



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

GRADE 8

**Formatted by Curriculum, Instruction and Accountability
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Integrating the CA ELD Standards into K -12 English Language/Literacy

Purpose of the ELD Standards

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



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Intended Use of the ELD Standards

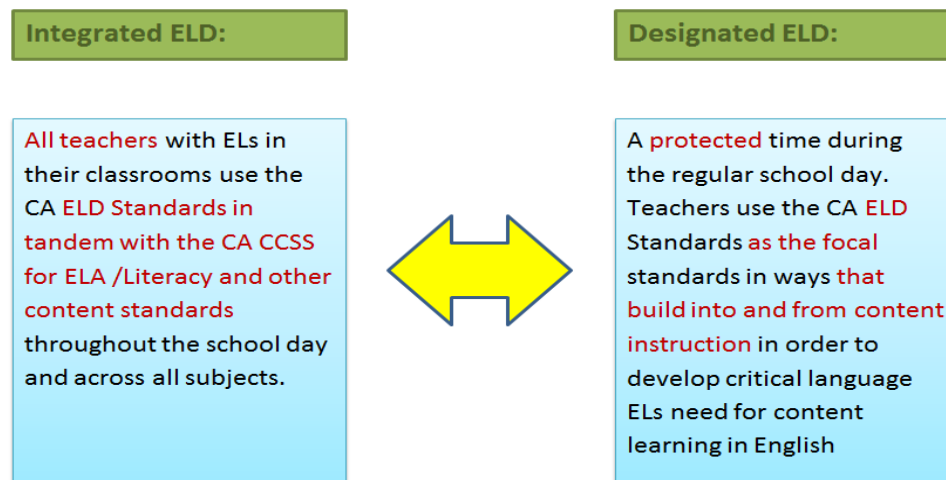
The CA ELD Standards *correspond* with the CA CCSS for ELA/Literacy and are designed to apply to English language and literacy skills across all academic content areas in addition to classes specifically designed for ELD. With appropriate instructional support from their teachers, provided within appropriately 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 language arts, science, history, mathematics) all teachers of English learners need to implement the CA ELD Standards ***in tandem*** with all content standards.

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

Integrated and Designated ELD

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



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

CA CCSFS for ELA Standard		Corresponding ELD Standards		
		PL.10 - Writing		
		Emerging -	Expanding -	Bridging -
Texts and Types of Texts and Topics	W.1.1. Write opinion pieces on topics or issues, stating a point of view and information (e.g., facts).	a. Write short informational texts	a. Write longer and more detailed literary and informational texts	a. Write longer and more detailed literary and informational texts
	W.1.2. Write informative/explanatory texts (e.g., joint construction of texts with an adult or peer) and sometimes independently.	b. (Highlights) collaboratively (e.g., joint construction of texts with an adult or peer) and sometimes independently.	b. (Highlights work) joint construction of texts with an adult (or with peer) and with increasing independence; use appropriate text	b. (Highlights work) joint construction of texts with an adult (or with peer) and with increasing independence; use appropriate text
Language Conventions	W.1.3. Write brief summaries of texts and experiences using complete sentences and key words (e.g., from notes or graphic	a. Write brief summaries of texts and experiences using complete sentences and key words (e.g., from notes or graphic	b. Write increasingly concise summaries of texts and experiences using complete sentences and key words (e.g., from notes or graphic	b. Write clear and coherent summaries of texts and experiences using complete sentences and key words (e.g., from notes or graphic
	W.1.4. Write informative/explanatory texts (e.g., joint construction of texts with an adult or peer) and sometimes independently.	a. Write brief summaries of texts and experiences using complete sentences and key words (e.g., from notes or graphic	b. Write increasingly concise summaries of texts and experiences using complete sentences and key words (e.g., from notes or graphic	b. Write clear and coherent summaries of texts and experiences using complete sentences and key words (e.g., from notes or graphic
		PL.11 - Supporting opinions		
		Emerging -	Expanding -	Bridging -
		a. Support opinions by expressing appropriate/accurate reasons using textual evidence (e.g., referring to text or relevant background knowledge about content, with substantial support.	a. Support opinions or persuade others by expressing appropriate/accurate reasons using some textual evidence (e.g., paraphrasing facts) or relevant background knowledge about content, with moderate support.	a. Support opinions or persuade others by expressing appropriate/accurate reasons using detailed textual evidence (e.g., quotations or specific evidence from text) or relevant background knowledge about content, with light support.
		b. Express ideas and opinions or temper statements using basic modal expressions (e.g., can, will, maybe).	b. Express attitudes and opinions or temper statements with familiar modal expressions (e.g., maybe/probably, can/must).	b. Express attitudes and opinions or temper statements with managed modal expressions (e.g., certainly/probably, should/would) and phrasing (e.g., in my opinion ...).

Grade 4 - Writing (W)		Integrating the CA ELD Standards into K-12 English Language Arts, Literacy		Kern County Superintendent of Schools Office of Arts & Science Services Approved by the Board of Education	
CA CCS for EL Standard		Corresponding ELD Standards			
		L.11 - Writing		L.11 - Supporting opinions	
Text and Types of Media and Formats	<p>Emerging - a. Write short literary and informational texts (e.g., a description of a flashlight) collaboratively (e.g., joint construction of texts with an adult or with peers) and sometimes independently.</p> <p>Developing - b. Write brief expository texts to explain a concept and convey ideas and information. (e.g., from notes or graphic organizers).</p>	<p>Emerging - a. Write short literary and informational texts (e.g., an expository text collaboratively (e.g., joint construction of texts with an adult or with peers) and increasing independent evidence using appropriate text organization and growing understanding of expository genres.</p> <p>Developing - b. Write increasingly concise summaries of texts and experiences using complete sentences and key words (e.g., from notes or graphic organizers).</p>	<p>Bridging - c. Write longer and more detailed literary and informational texts (e.g., an expository text independently using appropriate text organization and growing understanding of expository genres).</p> <p>Emerging - a. Express ideas and opinions or temper statements using basic verbal expressions (e.g., can, will, maybe).</p>	<p>Expanding - a. Support opinions or persuade others by expressing appropriate/accurate reasons using detailed textual evidence (e.g., paraphrasing facts) or relevant background knowledge about content.</p> <p>Expanding - b. Express attitude and opinions or temper statements with familiar modal expressions (e.g., maybe/probably, and/must).</p>	<p>Bridging - a. Support opinions or persuade others by expressing appropriate/accurate reasons using detailed textual evidence (e.g., quotations or specific events from text) or relevant background knowledge about content.</p> <p>Expanding - b. Express attitude and opinions or temper statements with nuanced modal expressions (e.g., probably/certainly, should/might) and phrasing (e.g., in my opinion...).</p>
	<p>W.1.1 - Write opinion pieces on topics or issues, stating a point of view with reasons and supporting facts and information. (e.g., a description of a flashlight) collaboratively (e.g., joint construction of texts with an adult or with peers) and sometimes independently.</p> <p>W.1.2 - Write expository texts to explain a concept and convey ideas and information. (e.g., from notes or graphic organizers).</p>	<p>W.1.1 - Write opinion pieces on topics or issues, stating a point of view with reasons and supporting facts and information. (e.g., a description of a flashlight) collaboratively (e.g., joint construction of texts with an adult or with peers) and sometimes independently.</p> <p>W.1.2 - Write expository texts to explain a concept and convey ideas and information. (e.g., from notes or graphic organizers).</p>	<p>W.1.1 - Write opinion pieces on topics or issues, stating a point of view with reasons and supporting facts and information. (e.g., a description of a flashlight) collaboratively (e.g., joint construction of texts with an adult or with peers) and sometimes independently.</p> <p>W.1.2 - Write expository texts to explain a concept and convey ideas and information. (e.g., from notes or graphic organizers).</p>	<p>W.1.1 - Write opinion pieces on topics or issues, stating a point of view with reasons and supporting facts and information. (e.g., a description of a flashlight) collaboratively (e.g., joint construction of texts with an adult or with peers) and sometimes independently.</p> <p>W.1.2 - Write expository texts to explain a concept and convey ideas and information. (e.g., from notes or graphic organizers).</p>	<p>W.1.1 - Write opinion pieces on topics or issues, stating a point of view with reasons and supporting facts and information. (e.g., a description of a flashlight) collaboratively (e.g., joint construction of texts with an adult or with peers) and sometimes independently.</p> <p>W.1.2 - Write expository texts to explain a concept and convey ideas and information. (e.g., from notes or graphic organizers).</p>

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Some Reminders About the Organization of the CA ELD Standards

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

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

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

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

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

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

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

CA CCSS for ELA Standard		Corresponding ELD Standards		
Key Ideas and Details	RL 8.1 - Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	PI.6 - Reading/viewing closely		
		Emerging - a. Explain ideas, phenomena, processes, and text relationships (e.g., compare/contrast, cause/effect, problem/solution) based on close reading of a variety of grade-appropriate texts and viewing of multimedia, with substantial support.	Expanding - a. Explain ideas, phenomena, processes, and text relationships (e.g., compare/contrast, cause/effect, problem/solution) based on close reading of a variety of grade-appropriate texts and viewing of multimedia, with moderate support.	Bridging - a. Explain ideas, phenomena, processes, and text relationships (e.g., compare/contrast, cause/effect, problem/solution) based on close reading of a variety of grade-level texts and viewing of multimedia, with light support.
	RL 8.2 - Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.	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., <i>shows that, based on</i>). c. Use knowledge of morphology (e.g., affixes, roots, and base words), context, reference materials, and visual cues to determine the meanings of unknown and multiple-meaning words on familiar topics.	b. Express inferences and conclusions drawn based on close reading grade-appropriate texts and viewing of multimedia using a variety of verbs (e.g., <i>suggests that, leads to</i>). c. Use knowledge of morphology (e.g., affixes, roots, and base words), context, reference materials, and visual cues to determine the meanings of unknown and multiple-meaning words on familiar and new topics.	b. Express inferences and conclusions drawn based on close reading of grade-level texts and viewing of multimedia using a variety of precise academic verbs (e.g., <i>indicates that, influences</i>). c. Use knowledge of morphology (e.g., affixes, roots, and base words), context, reference materials, and visual cues to determine the meanings, including figurative and connotative meanings, of unknown and multiple-meaning words on a variety of new topics.
	RL 8.3 - Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.			

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CA CCSS for ELA Standard		Corresponding ELD Standards					
Craft and Structure	RL 8.4 - Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. (See grade 8 Language standards 4–6 for additional expectations.)	PI.6 - Reading/viewing closely			PI.7 - Evaluating language choices		
	RL 8.5 - Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.	<p>Emerging -</p> <p>a. Explain ideas, phenomena, processes, and text relationships (e.g., compare/ contrast, cause/effect, problem/solution) based on close reading of a variety of grade-appropriate texts and viewing of multimedia, with substantial support.</p> <p>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., <i>shows that, based on</i>).</p> <p>c. Use knowledge of morphology (e.g., affixes, roots, and base words), context, reference materials, and visual cues to determine the meanings of unknown and multiple-meaning words on familiar topics.</p>	<p>Expanding -</p> <p>a. Explain ideas, phenomena, processes, and text relationships (e.g., compare/ contrast, cause/effect, problem/solution) based on close reading of a variety of grade-appropriate texts and viewing of multimedia, with moderate support.</p> <p>b. Express inferences and conclusions drawn based on close reading grade-appropriate texts and viewing of multimedia using a variety of verbs (e.g., <i>suggests that, leads to</i>).</p> <p>c. Use knowledge of morphology (e.g., affixes, roots, and base words), context, reference materials, and visual cues to determine the meanings of unknown and multiple-meaning words on familiar and new topics.</p>	<p>Bridging -</p> <p>a. Explain ideas, phenomena, processes, and text relationships (e.g., compare/ contrast, cause/effect, problem/solution) based on close reading of a variety of grade-level texts and viewing of multimedia, with light support.</p> <p>b. Express inferences and conclusions drawn based on close reading of grade-level texts and viewing of multimedia using a variety of precise academic verbs (e.g., <i>indicates that, influences</i>).</p> <p>c. Use knowledge of morphology (e.g., affixes, roots, and base words), context, reference materials, and visual cues to determine the meanings, including figurative and connotative meanings, of unknown and multiple-meaning words on a variety of new topics.</p>	<p>Emerging -</p> <p>Explain how well writers and speakers use language to support ideas and arguments with detailed evidence (e.g., identifying the precise vocabulary used to present evidence, or the phrasing used to signal a shift in meaning) when provided with substantial support.</p>	<p>Expanding -</p> <p>Explain how well writers and speakers use specific language to present ideas or support arguments and provide detailed evidence (e.g., showing the clarity of the phrasing used to present an argument) when provided with moderate support.</p>	<p>Bridging -</p> <p>Explain how well writers and speakers use specific language resources to present ideas or support arguments and provide detailed evidence (e.g., identifying the specific language used to present ideas and claims that are well supported and distinguishing them from those that are not) when provided with light support.</p>

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CA CCSS for ELA Standard		Corresponding ELD Standards				
Craft and Structure	RL 8.4 - Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. (See grade 8 Language standards 4–6 for additional	PI.8 - Analyzing language choices				
		Emerging - Explain how phrasing or different common words with similar meanings (e.g., choosing to use the word persistent versus the term hard worker) produce different effects on the audience.	Expanding - Explain how phrasing or different words with similar meanings (e.g., describing a character as stubborn versus persistent) or figurative language (e.g., Let me throw some light onto the topic) produce shades of meaning and different effects on the audience.	Bridging - Explain how phrasing or different words with similar meanings (e.g., cunning versus smart, stammer versus say) or figurative language (e.g., Let me throw some light onto the topic) produce shades of meaning, nuances, and different effects on the audience.		
	RL 8.5 - Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.				PII.1 - Understanding Text Structure	
					Emerging - Apply understanding of how different text types are organized to express ideas (e.g., how narratives are organized sequentially) to comprehending texts and to writing brief arguments, informative/explanatory texts and narratives.	Expanding - Apply understanding of the organizational features of different text types (e.g., how narratives are organized by an event sequence that unfolds naturally versus how arguments are organized around reasons and evidence) to comprehending texts and to writing increasingly clear and coherent arguments, informative/explanatory texts and narratives.

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CA CCSS for ELA Standard		Corresponding ELD Standards			
Craft and Structure	RL 8.6 - Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.	PI.6 - Reading/viewing closely			
		<p>Emerging -</p> <p>a. Explain ideas, phenomena, processes, and text relationships (e.g., compare/contrast, cause/effect, problem/solution) based on close reading of a variety of grade-appropriate texts and viewing of multimedia, with substantial support.</p> <p>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).</p> <p>c. Use knowledge of morphology (e.g., affixes, roots, and base words), context, reference materials, and visual cues to determine the meanings of unknown and multiple-meaning words on familiar topics.</p>	<p>Expanding -</p> <p>a. Explain ideas, phenomena, processes, and text relationships (e.g., compare/contrast, cause/effect, problem/solution) based on close reading of a variety of grade-appropriate texts and viewing of multimedia, with moderate support.</p> <p>b. Express inferences and conclusions drawn based on close reading grade-appropriate texts and viewing of multimedia using a variety of verbs (e.g., suggests that, leads to).</p> <p>c. Use knowledge of morphology (e.g., affixes, roots, and base words), context, reference materials, and visual cues to determine the meanings of unknown and multiple-meaning words on familiar and new topics.</p>	<p>Bridging -</p> <p>a. Explain ideas, phenomena, processes, and text relationships (e.g., compare/contrast, cause/effect, problem/solution) based on close reading of a variety of grade-level texts and viewing of multimedia, with light support.</p> <p>b. Express inferences and conclusions drawn based on close reading of grade-level texts and viewing of multimedia using a variety of precise academic verbs (e.g., indicates that, influences).</p> <p>c. Use knowledge of morphology (e.g., affixes, roots, and base words), context, reference materials, and visual cues to determine the meanings, including figurative and connotative meanings, of unknown and multiple-meaning words on a variety of new topics.</p>	
Integration of Knowledge and Ideas	RL 8.7 - Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.				

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Integration of Knowledge and Ideas	RL 8.9 - Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.	PI.6 - Reading/viewing closely		
		Emerging - a. Explain ideas, phenomena, processes, and text relationships (e.g., compare/contrast, cause/ effect, problem/solution) based on close reading of a variety of grade-appropriate texts and viewing of multimedia, with substantial support. 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). c. Use knowledge of morphology (e.g., affixes, roots, and base words), context, reference materials, and visual cues to determine the meaning of unknown and multiple-meaning words on familiar topics.	Expanding - a. Explain ideas, phenomena, processes, and text relationships (e.g., compare/contrast, cause/ effect, problem/solution) based on close reading of a variety of grade-level texts and viewing of multimedia, with moderate support. b. Express inferences and conclusions drawn based on close reading of grade-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 base words), context, reference materials, and visual cues to determine the meaning of unknown and multiple-meaning words on familiar and new topics.	Bridging - a. Explain ideas, phenomena, processes, and text relationships (e.g., compare/contrast, cause/ effect, problem/solution) based on close reading of a variety of grade-level texts and viewing of multimedia, with light support. b. Express inferences and conclusions drawn based on close reading of grade-level texts and viewing of multimedia using a variety of precise academic verbs (e.g., indicates that, influences). c. Use knowledge of morphology (e.g., affixes, roots, and base words), context, reference materials, and visual cues to determine the meaning, including figurative and connotative meanings, of unknown and multiple-meaning words on a variety of new topics.
Range of Reading and level of Text Complexity	RL 8.10 - By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.			

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CA CCSS for ELA Standard		Corresponding ELD Standards		
Key Ideas and Details		PI.6 - Reading/viewing closely		
		Emerging - a. Explain ideas, phenomena, processes, and text relationships (e.g., compare/contrast, cause/effect, problem/solution) based on close reading of a variety of grade-appropriate texts and viewing of multimedia, with substantial support.	Expanding - a. Explain ideas, phenomena, processes, and text relationships (e.g., compare/contrast, cause/ effect, problem/solution) based on close reading of a variety of grade-appropriate texts and viewing of multimedia, with moderate support.	Bridging - a. Explain ideas, phenomena, processes, and text relationships (e.g., compare/contrast, cause/effect, problem/solution) based on close reading of a variety of grade-level texts and viewing of multimedia, with light support.
		b. Express inferences and conclusions drawn based on close reading of grade-appropriate texts and viewing of multimedia using some frequently used verbs (e.g., <i>shows that, based on</i>).	b. Express inferences and conclusions drawn based on close reading grade-appropriate texts and viewing of multimedia using a variety of verbs (e.g., <i>suggests that, leads to</i>).	b. Express inferences and conclusions drawn based on close reading of grade-level texts and viewing of multimedia using a variety of precise academic verbs (e.g., <i>indicates that, influences</i>).
		c. Use knowledge of morphology (e.g., affixes, roots, and base words), context, reference materials, and visual cues to determine the meanings of unknown and multiple-meaning words on familiar topics.	c. Use knowledge of morphology (e.g., affixes, roots, and base words), context, reference materials, and visual cues to determine the meanings of unknown and multiple-meaning words on familiar and new topics.	c. Use knowledge of morphology (e.g., affixes, roots, and base words), context, reference materials, and visual cues to determine the meanings, including figurative and connotative meanings, of unknown and multiple-meaning words on a variety of new topics.
	RI 8.1 - Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.			
	RI 8.2 - Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.			
	RI 8.3 - Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).			

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<div>Craft and Structure</div> <div>RI 8.4 - Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. (See grade 8 Language standards 4–6 for additional expectations.) CA</div>	PI.6 - Reading/viewing closely		
	<div>Emerging -</div> <div>a. Explain ideas, phenomena, processes, and text relationships (e.g., compare/contrast, cause/effect, problem/solution) based on close reading of a variety of grade-appropriate texts and viewing of multimedia, with substantial support.</div> <div>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).</div> <div>c. Use knowledge of morphology (e.g., affixes, roots, and base words), context, reference materials, and visual cues to determine the meanings of unknown and multiple-meaning words on familiar topics.</div>	<div>Expanding -</div> <div>a. Explain ideas, phenomena, processes, and text relationships (e.g., compare/contrast, cause/effect, problem/solution) based on close reading of a variety of grade-appropriate texts and viewing of multimedia, with moderate support.</div> <div>b. Express inferences and conclusions drawn based on close reading grade-appropriate texts and viewing of multimedia using a variety of verbs (e.g., suggests that, leads to).</div> <div>c. Use knowledge of morphology (e.g., affixes, roots, and base words), context, reference materials, and visual cues to determine the meanings of unknown and multiple-meaning words on familiar and new topics.</div>	<div>Bridging -</div> <div>a. Explain ideas, phenomena, processes, and text relationships (e.g., compare/contrast, cause/effect, problem/solution) based on close reading of a variety of grade-level texts and viewing of multimedia, with light support.</div> <div>b. Express inferences and conclusions drawn based on close reading of grade-level texts and viewing of multimedia using a variety of precise academic verbs (e.g., indicates that, influences).</div> <div>c. Use knowledge of morphology (e.g., affixes, roots, and base words), context, reference materials, and visual cues to determine the meanings, including figurative and connotative meanings, of unknown and multiple-meaning words on a variety of new topics.</div>

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CA CCSS for ELA Standard		Corresponding ELD Standards					
Craft and Structure	RI 8.4 - Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. (See grade 8 Language standards 4–6 for additional expectations.) CA	PI.7 - Evaluating language choices			PI.8 - Analyzing language choices		
		Emerging - Explain how well writers and speakers use language to support ideas and arguments with detailed evidence (e.g., identifying the precise vocabulary used to present evidence, or the phrasing used to signal a shift in meaning) when provided with substantial support.	Expanding - Explain how well writers and speakers use specific language to present ideas or support arguments and provide detailed evidence (e.g., showing the clarity of the phrasing used to present an argument) when provided with moderate support.	Bridging - Explain how well writers and speakers use specific language resources to present ideas or support arguments and provide detailed evidence (e.g., identifying the specific language used to present ideas and claims that are well supported and distinguishing them from those that are not) when provided with light support.	Emerging - Explain how phrasing or different common words with similar meanings (e.g., choosing to use the word persistent versus the term hard worker) produce different effects on the audience.	Expanding - Explain how phrasing or different words with similar meanings (e.g., describing a character as stubborn versus persistent) or figurative language (e.g., Let me throw some light onto the topic) produce shades of meaning and different effects on the audience.	Bridging - Explain how phrasing or different words with similar meanings (e.g., cunning versus smart, stammer versus say) or figurative language (e.g., Let me throw some light onto the topic) produce shades of meaning, nuances, and different effects on the audience.

