close reading of grade- appropriate texts and viewing of multimedia using a variety of verbs (e.g., suggests that, leads to ).         c. Use knowledge of morphology (e.g., affixes, roots, and | <ul> <li>Bridging - <ul> <li>Explain ideas, phenomena, processes, and text</li> <li>relationships (e.g., compare/contrast, cause/ effect,</li> <li>problem/solution) based on close reading of a variety of</li> <li>grade-level texts and viewing of multimedia, with light</li> <li>support.</li> </ul> </li> <li>b. Express inferences and conclusions drawn based on</li> <li>close reading of grade-level texts and viewing of</li> <li>indicates that, influences ).</li> <li>c. Use knowledge of morphology (e.g., affixes, roots, and base words), context, reference materials, and visual</li> <li>cues to determine the meaning, including figurative and connotative meanings, of unknown and multiple-meaning words on a variety of new topics.</li> </ul> |
| Range of Reading and Is<br>Complexity | RI 7.10 - By the end of the year, and comprehend literary nonficti<br>the grades 6–8 text complexity b<br>proficiently, with scaffolding as ne<br>at the high end of the range.  |  |  |   |

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|                       | CA CCSS for<br>ELA Standard   | Corresponding ELD Standards   |  |   |  |  |  |
|-----------------------|---|---|--|---|--|--|--|
|                       | 고<br>고<br>고   |   | PI.6 - Reading/viewing closely   |   |  |  |  |
|                       | RH 7.1 - Cit<br>ite specific te<br>vidence to sup<br>nalysis of prin<br>and seconda<br>sources.   | <b>Emerging</b> -<br><b>a.</b> Explain ideas, phenomena, processes, and text<br>relationships (e.g., compare/ contrast,<br>cause/effect, problem/solution) based on close<br>reading of a variety of grade-appropriate texts and<br>viewing of multimedia, with substantial support.  | <ul> <li>a. Explain ideas, phenomena, processes, and text</li> <li>relationships (e.g., compare/contrast, cause/effect,</li> </ul> | <b>Bridging</b> -<br><b>a.</b> Explain ideas, phenomena, processes, and text<br>relationships (e.g., compare/contrast, cause/effect,<br>problem/solution) based on close reading of a<br>variety of grade-level texts and viewing of<br>multimedia, with light support.   |  |  |  |
| Kev Ideas and Details | RH 7.2 - Determine the<br>central ideas or informati<br>a primary or secondary so<br>rovide an accurate summa<br>the source<br>distinct from prior<br>knowledge or opinions.            | <ul> <li>b. Express inferences and conclusions<br/>drawn based on close reading of grade-appropriate<br/>texts and viewing of multimedia using some<br/>frequently used verbs (e.g., shows that, based on).</li> <li>c. Use knowledge of morphology (e.g., affixes,<br/>roots, and base words), context, reference<br/>materials, and visual cues to determine the<br/>meaning of unknown and multiple-meaning words</li> </ul> |  | <ul> <li>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>).</li> <li>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</li> </ul> |  |  |  |
|                       | RH 7.3 - Identify key steps<br>in a text's description of a<br>process related to<br>history/social studies<br>(e.g., how a bill<br>becomes law, how interest<br>rates are<br>rates are | on familiar topics.   | topics.  | meanings, of unknown and multiple-meaning words<br>on a variety of new topics.  |  |  |  |

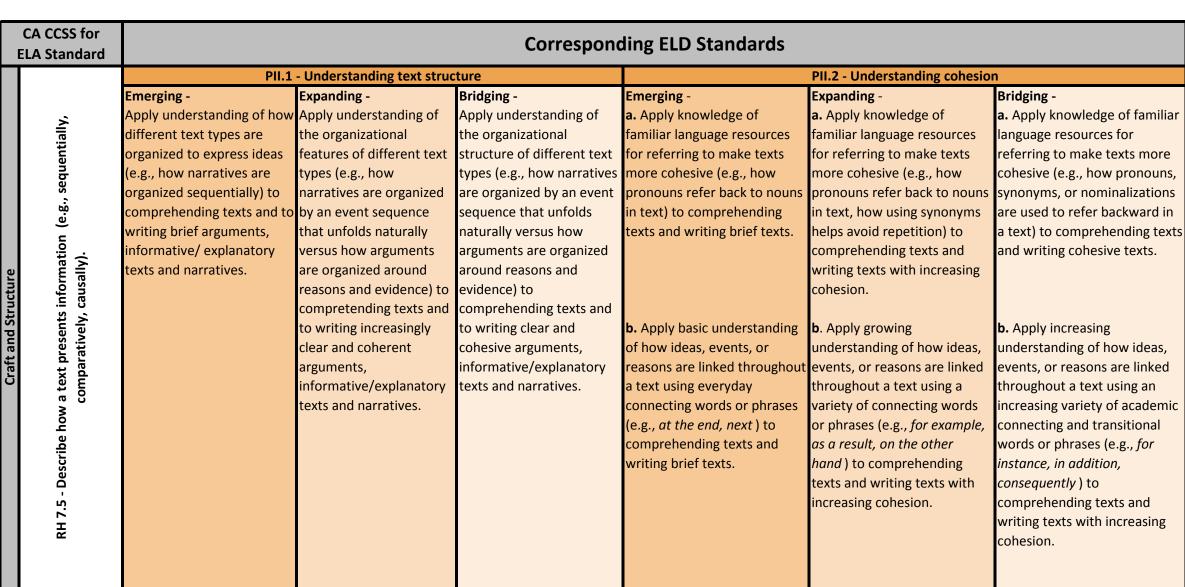


|                   | CA CCSS for   |   | Corresponding ELD Standards   |   |  |  |  |
|-------------------|---|---|---|---|--|--|--|
|                   | ELA Standard  |   | Corresponding LED Standards   |   |  |  |  |
|                   |   | PI.6 - Reading/viewing closely  |   |   |  |  |  |
|                   |   | Emerging -  | Expanding -   | Bridging -  |  |  |  |
|                   | ary   | · · · · · · · · · · · · · · · · · · ·   | •   | a. Explain ideas, phenomena, processes, and text  |  |  |  |
|                   | hing<br>bul<br>bul<br>d to  | relationships (e.g., compare/ contrast, cause/ effect,  | relationships (e.g., compare/contrast, cause/ effect,   | relationships (e.g., compare/contrast, cause/ effect,   |  |  |  |
|                   | iear<br>hey<br>oca<br>ate<br>ies.   |   |   | problem/solution) based on close reading of a variety   |  |  |  |
|                   | e m<br>as t<br>ng v<br>rel<br>tud   | of grade-appropriate texts and viewing of multi-<br>media, with substantial support.                            | of grade-level texts and viewing of multimedia, with moderate support.  | of grade-level texts and viewing of multimedia, with light support.   |  |  |  |
|                   | e th<br>ses<br>udir<br>ains<br>al s   |   |   |   |  |  |  |
|                   | RH 7.4 - Determine the meaning of<br>words and phrases as they are<br>used in a text, including vocabulary<br>specific to domains related to<br>history/social studies. | <b>b.</b> Express inferences and conclusions drawn based on   | <b>b.</b> Express inferences and conclusions drawn based  | <b>b.</b> Express inferences and conclusions drawn based on   |  |  |  |
|                   | tern<br>ad p<br>at, at,<br>to d   | close reading of grade-appropriate texts and viewing  |   | close reading of grade-level texts and viewing of   |  |  |  |
|                   | - De<br>s ar<br>a te<br>a te<br>ffic t<br>isto  | of multimedia using some frequently used verbs (e.g.,   | viewing of multimedia using a variety of verbs (e.g.,   | multimedia using a variety of precise academic verbs  |  |  |  |
| ure               | 7.4<br>ord<br>lin<br>peci   | shows that, based on ).   | suggests that, leads to ).  | (e.g., indicates that, influences ).  |  |  |  |
| uct               | RH 7.4<br>word<br>used in<br>spec<br>ł  |   |   |   |  |  |  |
| aft and Structure | _   | - Lie knowledze of menubeles, (e.g. office, rest  | • Use knowledge of mernhology (e.g. efficies roots  | • Use knowledge of mernhology (e.g. offices roots   |  |  |  |
| anc               |   | <b>c.</b> Use knowledge of morphology (e.g., affixes, roots, and base words), context, reference materials, and | <b>c.</b> Use knowledge of morphology (e.g., affixes, roots, and base words), context, reference materials, and | <b>c.</b> Use knowledge of morphology (e.g., affixes, roots, and base words), context, reference materials, and |  |  |  |
| raft              | ts  |   |   | visual cues to determine the meaning, including   |  |  |  |
| Ū                 | en  | and multiple-meaning words on familiar topics.  | and multiple-meaning words on familiar and new  | figurative and connotative meanings, of unknown and   |  |  |  |
|                   | pre<br>⁄ely   |   | topics.   | multiple-meaning words on a variety of new topics.  |  |  |  |
|                   | a text presents<br>(e.g.,<br>paratively,<br>).  |   |   |   |  |  |  |
|                   | a t<br>(e.a<br>ipar<br>ipar   |   |   |   |  |  |  |
|                   | ibe how a<br>rmation (<br>Ily, comp<br>causally).   |   |   |   |  |  |  |
|                   | be h<br>mat<br>Iy, c<br>aus   |   |   |   |  |  |  |
|                   | Describe how a tex<br>information (e.g.,<br>uentially, comparat<br>causally).   |   |   |   |  |  |  |
|                   | .5 - Describe how a text pres<br>information (e.g.,<br>sequentially, comparatively,<br>causally).   |   |   |   |  |  |  |
|                   | 7.5 -<br>seq  |   |   |   |  |  |  |
|                   | RH 7.5<br>se  |   |   |   |  |  |  |
|                   | Ľ.  |   |   |   |  |  |  |

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|                     | CA CCSS for<br>ELA Standard  | Corresponding ELD Standards   |   |   |  |   |  |  |
|---------------------|--|---|---|---|--|---|--|--|
|                     | and<br>ing<br>to   | Р   | I.7 - Evaluating language choi                          | ces   | PI.  | 8 - Analyzing language cho  | ices   |  |
|                     | e the meaning of words<br>re used in a text, includ<br>ific to domains related<br>//social studies.    | to support ideas and<br>arguments with detailed<br>evidence (e.g., identifying<br>the precise vocabulary<br>used to present evidence, | the phrasing used to present                            | and speakers use specific<br>language resources to<br>present ideas or support<br>arguments and provide<br>detailed evidence (e.g.,<br>identifying the specific     | with similar meaning (e.g.,<br>choosing to use the word<br><i>polite</i> versus <i>good</i> )<br>produce different effects<br>on the audience. |   | polite-diplomatic ), or<br>figurative language (e.g.,<br>The wind whispered                                    |  |
| Craft and Structure | RH 7.4 - Determine<br>phrases as they a<br>vocabulary speci<br>history                                 | or the phrasing used to<br>signal a shift in meaning)<br>when provided with<br>substantial support.                                   | an argument) when<br>provided with moderate<br>support. | language used to present<br>ideas and claims that are<br>well supported and<br>distinguishing them from<br>those that are not) when<br>provided with light support. |  | blew through the valley<br>like a furnace ) produce<br>shades of meaning and<br>different effects on the<br>audience. | <i>through the night</i> ) produce<br>shades of meaning,<br>nuances, and different<br>effects on the audience. |  |
| Craft               | RH 7.5 - Describe how a text presents<br>information (e.g., sequentially,<br>comparatively, causally). |   |   |   |  |   |  |  |



Superintendent of S

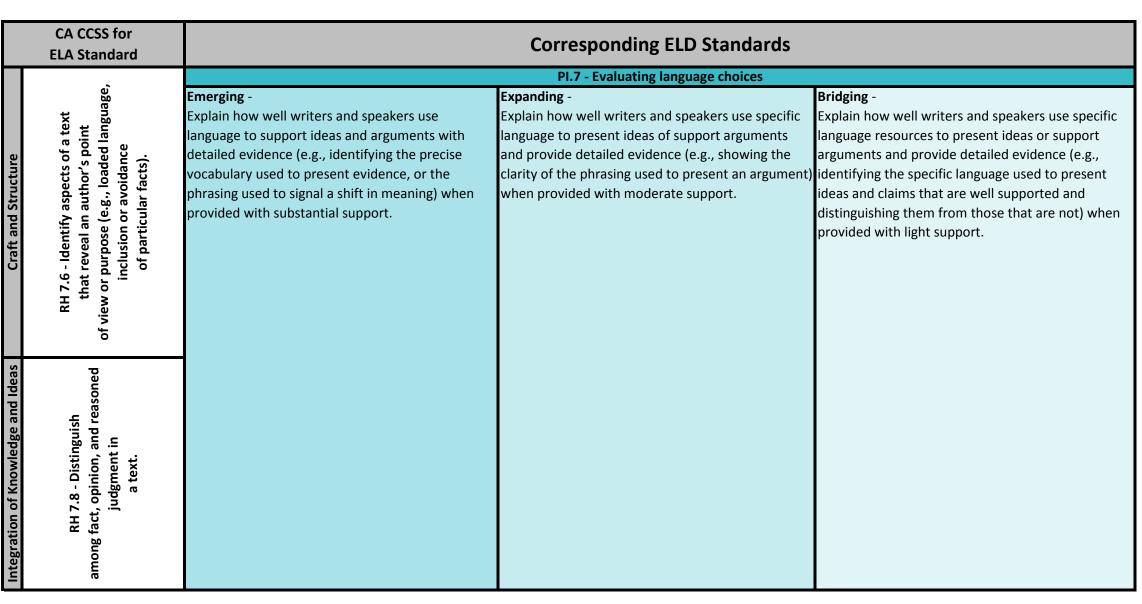
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| CA CCSS for<br>ELA Standard        |                           |   |   |                       |   | Corresponding ELD Standards  |  |  |  |  |  |  |
|------------------------------------|---------------------------|---|---|-----------------------|---|--|--|--|--|--|--|--|
|                                    |                           |   |   | s).                   | PI.6 - Reading/viewing closely  |  |  |  |  |  |  |  |
| <b>Craft and Structure</b>         | 7.                        | of a text that reveal an<br>author's point of view            | or purpose (e.g., loaded<br>language, inclusion or      | dance of particular f | <b>a.</b> Explain ideas, phenomena, processes, and text relationships (e.g., compare/contrast, cause/ effect, problem/solution) based on close reading of a variety of grade-appropriate texts and viewing of multimedia, with substantial support. | relationships (e.g., compare/contrast, cause/ effect,<br>problem/solution) based on close reading of a variety<br>of grade-level texts and viewing of multimedia, with<br>moderate support.<br><b>b.</b> Express inferences and conclusions drawn based on | <ul> <li>Bridging -</li> <li>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.</li> <li>b. Express inferences and conclusions drawn based on close reading of grade-level texts and viewing of multimedia, with based on close reading of grade-level texts and conclusions drawn based on close reading of grade-level texts and viewing of multimedia.</li> </ul> |  |  |  |  |  |
| Integration of Knowledge and Ideas | RH 7.7 - Integrate visual | information (e.g., in charts,<br>graphs, photographs, videos, | or maps) with other<br>information in print and digital | texts.                | of multimedia using some frequently used verbs (e.g.,<br>shows that, based on ).<br>c. Use knowledge of morphology (e.g., affixes, roots,<br>and base words), context, reference materials, and<br>visual cues to determine the meaning of unknown  |  | <ul> <li>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.</li> </ul>  |  |  |  |  |  |
| Integration of                     |                           | RH 7.8 - Distinguish<br>among fact, opinion,                  |   |                       |   |  |  |  |  |  |  |  |

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|   | CA CCSS for<br>ELA Standard   |   | Corresponding ELD Standards   |   |  |  |  |
|---|---|---|---|---|--|--|--|
|   | 2   | PI.6 - Reading/viewing closely  |   |   |  |  |  |
| ntegration of Knowledge and Ideas             | Analyze the relationshi<br>between<br>and secondary source<br>the same topic. | <b>Emerging</b> -<br><b>a.</b> Explain ideas, phenomena, processes, and text<br>relationships (e.g., compare/contrast, cause/effect,<br>problem/solution) based on close reading of a<br>variety of grade-appropriate texts and viewing of<br>multimedia, with substantial support. | <b>Expanding</b> -<br><b>a.</b> Explain ideas, phenomena, processes, and text<br>relationships (e.g., compare/contrast, cause/effect,<br>problem/solution) based on close reading of a<br>variety of grade-level texts and viewing of<br>multimedia, with moderate support. | <b>Bridging</b> -<br><b>a.</b> Explain ideas, phenomena, processes, and text<br>relationships (e.g., compare/contrast, cause/effect,<br>problem/solution) based on close reading of a<br>variety of grade-level texts and viewing of<br>multimedia, with light support. |  |  |  |
| Integra                                       | RH 7.9 -<br>a primary   | <b>b.</b> Express inferences and conclusions drawn based<br>on close reading of grade-appropriate texts and<br>viewing of multimedia using some frequently used<br>verbs (e.g., <i>shows that, based on</i> ).  | <b>b.</b> Express inferences and conclusions drawn based<br>on close reading of grade-appropriate texts and<br>viewing of multimedia using a variety of verbs (e.g.,<br><i>suggests that, leads to</i> ).   | <b>b.</b> Express inferences and conclusions drawn based<br>on close reading of grade- level texts and viewing<br>of multimedia using a variety of precise academic<br>verbs (e.g., <i>indicates that, influences</i> ).  |  |  |  |
| Range of Reading and level of Text Complexity | id of grade<br>end histor<br>ie grades (<br>idependen<br>ently.               | c. Use knowledge of morphology (e.g., affixes,<br>roots, and base words), context, reference<br>materials, and visual cues to determine the<br>meaning of unknown and multiple-meaning words<br>on familiar topics.   | <b>c.</b> 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.  |   |  |  |  |

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|                       | CA CCSS for<br>ELA Standard   |  | Corresponding ELD Standards   |   |  |  |  |  |  |
|-----------------------|---|--|---|---|--|--|--|--|--|
|                       | e rt<br>s.  | PI.6 - Reading/viewing closely   |   |   |  |  |  |  |  |
| Key Ideas and Details | RST 7.1 - Cit<br>ite specific tev<br>vidence to sup<br>inalysis of scie<br>nd technical t   | a. Explain ideas, phenomena, processes, and text<br>relationships (e.g., compare/contrast, cause/ effect,<br>problem/solution) based on close reading of a variety<br>of grade-appropriate texts and viewing of  | <ul> <li>a. Explain ideas, phenomena, processes, and text<br/>relationships (e.g., compare/contrast, cause/ effect,<br/>problem/solution) based on close reading of a variety</li> </ul>                          | <b>Bridging -</b><br><b>a.</b> Explain ideas, phenomena, processes, and text<br>relationships (e.g., compare/contrast, cause/ effect,<br>problem/solution) based on close reading of a variety<br>of grade-level texts and viewing of multimedia, with<br>light support.  |  |  |  |  |  |
|                       | ST 7.2 - Determine the cel<br>ideas or conclusions of a te<br>rovide an accurate summa<br>the text distinct from prii<br>knowledge or opinions. | close reading of grade-appropriate texts and viewing<br>of multimedia using some frequently used verbs (e.g.,<br>shows that, based on ).<br>c. Use knowledge of morphology (e.g., affixes, roots,<br>and base words), context, reference materials, and<br>visual cues to determine the meaning of unknown | close reading of grade-appropriate texts and viewing<br>of multimedia using a variety of verbs (e.g., <i>suggests</i><br><i>that, leads to</i> ).<br><b>c.</b> Use knowledge of morphology (e.g., affixes, roots, | <ul> <li>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> ).</li> <li>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</li> </ul> |  |  |  |  |  |
|                       | RST 7.3 - Follow precisely a<br>multistep procedure when<br>carrying out experiments,<br>taking measurements, or<br>performing technical tasks. |  | topics.   | multiple-meaning words on a variety of new topics.  |  |  |  |  |  |



|                           | CA CCSS for   |  | Corresponding ELD Standards                                  | Corresponding ELD Standards                                    |  |  |  |  |  |
|---------------------------|---|--|--|--|--|--|--|--|--|
| _                         | ELA Standard  |  |  |  |  |  |  |  |  |
|                           | s,<br>and<br>c oi<br>rts  |  | PI.6 - Reading/viewing closely                               |  |  |  |  |  |  |
|                           | bol<br>ds d<br>tex  | Emerging -   | Expanding -  | Bridging -   |  |  |  |  |  |
|                           | symbols,<br>words ar<br>ccientific<br>6–8 texts   |  | •                      | a. Explain ideas, phenomena, processes, and text               |  |  |  |  |  |
|                           | of s<br>fic v<br>ic se<br>es (  | relationships (e.g., compare/contrast, cause/effect,         | relationships (e.g., compare/contrast, cause/effect,         | relationships (e.g., compare/contrast, cause/effect,           |  |  |  |  |  |
|                           | eaning of symbols,<br>n-specific words and<br>a specific scientific or<br>to grades 6–8 texts<br>:s.  | problem/solution) based on close reading of a variety        |  |  |  |  |  |  |  |
|                           | eani<br>sp<br>spe<br>o g  |  | of grade-level texts and viewing of multimedia, with         | of grade-level texts and viewing of multimedia, with           |  |  |  |  |  |
|                           | me<br>lain<br>n a<br>nt t<br>oics   | multimedia, with substantial support.                        | moderate support.  | light support.   |  |  |  |  |  |
|                           | ne the n<br>er doma<br>used in<br>relevant<br>ind topi  |  |  |  |  |  |  |  |  |
|                           | RST 7.4 - Determine the meaning of symbols,<br>ey terms, and other domain-specific words and<br>hrases as they are used in a specific scientific o<br>technical context relevant to grades 6–8 texts<br>and topics. | <b>b.</b> Express inferences and conclusions drawn based on  | <b>b</b> Express informass and conclusions drawn based on    | <b>b</b> . Everyoss informances and conclusions drawn based on |  |  |  |  |  |
|                           | ext r<br>are<br>are<br>are<br>a   | •  |  | close reading of grade-level texts and viewing of              |  |  |  |  |  |
| e                         | Dete<br>, and ,<br>they<br>cont   | of multimedia using some frequently used verbs (e.g.,        | of multimedia using a variety of verbs (e.g., suggests       | multimedia using a variety of precise academic verbs           |  |  |  |  |  |
| ctur                      | s, al<br>s th<br>il cc  |  | that, leads to ).  | (e.g., indicates that, influences).                            |  |  |  |  |  |
| truc                      | RST 7.4 -<br>key terms,<br>phrases as<br>technical  | snows that, bused on j.                                      |  | (e.g., malcules that, mjaches j.                               |  |  |  |  |  |
| d S                       | RST<br>ey te<br>irase<br>irase  |  |  |  |  |  |  |  |  |
| <b>Craft and Structur</b> | R<br>bhi<br>té  | <b>c.</b> Use knowledge of morphology (e.g., affixes, roots, | <b>c.</b> Use knowledge of morphology (e.g., affixes, roots, | <b>c.</b> Use knowledge of morphology (e.g., affixes, roots,   |  |  |  |  |  |
| raft                      |   | and base words), context, reference materials, and           | and base words), context, reference materials, and           | and base words), context, reference materials, and             |  |  |  |  |  |
| Ö                         | t,<br>t,<br>ons<br>an   |  | visual cues to determine the meaning of unknown              | visual cues to determine the meaning, including                |  |  |  |  |  |
|                           | e the structure an<br>organize a text,<br>ne major sections<br>e whole and to an<br>g of the topic.   | and multiple-meaning words on familiar topics.               | and multiple-meaning words on familiar and new               | figurative and connotative meanings, of unknown and            |  |  |  |  |  |
|                           | uct<br>e a<br>and<br>tof  |  | topics.  | multiple-meaning words on a variety of new topics.             |  |  |  |  |  |
|                           | he stru<br>ganize<br>major<br>vhole a<br>of the t   |  |  | indupie meaning words on a variety of new topies.              |  |  |  |  |  |
|                           | the<br>orgai<br>e ma<br>who   |  |  |  |  |  |  |  |  |
|                           | ze 1<br>o o<br>the<br>he v<br>ing   |  |  |  |  |  |  |  |  |
|                           | Analyz<br>uses to<br>how tl<br>e to th<br>standir   |  |  |  |  |  |  |  |  |
|                           | 7.5 - Analyze the structure<br>thor uses to organize a tex<br>luding how the major sectic<br>tribute to the whole and to<br>understanding of the topic.   |  |  |  |  |  |  |  |  |
|                           | - 5 -<br>ding<br>ibu  |  |  |  |  |  |  |  |  |
|                           | RST 7.5 - Analyze the structure an<br>author uses to organize a text,<br>including how the major sections<br>contribute to the whole and to an<br>understanding of the topic.                                       |  |  |  |  |  |  |  |  |
|                           | RS<br>in co   |  |  |  |  |  |  |  |  |
|                           |   |  |  |  |  |  |  |  |  |



|                     | CA CCSS for<br>ELA Standard  |                             |                                | Corresponding E              | ELD Standards               |                                 |                                    |
|---------------------|--|-----------------------------|--------------------------------|------------------------------|-----------------------------|---------------------------------|------------------------------------|
|                     | key<br>d<br>c or<br>and  | PI                          | I.7 - Evaluating language choi | ces                          | PI.8                        | 3 - Analyzing language cho      | ices                               |
|                     | the meaning of symbols, key<br>domain-specific words and<br>used in a specific scientific or<br>evant to grades 6–8 texts and<br>topics.                                       | Emerging -                  | Expanding -                    | Bridging -                   | Emerging -                  | Expanding -                     | Bridging -                         |
|                     | symbols, k<br>words and<br>c scientific<br>6–8 texts a   | Explain how well writers    | Explain how well writers and   | Explain how well writers     | Explain how phrasing or     | Explain how phrasing,           | Explain how phrasing,              |
|                     | /ml/<br>orc<br>scie<br>-8 t  | and speakers use language   | speakers use specific          | and speakers use specific    | different common words      | different words with            | different words with similar       |
|                     | of sy<br>fic w<br>cific<br>es 6-   | to support ideas and        | language to present ideas of   | language resources to        | with similar meaning (e.g., | similar meaning (e.g.,          | meaning (e.g., <i>refined</i> -    |
|                     | ng c<br>scifi<br>beci<br>ade   | arguments with detailed     | support arguments and          | present ideas or support     | choosing to use the word    | describing a character as       | respectful-                        |
|                     | eaning<br>n-speci<br>n a spe<br>to grad<br>s.  | evidence (e.g., identifying | provide detailed evidence      | arguments and provide        | polite versus good )        | diplomatic versus               | polite-diplomatic ), or            |
|                     | : the meaning of<br>domain-specific<br>used in a specifi<br>levant to grades<br>topics.  | the precise vocabulary      | (e.g., showing the clarity of  | detailed evidence (e.g.,     | produce different effects   | respectful ) or figurative      | figurative language (e.g.,         |
|                     | the mean<br>domain-<br>used in<br>evant to<br>topics.  | used to present evidence,   | the phrasing used to present   | identifying the specific     | on the audience.            | language (e.g., The wind        | The wind whispered                 |
|                     | e de us  |                             | an argument) when              | language used to present     |                             | blew through the valley         | <i>through the night</i> ) produce |
| 0                   | min<br>the<br>xtr  | 0,                          | provided with moderate         | ideas and claims that are    |                             | <i>like a furnace</i> ) produce | shades of meaning,                 |
| Cure                | Determine<br>and other<br>is they are<br>context rel   | when provided with          | support.                       | well supported and           |                             | shades of meaning and           | nuances, and different             |
| ruct                |  | substantial support.        |                                | distinguishing them from     |                             | different effects on the        | effects on the audience.           |
| Sti                 | T 7.4 -<br>terms,<br>rases a<br>hnical   |                             |                                | those that are not) when     |                             | audience.                       |                                    |
| and                 | RST 7.4 -<br>terms,<br>phrases a<br>technical  |                             |                                | provided with light support. |                             |                                 |                                    |
| Craft and Structure | RS<br>ph<br>tec  |                             |                                |                              |                             |                                 |                                    |
| C                   | an<br>an   |                             |                                |                              |                             |                                 |                                    |
|                     | c ai<br>c ai<br>c ai   |                             |                                |                              |                             |                                 |                                    |
|                     | cture a<br>a text,<br>section<br>nd to a<br>topic.   |                             |                                |                              |                             |                                 |                                    |
|                     | T 7.5 - Analyze the structure<br>uthor uses to organize a text<br>luding how the major sectic<br>ntribute to the whole and to<br>under-standing of the topic.                  |                             |                                |                              |                             |                                 |                                    |
|                     | e the stru<br>organize<br>ne major<br>e whole a<br>ig of the t   |                             |                                |                              |                             |                                 |                                    |
|                     | the<br>orga<br>e ma<br>who<br>g of   |                             |                                |                              |                             |                                 |                                    |
|                     | yze<br>/ th<br>the<br>din  |                             |                                |                              |                             |                                 |                                    |
|                     | ST 7.5 - Analyze<br>author uses to o<br>ncluding how th<br>ontribute to the<br>under-standin   |                             |                                |                              |                             |                                 |                                    |
|                     | - A<br>ng h<br>ng h<br>ute<br>er-s   |                             |                                |                              |                             |                                 |                                    |
|                     | 7.5<br>Itho<br>udir<br>tribu<br>Inde   |                             |                                |                              |                             |                                 |                                    |
|                     | RST 7.5 - Analyze the structure an<br>author uses to organize a text,<br>including how the major sections<br>contribute to the whole and to an<br>under-standing of the topic. |                             |                                |                              |                             |                                 |                                    |
|                     | r ≔ ū  |                             |                                |                              |                             |                                 |                                    |



