

GRADE 8

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



Purpose of the ELD Standards

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



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Intended Use of the ELD Standards

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

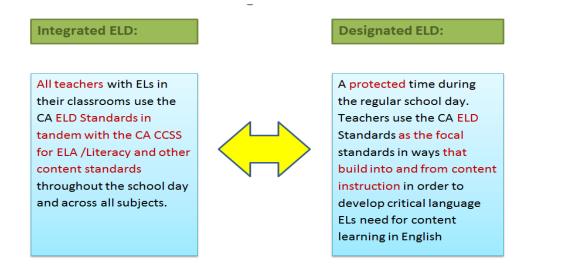


To achieve these goals and to fully include English learners in content instruction (e.g., English langauge arts, science, history, mathematics) all teachers of English learners need to implement the CA ELD Standards *in tandem* with all content standards.

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

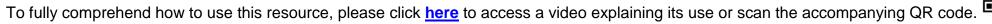
Integrated and Designated ELD

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

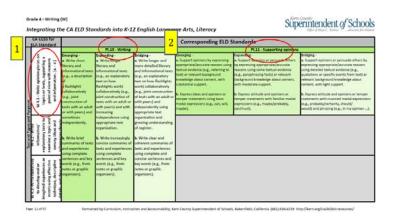


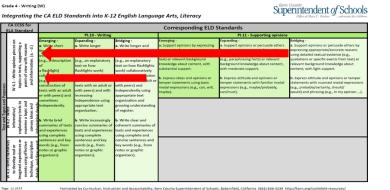


How to Use This Resource For Integrated ELD



Grade 4 - Writing (W)

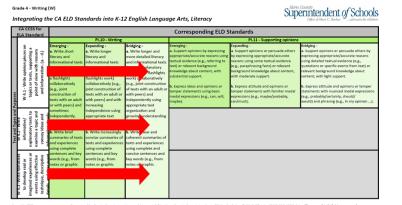


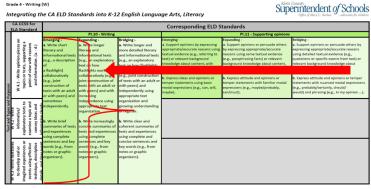


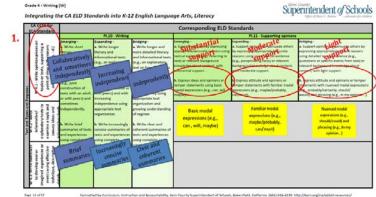
Grade 4 - Writing (W)
Interaction the CA ELD Standards Into K-12 English Language A

Superintendent of Schools

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







Page 11 of 5



Some Reminders About the Organization of the CA ELD Standards

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

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

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

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

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

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



Γ	CA CCSS for ELA Standard	Corresponding ELD Standards				
			PI.6 - Reading/viewing closely			
	Cite the te nce that m ly supports is of what ys explicitl ss inferenc from the t	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,	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.		
	y lucas and octans 8.2 - Determine a them central idea of a text an nalyze its development er the course of the tex luding its relationship t e characters, setting, an ot; provide an objective summary of the text.	 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 	 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 	figurative and connotative meanings, of unknown and		
	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.			multiple-meaning words on a variety of new topics.		

Page 1 of 99



	CA CCSS for		or	Corresponding ELD Standards							
ELA Standard			rd								
		, p			PI.6 - Reading/viewing closely			 Evaluating language che 			
	and ling	Pal Pal	e fo	Emerging -	Expanding -	Bridging -	Emerging -		Bridging -		
	ras Iud		5 -	a. Explain ideas, phenomena,	a. Explain ideas, phenomena,	a. Explain ideas, phenomena,	Explain how well	Explain how well	Explain how well		
	inc	leal t ar	rds ∆	processes, and text relationships	processes, and text relationships	processes, and text relationships	writers and speakers	writers and speakers	writers and speakers		
	or woras ext, includ	n n n n n		(e.g., compare/ contrast,	(e.g., compare/	(e.g., compare/ contrast,	use language to	use specific language to	use specific language		
	a text, including	s o s	anusions to other standards 4–6 for tons 1 CA	cause/effect, problem/solution)	contrast, cause/effect,	cause/effect, problem/solution)	support ideas and	present ideas or	resources to present		
	in :	oice "	ge : ge : ati	based on close reading of a	problem/solution) based on	based on close reading of a	arguments with	support arguments and	ideas or support		
	ne mear used in tive me	cho cho	gua	variety of grade-appropriate	close reading of a variety of		detailed evidence (e.g.,	provide detailed	arguments and provide		
	the e us	word choices on meanings, analyze une word choices on meaning and actions or allusions to other	8 Language 8 Language 1 evnectati	texts and viewing of multimedia,	grade-appropriate texts and	viewing of multimedia, with	identifying the precise	evidence (e.g., showing	detailed evidence (e.g.,		
	KL 8.4 - Determine the meaning of words and phrases as they are used in a text, including figurative and complative meanings: analyze the		anangres or anusions to other e 8 Language standards 4–6 foi mal <u>evnectations 1 CA</u>	with substantial support.	viewing of multimedia, with	light support.	vocabulary used to	the clarity of the	identifying the		
	ermir they conr	inpact of specific			moderate support.		present evidence, or	phrasing used to	specific language used		
	ete as t	beo	exts. (See grad				the phrasing used to		to present ideas and		
e l	es es	ofs	See (See	b. Express inferences and	b. Express inferences and	b. Express inferences and	signal a shift in	when provided with	claims that are well		
ctu	kt 8.4 - Det phrases as		с, - .s. (conclusions drawn based on	conclusions drawn based on	conclusions drawn based on	meaning) when		supported and		
itru	p p	n n n n n n	texts. (close reading of grade-	close reading grade-	close reading of grade-level	provided with		distinguishing them		
and Structur		<u> </u>	-		appropriate texts and viewing of	_	substantial support.		from those that are		
tar	e of	to		multimedia using some	multimedia using a variety of	using a variety of precise			not) when provided		
raf	inre	the		frequently used verbs (e.g.,	verbs (e.g., <i>suggests that, leads</i>	academic verbs (e.g., indicates			with light support.		
	structure of	and analyze how the each text contributes		shows that, based on).	to).	that, influences).					
	s sti	e ho									
	the	lyz6 t co	yle	c. Use knowledge of	c. Use knowledge of	c. Use knowledge of					
	ast	ana tex	d st		morphology (e.g., affixes, roots,	morphology (e.g., affixes, roots,					
	and contrast the	gch a	its meaning and style.	and base words), context,	and base words), context,	and base words), context,					
			ing		reference materials, and visual	reference materials, and visual					
	and	ext e o	ean		cues to determine the meanings	cues to determine the					
		itur t	Ĕ	of unknown and multiple-	of unknown and multiple-	meanings, including figurative					
	Compare	or more texts g structure of		meaning words on familiar	meaning words on familiar and	and connotative meanings, of					
	Co	or g st		topics.	new topics.	unknown and multiple-meaning					
	μ.	two erin				words on a variety of new					
	RL 8.	two or more te differing structure				topics.					
	~ ~	σ									



	CA CCSS for			Corre	coording ELD Standard		
	ELA Standard				esponding ELD Standard	15	
	n a es e8 al	PI.8	 Analyzing language ch 	oices			
	g of ed in on ogi ion ion	Emerging -	Expanding -	Bridging -			
	use use anc /ze ces ces ral fait	Explain how phrasing	Explain how phrasing	Explain how phrasing			
	: meaning of ey are used in a ative and : analyze the d choices on ding analogies s. (See grade 8 for additional	or different	or different words with	or different words with			
	the meaning they are use gurative and ngs; analyze t vord choices corts. (See gra t-6 for additi	common words with	similar meanings (e.g.,	similar meanings (e.g.,			
		similar meanings (e.g.,	describing a character	cunning versus smart,			
	etermine hrases as icluding fi ve meani specific v id tone, ir to other t tandards	U	as s tubborn versus	stammer versus say) or			
	Determine phrases as including f itive meani of specific and tone, i is to other standards	word persistent versus		figurative language			
	bete ohra nclu ive ive to tan tan	the term hard worker)		(e.g., Let me throw			
	۲ - D nd p رtt, in رtt of g an ge st ge st		(e.g., Let me throw	some light onto the			
	RL 8.4 - words and text, connota impact c meaning a or allusion Language		-	topic) produce shades			
	RL ords im im im ang	audience.		of meaning, nuances,			
: Inte	> 0		of meaning and	and different effects			
Craft and Structure	cture of two differing meaning and		different effects on the			II.1 - Understanding Text Structu	
Sti	of two ring and		audience.			Expanding -	Bridging -
anc	re c ierii ani					Apply understanding of the	Apply understanding of the
aft	diff me					organizational features of	organizational structure of
S	contrast the structure of t analyze how the differing contributes to its meaning style.						different text types (e.g., how
	t v t to				_	- ,	narratives are organized by an
	t the how ites t				sequentially) to comprehending		event sequence that unfolds
	yze yze ibu e.				-	naturally versus how arguments	. –
	contrast analyze style. style.				-	-	are organized around reasons
	יי ס ט ע ס ס					-	and evidence) to
	and text o				and narratives.	comprehending texts and to	comprehending texts and to
	are exts ch †						writing clear and cohesive
	Compare ore texts of each 1						arguments,
	CO e of					,	informative/explanatory texts
	8.5 - Compare or more texts cture of each t					and narratives.	and narratives.
	RL 8.5 - Compare and contrast the stru or more texts and analyze how the structure of each text contributes to its style.						
	Sti B						



CA CCSS for			Corresponding ELD Standards				
_	ELA Standard	\cdot $-$					
Craft and Structure	- 8.6 - Analyze how differences in the p f view of the characters and the audien reader (e.g., created through the use dramatic irony) create such effects a suspense or humor.	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,	 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, 	 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 			
Integration of Knowledge and Ideas	a r the ade	• • • • • • • • • • • • • • • • • • • •	visual cues to determine the meanings of unknown and multiple-meaning words on familiar and new topics.				



CA CCSS for ELA Standard			Corresponding ELD Standards	
			PI.6 - Reading/viewing closely	
Integration of Knowledge and Ideas	. 8.9 - Analyze how a modern work of fi draws on themes, patterns of events, character types from myths, tradition tories, or religious works such as the Bi including describing how the material rendered new.	 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). 	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).	close reading of grade-level texts and viewing of multimedia using a variety of precise academic verbs (e.g., indicates that, influences).
Range of Reading and level of Text Complexity	d and ories, d of d	and base words), context, reference materials, and visual cues to determine the meaning of unknown and	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.

Page 5 of 99



	CA CCSS for ELA Standard		Corresponding ELD Standards	
	<u>ب</u> ب		PI.6 - Reading/viewing closely	
	 Cite the tend dence that munication of the supports ongly supports as well of what the sis of what the ences drawn furthe text. 	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	Expanding - a. Explain ideas, phenomena, processes, and text relationships (e.g., compare/contrast, cause/ effect, problem/solution) based on close reading of a variety	Bridging - a. Explain ideas, phenomena, processes, and text relationships (e.g., compare/contrast, cause/effect, problem/solution) based on close reading of a variety of grade-level texts and viewing of multimedia, with light support.
Key Ideas and Details	itral ide e its course c ationsh he text	 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 	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, including figurative and connotative meanings, of unknown and multiple-meaning words on a variety of new topics.
	RI 8.3 - Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).			