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

CA CCSS for ELA Standard		Corresponding ELD Standards					
Craft and Structure	RI 8.5 - Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas. a. Analyze the use of text features (e.g., graphics, headers, captions) in public documents. CA	PI.6 - Reading/viewing closely			PI.8 - Analyzing language choices		
		Emerging - a. Explain ideas, phenomena, processes, and text relationships (e.g., compare/contrast, cause/effect, problem/solution) based on close reading of a variety of grade-appropriate texts and viewing of multimedia, with substantial support. 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). c. Use knowledge of morphology (e.g., affixes, roots, and base words), context, reference materials, and visual cues to determine the meanings of unknown and multiple-meaning words on familiar topics.	Expanding - a. Explain ideas, phenomena, processes, and text relationships (e.g., compare/contrast, cause/effect, problem/solution) based on close reading of a variety of grade-appropriate texts and viewing of multimedia, with moderate support. b. Express inferences and conclusions drawn based on close reading 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 base words), context, reference materials, and visual cues to determine the meanings of unknown and multiple-meaning words on familiar and new topics.	Bridging - a. Explain ideas, phenomena, processes, and text relationships (e.g., compare/contrast, cause/effect, problem/solution) based on close reading of a variety of grade-level texts and viewing of multimedia, with light support. b. Express inferences and conclusions drawn based on close reading of grade-level texts and viewing of multimedia using a variety of precise academic verbs (e.g., indicates that, influences). c. Use knowledge of morphology (e.g., affixes, roots, and base words), context, reference materials, and visual cues to determine the meanings, including figurative and connotative meanings, of unknown and multiple-meaning words on a variety of new topics.	Emerging - Explain how phrasing or different common words with similar meanings (e.g., choosing to use the word persistent versus the term hard worker) produce different effects on the audience.	Expanding - Explain how phrasing or different words with similar meanings (e.g., describing a character as stubborn versus persistent) or figurative language (e.g., Let me throw some light onto the topic) produce shades of meaning and different effects on the audience.	Bridging - Explain how phrasing or different words with similar meanings (e.g., cunning versus smart, stammer versus say) or figurative language (e.g., Let me throw some light onto the topic) produce shades of meaning, nuances, and different effects on the audience.

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

CA CCSS for ELA Standard		Corresponding ELD Standards					
Craft and Structure	RI 8.5 - Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas. a. Analyze the use of text features (e.g., graphics, headers, captions) in public documents. CA	PII.1 - Understanding text structure			PII.2 - Understanding cohesion		
		Emerging - Apply understanding of how different text types are organized to express ideas (e.g., how narratives are organized sequentially) to comprehending texts and to writing brief arguments, informative/ explanatory texts and narratives.	Expanding - Apply understanding of the organizational features of different text types (e.g., how narratives are organized by an event sequence that unfolds naturally versus how arguments are organized around reasons and evidence) to comprehending texts and to writing increasingly clear and coherent arguments, informative/explanatory texts and narratives.	Bridging - Apply understanding of the organizational structure of different text types (e.g., how narratives are organized by an event sequence that unfolds naturally versus how arguments are organized around reasons and evidence) to comprehending texts and to writing clear and cohesive arguments, informative/ explanatory texts and narratives.	Emerging - a. Apply knowledge of familiar language resources for referring to make texts more cohesive (e.g., how pronouns refer back to nouns in text) to comprehending and writing brief texts. b. Apply basic understanding of how ideas, events, or reasons are linked throughout a text using everyday connecting words or phrases (e.g., at the end, next) to comprehending and writing brief texts.	Expanding - 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 and writing texts with increasing cohesion. b. Apply growing understanding of how ideas, events, or reasons are linked throughout a text using a variety of connecting words or phrases (e.g., for example, as a result, on the other hand) to comprehending and writing texts with increasing cohesion.	Bridging - 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. 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 and writing texts with increasing cohesion.

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

CA CCSS for ELA Standard		Corresponding ELD Standards					
Craft and Structure	RI 8.6 - Determine an author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.	PI.6 - Reading/viewing closely			PI.7 - Evaluating language choices		
		<p>Emerging -</p> <p>a. Explain ideas, phenomena, processes, and text relationships (e.g., compare/contrast, cause/effect, problem/solution) based on close reading of a variety of grade-appropriate texts and viewing of multimedia, with substantial support.</p> <p>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).</p> <p>c. Use knowledge of morphology (e.g., affixes, roots, and base words), context, reference materials, and visual cues to determine the meanings of unknown and multiple-meaning words on familiar topics.</p>	<p>Expanding -</p> <p>a. Explain ideas, phenomena, processes, and text relationships (e.g., compare/contrast, cause/effect, problem/solution) based on close reading of a variety of grade-appropriate texts and viewing of multimedia, with moderate support.</p> <p>b. Express inferences and conclusions drawn based on close reading grade-appropriate texts and viewing of multimedia using a variety of verbs (e.g., suggests that, leads to).</p> <p>c. Use knowledge of morphology (e.g., affixes, roots, and base words), context, reference materials, and visual cues to determine the meanings of unknown and multiple-meaning words on familiar and new topics.</p>	<p>Bridging -</p> <p>a. Explain ideas, phenomena, processes, and text relationships (e.g., compare/contrast, cause/effect, problem/solution) based on close reading of a variety of grade-level texts and viewing of multimedia, with light support.</p> <p>b. Express inferences and conclusions drawn based on close reading of grade-level texts and viewing of multimedia using a variety of precise academic verbs (e.g., indicates that, influences).</p> <p>c. Use knowledge of morphology (e.g., affixes, roots, and base words), context, reference materials, and visual cues to determine the meanings, including figurative and connotative meanings, of unknown and multiple-meaning words on a variety of new topics.</p>	<p>Emerging -</p> <p>Explain how well writers and speakers use language to support ideas and arguments with detailed evidence (e.g., identifying the precise vocabulary used to present evidence, or the phrasing used to signal a shift in meaning) when provided with substantial support.</p>	<p>Expanding -</p> <p>Explain how well writers and speakers use specific language to present ideas or support arguments and provide detailed evidence (e.g., showing the clarity of the phrasing used to present an argument) when provided with moderate support.</p>	<p>Bridging -</p> <p>Explain how well writers and speakers use specific language resources to present ideas or support arguments and provide detailed evidence (e.g., identifying the specific language used to present ideas and claims that are well supported and distinguishing them from those that are not) when provided with light support.</p>
Integration of Knowledge and Ideas	RI 8.7 - Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.						

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

CA CCSS for ELA Standard		Corresponding ELD Standards					
Integration of Knowledge and Ideas	RI 8.8 - Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.	PI.6 - Reading/viewing closely			PI.7 - Evaluating language choices		
		Emerging - a. Explain ideas, phenomena, processes, and text relationships (e.g., compare/contrast, cause/effect, problem/ solution) based on close reading of a variety of grade-appropriate texts and viewing of multimedia, with substantial support. 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). c. Use knowledge of morphology (e.g., affixes, roots, and base words), context, reference materials, and visual cues to determine the meanings of unknown and multiple-meaning words on familiar topics.	Expanding - a. Explain ideas, phenomena, processes, and text relationships (e.g., compare/contrast, cause/effect, problem/ solution) based on close reading of a variety of grade-appropriate texts and viewing of multimedia, with moderate support. b. Express inferences and conclusions drawn based on close reading 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 base words), context, reference materials, and visual cues to determine the meanings of unknown and multiple-meaning words on familiar and new topics.	Bridging - a. Explain ideas, phenomena, processes, and text relationships (e.g., compare/contrast, cause/effect, problem/ solution) based on close reading of a variety of grade-level texts and viewing of multimedia, with light support. b. Express inferences and conclusions drawn based on close reading of grade-level texts and viewing of multi-media using a variety of precise academic verbs (e.g., indicates that, influences). c. Use knowledge of morphology (e.g., affixes, roots, and base words), context, reference materials, and visual cues to determine the meanings, including figurative and connotative meanings, of unknown and multiple-meaning words on a variety of new topics.	Emerging - Explain how well writers and speakers use language to support ideas and arguments with detailed evidence (e.g., identifying the precise vocabulary used to present evidence, or the phrasing used to signal a shift in meaning) when provided with substantial support.	Expanding - Explain how well writers and speakers use specific language to present ideas or support arguments and provide detailed evidence (e.g., showing the clarity of the phrasing used to present an argument) when provided with moderate support.	Bridging - Explain how well writers and speakers use specific language resources to present ideas or support arguments and provide detailed evidence (e.g., identifying the specific language used to present ideas and claims that are well supported and distinguishing them from those that are not) when provided with light support.

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

CA CCSS for ELA Standard		Corresponding ELD Standards		
Integration of Knowledge and Ideas	RI 8.9 - Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.	PI.6 - Reading/viewing closely		
		<p>Emerging -</p> <p>a. Explain ideas, phenomena, processes, and text relationships (e.g., compare/contrast, cause/effect, problem/solution) based on close reading of a variety of grade-appropriate texts and viewing of multimedia, with substantial support.</p> <p>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).</p> <p>c. Use knowledge of morphology (e.g., affixes, roots, and base words), context, reference materials, and visual cues to determine the meanings of unknown and multiple-meaning words on familiar topics.</p>	<p>Expanding -</p> <p>a. Explain ideas, phenomena, processes, and text relationships (e.g., compare/contrast, cause/ effect, problem/solution) based on close reading of a variety of grade-level texts and viewing of multimedia, with moderate support.</p> <p>b. Express inferences and conclusions drawn based on close reading of grade-appropriate texts and viewing of multimedia using a variety of verbs (e.g., suggests that, leads to).</p> <p>c. Use knowledge of morphology (e.g., affixes, roots, and base words), context, reference materials, and visual cues to determine the meaning of unknown and multiple-meaning words on familiar and new topics.</p>	<p>Bridging -</p> <p>a. Explain ideas, phenomena, processes, and text relationships (e.g., compare/contrast, cause/effect, problem/solution) based on close reading of a variety of grade-level texts and viewing of multimedia, with light support.</p> <p>b. Express inferences and conclusions drawn based on close reading of grade-level texts and viewing of multimedia using a variety of precise academic verbs (e.g., indicates that, influences).</p> <p>c. Use knowledge of morphology (e.g., affixes, roots, and base words), context, reference materials, and visual cues to determine the meanings, including figurative and connotative meanings, of unknown and multiple-meaning words on a variety of new topics.</p>
Range of Reading and level of Text Complexity	RI 8.10 - By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently.			

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

CA CCSS for ELA Standard		Corresponding ELD Standards		
Key Ideas and Details	RH 8.1 - Cite specific textual evidence to support analysis of primary and secondary sources.	PI.6 - Reading/viewing closely		
		Emerging - a. Explain ideas, phenomena, processes, and text relationships (e.g., compare/ contrast, cause/effect, problem/solution) based on close reading of a variety of grade-appropriate texts and viewing of multimedia, with substantial support. 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., <i>shows that, based on</i>). c. Use knowledge of morphology (e.g., affixes, roots, and base words), context, reference materials, and visual cues to determine the meanings of unknown and multiple-meaning words on familiar topics.	Expanding - a. Explain ideas, phenomena, processes, and text relationships (e.g., compare/contrast, cause/effect, problem/solution) based on close reading of a variety of grade-level texts and viewing of multimedia, with moderate support. b. Express inferences and conclusions drawn based on close reading of grade-appropriate texts and viewing of multimedia using a variety of verbs (e.g., <i>suggests that, leads to</i>). c. Use knowledge of morphology (e.g., affixes, roots, and base words), context, reference materials, and visual cues to determine the meaning of unknown and multiple-meaning words on familiar and new topics.	Bridging - a. Explain ideas, phenomena, processes, and text relationships (e.g., compare/contrast, cause/effect, problem/solution) based on close reading of a variety of grade-level texts and viewing of multimedia, with light support. b. Express inferences and conclusions drawn based on close reading of grade-level texts and viewing of multimedia using a variety of precise academic verbs (e.g., <i>indicates that, influences</i>). c. Use knowledge of morphology (e.g., affixes, roots, and base words), context, reference materials, and visual cues to determine the meaning, including figurative and connotative meanings, of unknown and multiple-meaning words on a variety of new topics.
	RH 8.2 - Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.			
	RH 8.3 - Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).			

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

CA CCSS for ELA Standard		Corresponding ELD Standards		
Craft and Structure	RH 8.4 - Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.	PI.6 - Reading/viewing closely		
		Emerging - a. Explain ideas, phenomena, processes, and text relationships (e.g., compare/ contrast, cause/effect, problem/solution) based on close reading of a variety of grade-appropriate texts and viewing of multimedia, with substantial support. 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).	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).	Bridging - a. Explain ideas, phenomena, processes, and text relationships (e.g., compare/contrast, cause/effect, problem/solution) based on close reading of a variety of grade-level texts and viewing of multimedia, with light support. b. Express inferences and conclusions drawn based on close reading of grade-level texts and viewing of multimedia using a variety of precise academic verbs (e.g., indicates that, influences).
	RH 8.5 - Describe how a text presents information (e.g., sequentially, comparatively, causally).	c. Use knowledge of morphology (e.g., affixes, roots, and base words), context, reference materials, and visual cues to determine the meaning of unknown and multiple-meaning words on familiar topics.	c. Use knowledge of morphology (e.g., affixes, roots, and base words), context, reference materials, and visual cues to determine the meaning of unknown and multiple-meaning words on familiar and new topics.	c. Use knowledge of morphology (e.g., affixes, roots, and base words), context, reference materials, and visual cues to determine the meaning, including figurative and connotative meanings, of unknown and multiple-meaning words on a variety of new topics.

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CA CCSS for ELA Standard		Corresponding ELD Standards					
Craft and Structure	RH 8.4 - Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.	PI.7 - Evaluating language choices			PI.8 - Analyzing language choices		
		Emerging - Explain how well writers and speakers use language to support ideas and arguments with detailed evidence (e.g., identifying the precise vocabulary used to present evidence, or the phrasing used to signal a shift in meaning) when provided with substantial support.	Expanding - Explain how well writers and speakers use specific language to present ideas of support arguments and provide detailed evidence (e.g., showing the clarity of the phrasing used to present an argument) when provided with moderate support.	Bridging - Explain how well writers and speakers use specific language resources to present ideas or support arguments and provide detailed evidence (e.g., identifying the specific language used to present ideas and claims that are well supported and distinguishing them from those that are not) when provided with light support.	Emerging - Explain how phrasing or different common words with similar meanings (e.g., choosing to use the word <i>persistent</i> versus the term <i>hard worker</i>) produce different effects on the audience.	Expanding - Explain how phrasing or different words with similar meanings (e.g., describing a character as <i>stubborn</i> versus <i>persistent</i>) or figurative language (e.g., <i>Let me throw some light onto the topic</i>) produce shades of meaning and different effects on the audience.	Bridging - Explain how phrasing or different words with similar meanings (e.g., <i>cunning</i> versus <i>smart</i> , <i>stammer</i> versus <i>say</i>) or figurative language (e.g., <i>Let me throw some light onto the topic</i>) produce shades of meaning, nuances, and different effects on the audience.
		RH 8.5 - Describe how a text presents information (e.g., sequentially, comparatively, causally).					

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

CA CCSS for ELA Standard		Corresponding ELD Standards					
Craft and Structure	RH 8.5 - Describe how a text presents information (e.g., sequentially, comparatively, causally).	PII.1 - Understanding text structure			PII.2 - Understanding cohesion		
		Emerging - Apply understanding of how different text types are organized to express ideas (e.g., how narratives are organized sequentially) to comprehending texts and to writing brief arguments, informative/ explanatory texts and narratives	Expanding - Apply understanding of the organizational features of different text types (e.g., how narratives are organized by an event sequence that unfolds naturally versus how arguments are organized around reasons and evidence) to comprehending texts and to writing increasingly clear and coherent arguments, informative/explanatory texts and narratives.	Bridging - Apply understanding of the organizational structure of different text types (e.g., how narratives are organized by an event sequence that unfolds naturally versus how arguments are organized around reasons and evidence) to comprehending texts and to writing clear and cohesive arguments, informative/explanatory texts and narratives.	Emerging - a. Apply knowledge of familiar language resources for referring to make texts more cohesive (e.g., how pronouns refer back to nouns in text) to comprehending and writing brief texts. b. Apply basic understanding of how ideas, events, or reasons are linked throughout a text using everyday connecting words or phrases (e.g., <i>at the end, next</i>) to comprehending and writing brief texts.	Expanding - 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 and writing texts with increasing cohesion. b. Apply growing understanding of how ideas, events, or reasons are linked throughout a text using a variety of connecting words or phrases (e.g., <i>for example , as a result, on the other hand</i>) to comprehending and writing texts with increasing cohesion.	Bridging - 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. b. Apply increasing understanding of how ideas, events, or reasons are linked throughout a text using an increasing variety of academic connecting and transitional words or phrases (e.g., <i>for instance, in addition, consequently</i>) to comprehending and writing texts with increasing cohesion

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

CA CCSS for ELA Standard		Corresponding ELD Standards		
Craft and Structure	RH 8.6 - Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).	PI.6 - Reading/viewing closely		
		Emerging - a. Explain ideas, phenomena, processes, and text relationships (e.g., compare/ contrast, cause/effect, problem/solution) based on close reading of a variety of grade-appropriate texts and viewing of multimedia, with substantial support. 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., <i>shows that, based on</i>). c. Use knowledge of morphology (e.g., affixes, roots, and base words), context, reference materials, and visual cues to determine the meaning of unknown and multiple-meaning words on familiar topics.	Expanding - a. Explain ideas, phenomena, processes, and text relationships (e.g., compare/contrast, cause/effect, problem/solution) based on close reading of a variety of grade-level texts and viewing of multimedia, with moderate support. b. Express inferences and conclusions drawn based on close reading of grade-appropriate texts and viewing of multimedia using a variety of verbs (e.g., <i>suggests that, leads to</i>). c. Use knowledge of morphology (e.g., affixes, roots, and base words), context, reference materials, and visual cues to determine the meaning of unknown and multiple-meaning words on familiar and new topics.	Bridging - a. Explain ideas, phenomena, processes, and text relationships (e.g., compare/contrast, cause/effect, problem/solution) based on close reading of a variety of grade-level texts and viewing of multimedia, with light support. b. Express inferences and conclusions drawn based on close reading of grade-level texts and viewing of multimedia using a variety of precise academic verbs (e.g., <i>indicates that, influences</i>). c. Use knowledge of morphology (e.g., affixes, roots, and base words), context, reference materials, and visual cues to determine the meaning, including figurative and connotative meanings, of unknown and multiple-meaning words on a variety of new topics.
Integration of Knowledge and Ideas	RH 8.7 - Integrate visual information (e.g., in charts, graphs, photos, videos, or maps) with other information in print and digital texts.			
	RH8.8 - Distinguish among fact, opinion, and reasoned judgment in a text.			

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CA CCSS for ELA Standard		Corresponding ELD Standards		
Craft and Structure	RH 8.6 - Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).	PI.7 - Evaluating language choices		
		Emerging - Explain how well writers and speakers use language to support ideas and arguments with detailed evidence (e.g., identifying the precise vocabulary used to present evidence, or the phrasing used to signal a shift in meaning) when provided with substantial support.	Expanding - Explain how well writers and speakers use specific language to present ideas or support arguments and provide detailed evidence (e.g., showing the clarity of the phrasing used to present an argument) when provided with moderate support	Bridging - Explain how well writers and speakers use specific language resources to present ideas or support arguments and provide detailed evidence (e.g., identifying the specific language used to present ideas and claims that are well supported and distinguishing them from those that are not) when provided with light support.
Integration of Knowledge and Ideas	RH 8.8 - Distinguish among fact, opinion, and reasoned judgment in a text.			