| Γ                   | CA CCSS for  |                            |  | Correspon                   | ling ELD Standards  |                                 |  |  |
|---------------------|--|----------------------------|--|-----------------------------|---|---------------------------------|--|--|
|                     | ELA Standard   | DII 1 _                    | Understanding text stru                  | -                           | PII.2 - Understanding cohesion                            |                                 |  |  |
|                     | the company  |                            |  | Bridging -                  | Emerging -  | Expanding -                     | Bridging -   |  |
|                     | > .−   | Apply understanding of how | • •                                      |                             |   | a. Apply knowledge of           | a. Apply knowledge of familiar                               |  |
|                     | ing  | different text types are   | the organizational                       | the organizational          | familiar language resources                               | familiar language resources     | language resources for                                       |  |
|                     | ludi<br>of th  | organized to express ideas | features of different                    | structure of different text | for referring to make texts                               | for referring to make texts     | referring to make texts more                                 |  |
|                     | anize a text, including<br>understanding of the  | (e.g., how narratives are  | text types (e.g., how                    | types (e.g., how narratives |   | more cohesive (e.g., how        | cohesive (e.g., how pronouns,                                |  |
|                     | ext,<br>ndi  | organized sequentially) to |  | <b>v</b> ,                  |   | pronouns refer back to nouns    |  |  |
|                     | a te<br>sta  | comprehending texts and to |  | •                           | in text) to comprehending                                 |                                 | are used to refer backward in                                |  |
|                     | ize<br>der   |                            | sequence that unfolds                    |                             | texts and writing brief texts.                            | helps avoid repetition) to      | a text) to comprehending texts                               |  |
|                     | gan<br>i un  |                            |  | arguments are organized     |   | comprehending texts and writ    | and writing cohesive texts.                                  |  |
| 2                   | ori<br>o ar  | texts and narratives.      | U  | around reasons and          |   | ing texts with increasing       |  |  |
| ţ                   | s to<br>d to   |                            | -  | evidence) to                |   | cohesion.                       |  |  |
| C+r.                | uses t<br>and  |                            |  | comprehending texts and     |   |                                 |  |  |
| 2                   | uthor uthor whole  |                            | to compretending texts                   | _                           |   |                                 | <b>b</b> . Apply increasing                                  |  |
| Craft and Structure | auth<br>e wh   |                            | and to writing<br>increasingly clear and |                             | of how ideas, events, or<br>reasons are linked throughout | understanding of how ideas,     | understanding of how ideas,<br>events, or reasons are linked |  |
| 5                   | to the   |                            | coherent arguments,                      |                             |   | throughout a text using a       | throughout a text using an                                   |  |
|                     | re a   |                            | informative/explanator                   |                             |   | variety of connecting words     | increasing variety of academic                               |  |
|                     | ctu  |                            | y texts and narratives.                  |                             | (e.g., at the end, next) to                               | or phrases (e.g., for example,  | connecting and transitional                                  |  |
|                     | stru<br>trib   |                            | y texts and narratives.                  |                             |   | as a result, on the other hand) | _  |  |
|                     | he s<br>con  |                            |  |                             | writing brief texts.                                      | to comprehending texts and      | instance, in addition,                                       |  |
|                     | ze t<br>ins (  |                            |  |                             |   | writing texts with increasing   | consequently) to   |  |
|                     | - Analyze the structure an author uses to<br>r sections contribute to the whole and to |                            |  |                             |   | cohesion.                       | comprehending texts and                                      |  |
|                     | An<br>' sei  |                            |  |                             |   |                                 | writing texts with increasing                                |  |
|                     |  |                            |  |                             |   |                                 | cohesion.  |  |
|                     | RST 7.5<br>majo  |                            |  |                             |   |                                 |  |  |
|                     | RS   |                            |  |                             |   |                                 |  |  |



|                    | CA CCSS for                               |  |                                     | Corresponding ELD Standards                   |  |   |  |  |  |
|--------------------|---|--|-------------------------------------|---|--|---|--|--|--|
|                    | ELA Standard                              |  |                                     | PI.6 - Reading/viewing closely                |  |   |  |  |  |
|                    |   | or's   | . c                                 | in a  |  | -   |  |  |  |
|                    | י ד                                       | - Analyze the autho<br>ose in providing an             | describing a                        | nti   |  | Emerging -  | Expanding -  | Bridging -   |  |
| +                  |   | e at<br>Jing   | idi '                               | or<br>'ime                                    |  | a. Explain ideas, phenomena, processes, and text                                      | a. Explain ideas, phenomena, processes, and text             | a. Explain ideas, phenomena, processes, and text                 |  |
|                    |   | the  | esc                                 | e, e<br>Deri                                  |  | relationships (e.g., compare/contrast, cause/ effect,                                 | relationships (e.g., compare/contrast, cause/ effect,        | relationships (e.g., compare/contrast, cause/ effect,            |  |
|                    |   | yze<br>pro   | Þ.                                  | exp   | <b>a</b>                                     | · · · · · · · · · · · · · · · · · · ·   |  | problem/solution) based on close reading of a variety            |  |
| ġ                  |   | Analyze<br>se in pro                                   | nation,                             | proceaure,<br>ng an exper                     |  | of grade-appropriate texts and viewing of   | of grade-level texts and viewing of multimedia, with         | of grade-level texts and viewing of multimedia, with             |  |
| The sead Structure |   | A 90   | inat                                | ing   |  | multimedia, with substantial support.   | moderate support.  | light support.   |  |
| Ċ                  |   | 9.7<br>Durc  | explar.                             | ssn   |  |   |  |  |  |
|                    | L L                                       | IST _  | - 0                                 | proceaure, or<br>discussing an experiment in  |  | h. Francisco information and an actual size of decision decision in the second second | h. European information and an advantage during have done    | h. European information and an advantation advantation have done |  |
|                    |   | -  | 3                                   |   |  | •   |  | <b>b.</b> Express inferences and conclusions drawn based on      |  |
|                    | as<br>uantitative                         | tion<br>a text   |                                     | nall  | lel,   |   | close reading of grade-appropriate texts and viewing         | close reading of grade-level texts and viewing of                |  |
|                    | 111                                       |  | that                                | VISI  | pou  |   | of multimedia using a variety of verbs (e.g., suggests       | multimedia using a variety of precise academic verbs             |  |
|                    | lua                                       | rm<br>s in   | oft                                 | sed   | n, r<br>Jel                                  | shows that, based on ).   | that, leads to ).  | (e.g., indicates that, influences ).                             |  |
| 1                  |   | or technical information<br>synressed in words in a te | uo                                  | intormation expressed visualiy<br>(e.g., in a | flowchart, diagram, model,<br>معمله مد table | <b>c.</b> Use knowledge of morphology (e.g., affixes, roots,                          | <b>c.</b> Use knowledge of morphology (e.g., affixes, roots, | <b>c</b> . Use knowledge of morphology (e.g., affixes, roots,    |  |
| 200                | gra<br>gra                                |  | ersi                                | exp<br>                                       | diag   | and base words), context, reference materials, and                                    | and base words), context, reference materials, and           | and base words), context, reference materials, and               |  |
|                    | nte<br>nte                                | in de  | a ver                               | e on e  | rt, e  | visual cues to determine the meaning of unknown                                       | visual cues to determine the meaning of unknown              | visual cues to determine the meaning, including                  |  |
|                    |   |  | it i                                | atio  | cha<br>ar:                                   | and multiple-meaning words on familiar topics.  | and multiple-meaning words on familiar and new               | figurative and connotative meanings, of unknown and              |  |
|                    | NIOWIEUSE AIIU IU<br>ST /./ - Integrate ( | ort  | _ ≥                                 |   | ŇO   |   | topics.  | multiple-meaning words on a variety of new topics.               |  |
| 1                  | R S                                       | â  |                                     |   | f  |   |  |  |  |
| y C u              |   | 60   | 2                                   | <u>,</u>                                      |  |   |  |  |  |
| .+                 | 7.8 -                                     | nor  | ed<br>o                             | esearch findings,<br>and speculation          |  |   |  |  |  |
| 1.00               | 7.8 -                                     | an a   | son                                 | esearch findings                              | xt.  |   |  |  |  |
|                    | 1   | uish   | rea<br>nt b                         | ch fi   | a text.                                      |   |  |  |  |
|                    | RST                                       | ingı   | facts,<br>dgmei                     | earc<br>d sr                                  | in <sup>2</sup>                              |   |  |  |  |
|                    |   | Distinguish among                                      | facts, reasoned<br>udgment based on | rese  | 5  |   |  |  |  |
|                    |   |  | j.                                  | -   |  |   |  |  |  |

author's purpose in

Analyze the

ı 7.6 RST

among facts,

Distinguish

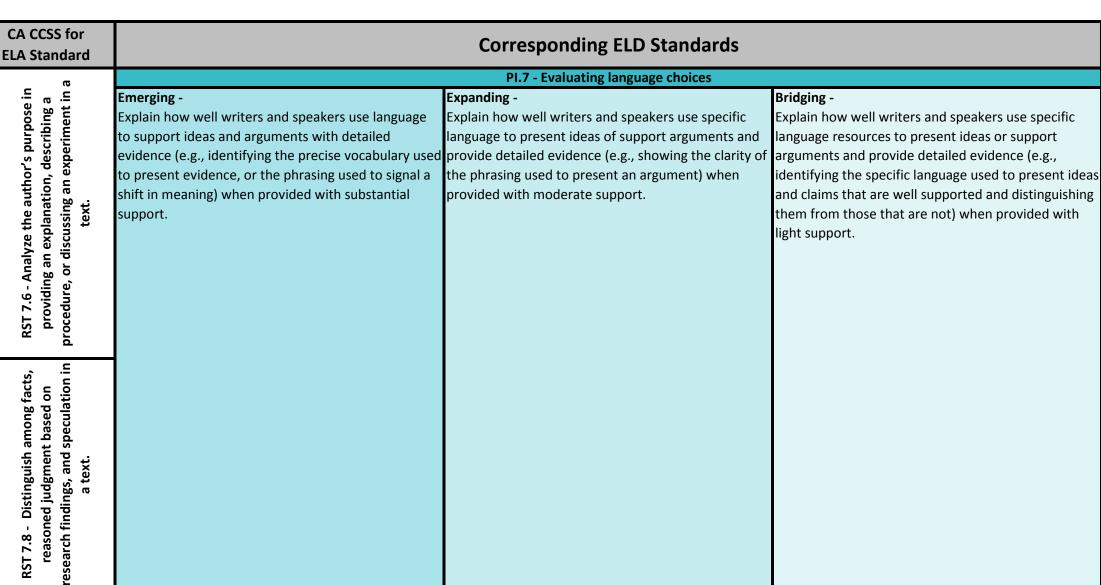
**RST 7.8** 

**Craft and Structure** 

ntegration of Knowledge and Ideas

providing an explanation, describing a

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



ice of Mary C. Barlow



|   | CA CCSS for<br>ELA Standard  | Corresponding ELD Standards   |   |   |  |  |  |
|---|--|---|---|---|--|--|--|
| as  | e or<br>e ded  | PI.6 - Reading/viewing closely  |   |   |  |  |  |
| on of Knowledge and Idea                      | ompare and contrast t<br>nation gained from<br>ts, simulations, video,<br>sources with that gair<br>sources ton the same<br>topic. | <b>Emerging -</b><br><b>a</b> . Explain ideas, phenomena, processes, and text<br>relationships (e.g., compare/ contrast, cause/effect,<br>problem/solution) based on close reading of a<br>variety of grade-appropriate texts and viewing of<br>multimedia, with substantial support. | <b>Expanding -</b><br><b>a.</b> Explain ideas, phenomena, processes, and text<br>relationships (e.g., compare/contrast, cause/effect,<br>problem/solution) based on close reading of a<br>variety of grade-level texts and viewing of<br>multimedia, with moderate support. | <b>Bridging -</b><br><b>a.</b> Explain ideas, phenomena, processes, and text<br>relationships (e.g., compare/contrast, cause/effect,<br>problem/solution) based on close reading of a<br>variety of grade-level texts and viewing of<br>multimedia, with light support. |  |  |  |
| y Integration                                 | <u>ā</u> ē ¥   | <b>b</b> . Express inferences and conclusions<br>drawn based on close reading of grade-appropriate<br>texts and viewing of multimedia using some<br>frequently used verbs (e.g., shows that, based on).   | <b>b.</b> Express inferences and conclusions drawn based on close reading of grade-appropriate texts and viewing of multimedia using a variety of verbs (e.g., <i>suggests that, leads to</i> ).  | <b>b.</b> Express inferences and conclusions drawn based<br>on close reading of grade-level texts and viewing of<br>multimedia using a variety of precise academic<br>verbs (e.g., <i>indicates that, influences</i> ).   |  |  |  |
| Range of Reading and level of Text Complexity | of grade 8, read and<br>technical texts in the<br>omplexity band<br>nd proficiently.   | <b>c.</b> 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.  | <b>c.</b> 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.  |   |  |  |  |

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|                             | CA CCSS for<br>ELA Standard | Corresponding ELD Standards  |  |  |  |  |  |  |
|-----------------------------|-----------------------------|--|--|--|--|--|--|--|
|                             |                             | PI.3 - Supporting opinions and persuading others   |  |  |  |  |  |  |
| Text and Types and Purposes | ear reasons and             | Emerging -<br>Negotiate with or persuade others in conversations<br>(e.g., to gain and hold the floor or ask for clarification)<br>using learned phrases (e.g., <i>I think , Would you</i><br><i>please repeat that?</i> ) and open responses. | Expanding -<br>Negotiate with or persuade others in conversations (e.g., to<br>provide counterarguments) using learned phrases ( <i>I agree</i><br><i>with X, but</i> ), and open responses. | Bridging -<br>Negotiate with or persuade others in conversations using<br>appropriate register (e.g., to acknowledge new<br>information) using a variety of learned phrases, indirect<br>reported speech (e.g., <i>I heard you say X, and I haven't</i><br><i>thought about that before</i> ), and open responses. |  |  |  |  |



|                            | CA CCSS for<br>LA Standard  | Corresponding ELD Standards   |  |   |  |  |   |  |
|----------------------------|---|---|--|---|--|--|---|--|
|                            | LA Standard   | PI.10 - Writing   |  |   | PI.11 - Justifying/Arguing   |  |   |  |
| poses                      | ar reasons and relevant   | informational texts (e.g., an<br>argument for wearing school<br>uniforms) collaboratively | <b>a.</b> Write longer literary and<br>informational texts (e.g., an<br>argument for wearing school<br>uniforms) collaboratively<br>(e.g., with peers) and | <b>Bridging -</b><br><b>a.</b> Write longer and more<br>detailed literary and<br>informational texts (e.g., an<br>argument for wearing school<br>uniforms) collaboratively<br>(e.g., with peers) and<br>independently using<br>appropriate text organization<br>and growing understanding of<br>register. | providing some textual<br>evidence or relevant<br>background knowledge, with<br>substantial support. | Expanding -<br>a. Justify opinions or<br>persuade others by providing<br>relevant textual evidence or<br>relevant background<br>knowledge, with moderate<br>support. | Bridging -<br>a. Justify opinions or<br>persuade others by providing<br>detailed and relevant textual<br>evidence or relevant<br>background knowledge, with<br>light support.     |  |
| Text and Types and Purpose | W7.1 - Write arguments to support claims with<br>evidence. (a e.) | texts and experiences using<br>complete sentences and key                                 | sentences and key words<br>(e.g., from notes or graphic  |   | opinions or temper<br>statements with familiar<br>modal expressions (e.g., <i>can,</i>               | b. Express attitude and<br>opinions or temper<br>statements with a variety of  | <b>b.</b> Express attitude and<br>opinions or temper<br>statements with nuanced<br>modal expressions (e.g.,<br><i>possibly/potentially/</i><br><i>absolutely, should/might</i> ). |  |

Grade 7 - Writing (W)



| CA CCSS for        |   | Corresponding ELD Standards   |                 |  |  |  |  |
|--------------------|---|---|-----------------|--|--|--|--|
| _                  | ELA Standard  |   |                 |  |  |  |  |
|                    | ۲<br>eas,<br>of   |   | PI.10 - Writing |  |  |  |  |
|                    | W7.2 - Write informative/explanatory<br>texts to examine a topic and convey ideas<br>concepts, and information through the<br>selection, organization, and analysis of<br>relevant content. |   |                 | <b>Bridging</b> -<br><b>a.</b> Write longer and more detailed literary and<br>informational texts (e.g., an argument for wearing<br>school uniforms) collaboratively (e.g., with peers) and<br>independently using appropriate text organization and<br>growing understanding of register. |  |  |  |
| and Purposes       | W7.2 - Write info<br>texts to examine a<br>concepts, and inf<br>selection, organiz<br>releva  | <b>b.</b> Write brief summaries of texts and experiences using complete sentences and key words (e.g., from notes or graphic organizers). |                 | <b>b.</b> Write clear and coherent summaries of texts and experiences using complete and concise sentences and key words (e.g., from notes or graphic organizers).   |  |  |  |
| Text and Types and | W7.3 - Write narratives to develop<br>real or imagined experiences or events<br>using effective technique, relevant descriptive<br>details, and well-structured event sequences. (a<br>e.)  |   |                 |  |  |  |  |



|                            | CA CCSS for<br>ELA Standard   | Corresponding ELD Standards   |   |  |   |  |   |  |
|----------------------------|---|---|---|--|---|--|---|--|
|                            | to<br>ar  | PII.1 - Understanding text structure  |   |  | PII.2 - Understanding cohesion  |  |   |  |
| ext and Types and Purposes | e/<br>ine a W7.1 - Write argu<br>s, support claims w<br>on reasons and rel<br>evidence.<br>s of (a e.)  | Apply understanding of how<br>different text types are<br>organized to express ideas<br>(e.g., how narratives are | Apply understanding of the<br>organizational features of<br>different text types (e.g.,<br>how narratives are<br>organized by an event<br>sequence that unfolds<br>naturally versus how | Apply understanding of the<br>organizational<br>structure of different text<br>types (e.g., how narratives<br>are organized by an event<br>sequence that unfolds<br>naturally versus how<br>arguments are organized<br>around reasons and<br>evidence) to<br>comprehending texts and<br>to writing clear and<br>cohesive arguments,<br>informative/ explanatory<br>texts and narratives. | familiar language resources<br>for referring to make texts<br>more cohesive (e.g., how<br>pronouns refer back to<br>nouns in text) to<br>comprehending texts and<br>writing brief texts.<br><b>b.</b> Apply basic understanding<br>of how ideas, events, or<br>reasons are linked<br>throughout a text using<br>everyday connecting words | for referring to make texts<br>more cohesive (e.g., how<br>pronouns refer back to<br>nouns in text, how using<br>synonyms helps avoid<br>repetition) to<br>comprehending texts and<br>writing texts with increasing<br>cohesion.<br><b>b.</b> Apply growing<br>understanding of how ideas,<br>events, or reasons are<br>linked throughout a text<br>using a variety of | <b>b.</b> Apply increasing<br>understanding of how ideas,<br>events, or reasons are linked<br>throughout a text using an<br>increasing variety of   |  |
| Tex                        | W7.3 - Write narratives to develop<br>real or imagined experiences or<br>events<br>using effective technique, relevant<br>descriptive details, and well-<br>structured event sequences. (a<br>e.) |   |   |  | or phrases (e.g., <i>at the end, next</i> ) to comprehending texts and writing brief texts.   | connecting words or<br>phrases (e.g., <i>for example,</i><br><i>as a result, on the other</i><br><i>hand</i> ) to comprehending<br>texts and writing texts with<br>increasing cohesion.  | academic connecting and<br>transitional words or phrases<br>(e.g., for <i>instance</i> , <i>in</i><br><i>addition</i> , <i>consequently</i> ) to<br>comprehending texts and<br>writing writing texts with<br>increasing cohesion. |  |



|                             | CA CCSS for   |                            |                                  | Corresponding               | ELD Standards                     |                                     |  |
|-----------------------------|---|----------------------------|----------------------------------|-----------------------------|-----------------------------------|-------------------------------------|--|
|                             | ELA Standard  |                            | PII.6 - Connecting ideas         |                             | PII.7 - Condensing ideas          |                                     |  |
|                             | W 7.1 - Write arguments<br>to support claims with<br>clear reasons and relevant<br>evidence. (a e.)   | Emerging -                 | Expanding -                      | Bridging -                  | Emerging -                        |                                     | Bridging -                                     |
|                             | gum<br>ns v<br>rel<br>- e   | Combine clauses in a few   | Combine clauses in an            | Combine clauses in a wide   | Condense ideas in simple          | Condense ideas in an                | Condense ideas in a variety                    |
|                             | arg<br>lair<br>and<br>(a.   | basic ways to make         | increasing variety of ways       | variety of ways (e.g.,      | ways (e.g., by                    | increasing variety of ways          | of ways (e.g., through                         |
|                             | rite<br>rt c<br>ns a  | connections between and    | (e.g., creating compound         | creating compound,          | compounding verbs,                | (e.g., through various types        | various types of embedded                      |
|                             | .1 - Write arg<br>support clain<br>reasons and<br>evidence. (a.   | join ideas (e.g., creating | and complex sentences) to        | complex, and                | adding prepositional              | of embedded clauses and             | clauses, ways of                               |
|                             | 7.1 ·<br>suf<br>sur<br>r re<br>evi  | compound sentences using   | make connections between         | compound-complex            | phrases, or through simple        | other ways of condensing,           | condensing, and                                |
|                             | W 7.1<br>to sul<br>lear re<br>evi   | and, but, so ; creating    | and join ideas, for example,     | sentences) to make          | embedded clauses or other         | as in, Organic vegetables           | nominalization as in, They                     |
| ŀ                           |   | complex sentences using    | to express a reason (e.g.,       | connections between and     | ways of condensing as in,         | are food. They're made              | destroyed the rain forest.                     |
| S                           | e/<br>es,<br>on<br>s of   | because).                  | He stayed at home on             | join ideas, for example, to | This is a story about a girl.     | without chemical fertilizers.       | Lots of animals $\mathit{died}  ightarrow$ The |
| OSE                         | nformative/<br>ts to examin<br>nrvey ideas,<br>information<br>selection,<br>nd analysis c<br>ent. (a f.)  |                            | Sunday in order to study         | show the relationship       | The girl changed the world        | They're made without                | destruction of the                             |
| urp                         | rma<br>o e<br>orm<br>orm<br>ana<br>ana  |                            | <i>for Monday's exam</i> ) or to | between multiple events or  | ightarrow This is a story about a | chemical insecticides. $ ightarrow$ | rainforest led to the death                    |
| ЧÞ                          | e informative/<br>exts to examine<br>convey ideas,<br>id information<br>ie selection,<br>and analysis of<br>ntent. (a f.)   |                            | make a concession (e.g.,         | ideas (e.g., After eating   |                                   |                                     | of many animals) to create                     |
| Text and Types and Purposes |   |                            | She studied all night even       | lunch, the students worked  | world) to create precise          | foods that are made                 | precise and detailed                           |
| pes                         | W7.2 - Write<br>explanatory to<br>a topic and<br>concepts, an<br>through th<br>organization,<br>relevant co   |                            | though she wasn't feeling        |                             | and detailed sentences.           |                                     | sentences.                                     |
| I Ty                        | W7.2 - W<br>planator<br>a topic ar<br>concepts,<br>through<br>rganizatic<br>relevant  |                            | well).                           | walked around the room ) or |                                   | or insecticides) to create          |  |
| anc                         | V77<br>plai<br>plai<br>th<br>gan<br>rele  |                            |                                  | to evaluate an argument     |                                   | precise and detailed                |  |
| ext                         |   |                            |                                  | (e.g., The author claims X, |                                   | sentences.                          |  |
| Ĕ                           |   |                            |                                  | although there is a lack of |                                   |                                     |  |
|                             | to<br>ed<br>ue,<br>ent  |                            |                                  | evidence to support this    |                                   |                                     |  |
|                             | narratives to<br>or imagined<br>s or events<br>re technique,<br>iptive details<br>ctured event<br>s. (a e.)   |                            |                                  | claim ).                    |                                   |                                     |  |
|                             | rati<br>ima<br>eve<br>eve<br>schr<br>ve<br>ve<br>ve   |                            |                                  |                             |                                   |                                     |  |
|                             | narı<br>or i<br>or s or<br>e te<br>iptiv<br>iptiv<br>s. (a  |                            |                                  |                             |                                   |                                     |  |
|                             | ite i<br>eal<br>nces<br>scriv<br>truu<br>truu   |                            |                                  |                             |                                   |                                     |  |
|                             | 7.3 - Write narra<br>evelop real or in<br>experiences or e<br>ing effective tec<br>evant descriptiv<br>ad well-structure<br>sequences. (a.  |                            |                                  |                             |                                   |                                     |  |
|                             | 3 - 3<br>elo<br>ig e<br>ant<br>we<br>seq  |                            |                                  |                             |                                   |                                     |  |
|                             | W7.3 - Write narratives to<br>develop real or imagined<br>experiences or events<br>using effective technique,<br>relevant descriptive details<br>and well-structured event<br>sequences. (a e.) |                            |                                  |                             |                                   |                                     |  |
|                             |   |                            |                                  |                             |                                   |                                     |  |



| Γ                                      | CA CCSS for  |   |  | Corresponding   | FID Standards   |  |   |  |
|--|--|---|--|---|---|--|---|--|
|  | ELA Standard   |   |  |   |   |  |   |  |
| Production and Distribution of Writing | pport from<br>(then writing,<br>editing,W7.4 - Produce clear and coherent writing<br>w7.4 - Produce clear and coherent writing<br>in which the development, organization,<br>in which the development, organization,<br>and style are appropriate to task, purpose,<br>and style are appropriate to task, purpose,<br>atpropriate to task, pu | <b>Emerging -</b><br>Adjust language choices<br>according to social setting<br>(e.g., classroom, break<br>time) and audience (e.g., | Adjust language choices<br>according to purpose (e.g.,<br>explaining, persuading,<br>entertaining), task, and<br>audience. | Bridging -<br>Adjust language choices<br>according to task (e.g.,<br>facilitating a science<br>experiment,<br>providing peer feedback<br>on a writing<br>assignment), purpose,<br>task, and audience. | Emerging -<br>a. Write short literary<br>and informational texts<br>(e.g., an argument for<br>wearing school uniforms)<br>collaboratively<br>(e.g., with peers) and<br>independently.<br>b. Write brief summaries<br>of texts and experiences<br>using complete | <ul> <li>a. Write longer literary<br/>and informational texts<br/>(e.g., an argument for<br/>wearing school uniforms)<br/>collaboratively (e.g., with<br/>peers) and independently<br/>using appropriate text<br/>organization.</li> <li>b. Write increasingly<br/>concise summaries of<br/>texts and experiences<br/>using complete sentences<br/>and key words (e.g., from<br/>notes or graphic</li> </ul> | school uniforms)<br>collaboratively (e.g., with<br>peers) and independently<br>using appropriate text<br>organization and growing<br>understanding of register.<br><b>b</b> . Write clear and<br>coherent summaries of<br>texts and experiences |  |
|  | W7.5 - With some guidance and su<br>peers and adults, develop and streng<br>as needed by planning, revising,<br>rewriting, or trying a new approach,<br>how well purpose and audience h<br>addressed. (Editing for conventio<br>demonstrate command of Languag<br>1–3 up to and including grad   |   |  |   |   |  |   |  |