FLA Standard		Corresponding ELD Standards	
		PI.6 - Reading/viewing closely	
tt and Structure ds and pnrases as tney are used in a text, incu technical meanings; analyze the impact ing and tone, including analogies or allusions Language standards 4–6 for additional nectations 1 CA in co in co	Explain ideas, phenomena, processes, and text ationships (e.g., compare/contrast, cause/effect, oblem/solution) based on close reading of a variety of ade-appropriate texts and viewing of multimedia, with ostantial support. Express inferences and conclusions drawn based on se reading of grade-appropriate texts and viewing of ultimedia using some frequently used verbs (e.g., ows that, based on). Use knowledge of morphology (e.g., affixes, roots, d base words), context, reference materials, and ual cues to determine the meanings of unknown and	 PI.6 - Reading/viewing closely Expanding - a. Explain ideas, phenomena, processes, and text relationships (e.g., compare/contrast, cause/effect, problem/solution) based on close reading of a variety of grade-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 	 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.



	CA CCSS for			Correspondin	g ELD Standards		
	ELA Standard	DI 7	/ - Evaluating language choi	-		.8 - Analyzing language choic	95
	ing	Emerging -	Expanding -	Bridging -	Emerging -	Expanding -	Bridging -
	n	Explain how well writers	Explain how well writers	Explain how well writers	Explain how phrasing or	Explain how phrasing or	Explain how phrasing or
	inc		and speakers use specific	•	different common words	different words with similar	
	ext, act Ilus al	to support ideas and	language to present ideas	language resources to	with similar meanings (e.g.,	meanings (e.g., describing a	meanings (e.g., cunning
	a to npa or a iona	arguments with detailed	or support arguments and	present ideas or support	choosing to use the word	character as stubborn versus	versus smart, stammer
	are used in a tex alyze the impac analogies or allu 6 for additional	evidence (e.g., identifying	provide detailed evidence	arguments and provide	persistent versus the term	persistent) or figurative	versus say) or figurative
	used e th logi r ac	the precise vocabulary used	(e.g., showing the clarity	detailed evidence (e.g.,	hard worker) produce	language (e.g., Let me throw	language (e.g., Let me
	are u nalyz g anal –6 fo	to present evidence, or the	of the phrasing used to	identifying the specific	different effects on the	some light onto the topic)	throw some light onto the
	ey a ana ng a 4–(present an argument)		audience.		topic) produce shades of
	the gs; udii rds	shift in meaning) when	when provided with	ideas and claims that are			meaning, nuances, and
e	s as inin incl incl nda	provided with substantial	moderate support.	well supported and		audience.	different effects on the
Craft and Structur	words and phrases as they are used in a tex and technical meanings; analyze the impact neaning and tone, including analogies or allu de 8 Language standards 4–6 for additional expectations.) CA	support.		distinguishing them from			audience.
tru	phra al r tor age ons.			those that are not) when			
d S	nd I and gua			provided with light			
t an	ls al tech ng a Lan			support.			
raf	ord nd 1 ani e 8 exp						
0	of w ve, a n me gradd						
	e meaning of connotative, choices on n exts. (See gra						
	anir ota ces (Se						
	mea onn thoi cts.						
	e, ce rd c tex						
	itive wou						
	ermine the meaning of words and phrases as they figurative, connotative, and technical meanings; an ecific word choices on meaning and tone, including to other texts. (See grade 8 Language standards 4 expectations.) CA						
	 Determine the meaning of words and phrases as they are used in a text, incl 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 						
	- De if sp						
	3.4 - 0						
	RI 8.4						



	CA CCSS for ELA Standard	Corresponding ELD Star			dards		
			PI.6 - Reading/viewing closely		PI.8	B - Analyzing language cho	bices
	or S. CA	Emerging -	Expanding -	Bridging -	Emerging -	Expanding -	Bridging -
	naj	a. Explain ideas, phenomena,	a. Explain ideas, phenomena,	a. Explain ideas, phenomena,	Explain how phrasing	Explain how phrasing or	Explain how phrasing or
	n ar M	processes, and text relationships	processes, and text relationships	processes, and text relationships	or different common	different words with	different words with
	v th as. ocu	(e.g., compare/contrast, cause/	(e.g., compare/	(e.g., compare/ contrast,	words with similar	similar meanings (e.g.,	similar meanings (e.g.,
	hov ide ic d	effect, problem/solution) based	contrast, cause/effect,	cause/effect, problem/solution)	meanings (e.g.,	describing a character as	cunning versus smart,
	ng he ubli	on close reading of a variety of	problem/solution) based on close	based on close reading of a	choosing to use the	stubborn versus	stammer versus say) or
	udi of t n p	grade-appropriate texts and	reading of a variety of grade-	variety of grade-level texts and	word persistent versus	persistent) or figurative	figurative language
	incl ent (s)	viewing of multimedia, with	appropriate texts and viewing of	viewing of multimedia, with light	the term hard worker)	language (e.g., Let me	(e.g., Let me throw
	a text, including how the major elopment of the ideas. captions) in public documents. (substantial support.	multimedia, with moderate	support.	produce different	throw some light onto	some light onto the
	i te ilop apt		support.		effects on the	the topic) produce	topic) produce shades
	ze a eve s, c				audience.	shades of meaning and	of meaning, nuances,
Ire	ani: e d der	b. Express inferences and	b. Express inferences and	b. Express inferences and		different effects on the	and different effects on
ictu	uses to organize le and to the dev aphics, headers,	conclusions drawn based on	conclusions drawn based on close	conclusions drawn based on		audience.	the audience.
Stru	to e d to cs, h	close reading of grade-	reading grade-appropriate texts	close reading of grade-level texts			
bn B	ses an ohic	appropriate texts and viewing of	and viewing of multimedia using a	and viewing of multimedia using			
Craft and Structure	r u: ole gral	multimedia using some	variety of verbs (e.g., suggests	a variety of precise academic			
Craf	tho wh 3., ه	frequently used verbs (e.g.,	that, leads to).	verbs (e.g., indicates that,			
	the (e.g	shows that, based on).		influences).			
	Rl 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. Analyze the use of text features (e.g., graphics, headers, captions) in public documents.						
	tur ute eatu	c. Use knowledge of morphology		c. Use knowledge of morphology			
	rruc trib ct fe		(e.g., affixes, roots, and base	(e.g., affixes, roots, and base			
	e st coni		words), context, reference	words), context, reference			
	e the ns c		materials, and visual cues to	materials, and visual cues to			
	yze tioi use	Ũ	determine the meanings of	determine the meanings,			
	nal sec the	unknown and multiple-meaning	unknown and multiple-meaning	including figurative and			
	- A ze t	words on familiar topics.	words on familiar and new topics.	connotative meanings, of			
	RI 8.5 Analyz			unknown and multiple-meaning			
	RI An			words on a variety of new topics.			
	a						





	CA CCSS fo	or			Corresponding ELD Sta	ndarde		
Ε	LA Standa	ard			corresponding LLD Sta	C		
	5 -			PI.6 - Reading/viewing closely			- Evaluating language cho	
	view or author icting		Emerging -		00		Expanding -	Bridging -
	aut ctii				a. Explain ideas, phenomena,	Explain how well writers	Explain how well writers	Explain how well writers
	of :he nfli		processes, and text relationships	processes, and text relationships	processes, and text relationships		and speakers use specific	and speakers use
	int w t co	ts.	(e.g., compare/contrast, cause/	(e.g., compare/			language to present ideas	
ure	s pc bo s tc	points.	effect, problem/solution) based	contrast, cause/effect,		and arguments with	or support arguments and	
uct	or's yze nd	ewp	on close reading of a variety of	problem/solution) based on	based on close reading of a	detailed evidence (e.g.,	provide detailed evidence	
Str	uth nal spc	vie	grade-appropriate texts and	close reading of a variety of	variety of grade-level texts and	identifying the precise	(e.g., showing the clarity	arguments and provide
pu	n ai id a id re	o	viewing of multimedia, with	grade-appropriate texts and	viewing of multimedia, with	vocabulary used to	of the phrasing used to	detailed evidence (e.g.,
Craft and Structure	e al t an anc	nce	substantial support.	viewing of multimedia, with		present evidence, or the phrasing used to signal a	present an argument) when provided with	identifying the
Cra	nin text ges	evide		moderate support.		shift in meaning) when	moderate support.	specific language used to present ideas and claims
	31 8.6 - Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting	e V				provided with substantial		that are well supported
	ie in owl		•	•	b. Express inferences and	support.		and distinguishing them
	- 9. pos			conclusions drawn based on	conclusions drawn based on	sapporti		from those that are not)
	RI 8.6 purpc ackı			close reading grade-appropriate				when provided with light
	4			texts and viewing of multimedia	_			support.
	 a)		_	using a variety of verbs (e.g.,	using a variety of precise			
	ا ims edi			suggests that, leads to).	academic verbs (e.g., indicates			
eas	Idvantages and lifferent mediums video, multimedia)		shows that, based on).		that, influences).			
d Id	ges me nult	pic						
an	ent ent o, n	5	_	_	c. Use knowledge of			
lge	lva Ifer ide	ula	morphology (e.g., affixes, roots,		morphology (e.g., affixes, roots,			
vleo		ר ה	• • • • • • • • • • • • • • • • • • • •		and base words), context,			
nov	the sing tex				reference materials, and visual			
Integration of Knowledge and Ideas	RI 8.7 - Evaluate the advantages and disadvantages of using different mediums .g., print or digital text, video, multimedia	to present a or	cues to determine the meanings	-				
n o	alu es c digi	ssel		of unknown and multiple-	meanings, including figurative			
atic	- Ev	brd	meaning words on familiar	meaning words on familiar and	and connotative meanings, of unknown and multiple-meaning			
egr	3.7 /an /int	20	topics.	new topics.	words on a variety of new			
Int	RI 8.7 advan ., print				•			
	RI 8.7 - Evaluate the a disadvantages of using c (e.g., print or digital text,				topics.			
)							