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CA CCSS for ELA Standard		Corresponding ELD Standards		
Integration of Knowledge and Ideas	RH 8.9 - Analyze the relationship between a primary and secondary source on the same topic.	PI.6 - Reading/viewing closely		
		Emerging - a. Explain ideas, phenomena, processes, and text relationships (e.g., compare/ contrast, cause/effect, problem/solution) based on close reading of a variety of grade-appropriate texts and viewing of multimedia, with substantial support. 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).	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 base words), context, reference materials, and visual cues to determine the meaning of unknown and multiple-meaning words on familiar and new topics.	Bridging - a. Explain ideas, phenomena, processes, and text relationships (e.g., compare/ contrast, cause/effect, problem/solution) based on close reading of a variety of grade-level texts and viewing of multimedia, with light support. b. Express inferences and conclusions drawn based on close reading of grade-level texts and viewing of multimedia using a variety of precise academic verbs (e.g., indicates that, influences). c. Use knowledge of morphology (e.g., affixes, roots, and base words), context, reference materials, and visual cues to determine the meaning, including figurative and connotative meanings, of unknown and multiple-meaning words on a variety of new topics.
Range of Reading and level of Text Complexity	RH 8.10 - By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.			

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CA CCSS for ELA Standard		Corresponding ELD Standards		
Key Ideas and Details	RST 8.1 - Cite specific textual evidence to support analysis of science and technical texts.	PI.6 - Reading/viewing closely		
		Emerging - a. Explain ideas, phenomena, processes, and text relationships (e.g., compare/contrast, cause/ effect, problem/solution) based on close reading of a variety of grade-appropriate texts and viewing of multimedia, with substantial support.	Expanding - a. Explain ideas, phenomena, processes, and text relationships (e.g., compare/contrast, cause/ effect, problem/solution) based on close reading of a variety of grade-appropriate texts and viewing of multimedia, with moderate support.	Bridging - a. Explain ideas, phenomena, processes, and text relationships (e.g., compare/contrast, cause/ effect, problem/solution) based on close reading of a variety of grade-level texts and viewing of multimedia, with light support.
	RST 8.2 - Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.	b. Express inferences and conclusions drawn based on close reading of grade-appropriate texts and viewing of multimedia using some frequently used verbs (e.g., <i>shows that, based on</i>).	b. Express inferences and conclusions drawn based on close reading grade-appropriate texts and viewing of multimedia using a variety of verbs (e.g., <i>suggests that, leads to</i>).	b. Express inferences and conclusions drawn based on close reading of grade-level texts and viewing of multimedia using a variety of precise academic verbs (e.g., <i>indicates that, influences</i>).
	RST 8.3 - Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.	c. Use knowledge of morphology (e.g., affixes, roots, and base words), context, reference materials, and visual cues to determine the meanings of unknown and multiple-meaning words on familiar topics.	c. Use knowledge of morphology (e.g., affixes, roots, and base words), context, reference materials, and visual cues to determine the meanings of unknown and multiple-meaning words on familiar and new topics.	c. Use knowledge of morphology (e.g., affixes, roots, and base words), context, reference materials, and visual cues to determine the meanings, including figurative and connotative meanings, of unknown and multiple-meaning words on a variety of new topics.

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

CA CCSS for ELA Standard		Corresponding ELD Standards		
Craft and Structure	RST 8.4 - Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.	PI.6 - Reading/viewing closely		
	RST 8.5 - Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.	<p>Emerging -</p> <p>a. Explain ideas, phenomena, processes, and text relationships (e.g., compare/ contrast, cause/ effect, problem/solution) based on close reading of a variety of grade-appropriate texts and viewing of multimedia, with substantial support.</p> <p>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).</p> <p>c. Use knowledge of morphology (e.g., affixes, roots, and base words), context, reference materials, and visual cues to determine the meaning of unknown and multiple-meaning words on familiar topics.</p>	<p>Expanding -</p> <p>a. Explain ideas, phenomena, processes, and text relationships (e.g., compare/contrast, cause/ effect, problem/solution) based on close reading of a variety of grade-level texts and viewing of multimedia, with moderate support.</p> <p>b. Express inferences and conclusions drawn based on close reading of grade-appropriate texts and viewing of multimedia using a variety of verbs (e.g., suggests that, leads to).</p> <p>c. Use knowledge of morphology (e.g., affixes, roots, and base words), context, reference materials, and visual cues to determine the meaning of unknown and multiple-meaning words on familiar and new topics.</p>	<p>Bridging -</p> <p>a. Explain ideas, phenomena, processes, and text relationships (e.g., compare/contrast, cause/ effect, problem/solution) based on close reading of a variety of grade-level texts and viewing of multimedia, with light support.</p> <p>b. Express inferences and conclusions drawn based on close reading of grade-level texts and viewing of multimedia using a variety of precise academic verbs (e.g., indicates that, influences).</p> <p>c. Use knowledge of morphology (e.g., affixes, roots, and base words), context, reference materials, and visual cues to determine the meaning, including figurative and connotative meanings, of unknown and multiple-meaning words on a variety of new topics.</p>

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CA CCSS for ELA Standard		Corresponding ELD Standards					
Craft and Structure	RST 8.4 - Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.	PI.7 - Evaluating language choices			PI.8 - Analyzing language choices		
	RST 8.5 - Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.	Emerging - Explain how well writers and speakers use language to support ideas and arguments with detailed evidence (e.g., identifying the precise vocabulary used to present evidence, or the phrasing used to signal a shift in meaning) when provided with substantial support.	Expanding - Explain how well writers and speakers use specific language to present ideas or support arguments and provide detailed evidence (e.g., showing the clarity of the phrasing used to present an argument) when provided with moderate support.	Bridging - Explain how well writers and speakers use specific language resources to present ideas or support arguments and provide detailed evidence (e.g., identifying the specific language used to present ideas and claims that are well supported and distinguishing them from those that are not) when provided with light support.	Emerging - Explain how phrasing or different common words with similar meanings (e.g., choosing to use the word persistent versus the term <i>hard worker</i>) produce different effects on the audience.	Expanding - Explain how phrasing or different words with similar meanings (e.g., describing a character as <i>stubborn</i> versus <i>persistent</i>) or figurative language (e.g., <i>Let me throw some light onto the topic</i>) produce shades of meaning and different effects on the audience.	Bridging - Explain how phrasing or different words with similar meanings (e.g., <i>cunning</i> versus <i>smart</i> , <i>stammer</i> versus say) or figurative language (e.g., <i>Let me throw some light onto the topic</i>) produce shades of meaning, nuances, and different effects on the audience.

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CA CCSS for ELA Standard		Corresponding ELD Standards					
Craft and Structure	RST 8.5 - Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.	PII.1 - Understanding text structure			PII.2 - Understanding cohesion		
		Emerging - Apply understanding of how different text types are organized to express ideas (e.g., how narratives are organized sequentially) to comprehending texts and to writing brief arguments, informative/ explanatory texts and narratives.	Expanding - Apply understanding of the organizational features of different text types (e.g., how narratives are organized by an event sequence that unfolds naturally versus how arguments are organized around reasons and evidence) to comprehending texts and to writing increasingly clear and coherent arguments, informative/explanatory texts and narratives.	Bridging - Apply understanding of the organizational structure of different text types (e.g., how narratives are organized by an event sequence that unfolds naturally versus how arguments are organized around reasons and evidence) to comprehending texts and to writing clear and cohesive arguments, informative/explanatory texts and narratives.	Emerging - a. Apply knowledge of familiar language resources for referring to make texts more cohesive (e.g., how pronouns refer back to nouns in text) to comprehending and writing brief texts. b. Apply basic understanding of how ideas, events, or reasons are linked throughout a text using everyday connecting words or phrases (e.g., <i>at the end, next</i>) to comprehending and writing brief texts	Expanding - 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 and writing texts with increasing cohesion. b. Apply growing understanding of how ideas, events, or reasons are linked throughout a text using a variety of connecting words or phrases (e.g., <i>for example, as a result, on the other hand</i>) to comprehending and writing texts with increasing cohesion.	Bridging - 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. b. Apply increasing understanding of how ideas, events, or reasons are linked throughout a text using an increasing variety of academic connecting and transitional words or phrases (e.g., <i>for instance, in addition, consequently</i>) to comprehending and writing texts with increasing cohesion.

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CA CCSS for ELA Standard		Corresponding ELD Standards		
Craft and Structure	RST 8.6 - Analyze the author’s purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.	PI.6 - Reading/viewing closely		
		Emerging - a. Explain ideas, phenomena, processes, and text relationships (e.g., compare/ contrast, cause/ effect, problem/solution) based on close reading of a variety of grade-appropriate texts and viewing of multimedia, with substantial support. 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). c. Use knowledge of morphology (e.g., affixes, roots, and base words), context, reference materials, and visual cues to determine the meanings of unknown and multiple-meaning words on familiar topics.	Expanding - a. Explain ideas, phenomena, processes, and text relationships (e.g., compare/contrast, cause/ effect, problem/solution) based on close reading of a variety of grade-appropriate texts and viewing of multimedia, with moderate support. b. Express inferences and conclusions drawn based on close reading 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 base words), context, reference materials, and visual cues to determine the meanings of unknown and multiple-meaning words on familiar and new topics.	Bridging - a. Explain ideas, phenomena, processes, and text relationships (e.g., compare/contrast, cause/ effect, problem/solution) based on close reading of a variety of grade-level texts and viewing of multimedia, with light support. b. Express inferences and conclusions drawn based on close reading of grade-level texts and viewing of multimedia using a variety of precise academic verbs (e.g., indicates that, influences). c. Use knowledge of morphology (e.g., affixes, roots, and base words), context, reference materials, and visual cues to determine the meanings, including figurative and connotative meanings, of unknown and multiple-meaning words on a variety of new topics.
Integration of Knowledge and Ideas		RST 8.7 - Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).		
RST 8.8 - Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.				

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CA CCSS for ELA Standard		Corresponding ELD Standards		
Craft and Structure	RST 8.6 - Analyze the author’s purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.	PI.7 - Evaluating language choices		
		Emerging - Explain how well writers and speakers use language to support ideas and arguments with detailed evidence (e.g., identifying the precise vocabulary used to present evidence, or the phrasing used to signal a shift in meaning) when provided with substantial support.	Expanding - Explain how well writers and speakers use specific language to present ideas or support arguments and provide detailed evidence (e.g., showing the clarity of the phrasing used to present an argument) when provided with moderate support.	Bridging - Explain how well writers and speakers use specific language resources to present ideas or support arguments and provide detailed evidence (e.g., identifying the specific language used to present ideas and claims that are well supported and distinguishing them from those that are not) when provided with light support
Integration of Knowledge and Ideas	RST 8.8 - Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.			

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CA CCSS for ELA Standard		Corresponding ELD Standards		
Integration of Knowledge and Ideas	RST 8.9 - Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.	PI.6 - Reading/viewing closely		
		Emerging - a. Explain ideas, phenomena, processes, and text relationships (e.g., compare/contrast, cause/ effect, problem/solution) based on close reading of a variety of grade-appropriate texts and viewing of multimedia, with substantial support. 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., <i>shows that, based on</i>).	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-appropriate texts and viewing of multimedia, with moderate support. b. Express inferences and conclusions drawn based on close reading grade-appropriate texts and viewing of multimedia using a variety of verbs (e.g., <i>suggests that, leads to</i>).	Bridging - a. Explain ideas, phenomena, processes, and text relationships (e.g., compare/contrast, cause/ effect, problem/solution) based on close reading of a variety of grade-level texts and viewing of multimedia, with light support. b. Express inferences and conclusions drawn based on close reading of grade-level texts and viewing of multimedia using a variety of precise academic verbs (e.g., <i>indicates that, influences</i>).
Range of Reading and level of Text Complexity	RST 8.10 - By the end of grade 8, read and comprehend science/ technical texts in the grades 6–8 text complexity band independently and proficiently.	c. Use knowledge of morphology (e.g., affixes, roots, and base words), context, reference materials, and visual cues to determine the meanings of unknown and multiple-meaning words on familiar topics.	c. Use knowledge of morphology (e.g., affixes, roots, and base words), context, reference materials, and visual cues to determine the meanings of unknown and multiple-meaning words on familiar and new topics.	c. Use knowledge of morphology (e.g., affixes, roots, and base words), context, reference materials, and visual cues to determine the meanings, including figurative and connotative meanings, of unknown and multiple-meaning words on a variety of new topics.

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CA CCSS for ELA Standard		Corresponding ELD Standards		
Text and Types and Purposes	W 8.1 - Write arguments to support claims with clear reasons and relevant evidence. (a. - e.)	PI.3 - Supporting opinions and persuading others		
		Emerging - Negotiate with or persuade others in conversations (e.g., to gain and hold the floor or to ask for clarification) using learned phrases (e.g., <i>I think . . .</i> <i>Would you please repeat that?</i>) and open responses.	Expanding - Negotiate with or persuade others in conversations (e.g., to provide counterarguments) using learned phrases (<i>I agree with X, but . . .</i>) and open responses.	Bridging - Negotiate with or persuade others in conversations using an appropriate register (e.g., to acknowledge new information and justify views) using a variety of learned phrases, indirect reported speech (e.g., <i>I heard you say X, and that’s a good point. I still think Y, though, because . . .</i>) and open responses.

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CA CCSS for ELA Standard		Corresponding ELD Standards					
Text and Types and Purposes	W 8.1 - Write arguments to support claims with clear reasons and relevant evidence. (a. - e.)	PI.10 - Writing			PI.11 - Justifying/Arguing		
		<p>Emerging - a. Write short literary and informational texts (e.g., an argument about whether the government should fund research using stem cells) collaboratively (e.g., with peers) and independently.</p> <p>b. Write brief summaries of texts and experiences using complete sentences and key words (e.g., from notes or graphic organizers).</p>	<p>Expanding - a. Write longer literary and informational texts (e.g., an argument about whether the government should fund research using stem cells) collaboratively (e.g., with peers) and independently using appropriate text organization.</p> <p>b. Write increasingly concise summaries of texts and experiences using complete sentences and key words (e.g., from notes or graphic organizers).</p>	<p>Bridging - a. Write longer and more detailed literary and informational texts (e.g., an argument about whether the government should fund research using stem cells) collaboratively (e.g., with peers) and independently using appropriate text organization and growing understanding of register.</p> <p>b. Write clear and coherent summaries of texts and experiences using complete and concise sentences and key words (e.g., from notes or graphic organizers).</p>	<p>Emerging - a. Justify opinions by providing some textual evidence or relevant background knowledge, with substantial support.</p> <p>b. Express attitude and opinions or temper statements with familiar modal expressions (e.g., <i>can</i>, <i>may</i>).</p>	<p>Expanding - a. Justify opinions or persuade others by providing relevant textual evidence or relevant background knowledge, with moderate support.</p> <p>b. Express attitude and opinions or temper statements with a variety of familiar modal expressions (e.g., <i>possibly/likely</i>, <i>could/would</i>).</p>	<p>Bridging - a. Justify opinions or persuade others by providing detailed and relevant textual evidence or relevant background knowledge, with light support.</p> <p>b. Express attitude and opinions or temper statements with nuanced modal expressions (e.g., <i>potentially/ certainly / absolutely, should/might</i>).</p>

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CA CCSS for ELA Standard		Corresponding ELD Standards		
Text and Types and Purposes	W 8.2 - Write informative/explanatory texts, including career development documents (e.g., simple business letters and job applications), to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. CA (a. - f.)	PI.10 - Writing		
	W 8.3 - Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (a. - e.)	Emerging - a. Write short literary and informational texts (e.g., an argument about whether the government should fund research using stem cells) collaboratively (e.g., with peers) and independently. b. Write brief summaries of texts and experiences using complete sentences and key words (e.g., from notes or graphic organizers).	Expanding - a. Write longer literary and informational texts (e.g., an argument about whether the government should fund research using stem cells) collaboratively (e.g., with peers) and independently using appropriate text organization. b. Write increasingly concise summaries of texts and experiences using complete sentences and key words (e.g., from notes or graphic organizers).	Bridging - a. Write longer and more detailed literary and informational texts (e.g., an argument about whether the government should fund research using stem cells) collaboratively (e.g., with peers) and independently using appropriate text organization and growing understanding of register. b. Write clear and coherent summaries of texts and experiences using complete and concise sentences and key words (e.g., from notes or graphic organizers).

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CA CCSS for ELA Standard		Corresponding ELD Standards								
Text and Types and Purposes		PII.1 - Understanding text structure			PII.2 - Understanding cohesion					
		W 8.1 - Write arguments to support claims with clear reasons and relevant evidence. (a. - e.)	Emerging - Apply understanding of how different text types are organized to express ideas (e.g., how narratives are organized sequentially) to comprehending texts and to writing brief arguments, informative/ explanatory texts and narratives.	Expanding - Apply understanding of the organizational features of different text types (e.g., how narratives are organized by an event sequence that unfolds naturally versus how arguments are organized around reasons and evidence) to comprehending texts and to writing increasingly clear and coherent arguments, informative/explanatory texts and narratives.	Bridging - Apply understanding of the organizational structure of different text types (e.g., how narratives are organized by an event sequence that unfolds naturally versus how arguments are organized around reasons and evidence) to comprehending texts and to writing clear and cohesive arguments, informative/ explanatory texts and narratives.	Emerging - a. Apply knowledge of familiar language resources for referring to make texts more cohesive (e.g., how pronouns refer back to nouns in text) to comprehending and writing brief texts. b. Apply basic understanding of how ideas, events, or reasons are linked throughout a text using everyday connecting words or phrases (e.g., <i>at the end, next</i>) to comprehending and writing brief texts.	Expanding - 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 and writing texts with increasing cohesion. b. Apply growing understanding of how ideas, events, or reasons are linked throughout a text using a variety of connecting words or phrases (e.g., <i>for example, as a result, on the other hand</i>) to comprehending and writing texts with increasing cohesion.	Bridging - 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. b. Apply increasing understanding of how ideas, events, or reasons are linked throughout a text using an increasing variety of academic connecting and transitional words or phrases (e.g., <i>for instance, in addition, consequently</i>) to comprehending and writing texts with increasing cohesion.		
									W 8.2 - Write informative/ explanatory texts, including career development documents (e.g., simple business letters and job applications), to examine a topic and convey ideas, concepts, and information through the selection.	
										W 8.3 - Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well structured

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CA CCSS for ELA Standard		Corresponding ELD Standards					
Text and Types and Purposes	W 8.1 - Write arguments to support claims with clear reasons and relevant evidence. (a - e.)	PII.6 - Connecting ideas			PII.7 - Condensing ideas		
	W 8.2 - Write informative/explanatory texts, including career development documents (e.g., simple business letters and job applications), to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. CA (a - f)	Emerging - Combine clauses in a few basic ways to make connections between and join ideas (e.g., creating compound sentences using <i>and</i> , <i>but</i> , <i>so</i> ; creating complex sentences using <i>because</i>).	Expanding - Combine clauses in an increasing variety of ways (e.g., creating compound and complex sentences) to make connections between and join ideas, for example, to express a reason (e.g., <i>He stayed at home on Sunday to study for Monday's exam</i>) or to make a concession (e.g., <i>She studied all night even though she wasn't feeling well</i>).	Bridging - Combine clauses in a wide variety of ways (e.g., creating compound and complex sentences, and compound-complex sentences) to make connections between and join ideas, for example, to show the relationship between multiple events or ideas (e.g., <i>After eating lunch, the students worked in groups while their teacher walked around the room</i>) or to evaluate an argument (e.g., <i>The author claims X, although there is a lack of evidence to support this claim</i>).	Emerging - Condense ideas in simple ways (e.g., by compounding verbs, adding prepositional phrases, or through simple embedded clauses or other ways of condensing as in, <i>This is a story about a girl. The girl changed the world.</i> → <i>This is a story about a girl who changed the world</i>) to create precise and detailed sentences.	Expanding - Condense ideas in an increasing variety of ways (e.g., through various types of embedded clauses and other ways of condensing, as in, <i>Organic vegetables are food. They're made without chemical fertilizers. They're made without chemical insecticides.</i> → <i>Organic vegetables are foods that are made without chemical fertilizers or insecticides</i>) to create precise and detailed sentences.	Bridging - Condense ideas in a variety of ways (e.g., through various types of embedded clauses, ways of condensing, and nominalization as in, <i>They destroyed the rain forest. Lots of animals died.</i> → <i>The destruction of the rain forest led to the death of many animals</i>) to create precise and detailed sentences.
	W 8.3 - Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well structured event sequences. (a - e.)						

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CA CCSS for ELA Standard		Corresponding ELD Standards					
Production and Distribution of Writing	W 8.4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	PI.4 - Adapting language choices			PI.10 - Writing		
	W 8.5 - With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.)	Emerging - Adjust language choices according to social setting (e.g., classroom, break time) and audience (e.g., peers, teacher).	Expanding - Adjust language choices according to purpose (e.g., explaining, persuading, entertaining), task, and audience.	Bridging - Adjust language choices according to task (e.g., facilitating a science experiment, providing peer feedback on a writing assignment), purpose, and audience.	Emerging - a. Write short literary and informational texts (e.g., an argument about whether the government should fund research using stem cells) collaboratively (e.g., with peers) and independently. b. Write brief summaries of texts and experiences using complete sentences and key words (e.g., from notes or graphic organizers).	Expanding - a. Write longer literary and informational texts (e.g., an argument about whether the government should fund research using stem cells) collaboratively (e.g., with peers) and independently using appropriate text organization. b. Write increasingly concise summaries of texts and experiences using complete sentences and key words (e.g., from notes or graphic organizers).	Bridging - a. Write longer and more detailed literary and informational texts (e.g., an argument about whether the government should fund research using stem cells) collaboratively (e.g., with peers) and independently using appropriate text organization and growing understanding of register. b. Write clear and coherent summaries of texts and experiences using complete and concise sentences and key words (e.g., from notes or graphic organizers).