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|  | CA CCSS for  |   |  |  |
|--|--|---|--|--|
|  | ELA Standard   |   | Corresponding ELD Standards  |  |
| ition of Writing                       | W7.4 - Produce clear and coherent writing<br>in which the development, organization,<br>and style are appropriate to task, purpose,<br>and audience. (Grade-specific expectations<br>for writing types are defined in standards<br>1–3.)   | (e.g., <i>cycle</i> , <i>alternative</i> ) and domain-specific words<br>(e.g., <i>scene, chapter, paragraph, cell</i> ) to create some<br>precision while speaking and writing. | <ul> <li>alternative, indicate, process ), domain-specific words (e.g., scene, soliloquy, sonnet, friction, monarchy, fraction ), synonyms, and antonyms to create precision and shades of meaning while speaking and writing.</li> <li>b. Use knowledge of morphology to appropriately select affixes in a growing number of ways to</li> </ul> | Bridging -<br>a. Use an expanded set of general<br>academic words (e.g., cycle, alternative, indicate,<br>process, emphasize, illustrate ), domain-specific words<br>(e.g., scene, soliloquy, sonnet, friction, monarchy,<br>fraction ), synonyms, antonyms, and figurative<br>language to create precision and shades of meaning<br>while speaking and writing.<br>b. Use knowledge of morphology to appropriately<br>select affixes in a variety of ways to manipulate<br>language (e.g., changing destroy → destruction,<br>probably, → probability, reluctant → reluctantly ). |
| Production and Distribution of Writing | W7.5 - With some guidance and support from<br>peers and adults, develop and strengthen writing<br>as needed by planning, revising, editing,<br>rewriting, or trying a new approach, focusing on<br>how well purpose and audience have been<br>addressed. (Editing for conventions should<br>demonstrate command of Language standards<br>1–3 up to and including grade 7.) |   |  |  |



|  | CA CCSS for<br>ELA Standard  |   |  | Corresponding  | ELD Standards  |   |   |  |
|--|--|---|--|--|--|---|---|--|
|  | d<br>d<br>d  | PII.  | 1 - Understanding text struct  | ure  |  | PII.2 - Understanding cohesic   | n   |  |
| Production and Distribution of Writing | nce and support from<br>elop and strengthen<br>minig, revising, editing,<br>approach, focusing on<br>audience have been<br>conventions should<br>of Language standards 1–3.)<br>uding grade 7.)  | <b>Emerging -</b><br>Apply understanding of how<br>different text types are | <b>Expanding -</b><br>Apply understanding of the<br>organizational<br>features of different text<br>types (e.g., how narratives<br>are organized by an event | <b>Bridging -</b><br>Apply understanding of the<br>organizational<br>structure of different text<br>types (e.g., how narratives<br>are organized by an event<br>sequence that unfolds<br>naturally versus how<br>arguments are organized<br>around reasons and<br>evidence) to<br>comprehending texts and<br>to writing clear and<br>cohesive arguments,<br>informative/explanatory<br>texts and narratives. | <ul> <li>Emerging - <ul> <li>Apply knowledge of</li> <li>familiar language resources</li> <li>for referring to make texts</li> <li>more cohesive (e.g., how</li> <li>pronouns refer back to</li> <li>nouns in text) to</li> <li>comprehending texts and</li> <li>writing brief texts.</li> </ul> </li> <li>b. Apply basic <ul> <li>understanding of how ideas,</li> <li>events, or reasons are</li> <li>linked throughout a text</li> <li>using everyday connecting</li> <li>words or phrases (e.g., at</li> </ul></li></ul> | <ul> <li>Expanding -</li> <li>a. Apply knowledge of<br/>familiar language resources<br/>for referring to make texts<br/>more cohesive (e.g., how<br/>pronouns refer back to<br/>nouns in text, how using<br/>synonyms helps avoid<br/>repetition) to<br/>comprehending texts and<br/>writing texts with increasing<br/>cohesion.</li> <li>b. Apply growing<br/>understanding of how ideas,<br/>events, or reasons are linked<br/>throughout a text using a<br/>variety of connecting words<br/>or phrases (e.g., for</li> </ul> | <ul> <li>Bridging -</li> <li>a. Apply knowledge of<br/>familiar language resources<br/>for referring to make texts<br/>more cohesive (e.g., how<br/>pronouns, synonyms, or<br/>nominalizations are used to<br/>refer backward in a text) to<br/>comprehending texts and<br/>writing cohesive texts.</li> <li>b. Apply increasing<br/>understanding of how ideas,<br/>events, or reasons are linked<br/>throughout a text using an<br/>Oincreasing variety of<br/>academic connecting and<br/>transitional words or</li> </ul> |  |
| Produ                                  | W7.5 - With some guidance and support from<br>peers and adults, develop and strengthen<br>writing as needed by planning, revising, editing,<br>rewriting, or trying a new approach, focusing on<br>how well purpose and audience have been<br>addressed. (Editing for conventions should<br>demonstrate command of Language standards<br>1–3 up to and including grade 7.) |   |  |  | <i>the end, next</i> ) to<br>comprehending texts and<br>writing brief texts.   | example, as a result, on the<br>other hand ) to<br>comprehending texts and<br>writing texts with increasing<br>cohesion.  | phrases (e.g., <i>for instance,</i><br><i>in addition, consequently</i> ) to<br>comprehending<br>texts and writing texts with<br>increasing cohesion.   |  |



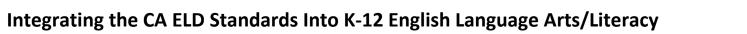
|  |   | CA CCSS for<br>ELA Standard Corresponding ELD Standards |   |            |   |                      |                    |                    | onding ELD St      | andards            |                      |                      |                     |
|--|---|---|---|------------|---|----------------------|--------------------|--------------------|--------------------|--------------------|----------------------|----------------------|---------------------|
| -                                      |   | <b>(</b> )  |   | S          |   |                      |                    |                    |                    |                    | PIL5                 | - Modifying to add o | details             |
|  | p d   | h th<br>ion,  | ince  | ion        |   |                      |                    |                    |                    |                    | Emerging -           | Expanding -          | Bridging -          |
|  | ar a<br>bio                                 | nizar a<br>pria<br>ectar<br>ectar                       |   |            |   |                      |                    |                    | Expand sentences   |                    |                      |                      |                     |
|  | cle   |   |   |            |   |                      |                    | with simple        | with adverbials    | with a variety of  |                      |                      |                     |
|  | i ce  | n Sin   | and   | e S        |   |                      |                    |                    |                    |                    | adverbials (e.g.,    | (e.g., adverbs,      | adverbials (e.g.,   |
|  |   | ät,   | re a<br>se,   | cifi       |   |                      |                    |                    |                    |                    | adverbs, adverb      |                      | adverbs, adverb     |
|  |   |   | and style are a<br>task, purpose,   | be         |   |                      |                    |                    |                    |                    | phrases,             | prepositional        | phrases and         |
|  | W7.4 -                                      | coherent<br>develop                                     | styl<br>pu  | de         |   |                      |                    |                    |                    |                    | prepositional        | phrases) to          | clauses,            |
|  |   | eve<br>eve  | nd<br>isk,  | <u>jra</u> |   |                      |                    | phrases) to        | provide details    | prepositional      |                      |                      |                     |
| ing                                    |   | 0   | a<br>ta   | Ξ          |   |                      |                    |                    |                    |                    |                      | (e.g., time,         | phrases) to         |
| Production and Distribution of Writing | lts,  | nning,<br>focusing                                      |   |            |   | sing verbs and verb  | phrases            | PII.4 - Us         | ing nouns and nou  | n phrases          | (e.g., time,         | manner, place,       | provide details     |
| ج ا                                    | guidance and support from peers and adults, | lg,<br>Cusi   | ed.   | ,          | Emerging -<br>Use a variety of<br>verbs in different<br>tenses (e.g.,<br>present, past,<br>future, simple,<br>progressive)<br>appropriate to the<br>text type and<br>discipline (e.g.,<br>simple past and | Expanding -          | Bridging -         | Emerging -         | Expanding -        | Bridging -         | manner, place,       | cause) about a       | (e.g., time,        |
| u                                      | nd<br>i                                     | as needed by planning,<br>g a new approach, focu        | ess<br>Jan  | grade 7    | Use a variety of  |                      | Use a variety of   | Expand noun        | Expand noun        | Expand noun        | cause) about a       | familiar or new      | manner, place,      |
| utic                                   | 's al                                       | ed by plan<br>approach,                                 | addr  |            | verbs in different  | verbs in different   |                    | phrases in basic   | phrases in a       | phrases in an      | familiar activity or | activity or process. | cause) about a      |
| trib                                   | eer   |   | s n a   | 8<br>8     | tenses (e.g.,   | tenses (e.g.,        | tenses (e.g.,      | ways (e.g., adding | growing number     | increasing variety | process.             |                      | variety of familiar |
| Dist                                   |   | ed I<br>app   | bee<br>ate  | Idin       | present, past,  | present, past,       |                    | a sensory          | of ways (e.g.,     | of ways (e.g.,     |                      |                      | and new activities  |
| pd                                     | fro   | need  | vel   | קר         | future, simple,   | future, simple,      | • •                | adjective to a     |                    | more complex       |                      |                      | and processes.      |
| na                                     | L S   | s ne<br>a ne  | nor<br>nor  | di         | progressive)  |                      |                    | noun) in order to  | to nouns or simple |                    |                      |                      |                     |
| ctio                                   | bdd   | 20 00<br>D 00   | nce<br>der  | an         | appropriate to the  | •                    | perfect)           | enrich the         | clause embedding)  |                    |                      |                      |                     |
| pup                                    | l su  | writing a<br>or trying                                  | die<br>Jld  | b to       | text type and   | appropriate to the   |                    |                    |                    | the meaning of     |                      |                      |                     |
| Pro                                    |   | v v   | lau   | 3 u        | discipline (e.g.,   |                      |                    | sentences and add  | -                  | sentences and add  |                      |                      |                     |
|  | o ce  | strengthen<br>rewriting,                                | and<br>ns s   | 4          | simple past and   | -                    | •                  | details about      | sentences and add  |                    |                      |                      |                     |
|  | dar   | ngti<br>riti  | se  | rds        | past progressive  |                      |                    | ideas, people, and |                    | ideas, people, and |                      |                      |                     |
|  | gui   | ev er   | ven   | nda        | for recounting an   | present for literary |                    | things.            | ideas, people, and | things.            |                      |                      |                     |
|  | a c   | β<br>β<br>β   | nd  | stal       | experience) on  |                      | previously made    |                    | things.            |                    |                      |                      |                     |
|  | so  | op and strengther<br>editing, rewriting,                | on how well purpose and audience have been addressed.<br>(Editing for conventions should demonstrate command of | ge         |   | - ,                  | claims or          |                    |                    |                    |                      |                      |                     |
|  | lith<br>S                                   | develop<br>sing, edi                                    | ע<br>פר   | gua        |   | of topics.           | conclusions) on a  |                    |                    |                    |                      |                      |                     |
|  | > 8   | eve<br>ing  | litir<br>Jitir  | Lan        |   |                      | variety of topics. |                    |                    |                    |                      |                      |                     |
|  | W7.5 - With some                            | devel<br>revising,                                      | on<br>(Ec   |            |   |                      |                    |                    |                    |                    |                      |                      |                     |
|  | ≥   | re  |   |            |   |                      |                    |                    |                    |                    |                      |                      |                     |



|   | CA CCSS for   |                           |                           |                                  |                                      |                              |                                    |
|---|---|---------------------------|---------------------------|----------------------------------|--------------------------------------|------------------------------|------------------------------------|
| _ | ELA Standard  |                           |                           |                                  | ELD Standards                        |                              |                                    |
|   | T OF WITHING<br>Produce clear and coherent writing in<br>I the development, organization, and<br>are appropriate to task, purpose, and<br>nce. (Grade-specific expectations for<br>s types are defined in standards 1–3.)   |                           | PII.6 - Connecting ideas  |                                  |                                      | PII.7 - Condensing ideas     |                                    |
|   | N7.4 - Produce clear and coherent writing ir<br>which the development, organization, and<br>style are appropriate to task, purpose, and<br>audience. (Grade-specific expectations for<br>writing types are defined in standards 1–3.)   | Emerging -                | Expanding -               | Bridging -                       | Emerging -                           | Expanding -                  | Bridging -                         |
|   | wr.<br>tion<br>bose<br>bose<br>ards   | Combine clauses in a few  | Combine clauses in an     | Combine clauses in a wide        |                                      |                              | Condense ideas in a                |
|   | ent<br>iizat<br>urp<br>octa<br>nda  | basic ways                |                           |                                  | ways (e.g., by                       | increasing variety of ways   |                                    |
|   | oherent writi<br>organization,<br>ask, purpose,<br>expectations<br>in standards (   | to make connections       | (e.g., creating compound  | <b>-</b>                         | compounding verbs,                   |                              | through various types of           |
|   | col<br>or<br>tas<br>tas<br>fic e  |                           | and complex sentences)    | complex, and compound-           | <b>.</b>                             | ••                           | embedded clauses, ways             |
|   | and<br>ent,<br>to<br>ecifi  |                           | to make connections       |                                  | phrases, or through                  | clauses and other ways of    | -                                  |
|   | ar a<br>ome<br>spe<br>ispe  | •                         | between and join ideas,   |                                  | simple embedded clauses              |                              | nominalization as in, They         |
|   | ng<br>elop<br>ppri<br>de-   |                           | • • •                     |                                  | or other ways of                     | · ·                          | destroyed the rain forest.         |
|   | uce<br>leve<br>Gra<br>s al  | creating complex          |                           | •                                | condensing as in, This is a          | They're made without         | Lots of animals died $\rightarrow$ |
|   | adults, develop and ustribution or writing<br>adults, develop and<br>as needed by planning, W7.4 - Produce clear and co<br>writing, or trying a new<br>in how well purpose and<br>addressed. (Editing for<br>demonstrate command<br>writing types are defined i<br>us grade 7 1   | sentences using because). | home on Sunday in order   |                                  | story about a girl. The girl         | chemical fertilizers.        | The <i>destruction</i> of the      |
|   | W7.4 - Pro<br>Which the<br>style are a<br>audience<br>writing ty  |                           | to study for Monday's     |                                  | changed the world $\rightarrow$ This | •                            | rainforest led to the death        |
|   | hic<br>hic<br>yle<br>udio   |                           | exam ) or to make a       |                                  | is a story about a girl who          |                              | of many animals) to                |
|   | W7.4<br>Whic<br>style<br>audi<br>writii   |                           |                           |                                  | <i>changed the world</i> ) to        | Organic vegetables are       | create precise and                 |
|   |   |                           | studied all night even    |                                  | create precise and                   |                              | detailed sentences.                |
|   | and point<br>point<br>a new<br>Sse and<br>ing for<br>nmand  |                           | though she wasn't feeling |                                  | detailed sentences.                  | without chemical             |                                    |
|   | rroduction and L<br>guidance and support<br>adults, develop and<br>as needed by planning,<br>writing, or trying a new<br>in how well purpose an<br>addressed. (Editing fo<br>demonstrate comman<br>idards 1–3 up to and   |                           | well ).                   | <i>the room</i> ) or to evaluate |                                      | fertilizers or insecticides) |                                    |
|   | velop au<br>velop au<br>by plar<br>trying a<br>ll purpo<br>d. (Editi<br>ate corr<br>up to a   |                           |                           | an argument (e.g., <i>The</i>    |                                      | to create precise and        |                                    |
|   | and<br>and<br>by<br>by<br>by<br>by<br>by<br>a<br>by<br>by   |                           |                           | author claims X, although        |                                      | detailed sentences.          |                                    |
|   | , deve<br>deve<br>ded by<br>well j<br>ssed.<br>nstratu<br>1–3 u<br>1–3 u  |                           |                           | there is a lack of evidence      |                                      |                              |                                    |
| ľ | ו<br>dults,<br>idults,<br>is neec<br>vriting<br>vriting<br>now<br>dare:<br>dares :<br>dards   |                           |                           | to support this claim ).         |                                      |                              |                                    |
|   | gui<br>adu<br>wri<br>wri<br>n h<br>n ad<br>dei<br>dei<br>dei<br>dei   |                           |                           |                                  |                                      |                              |                                    |
|   | some<br>s and<br>riting<br>ng, rev<br>rev<br>sing o<br>sing o<br>e been<br>fould  |                           |                           |                                  |                                      |                              |                                    |
|   | rroduction and use<br>with some guidance and support<br>peers and adults, develop and<br>en writing as needed by planning,<br>editing, rewriting, or trying a new<br>focusing on how well purpose and<br>have been addressed. (Editing for<br>ins should demonstrate command<br>guage standards 1–3 up to and<br>including grade 7 1  |                           |                           |                                  |                                      |                              |                                    |
|   | With<br>With<br>i peers<br>an wi<br>focu<br>i, focu<br>e have<br>e have<br>cons sh<br>nguag   |                           |                           |                                  |                                      |                              |                                    |
|   |   |                           |                           |                                  |                                      |                              |                                    |
|   | <i>VV.15 - With some guidance and su from peers and adults, develop a strengthen writing as needed by pla evising, editing, rewriting, or trying oproach, focusing on how well purp undience have been addressed. (Edi onventions should demonstrate col of Language standards 1–3 up to including grade 7</i>  |                           |                           |                                  |                                      |                              |                                    |
|   | W/.5 - With some guidance and support<br>from peers and adults, develop and<br>strengthen writing as needed by planning,<br>revising, editing, rewriting, or trying a new<br>approach, focusing on how well purpose and<br>audience have been addressed. (Editing for<br>conventions should demonstrate command<br>of Language standards 1–3 up to and<br>including grade 7 ) |                           |                           |                                  |                                      |                              |                                    |
|   |   |                           |                           |                                  |                                      |                              |                                    |



|   | CA CCSS for<br>ELA Standard   |  |   | Cor  | responding ELD Standa                                 | ards  |  |
|---|---|--|---|--|---|---|--|
|   | g<br>th   | PI.2 - I   | nteracting via written I  | English  |   | PI.10 - Writing   |  |
| Production and Distribution of Writing  | technology, including t<br>produce and publish wri<br>k to and cite sources<br>nteract and collaborate<br>uding linking to and citi<br>sources.   | Emerging -<br>Engage in short<br>written exchanges<br>with peers and<br>collaborate on simple<br>written texts on<br>familiar topics, using<br>technology when<br>appropriate. | Expanding -<br>Engage in longer<br>written exchanges<br>with peers and<br>collaborate on more<br>detailed written texts<br>on a variety of topics,<br>using technology<br>when appropriate. | Engage in extended<br>written exchanges<br>with peers and<br>collaborate on<br>complex written texts<br>on a variety of topics,<br>using technology<br>when appropriate. | independently.  | <b>a.</b> Write longer literary and<br>informational texts (e.g., an<br>argument for wearing school<br>uniforms) collaboratively (e.g.,<br>with peers) and independently<br>using appropriate text<br>organization. | <ul> <li>Bridging -</li> <li>a. Write longer and more detailed literary and informational texts (e.g., an argument for wearing school uniforms) collaboratively (e.g., with peers) and independently using appropriate text organization and growing understanding of register.</li> <li>b. Write clear and coherent summaries of texts and</li> </ul> |
| Research to build and Present knowledge | W7.7 - Conduct short research projects to<br>answer a question, drawing on several<br>sources and<br>generating additional related, focused<br>questions for further research and<br>investigation. |  |   |  | complete sentences and key words (e.g., from notes or |   | experiences using complete and<br>concise sentences and key<br>words(e.g., from notes or graphic<br>organizers).   |





|   | CA CCSS for<br>ELA Standard  | Corresponding ELD Standards  |   |   |  |  |  |
|---|--|--|---|---|--|--|--|
|   |  |  | PI.10 - Writing   |   |  |  |  |
| יין איז | nd Present knowledge<br>8 - Gather relevant inform<br>om multiple print and digi<br>sources, using search term<br>ectively; assess the credib<br>ectively; assess the credib<br>d accuracy of each source;<br>a accuracy of each source;<br>lusions of others while avo<br>iarism and following a star<br>format for citation. | an argument for wearing school uniforms)<br>collaboratively<br>(e.g., with peers) and independently. | <ul> <li>Expanding - <ul> <li>a. Write longer literary and informational texts</li> <li>(e.g., an argument for wearing school uniforms)</li> <li>collaboratively (e.g., with peers) and independently</li> <li>using appropriate text organization.</li> </ul> </li> <li>b. Write increasingly concise summaries of texts and experiences using complete sentences and key words (e.g., from notes or graphic organizers).</li> </ul> | <ul> <li>Bridging -</li> <li>a. Write longer and more detailed literary and informational texts (e.g., an argument for wearing school uniforms) collaboratively (e.g., with peers) and independently using appropriate text organization and growing understanding of register.</li> <li>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).</li> </ul> |  |  |  |
| Decentry to b.                              | W7.9 - Draw evidence<br>from literary or<br>informational texts to<br>support analysis,<br>reflection, and<br>research. (ab.)  |  |   |   |  |  |  |
| Dower of Minister                           | W7.10 - Write routinely over<br>extended time frames (time<br>for research, reflection, and<br>revision) and shorter time<br>frames (a single sitting or a<br>day or two) for a range of<br>discipline-specific tasks,<br>purposes, and audiences.   |  |   |   |  |  |  |



|                             | CA CCSS for<br>ELA Standard  |   | Corresponding ELD Standards   |   |  |  |  |  |
|-----------------------------|--|---|---|---|--|--|--|--|
|                             | <b>4</b> 1   | PI.11 - Justifying/Arguing  |   |   |  |  |  |  |
|                             | information from mu<br>ces, using search teri<br>credibility and accura<br>e or paraphrase the<br>others while avoidin<br>ing a standard format<br>ation.  | <b>Emerging -</b><br><b>a</b> . Justify opinions by providing some textual evidence or<br>relevant background knowledge, with substantial<br>support. | <b>Expanding -</b><br><b>a.</b> Justify opinions or persuade others by providing<br>relevant textual evidence or relevant background<br>knowledge, with moderate support. | <b>Bridging -</b><br><b>a</b> . Justify opinions or persuade others by providing<br>detailed and relevant textual evidence or relevant<br>background knowledge, with light support. |  |  |  |  |
| build and Present knowledge | W7.8 - Gather relevant information from<br>print and digital sources, using search<br>effectively; assess the credibility and acc<br>each source; and quote or paraphrase th<br>and conclusions of others while avoi<br>plagiarism and following a standard for<br>citation. | <b>b.</b> Express attitude and opinions or temper statements with familiar modal expressions (e.g., <i>can, may</i> ).                                | <b>b.</b> Express attitude and opinions or temper statements with a variety of familiar modal expressions (e.g., <i>possibly/likely, could/would/should</i> ).            | <b>b.</b> Express attitude and opinions or temper statements with nuanced modal expressions (e.g., <i>possibly/potentially/ absolutely, should/might</i> ).                         |  |  |  |  |
| Research to build           | W7.9 - Draw evidence from literary or<br>informational texts to support analysis,<br>reflection, and research.<br>(ab.)  |   |   |   |  |  |  |  |

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|                  | CA CCSS for<br>ELA Standard  |  |   | Corresponding  | ELD Standards  |  |  |  |
|------------------|--|--|---|--|--|--|--|--|
|                  |  | PII  | .1 - Understanding text struct  | ure  |  | PII.2 - Understanding cohesio  | n  |  |
| Range of Writing | es (time for research, reflection,<br>tting or a day or two) for a range<br>es, and audiences. | Apply understanding of how<br>different text types are<br>organized to express ideas<br>(e.g., how narratives are<br>organized sequentially) to<br>comprehending texts and to<br>writing brief arguments,<br>informative/explanatory | Apply understanding of the<br>organizational<br>features of different text<br>types (e.g., how narratives<br>are organized by an event<br>sequence that unfolds<br>naturally versus how<br>arguments are organized<br>around reasons and<br>evidence) to comprehending<br>texts and to writing<br>increasingly clear and<br>coherent arguments, | Bridging -<br>Apply understanding of the<br>organizational<br>structure of different text<br>types (e.g., how narratives<br>are organized by an event<br>sequence that unfolds<br>naturally versus how<br>arguments are organized<br>around reasons and<br>evidence) to comprehending<br>texts and to writing clear<br>and cohesive arguments,<br>informative/explanatory<br>texts and narratives. | language resources for<br>referring to make texts more<br>cohesive (e.g., how pronouns<br>refer back to nouns in text) to<br>comprehending texts and<br>writing brief texts. | <ul> <li>language resources for</li> <li>referring to make texts more</li> <li>cohesive (e.g., how pronouns</li> <li>refer back to nouns in text,</li> <li>how using synonyms helps</li> <li>avoid repetition) to</li> <li>comprehending texts and</li> <li>writing texts with increasing</li> <li>cohesion.</li> </ul> b. Apply growing <ul> <li>understanding of how ideas,</li> </ul> | <ul> <li>Bridging - <ul> <li>A. Apply knowledge of familiar language resources for referring to make texts more cohesive (e.g., how pronouns, synonyms, or nominalizations are used to refer backward in a text) to comprehending texts and writing cohesive texts.</li> <li>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, consequently ) to comprehending texts and writing texts with increasing cohesion.</li> </ul></li></ul> |  |



|                             | CA CCSS for<br>ELA Standard |   | Corresponding ELD Standards  |   |
|-----------------------------|-----------------------------|---|--|---|
|                             |                             |   | PI.3 - Supporting opinions and persuading others   |   |
| Text and Types and Purposes | specific content. (a e.)    | Emerging -<br>Negotiate with or persuade others in conversations<br>(e.g., to gain and hold the floor or ask for clarification)<br>using basic learned phrases (e.g., <i>I think , Would you</i><br><i>please repeat that?</i> ), and open responses. | Expanding -<br>Negotiate with or persuade others in conversations<br>(e.g., to provide counterarguments) using an expanded | <b>Bridging -</b><br>Negotiate with or persuade others in conversations<br>using appropriate register (e.g., to acknowledge new<br>information) using a variety of learned phrases, indirect<br>reported speech (e.g., <i>I heard you say X, and I haven't</i><br><i>thought about that before</i> ), and open responses. |



|                            | CA CCSS for<br>LA Standard |  | Corresponding ELD Standards   |   |  |  |  |  |  |  |
|----------------------------|----------------------------|--|---|---|--|--|--|--|--|--|
|                            |                            |  | PI.10 - Writing   |   |  | PI.11 - Justifying/arguing   |  |  |  |  |
| urposes                    | ent.                       | <b>a</b> . Write short literary and<br>informational texts (e.g., an<br>argument for wearing school<br>uniforms) collaboratively<br>(e.g., with peers) and<br>independently. | informational texts (e.g., an   | detailed literary and   | providing some textual<br>evidence or relevant   | Expanding -<br>a. Justify opinions or<br>persuade others by<br>providing relevant textual<br>evidence or relevant<br>background knowledge,<br>with moderate support. | Bridging -<br>a. Justify opinions or<br>persuade others by<br>providing detailed and<br>relevant textual evidence<br>or relevant background<br>knowledge, with light<br>support. |  |  |  |
| Text and Types and Purpose | nts                        | texts and experiences using<br>complete sentences and key<br>words (e.g., from notes or<br>graphic organizers).  | <b>b.</b> Write increasingly concise<br>summaries of texts and<br>experiences using complete<br>sentences and key words<br>(e.g., from notes or graphic<br>organizers). | summaries of texts and<br>experiences using complete<br>and concise sentences and | <b>b.</b> Express attitude and<br>opinions or temper<br>statements with familiar<br>modal expressions (e.g.,<br><i>can, may</i> ). | opinions or temper<br>statements with a variety<br>of familiar modal   | b. Express attitude and<br>opinions or temper<br>statements with nuanced<br>modal expressions (e.g.,<br>possibly/<br>potentially/absolutely,<br>should/might ).                  |  |  |  |



|                             | CA CCSS for<br>ELA Standard |   | Corresponding ELD Standards  |   |  |  |  |  |  |
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|                             | s,                          | PI.10 - Writing   |  |   |  |  |  |  |  |
|                             | historical ev<br>- f.)      | <b>Emerging -</b><br><b>a.</b> Write short literary and informational texts (e.g., an<br>argument for wearing school uniforms) collaboratively<br>(e.g., with peers) and independently. | <b>Expanding -</b><br><b>a</b> . Write longer literary and informational texts (e.g., an argument for wearing school uniforms) collaboratively (e.g., with peers) and independently using appropriate text organization. | <b>Bridging -</b><br><b>a</b> . Write longer and more detailed literary and<br>informational texts (e.g., an argument for wearing<br>school uniforms) collaboratively (e.g., with peers) and<br>independently using appropriate text organization and<br>growing understanding of register. |  |  |  |  |  |
| Text and Types and Purposes | the<br>al p                 | b. Write brief summaries of texts and experiences using complete sentences and key words (e.g., from notes or graphic organizers).  | <b>b</b> . Write increasingly concise summaries of texts and experiences using complete sentences and key words (e.g., from notes or graphic organizers).  | <b>b</b> . Write clear and coherent summaries of texts and experiences using complete and concise sentences and key words (e.g., from notes or graphic organizers).   |  |  |  |  |  |



|                             | CA CCSS for<br>ELA Standard   |   |                               | ng ELD Standards                              |  |  |  |
|-----------------------------|---|---|-------------------------------|---|--|--|--|
|                             | -   | PII.1   | - Understanding text struct   | ure   |  | PII.2 - Understanding cohesion                         | n  |
|                             | Write arguments focused on<br>e-specific content. (a e.)  | Emerging -  | Expanding -                   | Bridging -                                    | Emerging -                                   | Expanding -  | Bridging -   |
|                             | used  | Apply understanding of how                          | Apply understanding of the    | Apply understanding of the                    | <ul> <li>a. Apply knowledge of</li> </ul>    | <ol> <li>Apply knowledge of</li> </ol>                 | a. Apply knowledge of                                    |
|                             | foci<br>. (a.   | · · ·   | organizational                | organizational                                | familiar language resources                  | familiar language resources                            | familiar language resources                              |
|                             | nts<br>ent  | - ·   |                               |   | for referring to make texts                  |  | for referring to make texts                              |
|                             | me<br>ont   |   |                               |   | more cohesive (e.g., how                     | more cohesive (e.g., how                               | more cohesive (e.g., how                                 |
|                             | irgu<br>Tic c   | <b>o</b> , , , , , , , , , , , , , , , , , , ,      | are organized by an event     | <b>o</b> ,                                    | pronouns refer back to                       |  | pronouns, synonyms, or                                   |
|                             | IST 7.1 - Write arguments focu<br>discipline-specific content. (a.  | comprehending texts and to writing brief arguments, | naturally versus how          | sequence that unfolds<br>naturally versus how | nouns in text) to<br>comprehending texts and | in text, how using synonyms helps avoid repetition) to | nominalizations are used to refer backward in a text) to |
|                             | Wri<br>è-sp   |   | arguments are organized       | arguments are organized                       | writing brief texts.                         | comprehending texts and                                | comprehending texts and                                  |
| es                          | , ž   |   | around reasons and            | around reasons and                            | writing brief texts.                         |  | writing cohesive texts.                                  |
| bos                         | T 7.<br>scip  |   | evidence) to                  | evidence) to                                  |  | cohesion.  |  |
| Pur                         | WHST 7.1<br>discipli  |   | comprehending texts and       | comprehending texts and                       |  |  |  |
| Text and Types and Purposes | 5   |   | to writing increasingly clear | to writing clear and                          | b. Apply basic understanding                 | <b>b.</b> Apply growing                                | <b>b</b> . Apply increasing                              |
| es a                        | or  |   | and coherent arguments,       | cohesive arguments,                           | of how ideas, events, or                     | understanding of how ideas,                            | understanding of how ideas,                              |
| Тур                         | tory<br>'ical<br>its,   |   | informative/ explanatory      | informative/ explanatory                      | reasons are linked                           |  | events, or reasons are linked                            |
| pu                          | e informative/explanatory<br>the narration of historical<br>procedures/ experiments, c<br>I processes. (a f.)                     |   | texts and narratives.         | texts and narratives.                         |  |  | throughout a text using an                               |
| xt a                        | explá<br>if hi<br>oerir<br>- f.)  |   |                               |   | everyday connecting words                    |  | increasing variety of                                    |
| Te                          | e/e<br>n of<br>exp<br>(a  |   |                               |   | or phrases (e.g., at the end,                |  | academic connecting and                                  |
|                             | ativ<br>atio<br>es/<br>es.  |   |                               |   |  | as a result, on the other                              | transitional words or phrases                            |
|                             | rma<br>arra<br>dure<br>ess  |   |                               |   | texts and writing brief texts.               | hand) to comprehending texts and writing texts with    | (e.g., for instance, in<br>addition, consequently ) to   |
|                             | e n<br>ocec   |   |                               |   |  | increasing cohesion.                                   | comprehending texts and                                  |
|                             | tte i<br>th<br>pro<br>al p  |   |                               |   |  |  | writing texts with increasing                            |
|                             | Write informative/explanatory<br>ding the narration of historical<br>tific procedures/ experiments, o<br>nnical processes. (a f.) |   |                               |   |  |  | cohesion.  |
|                             | - 5 5 5   |   |                               |   |  |  |  |
|                             |   |   |                               |   |  |  |  |
|                             | WHST<br>texts,<br>events,   |   |                               |   |  |  |  |
|                             | V<br>ti<br>eve  |   |                               |   |  |  |  |