	CA CCSS for LA Standard	Corresponding ELD Standards						
			PI.6 - Reading/viewing closely		PI.7	- Evaluating language cho	ices	
	tt tt	Emerging -	Expanding -	Bridging -	Emerging -	Expanding -	Bridging -	
	the var	a. Explain ideas, phenomena,	a. Explain ideas, phenomena,	a. Explain ideas, phenomena,	Explain how well writers	Explain how well writers	Explain how well	
	vhe rele	processes, and text	processes, and text	processes, and text relationships	and speakers use	and speakers use specific	writers and speakers	
	א פר זיור	relationships (e.g.,	relationships (e.g.,	(e.g., compare/contrast,	language to support	language to present	use specific language	
	sessing whether when irrelevant	compare/contrast,	compare/contrast,	cause/effect, problem/ solution)	ideas and arguments	ideas or support	resources to present	
	e w	cause/effect, problem/	cause/effect, problem/	based on close reading of a	with detailed evidence	arguments and provide	ideas or support	
	tt, a ;niz	solution) based on close	solution) based on close	variety of grade-level texts and	(e.g., identifying the	detailed evidence (e.g.,	arguments and provide	
	cog	reading of a variety of grade-	reading of a variety of grade-	viewing of multimedia, with light	precise vocabulary used	showing the clarity of	detailed evidence (e.g.,	
ŝ	na ; re	appropriate texts and viewing	appropriate texts and viewing	support.	to present evidence, or	the phrasing used to	identifying the	
Ideas	ic claims in a text, ass sufficient; recognize ced.	of multimedia, with substantial	of multimedia, with moderate			present an argument)	specific language used	
d Ic	fici fici	support.	support.		signal a shift in meaning)		to present ideas and	
an	suf suf cec				when provided with	moderate support.	claims that are well	
dge	gument and specific cl nce is relevant and suff evidence is introduced		•	b. Express inferences and	substantial support.		supported and	
wle	sp nt a ntro	conclusions drawn based on	conclusions drawn based on	conclusions drawn based on			distinguishing them	
no	and eva is i		00	close reading of grade-level texts			from those that are	
of K	relo	appropriate texts and viewing		and viewing of multi-media using			not) when provided	
ou	ime e is ider	_	of multimedia using a variety of				with light support.	
ati	irgu ence evi	frequently used verbs (e.g.,	verbs (e.g., suggests that, leads					
ntegration of Knowledge and	the argument and s _i evidence is relevant evidence is inti	shows that, based on).	to).	influences).				
Ē	a) a)	c. Use knowledge of	c. Use knowledge of	c. Use knowledge of morphology				
	evalue and t	morphology (e.g., affixes, roots,						
	ev d ar	and base words), context,	and base words), context,	words), context, reference				
	and e ound	reference materials, and visual	reference materials, and visual	materials, and visual cues to				
	s so	cues to determine the	cues to determine the	determine the meanings,				
	nea Jg i	meanings of unknown and	meanings of unknown and	including figurative and				
	Delineat soning is	multiple-meaning words on	multiple-meaning words on	connotative meanings, of				
	3 - D	familiar topics.	familiar and new topics.	unknown and multiple-meaning				
	8.8 			words on a variety of new topics.				
	R							



CA CCSS for		Corresponding ELD Standards					
	ELA Standard နားမှုန	PI.6 - Reading/viewing closely					
edge and Ideas	which two or more texts nation on the same topic exts disagree on matters erpretation.	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	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	Bridging - a. Explain ideas, phenomena, processes, and text relationships (e.g., compare/contrast, cause/effect, problem/solution) based on close reading of a variety of grade-level texts and viewing of multimedia, with light support.			
Integration of Knowledge and Ideas		drawn based on close reading of grade-appropriate texts and viewing of multimedia using some	close reading of grade-appropriate texts and viewing of	b. Express inferences and conclusions drawn based on close reading of grade-level texts and viewing of multimedia using a variety of precise academic verbs (e.g., indicates that, influences).			
	RI 8.9 - provide and ide			c. Use knowledge of morphology (e.g., affixes, roots, and base words), context, reference materials, and			
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.	-	multiple-meaning words on familiar and new topics.	visual cues to determine the meanings, including figurative and connotative meanings, of unknown and multiple-meaning words on a variety of new topics.			



	CA CCSS for ELA Standard		Corresponding ELD Standards	
	۲. r ۲		PI.6 - Reading/viewing closely	
	RH 8.1 - ite specific itence to nalysis of p and secor source	 a. Explain ideas, phenomena, processes, and text relationships (e.g., compare/ contrast, cause/effect, problem/solution) based on close 	Expanding - a. Explain ideas, phenomena, processes, and text relationships (e.g., compare/contrast, cause/effect, problem/solution) based on close reading of a variety of grade-level texts and viewing of multimedia, with moderate support.	Bridging - a. Explain ideas, phenomena, processes, and text relationships (e.g., compare/contrast, cause/effect, problem/solution) based on close reading of a variety of grade-level texts and viewing of multimedia, with light support.
Key Ideas and Details	RH 8.2 - Determine central ideas or inform a primary or secondary rovide an accurate sum the source distinct from prio knowledge or opinio	 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 	 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 	 b. Express inferences and conclusions drawn based on close reading of grade- level texts and viewing of multimedia using a variety of precise academic verbs (e.g., <i>indicates that,</i> <i>influences</i>). c. Use knowledge of morphology (e.g., affixes, roots, and base words), context, reference materials, and visual cues to determine the
	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 rates are	meanings of unknown and multiple-meaning words	-	meaning, including figurative and connotative meanings, of unknown and multiple-meaning words on a variety of new topics.



	CA CCSS for ELA Standard		Corresponding ELD Standards	
			PI.6 - Reading/viewing closely	
		Emerging -	Expanding -	Bridging -
	of ary	a. Explain ideas, phenomena, processes, and text	a. Explain ideas, phenomena, processes, and text	a. Explain ideas, phenomena, processes, and text
	ning are bula d to	relationships (e.g., compare/ contrast,	relationships (e.g., compare/contrast, cause/effect,	relationships (e.g., compare/contrast, cause/effect,
	ean Jey Scak Led	cause/effect, problem/solution) based on close	problem/solution) based on close reading of a	problem/solution) based on close reading of a
	me s th g vo cela udie		variety of grade-level texts and viewing of	variety of grade-level texts and viewing of
	the es ສ ding ns r ns r	viewing of multimedia, with substantial support.	multimedia, with moderate support.	multimedia, with light support.
	ine rase iclu mai			
	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.	b. Express inferences and conclusions	b. Express inferences and conclusions drawn based	b. Express inferences and conclusions drawn based
	Det and tex c tc stor	drawn based on close reading of grade-appropriate		on close reading of grade-level texts and viewing of
e	4 - I rds n a scifi	texts and viewing of multimedia using some	viewing of multimedia using a variety of verbs (e.g.,	multimedia using a variety of precise academic
ctui	RH 8.4 worc used in spec		suggests that, leads to).	verbs (e.g., indicates that, influences).
tru	RF us			
Craft and Struct				
ft aı		c. Use knowledge of morphology (e.g., affixes,	c. Use knowledge of morphology (e.g., affixes, roots,	c. Use knowledge of morphology (e.g., affixes,
Craf	esents usally).	roots, and base words), context, reference	and base words), context, reference materials, and	roots, and base words), context, reference
	ese usal	materials, and visual cues to determine the	visual cues to determine the meaning of unknown	materials, and visual cues to determine the
	: pro	meaning of unknown and multiple-meaning words	and multiple-meaning words on familiar and new	meaning, including figurative and connotative
	a text pr (e.g., ively, car	on familiar topics.	topics.	meanings, of unknown and multiple-meaning words
	v a t o (e. htive			on a variety of new topics.
	how tior Jara			
	be l ma			
	Describe how a tex information (e.g., ally, comparatively			
	ir ir			
	5 - ent			
	RH 8.5 - Describe how a text presents information (e.g., sequentially, comparatively, causally)			
	R Sé			



	CA CCSS for ELA Standard	Corresponding ELD Standards							
		PI	.7 - Evaluating language choi	ces	PI.8	3 - Analyzing language cho	ices		
		Emerging -	Expanding -	Bridging -	Emerging -	Expanding -	Bridging -		
	μ Υ	Explain how well writers	Explain how well writers and	Explain how well writers	Explain how phrasing or	Explain how phrasing or	Explain how phrasing or		
	ng o rre ular to	and speakers use language	speakers use specific	and speakers use specific	different common words	different words with	different words with similar		
	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.	to support ideas and	language to present ideas of	language resources to	with similar meanings (e.g.,		meanings (e.g., cunning		
	 Determine the mear ds and phrases as they a text, including voca cific to domains relate history/social studies. 	arguments with detailed			-	describing a character as			
	he i s as ing ing stu	evidence (e.g., identifying	provide detailed evidence		,	stubborn versus	versus <i>say</i>) or figurative		
	ne t ases ases lud nain cial	the precise vocabulary			hard worker) produce		language (e.g. <i>, Let me</i>		
	mir bhra lor 'soc	used to present evidence,	the phrasing used to present		different effects on the	language (e.g. <i>, Let me</i>	throw some light onto the		
	ter hd p sxt, to c to c		an argument) when	1 0 0	audience.	throw some light onto	topic) produce shades of		
re	- De s ar a te fic isto	signal a shift in meaning)	provided with moderate	present ideas and claims		<i>the topic</i>) produce	meaning, nuances, and		
ictu	8.4 - [words a ed in a specifi	when provided with	support.	that are well supported and		shades of meaning and	different effects on the		
Stru	RH 8.4 worc used in spec	substantial support.		distinguishing them from		different effects on the	audience.		
nd (₩ 3			those that are not) when		audience.			
ft al				provided with light support.					
Craft and Structure									
	.8., ely								
	/at (e. ativ								
	אסר tior סמרק								
	escribe h informat Illy, comp causally).								
	scril ifor /, cc usa								
	- Describe how a text its information (e.g., tially, comparatively, causally).								
	5 - ent enti								
	RH 8.5 - Describe how a text presents information (e.g., sequentially, comparatively, causally).								
	se p R								

Page 16 of 99



	CA CCSS for ELA Standard			Correspond	ling ELD Standards		
		PII.1	- Understanding text struc	ture		PII.2 - Understanding cohesion	ı
		Emerging -	Expanding -	Bridging -	Emerging -	Expanding -	Bridging -
	\$	Apply understanding of how	Apply understanding of	Apply understanding of	a. Apply knowledge of	a. Apply knowledge of	a. Apply knowledge of familiar
	iall	different text types are	the organizational	the organizational	familiar language resources	familiar language resources	language resources for
	ent	organized to express ideas	features of different text	structure of different text	for referring to make texts	for referring to make texts	referring to make texts more
	sequentially,	(e.g., how narratives are	types (e.g., how	types (e.g., how narratives	more cohesive (e.g., how	more cohesive (e.g., how	cohesive (e.g., how pronouns,
	•	organized sequentially) to	narratives are organized	are organized by an event	pronouns refer back to nouns	pronouns refer back to nouns	synonyms, or nominalizations
	ຜ	comprehending texts and to	by an event sequence	sequence that unfolds	in text) to comprehending	in text, how using synonyms	are used to refer backward in
	<u> </u>	writing brief arguments,	that unfolds naturally	naturally versus how	and writing brief texts.	helps avoid repetition) to	a text) to comprehending texts
).	informative/ explanatory	versus how arguments	arguments are organized		comprehending and writing	and writing cohesive texts.
e	'ma ally	texts and narratives	are organized around	around reasons and		texts with increasing	
Craft and Structure	a text presents information (e.g. comparatively, causally).		reasons and evidence) to	evidence) to		cohesion.	
tru	ts ir		comprehending texts and	comprehending texts and			
ld S	a text presents comparatively,		to writing increasingly	to writing clear and	b. Apply basic understanding	b. Apply growing	b. Apply increasing
t an	ores ativ		clear and coherent	cohesive arguments,	of how ideas, events, or	understanding of how ideas,	understanding of how ideas,
rafi	xt p par		arguments,	informative/explanatory	reasons are linked throughout	events, or reasons are linked	events, or reasons are linked
S	om		informative/explanatory	texts and narratives.	a text using everyday	throughout a text using a	throughout a text using an
	≥		texts and narratives.		connecting words or phrases	variety of connecting words	increasing variety of academic
	o q					or phrases (e.g. <i>, for example</i> ,	connecting and transitional
	·ibe					as a result, on the other	words or phrases (e.g., for
	Describ				brief texts.		instance, in addition,
	ă					writing texts with increasing	<i>consequently</i>) to
						cohesion.	comprehending and writing
	RH 8.5						texts with increasing cohesion
	Ľ.						