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CA CCSS for ELA Standard		Corresponding ELD Standards		
Production and Distribution of Writing	W 8.4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	PI.12 - Selecting language resources		
	W 8.5 - With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.)	<p>Emerging -</p> <p>a. Use a select number of general academic words (e.g., <i>specific, contrast</i>) and domain-specific words (e.g., <i>scene, cell, fraction</i>) to create some precision while speaking and writing.</p> <p>b. Use knowledge of morphology to appropriately select affixes in basic ways (e.g., She likes X. He walked to school).</p>	<p>Expanding -</p> <p>a. Use a growing set of academic words(e.g., <i>specific, contrast, significant, function</i>), domain-specific words (e.g., <i>scene, irony, suspense, analogy, cell membrane, fraction</i>), synonyms, and antonyms to create precision and shades of meaning while speaking and writing.</p> <p>b. Use knowledge of morphology to appropriately select affixes in a growing number of ways to manipulate language (e.g., She likes walking to school. That’s <i>im</i> possible).</p>	<p>Bridging -</p> <p>a. Use an expanded set of general academic words (e.g., <i>specific, contrast, significant, function, adequate, analysis</i>), domain-specific words (e.g., <i>scene, irony, suspense, analogy, cell membrane, fraction</i>), synonyms, antonyms, and figurative language to create precision and shades of meaning while speaking and writing.</p> <p>b. Use knowledge of morphology to appropriately select affixes in a variety of ways to manipulate language (e.g., changing <i>destroy</i> → <i>destruction</i>, <i>probably</i> → <i>probability</i>, <i>reluctant</i> → <i>reluctantly</i>).</p>

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CA CCSS for ELA Standard		Corresponding ELD Standards					
Production and Distribution of Writing	W 8.4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	PII.1 - Understanding text structure			PII.2 - Understanding cohesion		
		Emerging - Apply understanding of how different text types are organized to express ideas (e.g., how narratives are organized sequentially) to comprehending texts and to writing brief arguments, informative/ explanatory texts and narratives.	Expanding - Apply understanding of the organizational features of different text types (e.g., how narratives are organized by an event sequence that unfolds naturally versus how arguments are organized around reasons and evidence) to comprehending texts and to writing increasingly clear and coherent arguments, informative/explanatory texts and narratives.	Bridging - Apply understanding of the organizational structure of different text types (e.g., how narratives are organized by an event sequence that unfolds naturally versus how arguments are organized around reasons and evidence) to comprehending texts and to writing clear and cohesive arguments, informative/ explanatory texts and narratives.	Emerging - a. Apply knowledge of familiar language resources for referring to make texts more cohesive (e.g., how pronouns refer back to nouns in text) to comprehending and writing brief texts. b. Apply basic understanding of how ideas, events, or reasons are linked throughout a text using everyday connecting words or phrases (e.g., <i>at the end, next</i>) to comprehending and writing brief texts.	Expanding - 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 and writing texts with increasing cohesion. b. Apply growing understanding of how ideas, events, or reasons are linked throughout a text using a variety of connecting words or phrases (e.g., <i>for example, as a result, on the other hand</i>) to comprehending and writing texts with increasing cohesion.	Bridging - 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. b. Apply increasing understanding of how ideas, events, or reasons are linked throughout a text using an increasing variety of academic connecting and transitional words or phrases (e.g., <i>for instance, in addition, consequently</i>) to comprehending and writing texts with increasing cohesion.
		W 8.5 - With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.)					

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CA CCSS for ELA Standard		Corresponding ELD Standards								
Production and Distribution of Writing	W 8.4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific)							PII.5 - Modifying to add details		
								Emerging - Expand sentences with simple adverbials (e.g., adverbs, adverb phrases, prepositional phrases) to provide details (e.g., time, manner, place, cause) about a familiar activity or process.	Expanding - Expand sentences with adverbials (e.g., adverbs, adverb phrases, prepositional phrases) to provide details (e.g., time, manner, place, cause) about a familiar or new activity or process.	Bridging - Expand sentences with increasingly complex adverbials (e.g., adverbs, adverb phrases and clauses, prepositional phrases) to provide details (e.g., time, manner, place, cause) about a variety of familiar and new activities and processes.
	W 8.5 - With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.)	PII.3 - Using verbs and verb phrases			PII.4 - Using nouns and noun phrases					
		Emerging - Use a variety of verbs in different tenses (e.g., past, present, future, simple, progressive) appropriate to the text type and discipline (e.g., simple past and past progressive for recounting an experience) on familiar topics.	Expanding - Use a variety of verbs in different tenses (e.g., past, present, future, simple, progressive, perfect) appropriate to the task, text type, and discipline (e.g., the present perfect to describe previously made claims or conclusions) on an increasing variety of topics.	Bridging - Use a variety of verbs in different tenses (e.g., past, present, future, simple, progressive, perfect), voices (active and passive), and moods (e.g., declarative, interrogative, subjunctive) appropriate to the task, text type, and discipline (e.g., the passive voice in simple past to describe the methods of a scientific experiment) on a variety of topics.	Emerging - Expand noun phrases in basic ways (e.g., adding a sensory adjective to a noun) in order to enrich the meaning of sentences and add details about ideas, people, things, and so on.	Expanding - Expand noun phrases in a growing number of ways (e.g., adding prepositional or adjective phrases) in order to enrich the meaning of sentences and add details about ideas, people, things, and so on.	Bridging - Expand noun phrases in an increasing variety of ways (e.g., embedding relative or complement clauses) in order to enrich the meaning of sentences and add details about ideas, people, things, and so on.			

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

CA CCSS for ELA Standard		Corresponding ELD Standards					
Production and Distribution of Writing	W 8.4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	PII.6 - Connecting ideas			PII.7 - Condensing ideas		
	W 8.5 - With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.)	Emerging - Combine clauses in a few basic ways to make connections between and join ideas (e.g., creating compound sentences using <i>and</i> , <i>but</i> , <i>so</i> ; creating complex sentences using <i>because</i>).	Expanding - Combine clauses in an increasing variety of ways (e.g., creating compound and complex sentences) to make connections between and join ideas, for example, to express a reason (e.g., <i>He stayed at home on Sunday to study for Monday’s exam</i>) or to make a concession (e.g., <i>She studied all night even though she wasn’t feeling well</i>).	Bridging - Combine clauses in a wide variety of ways (e.g., creating compound and complex sentences, and compound–complex sentences) to make connections between and join ideas, for example, to show the relationship between multiple events or ideas (e.g., <i>After eating lunch, the students worked in groups while their teacher walked around the room</i>) or to evaluate an argument (e.g., <i>The author claims X, although there is a lack of evidence to support this claim</i>).	Emerging - Condense ideas in simple ways (e.g., by compounding verbs, adding prepositional phrases, or through simple embedded clauses or other ways of condensing as in, This is a story about a girl. The girl changed the world. → This is a story about a girl <i>who changed the world</i>) to create precise and detailed sentences.	Expanding - Condense ideas in an increasing variety of ways (e.g., through various types of embedded clauses and other ways of condensing, as in, Organic vegetables are food. They’re made without chemical fertilizers. They’re made without chemical insecticides. → Organic vegetables are foods <i>that are made without chemical fertilizers or insecticides</i>) to create precise and detailed sentences.	Bridging - Condense ideas in a variety of ways (e.g., through various types of embedded clauses, ways of condensing, and nominalization as in, They <i>destroyed</i> the rain forest. Lots of animals <i>died</i> . → The <i>destruction</i> of the rain forest led to the <i>death</i> of many animals) to create precise and detailed sentences.

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

CA CCSS for ELA Standard		Corresponding ELD Standards					
Production and Distribution of Writing W 8.6 - Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.		PI.2 - Interacting via written English			PI.10 - Writing		
		Emerging - Engage in short written exchanges with peers and collaborate on simple written texts on familiar topics, using technology when appropriate.	Expanding - Engage in longer written exchanges with peers and collaborate on more detailed written texts on a variety of topics, using technology when appropriate.	Bridging - Engage in extended written exchanges with peers and collaborate on complex written texts on a variety of topics, using technology when appropriate.	Emerging - a. Write short literary and informational texts (e.g., an argument about whether the government should fund research using stem cells) collaboratively (e.g., with peers) and independently.	Expanding - a. Write longer literary and informational texts (e.g., an argument about whether the government should fund research using stem cells) collaboratively (e.g., with peers) and independently using appropriate text organization.	Bridging - a. Write longer and more detailed literary and informational texts (e.g., an argument about whether the government should fund research using stem cells) collaboratively (e.g., with peers) and independently using appropriate text organization and growing understanding of register.
Research to build and Present knowledge W 8.7 - Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.					b. Write brief summaries of texts and experiences using complete sentences and key words (e.g., from notes or graphic organizers).	b. Write increasingly concise summaries of texts and experiences using complete sentences and key words (e.g., from notes or graphic organizers).	b. Write clear and coherent summaries of texts and experiences using complete and concise sentences and key words (e.g., from notes or graphic organizers).

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CA CCSS for ELA Standard		Corresponding ELD Standards		
Research to build and Present knowledge	W 8.8 - Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	PI.10 - Writing		
	W 8.9 - Draw evidence from literary or informational texts to support analysis, reflection, and research. (a.-b.)	Emerging - a. Write short literary and informational texts (e.g., an argument about whether the government should fund research using stem cells) collaboratively (e.g., with peers) and independently. b. Write brief summaries of texts and experiences using complete sentences and key words (e.g., from notes or graphic organizers).	Expanding - a. Write longer literary and informational texts (e.g., an argument about whether the government should fund research using stem cells) collaboratively (e.g., with peers) and independently using appropriate text organization. b. Write increasingly concise summaries of texts and experiences using complete sentences and key words (e.g., from notes or graphic organizers).	Bridging - a. Write longer and more detailed literary and informational texts (e.g., an argument about whether the government should fund research using stem cells) collaboratively (e.g., with peers) and independently using appropriate text organization and growing understanding of register. b. Write clear and coherent summaries of texts and experiences using complete and concise sentences and key words (e.g., from notes or graphic organizers).
Range of Writing	W 8.10 - Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.			

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CA CCSS for ELA Standard		Corresponding ELD Standards		
Research to build and Present knowledge		PI.11 - Justifying/Arguing		
		<div>Emerging - a. Justify opinions by providing some textual evidence or relevant background knowledge, with substantial support. b. Express attitude and opinions or temper statements with familiar modal expressions (e.g., <i>can, may</i>).</div>	<div>Expanding - a. Justify opinions or persuade others by providing relevant textual evidence or relevant background knowledge, with moderate support. b. Express attitude and opinions or temper statements with a variety of familiar modal expressions (e.g., <i>possibly/likely, could/would</i>).</div>	<div>Bridging - a. Justify opinions or persuade others by providing detailed and relevant textual evidence or relevant background knowledge, with light support. b. Express attitude and opinions or temper statements with nuanced modal expressions (e.g., <i>potentially/ certainly / absolutely, should/might</i>).</div>
W 8.8 - Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.				
W 8.9 - Draw evidence from literary or informational texts to support analysis, reflection, and research. (a.-b.)				

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

CA CCSS for ELA Standard		Corresponding ELD Standards					
Range of Writing	W 8.10 - Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	PII.1 - Understanding text structure			PII.2 - Understanding cohesion		
		Emerging - Apply understanding of how different text types are organized to express ideas (e.g., how narratives are organized sequentially) to comprehending texts and to writing brief arguments, informative/explanatory texts and narratives.	Expanding - Apply understanding of the organizational features of different text types (e.g., how narratives are organized by an event sequence that unfolds naturally versus how arguments are organized around reasons and evidence) to comprehending texts and to writing increasingly clear and coherent arguments, informative/explanatory texts and narratives.	Bridging - Apply understanding of the organizational structure of different text types (e.g., how narratives are organized by an event sequence that unfolds naturally versus how arguments are organized around reasons and evidence) to comprehending texts and to writing clear and cohesive arguments, informative/ explanatory texts and narratives.	Emerging - a. Apply knowledge of familiar language resources for referring to make texts more cohesive (e.g., how pronouns refer back to nouns in text) to comprehending and writing brief texts. b. Apply basic understanding of how ideas, events, or reasons are linked throughout a text using everyday connecting words or phrases (e.g., <i>at the end, next</i>) to comprehending and writing brief texts.	Expanding - 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 and writing texts with increasing cohesion. b. Apply growing understanding of how ideas, events, or reasons are linked throughout a text using a variety of connecting words or phrases (e.g., <i>for example, as a result, on the other hand</i>) to comprehending and writing texts with increasing cohesion.	Bridging - 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. b. Apply increasing understanding of how ideas, events, or reasons are linked throughout a text using an increasing variety of academic connecting and transitional words or phrases (e.g., <i>for instance, in addition, consequently</i>) to comprehending and writing texts with increasing cohesion.

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

CA CCSS for ELA Standard		Corresponding ELD Standards		
Text and Types and Purposes	WHST 8.1 - Write arguments focused on discipline-specific content. (a. - e.)	PI.3 - Supporting opinions and persuading others		
		Emerging - Negotiate with or persuade others in conversations (e.g., to gain and hold the floor or to ask for clarification) using learned phrases (e.g., <i>I think . . .</i> <i>Would you please repeat that?</i>) and open responses.	Expanding - Negotiate with or persuade others in conversations (e.g., to provide counterarguments) using learned phrases (<i>I agree with X, but . . .</i>) and open responses.	Bridging - Negotiate with or persuade others in conversations using an appropriate register (e.g., to acknowledge new information and justify views) using a variety of learned phrases, indirect reported speech (e.g., <i>I heard you say X, and that’s a good point. I still think Y, though, because . . .</i>) and open responses.

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

CA CCSS for ELA Standard		Corresponding ELD Standards					
Text and Types and Purposes	WHST 8.1 - Write arguments focused on discipline-specific content. (a. - e.)	PI.10 - Writing			PI.11 - Justifying/arguing		
		<p>Emerging - a. Write short literary and informational texts (e.g., an argument about whether the government should fund research using stem cells) collaboratively (e.g., with peers) and independently.</p> <p>b. Write brief summaries of texts and experiences using complete sentences and key words (e.g., from notes or graphic organizers).</p>	<p>Expanding - a. Write longer literary and informational texts (e.g., an argument about whether the government should fund research using stem cells) collaboratively (e.g., with peers) and independently using appropriate text organization.</p> <p>b. Write increasingly concise summaries of texts and experiences using complete sentences and key words (e.g., from notes or graphic organizers).</p>	<p>Bridging - a. Write longer and more detailed literary and informational texts (e.g., an argument about whether the government should fund research using stem cells) collaboratively (e.g., with peers) and independently using appropriate text organization and growing understanding of register</p> <p>b. Write clear and coherent summaries of texts and experiences using complete and concise sentences and key words (e.g., from notes or graphic organizers).</p>	<p>Emerging - a. Justify opinions by providing some textual evidence or relevant background knowledge, with substantial support.</p> <p>b. Express attitude and opinions or temper statements with familiar modal expressions (e.g., <i>can, may</i>).</p>	<p>Expanding - a. Justify opinions or persuade others by providing relevant textual evidence or relevant background knowledge, with moderate support.</p> <p>b. Express attitude and opinions or temper statements with a variety of familiar modal expressions (e.g., <i>possibly/likely, could/ would</i>).</p>	<p>Bridging - a. Justify opinions or persuade others by providing detailed and relevant textual evidence or relevant background knowledge, with light support.</p> <p>b. Express attitude and opinions or temper statements with nuanced modal expressions (e.g., <i>potentially/ certainly / absolutely, should/might</i>).</p>

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CA CCSS for ELA Standard		Corresponding ELD Standards		
Text and Types and Purposes	WHST 8.2 - Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. (a. - f.)	PI.10 - Writing		
		<p>Emerging -</p> <p>a. Write short literary and informational texts (e.g., an argument about whether the government should fund research using stem cells) collaboratively (e.g., with peers) and independently.</p> <p>b. Write brief summaries of texts and experiences using complete sentences and key words (e.g., from notes or graphic organizers).</p>	<p>Expanding -</p> <p>a. Write longer literary and informational texts (e.g., an argument about whether the government should fund research using stem cells) collaboratively (e.g., with peers) and independently using appropriate text organization.</p> <p>b. Write increasingly concise summaries of texts and experiences using complete sentences and key words (e.g., from notes or graphic organizers).</p>	<p>Bridging -</p> <p>a. Write longer and more detailed literary and informational texts (e.g., an argument about whether the government should fund research using stem cells) collaboratively (e.g., with peers) and independently using appropriate text organization and growing understanding of register</p> <p>b. Write clear and coherent summaries of texts and experiences using complete and concise sentences and key words (e.g., from notes or graphic organizers).</p>

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CA CCSS for ELA Standard		Corresponding ELD Standards					
Text and Types and Purposes	WHST 8.1 - Write arguments focused on discipline-specific content. (a. - e.)	PII.1 - Understanding text structure			PII.2 - Understanding cohesion		
		Emerging - Apply understanding of how different text types are organized to express ideas (e.g., how narratives are organized sequentially) to comprehending texts and to writing brief arguments, informative/ explanatory texts and narratives.	Expanding - Apply understanding of the organizational features of different text types (e.g., how narratives are organized by an event sequence that unfolds naturally versus how arguments are organized around reasons and evidence) to comprehending texts and to writing increasingly clear and coherent arguments, informative/ explanatory texts and narratives.	Bridging - Apply understanding of the organizational structure of different text types (e.g., how narratives are organized by an event sequence that unfolds naturally versus how arguments are organized around reasons and evidence) to comprehending texts and to writing clear and cohesive arguments, informative/explanatory texts and narratives.	Emerging - a. Apply knowledge of familiar language resources for referring to make texts more cohesive (e.g., how pronouns refer back to nouns in text) to comprehending and writing brief texts. b. Apply basic understanding of how ideas, events, or reasons are linked throughout a text using everyday connecting words or phrases (e.g., at the end, next) to comprehending and writing brief texts.	Expanding - 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 and writing texts with increasing cohesion. b. Apply growing understanding of how ideas, events, or reasons are linked throughout a text using a variety of connecting words or phrases (e.g., for example, as a result, on the other hand) to comprehending and writing texts with increasing cohesion.	Bridging - 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. 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 and writing texts with increasing cohesion.

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CA CCSS for ELA Standard		Corresponding ELD Standards					
Text and Types and Purposes		PII.6 - Connecting ideas			PII.7 - Condensing ideas		
		Emerging - Combine clauses in a few basic ways to make connections between and join ideas (e.g., creating compound sentences using <i>and</i> , <i>but</i> , <i>so</i> ; creating complex sentences using <i>because</i>).	Expanding - Combine clauses in an increasing variety of ways (e.g., creating compound and complex sentences) to make connections between and join ideas, for example, to express a reason (e.g., <i>He stayed at home on Sunday to study for Monday’s exam</i>) or to make a concession (e.g., <i>She studied all night even though she wasn’t feeling well</i>).	Bridging - Combine clauses in a wide variety of ways (e.g., creating compound and complex sentences, and compound-complex sentences) to make connections between and join ideas, for example, to show the relationship between multiple events or ideas (e.g., <i>After eating lunch, the students worked in groups while their teacher walked around the room</i>) or to evaluate an argument (e.g., <i>The author claims X, although there is a lack of evidence to support this claim</i>).	Emerging - Condense ideas in simple ways (e.g., by compounding verbs, adding prepositional phrases, or through simple embedded clauses or other ways of condensing as in, This is a story about a girl. The girl changed the world. → This is a story about a girl <i>who changed the world</i>) to create precise and detailed sentences	Expanding - Condense ideas in an increasing variety of ways (e.g., through various types of embedded clauses and other ways of condensing, as in, Organic vegetables are food. They’re made without chemical fertilizers. They’re made without chemical insecticides. → Organic vegetables are foods <i>that are made without chemical fertilizers or insecticides</i>) to create precise and detailed sentences.	Bridging - Condense ideas in a variety of ways (e.g., through various types of embedded clauses, ways of condensing, and nominalization as in, They <i>destroyed</i> the rain forest. Lots of animals <i>died</i> . → The <i>destruction</i> of the rain forest led to the death of many animals) to create precise and detailed sentences.
		WHST 8.1 - Write arguments focused on discipline-specific content. (a. - e.)					
	WHST 8.2 - Write informative/ explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. (a. - f.)						