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|                             | CA CCSS for<br>ELA Standard                         |   |   | Corresponding E                                     | LD Standards   |   |  |
|-----------------------------|---|---|---|---|--|---|--|
|                             | u   |   | PII.6 - Connecting ideas  |   | PII.7 - Condensing ideas   |   |  |
| Text and Types and Purposes | Write arguments focused<br>specific content. (a e.) | Emerging -<br>Combine clauses in a few<br>basic ways to make<br>connections between and<br>join ideas (e.g., creating<br>compound sentences<br>using <i>and</i> , <i>but</i> , <i>so</i> ;<br>creating complex<br>sentences using because). | Expanding -<br>Combine clauses in an<br>increasing variety of ways<br>(e.g., creating compound<br>and complex sentences) to<br>make connections between<br>and join ideas, for example,<br>to express a reason (e.g., <i>He</i><br>stayed at home on Sunday<br>in order to study for<br>Monday's exam ) or to make<br>a concession (e.g., She<br>studied all night even<br>though she wasn't feeling<br>well ). | show the relationship<br>between multiple events or | Condense ideas in simple<br>ways (e.g., by<br>compounding verbs,<br>adding prepositional<br>phrases, or through<br>simple embedded clauses<br>or other ways of<br>condensing as in, This is a<br>story about a girl. The girl<br>changed the world →<br>This is a story about a girl<br><i>who changed the world</i> )<br>to create precise and<br>detailed sentences. | Expanding -<br>Condense ideas in an<br>increasing variety of<br>ways (e.g., through<br>various types of<br>embedded clauses and<br>other ways of<br>condensing, as in,<br>Organic vegetables are<br>food. They're made<br>without chemical<br>fertilizers. They're made<br>without chemical | <b>Bridging -</b><br>Condense ideas in a<br>variety of ways (e.g.,<br>through various types of<br>embedded clauses, ways<br>of condensing, and<br>nominalization as in, They<br><i>destroyed</i> the rain forest.<br>Lots of animals <i>died</i> →<br>The <i>destruction</i> of the<br>rainforest led to <i>the</i><br><i>death</i> of many animals)<br>to create precise and<br>detailed sentences. |



|  | CA CCSS for<br>ELA Standard  | Corresponding ELD Standards  |   |   |  |   |  |  |  |
|--|--|--|---|---|--|---|--|--|--|
|  | e i  | PI.  | 4 - Adapting language choice  | S   |  | PI.10 - Writing   |  |  |  |
| ution of Writing                       | lear and coherent writi<br>ent, organization, and s<br>isk, purpose, and audie   | Emerging -<br>Adjust language choices<br>according to social setting<br>(e.g., classroom, break<br>time) and audience (e.g.,<br>peers, teacher). | Expanding -<br>Adjust language choices<br>according to purpose (e.g.,<br>explaining, persuading,<br>entertaining), task, and<br>audience. | Adjust language choices<br>according to task (e.g.,<br>facilitating a science<br>experiment,<br>providing peer feedback | <b>Emerging</b> -<br><b>a.</b> Write short literary and<br>informational texts (e.g., an<br>argument for wearing<br>school uniforms)<br>collaboratively (e.g., with<br>peers) and independently. | <b>Expanding -</b><br><b>a</b> . Write longer literary and<br>informational texts (e.g., an<br>argument for wearing<br>school uniforms)<br>collaboratively (e.g., with<br>peers) and independently<br>using appropriate text<br>organization. | _  |  |  |
| Production and Distribution of Writing | WHST 7.5 - With some guidance and<br>support from peers and adults, develop<br>and strengthen writing as needed by<br>planning, revising, editing, rewriting, or<br>trying a new approach, focusing on how<br>are app<br>well purpose and audience have been<br>addressed. |  |   |   | <b>b.</b> Write brief summaries of<br>texts and experiences using<br>complete sentences and key<br>words (e.g., from notes or<br>graphic organizers).  | concise summaries of texts and experiences using  | experiences using complete and concise sentences and |  |  |

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|  | CA CCSS for<br>ELA Standard  |  | Corresponding ELD Standards   |   |  |  |  |
|--|--|--|---|---|--|--|--|
|  | 00   | PI.12 - Selecting language resources   |   |   |  |  |  |
| ß                                      |  | <b>Emerging -</b><br><b>a</b> . Use a select number of general academic words (e.g.,<br><i>cycle, alternative</i> ) and domain-specific words (e.g.,<br><i>scene, chapter, paragraph, cell</i> ) to create some<br>precision while speaking and writing. | alternative, indicate, process ), domain-specific words<br>(e.g., scene, soliloquy, sonnet, friction, monarchy,<br>fraction ), synonyms, and antonyms to create precision                       | <b>Bridging -</b><br><b>a</b> . Use an expanded set of general<br>academic words (e.g., <i>cycle, alternative, indicate,</i><br><i>process, emphasize, illustrate</i> ), domain-specific words<br>(e.g., <i>scene, soliloquy, sonnet, friction, monarchy,</i><br><i>fraction</i> ), synonyms, antonyms, and figurative<br>language to create precision and shades of meaning<br>while speaking and writing. |  |  |  |
| tribution of Writi                     | WHST 7.4 - Prod<br>in which the de<br>style are appro  |  | <b>b.</b> Use knowledge of morphology to appropriately select affixes in a growing number of ways to manipulate language (e.g., She likes <i>walking</i> to school. That's <i>im</i> possible). | <b>b</b> . Use knowledge of morphology to appropriately select affixes in a variety of ways to manipulate language (e.g., changing <i>destroy</i> $\rightarrow$ <i>destruction</i> , <i>probably</i> $\rightarrow$ <i>probability</i> , <i>reluctant</i> $\rightarrow$ <i>reluctantly</i> ).  |  |  |  |
| Production and Distribution of Writing | WHST 7.5 - With some guidance and support<br>from peers and adults, develop and<br>strengthen writing as needed by planning,<br>revising, editing, rewriting, or trying a new<br>approach, focusing on how well purpose and<br>audience have been addressed. |  |   |   |  |  |  |



|  | CA CCSS for<br>ELA Standard  | Corresponding ELD Standards   |   |  |  |   |  |  |  |  |
|--|--|---|---|--|--|---|--|--|--|--|
|  | _ g _  | PII.:   | 1 - Understanding text struc  | ture   | PII.2 - Understanding cohesion   |   |  |  |  |  |
| Production and Distribution of Writing | e clear and coheren<br>lopment, organizati<br>riate to task, purpos<br>audience. | Emerging -<br>Apply understanding of<br>how different text types<br>are organized to express<br>ideas (e.g., how narratives<br>are organized sequentially)<br>to comprehending texts<br>and to writing brief<br>arguments, informative/<br>explanatory texts and<br>narratives. | <b>Expanding -</b><br>Apply understanding of the<br>organizational features of<br>different text types (e.g.,<br>how narratives are | Bridging -<br>Apply understanding of the<br>organizational structure of<br>different text types (e.g.,<br>how narratives are<br>organized by an event<br>sequence that unfolds<br>naturally versus how<br>arguments are organized<br>around reasons and<br>evidence) to<br>comprehending texts and | <b>Emerging -</b><br><b>a.</b> Apply knowledge of<br>familiar language resources<br>for referring to make texts<br>more cohesive (e.g., how<br>pronouns refer back to nouns<br>in text) to comprehending<br>texts and writing brief texts. | <ul> <li>Expanding - <ul> <li>Apply knowledge of</li> <li>familiar language resources</li> <li>for referring to make texts</li> <li>more cohesive (e.g., how</li> <li>pronouns refer back to nouns</li> <li>in text, how using synonyms</li> <li>helps avoid repetition) to</li> <li>comprehending texts and</li> <li>writing texts with increasing</li> <li>cohesion.</li> </ul> </li> <li>b. Apply growing <ul> <li>understanding of how ideas,</li> <li>events, or reasons are linked</li> <li>throughout a text using a</li> <li>variety of connecting words</li> <li>or phrases (e.g., for example,</li> <li>as a result, on the other</li> <li>hand ) to comprehending</li> <li>texts with</li> </ul></li></ul> | <ul> <li>Bridging -</li> <li>a. Apply knowledge of familiar language resources for referring to make texts more cohesive (e.g., how pronouns, synonyms, or nominalizations are used to refer backward in a text) to comprehending texts and writing cohesive texts.</li> <li>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, consequently ) to comprehending texts and writing texts with increasing cohesion.</li> </ul> |  |  |  |





|  | CA CCSS for<br>ELA Standard  |  |   | Corresponding   | g ELD Standards   |   |   |
|--|--|--|---|---|---|---|---|
| Production and Distribution of Writing | - Produce clear and<br>in which the develo<br>n, and style are app<br>purpose, and audie | <b>Emerging -</b><br>Use a variety of verbs in<br>different tenses (e.g.,<br>present, past, future,<br>simple, progressive)<br>appropriate to the text type<br>and discipline (e.g., simple<br>past and past progressive<br>for recounting an<br>experience) on familiar | Use a variety of verbs in<br>different tenses (e.g.,<br>present, past, future,<br>simple, progressive,<br>perfect) appropriate to the<br>task, text type, and<br>discipline (e.g., simple<br>present for literary<br>analysis) on an increasing | Bridging -<br>Use a variety of verbs in<br>different tenses (e.g.,<br>present, past, future,<br>simple, progressive,<br>perfect) appropriate to the<br>task, text type, and<br>discipline (e.g., the present<br>perfect to describe<br>previously made claims or<br>conclusions) on a variety of<br>topics. | <b>Emerging -</b><br>Expand noun phrases in<br>basic ways (e.g., adding a | Expand noun phrases in a<br>growing number of ways<br>(e.g., adding adjectives to<br>nouns or simple clause<br>embedding) in order to<br>enrich the meaning of<br>sentences and add details | ses<br>Bridging -<br>Expand noun phrases in an<br>increasing variety of ways<br>(e.g., more complex clause<br>embedding) in order to<br>enrich the meaning of<br>sentences and add details<br>about ideas, people, and<br>things. |

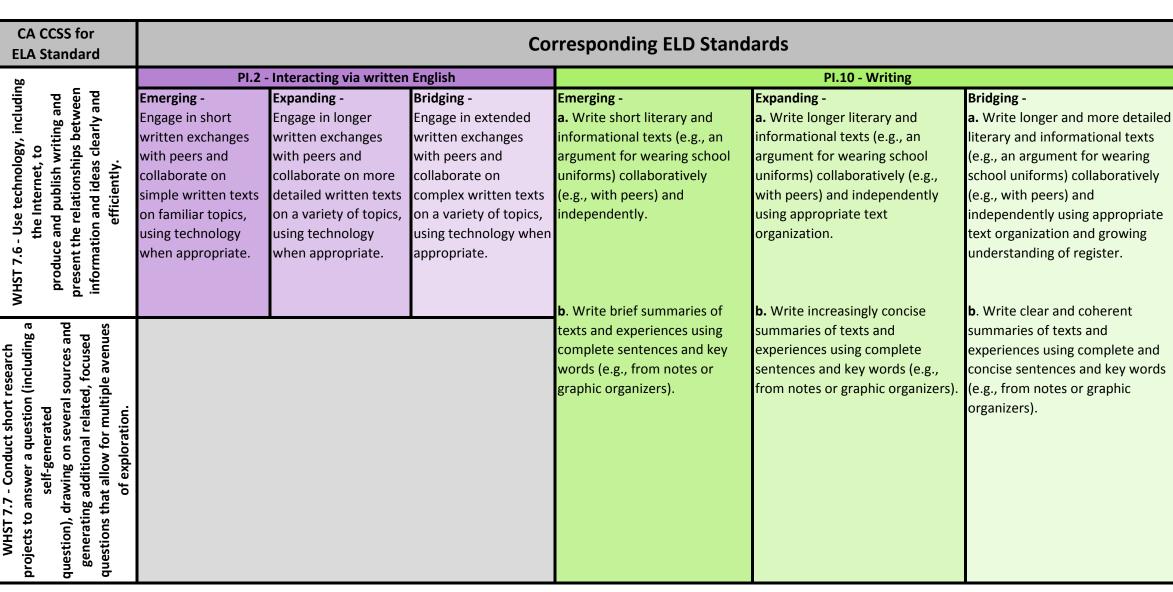


|  | CA CCSS for<br>ELA Standard  |   |   | Corresponding   | g ELD Standards   |  |  |
|--|--|---|---|---|---|--|--|
|  | 0  | I   | PII.5- Modifying to add detai   | ils   |   | PII.6 - Connecting Ideas   |  |
| ibution of Writing                     | roduce clear and coher<br>which the development<br>and style are appropria<br>irpose, and audience.  | Emerging -<br>Expand sentences with<br>simple adverbials (e.g.,<br>adverbs, adverb phrases,<br>prepositional phrases) to<br>provide details (e.g., time,<br>manner, place, cause)<br>about a familiar activity or<br>process. | <b>Expanding -</b><br>Expand sentences with<br>adverbials (e.g., adverbs,<br>adverb phrases,<br>prepositional phrases) to<br>provide details (e.g., time,<br>manner, place, cause)<br>about a familiar or new<br>activity or process. | <b>Bridging -</b><br>Expand sentences with a<br>variety of adverbials (e.g.,<br>adverbs, adverb phrases<br>and clauses, prepositional<br>phrases) to provide details<br>(e.g., time, manner, place,<br>cause) about a variety of<br>familiar and new activities<br>and processes. | Combine clauses in a few<br>basic ways to make<br>connections between and<br>join ideas (e.g., creating<br>compound sentences using<br>and, but, so; creating<br>complex sentences using<br>because). | Combine clauses in an<br>increasing variety of ways<br>(e.g., creating compound<br>and complex sentences) to<br>make connections between | Bridging -<br>Combine clauses in a wide<br>variety of ways (e.g.,<br>creating compound,<br>complex, and compound–<br>complex sentences) to<br>make connections between<br>and join ideas, for example,<br>to show the relationship<br>between multiple events or<br>ideas (e.g., After eating<br>lunch, the students worked<br>in groups while their |
| Production and Distribution of Writing | WHST 7.5 - With some guidance and support<br>from peers and adults, develop and<br>strengthen writing as needed by planning,<br>revising, editing, rewriting, or trying a new<br>approach, focusing on how well purpose and<br>audience have been addressed. |   |   |   |   | though she wasn't feeling<br>well ).   | teacher walked around the<br>room ) or to evaluate an<br>argument (e.g., The author<br>claims X, although there is<br>a lack of evidence to<br>support this claim ).   |



|  | CA CCSS for<br>ELA Standard  |  | Corresponding ELD Standards  |  |  |  |  |  |
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|  | to t   | PII.7 - Condensing ideas   |  |  |  |  |  |  |
| ibution of Writing                     | duce clear and coher<br>nich the development<br>d style are appropria<br>oose, and audience.   | Emerging -<br>Condense ideas in simple ways (e.g., by compounding<br>verbs, adding prepositional phrases, or through simple<br>embedded clauses or other ways of condensing as in,<br>This is a story about a girl. The girl changed the world →<br>This is a story about a girl <i>who changed the world</i> ) to<br>create precise and detailed sentences. | Condense ideas in an increasing variety of ways (e.g.,<br>through various types of embedded clauses and other<br>ways of condensing, as in, Organic vegetables are food.<br>They're made without chemical fertilizers. They're made<br>without chemical insecticides. → Organic vegetables are |  |  |  |  |  |
| Production and Distribution of Writing | WHST 7.5 - With some guidance and support<br>from peers and adults, develop and<br>strengthen writing as needed by planning,<br>revising, editing, rewriting, or trying a new<br>approach, focusing on how well purpose and<br>audience have been addressed. |  |  |  |  |  |  |  |

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**Production and Distribution of Writing** 

and Present knowledge

esearch to build

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



|                     | CA CCSS for<br>ELA Standard   |   | Corresponding ELD Standards   |  |
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|                     | on<br>es<br>ore<br>ore<br>nd  |   | PI.10 - Writing   |  |
| والمراجعة والمراجعة | orm<br>I sou<br>ig se<br>ind c<br>ind c<br>ind c<br>arisn<br>arisn<br>at fc   | <b>Emerging -</b><br><b>a.</b> Write short literary and informational texts (e.g.,<br>an argument for wearing school uniforms)<br>collaboratively (e.g., with peers) and independently. | <b>Expanding -</b><br><b>a</b> . Write longer literary and informational texts (e.g.,<br>an argument for wearing school uniforms)<br>collaboratively (e.g., with peers) and independently<br>using appropriate text organization. | <b>Bridging -</b><br><b>a.</b> Write longer and more detailed literary and<br>informational texts (e.g., an argument for wearing<br>school uniforms) collaboratively (e.g., with peers)<br>and independently using appropriate text<br>organization and growing understanding of register. |
|                     | WHST 7.8 - Gather r<br>from multiple print<br>(primary and secon<br>terms effectively; a<br>and accuracy of eac<br>or paraphrase the d<br>of others while avoi<br>following a stan<br>citatic   | <b>b.</b> Write brief summaries of texts and experiences using complete sentences and key words (e.g., from notes or graphic organizers).   | <b>b.</b> Write increasingly concise summaries of texts and experiences using complete sentences and key words (e.g., from notes or graphic organizers).  | <b>b</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).  |
|                     | WHST 7.9 - Draw<br>evidence from<br>informational texts<br>to support analysis<br>reflection, and<br>research.  |   |   |  |
|                     | WHST 7.10 - Write routinely<br>over extended time frames<br>(time for reflection and<br>revision) and shorter time<br>frames<br>(a single sitting or a day or<br>two) for a range of discipline-<br>specific tasks, purposes, and<br>audiences. |   |   |  |

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|                             | CA CCSS for<br>ELA Standard                 |   |  |   |  | Corresponding ELD Standards  |  |  |  |  |  |
|-----------------------------|---|---|--|---|--|--|--|--|--|--|--|
|                             |   |   |  |   | PI.11 - Justifying/Arguing   |  |  |  |  |  |  |
|                             | formation from                              | urces (primary and<br>effectively; assess th  | urce; and quote or<br>ons of others while  | a standard form   | <b>Emerging -</b><br><b>a.</b> Justify opinions by providing some textual evidence or<br>relevant background knowledge, with substantial<br>support. | Expanding -  | <b>Bridging -</b><br><b>a.</b> Justify opinions or persuade others by providing<br>detailed and relevant textual evidence or relevant<br>background knowledge, with light support. |  |  |  |  |
| huild and Dracant browledge | WHST 7.8 - Gather relevant information from | multiple print and digital sources (primary secondary), using search terms effectively; ass | credibility and accuracy of each source; and quote or<br>paraphrase the data and conclusions of others while | avoiding plagiarism and following a standard format<br>for citation. CA | <b>b.</b> Express attitude and opinions or temper statements with familiar modal expressions (e.g., <i>can, may</i> ).                               | <b>b</b> . Express attitude and opinions or temper statements with a variety of familiar modal expressions (e.g., <i>possibly/likely, could/would/ should</i> ). | <b>b</b> . Express attitude and opinions or temper statements with nuanced modal expressions (e.g., <i>possibly/potentially/absolutely, should/might</i> ).                        |  |  |  |  |
| Paccase 4                   |   | WHST 7.9 - Draw evidence from   | national te  |   |  |  |  |  |  |  |  |

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|  | CA CCSS for<br>ELA Standard   | Corresponding ELD Standards   |  |   |  |  |  |  |
|--|---|---|--|---|--|--|--|--|
|  |   | PII.1   | L - Understanding text str   | ucture  | Р  | II.2 - Understanding cohesion  | on   |  |
| Range of Writing Research to build and Present knowledge | WHST 7.8 - Gather relevant<br>information from multiple print and<br>digital sources (primary and<br>from secondary), using search terms<br>effectively; assess the credibility<br>al texts effectively; assess the credibility<br>and accuracy of each source; and<br>quote or paraphrase the data and<br>(ab.) conclusions of others while avoiding<br>plagiarism and following a standard<br>format for citation. CA | Emerging -<br>Apply understanding<br>of how different text<br>types are organized to<br>express ideas (e.g.,<br>now narratives are<br>organized<br>sequentially) to<br>comprehending texts<br>and to writing brief<br>arguments,<br>nformative/<br>explanatory texts and<br>narratives. | <b>Expanding -</b><br>Apply understanding of<br>the organizational<br>features of different text<br>types (e.g., how<br>narratives are organized | <b>Bridging -</b><br>Apply understanding of<br>the organizational | Emerging -<br>a. Apply knowledge of<br>familiar language<br>resources for referring to<br>make texts more cohesive<br>(e.g., how pronouns refer<br>back to nouns in text) to<br>comprehending texts and<br>writing brief texts.<br>b. Apply basic<br>understanding of how<br>ideas, events, or reasons<br>are linked throughout a<br>text using everyday<br>connecting words or<br>phrases (e.g., at the end,<br>next) to comprehending<br>texts and writing brief<br>texts. | <ul> <li>Expanding - <ul> <li>Apply knowledge of</li> <li>familiar language resources</li> <li>for referring to make texts</li> <li>more cohesive (e.g., how</li> <li>pronouns refer back to</li> <li>nouns in text, how using</li> <li>synonyms helps avoid</li> <li>repetition) to</li> <li>comprehending texts and</li> <li>writing texts with increasing</li> <li>cohesion.</li> </ul> </li> <li>b. Apply growing</li> <li>understanding of how</li> <li>ideas, events, or reasons</li> <li>are linked throughout a text</li> <li>using a variety of</li> <li>connecting words or</li> <li>phrases (e.g., for example, as a result, on the other</li> <li>hand ) to comprehending</li> <li>texts with</li> </ul> | <ul> <li>Bridging -</li> <li>a. Apply knowledge of<br/>familiar language<br/>resources for referring to<br/>make texts more cohesive<br/>(e.g., how pronouns,<br/>synonyms, or<br/>nominalizations are used<br/>to refer backward in a<br/>text) to comprehending<br/>texts and writing cohesive<br/>texts.</li> <li>b. Apply increasing<br/>understanding of how<br/>ideas, events, or reasons</li> </ul> |  |

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|                                 | CA CCSS for<br>ELA Standard  |                    |                    |                    | Corre                     | esponding ELD S        | Standards                 |                      |                        | Corresponding ELD Standards |  |  |  |  |  |  |  |
|---------------------------------|--|--------------------|--------------------|--------------------|---------------------------|------------------------|---------------------------|----------------------|------------------------|-----------------------------|--|--|--|--|--|--|--|
|                                 | n<br>N   | PI.1 - Excha       | anging information | and ideas          | PI.3 - Suppo              | rting opinions and per | suading others            | P                    | I.5 - Listening active | У                           |  |  |  |  |  |  |  |
|                                 | e discussions (one-on-one, in groups,<br>topics, texts, and issues, building on<br>own clearly. (a d.).  | Emerging -         | Expanding -        | Bridging -         | Emerging -                | Expanding -            | Bridging -                | Emerging -           | Expanding -            | Bridging -                  |  |  |  |  |  |  |  |
|                                 | n gr<br>Idin   | Engage in          | Contribute to      | Contribute to      | Negotiate with or         | Negotiate with or      | Negotiate with or         | Demonstrate          | Demonstrate active     | Demonstrate                 |  |  |  |  |  |  |  |
|                                 | e, ii<br>buil  | conversational     | class, group, and  | class, group, and  | persuade others           | persuade others in     | persuade others in        | active listening in  | listening in oral      | active listening in         |  |  |  |  |  |  |  |
|                                 | on<br>es, l  | exchanges and      | partner            | partner            | in conversations          | conversations (e.g.,   | conversations using       | oral presentation    | presentation           | oral presentation           |  |  |  |  |  |  |  |
|                                 | on-<br>ssue  | express ideas on   | discussions by     | discussions by     | (e.g., to gain and        | to provide             | appropriate register      | activities by asking | activities by asking   | activities by asking        |  |  |  |  |  |  |  |
|                                 | ne-ou<br>id issu<br>- d.).   | familiar topics by | following turn-    | following turn-    | hold the floor or         | counterarguments)      | (e.g. <i>,</i> to         | and answering        | and answering          | and answering               |  |  |  |  |  |  |  |
|                                 | s (o<br>, an<br>, a.   | asking and         | taking rules,      | taking rules,      | ask for                   | using learned          | acknowledge new           | basic questions,     | detailed questions,    | detailed questions,         |  |  |  |  |  |  |  |
| L C                             | ffectively in a range of collaborative discussions (c<br>) with diverse partners on grade 7 topics, texts, ar<br>others' ideas and expressing their own clearly. (a. | answering yes-no   | asking relevant    |                    | -                         | phrases (I agree with  |                           | with prompting       |                        | with minimal                |  |  |  |  |  |  |  |
| Comprehension and Collaboration | uss<br>, te<br>leai  | and wh-questions   | questions,         | questions,         | using learned             | X, but ), and open     | variety of learned        | and substantial      | prompting and          | prompting and               |  |  |  |  |  |  |  |
| ora                             | disc<br>pics<br>n c  | and responding     | affirming others,  | affirming others,  | phrases (e.g., I          | responses.             | phrases, indirect         | support.             | moderate support.      | support.                    |  |  |  |  |  |  |  |
| llab                            | o to o   | using simple       | adding relevant    | -                  | think , Would             |                        | reported speech           |                      |                        |                             |  |  |  |  |  |  |  |
| 8                               | ativ<br>le 7<br>neir   | phrases.           | information, and   |                    | you please                |                        | (e.g., I heard you        |                      |                        |                             |  |  |  |  |  |  |  |
| nd                              | bor<br>trad<br>g th  |                    | paraphrasing key   |                    | <i>repeat that?</i> ) and |                        | say X, and I haven't      |                      |                        |                             |  |  |  |  |  |  |  |
| n a                             | olla<br>on g<br>sin  |                    | ideas.             | paraphrasing key   | open responses.           |                        | thought about that        |                      |                        |                             |  |  |  |  |  |  |  |
| nsic                            | of collaborativ<br>ers on grade 7<br>pressing their (  |                    |                    | ideas, building on |                           |                        | <i>before</i> ), and open |                      |                        |                             |  |  |  |  |  |  |  |
| she                             | ge c<br>tne<br>exp   |                    |                    | responses, and     |                           |                        | responses.                |                      |                        |                             |  |  |  |  |  |  |  |
| pre                             | range (<br>partne<br>and ex  |                    |                    | providing useful   |                           |                        |                           |                      |                        |                             |  |  |  |  |  |  |  |
| 0 m                             | a r<br>'se  <br>as a   |                    |                    | feedback.          |                           |                        |                           |                      |                        |                             |  |  |  |  |  |  |  |
|                                 | y in<br>ver<br>dea   |                    |                    |                    |                           |                        |                           |                      |                        |                             |  |  |  |  |  |  |  |
|                                 | vel<br>h di<br>rs' i   |                    |                    |                    |                           |                        |                           |                      |                        |                             |  |  |  |  |  |  |  |
|                                 | ecti<br>vitl<br>:heı   |                    |                    |                    |                           |                        |                           |                      |                        |                             |  |  |  |  |  |  |  |
|                                 | effe<br>ot   |                    |                    |                    |                           |                        |                           |                      |                        |                             |  |  |  |  |  |  |  |
|                                 | -r-le  |                    |                    |                    |                           |                        |                           |                      |                        |                             |  |  |  |  |  |  |  |
|                                 | Engage effectively in<br>acher-led) with diver<br>others' idea   |                    |                    |                    |                           |                        |                           |                      |                        |                             |  |  |  |  |  |  |  |
|                                 | - El   |                    |                    |                    |                           |                        |                           |                      |                        |                             |  |  |  |  |  |  |  |
|                                 | L 7.1 - Engage effectively in a range of collaborativ<br>and teacher-led) with diverse partners on grade 7<br>others' ideas and expressing their                     |                    |                    |                    |                           |                        |                           |                      |                        |                             |  |  |  |  |  |  |  |
|                                 | SL 7.<br>anc   |                    |                    |                    |                           |                        |                           |                      |                        |                             |  |  |  |  |  |  |  |