Page 17 of 99



I	CA CCSS for ELA Standard	Corresponding FLD Standards				
	is).		PI.6 - Reading/viewing closely			
	a structure entify aspects point of view e (e.g., loaded , inclusion or particular facts)	Emerging -	Expanding -	Bridging -		
ture	structure ntify aspects at reveal an oint of view (e.g., loaded inclusion or iarticular fac		a. Explain ideas, phenomena, processes, and text	a. Explain ideas, phenomena, processes, and text		
I	fy a fy a rev fo f lusi lusi icu	relationships (e.g., compare/ contrast,	relationships (e.g., compare/contrast, cause/effect,	relationships (e.g., compare/contrast, cause/effect,		
	- Identify xt that re r's point c oose (e.g., age, inclu: : of partic	cause/effect, problem/solution) based on close	problem/solution) based on close reading of a	problem/solution) based on close reading of a		
I	and tt th 's p ose ge, of p	reading of a variety of grade-appropriate texts and	variety of grade-level texts and viewing of	variety of grade-level texts and viewing of		
,	Crart and Structure RH 8.6 - Identify aspect of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular fac	viewing of multimedia, with substantial support.	multimedia, with moderate support.	multimedia, with light support.		
	avo	b. Express inferences and conclusions	b. Express inferences and conclusions drawn based	b. Express inferences and conclusions drawn based		
		drawn based on close reading of grade-appropriate		on close reading of grade-level texts and viewing of		
	ual - o on ps)	texts and viewing of multimedia using some	viewing of multimedia using a variety of verbs (e.g.,	multimedia using a variety of precise academic		
I	as ate visual (e.g., in , photo- or maps) or mation ital texts.	frequently used verbs (e.g., shows that, based on).	suggests that, leads to).	verbs (e.g., indicates that, influences).		
ntegration of Knowledge and Ideas		c. Use knowledge of morphology (e.g., affixes, roots, and base words), context, reference materials, and visual cues to determine the	c. Use knowledge of morphology (e.g., affixes, roots, and base words), context, reference materials, and visual cues to determine the meaning of unknown	roots, and base words), context, reference materials, and visual cues to determine the		
	B B B B B B B B B B B B B B B B B B B	meaning of unknown and multiple-meaning words	and multiple-meaning words on familiar and new	meaning, including figurative and connotative		
		on familiar topics.	topics.	meanings, of unknown and multiple-meaning words		
	Integration of RH8.8 - Distinguish among fact, opinion, and reasoned judgment in a text.			on a variety of new topics.		

Page 18 of 99



	CA CCSS for ELA Standard		Corresponding ELD Standards	
			PI.7 - Evaluating language choices	
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).	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.
Internation of Knewlodge and Ideas	RH 8.8 - Distinguish among fact, opinion, and reasoned judgment in a text.			



	CA CCSS for ELA Standard		Corresponding ELD Standards				
SE	. >	PI.6 - Reading/viewing closely					
Integration of Knowledge and Ide	- Analyze the relations n a primary and secono rce on the same topic.	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.	a. Explain ideas, phenomena, processes, and text relationships (e.g., compare/contrast, cause/effect, problem/solution) based on close reading of a variety of grade-level texts and viewing of multimedia, with moderate support.	Bridging - a. Explain ideas, phenomena, processes, and text relationships (e.g., compare/ contrast, cause/effect, problem/solution) based on close reading of a variety of grade-level texts and viewing of multimedia, with light support.			
	udies RH band betv	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).	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).	b. Express inferences and conclusions drawn based on close reading of grade-level texts and viewing of multimedia using a variety of precise academic verbs (e.g., indicates that, influences).			
Range of Reading and level of Text Complexity	end of g history/ text cor dently ciently.	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.			



	CA CCSS for ELA Standard		Corresponding ELD Standards	
	of		PI.6 - Reading/viewing closely	
Key Ideas and Details	RST 8.1 - Cite specific textual evic to support analysi science and techn texts.	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.	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.	light support.
	8.2 - Determine the centra as or conclusions of a text; ide an accurate summary c e text distinct from prior knowledge or opinions.	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.	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, including figurative and connotative meanings, of unknown and multiple-meaning words on a variety of new topics.
	RST 8.3 - Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.			





	CA CCSS for ELA Standard		Corresponding ELD Standards	
	קל		PI.6 - Reading/viewing closely	
Punde and Churchine	yze the structure an RST 8.4 - Determine the meaning of symb to organize a text, key terms, and other domain-specific word, v the major sections phrases as they are used in a specific scienti the whole and to an technical context relevant to grades 6–8 to ding of the topic.	 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., 	 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 	 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.
	RST 8.5 - Analyz author uses tc including how t contribute to th understandi			

Page 22 of 99



	CA CCSS for ELA Standard			Corresponding I	ELD Standards		
					PI.8	3 - Analyzing language cho	ices
Craft and Structure	RST 8.4 - Determine the meaning of symbols, terms, and other domain-specific words ar phrases as they are used in a specific scientif technical context relevant to grades 6–8 texts topics.	Emerging - Explain how well writers and speakers use language to support ideas and arguments with detailed evidence (e.g., identifying the precise vocabulary	Expanding - Explain how well writers and speakers use specific language to present ideas or support arguments and provide detailed evidence	Bridging - Explain how well writers and speakers use specific language resources to present ideas or support arguments and provide detailed evidence (e.g.,	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 stubborn versus	Bridging - Explain how phrasing or different words with similar meanings (e.g., <i>cunning</i>
0	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.						



	CA CCSS for ELA Standard			Correspond	ling ELD Standards		
	e	PII.1	- Understanding text struc	ture		PII.2 - Understanding cohesion	1
	organize a text, including how th an understanding of the topic.	Emerging -	Expanding -	Bridging -	Emerging -	Expanding -	Bridging -
	hoh	Apply understanding of how	Apply understanding of	Apply understanding of	a. Apply knowledge of	a. Apply knowledge of	a. Apply knowledge of familiar
	ing he t	different text types are	the organizational	the organizational	familiar language resources	familiar language resources	language resources for
	ludi of tl	organized to express ideas	features of different text	structure of different text	for referring to make texts	for referring to make texts	referring to make texts more
	a text, including how standing of the topic	(e.g., how narratives are	types (e.g., how	types (e.g., how narratives	more cohesive (e.g., how	more cohesive (e.g., how	cohesive (e.g., how pronouns,
	ndii	organized sequentially) to	narratives are organized	are organized by an event	pronouns refer back to nouns	pronouns refer back to nouns	synonyms, or nominalizations
	a te stai	comprehending texts and to	by an event sequence	sequence that unfolds	in text) to comprehending	in text, how using synonyms	are used to refer backward in
	anize a under	writing brief arguments,	that unfolds naturally	naturally versus how	and writing brief texts.	helps avoid repetition) to	a text) to comprehending texts
	ani	informative/ explanatory	versus how arguments	arguments are organized		comprehending and writing	and writing cohesive texts.
ą	org an	texts and narratives.	are organized around	around reasons and		texts with increasing	
Craft and Structure	a to d to		reasons and evidence) to	evidence) to		cohesion.	
tru	ses and		comprehending texts and	comprehending texts and			
С Г	or u ole		to writing increasingly	to writing clear and	b. Apply basic understanding	b. Apply growing	b. Apply increasing
	uthor whole		clear and coherent	cohesive arguments,	of how ideas, events, or	understanding of how ideas,	understanding of how ideas,
rafi	he v		arguments,	informative/explanatory	reasons are linked throughout	events, or reasons are linked	events, or reasons are linked
C	, a		informative/explanatory	texts and	a text using everyday	throughout a text using a	throughout a text using an
	te t		texts and narratives.	narratives.	connecting words or phrases	variety of connecting words	increasing variety of academic
	structu				(e.g., at the end, next) to	or phrases (e.g., <i>for example,</i>	connecting and transitional
	str				comprehending and writing	as a result, on the other	words or phrases (e.g. <i>, for</i>
	the				brief texts	hand) to comprehending and	instance, in addition,
	/ze ons					writing texts with increasing	<i>consequently</i>) to
	Analyze the structure sections contribute to					cohesion.	comprehending and writing
							texts with increasing cohesion.
	- 8.5 - majo						
	RST 8.5 majo						
	ž						

Page 24 of 99



	CA CCSS for ELA Standard		Corresponding ELD Standards		
	a 's		PI.6 - Reading/viewing closely		
Craft and Structure	RST 8.6 - Analyze the aut purpose in providing a explanation, describin procedure, or discussing an experimen 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	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	 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 multimetia, with light support. 	
vledge and Ideas	Integrate Integrate expressed i text with a t informati ually (e.g., i agram, mod	c. Use knowledge of morphology (e.g., affixes, roots, and base words), context, reference materials, and	that, leads to). c. Use knowledge of morphology (e.g., affixes, roots, and base words), context, reference materials, and	 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 Ide	RST 8.8 - Bistinguish among facts, reasoned judgment based on research findings, and speculation in a text.				



	CA CCSS for ELA Standard	Corresponding ELD Standards					
	ire,		PI.7 - Evaluating language choices				
Craft and Structure	RST 8.6 - Analyze the author's purpose in providing an explanation, describing a procedu or discussing an experiment in a text.	Explain how well writers and speakers use languageExplain how well writers and speakers use languageExplain how well writers and speakers use languageto support ideas and arguments with detailedlaevidence (e.g., identifying the precise vocabulary used ppto present evidence, or the phrasing used to signal ath	explain how well writers and speakers use specific anguage to present ideas or support arguments and	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.						

Page 26 of 99



	CA CCSS for ELA Standard		Corresponding ELD Standards				
SE	ed re	PI.6 - Reading/viewing closely					
Integration of Knowledge and Ide	ST 8.9 - Compare and contras information gained from xperiments, simulations, vide ultimedia sources with that g from reading a text on the sa topic.	 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., 	 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 of multimedia using a variety of verbs (e.g., suggests) 	of grade-level texts and viewing of multimedia, with light support.			
Range of Reading and level of Text Complexity	le 8, read and cal texts in the city band iciently.	c. Use knowledge of morphology (e.g., affixes, roots,	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.			

Page 27 of 99

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e 27 of 99



CA CCSS for ELA Standard		Corresponding ELD Standards						
			PI.3 - Supporting opinions and persuading others					
Text and Types and Purposes	W 8.1 - Write arguments to support claims with clear reasons and relevant evidence. (a e.)	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</i> <i>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,</i> <i>and that's a good point. I still think Y, though, because</i> .) and open responses.				