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CA CCSS for ELA Standard		Corresponding ELD Standards					
Production and Distribution of Writing	WHST 8.4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	PI.4 - Adapting language choices			PI.10 - Writing		
	WHST 8.5 - With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.	Emerging - Adjust language choices according to social setting (e.g., classroom, break time) and audience (e.g., peers, teacher).	Expanding - Adjust language choices according to purpose (e.g., explaining, persuading, entertaining), task, and audience.	Bridging - Adjust language choices according to task (e.g., facilitating a science experiment, providing peer feedback on a writing assignment), purpose, and audience.	Emerging - a. Write short literary and informational texts (e.g., an argument about whether the government should fund research using stem cells) collaboratively (e.g., with peers) and independently. b. Write brief summaries of texts and experiences using complete sentences and key words (e.g., from notes or graphic organizers).	Expanding - a. Write longer literary and informational texts (e.g., an argument about whether the government should fund research using stem cells) collaboratively (e.g., with peers) and independently using appropriate text organization. b. Write increasingly concise summaries of texts and experiences using complete sentences and key words (e.g., from notes or graphic organizers).	Bridging - a. Write longer and more detailed literary and informational texts (e.g., an argument about whether the government should fund research using stem cells) collaboratively (e.g., with peers) and independently using appropriate text organization and growing understanding of register. b. Write clear and coherent summaries of texts and experiences using complete and concise sentences and key words (e.g., from notes or graphic organizers).

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CA CCSS for ELA Standard		Corresponding ELD Standards		
Production and Distribution of Writing	WHST 8.4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	PI.12 - Selecting language resources		
	WHST 8.5 - With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.	<p>Emerging -</p> <p>a. a. Use a select number of general academic words (e.g., <i>specific, contrast</i>) and domain-specific words (e.g., <i>scene, cell, fraction</i>) to create some precision while speaking and writing.</p> <p>b. Use knowledge of morphology to appropriately select affixes in basic ways (e.g., She likes X. He walked to school).</p>	<p>Expanding -</p> <p>a. Use a growing set of academic words (e.g., <i>specific, contrast, significant, function</i>), domain-specific words (e.g., <i>scene, irony, suspense, analogy, cell membrane, fraction</i>), synonyms, and antonyms to create precision and shades of meaning while speaking and writing.</p> <p>b. Use knowledge of morphology to appropriately select affixes in a growing number of ways to manipulate language (e.g., She likes <i>walking</i> to school. That's <i>im</i> possible).</p>	<p>Bridging -</p> <p>a. Use an expanded set of general academic words (e.g., <i>specific, contrast, significant, function, adequate, analysis</i>), domain-specific words (e.g., <i>scene, irony, suspense, analogy, cell membrane, fraction</i>), synonyms, antonyms, and figurative language to create precision and shades of meaning while speaking and writing.</p> <p>b. Use knowledge of morphology to appropriately select affixes in a variety of ways to manipulate language (e.g., changing <i>destroy</i> → <i>destruction</i>, <i>probably</i> → <i>probability</i>, <i>reluctant</i> → <i>reluctantly</i>).</p>

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CA CCSS for ELA Standard		Corresponding ELD Standards					
Production and Distribution of Writing	WHST 8.4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	PII.3 - Using verbs and verb phrases					
		Emerging - Use a variety of verbs in different tenses (e.g., past, present, future, simple, progressive) appropriate to the text type and discipline (e.g., simple past and past progressive for recounting an experience) on familiar topics.	Expanding - Use a variety of verbs in different tenses (e.g., past, present, future, simple, progressive, perfect) appropriate to the task, text type, and discipline (e.g., the present perfect to describe previously made claims or conclusions) on an increasing variety of topics.	Bridging - Use a variety of verbs in different tenses (e.g., past, present, future, simple, progressive, perfect), voices (active and passive), and moods (e.g., declarative, interrogative, subjunctive) appropriate to the task, text type, and discipline (e.g., the passive voice in simple past to describe the methods of a scientific experiment) on a variety of topics			
	WHST 8.5 - With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.	PII.4 - Using nouns and noun phrases			Emerging - Expand noun phrases in basic ways (e.g., adding a sensory adjective to a noun) in order to enrich the meaning of sentences and add details about ideas, people, things, and so on.	Expanding - Expand noun phrases in a growing number of ways (e.g., adding prepositional or adjective phrases) in order to enrich the meaning of sentences and add details about ideas, people, things, and so on.	Bridging - Expand noun phrases in an increasing variety of ways (e.g., embedding relative or complement clauses) in order to enrich the meaning of sentences and add details about ideas, people, things, and so on.

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CA CCSS for ELA Standard		Corresponding ELD Standards					
Production and Distribution of Writing	WHST 8.4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	PII.5- Modifying to add details			PII.6 - Connecting Ideas		
	WHST 8.5 - With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.	Emerging - Expand sentences with simple adverbials (e.g., adverbs, adverb phrases, prepositional phrases) to provide details (e.g., time, manner, place, cause) about a familiar activity or process.	Expanding - Expand sentences with adverbials (e.g., adverbs, adverb phrases, prepositional phrases) to provide details (e.g., time, manner, place, cause) about a familiar or new activity or process.	Bridging - Expand sentences with increasingly complex adverbials (e.g., adverbs, adverb phrases and clauses, prepositional phrases) to provide details (e.g., time, manner, place, cause) about a variety of familiar and new activities and processes.	Emerging - Combine clauses in a few basic ways to make connections between and join ideas (e.g., creating compound sentences using <i>and, but, so</i> ; creating complex sentences using <i>because</i>).	Expanding - Combine clauses in an increasing variety of ways (e.g., creating compound and complex sentences) to make connections between and join ideas, for example, to express a reason (e.g., <i>He stayed at home on Sunday to study for Monday’s exam</i>) or to make a concession (e.g., <i>She studied all night even though she wasn’t feeling well</i>).	Bridging - Combine clauses in a wide variety of ways (e.g., creating compound and complex sentences, and compound-complex sentences) to make connections between and join ideas, for example, to show the relationship between multiple events or ideas (e.g., <i>After eating lunch, the students worked in groups while their teacher walked around the room</i>) or to evaluate an argument (e.g., <i>The author claims X, although there is a lack of evidence to support this claim</i>).

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CA CCSS for ELA Standard		Corresponding ELD Standards		
Production and Distribution of Writing	WHST 8.4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	PII.7 - Condensing ideas		
	WHST 8.5 - With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.	<p>Emerging - Condense ideas in simple ways (e.g., by compounding verbs, adding prepositional phrases, or through simple embedded clauses or other ways of condensing as in, This is a story about a girl. The girl changed the world. → This is a story about a girl <i>who changed the world</i>) to create precise and detailed sentences.</p>	<p>Expanding - Condense ideas in an increasing variety of ways (e.g., through various types of embedded clauses and other ways of condensing, as in, Organic vegetables are food. They're made without chemical fertilizers. They're made without chemical insecticides. → Organic vegetables are foods <i>that are made without chemical fertilizers or insecticides</i>) to create precise and detailed sentences.</p>	<p>Bridging - Condense ideas in a variety of ways (e.g., through various types of embedded clauses, ways of condensing, and nominalization as in, They <i>destroyed</i> the rain forest. Lots of animals <i>died</i> . → The <i>destruction</i> of the rain forest led to the death of many animals) to create precise and detailed sentences.</p>

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

CA CCSS for ELA Standard		Corresponding ELD Standards					
Production and Distribution of Writing	WHST 8.6 - Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.	PI.2 - Interacting via written English			PI.10 - Writing		
		Emerging - Engage in short written exchanges with peers and collaborate on simple written texts on familiar topics, using technology when appropriate.	Expanding - Engage in longer written exchanges with peers and collaborate on more detailed written texts on a variety of topics, using technology when appropriate.	Bridging - Engage in extended written exchanges with peers and collaborate on complex written texts on a variety of topics, using technology when appropriate.	Emerging - a. Write short literary and informational texts (e.g., an argument about whether the government should fund research using stem cells) collaboratively (e.g., with peers) and independently.	Expanding - a. Write longer literary and informational texts (e.g., an argument about whether the government should fund research using stem cells) collaboratively (e.g., with peers) and independently using appropriate text organization.	Bridging - a. Write longer and more detailed literary and informational texts (e.g., an argument about whether the government should fund research using stem cells) collaboratively (e.g., with peers) and independently using appropriate text organization and growing understanding of register.
Research to build and Present knowledge	WHST 8.7 - Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.				b. Write brief summaries of texts and experiences using complete sentences and key words (e.g., from notes or graphic organizers).	b. Write increasingly concise summaries of texts and experiences using complete sentences and key words (e.g., from notes or graphic organizers).	b. Write clear and coherent summaries of texts and experiences using complete and concise sentences and key words (e.g., from notes or graphic organizers).

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CA CCSS for ELA Standard			Corresponding ELD Standards		
Range of Writing	Research to build and Present knowledge	WHST 8.8 - Gather relevant information from multiple print and digital sources (primary and secondary), using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. CA	PI.10 - Writing		
		WHST 8.9 - Draw evidence from informational texts to support analysis, reflection, and research. (a.-b.)	Emerging - a. Write short literary and informational texts (e.g., an argument about whether the government should fund research using stem cells) collaboratively (e.g., with peers) and independently. b. Write brief summaries of texts and experiences using complete sentences and key words (e.g., from notes or graphic organizers).	Expanding - a. Write longer literary and informational texts (e.g., an argument about whether the government should fund research using stem cells) collaboratively (e.g., with peers) and independently using appropriate text organization. b. Write increasingly concise summaries of texts and experiences using complete sentences and key words (e.g., from notes or graphic organizers).	Bridging - a. Write longer and more detailed literary and informational texts (e.g., an argument about whether the government should fund research using stem cells) collaboratively (e.g., with peers) and independently using appropriate text organization and growing understanding of register. b. Write clear and coherent summaries of texts and experiences using complete and concise sentences and key words (e.g., from notes or graphic organizers).
		WHST 8.10 - Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.			

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CA CCSS for ELA Standard		Corresponding ELD Standards		
Research to build and Present knowledge	WHST 8.8 - Gather relevant information from multiple print and digital sources (primary and secondary), using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. CA	PI.11 - Justifying/Arguing		
	WHST 8.9 - Draw evidence from informational texts to support analysis, reflection, and research.	Emerging - a. Justify opinions by providing some textual evidence or relevant background knowledge, with substantial support. b. Express attitude and opinions or temper state-ments with familiar modal expressions (e.g., <i>can, may</i>).	Expanding - a. Justify opinions or persuade others by providing relevant textual evidence or relevant background knowledge, with moderate support. b. Express attitude and opinions or temper state-ments with a variety of familiar modal expressions (e.g., <i>possibly/likely, could/would</i>).	Bridging - a. Justify opinions or persuade others by providing detailed and relevant textual evidence or relevant background knowledge, with light support. b. Express attitude and opinions or temper statements with nuanced modal expressions (e.g., <i>potentially/certainly/absolutely, should/might</i>).

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

CA CCSS for ELA Standard		Corresponding ELD Standards					
Range of Writing	Research to build and Present knowledge	PII.1 - Understanding text structure			PII.2 - Understanding cohesion		
		Emerging -	Expanding -	Bridging -	Emerging -	Expanding -	Bridging -
	<p>WHST 8.8 - Gather relevant information from multiple print and digital sources (primary and secondary), using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. CA</p> <p>WHST 8.9 - Draw evidence from informational texts to support analysis, reflection, and research. (a.-b.)</p> <p>WHST 8.10 - Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p>Apply understanding of how different text types are organized to express ideas (e.g., how narratives are organized sequentially) to comprehending texts and to writing brief arguments, informative/ explanatory texts and narratives.</p>	<p>Apply understanding of the organizational features of different text types (e.g., how narratives are organized by an event sequence that unfolds naturally versus how arguments are organized around reasons and evidence) to comprehending texts and to writing increasingly clear and coherent arguments, informative/explanatory texts and narratives.</p>	<p>Apply understanding of the organizational structure of different text types (e.g., how narratives are organized by an event sequence that unfolds naturally versus how arguments are organized around reasons and evidence) to comprehending texts and to writing clear and cohesive arguments, informative/ explanatory texts and narratives.</p>	<p>a. Apply knowledge of familiar language resources for referring to make texts more cohesive (e.g., how pronouns refer back to nouns in text) to comprehending and writing brief texts.</p> <p>b. Apply basic understanding of how ideas, events, or reasons are linked throughout a text using everyday connecting words or phrases (e.g., at the end, next) to comprehending and writing brief texts.</p>	<p>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 and writing texts with increasing cohesion.</p> <p>b. Apply growing understanding of how ideas, events, or reasons are linked throughout a text using a variety of connecting words or phrases (e.g., for example, as a result, on the other hand) to comprehending and writing texts with increasing cohesion.</p>	<p>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.</p> <p>b. Apply increasing understanding of how ideas, events, or reasons are linked throughout a text using an increasing variety of academic connecting and transitional words or phrases (e.g., for instance, in addition, consequently) to comprehending and writing texts with increasing cohesion.</p>

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

CA CCSS for ELA Standard		Corresponding ELD Standards								
Comprehension and Collaboration	SL 8.1 - Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly. (a. - d.).	PI.1 - Exchanging information and ideas			PI.3 - Supporting opinions and persuading others			PI.5 - Listening actively		
		Emerging - Engage in conversational exchanges and express ideas on familiar topics by asking and answering <i>yes-no</i> and <i>wh-</i> questions and responding using simple phrases.	Expanding - Contribute to class, group, and partner discussions by following turn-taking rules, asking relevant questions, affirming others, adding relevant information, and paraphrasing key ideas.	Bridging - Contribute to class, group, and partner discussions by following turn-taking rules, asking relevant questions, affirming others, adding relevant information and evidence, paraphrasing key ideas, building on responses, and providing useful feedback.	Emerging - Negotiate with or persuade others in conversations (e.g., to gain and hold the floor or to ask for clarification) using learned phrases (e.g., <i>I think . . . Would you please repeat that?</i>) and open responses.	Expanding - Negotiate with or persuade others in conversations (e.g., to provide counterarguments) using learned phrases (<i>I agree with X, but . . .</i>) and open responses.	Bridging - Negotiate with or persuade others in conversations using an appropriate register (e.g., to acknowledge new information and justify views) using a variety of learned phrases, indirect reported speech (e.g., <i>I heard you say X, and that's a good point. I still think Y, though, because . . .</i>) and open responses.	Emerging - Demonstrate active listening in oral presentation activities by asking and answering basic questions, with prompting and substantial support.	Expanding - Demonstrate active listening in oral presentation activities by asking and answering detailed questions, with occasional prompting and moderate support.	Bridging - Demonstrate active listening in oral presentation activities by asking and answering detailed questions, with minimal prompting and support.

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

CA CCSS for ELA Standard		Corresponding ELD Standards					
Comprehension and Collaboration	SL 8.2 - Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.	PI.2 - Interacting via written English			PI.6 - Reading/viewing closely		
		Emerging - Engage in short written exchanges with peers and collaborate on simple written texts on familiar topics, using technology when appropriate.	Expanding - Engage in longer written exchanges with peers and collaborate on more detailed written texts on a variety of topics, using technology when appropriate.	Bridging - Engage in extended written exchanges with peers and collaborate on complex written texts on a variety of topics, using technology when appropriate.	Emerging - a. 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. 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., <i>shows that, based on</i>). c. Use knowledge of morphology (e.g., affixes, roots, and base words), context, reference materials, and visual cues to determine the meanings of unknown and multiple-meaning words on familiar topics.	Expanding - a. Explain ideas, phenomena, processes, and text relationships (e.g., compare/contrast, cause/ effect, problem/solution) based on close reading of a variety of grade-appropriate texts and viewing of multimedia, with moderate support. b. Express inferences and conclusions drawn based on close reading grade-appropriate texts and viewing of multimedia using a variety of verbs (e.g., <i>suggests that, leads to</i>). c. Use knowledge of morphology (e.g., affixes, roots, and base words), context, reference materials, and visual cues to determine the meanings of unknown and multiple-meaning words on familiar and new topics.	Bridging - a. Explain ideas, phenomena, processes, and text relationships (e.g., compare/contrast, cause/ effect, problem/solution) based on close reading of a variety of grade-level texts and viewing of multimedia, with light support. b. Express inferences and conclusions drawn based on close reading of grade-level texts and viewing of multimedia using a variety of precise academic verbs (e.g., <i>indicates that, influences</i>). c. Use knowledge of morphology (e.g., affixes, roots, and base words), context, reference materials, and visual cues to determine the meanings, including figurative and connotative meanings, of unknown and multiple-meaning words on a variety of new topics.

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

CA CCSS for ELA Standard		Corresponding ELD Standards								
		PI.5 - Listening actively			PI.7 - Evaluating language choices			PI.8 - Analyzing language choices		
		Emerging - Demonstrate active listening in oral presentation activities by asking and answering basic questions, with prompting and substantial support.	Expanding - Demonstrate active listening in oral presentation activities by asking and answering detailed questions, with occasional prompting and moderate support.	Bridging - Demonstrate active listening in oral presentation activities by asking and answering detailed questions, with minimal prompting and support.	Emerging - Explain how well writers and speakers use language to support ideas and arguments with detailed evidence (e.g., identifying the precise vocabulary used to present evidence, or the phrasing used to signal a shift in meaning) when provided with substantial support.	Expanding - Explain how well writers and speakers use specific language to present ideas or support arguments and provide detailed evidence (e.g., showing the clarity of the phrasing used to present an argument) when provided with moderate support.	Bridging - Explain how well writers and speakers use specific language resources to present ideas or support arguments and provide detailed evidence (e.g., identifying the specific language used to present ideas and claims that are well supported and distinguishing them from those that are not) when provided with light support.	Emerging - Explain how phrasing or different common words with similar meanings (e.g., choosing to use the word <i>persistent</i> versus the term <i>hard worker</i>) produce different effects on the audience.	Expanding - Explain how phrasing or different words with similar meanings (e.g., describing a character as <i>stubborn</i> versus <i>persistent</i>) or figurative language (e.g., <i>Let me throw some light onto the topic</i>) produce shades of meaning and different effects on the audience.	Bridging - Explain how phrasing or different words with similar meanings (e.g., <i>cunning</i> versus <i>smart</i> , <i>stammer</i> versus <i>say</i>) or figurative language (e.g., <i>Let me throw some light onto the topic</i>) produce shades of meaning, nuances, and different effects on the audience.
Comprehension and Collaboration	SL 8.3 - Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.									

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

CA CCSS for ELA Standard		Corresponding ELD Standards					
Presentation of Knowledge and Ideas	SL 8.4 - Present claims and findings (e.g., argument, narrative, response to literature presentations), emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation. CA (a.).	PI.3 - Supporting opinions and persuading others			PI.9 - Presenting		
	SL 8.5 - Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.	Emerging - Negotiate with or persuade others in conversations (e.g., to gain and hold the floor or to ask for clarification) using learned phrases (e.g., <i>I think . . . Would you please repeat that?</i>) and open responses.	Expanding - Negotiate with or persuade others in conversations (e.g., to provide counterarguments) using learned phrases (<i>I agree with X, but . . .</i>) and open responses.	Bridging - Negotiate with or persuade others in conversations using an appropriate register (e.g., to acknowledge new information and justify views) using a variety of learned phrases, indirect reported speech (e.g., <i>I heard you say X, and that’s a good point. I still think Y, though, because . . .</i>) and open responses.	Emerging - Plan and deliver brief informative oral presentations on concrete topics.	Expanding - Plan and deliver longer oral presentations on a variety of topics using details and evidence to support ideas.	Bridging - Plan and deliver longer oral presentations on a variety of concrete and abstract topics using reasoning and evidence to support ideas and using a growing understanding of register.