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|  | CA CCSS for<br>ELA Standard  |                   |                      |                       | Corresponding ELD Sta                 | ndards                                  |  |  |  |  |
|--|--|-------------------|----------------------|-----------------------|---------------------------------------|---|--|--|--|--|
|  | xt,  | PI.2 - Ir         | teracting via writte | n English             | PI.6 - Reading/viewing closely        |   |  |  |  |  |
|  | - Analyze the main ideas and supporting details presented in diverse media and<br>e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text<br>or issue under study. | Emerging -        | Expanding -          | Bridging -            | Emerging -                            | Expanding -                             | Bridging -                                   |  |  |  |
|  | dia a  | Engage in short   | Engage in longer     | Engage in extended    | a. Explain ideas, phenomena,          | <b>a</b> . Explain ideas, phenomena,    | <b>a.</b> Explain ideas, phenomena,          |  |  |  |
|  | nec<br>a tc  | written exchanges | written exchanges    | written exchanges     | processes, and text relationships     | processes, and text relationships       | processes, and text relationships            |  |  |  |
|  | se r<br>ify  | with peers and    | with peers and       | with peers and        | (e.g., compare/contrast, cause/       | (e.g., compare/contrast, cause/         | (e.g., compare/contrast, cause/              |  |  |  |
|  | ver<br>clar  |                   | collaborate on       | collaborate on        | effect, problem/solution) based on    | effect, problem/solution) based on      | effect, problem/solution) based on           |  |  |  |
|  | ib r<br>as   | •                 | more detailed        | complex written       | close reading of a variety of grade-  | close reading of a variety of grade-    | close reading of a variety of grade-         |  |  |  |
|  | id ir<br>ide   |                   | written texts on a   | texts on a variety of | appropriate texts and viewing of      | level texts and viewing of              | level texts and viewing of                   |  |  |  |
|  | nte<br>the   | • • •             | variety of topics,   | topics, using         | multimedia, with substantial support. | multimedia, with moderate support.      | multimedia, with light support.              |  |  |  |
| ion                                    | ese<br>Jw 1  |                   | using technology     | technology when       |                                       |   |  |  |  |  |
| orat                                   | s pr<br>hc   | appropriate.      | when appropriate.    | appropriate.          |                                       |   |  |  |  |  |
| <b>Comprehension and Collaboration</b> | cails<br>lair<br>dy.   |                   |                      |                       |                                       | b. Express inferences and conclusions   |  |  |  |  |
| Coll                                   | det<br>exp<br>stu  |                   |                      |                       | _                                     | drawn based on close reading of         | drawn based on close reading of              |  |  |  |
| ) pu                                   | ing<br>nd<br>der   |                   |                      |                       |                                       | grade-appropriate texts and viewing     | grade-level texts and viewing of             |  |  |  |
| n al                                   | ort<br>y) a<br>un  |                   |                      |                       | of multimedia using some frequently   | of multimedia using a variety of verbs  |  |  |  |  |
| Isio                                   | nd supporting details<br>ly, orally) and explair<br>or issue under study.  |                   |                      |                       |                                       | (e.g., suggests that, leads to ).       | academic verbs (e.g., <i>indicates that,</i> |  |  |  |
| her                                    | d sı<br>/, oı<br>r is:   |                   |                      |                       | on ).                                 |   | influences ).                                |  |  |  |
| pre                                    | an<br>vely<br>o  |                   |                      |                       |                                       |   |  |  |  |  |
| om                                     | eas<br>ativ  |                   |                      |                       |                                       | <b>c</b> . Use knowledge of morphology  | <b>c</b> . Use knowledge of morphology       |  |  |  |
| Ŭ                                      | n id<br>ntit   |                   |                      |                       |                                       | (e.g., affixes, roots, and base words), | (e.g., affixes, roots, and base words),      |  |  |  |
|  | naiı<br>ļua  |                   |                      |                       | context, reference materials, and     | context, reference materials, and       | context, reference materials, and            |  |  |  |
|  | y, c   |                   |                      |                       | Ū.                                    | visual cues to determine the meaning    |  |  |  |  |
|  | e th<br>uall   |                   |                      |                       |                                       | of unknown and multiple-meaning         | meaning, including figurative and            |  |  |  |
|  | ılyz   |                   |                      |                       | words on familiar topics.             | words on familiar and new topics.       | connotative meanings, of unknown             |  |  |  |
|  | Ana<br>.8.,  |                   |                      |                       |                                       |   | and multiple-meaning words on a              |  |  |  |
|  | 2 - 2<br>6 (e.   |                   |                      |                       |                                       |   | variety of new topics.                       |  |  |  |
|  | SL 7.2<br>rmats (  |                   |                      |                       |                                       |   |  |  |  |  |
|  | SL 7.2 - Analyze the main ideas and<br>formats (e.g., visually, quantitatively,<br>or  |                   |                      |                       |                                       |   |  |  |  |  |
|  | fı   |                   |                      |                       |                                       |   |  |  |  |  |



|  | CA CCSS for<br>LA Standard  |                     |                        |                      | Corres             | ponding ELD S                      | Standards           |                        |                                   |                      |  |
|--|---|---------------------|------------------------|----------------------|--------------------|------------------------------------|---------------------|------------------------|-----------------------------------|----------------------|--|
|  |   | Р                   | I.5 - Listening active | ely                  | PI.7 - E           | PI.7 - Evaluating language choices |                     |                        | PI.8 - Analyzing language choices |                      |  |
|  | he<br>V o   | Emerging -          | Expanding -            | Bridging -           | Emerging -         | Expanding -                        | Bridging -          | Emerging -             | Expanding -                       | Bridging -           |  |
|  | rd t<br>enc   | Demonstrate         | Demonstrate            | Demonstrate          | Explain how well   | Explain how well                   | Explain how well    | Explain how            | Explain how                       | Explain how          |  |
|  | SL 7.3 - Delineate a speaker's argument and specific claims, and attitude toward the subject, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence. CA | active listening in | active listening in    | active listening in  | writers and        | writers and                        | writers and         | phrasing or            | phrasing, different               | phrasing, different  |  |
|  | : to<br>suf   | oral presentation   | oral presentation      | oral presentation    | speakers use       | speakers use                       | speakers use        | different common       | words with similar                | words with similar   |  |
|  | ude   | activities by       | activities by asking   | activities by asking | language to        | specific language to               | specific language   | words with similar     | meaning (e.g.,                    | meaning (e.g.,       |  |
|  | ttitu<br>ce a   | asking and          | and answering          | and answering        | support ideas and  | present ideas of                   | resources to        | meaning (e.g.,         | describing a                      | refined-respectful-  |  |
|  | d ai<br>/an   | answering basic     | detailed questions,    | detailed             | arguments with     | support arguments                  | present ideas or    | choosing to use        | character as                      | polite-diplomati c), |  |
|  | an<br>elev  | questions, with     | with occasional        | questions, with      | detailed evidence  | and provide                        | support             | the word <i>polite</i> | diplomatic versus                 | or figurative        |  |
| ion                                    | specific claims,<br>oning and the re<br>ce. CA  | prompting and       | prompting and          | minimal              | (e.g., identifying | detailed evidence                  | arguments and       | versus good )          | respectful) or                    | language (e.g., The  |  |
| rat                                    | clai<br>I th  | substantial         | moderate support.      | prompting and        | the precise        |                                    | provide detailed    | produce different      | figurative language               | wind whispered       |  |
| abc                                    | fic (<br>anc  | support.            |                        | support.             | vocabulary used to |                                    | evidence (e.g.,     | effects on the         | (e.g., The wind                   | through the night )  |  |
| <b>Comprehension and Collaboration</b> | ument and specifi<br>of the reasoning a<br>the evidence. CA   |                     |                        |                      | present evidence,  |                                    | identifying the     | audience.              | blew through the                  | produce shades of    |  |
| D pu                                   | l sp<br>soni<br>nce   |                     |                        |                      | or the phrasing    |                                    | specific language   |                        | valley like a                     | meaning,             |  |
| n ar                                   | anc<br>eas<br>ide   |                     |                        |                      | used to signal a   | <b>e</b> ,                         | used to present     |                        | <i>furnace</i> ) produce          | nuances, and         |  |
| siol                                   | ent<br>ne r<br>ev   |                     |                        |                      | shift in meaning)  | •                                  | ideas and claims    |                        | shades of meaning                 | different effects on |  |
| nen                                    | argument and<br>ess of the reasc<br>the eviden  |                     |                        |                      | when provided      |                                    | that are well       |                        | and different                     | the audience.        |  |
| reh                                    | argu<br>ss c  |                     |                        |                      | with substantial   |                                    | supported and       |                        | effects on the                    |                      |  |
| dm                                     | 's a<br>Ine   |                     |                        |                      | support.           |                                    | distinguishing      |                        | audience.                         |                      |  |
| S                                      | unc   |                     |                        |                      |                    |                                    | them from those     |                        |                                   |                      |  |
|  | speaker's<br>ie soundne   |                     |                        |                      |                    |                                    | that are not) when  |                        |                                   |                      |  |
|  | a sl<br>the   |                     |                        |                      |                    |                                    | provided with light |                        |                                   |                      |  |
|  | ng  |                     |                        |                      |                    |                                    | support.            |                        |                                   |                      |  |
|  | nea<br>Lati   |                     |                        |                      |                    |                                    |                     |                        |                                   |                      |  |
|  | - Delineate<br>evaluating   |                     |                        |                      |                    |                                    |                     |                        |                                   |                      |  |
|  | 3 - [   |                     |                        |                      |                    |                                    |                     |                        |                                   |                      |  |
|  | SL 7.3<br>Jbject,   |                     |                        |                      |                    |                                    |                     |                        |                                   |                      |  |
|  | SL  |                     |                        |                      |                    |                                    |                     |                        |                                   |                      |  |
|  | Ś   |                     |                        |                      |                    |                                    |                     |                        |                                   |                      |  |



| Γ                                   | CA CCSS for Corr<br>ELA Standard |  |   |  |                        |   |  | Correspond                              | nding ELD Standards                        |  |  |  |  |
|-------------------------------------|----------------------------------|--|---|--|------------------------|---|--|---|--|--|--|--|--|
|                                     | t .                              |  |   |  |                        | PI.3 - Supp   | orting opinions and persua   | ding others                             | PI.9 - Supporting opinions                 |  |  |  |  |
| Presentation of Knowledge and Ideas | ()                               | argument, narrative, summary presentations),<br>emphasizing salient points in a focused, coheren | manner with<br>pertinent descriptions, facts, details, and                        | examples; use appropriate eye contact,<br>adequate volume, and clear pronunciation. CA | ן<br>איז<br>איז<br>איז | gain and hold the floor or<br>ask for clarification) using<br>earned phrases (e.g., <i>I</i><br>think , Would you | <b>Expanding -</b><br>Negotiate with or<br>persuade others in<br>conversations (e.g., to<br>provide<br>counterarguments) using<br>learned phrases ( <i>I agree</i><br><i>with X, but</i> ), and open<br>responses. | to acknowledge new information) using a | informative oral presentations on familiar | Plan and deliver longer oral<br>presentations on a variety of<br>topics, using details and<br>evidence to support ideas. | <b>Bridging -</b><br>Plan and deliver longer oral<br>presentations on a variety of<br>topics in a variety of<br>disciplines, using reasoning<br>and evidence to support<br>ideas, as well as growing<br>understanding of register. |  |  |
| Presentation of                     |                                  | SL 7.5 - Include multimedia components   | and visual displays in presentations to clarify claims and findings and emphasize | salient points.  |                        |   |  |   |  |  |  |  |  |



|                                     | CA CCSS for  |  | Corresponding ELD Standard   |  |
|-------------------------------------|--|--|--|--|
| F                                   | ELA Standard   |  | PI.12 - Selecting language resources   |  |
|                                     | ary presentatio<br>r with<br>te eye contact,   | <b>Emerging -</b><br><b>a</b> . Use a select number of general academic words<br>(e.g., <i>cycle, alternative</i> ) and domain-specific words<br>(e.g., <i>scene, chapter, paragraph, cell</i> ) to create some<br>precision while speaking and writing. | alternative, indicate, process), domain-specific words<br>(e.g., scene, soliloquy, sonnet, friction, monarchy,   | <b>Bridging -</b><br><b>a.</b> Use an expanded set of general academic words (e.g.,<br><i>cycle, alternative, indicate, process, emphasize, illustrate</i> ),<br>domain-specific words (e.g., <i>scene, soliloquy, sonnet,</i><br><i>friction, monarchy, fraction</i> ), synonyms, antonyms, and<br>figurative language to create precision and shades of<br>meaning while speaking and writing. |
| Brasentation of Knowladge and Ideas | SL 7.4 - Presentation of knowledge and ideas<br>SL 7.4 - Present claims and findings (e.g., argument, narrative, summary pre<br>emphasizing salient points in a focused, coherent manner with<br>pertinent descriptions, facts, details, and examples; use appropriate eye<br>adequate volume, and clear pronunciation. CA (a.). | b. Use knowledge of morphology to appropriately select affixes in basic ways (e.g., She likes X. He walked to school).   | <b>b.</b> Use knowledge of morphology to appropriately select<br>affixes in a growing number of ways to manipulate<br>language (e.g., She likes <i>walking</i> to school. That's<br><i>impossible</i> ). | b. Use knowledge of morphology to appropriately select affixes in a variety of ways to manipulate language (e.g., changing destroy → destruction, probably → probability, reluctant → reluctantly).  |



|                                     | CA CCSS for  |                      |                                   |                    | Corres                | ponding ELD S            | Standards                            |                               |                             |                                       |
|-------------------------------------|--|----------------------|-----------------------------------|--------------------|-----------------------|--------------------------|--------------------------------------|-------------------------------|-----------------------------|---------------------------------------|
| -                                   | ELA Standard   | PII.1 - Un           | derstanding text st               | tructure           |                       | I.6 - Connecting ide     |                                      | PII.7 - Condensing ideas      |                             |                                       |
|                                     | findings (e.g., argument, narrative, informative, response to<br>sequencing ideas logically and using pertinent descriptions,<br>nverbal elements to accentuate main ideas or themes; use<br>act, adequate volume, and clear pronunciation. CA (a.).   |                      | -                                 |                    | Emerging -            | Expanding -              | Bridging -                           | Emerging -                    |                             | Bridging -                            |
|                                     | 7.4 - Present claims and findings (e.g., argument, narrative, informative, response terature 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.). |                      |                                   |                    | Combine clauses in    | Combine clauses in       |                                      | Condense ideas in             |                             | Condense ideas in a                   |
|                                     | , respo<br>lescript<br>nemes;<br>CA (a.)   | understanding of     | understanding of                  | understanding of   | a few basic ways to   | an increasing            | a wide variety of                    | simple ways (e.g.,            | an increasing               | variety of ways (e.g.,                |
|                                     | ,e,<br>the   | how different text   | the organizational                | the organizational | make connections      | variety of ways          | ways (e.g., creating                 | by compounding                | variety of ways             | through various                       |
|                                     | ativ<br>ent<br>or<br>tior  | types are organized  | features of                       | structure of       | between and join      | (e.g., creating          | compound,                            | verbs, adding                 | (e.g., through              | types of embedded                     |
|                                     | narrative, informative,<br>/ and using pertinent d<br>ntuate main ideas or th<br>d clear pronunciation. (  | to express ideas     | different text                    | different text     | ideas (e.g., creating | compound and             | complex, and                         | prepositional                 | various types of            | clauses, ways of                      |
|                                     | nfo<br>pei ר<br>חטר  | (e.g., how           | types (e.g., how                  | types (e.g., how   | compound              | complex                  | compound-                            | phrases, or through           | embedded clauses            | condensing, and                       |
| as                                  | e, i<br>ing<br>nair  | narratives are       | narratives are                    | narratives are     | sentences using       | sentences) to            | complex sentences)                   | simple embedded               | and other ways of           | nominalization as in,                 |
| Ide                                 | ativ<br>usi<br>e m   | organized            | organized by an                   | organized by an    | and , but , so ;      | make connections         | to make                              | clauses or other              | condensing, as in,          | They destroyed the                    |
| pd                                  | arra<br>and<br>uat   |                      |                                   |                    | creating complex      | between and join         | connections                          | ways of condensing            |                             | rain forest. Lots of                  |
| e a                                 | it, narrati<br>ally and u<br>centuate<br>and clear   | 1 0                  |                                   | that unfolds       | sentences using       | ideas, for example,      | between and join ideas, for example, | · · · ·                       | tables are food.            | animals <i>died</i> $\rightarrow$ The |
| edg                                 | argument,<br>sas logically<br>nts to accei<br>volume, an   | texts and to writing |                                   | •                  | because).             | to express a             | to show the                          | about a girl. The girl        |                             | destruction of the                    |
| Ň                                   | argume<br>eas logic<br>ints to ac<br>volume,   | brief arguments,     | how arguments                     | how arguments      |                       | reason (e.g. <i>, He</i> | relationship                         |                               |                             | rain forest led to the                |
| Knc                                 | arg<br>:as<br>nts<br>/olu  |                      | are organized                     | are organized      |                       | stayed at home on        | between multiple                     | $\rightarrow$ This is a story | · · · · ·                   | death of many                         |
| of I                                | g., g<br>ide<br>ner  |                      | around reasons                    | around reasons     |                       | Sunday in order to       | events or ideas                      | about a girl <i>who</i>       | made without                | animals) to create                    |
| Presentation of Knowledge and Ideas | and findings (e.g.,<br>ns), sequencing id<br>1 nonverbal eleme<br>contact, adequate  | and narratives.      |                                   | and evidence) to   |                       | study for                | (e.g., After eating                  | changed the world)            |                             | precise and detailed                  |
| tati                                | ngs<br>enc<br>al (   |                      | comprehending                     | comprehending      |                       | Monday's exam )          | lunch, the students                  | to create precise             | insecticides) $\rightarrow$ | sentences.                            |
| en                                  | ndi<br>quo<br>erb<br>t, a  |                      | texts and to                      | texts and to       |                       | or to make a             | worked in groups                     | and detailed                  | Organic vege-tables         |                                       |
| res                                 | d fii<br>, se<br>onv<br>tac  |                      |                                   | writing clear and  |                       | concession (e.g.,        | while their teacher                  | sentences.                    | are foods that are          |                                       |
|                                     | sent claims and fin.<br>presentations), seq<br>d details and nonve<br>ppriate eye contact,   |                      | increasingly clear                | cohesive           |                       | She studied all          | walked around the                    |                               | made without                |                                       |
|                                     | aims<br>tatio<br>ls an<br>eye c  |                      | and coherent                      | arguments,         |                       | night even though        | <i>room</i> ) or to                  |                               | chemical fertilizers        |                                       |
|                                     | claims<br>entatio<br>ails and  |                      | arguments,                        | informative/       |                       | she wasn't feeling       | evaluate an                          |                               | or insecticides) to         |                                       |
|                                     | nt o<br>ese<br>leta<br>'iat  |                      |                                   | explanatory texts  |                       | well).                   | argument (e.g., The                  |                               | create precise and          |                                       |
|                                     | - Present cl<br>ature presen<br>:s, and detai<br>appropriate   |                      | explanatory texts and narratives. | and narratives.    |                       |                          | author claims X,                     |                               | detailed sentences.         |                                       |
|                                     | L 7.4 - Pre<br>literature<br>facts, an<br>appro  |                      | and fidiratives.                  |                    |                       |                          | although there is a                  |                               |                             |                                       |
|                                     | - 4 -<br>erat<br>icts  |                      |                                   |                    |                       |                          | lack of evidence to                  |                               |                             |                                       |
|                                     | SL 7<br>lite<br>fa   |                      |                                   |                    |                       |                          | support this claim ).                |                               |                             |                                       |
|                                     |  |                      |                                   |                    |                       |                          |                                      |                               |                             |                                       |

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|                                     | CA CCSS for  |                             |                                 | Corresponding E             | I D Standards                     |                            |                            |  |
|-------------------------------------|--|-----------------------------|---------------------------------|-----------------------------|-----------------------------------|----------------------------|----------------------------|--|
|                                     | ELA Standard   |                             |                                 |                             |                                   |                            |                            |  |
|                                     | pue  |                             | PI.4 - Adapting language choice |                             | PI.5 - Analyzing language choices |                            |                            |  |
|                                     | e j  | Emerging -                  | Expanding -                     | Bridging -                  | Emerging -                        | Expanding -                | Bridging -                 |  |
|                                     | con<br>uag   | Adjust language choices     | Adjust language choices         | Adjust language choices     | Demonstrate active                | Demonstrate active         | Demonstrate active         |  |
|                                     | ting comn<br>Language  | according to social setting | according to purpose (e.g.,     |                             | listening in oral                 | listening in oral          | listening in oral          |  |
|                                     | e –  | (e.g., classroom, break     | explaining, persuading,         | facilitating a science      | presentation activities by        | presentation activities by | presentation activities by |  |
|                                     | monstr<br>grade <sup>-</sup><br>ons.)  | time) and audience (e.g.,   | entertaining), task, and        |                             | asking and answering basic        |                            | asking and answering       |  |
| S                                   | mo<br>gra<br>ons.  | peers, teacher).            | audience.                       | -                           |                                   | detailed questions, with   | detailed questions, with   |  |
| dea                                 | , dei<br>See<br>tatio  |                             |                                 | assignment), purpose, task, | and substantial support.          | occasional prompting and   | minimal prompting and      |  |
| Presentation of Knowledge and Ideas | ety of contexts and tasks, demon<br>dicated or appropriate. (See grac<br>and 3 for specific expectations.) |                             |                                 | and audience.               |                                   | moderate support.          | support.                   |  |
| an                                  | and tasks<br>ropriate. (<br>ific expec   |                             |                                 |                             |                                   |                            |                            |  |
| dge                                 | anc<br>opr<br>fic  |                             |                                 |                             |                                   |                            |                            |  |
| wle                                 | exts a<br>appr<br>specif   |                             |                                 |                             |                                   |                            |                            |  |
| Nou                                 | or a<br>or sp  |                             |                                 |                             |                                   |                            |                            |  |
| of K                                | of contexts<br>ated or appr<br>d 3 for speci   |                             |                                 |                             |                                   |                            |                            |  |
|                                     | a variety of cc<br>hen indicated<br>ards 1 and 3 fc  |                             |                                 |                             |                                   |                            |                            |  |
| atio                                | iety<br>ndic<br>1 ar   |                             |                                 |                             |                                   |                            |                            |  |
| ent                                 | variety<br>en indic<br>ds 1 an   |                             |                                 |                             |                                   |                            |                            |  |
| res                                 | o a<br>whe<br>dar  |                             |                                 |                             |                                   |                            |                            |  |
|                                     | ch to a varié<br>ish when in<br>standards 1  |                             |                                 |                             |                                   |                            |                            |  |
|                                     | speech<br>English<br>sta   |                             |                                 |                             |                                   |                            |                            |  |
|                                     | : sp   |                             |                                 |                             |                                   |                            |                            |  |
|                                     | Adapt<br>formal  |                             |                                 |                             |                                   |                            |                            |  |
|                                     | 5 - Adapt speech to<br>of formal English wl<br>stand   |                             |                                 |                             |                                   |                            |                            |  |
|                                     |  |                             |                                 |                             |                                   |                            |                            |  |
|                                     | SL 7   |                             |                                 |                             |                                   |                            |                            |  |
|                                     | Ś  |                             |                                 |                             |                                   |                            |                            |  |

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|                                     | CA CCSS for<br>ELA Standard  |  |  | Corresponding   | ELD Standards   |   |   |  |
|-------------------------------------|--|--|--|---|---|---|---|--|
|                                     | 4<br>3   |  | PI.9 - Presenting  |   | PI.12 - Selecting language resources  |   |   |  |
| Presentation of Knowledge and Ideas | SL 7.6 - Adapt speech to a variety of contexts and tasks, demonstrating command of<br>formal English when indicated or appropriate. (See grade 7 Language standards 1 and 3<br>for specific expectations.) | Emerging -<br>Plan and deliver brief<br>informative oral<br>presentations on familiar<br>topics. | <b>Expanding -</b><br>Plan and deliver longer oral<br>presentations on a variety<br>of topics, using details and | of topics in a variety of<br>disciplines, using reasoning<br>and evidence to support<br>ideas, as well as growing<br>understanding of register. | Emerging -<br>a. Use a select number of<br>general academic words<br>(e.g., cycle, alternative)<br>and domain-specific words<br>(e.g., scene, chapter,<br>paragraph, cell) to create<br>some precision while<br>speaking and writing.<br>b. Use knowledge of<br>morphology to | <ul> <li>Expanding - <ul> <li>a. Use a growing set of</li> <li>academic words (e.g.,</li> <li>cycle, alternative, indicate,</li> <li>process), domain-specific</li> <li>words (e.g., scene,</li> <li>soliloquy, sonnet, friction,</li> <li>monarchy, fraction),</li> <li>synonyms, and antonyms</li> <li>to create precision and</li> <li>shades of meaning while</li> <li>speaking and writing.</li> </ul> </li> <li>b. Use knowledge of</li> <li>morphology to</li> <li>appropriately select affixes</li> <li>in a growing number of</li> <li>ways to manipulate</li> <li>language (e.g., She likes</li> <li>walking to school. That's</li> </ul> | <ul> <li>Bridging -</li> <li>a. Use an expanded set of general academic words (e.g., cycle, alternative, indicate, process, emphasize, illustrate ), domain-specific words (e.g., scene, soliloquy, sonnet, friction, monarchy, fraction ), synonyms, antonyms, and figurative language to create precision and shades of meaning while speaking and writing.</li> <li>b. Use knowledge of morphology to</li> </ul> |  |



| Γ                                   | CA CCSS for<br>FLA Standard  |  |  |   | Corres   | sponding ELD  | Standards  |   |   |  |
|-------------------------------------|--|--|--|---|--|---|--|---|---|--|
|                                     | m  | PII.3 - Us   | sing verbs and verb phrases  |   | PII.4 - Us   | ing nouns and noun  | phrases  | PII.5 - Modifying to add details  |   |  |
| Presentation of Knowledge and Ideas | Y of contexts and tasks, demonstrating command of the second standards 1 and 3 up to the specific expectations.) | Emerging -<br>Use a variety of<br>verbs in different<br>tenses (e.g.,<br>present, past,<br>future, simple,<br>progressive)<br>appropriate to<br>the text type and<br>discipline (e.g.,<br>simple past and<br>past progressive<br>for recounting an<br>experience) on | <b>Expanding -</b><br>Use a variety of<br>verbs in different<br>tenses (e.g.,<br>present, past,<br>future, simple,<br>progressive,<br>perfect)<br>appropriate to<br>the task, text<br>type, and<br>discipline (e.g.,<br>simple present<br>for literary | Bridging -<br>Use a variety of<br>verbs in different<br>tenses (e.g.,<br>present, past,<br>future, simple,<br>progressive,<br>perfect)<br>appropriate to<br>the task, text<br>type, and<br>discipline (e.g.,<br>the present<br>perfect to<br>describe | PII.4 - Us<br>Emerging -<br>Expand noun<br>phrases in basic<br>ways (e.g., adding a<br>sensory adjective<br>to a noun) in order<br>to enrich the<br>meaning of<br>sentences and add<br>details about ideas,<br>people, and things. | ing nouns and noun<br>Expanding -<br>Expand noun<br>phrases in a<br>growing number<br>of ways (e.g.,<br>adding adjectives<br>to nouns or simple<br>clause embedding)<br>in order to enrich<br>the meaning of<br>sentences and add | phrases<br>Bridging -<br>Expand noun<br>phrases in an<br>increasing variety<br>of ways (e.g.,<br>more complex<br>clause embedding)<br>in order to enrich<br>the meaning of<br>sentences and add<br>details about<br>ideas, people, and | Emerging -<br>Expand sentences<br>with simple<br>adverbials (e.g.,<br>adverbs, adverb<br>phrases,<br>prepositional<br>phrases) to provide<br>details (e.g., time,<br>manner, place,<br>cause) about a | Expanding -<br>Expand sentences<br>with adverbials<br>(e.g., adverbs,<br>adverb phrases,<br>prepositional<br>phrases) to provide<br>details (e.g., time,<br>manner, place,<br>cause) about a<br>familiar or new<br>activity or process. | Bridging -<br>Expand sentences<br>with a variety of<br>adverbials (e.g.,<br>adverbs, adverb<br>phrases and |
| Dresent                             | SL 7.6 - Adapt speech to a variel<br>formal English when indicated or<br>for                                     |  | of topics.   | claims or<br>conclusions) on a<br>variety of topics.  |  |   |  |   |   |  |