	CA CCSS for ELA Standard	Corresponding ELD Standards						
			PI.10 - Writing			PI.11 - Justifying/Arguing		
		Emerging -	Expanding -	Bridging -	Emerging -	Expanding -	Bridging -	
	ц	· · · · · · · · · · · · · · · · · · ·	a. Write longer literary and	a. Write longer and more	a. Justify opinions by		a. Justify opinions or	
	/ant						persuade others by providing	
	elev		argument about whether the		evidence or relevant	relevant textual evidence or	detailed and relevant textual	
	d re	0	government should fund	argument about whether the	background knowledge, with	relevant background	evidence or relevant	
	an	•	•	government should fund	substantial support.	knowledge, with moderate	background knowledge, with	
	suo	collaboratively (e.g., with peers)	- · · ·	research using stem cells)		support.	light support.	
	eas		peers) and independently	collaboratively (e.g., with				
	ar r			peers) and independently				
See	cle		organization.	using appropriate text				
lrpo	with e.)			organization and growing				
Text and Types and Purpose	support claims with clear reasons and relevant evidence. (a e.)			understanding of register.				
anc	aim . (a.	b. Write brief summaries of	b. Write increasingly concise	b Write clear and cohorent	b. Express attitude and	b. Express attitude and	b. Express attitude and	
pes	t cl						opinions or temper	
T	upport cla evidence.			experiences using complete		statements with a variety of	statements with nuanced	
and	sup evi		sentences and key words	and concise sentences and	modal expressions (e.g., can,	familiar modal expressions	modal expressions (e.g.,	
ext	to		(e.g., from notes or graphic	key words (e.g., from notes or			potentially/ certainly /	
Te	nts	Brobine er Banizere).	organizers).	graphic organizers).		could/would).	absolutely, should/might).	
	me			8				
	rgu							
	te a							
	Vrit							
	- 1							
	W 8.1 - Write arguments to							
	>							





Γ	CA CCSS for ELA Standard		Corresponding ELD Standards	
			PI.10 - Writing	
	ormative/explanat career developme simple business let oplications), to c and convey ideas c rmation through nization, and analys nt content. CA a f.)	argument about whether the government should fund research using stem cells) collaboratively (e.g., with	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.
d Purposes	W 8.2 - Write inf texts, including documents (e.g., and job al examine a topi concepts, and inf selection, organ of releval (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).
Tavt and Turnas	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.)			





		CCSS for			Corresponding	ELD Standards		
	PII.1 - Understanding text structure			PII.2 - Understanding cohesion				
	a	arguments to suppor claims with clear reasons and relevant evidence, (a e.)	Emerging -	Expanding -	Bridging -	Emerging -	Expanding -	Bridging -
	- Write	sug i cle 'ele	Apply understanding of	Apply understanding of	Apply understanding of the	a. Apply knowledge of	a. Apply knowledge of	a. Apply knowledge of
	>	s to vith nd n e. (;	how different text types	the organizational features	organizational structure of	familiar language resources	familiar language resources	familiar language resources
	8.1	ents 1s v is al	are organized to express	of different text types (e.g.,	different text types (e.g.,	for referring to make texts	for referring to make texts	for referring to make texts
	3	yuments to suppo claims with clear asons and releva evidence. (a e.)	ideas (e.g., how narratives	how narratives are	how narratives are	more cohesive (e.g., how	more cohesive (e.g., how	more cohesive (e.g., how
		argu cl rea	are organized sequentially)	organized by an event	organized by an event	pronouns refer back to	pronouns refer back to	pronouns, synonyms, or
			to comprehending texts	sequence that unfolds	sequence that unfolds	nouns in text) to	nouns in text, how using	nominalizations are used to
	t Ž	ble business letters to examine a topic concepts, and	and to writing brief	naturally versus how	naturally versus how	comprehending and writing	synonyms helps avoid	refer backward in a text) to
	ato 1en	a to	Sarguments, informative/	arguments are organized	arguments are organized	brief texts.	repetition) to	comprehending texts and
es	Write informative/explanatory including career development	uments (e.g., simple business letters job applications), to examine a topic and convey ideas, concepts, and	arguments, informative/ explanatory texts and narratives.	around reasons and	around reasons and		comprehending and writing	writing cohesive texts.
Text and Types and Purposes	exp velo	sine ami epts	g narratives.		evidence) to comprehending		texts with increasing	
nr	ve/ de	bus buc	a	comprehending texts and	texts and to writing clear		cohesion.	
рс 1	ormativ career	to ble	ch da		and cohesive arguments,			
s ai	orm car	documents (e.g., simp and job applications), and convey ideas,	information through th		informative/ explanatory	b. Apply basic		b. Apply increasing
ype	inf(ing	y id	t t	informative/explanatory	texts and narratives.	understanding of how	understanding of how	understanding of how ideas,
μ	/ 8.2 - Write inf texts. including	documents (e.g., and job applicatio and convey i	ion	texts and narratives.		ideas, events, or reasons	ideas, events, or reasons	events, or reasons are
an	Wr incl	app	nat			are linked throughout a	are linked throughout a	linked throughout a text
ext	.2 - tts.	ob nd nd	lo			text using everyday	text using a variety of	using an increasing variety
F	W 8.2 texts	ocu ocu a	iii			connecting words or	connecting words or	of academic connecting and
	>	dc an				phrases (e.g., at the end,		transitional words or
	s Ied	e,	ed.			next) to comprehending		phrases (e.g., for instance,
	narratives or imagined	eriences or events effective technique, evant descriptive	and well structured			and writing brief texts.		in addition, consequently)
	rrat ime	eve chn ipti	true				and writing texts with	to comprehending and
	nal or	or or or or scri					increasing cohesion.	writing texts with increasing
	Write b real	tive tive	e N					cohesion.
		fect ant						
	V 8.3 - Write develop real							
		, —	details.					
	to /	3 3	qe					



	CA CCSS for ELA Standard			Corresponding	ELD Standards		
			PII.6 - Connecting ideas			PII.7 - Condensing ideas	
Tork and Truess and Breases	atory hent W 8.1 - Write Metters arguments to a topic support claims with d clear reasons and relevant evidence. (a e.)	basic ways to make connections between and join ideas (e.g., creating compound sentences using <i>and, but, so</i> ; creating complex sentences using because).	Expanding - Combine clauses in an increasing variety of ways (e.g., creating compound	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</i> <i>lunch, the students worked</i> <i>in groups while their teacher</i> <i>walked around the room</i>) or to evaluate an argument (e.g., <i>The author claims X</i> , <i>although there is a lack of</i>	Emerging - Condense ideas in simple ways (e.g., by compounding verbs, adding prepositional phrases, or through simple embedded clauses or other ways of condensing as in, This is a story about a girl. The girl changed the world. → This is a story about a girl who changed the world) to create precise	Expanding - Condense ideas in an increasing variety of ways (e.g., through various types of embedded clauses and other ways of condensing, as in, Organic vegetables are food. They're made without chemical fertilizers. They're made without chemical insecticides. → Organic vegetables are foods that are made	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.
	W 8.3 - Write narratives to develop real or imagined d experiences or events a using effective technique, relevant descriptive details, and well structured t event sequences. (a e.)			evidence to support this claim).			



Γ	CA CCSS for			Corresponding	FID Standards		
	ELA Standard		4 4 1 1 1 1 1 1 1 1 1 1				
Production and Distribution of Writing	e clear and coherent writing levelopment, organization, and style are task, purpose, and audience. ic expectations for writing ed in standards 1–3 above.)	Emerging - Adjust language choices	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.	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	 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). 	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

Page 33 of 99



	CA CCSS for ELA Standard		Corresponding ELD Standards	
F			PI.12 - Selecting language resources	
5	e clear and coherent wi levelopment, organizat and style are task, purpose, and audi ic expectations for writ ic expectations 1–3 ab	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.		Bridging - a. Use an expanded set of general academic words (e.g., specific, contrast, significant, function, adequate, analysis), domain-specific words (e.g., scene, irony, suspense, analogy, cell membrane, fraction), synonyms, antonyms, and figurative language to create precision and shades of meaning while speaking and writing.
ution of M/ritiv	ort from en writing liting, cusing on e been should (Grade-specif tandards types are defin	select affixes in basic ways (e.g., She likes X. He walk <i>ed</i> to school).	select affixes in a growing number of ways to manipulate language (e.g., She likes walk <i>ing</i> to school.	b. Use knowledge of morphology to appropriately select affixes in a variety of ways to manipulate language (e.g., changing <i>destroy</i> \rightarrow <i>destruction</i> , probably \rightarrow probability, reluctant \rightarrow reluctantly).
Droduction and Distrib	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.)			



		CCSS for Standard		Corresponding ELD Standards							
	ğ in d		PI	I.1 - Understanding text struc	ture	I	PII.2 - Understanding cohesio	n			
	/ 8.4 - Produce clear and coherent writing i which the development, organization, and	style are appropriate to task, purpose, and audience (Grade-specific expectations for writing types are defined in standards 1–3 above.)	Emerging -	Expanding -	Bridging -	Emerging -	Expanding -	Bridging -			
	wri	aud wri ⁻ ab	Apply understanding of how	Apply understanding of the	Apply understanding of	a. Apply knowledge of	a. Apply knowledge of	 Apply knowledge of 			
	ent izat	or of a	different text types are	organizational features of	the organizational structure	familiar language	familiar language resources	familiar language resources			
	ani gani	, ar ns f ds	organized to express ideas	different text types (e.g.,	of different text types (e.g.,	resources for referring to	for referring to make texts	for referring to make texts			
	coh	e ose itio dar	(e.g., how narratives are	how narratives are	how narratives are organized	make texts more cohesive	more cohesive (e.g., how	more cohesive (e.g., how			
	and t,	e ar urp ecta tan	organized sequentially) to			(e.g., how pronouns refer	pronouns refer back to	pronouns, synonyms, or			
	ar a me	style are k, purpo expectat in stand	comprehending texts and to		unfolds naturally versus how		nouns in text, how using	nominalizations are used			
ы	Produce clear the developm	s s ic e	writing brief arguments,	naturally versus how	arguments are organized	comprehending and		to refer backward in a text)			
ting	ace	to 1 ecif	informative/ explanatory	arguments are organized		writing brief texts.	•	to comprehending texts			
Vri	odt Je d	e de	texts and narratives.		evidence) to comprehending		comprehending and writing	and writing cohesive texts.			
of	h Pr	pris ade		evidence) to comprehending	_		texts with increasing				
ion	8.4 vhicl	approp (Grae types a		texts and to writing	and cohesive arguments,		cohesion.				
Production and Distribution of Writing	× ≥	t ab		increasingly clear and	informative/						
stri	c g	s on		coherent arguments,				b . Apply increasing			
Di Di	ron en itin	ng c en ild ard		informative/explanatory	narratives.	understanding of how	understanding of how	understanding of how			
and	support from strengthen vising, editing	 approach, focusing on audience have been conventions should f Language standards 		texts and narratives.		ideas, events, or reasons	ideas, events, or reasons	ideas, events, or reasons			
u	ppo eng ing,	foc ave ave sta	o			are linked throughout a	are linked throughout a text	-			
lcti	su str visi	ch, e h tior age				text using everyday		text using an increasing			
odt	and and g, rev	roa venc				connecting words or	connecting words or	variety of academic			
P	ce a op a ing	onv Lar				phrases (e.g., at the end,	phrases (e.g., <i>for example,</i>	connecting and transitional			
	guidance develop planning	rying a new approach, focusing or rrpose and audience have been (Editing for conventions should command of Language standards	-3 up to and including grade &.			<i>next</i>) to comprehending	as a result, on the other	words or phrases (e.g., for			
	guic dev r plå	new and a g for and o				and writing brief texts.	hand) to comprehending	instance, in addition,			
	ne £ Its, I by	iting nma					and writing texts with	consequently) to			
	some ξ adults, eded by	or trying ell purpose sed. (Editi rate comn	2				increasing cohesion.	comprehending and			
	With and a s nee	or t II pu ed. ate						writing texts with			
	W 8.5 - With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing,	ewriting, or trying a new approach, focusing how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standar						increasing cohesion.			
	8.5 - \ peers ting a:	itin ow Jdr									
	W 8.5 pee vriting	ewriting, how we address demonsti									
	- S	2 3									