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

CA CCSS for ELA Standard		Corresponding ELD Standard		
Presentation of Knowledge and Ideas	SL 8.4 - Present claims and findings (e.g., argument, narrative, response to literature presentations), emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation. CA (a.).	PI.12 - Selecting language resources		
		<p>Emerging -</p> <p>a. Use a select number of general academic words (e.g., <i>specific, contrast</i>) and domain-specific words (e.g., <i>scene, cell, fraction</i>) to create some precision while speaking and writing.</p> <p>b. Use knowledge of morphology to appropriately select affixes in basic ways (e.g., She likes X. He walked to school).</p>	<p>Expanding -</p> <p>a. Use a growing set of academic words(e.g., <i>specific, contrast, significant, function</i>), domain-specific words (e.g., <i>scene, irony, suspense, analogy, cell membrane, fraction</i>), synonyms, and antonyms to create precision and shades of meaning while speaking and writing.</p> <p>b. Use knowledge of morphology to appropriately select affixes in a growing number of ways to manipulate language (e.g., She likes walking to school. That’s <i>im</i> possible).</p>	<p>Bridging -</p> <p>a. Use an expanded set of general academic words (e.g., <i>specific, contrast, significant, function, adequate, analysis</i>), domain-specific words (e.g., <i>scene, irony, suspense, analogy, cell membrane, fraction</i>), synonyms, antonyms, and figurative language to create precision and shades of meaning while speaking and writing.</p> <p>b. Use knowledge of morphology to appropriately select affixes in a variety of ways to manipulate language (e.g., changing <i>destroy</i> → <i>destruction</i>, <i>probably</i> → <i>probability</i>, <i>reluctant</i> → <i>reluctantly</i>).</p>

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

CA CCSS for ELA Standard		Corresponding ELD Standards								
Presentation of Knowledge and Ideas	SL 8.4 - Present claims and findings (e.g., argument, narrative, response to literature presentations), emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation. CA (a.).	PII.1 - Understanding text structure			PII.6 - Connecting ideas			PII.7 - Condensing ideas		
		Emerging - Apply understanding of how different text types are organized to express ideas (e.g., how narratives are organized sequentially) to comprehending texts and to writing brief arguments, informative/explanatory texts and narratives.	Expanding - Apply understanding of the organizational features of different text types (e.g., how narratives are organized by an event sequence that unfolds naturally versus how arguments are organized around reasons and evidence) to comprehending texts and to writing increasingly clear and coherent arguments, informative/explanatory texts and narratives.	Bridging - Apply understanding of the organizational structure of different text types (e.g., how narratives are organized by an event sequence that unfolds naturally versus how arguments are organized around reasons and evidence) to comprehending texts and to writing clear and cohesive arguments, informative/explanatory texts and narratives.	Emerging - Combine clauses in a few basic ways to make connections between and join ideas (e.g., creating compound sentences using <i>and, but, so</i> ; creating complex sentences using <i>because</i>).	Expanding - Combine clauses in an increasing variety of ways (e.g., creating compound and complex sentences) to make connections between and join ideas, for example, to express a reason (e.g., <i>He stayed at home on Sunday to study for Monday's exam</i>) or to make a concession (e.g., <i>She studied all night even though she wasn't feeling well</i>).	Bridging - Combine clauses in a wide variety of ways (e.g., creating compound and complex sentences, and compound-complex sentences) to make connections between and join ideas, for example, to show the relationship between multiple events or ideas (e.g., <i>After eating lunch, the students worked in groups while their teacher walked around the room</i>) or to evaluate an argument (e.g., <i>The author claims X, although there is a lack of evidence to support this claim</i>).	Emerging - Condense ideas in simple ways (e.g., by compounding verbs, adding prepositional phrases, or through simple embedded clauses or other ways of condensing as in, This is a story about a girl. The girl changed the world. → This is a story about a girl <i>who changed the world</i>) to create precise and detailed sentences.	Expanding - Condense ideas in an increasing variety of ways (e.g., through various types of embedded clauses and other ways of condensing, as in, Organic vegetables are food. They're made without chemical fertilizers. They're made without chemical insecticides. → Organic vegetables are foods <i>that are made without chemical fertilizers or insecticides</i>) to create precise and detailed sentences.	Bridging - Condense ideas in a variety of ways (e.g., through various types of embedded clauses, ways of condensing, and nominalization as in, They <i>destroyed</i> the rain forest. Lots of animals <i>died</i> . → The <i>destruction</i> of the rain forest led to the death of many animals) to create precise and detailed sentences.

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

CA CCSS for ELA Standard		Corresponding ELD Standards					
Presentation of Knowledge and Ideas	SL 8.6 - Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 8 Language standards 1 and 3 for specific expectations.	PI.1 - Exchanging information/ideas			PI.3 -Supporting opinions and persuading others		
		Emerging - Engage in conversational exchanges and express ideas on familiar topics by asking and answering <i>yes-no</i> and <i>wh-</i> questions and responding using simple phrases.	Expanding - Contribute to class, group, and partner discussions by following turn-taking rules, asking relevant questions, affirming others, adding relevant information, and paraphrasing key ideas.	Bridging - Contribute to class, group, and partner discussions by following turn-taking rules, asking relevant questions, affirming others, adding relevant information and evidence, paraphrasing key ideas, building on responses, and providing useful feedback.	Emerging - Negotiate with or persuade others in conversations (e.g., to gain and hold the floor or to ask for clarification) using learned phrases (e.g., <i>I think . . . Would you please repeat that?</i>) and open responses.	Expanding - Negotiate with or persuade others in conversations (e.g., to provide counterarguments) using learned phrases (<i>I agree</i> with X, <i>but . . .</i>) and open responses.	Bridging - Negotiate with or persuade others in conversations using an appropriate register (e.g., to acknowledge new information and justify views) using a variety of learned phrases, indirect reported speech (e.g., <i>I heard you say X, and that’s a good point. I still think Y, though, because . . .</i>) and open responses.

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

CA CCSS for ELA Standard		Corresponding ELD Standards					
Presentation of Knowledge and Ideas	SL 8.6 - Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 8 Language standards 1 and 3 for specific expectations.)	PI.4 - Adapting language choices			PI.5 - Listening Actively		
		Emerging - Adjust language choices according to social setting (e.g., classroom, break time) and audience (e.g., peers, teacher).	Expanding - Adjust language choices according to purpose (e.g., explaining, persuading, entertaining), task, and audience.	Bridging - Adjust language choices according to task (e.g., facilitating a science experiment, providing peer feedback on a writing assignment), purpose, and audience.	Emerging - Demonstrate active listening in oral presentation activities by asking and answering basic questions, with prompting and substantial support.	Expanding - Demonstrate active listening in oral presentation activities by asking and answering detailed questions, with occasional prompting and moderate support.	Bridging - Demonstrate active listening in oral presentation activities by asking and answering detailed questions, with minimal prompting and support.

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

CA CCSS for ELA Standard		Corresponding ELD Standards					
Presentation of Knowledge and Ideas	SL 8.6 - Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 8 Language standards 1 and 3 for specific expectations.)	PI.9 - Presenting			PI.12 - Selecting language resources		
		Emerging - Plan and deliver brief informative oral presentations on concrete topics.	Expanding - Plan and deliver longer oral presentations on a variety of topics using details and evidence to support ideas.	Bridging - Plan and deliver longer oral presentations on a variety of concrete and abstract topics using reasoning and evidence to support ideas and using a growing understanding of register.	Emerging - a. Use a select number of general academic words (e.g., <i>specific, contrast</i>) and domain-specific words (e.g., <i>scene, cell, fraction</i>) to create some precision while speaking and writing. b. Use knowledge of morphology to appropriately select affixes in basic ways (e.g., She likes X. He walked to school).	Expanding - a. Use a growing set of academic words(e.g., <i>specific, contrast, significant, function</i>), domain-specific words (e.g., <i>scene, irony, suspense, analogy, cell membrane, fraction</i>), synonyms, and antonyms to create precision and shades of meaning while speaking and writing. b. Use knowledge of morphology to appropriately select affixes in a growing number of ways to manipulate language (e.g., She likes walking to school. That's <i>im</i> possible).	Bridging - a. Use an expanded set of general academic words (e.g., <i>specific, contrast, significant, function, adequate, analysis</i>), domain-specific words (e.g., <i>scene, irony, suspense, analogy, cell membrane, fraction</i>), synonyms, antonyms, and figurative language to create precision and shades of meaning while speaking and writing. b. Use knowledge of morphology to appropriately select affixes in a variety of ways to manipulate language (e.g., changing <i>destroy</i> → <i>destruction, probably</i> → <i>probability, reluctant</i> → <i>reluctantly</i>).

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

CA CCSS for ELA Standard		Corresponding ELD Standards								
Presentation of Knowledge and Ideas	SL 8.6 - Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 8 Language standards 1 and 3 for specific expectations.)	PII.3 - Using verbs and verb phrases			PII.4 - Using nouns and noun phrases			PII.5 - Modifying to add details		
		Emerging - Use a variety of verbs in different tenses (e.g., past, present, future, simple, progressive) appropriate to the text type and discipline (e.g., simple past and past progressive for recounting an experience) on familiar topics.	Expanding - Use a variety of verbs in different tenses (e.g., past, present, future, simple, progressive, perfect) appropriate to the task, text type, and discipline (e.g., the present perfect to describe previously made claims or conclusions) on an increasing variety of topics.	Bridging - Use a variety of verbs in different tenses (e.g., past, present, future, simple, progressive, perfect), voices (active and passive), and moods (e.g., declarative, interrogative, subjunctive) appropriate to the task, text type, and discipline (e.g., the passive voice in simple past to describe the methods of a scientific experiment) on a variety of topics.	Emerging - Expand noun phrases in basic ways (e.g., adding a sensory adjective to a noun) in order to enrich the meaning of sentences and add details about ideas, people, things, and so on.	Expanding - Expand noun phrases in a growing number of ways (e.g., adding prepositional or adjective phrases) in order to enrich the meaning of sentences and add details about ideas, people, things, and so on.	Bridging - Expand noun phrases in an increasing variety of ways (e.g., embedding relative or complement clauses) in order to enrich the meaning of sentences and add details about ideas, people, things, and so on.	Emerging - Expand sentences with simple adverbials (e.g., adverbs, adverb phrases, prepositional phrases) to provide details (e.g., time, manner, place, cause) about a familiar activity or process.	Expanding - Expand sentences with adverbials (e.g., adverbs, adverb phrases, prepositional phrases) to provide details (e.g., time, manner, place, cause) about a familiar or new activity or process.	Bridging - Expand sentences with increasingly complex adverbials (e.g., adverbs, adverb phrases and clauses, prepositional phrases) to provide details (e.g., time, manner, place, cause) about a variety of familiar and new activities and processes.

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

CA CCSS for ELA Standard		Corresponding ELD Standards					
Presentation of Knowledge and Ideas	SL 8.6 - Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 8 Language standards 1 and 3 for specific expectations.)	PII.6 - Connecting Ideas			PII.7 - Condensing Ideas		
		Emerging - Combine clauses in a few basic ways to make connections between and join ideas (e.g., creating compound sentences using <i>and</i> , <i>but</i> , <i>so</i> ; creating complex sentences using <i>because</i>).	Expanding - Combine clauses in an increasing variety of ways (e.g., creating compound and complex sentences) to make connections between and join ideas, for example, to express a reason (e.g., <i>He stayed at home on Sunday to study for Monday’s exam</i>) or to make a concession (e.g., <i>She studied all night even though she wasn’t feeling well</i>).	Bridging - Combine clauses in a wide variety of ways (e.g., creating compound and complex sentences, and compound-complex sentences) to make connections between and join ideas, for example, to show the relationship between multiple events or ideas (e.g., <i>After eating lunch, the students worked in groups while their teacher walked around the room</i>) or to evaluate an argument (e.g., <i>The author claims X, although there is a lack of evidence to support this claim</i>).	Emerging - Condense ideas in simple ways (e.g., by compounding verbs, adding prepositional phrases, or through simple embedded clauses or other ways of condensing as in, This is a story about a girl. The girl changed the world. → This is a story about a girl <i>who changed the world</i>) to create precise and detailed sentences.	Expanding - Condense ideas in an increasing variety of ways (e.g., through various types of embedded clauses and other ways of condensing, as in, Organic vegetables are food. They’re made without chemical fertilizers. They’re made without chemical insecticides. → Organic vegetables are foods <i>that are made without chemical fertilizers or insecti-cides</i>) to create precise and detailed sentences.	Bridging - Condense ideas in a variety of ways (e.g., through various types of embedded clauses, ways of condensing, and nominalization as in, They <i>destroyed</i> the rain forest. Lots of animals <i>died</i> . → The <i>destruction</i> of the rain forest led to <i>the death</i> of many animals) to create precise and detailed sentences.

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

CA CCSS for ELA Standard		Corresponding ELD Standards					
Conventions of Standard English	L.8.1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (a. - d.)	PI.4 - Adapting language choices			PI.5 - Listening actively		
		Emerging - Adjust language choices according to social setting (e.g., classroom, break time) and audience (e.g., peers, teacher).	Expanding - Adjust language choices according to purpose (e.g., explaining, persuading, entertaining), task, and audience.	Bridging - Adjust language choices according to task (e.g., facilitating a science experiment, providing peer feedback on a writing assignment), purpose, and audience.	Emerging - Demonstrate active listening in oral presentation activities by asking and answering basic questions, with prompting and substantial support.	Expanding - Demonstrate active listening in oral presentation activities by asking and answering detailed questions, with occasional prompting and moderate support.	Bridging - Demonstrate active listening in oral presentation activities by asking and answering detailed questions, with minimal prompting and support.

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CA CCSS for ELA Standard		Corresponding ELD Standards					
Conventions of Standard English	L 8.1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (a. - d.)	PI.9 - Presenting			PI.10 - Writing		
		Emerging - Plan and deliver brief informative oral presentations on concrete topics.	Expanding - Plan and deliver longer oral presentations on a variety of topics using details and evidence to support ideas.	Bridging - Plan and deliver longer oral presentations on a variety of concrete and abstract topics using reasoning and evidence to support ideas and using a growing understanding of register.	Emerging - a. Write short literary and informational texts (e.g., an argument about whether the government should fund research using stem cells) collaboratively (e.g., with peers) and independently. b. Write brief summaries of texts and experiences using complete sentences and key words (e.g., from notes or graphic organizers).	Expanding - a. Write longer literary and informational texts (e.g., an argument about whether the government should fund research using stem cells) collaboratively (e.g., with peers) and independently using appropriate text organization. b. Write increasingly concise summaries of texts and experiences using complete sentences and key words (e.g., from notes or graphic organizers).	Bridging - a. Write longer and more detailed literary and informational texts (e.g., an argument about whether the government should fund research using stem cells) collaboratively (e.g., with peers) and independently using appropriate text organization and growing understanding of register. b. Write clear and coherent summaries of texts and experiences using complete and concise sentences and key words (e.g., from notes or graphic organizers).

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

CA CCSS for ELA Standard		Corresponding ELD Standards					
Conventions of Standard English	L 8.1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (a. - d.)	PI.11 - Justifying/arguing			PI.12 - Selecting language resources		
		Emerging - a. Justify opinions by providing some textual evidence or relevant background knowledge, with substantial support.	Expanding - a. Justify opinions or persuade others by providing relevant textual evidence or relevant background knowledge, with moderate support.	Bridging - a. Justify opinions or persuade others by providing detailed and relevant textual evidence or relevant background knowledge, with light support.	Emerging - a. Use a select number of general academic words (e.g., <i>specific, contrast</i>) and domain-specific words (e.g., <i>scene, cell, fraction</i>) to create some precision while speaking and writing.	Expanding - a. Use a growing set of academic words (e.g., <i>specific, contrast, significant, function</i>), domain-specific words (e.g., <i>scene, irony, suspense, analogy, cell membrane, fraction</i>), synonyms, and antonyms to create precision and shades of meaning while speaking and writing.	Bridging - a. Use an expanded set of general academic words (e.g., <i>specific, contrast, significant, function, adequate, analysis</i>), domain-specific words (e.g., <i>scene, irony, suspense, analogy, cell membrane, fraction</i>), synonyms, antonyms, and figurative language to create precision and shades of meaning while speaking and writing.
		b. Express attitude and opinions or temper statements with familiar modal expressions (e.g., <i>can, may</i>).	b. Express attitude and opinions or temper statements with a variety of familiar modal expressions (e.g., <i>possibly/likely, could/would</i>).	b. Express attitude and opinions or temper statements with nuanced modal expressions (e.g., <i>potentially/certainly/absolutely, should/might</i>).	b. Use knowledge of morphology to appropriately select affixes in basic ways (e.g., She likes X. He walked to school).	b. Use knowledge of morphology to appropriately select affixes in a growing number of ways to manipulate language (e.g., She likes walking to school. That’s im possible).	b. Use knowledge of morphology to appropriately select affixes in a variety of ways to manipulate language (e.g., changing <i>destroy</i> → <i>destruction</i> , <i>probably</i> → <i>probability</i> , <i>reluctant</i> → <i>reluctantly</i>).

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

CA CCSS for ELA Standard		Corresponding ELD Standards					
Conventions of Standard English	L 8.1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (a. - d.)	PII.2 - Understanding cohesion			PII.3 - Using verbs and verb phrases		
		Emerging - a. Apply knowledge of familiar language resources for referring to make texts more cohesive (e.g., how pronouns refer back to nouns in text) to comprehending and writing brief texts.	Expanding - 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 and writing texts with increasing cohesion.	Bridging - 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.	Emerging - Use a variety of verbs in different tenses (e.g., past, present, future, simple, progressive) appropriate to the text type and discipline (e.g., simple past and past progressive for recounting an experience) on familiar topics.	Expanding - Use a variety of verbs in different tenses (e.g., past, present, future, simple, progressive, perfect) appropriate to the task, text type, and discipline (e.g., the present perfect to describe previously made claims or conclusions) on an increasing variety of topics.	Bridging - Use a variety of verbs in different tenses (e.g., past, present, future, simple, progressive, perfect), voices (active and passive), and moods (e.g., declarative, inter-rogative, subjunctive) appropriate to the task, text type, and discipline (e.g., the passive voice in simple past to describe the methods of a scientific experiment) on a variety of topics.
		b. Apply basic understanding of how ideas, events, or reasons are linked throughout a text using everyday connecting words or phrases (e.g., <i>at the end, next</i>) to comprehending and writing brief texts.	b. Apply growing understanding of how ideas, events, or reasons are linked throughout a text using a variety of connecting words or phrases (e.g., <i>for example, as a result, on the other hand</i>) to comprehending and writing texts with increasing cohesion.	b. Apply increasing understanding of how ideas, events, or reasons are linked throughout a text using an increasing variety of academic connecting and transitional words or phrases (e.g., <i>for instance, in addition, consequently</i>) to comprehending and writing texts with increasing cohesion.			

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CA CCSS for ELA Standard		Corresponding ELD Standards					
Conventions of Standard English	L 8.1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (a. - d.)	PII.4 - Using nouns and noun phrases			PII.5 - Modifying to add details		
		Emerging - Expand noun phrases in basic ways (e.g., adding a sensory adjective to a noun) in order to enrich the meaning of sentences and add details about ideas, people, things, and so on.	Expanding - Expand noun phrases in a growing number of ways (e.g., adding prepositional or adjective phrases) in order to enrich the meaning of sentences and add details about ideas, people, things, and so on.	Bridging - Expand noun phrases in an increasing variety of ways (e.g., embedding relative or complement clauses) in order to enrich the meaning of sentences and add details about ideas, people, things, and so on.	Emerging - Expand sentences with simple adverbials (e.g., adverbs, adverb phrases, prepositional phrases) to provide details (e.g., time, manner, place, cause) about a familiar activity or process.	Expanding - Expand sentences with adverbials (e.g., adverbs, adverb phrases, prepositional phrases) to provide details (e.g., time, manner, place, cause) about a familiar or new activity or process.	Bridging - Expand sentences with increasingly complex adverbials (e.g., adverbs, adverb phrases and clauses, prepositional phrases) to provide details (e.g., time, manner, place, cause) about a variety of familiar and new activities and processes.

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CA CCSS for ELA Standard		Corresponding ELD Standards				
Conventions of Standard English	L 8.1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (a. - d.)	PII.6 - Connecting ideas			PII.7 - Condensing ideas	
		Emerging - Combine clauses in a few basic ways to make connections between and join ideas (e.g., creating compound sentences using <i>and, but, so</i> ; creating complex sentences using <i>because</i>).	Expanding - Combine clauses in an increasing variety of ways (e.g., creating compound and complex sentences) to make connections between and join ideas, for example, to express a reason (e.g., <i>He stayed at home on Sunday to study for Monday’s exam</i>) or to make a concession (e.g., <i>She studied all night even though she wasn’t feeling well</i>).	Bridging - Combine clauses in a wide variety of ways (e.g., creating compound and complex sentences, and compound-complex sentences) to make connections between and join ideas, for example, to show the relationship between multiple events or ideas (e.g., <i>After eating lunch, the students worked in groups while their teacher walked around the room</i>) or to evaluate an argument (e.g., <i>The author claims X, although there is a lack of evidence to support this claim</i>).	Emerging - Condense ideas in simple ways (e.g., by compounding verbs, adding prepositional phrases, or through simple embedded clauses or other ways of condensing as in, <i>This is a story about a girl. The girl changed the world.</i> → <i>This is a story about a girl who changed the world</i>) to create precise and detailed sentences.	Expanding - Condense ideas in an increasing variety of ways (e.g., through various types of embedded clauses and other ways of condensing, as in, <i>Organic vegetables are food. They’re made without chemical fertilizers. They’re made without chemical insecticides.</i> → <i>Organic vegetables are foods that are made without chemical fertilizers or insecticides</i>) to create precise and detailed sentences.