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| Γ                                  | CA CCSS for<br>ELA Standard  |                            |                              | Corresponding                   | ELD Standards                        |                                 |                                    |  |
|------------------------------------|--|----------------------------|------------------------------|---------------------------------|--------------------------------------|---------------------------------|------------------------------------|--|
|                                    | ŝ  |                            | PII.6 - Connecting Ideas     |                                 | PII.7 - Condensing Ideas             |                                 |                                    |  |
|                                    | command of<br>ndards 1 and 3   | Emerging -                 | Expanding -                  | Bridging -                      | Emerging -                           | Expanding -                     | Bridging -                         |  |
|                                    | emonstrating comman<br>Language standards 1  | Combine clauses in a few   | Combine clauses in an        | Combine clauses in a wide       | Condense ideas in simple             | Condense ideas in an            | Condense ideas in a variety        |  |
|                                    | ard  | basic ways to make         | increasing variety of ways   | variety of ways (e.g.,          | ways (e.g., by                       | increasing variety of ways      | of ways (e.g., through             |  |
|                                    | g co<br>and  | connections between and    | (e.g., creating compound     | creating compound,              | compounding verbs, adding            | (e.g., through various types    | various types of embedded          |  |
|                                    | ting<br>sta  | join ideas (e.g., creating | and complex sentences) to    | complex, and compound-          | prepositional phrases, or            | of embedded clauses and         | clauses, ways of                   |  |
|                                    | tra  | compound sentences using   | make connections between     | complex sentences) to           | through simple embedded              | other ways of condensing,       | condensing, and                    |  |
|                                    | demonstrating<br>7 Language sta  | and , but , so ; creating  | and join ideas, for example, | make connections between        | clauses or other ways of             | as in, Organic vege- tables     | nominalization as in, They         |  |
| 200                                | em em  | complex sentences using    | to express a reason (e.g.,   | and join ideas, for example,    | condensing as in, This is a          | are food. They're made          | destroyed the rain forest.         |  |
| P                                  | s, d<br>e 7<br>)   | because).                  | He stayed at home on         | to show the relationship        | , , ,                                | without chemical                | Lots of animals died $ ightarrow$  |  |
| Presentation of Knowledge and Idea | variety of contexts and tasks,<br>ed or appropriate. (See grade<br>for specific expectations.) |                            | Sunday in order to study     |                                 | changed the world. $ ightarrow$ This |                                 | The <i>destruction</i> of the rain |  |
| QD                                 | d ta<br>ie g<br>atio   |                            | for Monday's exam ) or to    | ideas (e.g., After eating       | , 0                                  |                                 | forest led to the death of         |  |
| lad                                | : an<br>(Se<br>ecta  |                            | make a concession (e.g.,     | lunch, the students worked      | <i>changed the world</i> ) to        | insecticides) → Organic         | many animals) to create            |  |
|                                    | exts<br>ite.   |                            | She studied all night even   | in groups while their           | create precise and detailed          |                                 | precise and detailed               |  |
| F Kr                               | oria<br>ic e   |                            | though she wasn't feeling    |                                 |                                      | are made without chemical       |                                    |  |
|                                    | orol<br>brol   |                            | well).                       | <i>room</i> ) or to evaluate an |                                      | fertilizers or insecticides) to |                                    |  |
| -i-                                | apk<br>sp  |                            |                              | argument (e.g., The author      |                                      | create precise and detailed     |                                    |  |
|                                    | riet<br>or<br>for  |                            |                              | claims X, although there is     |                                      | sentences.                      |                                    |  |
| 0.00                               | ted  |                            |                              | a lack of evidence to           |                                      |                                 |                                    |  |
| ٥                                  | i co a   |                            |                              | support this claim ).           |                                      |                                 |                                    |  |
|                                    | ch t<br>ind  |                            |                              |                                 |                                      |                                 |                                    |  |
|                                    | oee<br>Jen   |                            |                              |                                 |                                      |                                 |                                    |  |
|                                    | wh sp  |                            |                              |                                 |                                      |                                 |                                    |  |
|                                    | Adapt speech to a<br>Iglish when indicat   |                            |                              |                                 |                                      |                                 |                                    |  |
|                                    | - Ac   |                            |                              |                                 |                                      |                                 |                                    |  |
|                                    | 7.6<br>al E  |                            |                              |                                 |                                      |                                 |                                    |  |
|                                    | SL 7.6 - Adapt speech to a varie<br>formal English when indicated or<br>fo                     |                            |                              |                                 |                                      |                                 |                                    |  |
|                                    | fo   |                            |                              |                                 |                                      |                                 |                                    |  |

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|                                 | CA CCSS for<br>ELA Standard | Corresponding ELD Standards  |   |  |                           |   |  |  |  |
|---------------------------------|-----------------------------|--|---|--|---------------------------|---|--|--|--|
|                                 | ъ                           | PI   | .4 - Adapting language choice   | S  |                           | PI.5 - Listening actively   |  |  |  |
| Conventions of Standard English | dard Er<br>- c.)            | according to social setting<br>(e.g., classroom, break time)<br>and audience (e.g., peers, | Expanding -<br>Adjust language choices<br>according to purpose (e.g.,<br>explaining, persuading,<br>entertaining), task, and<br>audience. | according to task (e.g.,<br>facilitating a science<br>experiment, providing peer | questions, with prompting | Expanding -<br>Demonstrate active<br>listening in oral<br>presentation activities by<br>asking and answering<br>detailed questions, with<br>occasional prompting and<br>moderate support. | Bridging -<br>Demonstrate active<br>listening in oral<br>presentation activities by<br>asking and answering<br>detailed questions, with<br>minimal prompting and<br>support. |  |  |



| CA CCSS for<br>ELA Standard   |   | Corresponding ELD Standards   |   |  |  |  |  |
|---|---|---|---|--|--|--|--|
| P P   | PI.6 - Reading/viewing closely  |   |   |  |  |  |  |
| Conventions of Standard English<br>L 7.1 - Demonstrate command of the conventions of standard English grammar and<br>usage when writing or speaking. (a c.) | Emerging -<br>Combine clauses in a few basic ways to make<br>connections between and join ideas (e.g., creating<br>compound sentences using <i>and</i> , <i>but</i> , <i>so</i> ; creating<br>complex sentences using because). | Expanding -<br>Combine clauses in an increasing variety of ways (e.g.,<br>creating compound and complex sentences) to make<br>connections between and join ideas, for example, to<br>express a reason (e.g., <i>He stayed at home on Sunday in</i><br><i>order to study for Monday's exam</i> ) or to make a<br>concession (e.g., <i>She studied all night even though she</i><br><i>wasn't feeling well</i> ). | Bridging -<br>Combine clauses in a wide variety of ways (e.g., creating<br>compound, complex, and compound– complex<br>sentences) to make connections between and join<br>ideas, for example, to show the relationship between<br>multiple events or ideas (e.g., <i>After eating lunch, the</i><br><i>students worked in groups while their teacher walked</i><br><i>around the room</i> ) or to evaluate an argument (e.g., <i>The</i><br><i>author claims X, although there is a lack of evidence to</i><br><i>support this claim</i> ). |  |  |  |  |

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|                                 | CA CCSS for<br>ELA Standard  | Corresponding ELD Standards |                          |                            |                                    |                                      |   |  |  |  |
|---------------------------------|--|-----------------------------|--------------------------|----------------------------|------------------------------------|--------------------------------------|---|--|--|--|
|                                 |  |                             | PI.9 - Presenting        |                            | PI.10 - Writing                    |                                      |   |  |  |  |
|                                 |  | Emerging -                  | Expanding -              | Bridging -                 | Emerging -                         | Expanding -                          | Bridging -                              |  |  |  |
|                                 |  | Plan and deliver brief      | Plan and deliver longer  | Plan and deliver longer    | a. Write short literary and        | a. Write longer literary and         | a. Write longer and more                |  |  |  |
|                                 |  | informative oral            | oral presentations on a  | oral presentations on a    | informational texts (e.g., an      | informational texts (e.g., an        | detailed literary and                   |  |  |  |
|                                 | dard<br>- c.)  | presentations on familiar   | variety of topics, using | variety of topics in a     | argument for wearing school        | argument for wearing school          | informational texts (e.g., an           |  |  |  |
|                                 | a  | topics.                     | details and evidence to  | variety of disciplines,    | uniforms) collaboratively (e.g.,   |                                      | argument for wearing school             |  |  |  |
|                                 | sta<br>g. (  |                             | support ideas.           |                            | with peers) and independently.     |                                      | uniforms) collaboratively (e.g.,        |  |  |  |
|                                 | s of<br>akin   |                             |                          | evidence to support ideas, |                                    | independently using                  | with peers) and independently           |  |  |  |
| Ę                               | ion  |                             |                          | as well as growing         |                                    | appropriate text organization.       | using appropriate text                  |  |  |  |
| glis                            | ent<br>or s  |                             |                          | understanding of register. |                                    |                                      | organization and growing                |  |  |  |
| ם                               | onv<br>ing   |                             |                          |                            |                                    |                                      | understanding of register.              |  |  |  |
| Conventions of Standard English | L 7.1 - Demonstrate command of the conventions of standard<br>English grammar and usage when writing or speaking. (a c.) |                             |                          |                            | <b>b.</b> Write brief summaries of | <b>b.</b> Write increasingly concise | <b>b</b> . Write clear and coherent     |  |  |  |
| tan                             | of th<br>en v  |                             |                          |                            |                                    | summaries of texts and               | summaries of texts and                  |  |  |  |
| of Si                           | o br<br>whe  |                             |                          |                            |                                    | experiences using complete           | experiences using complete              |  |  |  |
| ns c                            | mar<br>ge  |                             |                          |                            | words (e.g., from notes or         | sentences and key words              | and concise sentences and key           |  |  |  |
| Itio                            | omr<br>usa   |                             |                          |                            | graphic organizers).               | (e.g., from notes or graphic         | words (e.g., from notes or              |  |  |  |
| ven                             | nd e   |                             |                          |                            |                                    | organizers).                         | graphic organizers).                    |  |  |  |
| Con                             | crat<br>ar a   |                             |                          |                            |                                    |                                      | 5 · · · · · · · · · · · · · · · · · · · |  |  |  |
|                                 | anst   |                             |                          |                            |                                    |                                      |   |  |  |  |
|                                 | emo  |                             |                          |                            |                                    |                                      |   |  |  |  |
|                                 | - Demonstrate<br>sh grammar an   |                             |                          |                            |                                    |                                      |   |  |  |  |
|                                 | L 7.1<br>Englis  |                             |                          |                            |                                    |                                      |   |  |  |  |
|                                 | E L  |                             |                          |                            |                                    |                                      |   |  |  |  |
|                                 |  |                             |                          |                            |                                    |                                      |   |  |  |  |
|                                 |  |                             |                          |                            |                                    |                                      |   |  |  |  |
|                                 |  |                             |                          |                            |                                    |                                      |   |  |  |  |
|                                 |  |                             |                          |                            |                                    |                                      |   |  |  |  |

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|                                 | CA CCSS for<br>ELA Standard                             | Corresponding ELD Standards  |   |   |   |  |  |  |  |
|---------------------------------|---|--|---|---|---|--|--|--|--|
|                                 |   |  | PI.11 - Justifying/arguir   | ng  | PI.12   | 2 - Selecting language resour  | ces  |  |  |
| Conventions of Standard English | idard<br>c.)  | <b>Emerging -</b><br><b>a.</b> Justify opinions by<br>providing some textual<br>evidence or relevant<br>background knowledge,<br>with substantial support. | <b>Expanding -</b><br><b>a.</b> Justify opinions or<br>persuade others by<br>providing relevant<br>textual evidence or<br>relevant background<br>knowledge, with<br>moderate support.   | others by providing detailed<br>and relevant textual evidence<br>or relevant background |   | process), domain-specific<br>words (e.g., scene,<br>soliloquy, sonnet, friction,<br>monarchy, fraction), | (e.g., cycle, alternative,<br>indicate, process,<br>emphasize, illustrate ),<br>domain-specific words (e.g.,<br>scene, soliloquy, sonnet,<br>friction, monarchy, fraction ),   |  |  |
|                                 | L 7.1 - Demonstrate commar<br>English grammar and usage | <b>b.</b> Express attitude and<br>opinions or temper<br>statements with familiar<br>modal expressions (e.g.,<br><i>can, may</i> ).                         | <b>b.</b> Express attitude and<br>opinions or temper<br>statements with a<br>variety of familiar modal<br>expressions (e.g.,<br><i>possibly/likely,</i><br><i>could/would/should</i> ). | opinions or temper statements with nuanced modal  | morphology to appropriately<br>select affixes in basic ways<br>(e.g., She likes X. He walk <i>ed</i> to | in a growing number of<br>ways to manipulate<br>language (e.g., She likes<br>walking to school. That's   | <ul> <li>b. Use knowledge of<br/>morphology to appropriately<br/>select affixes in a variety of<br/>ways to manipulate<br/>language (e.g., changing<br/>destroy →<br/>destruction, probably →<br/>probability, reluctant →<br/>reluctantly ).</li> </ul> |  |  |

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| CA CCSS for<br>ELA Standard   | Corresponding ELD Standards  |  |  |  |   |  |  |  |
|---|--|--|--|--|---|--|--|--|
|   |  | PII.2 - Understanding cohesi   | on   | PII.3 - Using verbs and verb phrases   |   |  |  |  |
| Conventions of Standard English<br>L 7.1 - Demonstrate command of the conventions of standard<br>English grammar and usage when writing or speaking. (a c.) | Emerging -<br>a. Apply knowledge of<br>familiar language resources<br>for referring to make texts<br>more cohesive (e.g., how<br>pronouns refer back to<br>nouns in text) to<br>comprehending texts and<br>writing brief texts.<br>b. Apply basic under-<br>standing of how ideas,<br>events, or reasons are linked<br>throughout a text using<br>everyday connecting words<br>or phrases (e.g., <i>at the end</i> ,<br><i>next</i> ) to comprehending<br>texts and writing brief texts. | <ul> <li>Expanding -</li> <li>a. Apply knowledge of familiar language resources for referring to make texts more cohesive (e.g., how pronouns refer back to nouns in text, how using synonyms helps avoid repetition) to comprehending texts and writing texts with increasing cohesion.</li> <li>b. Apply growing under-standing of how ideas, events,</li> </ul> | <ul> <li>Bridging -</li> <li>a. Apply knowledge of familiar language resources for referring to make texts more cohesive (e.g., how pronouns, synonyms, or nominalizations are used to refer backward in a text) to comprehending texts and writing cohesive texts.</li> <li>b. Apply increasing understanding of how ideas, events, or reasons are linked throughout a text using an increasing variety of academic connecting and</li> </ul> | Emerging -<br>Use a variety of verbs in<br>different tenses (e.g.,<br>present, past, future,<br>simple, progressive)<br>appropriate to the text<br>type and discipline (e.g.,<br>simple past and past<br>progressive for recounting<br>an experience) on familiar<br>topics. | <b>Expanding -</b><br>Use a variety of verbs in<br>different tenses (e.g.,<br>present, past, future,<br>simple, progressive,<br>perfect) appropriate to<br>the task, text type, and<br>discipline (e.g., simple<br>present for literary | <b>Bridging -</b><br>Use a variety of verbs in<br>different tenses (e.g.,<br>present, past, future,<br>simple, progressive,<br>perfect) appropriate to<br>the task, text type, and<br>discipline (e.g., the<br>present perfect to<br>describe previously made<br>claims or conclusions) on<br>a variety of topics. |  |  |



|                                 | CA CCSS for<br>ELA Standard  | Corresponding ELD Standards  |   |  |  |  |   |  |  |  |
|---------------------------------|--|--|---|--|--|--|---|--|--|--|
|                                 |  | PII.4 - Using nouns and noun phrases   |   |  | F  | PII.5 - Modifying to add details                                   |   |  |  |  |
| Conventions of Standard English | L 7.1 - Demonstrate command of the conventions of standard<br>English grammar and usage when writing or speaking. (a c.) | Emerging -<br>Expand noun phrases in<br>basic ways (e.g., adding a<br>sensory adjective to a noun)<br>in order to enrich the | Expanding -<br>Expand noun phrases in a<br>growing number of ways | <b>Bridging -</b><br>Expand noun phrases in an<br>increasing variety of ways<br>(e.g., more complex clause<br>embedding) in order to<br>enrich the meaning of<br>sentences and add details | Emerging -<br>Expand sentences with simple<br>adverbials (e.g., adverbs,<br>adverb phrases, prepositional<br>phrases) to provide details | Expanding -<br>Expand sentences with<br>adverbials (e.g., adverbs, | Bridging -<br>Expand sentences with a<br>variety of adverbials (e.g., |  |  |  |



| CA CCSS for<br>ELA Standard                                    | Corresponding ELD Standards |                                   |                                    |                                   |                                 |   |  |  |  |
|--|-----------------------------|-----------------------------------|------------------------------------|-----------------------------------|---------------------------------|---|--|--|--|
|  |                             | PII.6 - Connecting ideas          |                                    |                                   | PII.7 - Condensing ideas        |   |  |  |  |
| E  | Emerging -                  | Expanding -                       | Bridging -                         | Emerging -                        | Expanding -                     | Bridging -                                  |  |  |  |
| C  | Combine clauses in a few    | Combine clauses in an             | Combine clauses in a wide          | Condense ideas in simple          | Condense ideas in an            | Condense ideas in a variety                 |  |  |  |
|  | basic ways to make          | increasing variety of ways        | variety of ways (e.g.,             | ways (e.g., by compounding        | increasing variety of ways      | of ways (e.g., through                      |  |  |  |
| ard<br>- c.)   | connections between and     | (e.g., creating compound          | creating compound,                 | verbs, adding prepositional       | (e.g., through various types    | various types of embedded                   |  |  |  |
| j, pu  | oin ideas (e.g., creating   | and complex sentences) to         | complex, and compound-             | phrases, or through simple        | of embedded clauses and         | clauses, ways of condensing,                |  |  |  |
| B. C   | compound sentences using    | make connections between          | complex sentences) to make         | embedded clauses or other         | other ways of condensing, as    | and nominalization as in,                   |  |  |  |
| speaking. (a.  | and , but , so ; creating   | and join ideas, for example,      | connections between and            | ways of condensing as in,         | in, Organic vege- tables are    | They <i>destroyed</i> the rain              |  |  |  |
| o ns   | -                           | to express a reason (e.g., He     | -                                  | This is a story about a girl.     | food. They're made without      |   |  |  |  |
| enti<br>or sl  | ,                           | , , ,                             |                                    | The girl changed the world.       | chemical fertilizers. They're   | $\rightarrow$ The <i>destruction</i> of the |  |  |  |
| conventions of standard<br>ting or speaking. (a c.)<br>م م م ا |                             | in order to study for             | •                                  | → This is a story about a girl    | made without chemical           | rain forest led to the death                |  |  |  |
| the conv<br>writing  |                             | <i>Monday's exam</i> ) or to make |                                    | <i>who changed the world</i> ) to | insecticides) → Organic vege-   |   |  |  |  |
| of the o   |                             | a concession (e.g., She           |                                    | create precise and detailed       | tables are foods that are       | precise and detailed                        |  |  |  |
| nd of t<br>when  |                             | studied all night even            | in groups while their teacher      | sentences.                        | made without chemical           | sentences.                                  |  |  |  |
| e v  |                             | though she wasn't feeling         | <i>walked around the room</i> ) or |                                   | fertilizers or insecticides) to |   |  |  |  |
| command<br>d usage wh  |                             | well).                            | to evaluate an argument            |                                   | create precise and detailed     |   |  |  |  |
| d u.   |                             |                                   | (e.g., The author claims X,        |                                   | sentences.                      |   |  |  |  |
| ate co<br>and  |                             |                                   | although there is a lack of        |                                   |                                 |   |  |  |  |
| stra   |                             |                                   | evidence to support this           |                                   |                                 |   |  |  |  |
| nor  |                             |                                   | claim ).                           |                                   |                                 |   |  |  |  |
| Demonstrate<br>1 grammar an                                    |                             |                                   |                                    |                                   |                                 |   |  |  |  |
| ' Z  |                             |                                   |                                    |                                   |                                 |   |  |  |  |
| L 7.1 - Demonstr<br>English grammar                            |                             |                                   |                                    |                                   |                                 |   |  |  |  |
|  |                             |                                   |                                    |                                   |                                 |   |  |  |  |
|  |                             |                                   |                                    |                                   |                                 |   |  |  |  |
|  |                             |                                   |                                    |                                   |                                 |   |  |  |  |
|  |                             |                                   |                                    |                                   |                                 |   |  |  |  |
|  |                             |                                   |                                    |                                   |                                 |   |  |  |  |



|                     | CA CCSS for<br>ELA Standard  | Corresponding ELD Standards        |                              |                                    |                               |                                 |   |  |  |  |
|---------------------|--|------------------------------------|------------------------------|------------------------------------|-------------------------------|---------------------------------|---|--|--|--|
|                     |  |                                    | PI.10 - Writing              |                                    | PI.11 - Justifying/arguing    |                                 |   |  |  |  |
|                     |  | Emerging -                         | Expanding -                  | Bridging -                         | Emerging -                    | Expanding -                     | Bridging -                              |  |  |  |
|                     |  | a. Write short literary and        | a. Write longer literary     | a. Write longer and more           | <b>a.</b> Justify opinions by | <b>a</b> . Justify opinions or  | a. Justify opinions or persuade         |  |  |  |
|                     |  | informational texts (e.g., an      | and informational texts      | detailed literary and              | providing some textual        | persuade others by              | others by providing detailed            |  |  |  |
|                     | ng.  | argument for wearing school        | (e.g., an argument for       | informational texts (e.g., an      | evidence or relevant          | providing relevant textual      | and relevant textual evidence or        |  |  |  |
|                     | nda<br>rriti   | uniforms) collaboratively          | wearing school uniforms)     | argument for wearing               | background knowledge,         | evidence or relevant            | relevant background                     |  |  |  |
|                     | sta<br>n w   | (e.g., with peers) and             | collaboratively (e.g., with  | school uniforms)                   | with substantial support.     | background knowledge,           | knowledge, with light support.          |  |  |  |
|                     | ,he  | independently.                     | peers) and independently     | collaboratively (e.g., with        |                               | with moderate support.          |   |  |  |  |
| ء                   | suo<br>g w   |                                    | using appropriate text       | peers) and independently           |                               |                                 |   |  |  |  |
| glis                | enti   |                                    | organization.                | using appropriate text             |                               |                                 |   |  |  |  |
| Ēŋ                  | spe  |                                    |                              | organization and growing           |                               |                                 |   |  |  |  |
| of Standard English | - Demonstrate command of the conventions of standard<br>sh capitalization, punctuation, and spelling when writing.<br>(a b.) |                                    |                              | understanding of register.         |                               |                                 |   |  |  |  |
| pue                 | the<br>n, a  |                                    |                              |                                    |                               |                                 |   |  |  |  |
| Sta                 | l of th<br>ntion,<br>- b.)   | <b>b.</b> Write brief summaries of | <b>b.</b> Write increasingly | <b>b.</b> Write clear and coherent |                               | <b>b</b> . Express attitude and | <b>b.</b> Express attitude and opinions |  |  |  |
| s of                | and<br>ctua<br>(a.   | texts and experiences using        | concise summaries of         | summaries of texts and             | opinions or temper            | opinions or temper              | or temper statements with               |  |  |  |
| ion                 | un   | complete sentences and key         | texts and experiences        | experiences using                  | statements with familiar      | statements with a variety       | nuanced modal expressions               |  |  |  |
| ent                 | u, p   | words (e.g., from notes or         |                              |                                    | modal expressions (e.g.,      | of familiar modal               | (e.g.,                                  |  |  |  |
| Ň                   | ate<br>tion  | graphic organizers).               | and key words (e.g., from    | sentences and key words            | can, may ).                   | expressions (e.g.,              | possibly/potentially/absolutely,        |  |  |  |
| ပိ                  | stra<br>liza   |                                    | notes or graphic             | (e.g., from notes or graphic       |                               | possibly/likely, could/         | should/might ).                         |  |  |  |
|                     | ita  |                                    | organizers).                 | organizers).                       |                               | would/should ).                 |   |  |  |  |
|                     | L7.2 - Demonstrate command of th<br>English capitalization, punctuation,<br>(a b.)   |                                    |                              |                                    |                               |                                 |   |  |  |  |
|                     | e - C<br>ish   |                                    |                              |                                    |                               |                                 |   |  |  |  |
|                     | L7.2<br>Englis   |                                    |                              |                                    |                               |                                 |   |  |  |  |
|                     |  |                                    |                              |                                    |                               |                                 |   |  |  |  |
|                     |  |                                    |                              |                                    |                               |                                 |   |  |  |  |
|                     |  |                                    |                              |                                    |                               |                                 |   |  |  |  |
|                     |  |                                    |                              |                                    |                               |                                 |   |  |  |  |
|                     |  |                                    |                              |                                    |                               |                                 |   |  |  |  |



|                       | CA CCSS for<br>ELA Standard  | Corresponding ELD Standards         |  |   |  |  |  |  |  |  |
|-----------------------|--|-------------------------------------|--|---|--|--|--|--|--|--|
|                       |  | PI.1 - Exchanging information/ideas |  |   | PI.2   | - Interacting via written Eng  | lish   |  |  |  |
| Knowledge of Language | L 7.3 - Use knowledge of language and its conventions when<br>writing, speaking, reading, or listening. (a.) |                                     |  | Bridging -<br>Contribute to class, group,<br>and partner discussions by<br>following turn-taking rules,<br>asking relevant questions,<br>affirming others, adding<br>relevant information and<br>evidence, paraphrasing key<br>ideas, building on<br>responses, and providing<br>useful feedback. | Emerging -<br>Engage in short written<br>exchanges with peers and<br>collaborate on simple<br>written texts on familiar<br>topics, using technology<br>when appropriate. | Expanding -<br>Engage in longer written<br>exchanges with peers and<br>collaborate on more<br>detailed written texts on a<br>variety of topics, using<br>technology when<br>appropriate. | Bridging -<br>Engage in extended<br>written exchanges<br>with peers and<br>collaborate on complex<br>written texts on a variety<br>of topics, using<br>technology when<br>appropriate. |  |  |  |



|                                | CA CCSS for<br>ELA Standard | Corresponding ELD Standards  |  |  |   |  |   |  |  |  |
|--------------------------------|-----------------------------|--|--|--|---|--|---|--|--|--|
|                                |                             | PI.3 - Supp  | orting opinions and persuadi                       | ng others  |   | PI.4 - Adapting language choice  | es  |  |  |  |
| Vocabulary Acquisition and Use | ventions when<br>g. (a.)    | suade others in<br>conversations (e.g., to gain<br>and hold the floor or ask<br>for clarification) using | Negotiate with or persuade others in conversations | Bridging -<br>Negotiate with or<br>persuade others in<br>conversations using<br>appropriate register (e.g.,<br>to acknowledge new<br>information) using a<br>variety of learned<br>phrases, indirect<br>reported speech (e.g., <i>I</i><br><i>heard you say X, and I</i><br><i>haven't thought about</i><br><i>that before</i> ), and open<br>responses. | according to social setting<br>(e.g., classroom, break<br>time) and audience (e.g., | Adjust language choices<br>according to purpose (e.g.,<br>explaining, persuading,<br>entertaining), task, and<br>audience. | <b>Bridging -</b><br>Adjust language choices<br>according to task (e.g.,<br>facilitating a science<br>experiment, providing peer<br>feedback on a writing<br>assignment), purpose, task,<br>and audience. |  |  |  |



| Γ                     | CA CCSS for<br>ELA Standard     | Corresponding ELD Standards      |  |   |                                |  |  |  |  |
|-----------------------|---------------------------------|----------------------------------|--|---|--------------------------------|--|--|--|--|
|                       |                                 |                                  | PI.5 - Listening actively  | 1   | PI.6 - Reading/viewing closely |  |  |  |  |
| Knowledge of Language | conventions when<br>ening. (a.) | questions, with<br>prompting and | Demonstrate active<br>listening in oral<br>presentation activities | by asking and<br>answering detailed<br>questions, with<br>minimal prompting |                                | Combine clauses in an increasing variety of ways (e.g., creating | <b>Bridging -</b><br>Combine clauses in a wide variety<br>of ways (e.g., creating compound,<br>complex, and compound– complex<br>sentences) to make connections<br>between and join ideas, for<br>example, to show the relationship<br>between multiple events or ideas<br>(e.g., <i>After eating lunch, the<br/>students worked in groups while<br/>their teacher walked around the<br/>room</i> ) or to evaluate an argument<br>(e.g., <i>The author claims X,</i><br><i>although there is a lack of</i><br><i>evidence to support this claim</i> ). |  |  |

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|                       | CA CCSS for<br>ELA Standard  | Corresponding ELD Standards   |  |   |  |  |   |  |  |  |
|-----------------------|--|---|--|---|--|--|---|--|--|--|
|                       |  | PI.7 - Evaluating language choices  |  |   | PI.8   | 3 - Analyzing language choi  | ces   |  |  |  |
| Knowledge of Language | L 7.3 - Use knowledge of language and its conventions when<br>writing, speaking, reading, or listening. (a.) | Emerging -<br>Explain how well writers<br>and speakers use language<br>to support ideas and<br>arguments with detailed<br>evidence (e.g., identifying<br>the precise vocabulary used<br>to present evidence, or the<br>phrasing used to signal a<br>shift in meaning) when<br>provided with substantial<br>support. | Expanding -<br>Explain how well writers<br>and speakers use specific<br>language to present ideas of<br>support arguments and<br>provide detailed evidence | Bridging -<br>Explain how well writers<br>and speakers use specific<br>language resources to<br>present ideas or support<br>arguments and provide<br>detailed evidence (e.g.,<br>identifying the specific | <b>Emerging -</b><br>Explain how phrasing or<br>different common words<br>with similar meaning (e.g.,<br>choosing to use the word<br><i>polite</i> versus <i>good</i> )<br>produce different effects on<br>the audience. | <b>Expanding -</b><br>Explain how phrasing,<br>different words with<br>similar meaning (e.g.,<br>describing a character as<br><i>diplomatic</i> versus | <b>Bridging</b> -<br>Explain how phrasing,<br>different words with similar<br>meaning (e.g., <i>refined-</i><br><i>respectful-</i><br><i>polite-diplomatic</i> ), or<br>figurative language (e.g.,<br><i>The wind whispered</i><br><i>through the night</i> ) produce<br>shades of meaning,<br>nuances, and different<br>effects on the audience. |  |  |  |