Γ	CA CCSS for ELA Standard Corresponding ELD Sta							andards			
									PII.5 - Modifying to	o add details	
ing	W 8.4 - Produce clear and coherent writing in which the development, organization, and style are	appropriate to task, purpose, and audience. (Grade-specific							Emerging - Expand sentences with simple adverbials (e.g., adverbs, adverb phrases, prepositional phrases) to provide details	Expand sentences with adverbials (e.g., adverbs, adverb phrases, prepositional phrases) to provide details	Bridging - Expand sentences with increasingly complex adverbials (e.g., adverbs, adverb phrases and clauses, prepositional
/riti	a Bu Bu		PII.3 - Using verbs	and verb phrases		PII.4 - Using nouns	and noun phrases		(e.g., time,		phrases) to
Production and Distribution of 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.	nould demonst up to and inclu	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.	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.	of ways (e.g., adding prepositional or adjective phrases) in order to enrich the meaning of sentences and add details about ideas, people,	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.	manner, place, cause) about a familiar activity or process.	cause) about a familiar or new activity or process.	provide details (e.g., time, manner, place, cause) about a variety of familiar and new activities and processes.

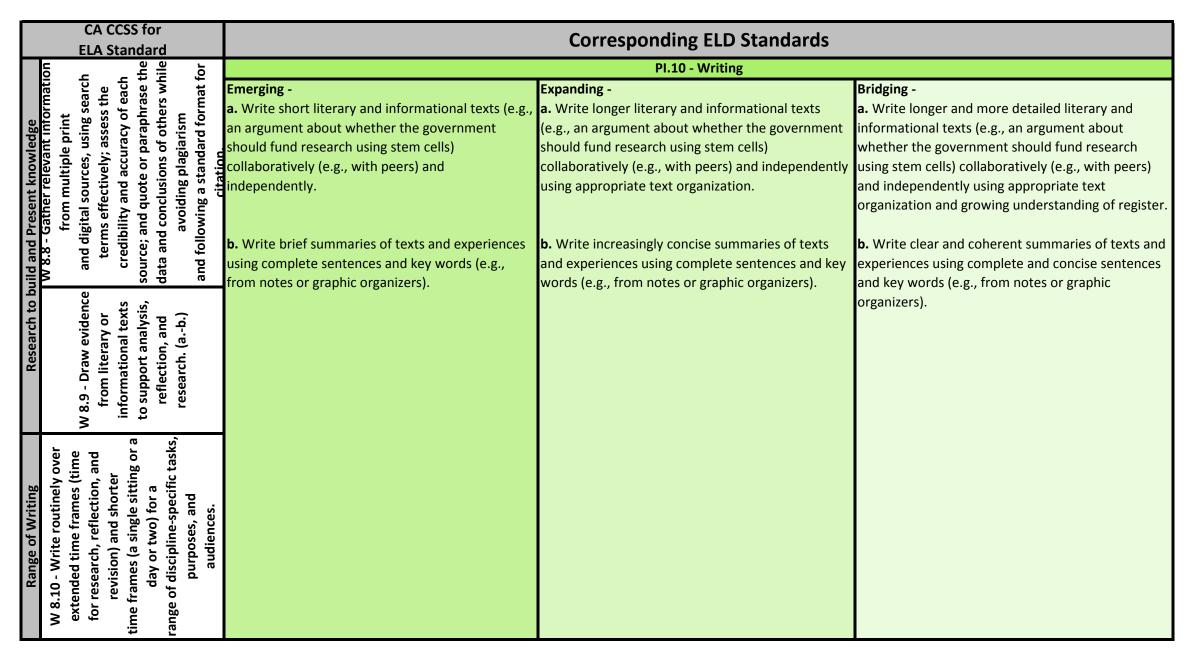


	CA CCSS for			Corresponding	ELD Standards		
_	ELA Standard		PII.6 - Connecting ideas	conceptions			
	V 8.4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	Emerging -	Expanding -	Bridging -	Emerging -	PII.7 - Condensing ideas Expanding -	Bridging -
	: writing tion, and audience writing 3 above.	Combine clauses in a few	Combine clauses in an	•••	Condense ideas in simple	Condense ideas in an	Condense ideas in a
	int v zati d a or v	basic ways to make	increasing variety of ways	variety of ways (e.g.,	ways (e.g., by	increasing variety of ways	variety of ways (e.g.,
	ani ani, an an fo	connections between and	(e.g., creating compound	creating compound and	compounding verbs,	(e.g., through various types	through various types of
	3.4 - Produce clear and coherent hich the development, organiza style are propriate to task, purpose, and (Grade-specific expectations for pes are defined in standards 1–	join ideas (e.g., creating	and complex sentences)	complex sentences, and	adding prepositional	of embedded clauses and	embedded clauses, ways
	ear and c pment, c style are k, purpo expectat in stand	compound sentences	to make connections		phrases, or through	other ways of condensing,	of condensing, and
	ar a ome tyle k, pu k, pu sype	using and, but, so ;	between and join ideas,		simple embedded clauses		nominalization as in, They
5	s s tasl fic e	creating complex	for example, to express a		or other ways of	are food. They're made	destroyed the rain forest.
Vriti	- Produce clear and h the development, style ar priate to task, purp ade-specific expecta a are defined in stan	sentences using because).	reason (e.g., <i>He stayed at</i>		condensing as in, This is a	without chemical	Lots of animals died. \rightarrow
٦ ب	he d he d he d		home on Sunday to study		, , ,	fertilizers. They're made	The <i>destruction</i> of the
	ch t ch t opri ade		make a concession (e.g.,	between multiple events or ideas (e.g., <i>After eating</i>	This is a story about a girl	without chemical insecticides. → Organic	rain forest led to the death of many animals)
i+i	W 8.4 - Produce clear and which the development, style ar appropriate to task, purp (Grade-specific expecta types are defined in stan			lunch, the students worked		vegetables are foods that	to create precise and
+ - -	t a < <		though she wasn't feeling		to create precise and	are made without	detailed sentences.
Ë	الم الم and الم nd nd		well).	teacher walked around the		chemical fertilizers or	detailed sentences.
pue	sudance and support adults, develop and as needed by planning, writing, or trying a new in how well purpose and addressed. (Editing for demonstrate command idards 1–3 up to and			<i>room</i>) or to evaluate an		insecticides) to create	
	guidance and support adults, develop and as needed by planni writing, or trying a r writing, or trying a r writing, or trying addressed. (Editing demonstrate comm dards 1–3 up to and			argument (e.g., The author		precise and detailed	
	by Ford			claims X, although there is		sentences.	
	dev dev vel vel stra	X		a lack of evidence to			
ā	tts, tts, tts, tts, tts, tts, tts, tts,			support this claim).			
	sudance and adults, develc as needed by writing, or try wr how well pi addressed. (I demonstrate dards 1–3 up						
	ne nd a nd a rew rew g or g or sen tand						
	sor sor ritii ng, ng, sor so so so so so so so so so so so sor sor						
	 8.5 - With some guidance and support from peers and adults, develop and mgthen writing as needed by planning, which the develo sing, editing, rewriting, or trying a new oach, focusing on how well purpose and appropriate to tas ience have been addressed. (Editing for centions should demonstrate command types are defined oade standards 1–3 up to and 						
	- M m p B, e th, f te tior tior						
	W 8.5 - With some guidance and suppo from peers and adults, develop and strengthen writing as needed by plannir revising, editing, rewriting, or trying a n pproach, focusing on how well purpose audience have been addressed. (Editing conventions should demonstrate comma of Language standards 1–3 up to and						
	W 8.5 - With some guidance ar from peers and adults, deve strengthen writing as needed b revising, editing, rewriting, or ti approach, focusing on how well audience have been addressed. conventions should demonstrat of Language standards 1–3 u						
	0 ° n –						



	CA CCSS f				Cor	responding ELD Standa	rds		
	ELA Standa		PI.2 - I	Interacting via written I		PI.10 - Writing			
iting	g the vritir wee is we	with	Emerging -	Expanding -	Bridging -	Emerging -	Expanding -	Bridging -	
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	to interact and collaborate w others.	Engage in short written exchanges with peers and collaborate on simple written texts on familiar topics, using technology when appropriate.	written exchanges with peers and collaborate on more detailed written texts on a variety of topics, using technology		informational texts (e.g., an argument about whether the government should fund	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.	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	
Produ	p							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.				texts and experiences using complete sentences and key words (e.g., from notes or	 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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Page 39 of 99



	CA CCSS for ELA Standard					Corresponding ELD Standards	
_	ELA Standard						
Research to build and Present knowledge	vant informa	multiple print and digital sources, using search terms effectively; assess the	or paraphrase the data and conclusions of others	lowing n.	 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>). 	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. b. Express attitude and opinions or temper statements with nuanced modal expressions (e.g., <i>potentially/ certainly / absolutely, should/might</i>).
Research to build		W 8.9 - Draw evidence from literary or informational texts to support analysis,	reflection, and research. (ab.)				