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CA CCSS for ELA Standard		Corresponding ELD Standards					
Conventions of Standard English	L 8.2 - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (a. - c.)	PI.10 - Writing			PI.11 - Justifying/arguing		
		<p>Emerging - a. Write short literary and informational texts (e.g., an argument about whether the government should fund research using stem cells) collaboratively (e.g., with peers) and independently.</p> <p>b. Write brief summaries of texts and experiences using complete sentences and key words (e.g., from notes or graphic organizers).</p>	<p>Expanding - a. Write longer literary and informational texts (e.g., an argument about whether the government should fund research using stem cells) collaboratively (e.g., with peers) and independently using appropriate text organization.</p> <p>b. Write increasingly concise summaries of texts and experiences using complete sentences and key words (e.g., from notes or graphic organizers).</p>	<p>Bridging - a. Write longer and more detailed literary and informational texts (e.g., an argument about whether the government should fund research using stem cells) collaboratively (e.g., with peers) and independently using appropriate text organization and growing understanding of register.</p> <p>b. Write clear and coherent summaries of texts and experiences using complete and concise sentences and key words (e.g., from notes or graphic organizers).</p>	<p>Emerging - a. Justify opinions by providing some textual evidence or relevant background knowledge, with substantial support.</p> <p>b. Express attitude and opinions or temper statements with familiar modal expressions (e.g., <i>can, may</i>).</p>	<p>Expanding - a. Justify opinions or persuade others by providing relevant textual evidence or relevant background knowledge, with moderate support.</p> <p>b. Express attitude and opinions or temper statements with a variety of familiar modal expressions (e.g., <i>possibly/likely, could/would</i>).</p>	<p>Bridging - a. Justify opinions or persuade others by providing detailed and relevant textual evidence or relevant background knowledge, with light support.</p> <p>b. Express attitude and opinions or temper statements with nuanced modal expressions (e.g., <i>potentially/certainly/absolutely, should/might</i>).</p>

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

CA CCSS for ELA Standard		Corresponding ELD Standards					
Knowledge of Language	L 8.3 - Use knowledge of language and its conventions when writing, speaking, reading, or listening. (a.)	PI.1 - Exchanging information/ideas			PI.2 - Interacting via written English		
		Emerging - Engage in conversational exchanges and express ideas on familiar topics by asking and answering <i>yes-no</i> and <i>wh-</i> questions and responding using simple phrases.	Expanding - Contribute to class, group, and partner discussions by following turn-taking rules, asking relevant questions, affirming others, adding relevant information, and paraphrasing key ideas.	Bridging - Contribute to class, group, and partner discussions by following turn-taking rules, asking relevant questions, affirming others, adding relevant information and evidence, paraphrasing key ideas, building on responses, and providing useful feedback.	Emerging - Engage in short written exchanges with peers and collaborate on simple written texts on familiar topics, using technology when appropriate.	Expanding - Engage in longer written exchanges with peers and collaborate on more detailed written texts on a variety of topics, using technology when appropriate.	Bridging - Engage in extended written exchanges with peers and collaborate on complex written texts on a variety of topics, using technology when appropriate.

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CA CCSS for ELA Standard		Corresponding ELD Standards					
Knowledge of Language	L 8.3 - Use knowledge of language and its conventions when writing, speaking, reading, or listening. (a.)	PI.3 - Supporting opinions and persuading others			PI.4 - Adapting language choices		
		Emerging - Negotiate with or persuade others in conversations (e.g., to gain and hold the floor or to ask for clarification) using learned phrases (e.g., <i>I think . . . Would you please repeat that?</i>) and open responses.	Expanding - Negotiate with or persuade others in conversations (e.g., to provide counterarguments) using learned phrases (<i>I agree with X, but . . .</i>) and open responses.	Bridging - Negotiate with or persuade others in conversations using an appropriate register (e.g., to acknowledge new information and justify views) using a variety of learned phrases, indirect reported speech (e.g., <i>I heard you say X, and that’s a good point. I still think Y, though, because . . .</i>) and open responses.	Emerging - Adjust language choices according to social setting (e.g., classroom, break time) and audience (e.g., peers, teacher).	Expanding - Adjust language choices according to purpose (e.g., explaining, persuading, entertaining), task, and audience.	Bridging - Adjust language choices according to task (e.g., facilitating a science experiment, providing peer feedback on a writing assignment), purpose, and audience.

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CA CCSS for ELA Standard		Corresponding ELD Standards					
Knowledge of Language	L 8.3 - Use knowledge of language and its conventions when writing, speaking, reading, or listening. (a.)	PI.5 - Listening actively			PI.6 - Reading/viewing closely		
		Emerging - Demonstrate active listening in oral presentation activities by asking and answering basic questions, with prompting and substantial support.	Expanding - Demonstrate active listening in oral presentation activities by asking and answering detailed questions, with occasional prompting and moderate support.	Bridging - Demonstrate active listening in oral presentation activities by asking and answering detailed questions, with minimal prompting and support.	Emerging - a. Explain ideas, phenomena, processes, and text relationships (e.g., compare/contrast, cause/effect, problem/solution) based on close reading of a variety of grade-appropriate texts and viewing of multimedia, with substantial support. 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., <i>suggests that, leads to</i>). c. Use knowledge of morphology (e.g., affixes, roots, and base words), context, reference materials, and visual cues to determine the meanings of unknown and multiple-meaning words on familiar topics.	Expanding - a. Explain ideas, phenomena, processes, and text relationships (e.g., compare/contrast, cause/effect, problem/solution) based on close reading of a variety of grade-appropriate texts and viewing of multimedia, with moderate support. b. Express inferences and conclusions drawn based on close reading grade-appropriate texts and viewing of multimedia using a variety of verbs (e.g., <i>suggests that, leads to</i>). c. Use knowledge of morphology (e.g., affixes, roots, and base words), context, reference materials, and visual cues to determine the meanings of unknown and multiple-meaning words on familiar and new topics.	Bridging - a. Explain ideas, phenomena, processes, and text relationships (e.g., compare/contrast, cause/effect, problem/solution) based on close reading of a variety of grade-level texts and viewing of multimedia, with light support. b. Express inferences and conclusions drawn based on close reading of grade-level texts and viewing of multimedia using a variety of precise academic verbs (e.g., <i>indicates that, influences</i>). c. Use knowledge of morphology (e.g., affixes, roots, and base words), context, reference materials, and visual cues to determine the meanings, including figurative and connotative meanings, of unknown and multiple-meaning words on a variety of new topics.

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CA CCSS for ELA Standard		Corresponding ELD Standards					
Knowledge of Language	L 8.3 - Use knowledge of language and its conventions when writing, speaking, reading, or listening. (a.)	PI.7 - Evaluating language choices			PI.8 - Analyzing language choices		
		Emerging - Explain how well writers and speakers use language to support ideas and arguments with detailed evidence (e.g., identifying the precise vocabulary used to present evidence, or the phrasing used to signal a shift in meaning) when provided with substantial support.	Expanding - Explain how well writers and speakers use specific language to present ideas or support arguments and provide detailed evidence (e.g., showing the clarity of the phrasing used to present an argument) when provided with moderate support.	Bridging - Explain how well writers and speakers use specific language resources to present ideas or support arguments and provide detailed evidence (e.g., identifying the specific language used to present ideas and claims that are well supported and distinguishing them from those that are not) when provided with light support.	Emerging - Explain how phrasing or different common words with similar meanings (e.g., choosing to use the word persistent versus the term <i>hard worker</i>) produce different effects on the audience.	Expanding - Explain how phrasing or different words with similar meanings (e.g., describing a character as <i>stubborn</i> versus <i>persistent</i>) or figurative language (e.g., <i>Let me throw some light onto the topic</i>) produce shades of meaning and different effects on the audience.	Bridging - Explain how phrasing or different words with similar meanings (e.g., <i>cunning</i> versus <i>smart</i> , <i>stammer</i> versus <i>say</i>) or figurative language (e.g., <i>Let me throw some light onto the topic</i>) produce shades of meaning, nuances, and different effects on the audience.

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CA CCSS for ELA Standard		Corresponding ELD Standards					
Knowledge of Language	L 8.3 - Use knowledge of language and its conventions when writing, speaking, reading, or listening. (a.)	PII.2 - Understanding cohesion			PII.3 - Using verbs and verb phrases		
		<p>Emerging - a. Apply knowledge of familiar language resources for referring to make texts more cohesive (e.g., how pronouns refer back to nouns in text) to comprehending and writing brief texts.</p> <p>b. Apply basic understanding of how ideas, events, or reasons are linked throughout a text using everyday connect-ing words or phrases (e.g., <i>at the end, next</i>) to comprehending and writing brief texts.</p>	<p>Expanding - 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 and writing texts with increasing cohesion.</p> <p>b. Apply growing understanding of how ideas, events, or reasons are linked throughout a text using a variety of connecting words or phrases (e.g., <i>for example, as a result, on the other hand</i>) to comprehending and writing texts with increasing cohesion.</p>	<p>Bridging - 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.</p> <p>b. Apply increasing understanding of how ideas, events, or reasons are linked throughout a text using an increasing variety of academic connecting and transitional words or phrases (e.g., <i>for instance, in addition, consequently</i>) to comprehending and writing texts with increasing cohesion.</p>	<p>Emerging - Use a variety of verbs in different tenses (e.g., past, present, future, simple, progressive) appropriate to the text type and discipline (e.g., simple past and past progressive for recounting an experience) on familiar topics.</p>	<p>Expanding - Use a variety of verbs in different tenses (e.g., past, present, future, simple, progressive, perfect) appropriate to the task, text type, and discipline (e.g., the present perfect to describe previously made claims or conclusions) on an increasing variety of topics.</p>	<p>Bridging - Use a variety of verbs in different tenses (e.g., past, present, future, simple, progressive, perfect), voices (active and passive), and moods (e.g., declarative, inter-rogative, subjunctive) appropriate to the task, text type, and discipline (e.g., the passive voice in simple past to describe the methods of a scientific experiment) on a variety of topics.</p>

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CA CCSS for ELA Standard		Corresponding ELD Standards					
Knowledge of Language	L 8.3 - Use knowledge of language and its conventions when writing, speaking, reading, or listening. (a.)	PII.4 - Using nouns and noun phrases			PII.5 - Modifying to add details		
		Emerging - Expand noun phrases in basic ways (e.g., adding a sensory adjective to a noun) in order to enrich the meaning of sentences and add details about ideas, people, things, and so on.	Expanding - Expand noun phrases in a growing number of ways (e.g., adding prepositional or adjective phrases) in order to enrich the meaning of sentences and add details about ideas, people, things, and so on.	Bridging - Expand noun phrases in an increasing variety of ways (e.g., embedding relative or complement clauses) in order to enrich the meaning of sentences and add details about ideas, people, things, and so on.	Emerging - Expand sentences with simple adverbials (e.g., adverbs, adverb phrases, prepositional phrases) to provide details (e.g., time, manner, place, cause) about a familiar activity or process.	Expanding - Expand sentences with adverbials (e.g., adverbs, adverb phrases, prepositional phrases) to provide details (e.g., time, manner, place, cause) about a familiar or new activity or process.	Bridging - Expand sentences with increasingly complex adverbials (e.g., adverbs, adverb phrases and clauses, prepositional phrases) to provide details (e.g., time, manner, place, cause) about a variety of familiar and new activities and processes.

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CA CCSS for ELA Standard		Corresponding ELD Standards					
Knowledge of Language	L 8.3 - Use knowledge of language and its conventions when writing, speaking, reading, or listening. (a.)	PII.6 - Connecting ideas			PII.7 - Condensing ideas		
		Emerging - Combine clauses in a few basic ways to make connections between and join ideas (e.g., creating compound sentences using <i>and</i> , <i>but</i> , <i>so</i> ; creating complex sentences using <i>because</i>).	Expanding - Combine clauses in an increasing variety of ways (e.g., creating compound and complex sentences) to make connections between and join ideas, for example, to express a reason (e.g., <i>He stayed at home on Sunday to study for Monday’s exam</i>) or to make a concession (e.g., <i>She studied all night even though she wasn’t feeling well</i>).	Bridging - Combine clauses in a wide variety of ways (e.g., creating compound and complex sentences, and compound-complex sentences) to make connections between and join ideas, for example, to show the relationship between multiple events or ideas (e.g., <i>After eating lunch, the students worked in groups while their teacher walked around the room</i>) or to evaluate an argument (e.g., <i>The author claims X, although there is a lack of evidence to support this claim</i>).	Emerging - Condense ideas in simple ways (e.g., by compounding verbs, adding prepositional phrases, or through simple embedded clauses or other ways of condensing as in, This is a story about a girl. The girl changed the world. → This is a story about a girl <i>who changed the world</i>) to create precise and detailed sentences.	Expanding - Condense ideas in an increasing variety of ways (e.g., through various types of embedded clauses and other ways of condensing, as in, Organic vegetables are food. They’re made without chemical fertilizers. They’re made without chemical insecticides. → Organic vegetables are foods <i>that are made without chemical fertilizers or insecticides</i>) to create precise and detailed sentences.	Bridging - Condense ideas in a variety of ways (e.g., through various types of embedded clauses, ways of condensing, and nominalization as in, They <i>destroyed</i> the rain forest. Lots of animals <i>died</i> . → The <i>destruction</i> of the rain forest led to <i>the death</i> of many animals) to create precise and detailed sentences.

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

CA CCSS for ELA Standard		Corresponding ELD Standards		
Vocabulary Acquisition and Use	L 8.4 - Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies. (a. - d.)	PI.10 - Writing		
		<p>Emerging -</p> <p>a. Write short literary and informational texts (e.g., an argument about whether the government should fund research using stem cells) collaboratively (e.g., with peers) and independently.</p> <p>b. Write brief summaries of texts and experiences using complete sentences and key words (e.g., from notes or graphic organizers).</p>	<p>Expanding -</p> <p>a. Write longer literary and informational texts (e.g., an argument about whether the government should fund research using stem cells) collaboratively (e.g., with peers) and independently using appropriate text organization.</p> <p>b. Write increasingly concise summaries of texts and experiences using complete sentences and key words (e.g., from notes or graphic organizers).</p>	<p>Bridging -</p> <p>a. Write longer and more detailed literary and informational texts (e.g., an argument about whether the government should fund research using stem cells) collaboratively (e.g., with peers) and independently using appropriate text organization and growing understanding of register.</p> <p>b. Write clear and coherent summaries of texts and experiences using complete and concise sentences and key words (e.g., from notes or graphic organizers).</p>

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CA CCSS for ELA Standard		Corresponding ELD Standards					
Vocabulary Acquisition and Use	L.8.4 - Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies. (a. - d.)	PII.2 - Understanding cohesion			PII.3 - Using verbs and verb phrases		
		<p>Emerging -</p> <p>a. Apply knowledge of familiar language resources for referring to make texts more cohesive (e.g., how pronouns refer back to nouns in text) to comprehending and writing brief texts.</p> <p>b. Apply basic understanding of how ideas, events, or reasons are linked throughout a text using everyday connect-ing words or phrases (e.g., <i>at the end, next</i>) to comprehending and writing brief texts.</p>	<p>Expanding -</p> <p>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 comprehend-ing and writing texts with increasing cohesion.</p> <p>b. Apply growing understanding of how ideas, events, or reasons are linked throughout a text using a variety of connecting words or phrases (e.g., <i>for example, as a result, on the other hand</i>) to comprehending and writing texts with increasing cohesion.</p>	<p>Bridging -</p> <p>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.</p> <p>b. Apply increasing understanding of how ideas, events, or reasons are linked throughout a text using an increasing variety of academic connecting and transitional words or phrases (e.g., <i>for instance, in addition, consequently</i>) to comprehending and writing texts with increasing cohesion.</p>	<p>Emerging -</p> <p>Use a variety of verbs in different tenses (e.g., past, present, future, simple, progressive) appropriate to the text type and discipline (e.g., simple past and past progressive for recounting an experience) on familiar topics.</p>	<p>Expanding -</p> <p>Use a variety of verbs in different tenses (e.g., past, present, future, simple, progressive, perfect) appropriate to the task, text type, and discipline (e.g., the present perfect to describe previously made claims or conclusions) on an increasing variety of topics.</p>	<p>Bridging -</p> <p>Use a variety of verbs in different tenses (e.g., past, present, future, simple, progressive, perfect), voices (active and passive), and moods (e.g., declarative, inter-rogative, subjunctive) appropriate to the task, text type, and discipline (e.g., the passive voice in simple past to describe the methods of a scientific experiment) on a variety of topics.</p>

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

CA CCSS for ELA Standard		Corresponding ELD Standards					
Vocabulary Acquisition and Use	L 8.4 - Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies. (a. - d.)	PII.4 - Using nouns and noun phrases			PII.5 - Modifying to add details		
		Emerging - Expand noun phrases in basic ways (e.g., adding a sensory adjective to a noun) in order to enrich the meaning of sentences and add details about ideas, people, things, and so on.	Expanding - Expand noun phrases in a growing number of ways (e.g., adding prepositional or adjective phrases) in order to enrich the meaning of sentences and add details about ideas, people, things, and so on.	Bridging - Expand noun phrases in an increasing variety of ways (e.g., embedding relative or complement clauses) in order to enrich the meaning of sentences and add details about ideas, people, things, and so on.	Emerging - Expand sentences with simple adverbials (e.g., adverbs, adverb phrases, prepositional phrases) to provide details (e.g., time, manner, place, cause) about a familiar activity or process.	Expanding - Expand sentences with adverbials (e.g., adverbs, adverb phrases, prepositional phrases) to provide details (e.g., time, manner, place, cause) about a familiar or new activity or process.	Bridging - Expand sentences with increasingly complex adverbials (e.g., adverbs, adverb phrases and clauses, prepositional phrases) to provide details (e.g., time, manner, place, cause) about a variety of familiar and new activities and processes.

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

CA CCSS for ELA Standard		Corresponding ELD Standards					
Vocabulary Acquisition and Use	L 8.4 - Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies. (a. - d.)	PII.6 - Connecting ideas			PII.7 - Condensing ideas		
		Emerging - Combine clauses in a few basic ways to make connections between and join ideas (e.g., creating compound sentences using and, but, so; creating complex sentences using because).	Expanding - Combine clauses in an increasing variety of ways (e.g., creating compound and complex sentences) to make connections between and join ideas, for example, to express a reason (e.g., <i>He stayed at home on Sunday to study for Monday’s exam</i>) or to make a concession (e.g., <i>She studied all night even though she wasn’t feeling well</i>).	Bridging - Combine clauses in a wide variety of ways (e.g., creating compound and complex sentences, and compound-complex sentences) to make connections between and join ideas, for example, to show the relationship between multiple events or ideas (e.g., <i>After eating lunch, the students worked in groups while their teacher walked around the room</i>) or to evaluate an argument (e.g., <i>The author claims X, although there is a lack of evidence to support this claim</i>).	Emerging - Condense ideas in simple ways (e.g., by compounding verbs, adding prepositional phrases, or through simple embedded clauses or other ways of condensing as in, This is a story about a girl. The girl changed the world. → This is a story about a girl <i>who changed the world</i>) to create precise and detailed sentences.	Expanding - Condense ideas in an increasing variety of ways (e.g., through various types of embedded clauses and other ways of condensing, as in, Organic vegetables are food. They’re made without chemical fertilizers. They’re made without chemical insecticides. → Organic vegetables are foods <i>that are made without chemical fertilizers or insecticides</i>) to create precise and detailed sentences.	Bridging - Condense ideas in a variety of ways (e.g., through various types of embedded clauses, ways of condensing, and nominalization as in, They <i>destroyed</i> the rain forest. Lots of animals <i>died</i> . → The <i>destruction</i> of the rain forest led to <i>the death</i> of many animals) to create precise and detailed sentences.

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

CA CCSS for ELA Standard		Corresponding ELD Standards					
Vocabulary Acquisition and Use	L8.5 - Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (a - c.)	PI.7 - Evaluating language choices			PI.8 - Analyzing language choices		
		Emerging - Explain how well writers and speakers use language to support ideas and arguments with detailed evidence (e.g., identifying the precise vocabulary used to present evidence, or the phrasing used to signal a shift in meaning) when provided with substantial support.	Expanding - Explain how well writers and speakers use specific language to present ideas or support arguments and provide detailed evidence (e.g., showing the clarity of the phrasing used to present an argument) when provided with moderate support.	Bridging - Explain how well writers and speakers use specific language resources to present ideas or support arguments and provide detailed evidence (e.g., identifying the specific language used to present ideas and claims that are well supported and distinguishing them from those that are not) when provided with light support.	Emerging - Explain how phrasing or different common words with similar meanings (e.g., choosing to use the word persistent versus the term <i>hard worker</i>) produce different effects on the audience.	Expanding - Explain how phrasing or different words with similar meanings (e.g., describing a character as <i>stubborn</i> versus <i>persistent</i>) or figurative language (e.g., <i>Let me throw some light onto the topic</i>) produce shades of meaning and different effects on the audience.	Bridging - Explain how phrasing or different words with similar meanings (e.g., <i>cunning</i> versus <i>smart</i> , <i>stammer</i> versus <i>say</i>) or figurative language (e.g., <i>Let me throw some light onto the topic</i>) produce shades of meaning, nuances, and different effects on the audience.