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|                       | CA CCSS for<br>ELA Standard                      | Corresponding ELD Standards |                          |                            |                                  |                                   |                                    |  |  |  |  |
|-----------------------|--|-----------------------------|--------------------------|----------------------------|----------------------------------|-----------------------------------|------------------------------------|--|--|--|--|
|                       |  | PI.9 - Presenting           |                          |                            | PI.10 - Writing                  |                                   |                                    |  |  |  |  |
|                       |  | Emerging -                  | Expanding -              | Bridging -                 | Emerging -                       | Expanding -                       | Bridging -                         |  |  |  |  |
|                       |  | Plan and deliver brief      | Plan and deliver longer  | Plan and deliver longer    | a. Write short literary and      | a. Write longer literary and      | a. Write longer and more           |  |  |  |  |
|                       |  | informative oral            | oral presentations on a  | oral presentations on a    | informational texts (e.g., an    | informational texts (e.g., an     | detailed literary and              |  |  |  |  |
|                       | ua   | presentations on familiar   | variety of topics, using | variety of topics in a     | argument for wearing school      | argument for wearing              | informational texts (e.g., an      |  |  |  |  |
|                       | Ч м<br>М   | topics.                     | details and evidence to  | variety of disciplines,    | uniforms) collaboratively (e.g., | school uniforms)                  | argument for wearing school        |  |  |  |  |
|                       | (  |                             | support ideas.           | using reasoning and        | with peers) and independently.   | collaboratively (e.g., with       | uniforms) collaboratively (e.g.,   |  |  |  |  |
|                       | atior  |                             |                          | evidence to support ideas, |                                  | peers) and independently          | with peers) and independently      |  |  |  |  |
|                       | ver<br>Jg.                                       |                             |                          | as well as growing         |                                  | using appropriate text            | using appropriate text             |  |  |  |  |
|                       | con<br>enir                                      |                             |                          | understanding of register. |                                  | organization.                     | organization and growing           |  |  |  |  |
| age                   | and its conventions when<br>, or listening. (a.) |                             |                          |                            |                                  |                                   | understanding of register.         |  |  |  |  |
| Knowledge of Language | or   |                             |                          |                            |                                  |                                   |                                    |  |  |  |  |
| Lar                   |  |                             |                          |                            |                                  | <b>b.</b> Write increasingly con- | <b>b.</b> Write clear and coherent |  |  |  |  |
| of                    | uag  |                             |                          |                            | texts and experiences using      | cise summaries of texts and       |                                    |  |  |  |  |
| dge                   | ang.<br>, re:                                    |                             |                          |                            | complete sentences and key       |                                   | experiences using complete         |  |  |  |  |
| <u>v</u> le           | of language<br>cing, reading                     |                             |                          |                            | words (e.g., from notes or       | sentences and key words           | and concise sentences and key      |  |  |  |  |
| no                    |  |                             |                          |                            | graphic organizers).             | (e.g., from notes or graphic      | words (e.g., from notes or         |  |  |  |  |
| ×                     | - Use knowledge of la<br>writing, speaking,      |                             |                          |                            |                                  | organizers).                      | graphic organizers).               |  |  |  |  |
|                       | ing.   |                             |                          |                            |                                  |                                   |                                    |  |  |  |  |
|                       | e kn<br>vrit                                     |                             |                          |                            |                                  |                                   |                                    |  |  |  |  |
|                       | Use<br>v   |                             |                          |                            |                                  |                                   |                                    |  |  |  |  |
|                       | ŝ  |                             |                          |                            |                                  |                                   |                                    |  |  |  |  |
|                       | L 7.3  |                             |                          |                            |                                  |                                   |                                    |  |  |  |  |
|                       |  |                             |                          |                            |                                  |                                   |                                    |  |  |  |  |
|                       |  |                             |                          |                            |                                  |                                   |                                    |  |  |  |  |
|                       |  |                             |                          |                            |                                  |                                   |                                    |  |  |  |  |
|                       |  |                             |                          |                            |                                  |                                   |                                    |  |  |  |  |

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

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

|                       | CA CCSS for<br>ELA Standard           |   |  | Corresponding  | g ELD Standards   |  |   |  |
|-----------------------|---------------------------------------|---|--|--|---|--|---|--|
|                       |                                       |   | PI.11 - Justifying/arguing   |  | PI.12 - Selecting language resources  |  |   |  |
| Knowledge of Language | ts conventions when<br>stening. (a. ) |   | <b>Expanding -</b><br>a. Justify opinions or<br>persuade others by<br>providing relevant textual | Bridging -<br>a. Justify opinions or<br>persuade others by<br>providing detailed and<br>relevant textual evidence or<br>relevant background<br>knowledge, with light<br>support.     | Emerging -<br>a. Use a select number of<br>general academic words<br>(e.g., <i>cycle, alternative</i> ) and<br>domain-specific words (e.g., | Expanding -<br>a. Use a growing set of<br>academic words (e.g., cycle,<br>alternative, indicate,<br>process ), domain-specific<br>words (e.g., scene, soliloquy,<br>sonnet, friction, monarchy,<br>fraction ), synonyms, and<br>antonyms to create precision<br>and shades of meaning while<br>speaking and writing. | Bridging -<br>a. Use an expanded set of<br>general academic words<br>(e.g., cycle, alternative,<br>indicate, process,<br>emphasize, illustrate ),<br>domain-specific words (e.g.,<br>scene, soliloquy, sonnet,<br>friction, monarchy, fraction ), |  |
|                       | know<br>riting,                       | <b>b</b> . Express attitude and<br>opinions or temper<br>statements with familiar<br>modal expressions (e.g.,<br><i>can, may</i> ). | opinions or temper   | <b>b</b> . Express attitude and<br>opinions or temper state-<br>ments with nuanced modal<br>expressions (e.g.,<br><i>possibly/potentially/</i><br><i>absolutely, should/might</i> ). | morphology to appropriately<br>select affixes in basic ways<br>(e.g., She likes X. He walk <i>ed</i><br>to school).                         | <b>b.</b> Use knowledge of<br>morphology to appropriately<br>select affixes in a growing<br>number of ways to<br>manipulate language (e.g.,<br>She likes <i>walking</i> to school.<br>That's im possible).   | <b>b.</b> Use knowledge of  |  |

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|                       | CA CCSS for<br>ELA Standard  |   |  | Corresponding ELD  | Standards  |  |   |
|-----------------------|--|---|--|--|--|--|---|
|                       |  |   | PII.2 - Understanding cohesion   | on   | PII.3  | - Using verbs and verb phr   | ases  |
| Knowledge of Language | nowledge of language and its conventions when<br>ting, speaking, reading, or listening. (a.) | familiar language resources<br>for referring to make texts<br>more cohesive (e.g., how<br>pronouns refer back to<br>nouns in text) to<br>comprehending texts and<br>writing brief texts.<br><b>b.</b> Apply basic under-<br>standing of how ideas,<br>events, or reasons are linked<br>throughout a text using<br>everyday connecting words<br>or phrases (e.g., at the end,<br>next ) to comprehending | <ul> <li>Expanding -</li> <li>a. Apply knowledge of familiar language resources for referring to make texts more cohesive (e.g., how pronouns refer back to nouns in text, how using synonyms helps avoid repetition) to comprehending texts and writing texts with increasing cohesion.</li> <li>b. Apply growing under-standing of how ideas, events, or reasons are linked throughout a text using a</li> </ul> | <ul> <li>Bridging -</li> <li>a. Apply knowledge of familiar language resources for referring to make texts more cohesive (e.g., how pronouns, synonyms, or nominalizations are used to refer backward in a text) to comprehending texts and writing cohesive texts.</li> <li>b. Apply increasing understanding of how ideas, events, or reasons are linked throughout a text using an increasing variety of academic connecting and</li> </ul> | Emerging -<br>Use a variety of verbs in<br>different tenses (e.g.,<br>present, past, future,<br>simple, progressive)<br>appropriate to the text<br>type and discipline (e.g.,<br>simple past and past<br>progressive for recounting<br>an experience) on familiar<br>topics. | - Using verbs and verb phr<br>Expanding -<br>Use a variety of verbs in<br>different tenses (e.g.,<br>present, past, future,<br>simple, progressive,<br>perfect) appropriate to<br>the task, text type, and<br>discipline (e.g., simple<br>present for literary<br>analysis) on an increasing<br>variety of topics. | Bridging -<br>Use a variety of verbs in<br>different tenses (e.g.,<br>present, past, future,<br>simple, progressive,<br>perfect) appropriate to<br>the task, text type, and<br>discipline (e.g., the<br>present perfect to<br>describe previously made<br>claims or conclusions) on<br>a variety of topics. |



|                       | CA CCSS for<br>ELA Standard  |   |   | Corresponding  | ELD Standards  |                                |  |
|-----------------------|--|---|---|--|--|--------------------------------|--|
|                       |  | PII.4   | 4 - Using nouns and noun ph   | rases  | P  | II.5 - Modifying to add detail | S  |
| Knowledge of Language | L 7.3 - Use knowledge of language and its conventions when<br>writing, speaking, reading, or listening. (a.) | Emerging -<br>Expand noun phrases in basic<br>ways (e.g., adding a sensory<br>adjective to a noun) in order<br>to enrich the meaning of<br>sentences and add details<br>about ideas, people, and<br>things. | Expanding -<br>Expand noun phrases in a<br>growing number of ways<br>(e.g., adding adjectives to<br>nouns or simple clause<br>embedding) in order to<br>enrich the meaning of<br>sentences and add details<br>about ideas, people, and<br>things. | Bridging -<br>Expand noun phrases in an<br>increasing variety of ways<br>(e.g., more complex clause<br>embedding) in order to<br>enrich the meaning of<br>sentences and add details<br>about ideas, people, and<br>things. | Emerging -<br>Expand sentences with<br>simple adverbials (e.g.,<br>adverbs, adverb phrases,<br>prepositional phrases) to<br>provide details (e.g., time,<br>manner, place, cause) about<br>a familiar activity or process. |                                | <b>Bridging -</b><br>Expand sentences with a<br>variety of adverbials (e.g.,<br>adverbs, adverb phrases<br>and clauses, prepositional<br>phrases) to provide details<br>(e.g., time, manner, place,<br>cause) about a variety of<br>familiar and new activities<br>and processes |





|                       | CA CCSS for<br>ELA Standard  |                              |  | Corresponding  | ELD Standards                              |   |   |
|-----------------------|--|------------------------------|--|--|--|---|---|
|                       |  |                              | PII.6 - Connecting ideas                           |  |  | PII.7 - Condensing ideas                                |   |
|                       |  | Emerging -                   | Expanding -  | Bridging -   | Emerging -                                 |   | Bridging -                                  |
|                       |  | Combine clauses in a few     |  |  | Condense ideas in simple                   |   | Condense ideas in a variety                 |
|                       |  |                              | increasing variety of ways                         |  |  |   | of ways (e.g., through                      |
|                       | hen  | connections between and join |  | creating compound,                                   |  | (e.g., through various types<br>of embedded clauses and | various types of embedded                   |
|                       | N N  |                              | and complex sentences) to make connections between | complex, and compound–<br>complex sentences) to make | phrases, or through simple                 | other ways of condensing, as                            | clauses, ways of condensing,                |
|                       | ntions<br>(a.)   |                              |  |  | ways of condensing as in,                  | in, Organic vege- tables are                            | They <i>destroyed</i> the rain              |
|                       | enti<br>. (a   | _                            | to express a reason (e.g., He                      |  | This is a story about a girl.              |   | forest. Lots of animals <i>died</i>         |
|                       | e knowledge of language and its conventions when<br>writing, speaking, reading, or listening. (a.) | because).                    | ,  | show the relationship                                | , .  | chemical fertilizers. They're                           | $\rightarrow$ The <i>destruction</i> of the |
| ag                    | ts co<br>stei  | ,                            | , , ,  | between multiple events or                           | $\rightarrow$ This is a story about a girl | · ·   | rain forest led to the death                |
| Knowledge of Language | and its<br>, or liste  |                              | Monday's exam ) or to make                         | ideas (e.g., After eating                            | who changed the world ) to                 | insecticides) $ ightarrow$ Organic vege-                | of many animals) to create                  |
| Lang                  | e ar<br>Jg, c  |                              | a concession (e.g., She                            | lunch, the students worked                           | create precise and detailed                | tables are foods that are                               | precise and detailed                        |
| of                    | uag<br>adir  |                              |  | in groups while their teacher                        |  |   | sentences.                                  |
| dge                   | ang<br>, re:   |                              |  | walked around the room ) or                          |  | fertilizers or insecticides) to                         |   |
| vle                   | of language<br>king, reading   |                              | well ).  | to evaluate an argument                              |  | create precise and detailed                             |   |
| No                    | ge   |                              |  | (e.g., The author claims X,                          |  | sentences.  |   |
| ×                     | vled<br>, sp   |                              |  | although there is a lack of                          |  |   |   |
|                       | now<br>ting  |                              |  | evidence to support this<br>claim ).                 |  |   |   |
|                       | Use knowledge<br>writing, speal  |                              |  | ciuim j.   |  |   |   |
|                       | S L  |                              |  |  |  |   |   |
|                       | 7.3  |                              |  |  |  |   |   |
|                       | 5  |                              |  |  |  |   |   |
|                       |  |                              |  |  |  |   |   |
|                       |  |                              |  |  |  |   |   |
|                       |  |                              |  |  |  |   |   |
|                       |  |                              |  |  |  |   |   |

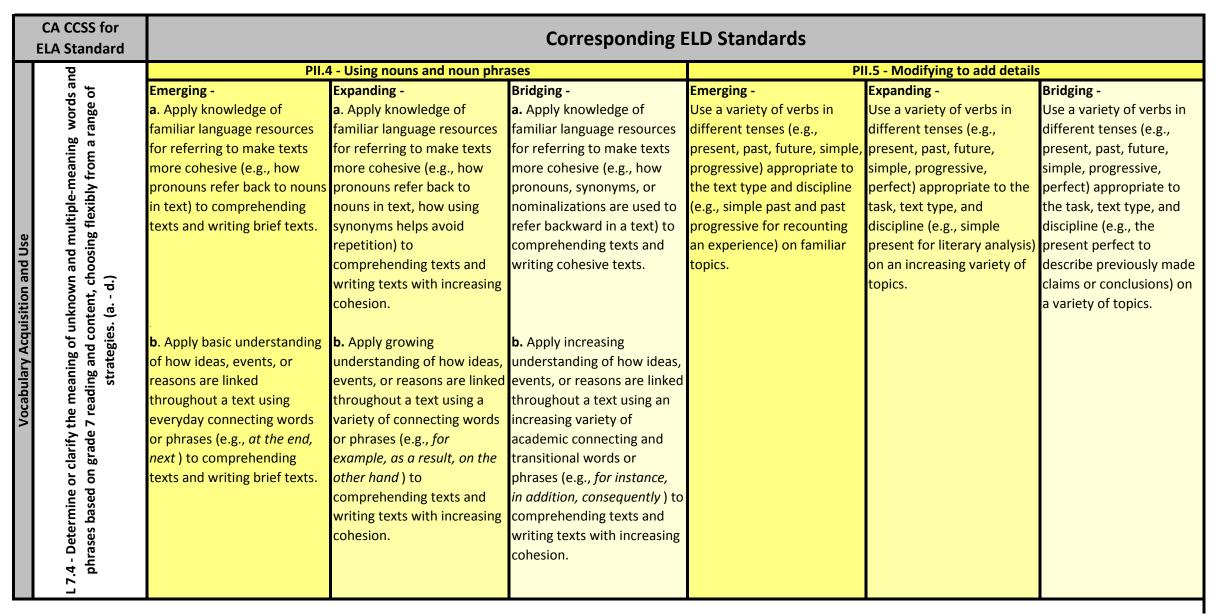


|                                | CA CCSS for<br>ELA Standard               | Corresponding ELD Standards                        |   |   |  |  |  |  |  |
|--------------------------------|---|--|---|---|--|--|--|--|--|
|                                | σ   | PI.10 - Writing                                    |   |   |  |  |  |  |  |
|                                | e-meaning words an<br>bly from a range of |  | <b>a.</b> Write longer literary and informational texts (e.g., an argument for wearing school uniforms) collaboratively (e.g., with peers) and independently using appropriate text organization. | informational texts (e.g., an argument for wearing  |  |  |  |  |  |
| Vocabulary Acquisition and Use | mu<br>ing 1                               | using complete sentences and key words (e.g., from | <b>b.</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<br>experiences using complete and concise sentences and<br>key words (e.g., from notes or graphic organizers). |  |  |  |  |  |

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|                                   | CA CCSS for<br>ELA Standard   | Corresponding ELD Standards   |  |  |                            |                                      |                           |  |  |  |
|-----------------------------------|---|-------------------------------|--|--|----------------------------|--------------------------------------|---------------------------|--|--|--|
|                                   | σ   |                               | PII.2 - Understanding cohesi           | on   | PII.3                      | PII.3 - Using verbs and verb phrases |                           |  |  |  |
|                                   | words and<br>ange of  | Emerging -                    | Expanding -                            | Bridging -   | Emerging -                 | Expanding -                          | Bridging -                |  |  |  |
|                                   | rds<br>ge c   | <b>a</b> . Apply knowledge of | <ol> <li>Apply knowledge of</li> </ol> | <ul> <li>a. Apply knowledge of familiar</li> </ul> | Use a variety of verbs in  | Use a variety of verbs in            | Use a variety of verbs in |  |  |  |
|                                   | wο<br>anε   | familiar language resources   | familiar language resources            | language resources for referring                   | different tenses (e.g.,    | different tenses (e.g.,              | different tenses (e.g.,   |  |  |  |
|                                   | a r   | for referring to make texts   | for referring to make texts            | to make texts more cohesive                        | present, past, future,     | present, past, future,               | present, past, future,    |  |  |  |
|                                   | of unknown and multiple-meaning words a<br>d content, choosing flexibly from a range of<br>gies. (a d.) | more cohesive (e.g., how      | more cohesive (e.g., how               | (e.g., how pronouns, synonyms,                     | simple, progressive)       | simple, progressive,                 | simple, progressive,      |  |  |  |
|                                   | y fr  | pronouns refer back to        |  | or nominalizations are used to                     | appropriate to the text    | perfect) appropriate to              | perfect) appropriate to   |  |  |  |
|                                   | cibl-   | nouns in text) to             | in text, how using synonyms            | refer backward in a text) to                       | type and discipline (e.g., | the task, text type, and             | the task, text type, and  |  |  |  |
|                                   | fley  | comprehending texts and       | helps avoid repetition) to             | comprehending texts and writing                    | simple past and past       | discipline (e.g., simple             | discipline (e.g., the     |  |  |  |
| se                                | n ng ng   | writing brief texts.          | comprehending texts and                | cohesive texts.                                    | progressive for recounting | present for literary                 | present perfect to        |  |  |  |
| Πp                                | and   |                               | writing texts with increasing          |  | an experience) on familiar | analysis) on an increasing           | describe previously made  |  |  |  |
| an                                | own a<br>t, cho<br>- d.)  |                               | cohesion.                              |  | topics.                    | variety of topics.                   | claims or conclusions) on |  |  |  |
| <b>Jocabulary Acquisition and</b> | nov<br>int,   |                               |  |  |                            |                                      | a variety of topics.      |  |  |  |
| iisit                             | inki<br>nte<br>. (a   |                               |  | b. Apply increasing under-                         |                            |                                      |                           |  |  |  |
| cdr                               | of u<br>I co<br>gies  | <b>.</b> .                    | standing of how ideas,                 | standing of how ideas, events, or                  |                            |                                      |                           |  |  |  |
| ۲<br>۲                            | aning of unkn<br>ng and conter<br>strategies. (a.   | events, or reasons are linked |  | reasons are linked throughout a                    |                            |                                      |                           |  |  |  |
| ılar                              | ani<br>ng<br>stra   |                               | throughout a text using a              | text using an increasing variety                   |                            |                                      |                           |  |  |  |
| abu                               | me  |                               |  | of academic connecting and                         |                            |                                      |                           |  |  |  |
| Voc                               | he<br>7 re  |                               |  | transitional words or phrases                      |                            |                                      |                           |  |  |  |
|                                   | fy t<br>de  |                               | as a result, on the other              | (e.g., for instance, in addition,                  |                            |                                      |                           |  |  |  |
|                                   | lari<br>gra   |                               | hand ) to comprehending                | consequently) to comprehending                     |                            |                                      |                           |  |  |  |
|                                   | on (  |                               | texts and writing texts with           | texts and writing texts with                       |                            |                                      |                           |  |  |  |
|                                   | e de  |                               | increasing cohesion.                   | increasing cohesion.                               |                            |                                      |                           |  |  |  |
|                                   | 'mii<br>bas   |                               |  |  |                            |                                      |                           |  |  |  |
|                                   | 4 - Determine or clarify the meaning o<br>phrases based on grade 7 reading and<br>strateg               |                               |  |  |                            |                                      |                           |  |  |  |
|                                   | - De  |                               |  |  |                            |                                      |                           |  |  |  |
|                                   | L 7.4 -<br>ph   |                               |  |  |                            |                                      |                           |  |  |  |
|                                   | 1 1   |                               |  |  |                            |                                      |                           |  |  |  |
|                                   | _   |                               |  |  |                            |                                      |                           |  |  |  |

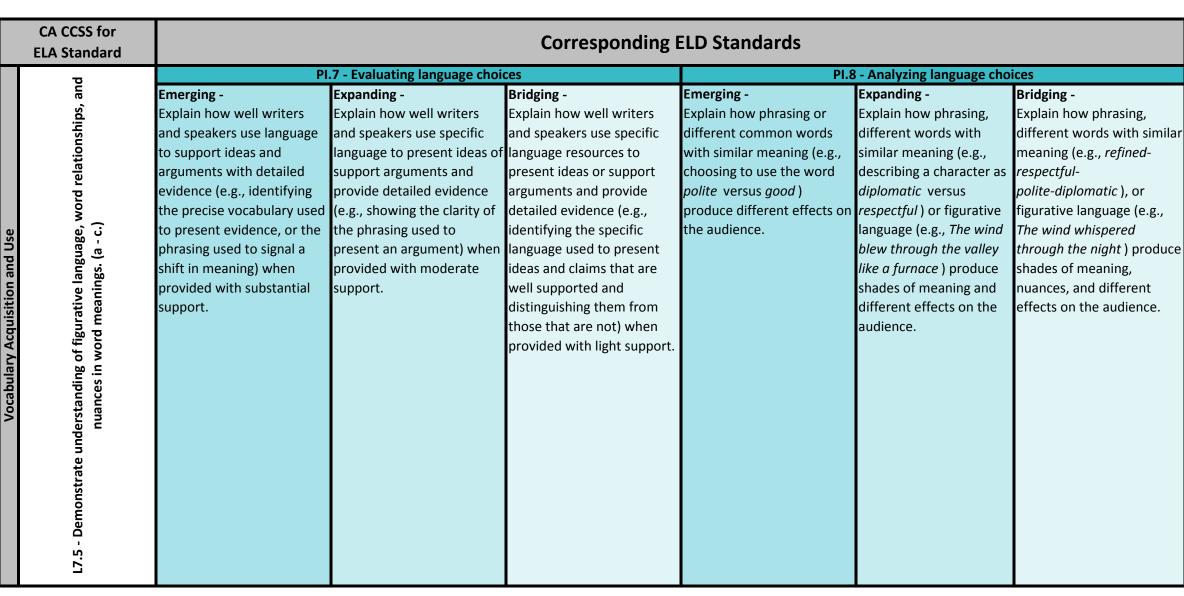


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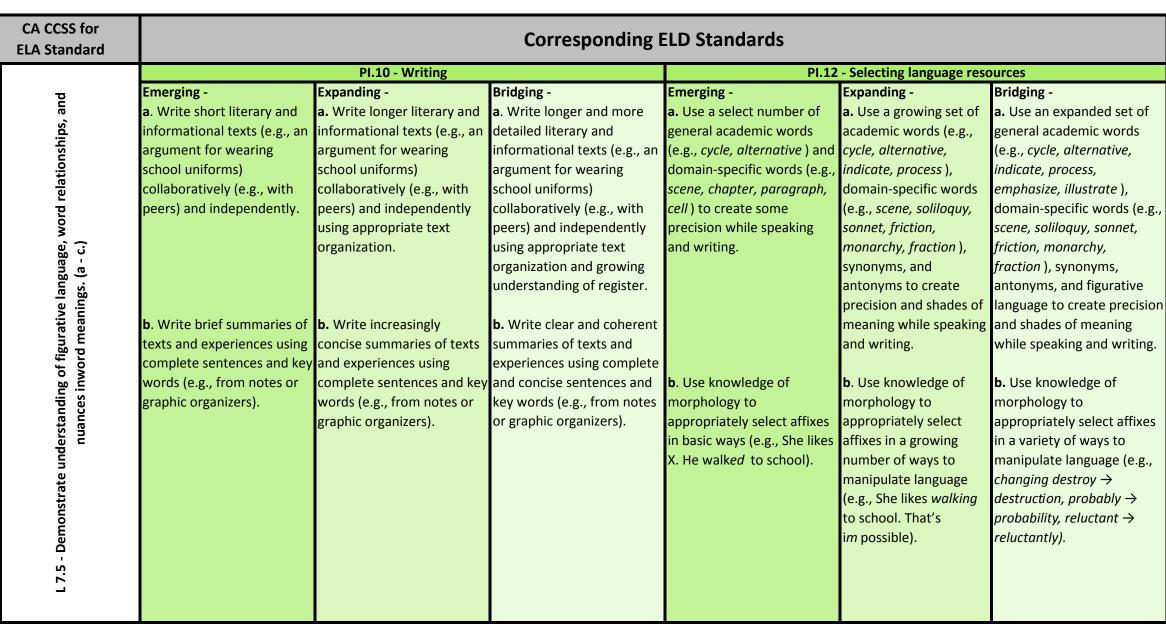
|                                | CA CCSS for<br>ELA Standard   | Corresponding ELD Standards   |  |   |  |   |  |  |  |  |
|--------------------------------|---|---|--|---|--|---|--|--|--|--|
|                                | pu  | PII.6 - Connecting ideas  |  |   |  | PII.7 - Condensing ideas  |  |  |  |  |
| Vocabulary Acquisition and Use | ETA Standard<br>g flexibly from a range of  | basic ways to make<br>connections between and join<br>ideas (e.g., creating<br>compound sentences using<br><i>and</i> , <i>but</i> , <i>so</i> ; creating<br>complex sentences using<br>because). | Expanding -<br>Combine clauses in an<br>increasing variety of ways | Bridging -<br>Combine clauses in a wide<br>variety of ways (e.g.,<br>creating compound,<br>complex, and compound–<br>complex sentences) to<br>make connections<br>between and join ideas,<br>for example, to show the<br>relationship between<br>multiple events or ideas<br>(e.g., After eating lunch,<br>the students worked in<br>groups while their teacher<br>walked around the room ) | Emerging -<br>Condense ideas in simple<br>ways (e.g., by<br>compounding verbs,<br>adding prepositional<br>phrases, or through<br>simple embedded<br>clauses or other ways of<br>condensing as in, This is a<br>story about a girl. The girl<br>changed the world. →<br>This is a story about a<br>girl who changed the<br>world ) to create precise<br>and detailed sentences. | Expanding -<br>Condense ideas in an<br>increasing variety of ways<br>(e.g., through various types<br>of embedded clauses and<br>other ways of condensing, as<br>in, Organic vege- tables are<br>food. They're made without<br>chemical fertilizers. They're<br>made without chemical<br>insecticides) → Organic vege-<br>tables are foods that are<br>made without chemical<br>fertilizers or insecticides) to<br>create precise and detailed | They <i>destroyed</i> the rain<br>forest. Lots of animals <i>died</i><br>$\rightarrow$ The <i>destruction</i> of the<br>rain forest led to the death |  |  |  |
| Vocabula                       | L 7.4 - Determine or clarify the meaning<br>phrases based on grade 7 reading an<br>strate |   |  | or to evaluate an<br>argument (e.g., The<br>author claims X, although<br>there is a lack of evidence<br>to support this claim ).  |  | sentences.  |  |  |  |  |

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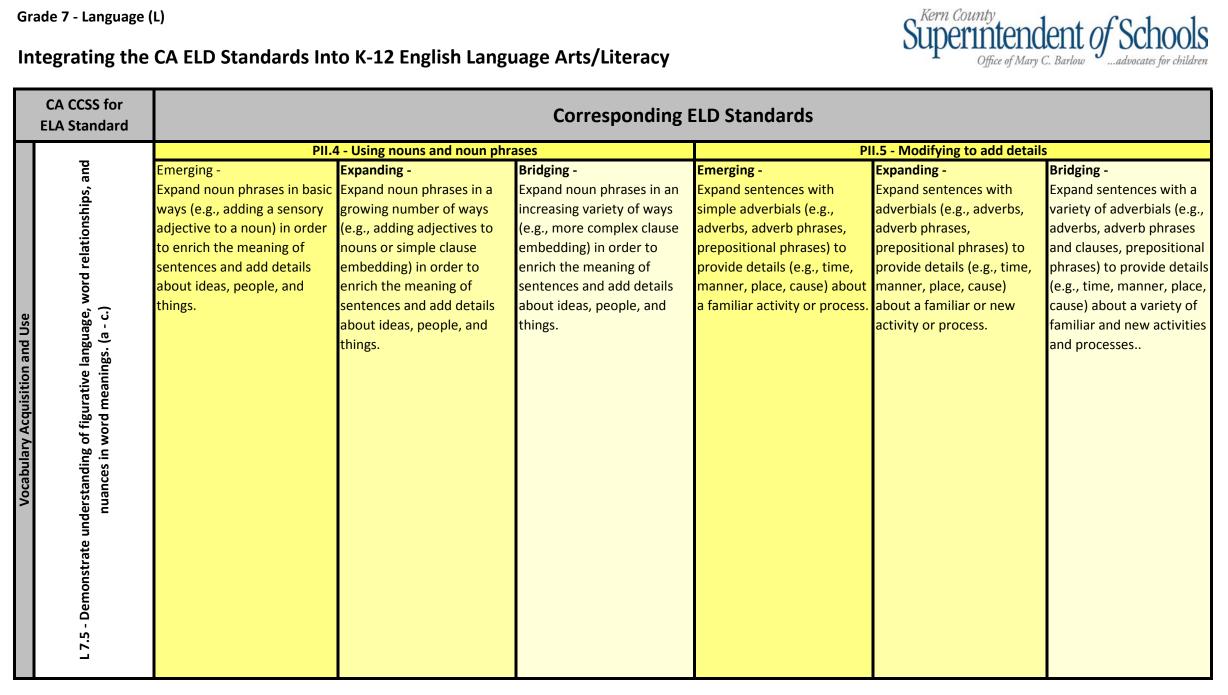
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Vocabulary Acquisition