CA CCSS for ELA Standard			Corresponding	ELD Standards		
	PII.1 - Understanding text structure				PII.2 - Understanding cohesion	on
	Emerging -	Expanding -	Bridging -	Emerging -	Expanding -	Bridging -
	Apply understanding of how		Apply understanding of	a. Apply knowledge of	 Apply knowledge of 	a. Apply knowledge of
ecti or a		organizational features of	the organizational structure		familiar language resources	
efic		different text types (e.g.,	of different text types (e.g.,	-	-	for referring to make texts
h, r s. tvo		how narratives are	how narratives are organized			more cohesive (e.g., how
arc or 1		organized by an event				pronouns, synonyms, or
ese Jay dier	comprehending texts and to		unfolds naturally versus how			nominalizations are used to
or r a c auc		naturally versus how	arguments are organized			refer backward in a text) to
g or		arguments are organized		writing brief texts.		comprehending texts and
Range of Writing ite routinely over extended time frames (time for research, reflection, sion) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	texts and narratives.	around reasons and	evidence) to comprehending		comprehending and writing	writing cohesive texts.
es est		evidence) to comprehending	-		texts with increasing	
ing Դցլե urp		texts and to writing	and cohesive arguments,		cohesion.	
of Writing time fran es (a singli asks, purp		increasingly clear and	informative/	L. A L. L		I. A I
of V tim ss (a ask		coherent arguments,				b. Apply increasing
ge of a me		informative/explanatory	narratives.	-	-	understanding of how ideas,
Ran end ecif		texts and narratives.			ideas, events, or reasons are linked throughout a text	events, or reasons are linked
ext ime -sp				-	-	increasing variety of
over orter t ipline				connecting words or	e ,	academic connecting and
ort ort				-	-	transitional words or
- Write routinely revision) and sho range of disc						phrases (e.g., <i>for instance,</i>
utii and : of						in addition, consequently) to
e ro nge						comprehending and writing
/rite /isic ra					_	texts with increasing
∠ - ∠					-	cohesion.
Range of Writing 8.10 - Write routinely over extended time frames (time for research, reflecti and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.						
W 8.10 and						
-						
3						



	CA CCSS for ELA Standard	Corresponding ELD Standards							
		PI.3 - Supporting opinions and persuading others							
Tavt and Tunas and Durnosas	cused o	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</i> <i>X</i> , and that's a good point. I still think Y, though, because) and open responses.					

Page 42 of 99



	CA CCSS for ELA Standard			Corresponding EL	LD Standards		
			PI.10 - Writing			PI.11 - Justifying/arguing	
d Purnoses	ine-specific content.	informational texts (e.g., an argument about whether the government should fund research using stem cells) collaboratively (e.g., with	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	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.
Text and Tvnes and Purpose	WHST 8.1 - Write arguments focused (a e.)	texts and experiences using complete sentences and key words (e.g., from notes or	summaries of texts and experiences using complete sentences and key words (e.g., from notes or graphic	summaries of texts and experiences using complete	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/</i> <i>would</i>).	 b. Express attitude and opinions or temper statements with nuanced modal expressions (e.g., potentially/ certainly / absolutely, should/might).



	CA CCSS for ELA Standard		Corresponding ELD Standards	
			PI.10 - Writing	
	narration of histori rocesses. (a f.)	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
Text and Types and Purposes	WHST 8.2 - Write informative/explanatory texts, including the events, scientific procedures/experiments, or technical p	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).

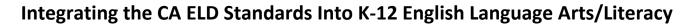
Page 44 of 99



	CA CCSS for ELA Standard			Correspondir	ng ELD Standards		
	_	PII.1	- Understanding text struct	ure		PII.2 - Understanding cohesio	n
	no b	Emerging -	Expanding -	Bridging -	Emerging -	Expanding -	Bridging -
		Apply understanding of how	Apply understanding of	Apply understanding of	a. Apply knowledge of	a. Apply knowledge of	a. Apply knowledge of
	focu	different text types are		the organizational	familiar language resources	familiar language resources	familiar language resources
	ants	· ·					for referring to make texts
	mer	(e.g., how narratives are	types (e.g., how narratives			more cohesive (e.g., how	more cohesive (e.g., how
	rgui ic co	organized sequentially) to	are organized by an event	are organized by an event		pronouns refer back to nouns	
	e al ècifi	comprehending texts and to		•			nominalizations are used to
	5 0	writing brief arguments,	naturally versus how	naturally versus how	comprehending and writing		refer backward in a text) to
S	ine. <	informative/ explanatory		0	brief texts.	comprehending and writing	comprehending texts and
ose	WHST 8.1 discipli	texts and narratives.		around reasons and		texts with increasing	writing cohesive texts.
urp	4ST dis		evidence) to	evidence) to comprehending texts and		cohesion.	
d P	MA N		comprehending texts and to writing increasingly		b. Apply basic	b . Apply growing	b. Apply increasing
Text and Types and Purposes			clear and coherent	e e e e e e e e e e e e e e e e e e e	understanding of how		understanding of how ideas,
/pe:	ory cal		arguments, informative/	_	ideas, events, or reasons		events, or reasons are linked
μ	explanatory of historical periments, c - f.)				are linked throughout a text		throughout a text using an
an	kplar hist erime f.)		narratives.				increasing variety of
ext	exl of 1 iper iper						academic connecting and
	ve/ /ex . (a					as a result, on the other	transitional words or phrases
	nati rati ires ises				comprehending and writing	hand) to comprehending and	(e.g., for instance, in
	Write informative/ explanatory ding the narration of historical tific procedures/experiments, c hnical processes. (a f.)				brief texts.		addition, consequently) to
	inf he he pro					cohesion.	comprehending and writing
	rite B t ic p cal						texts with increasing
	.2 - Write informative/ icluding the narration o cientific procedures/ex technical processes. (a.						cohesion.
	8.2 - Write including scientific p technical						
	5T 8 s, ir s, s						
	WHST 8.2 - Write informative/ explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. (a f.)						
	ev t v						



	CA CCSS for ELA Standard			Corresponding ELD Standards				
	u v		PII.6 - Connecting ideas		PII.7 - Condensing ideas			
Text and Types and Purposes	ite arguments focus ecific content. (a	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 because).	PII.6 - Connecting ideas 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</i> <i>stayed at home on Sunday</i> <i>to study for Monday's</i> <i>exam</i>) or to make a concession (e.g., She studied <i>all night even though she</i> <i>wasn't feeling well</i>).	join ideas, for example, to show the relationship between multiple events or	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	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.	



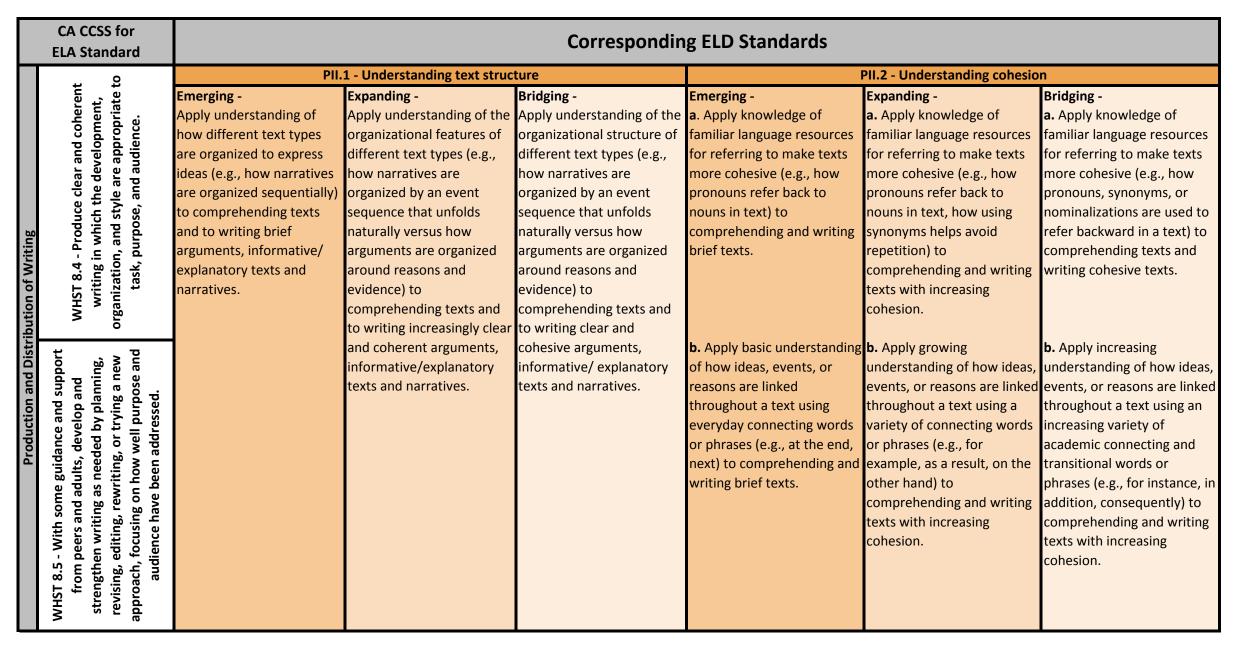


	CA CCSS for ELA Standard			Correspondi	ng ELD Standards				
	e i	PI.4	4 - Adapting language choi	ces	PI.10 - Writing				
Production and Distribution of Writing	lear and coherent writi ent, organization, and s isk, purpose, and audie	Emerging - Adjust language choices according to social setting (e.g., classroom, break time) and audience (e.g., peers, teacher).	(e.g., explaining,	Bridging - Adjust language choices according to task (e.g., facilitating a science experiment, providing peer feedback on a writing assignment), purpose, and audience.	informational texts (e.g., an argument about whether the government should fund research using stem cells) collaboratively (e.g., with peers) and independently.	informational texts (e.g., an argument about whether the government should fund research using stem cells)	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		
	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.				texts and experiences using complete sentences and key words (e.g., from notes or graphic organizers).		of register. b. Write clear and coherent summaries of texts and experiences using complete and concise sentences and key words (e.g., from notes or graphic organizers).		



	CA CCSS for ELA Standard		Corresponding ELD Standards	
	ц <u>8</u>		PI.12 - Selecting language resources	
Production and Distribution of Writing	WHST 8.4 - Produce clear and col writing in which the developm organization, and style are approp task, purpose, and audience	 Emerging - a. a. Use a select number of general academic words (e.g., specific, contrast) and domain-specific words (e.g., scene, cell, fraction) 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., specific, contrast, significant, function), domain-specific words (e.g., scene, irony, suspense, analogy, cell membrane, fraction), 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 	 Bridging - a. Use an expanded set of general academic words (e.g., specific, contrast, significant, function, adequate, analysis), domain-specific words (e.g., scene, irony, suspense, analogy, cell membrane, fraction), 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 destroy → destruction, probably → probability, reluctant → reluctantly).
Pro	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.			

Page 48 of 99





	CA CCSS for ELA Standard		Corresponding ELD Standards						
	0	PII.3	- Using verbs and verb phr	ases					
ibution of Writing	- Produce clea in which the c n, and style ai purpose, and	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					
strib				scientific experiment) on a		- Using nouns and noun phra			
Production and Distribution of 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 - 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	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.		



	CA CCSS for ELA Standard		Corresponding ELD Standards							
	0	F	II.5- Modifying to add detai	ls	PII.6 - Connecting Ideas					
tribution of Writing	roduce clear and coher which the development and style are appropria rrpose, and audience.	manner, place, cause)	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.	basic ways to make connections between and join ideas (e.g., creating compound sentences using <i>and, but, so</i> ; 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</i> <i>home on Sunday to study</i> <i>for Monday's exam</i>) or to make a concession (e.g., She studied all night even	compound-complex			
Production and Distribution of Writin	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.					though she wasn't feeling well).	in groups while their teacher walked around the room) or to evaluate an argument (e.g., The author claims X, although there is a lack of evidence to support this claim).			

Page 51 of 99



	CA CCSS for ELA Standard	Corresponding ELD Standards						
	int ite		PII.7 - Condensing ideas					
stribution of Writing	ce clear and cohe h the developme style are approp se, and audience	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. \rightarrow This is a story about a girl <i>who changed the world</i>) to create precise and detailed sentences.	without chemical insecticides. \rightarrow Organic vegetables are	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.				
Production and Distrib	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.							