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CA CCSS for ELA Standard		Corresponding ELD Standards					
Vocabulary Acquisition and Use	L 8.5 - Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (a - c.)	PI.10 - Writing			PI.12 - Selecting language resources		
		<p>Emerging - a. Write short literary and informational texts (e.g., an argument about whether the government should fund research using stem cells) collaboratively (e.g., with peers) and independently.</p> <p>b. Write brief summaries of texts and experiences using complete sentences and key words (e.g., from notes or graphic organizers).</p>	<p>Expanding - a. Write longer literary and informational texts (e.g., an argument about whether the government should fund research using stem cells) collaboratively (e.g., with peers) and independently using appropriate text organization.</p> <p>b. Write increasingly concise summaries of texts and experiences using complete sentences and key words (e.g., from notes or graphic organizers).</p>	<p>Bridging - a. Write longer and more detailed literary and informational texts (e.g., an argument about whether the government should fund research using stem cells) collaboratively (e.g., with peers) and independently using appropriate text organization and growing understanding of register.</p> <p>b. Write clear and coherent summaries of texts and experiences using complete and concise sentences and key words (e.g., from notes or graphic organizers).</p>	<p>Emerging - a. Use a select number of general academic words (e.g., <i>specific, contrast</i>) and domain-specific words (e.g., <i>scene, cell, fraction</i>) to create some precision while speaking and writing.</p> <p>b. Use knowledge of morphology to appropriately select affixes in basic ways (e.g., She likes X. He walked to school).</p>	<p>Expanding - a. Use a growing set of academic words(e.g., <i>specific, contrast, significant, function</i>), domain-specific words (e.g., <i>scene, irony, suspense, analogy, cell membrane, fraction</i>), synonyms, and antonyms to create precision and shades of meaning while speaking and writing.</p> <p>b. Use knowledge of morphology to appropriately select affixes in a growing number of ways to manipulate language (e.g., She likes walking to school. That’s <i>im</i> possible).</p>	<p>Bridging - a. Use an expanded set of general academic words (e.g., <i>specific, contrast, significant, function, adequate, analysis</i>), domain-specific words (e.g., <i>scene, irony, suspense, analogy, cell membrane, fraction</i>), synonyms, antonyms, and figurative language to create precision and shades of meaning while speaking and writing.</p> <p>b. Use knowledge of morphology to appropriately select affixes in a variety of ways to manipulate language (e.g., changing <i>destroy</i> → <i>destruction, probably</i> → <i>probability, reluctant</i> → <i>reluctantly</i>).</p>

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CA CCSS for ELA Standard		Corresponding ELD Standards					
Vocabulary Acquisition and Use	L 8.5 - Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (a - c.)	PII.2 - Understanding cohesion			PII.3 - Using verbs and verb phrases		
		<p>Emerging - a. Apply knowledge of familiar language resources for referring to make texts more cohesive (e.g., how pronouns refer back to nouns in text) to comprehending and writing brief texts.</p> <p>b. Apply basic understanding of how ideas, events, or reasons are linked throughout a text using everyday connecting words or phrases (e.g., <i>at the end, next</i>) to comprehending and writing brief texts.</p>	<p>Expanding - 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 and writing texts with increasing cohesion.</p> <p>b. Apply growing understanding of how ideas, events, or reasons are linked throughout a text using a variety of connecting words or phrases (e.g., <i>for example, as a result, on the other hand</i>) to comprehending and writing texts with increasing cohesion.</p>	<p>Bridging - 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.</p> <p>b. Apply increasing understanding of how ideas, events, or reasons are linked throughout a text using an increasing variety of academic connecting and transitional words or phrases (e.g., for instance, in addition, consequently) to comprehending and writing texts with increasing cohesion.</p>	<p>Emerging - Use a variety of verbs in different tenses (e.g., past, present, future, simple, progressive) appropriate to the text type and discipline (e.g., simple past and past progressive for recounting an experience) on familiar topics.</p>	<p>Expanding - Use a variety of verbs in different tenses (e.g., past, present, future, simple, progressive, perfect) appropriate to the task, text type, and discipline (e.g., the present perfect to describe previously made claims or conclusions) on an increasing variety of topics.</p>	<p>Bridging - Use a variety of verbs in different tenses (e.g., past, present, future, simple, progressive, perfect), voices (active and passive), and moods (e.g., declarative, inter-rogative, subjunctive) appropriate to the task, text type, and discipline (e.g., the passive voice in simple past to describe the methods of a scientific experiment) on a variety of topics.</p>

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CA CCSS for ELA Standard		Corresponding ELD Standards					
Vocabulary Acquisition and Use	L 8.5 - Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (a - c.)	PII.4 - Using nouns and noun phrases			PII.5 - Modifying to add details		
		Emerging - Expand noun phrases in basic ways (e.g., adding a sensory adjective to a noun) in order to enrich the meaning of sentences and add details about ideas, people, things, and so on.	Expanding - Expand noun phrases in a growing number of ways (e.g., adding prepositional or adjective phrases) in order to enrich the meaning of sentences and add details about ideas, people, things, and so on.	Bridging - Expand noun phrases in an increasing variety of ways (e.g., embedding relative or complement clauses) in order to enrich the meaning of sentences and add details about ideas, people, things, and so on.	Emerging - Expand sentences with simple adverbials (e.g., adverbs, adverb phrases, prepositional phrases) to provide details (e.g., time, manner, place, cause) about a familiar activity or process.	Expanding - Expand sentences with adverbials (e.g., adverbs, adverb phrases, prepositional phrases) to provide details (e.g., time, manner, place, cause) about a familiar or new activity or process.	Bridging - Expand sentences with increasingly complex adverbials (e.g., adverbs, adverb phrases and clauses, prepositional phrases) to provide details (e.g., time, manner, place, cause) about a variety of familiar and new activities and processes.

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CA CCSS for ELA Standard		Corresponding ELD Standards					
Vocabulary Acquisition and Use	L 8.5 - Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (a - c:)	PII.6 - Connecting ideas			PII.7 - Condensing ideas		
		Emerging - Combine clauses in a few basic ways to make connections between and join ideas (e.g., creating compound sentences using <i>and</i> , <i>but</i> , <i>so</i> ; creating complex sentences using <i>because</i>).	Expanding - Combine clauses in an increasing variety of ways (e.g., creating compound and complex sentences) to make connections between and join ideas, for example, to express a reason (e.g., <i>He stayed at home on Sunday to study for Monday’s exam</i>) or to make a concession (e.g., <i>She studied all night even though she wasn’t feeling well</i>).	Bridging - Combine clauses in a wide variety of ways (e.g., creating compound and complex sentences, and compound-complex sentences) to make connections between and join ideas, for example, to show the relationship between multiple events or ideas (e.g., <i>After eating lunch, the students worked in groups while their teacher walked around the room</i>) or to evaluate an argument (e.g., <i>The author claims X, although there is a lack of evidence to support this claim</i>).	Emerging - Condense ideas in simple ways (e.g., by compounding verbs, adding prepositional phrases, or through simple embedded clauses or other ways of condensing as in, <i>This is a story about a girl. The girl changed the world.</i> → <i>This is a story about a girl who changed the world</i>) to create precise and detailed sentences.	Expanding - Condense ideas in an increasing variety of ways (e.g., through various types of embedded clauses and other ways of condensing, as in, <i>Organic vegetables are food. They’re made without chemical fertilizers. They’re made without chemical insecticides.</i> → <i>Organic vegetables are foods that are made without chemical fertilizers or insecticides</i>) to create precise and detailed sentences.	Bridging - Condense ideas in a variety of ways (e.g., through various types of embedded clauses, ways of condensing, and nominalization as in, <i>They destroyed the rain forest. Lots of animals died .</i> → <i>The destruction of the rain forest led to the death of many animals</i>) to create precise and detailed sentences.

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CA CCSS for ELA Standard		Corresponding ELD Standards					
Vocabulary Acquisition and Use	L 8.6 - Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	PI.1 - Exchanging information/ideas			PI.2 - Interacting via written English		
		Emerging - Engage in conversational exchanges and express ideas on familiar topics by asking and answering <i>yes-no</i> and <i>wh-</i> questions and responding using simple phrases.	Expanding - Contribute to class, group, and partner discussions by following turn-taking rules, asking relevant questions, affirming others, adding relevant information, and paraphrasing key ideas.	Bridging - Contribute to class, group, and partner discussions by following turn-taking rules, asking relevant questions, affirming others, adding relevant information and evidence, paraphrasing key ideas, building on responses, and providing useful feedback.	Emerging - Engage in short written exchanges with peers and collaborate on simple written texts on familiar topics, using technology when appropriate.	Expanding - Engage in longer written exchanges with peers and collaborate on more detailed written texts on a variety of topics, using technology when appropriate.	Bridging - Engage in extended written exchanges with peers and collaborate on complex written texts on a variety of topics, using technology when appropriate.

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CA CCSS for ELA Standard		Corresponding ELD Standards					
Vocabulary Acquisition and Use	L 8.6 - Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	PI.3 - Supporting opinions and persuading others			PI.4 - Adapting language choices		
		Emerging - Negotiate with or persuade others in conversations (e.g., to gain and hold the floor or to ask for clarification) using learned phrases (e.g., <i>I think . . . Would you please repeat that?</i>) and open responses.	Expanding - Negotiate with or persuade others in conversations (e.g., to provide counterarguments) using learned phrases (<i>I agree with X, but . . .</i>) and open responses.	Bridging - Negotiate with or persuade others in conversations using an appropriate register (e.g., to acknowledge new information and justify views) using a variety of learned phrases, indirect reported speech (e.g., <i>I heard you say X, and that’s a good point. I still think Y, though, because . . .</i>) and open responses.	Emerging - Adjust language choices according to social setting (e.g., classroom, break time) and audience (e.g., peers, teacher).	Expanding - Adjust language choices according to purpose (e.g., explaining, persuading, entertaining), task, and audience.	Bridging - Adjust language choices according to task (e.g., facilitating a science experiment, providing peer feedback on a writing assignment), purpose, and audience.

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CA CCSS for ELA Standard		Corresponding ELD Standards					
Vocabulary Acquisition and Use	L 8.6 - Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	PI.5 - Listening actively			PI.6 - Reading/viewing closely		
		Emerging - Demonstrate active listening in oral presentation activities by asking and answering basic questions, with prompting and substantial support.	Expanding - Demonstrate active listening in oral presentation activities by asking and answering detailed questions, with occasional prompting and moderate support.	Bridging - Demonstrate active listening in oral presentation activities by asking and answering detailed questions, with minimal prompting and support.	Emerging - a. Explain ideas, phenomena, processes, and text relationships (e.g., compare/contrast, cause/effect, problem/solution) based on close reading of a variety of grade-appropriate texts and viewing of multimedia, with substantial support. 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., <i>shows that, based on</i>). c. Use knowledge of morphology (e.g., affixes, roots, and base words), context, reference materials, and visual cues to determine the meanings of unknown and multiple-meaning words on familiar topics.	Expanding - a. Explain ideas, phenomena, processes, and text relationships (e.g., compare/contrast, cause/effect, problem/solution) based on close reading of a variety of grade-appropriate texts and viewing of multimedia, with moderate support. b. Express inferences and conclusions drawn based on close reading grade-appropriate texts and viewing of multimedia using a variety of verbs (e.g., <i>suggests that, leads to</i>). c. Use knowledge of morphology (e.g., affixes, roots, and base words), context, reference materials, and visual cues to determine the meanings of unknown and multiple-meaning words on familiar and new topics.	Bridging - a. Explain ideas, phenomena, processes, and text relationships (e.g., compare/contrast, cause/effect, problem/solution) based on close reading of a variety of grade-level texts and viewing of multimedia, with light support. b. Express inferences and conclusions drawn based on close reading of grade-level texts and viewing of multimedia using a variety of precise academic verbs (e.g., <i>indicates that, influences</i>). c. Use knowledge of morphology (e.g., affixes, roots, and base words), context, reference materials, and visual cues to determine the meanings, including figurative and connotative meanings, of unknown and multiple-meaning words on a variety of new topics.

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CA CCSS for ELA Standard		Corresponding ELD Standards					
Vocabulary Acquisition and Use	L.8.6 - Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	PI.7 - Evaluating language choices			PI.8 - Analyzing language choices		
		Emerging - Explain how well writers and speakers use language to support ideas and arguments with detailed evidence (e.g., identifying the precise vocabulary used to present evidence, or the phrasing used to signal a shift in meaning) when provided with substantial support.	Expanding - Explain how well writers and speakers use specific language to present ideas or support arguments and provide detailed evidence (e.g., showing the clarity of the phrasing used to present an argument) when provided with moderate support.	Bridging - Explain how well writers and speakers use specific language resources to present ideas or support arguments and provide detailed evidence (e.g., identifying the specific language used to present ideas and claims that are well supported and distinguishing them from those that are not) when provided with light support.	Emerging - Explain how phrasing or different common words with similar meanings (e.g., choosing to use the word persistent versus the term <i>hard worker</i>) produce different effects on the audience.	Expanding - Explain how phrasing or different words with similar meanings (e.g., describing a character as <i>stubborn</i> versus <i>persistent</i>) or figurative language (e.g., <i>Let me throw some light onto the topic</i>) produce shades of meaning and different effects on the audience.	Bridging - Explain how phrasing or different words with similar meanings (e.g., <i>cunning</i> versus <i>smart</i> , <i>stammer</i> versus <i>say</i>) or figurative language (e.g., <i>Let me throw some light onto the topic</i>) produce shades of meaning, nuances, and different effects on the audience.

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CA CCSS for ELA Standard		Corresponding ELD Standards					
Vocabulary Acquisition and Use	L 8.6 - Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	PI.10 - Writing			PI.11 - Justifying/arguing		
		<p>Emerging - a. Write short literary and informational texts (e.g., an argument about whether the government should fund research using stem cells) collaboratively (e.g., with peers) and independently.</p> <p>b. Write brief summaries of texts and experiences using complete sentences and key words (e.g., from notes or graphic organizers).</p>	<p>Expanding - a. Write longer literary and informational texts (e.g., an argument about whether the government should fund research using stem cells) collaboratively (e.g., with peers) and independently using appropriate text organization.</p> <p>b. Write increasingly concise summaries of texts and experiences using complete sentences and key words (e.g., from notes or graphic organizers).</p>	<p>Bridging - a. Write longer and more detailed literary and informational texts (e.g., an argument about whether the government should fund research using stem cells) collaboratively (e.g., with peers) and independently using appropriate text organization and growing understanding of register.</p> <p>b. Write clear and coherent summaries of texts and experiences using complete and concise sentences and key words (e.g., from notes or graphic organizers).</p>	<p>Emerging - a. Justify opinions by providing some textual evidence or relevant background knowledge, with substantial support.</p> <p>b. Express attitude and opinions or temper statements with familiar modal expressions (e.g., <i>can, may</i>).</p>	<p>Expanding - a. Justify opinions or persuade others by providing relevant textual evidence or relevant background knowledge, with moderate support.</p> <p>b. Express attitude and opinions or temper statements with a variety of familiar modal expressions (e.g., <i>possibly/likely, could/would</i>).</p>	<p>Bridging - a. Justify opinions or persuade others by providing detailed and relevant textual evidence or relevant background knowledge, with light support.</p> <p>b. Express attitude and opinions or temper statements with nuanced modal expressions (e.g., <i>potentially/ certainly / absolutely, should/might</i>).</p>

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CA CCSS for ELA Standard		Corresponding ELD Standards		
Vocabulary Acquisition and Use	L 8.6 -Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	PI.12 - Selecting language resources		
		<p>Emerging -</p> <p>a. Use a select number of general academic words (e.g., <i>specific, contrast</i>) and domain-specific words (e.g., <i>scene, cell, fraction</i>) to create some precision while speaking and writing.</p> <p>b. Use knowledge of morphology to appropriately select affixes in basic ways (e.g., She likes X. He walked to school).</p>	<p>Expanding -</p> <p>a. Use a growing set of academic words(e.g., <i>specific, contrast, significant, function</i>), domain-specific words (e.g., <i>scene, irony, suspense, analogy, cell membrane, fraction</i>), synonyms, and antonyms to create precision and shades of meaning while speaking and writing.</p> <p>b. Use knowledge of morphology to appropriately select affixes in a growing number of ways to manipulate language (e.g., She likes walking to school. That’s <i>im</i> possible).</p>	<p>Bridging -</p> <p>a. Use an expanded set of general academic words (e.g., <i>specific, contrast, significant, function, adequate, analysis</i>), domain-specific words (e.g., <i>scene, irony, suspense, analogy, cell membrane, fraction</i>), synonyms, antonyms, and figurative language to create precision and shades of meaning while speaking and writing.</p> <p>b. Use knowledge of morphology to appropriately select affixes in a variety of ways to manipulate language (e.g., changing <i>destroy</i> → <i>destruction, probably</i> → <i>probability, reluctant</i> → <i>reluctantly</i>).</p>

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CA CCSS for ELA Standard		Corresponding ELD Standards					
Vocabulary Acquisition and Use	L 8.6 -Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	PII.2 - Understanding cohesion			PII.3 - Using verbs and verb phrases		
		<p>Emerging -</p> <p>a. Apply knowledge of familiar language resources for referring to make texts more cohesive (e.g., how pronouns refer back to nouns in text) to comprehending and writing brief texts.</p> <p>b. Apply basic understanding of how ideas, events, or reasons are linked throughout a text using everyday connecting words or phrases (e.g., <i>at the end, next</i>) to comprehending and writing brief texts.</p>	<p>Expanding -</p> <p>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 comprehend-ing and writing texts with increasing cohesion.</p> <p>b. Apply growing understanding of how ideas, events, or reasons are linked throughout a text using a variety of connecting words or phrases (e.g., <i>for example, as a result, on the other hand</i>) to comprehending and writing texts with increasing cohesion.</p>	<p>Bridging -</p> <p>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.</p> <p>b. Apply increasing understanding of how ideas, events, or reasons are linked throughout a text using an increasing variety of academic connecting and transitional words or phrases (e.g., <i>for instance, in addition, consequently</i>) to comprehending and writing texts with increasing cohesion.</p>	<p>Emerging -</p> <p>Use a variety of verbs in different tenses (e.g., past, present, future, simple, progressive) appropriate to the text type and discipline (e.g., simple past and past progressive for recounting an experience) on familiar topics.</p>	<p>Expanding -</p> <p>Use a variety of verbs in different tenses (e.g., past, present, future, simple, progressive, perfect) appropriate to the task, text type, and discipline (e.g., the present perfect to describe previously made claims or conclusions) on an increasing variety of topics.</p>	<p>Bridging -</p> <p>Use a variety of verbs in different tenses (e.g., past, present, future, simple, progressive, perfect), voices (active and passive), and moods (e.g., declarative, interrogative, subjunctive) appropriate to the task, text type, and discipline (e.g., the passive voice in simple past to describe the methods of a scientific experiment) on a variety of topics.</p>

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

CA CCSS for ELA Standard		Corresponding ELD Standards					
Vocabulary Acquisition and Use	L 8.6 -Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	PII.4 - Using nouns and noun phrases			PII.5 - Modifying to add details		
		Emerging - Expand noun phrases in basic ways (e.g., adding a sensory adjective to a noun) in order to enrich the meaning of sentences and add details about ideas, people, things, and so on.	Expanding - Expand noun phrases in a growing number of ways (e.g., adding prepositional or adjective phrases) in order to enrich the meaning of sentences and add details about ideas, people, things, and so on.	Bridging - Expand noun phrases in an increasing variety of ways (e.g., embedding relative or complement clauses) in order to enrich the meaning of sentences and add details about ideas, people, things, and so on.	Emerging - Expand sentences with simple adverbials (e.g., adverbs, adverb phrases, prepositional phrases) to provide details (e.g., time, manner, place, cause) about a familiar activity or process.	Expanding - Expand sentences with adverbials (e.g., adverbs, adverb phrases, prepositional phrases) to provide details (e.g., time, manner, place, cause) about a familiar or new activity or process.	Bridging - Expand sentences with increasingly complex adverbials (e.g., adverbs, adverb phrases and clauses, prepositional phrases) to provide details (e.g., time, manner, place, cause) about a variety of familiar and new activities and processes.

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

CA CCSS for ELA Standard		Corresponding ELD Standards					
Vocabulary Acquisition and Use	L 8.6 -Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	PII.6 - Connecting ideas			PII.7 - Condensing ideas		
		Emerging - Combine clauses in a few basic ways to make connections between and join ideas (e.g., creating compound sentences using <i>and, but, so</i> ; creating complex sentences using <i>because</i>).	Expanding - Combine clauses in an increasing variety of ways (e.g., creating compound and complex sentences) to make connections between and join ideas, for example, to express a reason (e.g., <i>He stayed at home on Sunday to study for Monday’s exam</i>) or to make a concession (e.g., <i>She studied all night even though she wasn’t feeling well</i>).	Bridging - Combine clauses in a wide variety of ways (e.g., creating compound and complex sentences, and compound-complex sentences) to make connections between and join ideas, for example, to show the relationship between multiple events or ideas (e.g., <i>After eating lunch, the students worked in groups while their teacher walked around the room</i>) or to evaluate an argument (e.g., <i>The author claims X, although there is a lack of evidence to support this claim</i>).	Emerging - Condense ideas in simple ways (e.g., by compounding verbs, adding prepositional phrases, or through simple embedded clauses or other ways of condensing as in, <i>This is a story about a girl. The girl changed the world.</i> → <i>This is a story about a girl who changed the world</i>) to create precise and detailed sentences.	Expanding - Condense ideas in an increasing variety of ways (e.g., through various types of embedded clauses and other ways of condensing, as in, <i>Organic vegetables are food. They’re made without chemical fertilizers. They’re made without chemical insecticides.</i> → <i>Organic vegetables are foods that are made without chemical fertilizers or insecticides</i>) to create precise and detailed sentences.	Bridging - Condense ideas in a variety of ways (e.g., through various types of embedded clauses, ways of condensing, and nominalization as in, <i>They destroyed the rain forest. Lots of animals died .</i> → <i>The destruction of the rain forest led to the death of many animals</i>) to create precise and detailed sentences.