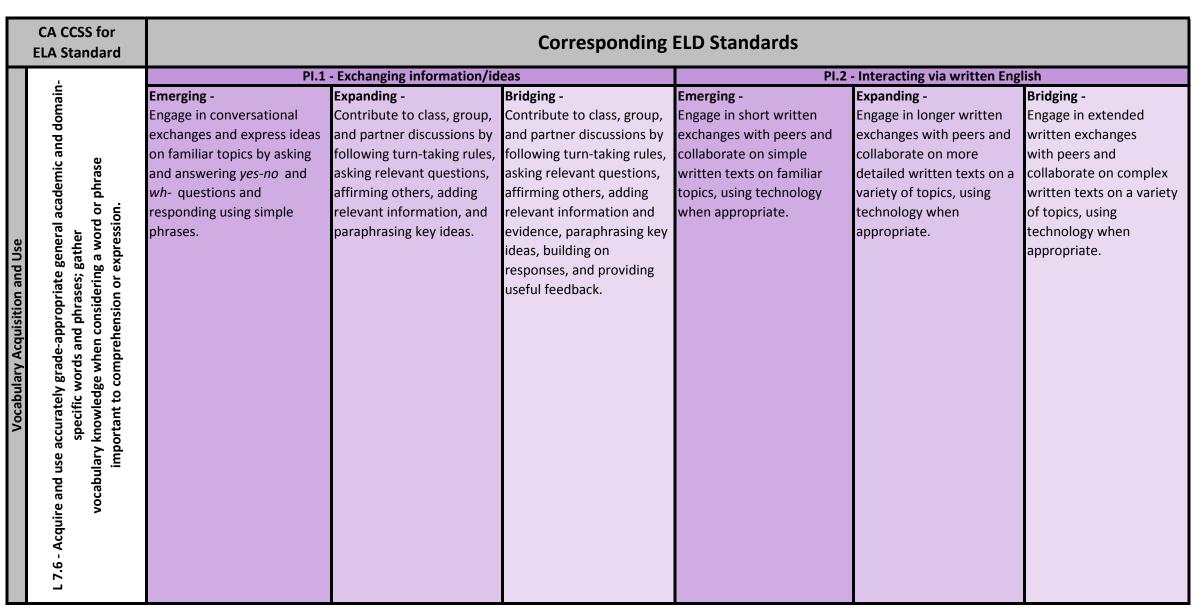
|                            | CA CCSS for<br>ELA Standard  | Corresponding ELD Standards    |                                       |                                    |                                      |                            |                           |  |  |  |
|----------------------------|--|--------------------------------|---------------------------------------|------------------------------------|--------------------------------------|----------------------------|---------------------------|--|--|--|
|                            |  |                                | PII.2 - Understanding cohesion        |                                    | PII.3 - Using verbs and verb phrases |                            |                           |  |  |  |
|                            | q  | Emerging -                     | Expanding -                           | Bridging -                         | Emerging -                           | Expanding -                | Bridging -                |  |  |  |
|                            | , and  | a. Apply knowledge of          | a. Apply knowledge of familiar        | a. Apply knowledge of              | Use a variety of verbs in            | Use a variety of verbs in  | Use a variety of verbs in |  |  |  |
|                            | iips   | familiar language resources    | language resources for                | familiar language resources        | different tenses (e.g.,              | different tenses (e.g.,    | different tenses (e.g.,   |  |  |  |
|                            | hsn  | for referring to make texts    | referring to make texts more          | for referring to make texts        | present, past, future,               | present, past, future,     | present, past, future,    |  |  |  |
|                            | relationships,   | more cohesive (e.g., how       | cohesive (e.g., how pronouns          | more cohesive (e.g., how           | simple, progressive)                 | simple, progressive,       | simple, progressive,      |  |  |  |
|                            | rela   | pronouns refer back to         | refer back to nouns in text,          | pronouns, synonyms, or             | appropriate to the text              | perfect) appropriate to    | perfect) appropriate to   |  |  |  |
|                            |  | nouns in text) to              | how using synonyms helps              | nominalizations are used to        | type and discipline (e.g.,           | the task, text type, and   | the task, text type, and  |  |  |  |
|                            | -  | comprehending texts and        | avoid repetition) to                  | refer backward in a text) to       | simple past and past                 | discipline (e.g., simple   | discipline (e.g., the     |  |  |  |
| se                         | derstanding of figurative language,<br>nuances inword meanings. (a - c.) | writing brief texts.           | comprehending texts and               | comprehending texts and            | progressive for recounting           | present for literary       | present perfect to        |  |  |  |
| Ъ                          | gua<br>(a -  |                                | writing texts with increasing         | writing cohesive texts.            | an experience) on familiar           | analysis) on an increasing | describe previously made  |  |  |  |
| Vocabulary Acquisition and | erstanding of figurative langu<br>nuances inword meanings. (a            |                                | cohesion.                             |                                    | topics.                              | variety of topics.         | claims or conclusions) on |  |  |  |
| ion                        | ve  <br>nin  |                                |                                       |                                    |                                      |                            | a variety of topics.      |  |  |  |
| isit                       | rati   | <b>b.</b> Apply basic under-   | <b>b.</b> Apply growing under-        |                                    |                                      |                            |                           |  |  |  |
| nbo                        | igui<br>d n  | standing of how ideas,         | standing of how ideas, events,        | <b>b</b> . Apply increasing under- |                                      |                            |                           |  |  |  |
| A A                        | of f<br>vor  | events, or reasons are linked  | or reasons are linked                 | standing of how ideas,             |                                      |                            |                           |  |  |  |
| lar                        | ng o<br>inv  | throughout a text using        | throughout a text using a             | events, or reasons are linked      |                                      |                            |                           |  |  |  |
| nqe                        | ndi<br>ces   | everyday connecting words      | variety of connecting words or        | throughout a text using an         |                                      |                            |                           |  |  |  |
| /oc                        | sta<br>Jan   | or phrases (e.g., at the end,  | phrases (e.g., for example, as a      | increasing variety of              |                                      |                            |                           |  |  |  |
| -                          | der  | next ) to comprehending        | <i>result, on the other hand</i> ) to | academic connecting and            |                                      |                            |                           |  |  |  |
|                            |  | texts and writing brief texts. | comprehending texts and               | transitional words or phrases      |                                      |                            |                           |  |  |  |
|                            | ate  |                                | writing texts with increasing         | (e.g., for instance, in            |                                      |                            |                           |  |  |  |
|                            | stra   |                                | cohesion.                             | addition, consequently ) to        |                                      |                            |                           |  |  |  |
|                            | nor  |                                |                                       | comprehending texts and            |                                      |                            |                           |  |  |  |
|                            | Den  |                                |                                       | writing texts with increasing      |                                      |                            |                           |  |  |  |
|                            | - <u>-</u>   |                                |                                       | cohesion.                          |                                      |                            |                           |  |  |  |
|                            | 7.5  |                                |                                       |                                    |                                      |                            |                           |  |  |  |
|                            | -  |                                |                                       |                                    |                                      |                            |                           |  |  |  |
|                            |  |                                |                                       |                                    |                                      |                            |                           |  |  |  |

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| CA CCS<br>ELA Sta   |   | Corresponding ELD Standards   |   |  |  |  |  |  |  |  |
|---|---|---|---|--|--|--|--|--|--|--|
|   |   | PI.3 - Sup  | porting opinions and persuad  | ding others  | PI.4 - Adapting language choices   |  |  |  |  |  |
| Vocabulary Acquisition and Use<br>L 7.6 - Acquire and use accurately grade-appropriate general academic and domain-<br>specific words and phrases: gather | vocabulary knowledge when considering a word or phrase<br>important to comprehension or expression. | PI.3 - Sup<br>Emerging -<br>Negotiate with or per-<br>suade others in<br>conversations (e.g., to gain<br>and hold the floor or ask<br>for clarification) using<br>learned phrases (e.g., <i>I</i><br><i>think</i> , <i>Would you</i><br><i>please repeat that?</i> ) and<br>open responses. | <b>Expanding -</b><br>Negotiate with or persuade<br>others in conversations<br>(e.g., to provide<br>counterarguments) using<br>learned phrases ( <i>I agree</i> | <b>Bridging -</b><br>Negotiate with or persuade<br>others in conversations<br>using appropriate register | Adjust language choices<br>according to social setting<br>(e.g., classroom, break<br>time) and audience (e.g., | <b>Expanding -</b><br>Adjust language choices<br>according to purpose (e.g.,<br>explaining, persuading,<br>entertaining), task, and<br>audience. | es<br>Bridging -<br>Adjust language choices<br>according to task (e.g.,<br>facilitating a science<br>experiment, providing peer<br>feedback on a writing<br>assignment), purpose, task,<br>and audience. |  |  |  |

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| CA CCSS for<br>ELA Standard   | Corresponding ELD Standards  |   |   |   |   |   |
|---|--|---|---|---|---|---|
|   | F  | PI.5 - Listening activel  | у   |   | PI.6 - Reading/viewing closely  |   |
| Vocabulary Acquisition and Use<br>L 7.6 - Acquire and use accurately grade-appropriate general<br>academic and domain-specific words and phrases; gather<br>vocabulary knowledge when considering a word or phrase<br>important to comprehension or expression. | Emerging -<br>Demonstrate active<br>listening in oral<br>presentation<br>activities by asking<br>and answering basic<br>questions, with<br>prompting and | <b>Expanding -</b><br>Demonstrate active<br>listening in oral<br>presentation<br>activities by asking | <b>Bridging -</b><br>Demonstrate active<br>listening in oral<br>presentation<br>activities by asking<br>and answering<br>detailed questions,<br>with minimal<br>prompting and<br>support. | <ul> <li>Emerging - <ul> <li>a. Explain ideas, phenomena,</li> <li>processes, and text relationships</li> <li>(e.g., compare/contrast, cause/</li> <li>effect, problem/solution) based on</li> <li>close reading of a variety of grade-</li> <li>appropriate texts and viewing of</li> <li>multimedia, with substantial</li> <li>support.</li> </ul> </li> <li>b. Express inferences and</li> <li>conclusions drawn based on close</li> <li>reading of grade-appropriate texts</li> <li>and viewing of multimedia using</li> <li>some frequently used verbs (e.g.,</li> <li>shows that, based on ).</li> <li>c. Use knowledge of morphology</li> <li>(e.g., affixes, roots, and base words),</li> <li>context, reference materials, and</li> <li>visual cues to determine the</li> <li>meaning of unknown and multiple-</li> <li>meaning words on familiar topics.</li> </ul> | <ul> <li>Expanding - <ul> <li>a. Explain ideas, phenomena,</li> <li>processes, and text relationships</li> <li>(e.g., compare/contrast, cause/</li> <li>effect, problem/solution) based on</li> <li>close reading of a variety of grade-</li> <li>level texts and viewing of</li> <li>multimedia, with moderate</li> <li>support.</li> </ul> </li> <li>b. Express inferences and con-</li> <li>clusions drawn based on close</li> <li>reading of grade-appropriate texts</li> <li>and viewing of multimedia using a</li> <li>variety of verbs (e.g., suggests</li> <li>that, leads to ).</li> </ul> <li>c. Use knowledge of morphology</li> | <ul> <li>Bridging - <ul> <li>a. Explain ideas, phenomena, processes, and text relationships</li> <li>(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.</li> </ul> </li> <li>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> ).</li> <li>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.</li> </ul> |

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|                                | CA CCSS for<br>ELA Standard   | Corresponding ELD Standards |                              |                              |                                   |                                       |                                    |  |
|--------------------------------|---|-----------------------------|------------------------------|------------------------------|-----------------------------------|---------------------------------------|------------------------------------|--|
|                                | 0   | PI.                         | 7 - Evaluating language choi | ces                          | PI.8 - Analyzing language choices |                                       |                                    |  |
|                                | edge<br>ion.  | Emerging -                  |                              | Bridging -                   | Emerging -                        | Expanding -                           | Bridging -                         |  |
| Vocabulary Acquisition and Use | wle   | Explain how well writers    | Explain how well writers     | Explain how well writers     | Explain how phrasing or           | Explain how phrasing,                 | Explain how phrasing,              |  |
|                                | eral<br>ıry k<br>ır ex  | and speakers use language   | and speakers use specific    | and speakers use specific    | different common words            | different words with                  | different words with similar       |  |
|                                |   | to support ideas and        | language to present ideas of | language resources to        | with similar meaning (e.g.,       | similar meaning (e.g.,                | meaning (e.g., refined-            |  |
|                                |   | -                           | support arguments and        | present ideas or support     | choosing to use the word          | e e e e e e e e e e e e e e e e e e e | respectful-                        |  |
|                                | riate و<br>vocab<br>hensic  |                             | •                            | arguments and provide        | polite versus good)               | diplomatic versus                     | polite-diplomatic ), or            |  |
|                                | oria<br>· vo<br>: hei   | the precise vocabulary used |                              | detailed evidence (e.g.,     | produce different effects on      |                                       | figurative language (e.g.,         |  |
|                                | approp<br>gather<br>comprel   | •                           | the phrasing used to         | , , ,                        | the audience.                     | language (e.g., The wind              | The wind whispered                 |  |
|                                | app<br>gat<br>com   |                             | present an argument) when    |                              |                                   | blew through the valley               | <i>through the night</i> ) produce |  |
|                                | rade-a<br>ases; a   | 0.                          | provided with moderate       | ideas and claims that are    |                                   | <i>like a furnace</i> ) produce       | shades of meaning,                 |  |
| ion                            | gra<br>iras<br>int i  |                             | support.                     | well supported and           |                                   | shades of meaning and                 | nuances, and different             |  |
| iisit                          | ely g<br>I phr<br>ortan   | support.                    |                              | distinguishing them from     |                                   | different effects on the              | effects on the audience.           |  |
| car                            | rate<br>and<br>npo  |                             |                              | those that are not) when     |                                   | audience.                             |                                    |  |
| A V                            | accurately<br>ords and pt<br>ase importa  |                             |                              | provided with light support. |                                   |                                       |                                    |  |
| ular                           | voi<br>voi<br>iras  |                             |                              |                              |                                   |                                       |                                    |  |
| abı                            | d use<br>fic wo   |                             |                              |                              |                                   |                                       |                                    |  |
| Voc                            | and<br>eci  |                             |                              |                              |                                   |                                       |                                    |  |
|                                | iire<br>1-sp<br>vor   |                             |                              |                              |                                   |                                       |                                    |  |
|                                | Acquire and<br>omain-specifi<br>ng a word or  |                             |                              |                              |                                   |                                       |                                    |  |
|                                | - A<br>dom<br>ing   |                             |                              |                              |                                   |                                       |                                    |  |
|                                | 7.6<br>nd c<br>ider   |                             |                              |                              |                                   |                                       |                                    |  |
|                                | L L   |                             |                              |                              |                                   |                                       |                                    |  |
|                                | imi<br>n co   |                             |                              |                              |                                   |                                       |                                    |  |
|                                | L 7.6 - Acquire and use accu<br>academic and domain-specific words<br>when considering a word or phrase i |                             |                              |                              |                                   |                                       |                                    |  |
|                                | ≼ ac  |                             |                              |                              |                                   |                                       |                                    |  |

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|                                       | CA CCSS for<br>ELA Standard   |                               |                               | Correspondin                  | ng ELD Standards           |   |                              |  |
|---------------------------------------|---|-------------------------------|-------------------------------|-------------------------------|----------------------------|---|------------------------------|--|
|                                       | ω.  | PI.10 - Writing               |                               |                               | PI.11 - Justifying/arguing |   |                              |  |
|                                       | rrately grade-appropriate general<br>and phrases; gather vocabulary knowledge<br>mportant to comprehension or expression.   | Emerging -                    | Expanding -                   | Bridging -                    | Emerging -                 | Expanding -                                 | Bridging -                   |  |
|                                       | wle<br>ess  | a. Write short literary and   | a. Write longer literary and  | a. Write longer and more      | a. Justify opinions by     | a. Justify opinions or persuade             | a. Justify opinions or       |  |
|                                       | xpr<br>xpr  | informational texts (e.g., an | informational texts (e.g., an | detailed literary and         | providing some textual     | others by providing relevant                | persuade others by           |  |
|                                       | era<br>Iry I<br>Dre   | argument for wearing school   | argument for wearing          | informational texts (e.g., an | evidence or relevant       | textual evidence or relevant                | providing detailed and       |  |
|                                       | gen<br>oula   | uniforms) collaboratively     | school uniforms)              | argument for wearing          | background knowledge,      | background knowledge, with                  | relevant textual evidence or |  |
|                                       | te ε<br>cab<br>nsic   | (e.g., with peers) and        | collaboratively (e.g., with   | school uniforms)              | with substantial support.  | moderate support.                           | relevant background          |  |
|                                       | oria<br>vo  | independently.                | peers) and independently      | collaboratively (e.g., with   |                            |   | knowledge, with light        |  |
| <b>/ocabulary Acquisition and Use</b> | appropriate general<br>gather vocabulary k<br>omprehension or ex  |                               | using appropriate text        | peers) and independently      |                            |   | support.                     |  |
|                                       | app<br>gat  |                               | organization.                 | using appropriate text        |                            |   |                              |  |
|                                       | ade-<br>ises;<br>t to c   |                               |                               | organization and growing      |                            |   |                              |  |
| i.                                    | gra<br>nras   |                               |                               | understanding of register.    |                            |   |                              |  |
| cquisiti                              | ely el  |                               |                               |                               |                            |   |                              |  |
|                                       | irately<br>and pf<br>mporta   |                               | b. Write increasingly concise |                               |                            | <b>b.</b> Express attitude and opinions     |                              |  |
| V                                     | accu<br>ords a  |                               | summaries of texts and        | summaries of texts and        | opinions or temper         | or temper statements with a                 | opinions or temper           |  |
| lar                                   | e a<br>vor  |                               | experiences using complete    |                               | statements with familiar   |   | statements with nuanced      |  |
| 40                                    | d uso<br>ific v<br>r ph   | words (e.g., from notes or    | sentences and key words       | complete and concise          | modal expressions (e.g.,   | expressions (e.g., <i>possibly/likely</i> , | modal expressions (e.g.,     |  |
| 101                                   | and<br>ecit<br>d or   | graphic organizers).          | (e.g., from notes or graphic  | sentences and key words       | can, may ).                | · · · · · · · · · · · · · · · · · · ·       | possibly/                    |  |
| [                                     | -sp<br>-sp  |                               | organizers).                  | (e.g., from notes or graphic  |                            |   | potentially/absolutely,      |  |
|                                       | Acquire<br>main-sp<br>ig a wor  |                               |                               | organizers).                  |                            |   | should/might ).              |  |
|                                       | - Ac<br>om<br>ing   |                               |                               |                               |                            |   |                              |  |
|                                       | d d d   |                               |                               |                               |                            |   |                              |  |
|                                       | L 7<br>: an   |                               |                               |                               |                            |   |                              |  |
|                                       | mic<br>co   |                               |                               |                               |                            |   |                              |  |
|                                       | L 7.6 - Acquire and use accurately grade-appropriate generacademic and domain-specific words and phrases; gather vocabulary when considering a word or phrase important to comprehension or |                               |                               |                               |                            |   |                              |  |
|                                       | aca   |                               |                               |                               |                            |   |                              |  |
|                                       |   |                               |                               |                               |                            |   |                              |  |

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| CA CCSS for<br>ELA Standard   | Corresponding ELD Standards   |  |  |  |  |  |  |
|---|---|--|--|--|--|--|--|
|   |   | PI.12 - Selecting language resources   |  |  |  |  |  |
| sition and Use<br>y grade-appropriate general<br>words and phrases; gather<br>ng a word or phrase important to<br>r expression.   | <b>Emerging -</b><br><b>a.</b> Use a select number of general academic words (e.g.,<br><i>cycle, alternative</i> ) and domain-specific words (e.g.,<br><i>scene, chapter, paragraph, cell</i> ) to create some<br>precision while speaking and writing. | Expanding -  | <b>Bridging -</b><br><b>a.</b> Use an expanded set of general academic words (e.g., <i>cycle, alternative, indicate, process, emphasize, illustrate</i> ), domain-specific words (e.g., <i>scene, soliloquy, sonnet, friction, monarchy, fraction</i> ), synonyms, antonyms, and figurative language to create precision and shades of meaning while speaking and writing. |  |  |  |  |
| Vocabulary Acquisition and Use<br>L 7.6 - Acquire and use accurately grade-appropriate general<br>academic and domain-specific words and phrases; gather<br>vocabulary knowledge when considering a word or phrase import<br>comprehension or expression. | <b>b.</b> Use knowledge of morphology to appropriately select affixes in basic ways (e.g., She likes X. He walk <i>ed</i> to school).   | <b>b.</b> Use knowledge of morphology to appropriately select<br>affixes in a growing number of ways to manipulate<br>language (e.g., She likes <i>walking</i> to school. That's<br><i>im</i> possible). | b. Use knowledge of morphology to appropriately select affixes in a variety of ways to manipulate language (e.g., changing destroy → destruction, probably → probability, reluctant → reluctantly).  |  |  |  |  |



| CA CCSS for<br>ELA Standard |   |  |                                       | Corresponding ELD                                  | Standards                            |                            |                           |
|-----------------------------|---|--|---------------------------------------|--|--------------------------------------|----------------------------|---------------------------|
|                             |   | PII.2 - Understanding cohesion                   |                                       |  | PII.3 - Using verbs and verb phrases |                            |                           |
|                             |   | Emerging -                                       | Expanding -                           | Bridging -   | Emerging -                           | Expanding -                | Bridging -                |
|                             |   |  | a. Apply knowledge of familiar        | <ul> <li>a. Apply knowledge of familiar</li> </ul> | Use a variety of verbs in            | Use a variety of verbs in  | Use a variety of verbs in |
|                             |   | familiar language resources                      | language resources for                | language resources for referring                   | different tenses (e.g.,              | different tenses (e.g.,    | different tenses (e.g.,   |
|                             | _   | for referring to make texts                      | referring to make texts more          | to make texts more cohesive                        | present, past, future,               | present, past, future,     | present, past, future,    |
|                             | era<br>ier<br>ase   | more cohesive (e.g., how                         | cohesive (e.g., how pronouns          | (e.g., how pronouns, synonyms,                     | simple, progressive)                 | simple, progressive,       | simple, progressive,      |
|                             | gen<br>ath<br>phr   | pronouns refer back to                           | refer back to nouns in text,          | or nominalizations are used to                     | appropriate to the text              | perfect) appropriate to    | perfect) appropriate to   |
|                             | rte s<br>s; g<br>or h<br>n.   | nouns in text) to                                | how using synonyms helps              | refer backward in a text) to                       | type and discipline (e.g.,           | the task, text type, and   | the task, text type, and  |
|                             | oria<br>ase<br>rd (<br>sio  | comprehending texts and                          | avoid repetition) to                  | comprehending texts and writing                    | simple past and past                 | discipline (e.g., simple   | discipline (e.g., the     |
| se                          | appropriate genera<br>nd phrases; gather<br>g a word or phrase<br>expression.   | writing brief texts.                             | comprehending texts and               | cohesive texts.                                    | progressive for recounting           | present for literary       | present perfect to        |
| Πp                          | app<br>nd I<br>exp  |  | writing texts with increasing         |  | an experience) on familiar           | analysis) on an increasing | describe previously made  |
| an                          | de-<br>s al<br>or<br>or   |  | cohesion.                             |  | topics.                              | variety of topics.         | claims or conclusions) on |
| Vocabulary Acquisition and  | 7.6 - Acquire and use accurately grade-appropriate general<br>academic and domain-specific words and phrases; gather<br>vocabulary knowledge when considering a word or phrase<br>important to comprehension or expression. |  |                                       |  |                                      |                            | a variety of topics.      |
| lisit                       | ens<br>ens  | <ul> <li>b. Apply basic understanding</li> </ul> | <b>b.</b> Apply growing               | b. Apply increasing                                |                                      |                            |                           |
| cđn                         | urately<br>ecific v<br>ien cor<br>oreher  | of how ideas, events, or                         | understanding of how ideas,           | understanding of how ideas,                        |                                      |                            |                           |
| γA                          | spe<br>vhe<br>npi   | reasons are linked                               | events, or reasons are linked         | events, or reasons are linked                      |                                      |                            |                           |
| lar                         | e a<br>in-s<br>ge v<br>cor  | throughout a text using                          | throughout a text using a             | throughout a text using an                         |                                      |                            |                           |
| abu                         | Acquire and use<br>emic and domain<br>ulary knowledge<br>important to c   |  | ,                                     | increasing variety of academic                     |                                      |                            |                           |
| /00                         | Acquire and<br>emic and doi<br>ulary knowle<br>important  | or phrases (e.g., at the end,                    | phrases (e.g., for example, as a      | -  |                                      |                            |                           |
| -                           | and<br>kne  | next ) to comprehending                          | <i>result, on the other hand</i> ) to | words or phrases (e.g. <i>, for</i>                |                                      |                            |                           |
|                             | ary<br>mp   | texts and writing brief texts.                   | comprehending texts and               | instance, in addition,                             |                                      |                            |                           |
|                             | - Ac<br>derr<br>buls  |  | writing texts with increasing         | consequently) to comprehending                     |                                      |                            |                           |
|                             | L 7.6<br>acadi<br>vocab   |  | cohesion.                             | texts and writing texts with                       |                                      |                            |                           |
|                             | r a<br>r c  |  |                                       | increasing cohesion.                               |                                      |                            |                           |
|                             |   |  |                                       |  |                                      |                            |                           |
|                             |   |  |                                       |  |                                      |                            |                           |
|                             |   |  |                                       |  |                                      |                            |                           |
|                             |   |  |                                       |  |                                      |                            |                           |
|                             |   |  |                                       |  |                                      |                            |                           |





| CA CCSS for<br>ELA Standard    |   |  |  | Correspondir  | ng ELD Standards   |  |  |  |
|--------------------------------|---|--|--|---|--|--|--|--|
|                                |   | PII.4 - Using nouns and noun phrases   |  |   | F  | PII.5 - Modifying to add details                                   |  |  |
| Vocabulary Acquisition and Use | iate general<br>ses; gather<br>word or<br>ession. | Emerging -<br>Expand noun phrases in<br>basic ways (e.g., adding a<br>sensory adjective to a noun)<br>in order to enrich the | <b>Expanding -</b><br>Expand noun phrases in a<br>growing number of ways | Bridging -<br>Expand noun phrases in an<br>increasing variety of ways | Emerging -<br>Expand sentences with simple<br>adverbials (e.g., adverbs,<br>adverb phrases, prepositional<br>phrases) to provide details<br>(e.g., time, manner, place,<br>cause) about a familiar | Expanding -<br>Expand sentences with<br>adverbials (e.g., adverbs, | <b>Bridging -</b><br>Expand sentences with a<br>variety of adverbials (e.g.,<br>adverbs, adverb phrases<br>and clauses, prepositional<br>phrases) to provide details<br>(e.g., time, manner, place,<br>cause) about a variety of<br>familiar and new activities<br>and processes |  |

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|--------------------------------|---|---|---|---|--|--|---|--|
|                                |   | PII.6 - Connecting ideas  |   |   | PII.7 - Condensing ideas   |  |   |  |
| Vocabulary Acquisition and Use | opriate general<br>hrases; gather<br>g a word or<br>expression. | Combine clauses in a few<br>basic ways to make<br>connections between and join<br>ideas (e.g., creating<br>compound sentences using<br><i>and , but , so</i> ; creating<br>complex sentences using<br>because). | Expanding -<br>Combine clauses in an<br>increasing variety of ways<br>(e.g., creating compound<br>and complex sentences) to<br>make connections between<br>and join ideas, for example, | between multiple events or ideas (e.g., <i>After eating</i> | ways of condensing as in,<br>This is a story about a girl.<br>The girl changed the world.<br>$\rightarrow$ This is a story about a girl<br>who changed the world ) to<br>create precise and detailed | Expanding -<br>Condense ideas in an<br>increasing variety of ways<br>(e.g., through various types<br>of embedded clauses and<br>other ways of condensing, as<br>in, Organic vege- tables are<br>food. They're made without<br>chemical fertilizers. They're<br>made without chemical<br>insecticides) → Organic vege-<br>tables are foods that are | They destroyed the rain<br>forest. Lots of animals died<br>$\rightarrow$ The destruction of the<br>rain forest led to the death |  |