	CA CCSS for ELA Standard			Correspond	ling ELD Standards			
ha	e 8 -	PI.2	- Interacting via written En	nglish		PI.10 - Writing		
Production and Distribution of Writing	nology, including e and publish wri lationships betw ideas clearly and iently.	exchanges with peers and collaborate on simple written texts on familiar topics, using technology when appropriate.	Engage in longer written exchanges with peers and collaborate on more detailed written texts on a variety of topics, using technology when	written exchanges with peers and collaborate on complex written texts on a variety of topics, using technology when	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.	informational texts (e.g., an	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).	

Page 53 of 99



	CA CCSS for ELA Standard	Corresponding ELD Standards					
	on ste nd nd		PI.10 - Writing				
Besearch to huild and Bresent knowledge	form form in sou and of inclu arisr arisr	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	 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 	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.			
Racaarch to	WHST 8.9 - Draw evidence from informational texts to support analysis reflection, and research. (ab.)			organizers).			
Range of Writing	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.						

Page 54 of 99



	CA CCSS for ELA Standard		Corresponding ELD Standards	
	ב ק ק		PI.11 - Justifying/Arguing	
l and Present knowledge	Gatner 1 (), using (), using (credibil quote o ions of (nd follov	with familiar modal expressions (e.g., can, may).	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. b. Express attitude and opinions or temper statements with nuanced modal expressions (e.g., potentially/certainly/absolutely, should/might).
Research to build and Present	WHST 8.9 - Draw evidence from informational texts to support analysis reflection, and research.			

Page 55 of 99



	CA CCSS for ELA Standard		Corresponding ELD Standards				
	d d ing	PII.1	- Understanding text struct	ure	PII	.2 - Understanding cohesi	on
Range of Writing Research to build and Present knowledge	WHST 8.8 - Gather relevantinelyMHST 8.9 - DrawamesWHST 8.9 - Drawaction,evidence fromection,evidence frominformation from multiple prindigital sources (primary anection,evidence frominformational textseffectively; assess the credibinformational textseffectively; assess the credibinformational textsand accuracy of each source;angereflection, andasks,research. (ab.)conclusions of others while avorces.format for citation. CA	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	Expanding - Apply understanding of the organizational features of different text types (e.g., how 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	 Emerging - 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 	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 - 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.

Page 56 of 99



	CA CCSS for ELA Standard				Correspo	nding ELD Star	ndards			
		PI.1 - Excha	anging information a	and ideas	PI.3 - Supporti	ng opinions and pers	uading others	PI.5 - Listening actively		
	orative discussions (one-on-one, on grade 8 topics, texts, and issues, their own clearly. (a d.).	Emerging -	Expanding -	Bridging -	Emerging -	Expanding -	Bridging -	Emerging -	Expanding -	Bridging -
	collaborative discussions (one-on-one, rtners on grade 8 topics, texts, and iss essing their own clearly. (a d.).	Engage in	Contribute to class,	Contribute to	Negotiate with	Negotiate with or	Negotiate with or	Demonstrate	Demonstrate	Demonstrate
	and .(group, and partner	class, group, and	or persuade others in	•		-	-	-
	ne-on ts, an - d.).	J. J	discussions by	partner			conversations using		oral presentation	
	tex (a.		U U	discussions by	-	•		•	· · · · · · · · · · · · · · · · · · ·	activities by asking
	ons ics, rly.	• •	taking rules, asking	-	floor or to ask for	counterarguments)			asking and	and answering
	ussi topi ilea	asking and	relevant questions,	-		-	•	answering basic	answering	detailed
E	liscu e 8 1 /n c		affirming others,	asking relevant	learned phrases (e.g.,				detailed	questions, with
atic	e d ade	•	adding relevant	questions,	I think Would you			prompting and	questions, with	minimal
bor	ativ n gr neir	and responding	information, and	affirming others,		· · ·	a variety of learned			prompting and
olla	bor s ol g th	• .	paraphrasing key	adding relevant	and open responses.		•	support.	prompting and	support.
Comprehension and Collaboratior	- Engage effectively in a range of collaborative discussions (or , and teacher-led) with diverse partners on grade 8 topics, tex building on others' ideas and expressing their own clearly. (a.	phrases.	ideas.	information and evidence,			reported speech		moderate	
an	of cc part (pre			paraphrasing key			(e.g., I heard you say X , and that's a		support.	
ion	Se p Se p			ideas, building on			good point. I still			
ens	a range diverse as and ey			responses, and			think Y, though,			
reh	i a r div as a			providing useful			<i>because</i>) and			
ldm	y in with ide			feedback.			open responses.			
CO	ivel d) v ers'						open responses.			
	- Engage effectively in and teacher-led) with building on others' idea									
	eff chei on o									
	age Te ac									
	- Enge and t buildir									
	, -E , ar bui									
	SL 8.1 roups, b									
	SL 8.1 - in groups, b									
	.									



	CA CCSS for	Corresponding ELD Standards								
	LA Standard	PI.2 - Interacting via written English			PI.6 - Reading/viewing closely					
				Bridging -	Emerging -		Bridging -			
	ъ.;	Engage in short	Engage in longer	Engage in extended	a. Explain ideas, phenomena,	a. Explain ideas, phenomena,	a. Explain ideas, phenomena,			
	an e.g	written exchanges	written exchanges	written exchanges	processes, and text relationships (e.g.,	processes, and text relationships (e.g.,	processes, and text relationships (e.g.,			
	dia es (with peers and	with peers and	with peers and	compare/contrast, cause/ effect,	compare/contrast, cause/ effect,	compare/contrast, cause/ effect,			
	me otiv	collaborate on	collaborate on	collaborate on	problem/solution) based on close	problem/solution) based on close	problem/solution) based on close			
	rse mc	simple written	more detailed	complex written	reading of a variety of grade-	reading of a variety of grade-	reading of a variety of grade-level			
	live the :atio	texts on familiar	written texts on a	texts on a variety	appropriate texts and viewing of	appropriate texts and viewing of	texts and viewing of multimedia, with			
	lyze the purpose of information presented in diverse media and 3., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.	topics, using	variety of topics,	of topics, using	multimedia, with substantial support.	multimedia, with moderate support.	light support.			
ion	ed i alua	technology when	using technology	technology when						
Comprehension and Collaboration	ent ev ts p	appropriate.	when appropriate.	appropriate.	b. Express inferences and conclusions		b. Express inferences and conclusions			
abc	prese and ind it				drawn based on close reading of grade-		drawn based on close reading of grade-			
	n p ly) a					appropriate texts and viewing of	level texts and viewing of multimedia			
р р	atio rall b					multimedia using a variety of verbs	using a variety of precise academic			
n aı	rmá y, c ical					(e.g., suggests that, leads to).	verbs (e.g., indicates that, influences).			
sio	of information itatively, orally) al, political) beh				on).					
hen	of i tati Il, p									
ore	se anti rcia					c. Use knowledge of morphology (e.g.,				
l u	rrpc qua				affixes, roots, and base words),		affixes, roots, and base words),			
ŭ	nd Iy,						context, reference materials, and			
	the sual				_	visual cues to determine the meanings				
	rze vis ocia					of unknown and multiple-meaning	meanings, including figurative and			
	naly g., sc				words on familiar topics.	words on familiar and new topics.	connotative meanings, of unknown			
	- Analyze the purpose :s (e.g., visually, quanti social, commercia						and multiple-meaning words on a			
	3.2 . nat						variety of new topics.			
	SL 8.2 - Analyze the purpose of information p formats (e.g., visually, quantitatively, orally) social, commercial, political) behi									

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	CA CCSS for ELA Standard				Correspon	Corresponding ELD Standards					
	f	PI.5 - Listening actively			PI.7 - E	valuating language	choices	PI.8 - Analyzing language choices			
Comprehension and Collaboration	valuating the soundness of e evidence and roduced.	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	Bridging - Demonstrate active listening in oral presentation activities by asking and answering	P1.7 - E Emerging - Explain how well writers and speakers use language to support ideas and arguments with detailed evidence (e.g., identifying	valuating language 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.		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</i> <i>worker</i>) produce		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	



	CA CCSS for			Corresp	onding ELD Standards		
	ELA Standard			-			
	nt, ,, ate	PI.3 - Supporting opinions and persuading others		PI.9 - Presenting			
		Emerging - Negotiate with or	Expanding - Negotiate with or	Bridging - Negotiate with or	Emerging - Plan and deliver brief	Expanding - Plan and deliver longer oral	Bridging - Plan and deliver longer oral
	argu itati coh d va ppro	persuade others in	persuade others in	U U	informative oral presentations	-	presentations on a variety of
	(e.g.,ar resenta used, co sound use app uuse app lume, A (a.).	conversations (e.g., to	conversations (e.g., to	conversations using an	on concrete topics.	topics using details and	concrete and abstract topics
	esent claims and findings (e.g.,a e, response to literature present zing salient points in a focused, o er with relevant evidence, sounc , and well-chosen details; use ap eye contact, adequate volume, and clear pronunciation. CA (a.).	gain and hold the floor	provide	appropriate register		evidence to support ideas.	using reasoning and evidence
	d findings terature p ts in a foci evidence, n details; equate vo nciation. C	or to ask for	counterarguments)	(e.g., to acknowledge			to support ideas and using a
	fin erat s in s in vid qua qua ciat	clarification) using	using learned phrases (I				growing understanding of
	and b lit b lit b nut sser ade nun	learned phrases (e.g., I	agree with X, but)	justify views) using a			register.
eas	ms se to nt po leva act, proi	think Would you please repeat that?)	and open responses.	variety of learned phrases, indirect			
d Id	clai bons bons h re vell bonts ear	and open responses.		reported speech (e.g.,			
e an	- 8.4 - Present claims and narrative, response to li emphasizing salient poin manner with relevant asoning, and well-chose eye contact, ad and clear pronur			I heard you say X, and			
edge	Pres ve, sizin ner g, a e, an			that's a good point.			
owle	4 - 1 rrati ohas nan nan			I still think Y, though,			
Kne	SL 8.4 narra emph ma reason			<i>because</i>) and open			
n of	S 5			responses.			
Presentation of Knowledge and Ideas	visual arify erest.						
ente	l vis larif						
rese	and to c en l int						
4	dia ons t gth adc						
	ime atic and						
	sent sent n, st ce, a						
	 Integrate multimedia and ays into presentations to cli information, strengthen s and evidence, and add inte 						
	grat nto rma evic						
	Inte /s ir info and						
	il. 8.5 - Integrate multimedia and visua displays into presentations to clarify information, strengthen claims and evidence, and add interest.						
	SL 8. dis clair						
	S C						

Page 60 of 99



	CA CCSS for ELA Standard		Corresponding ELD Standard					
		PI.12 - Selecting language resources						
	rrative, response to literature coherent manner with relevant s; use appropriate eye contact, ation. CA (a.).	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.				
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.).	b. Use knowledge of morphology to appropriately select affixes in basic ways (e.g., She likes X. He walk <i>ed</i> to school).	 b. 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 destroy → destruction, probably → probability, reluctant → reluctantly).				

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

	CA CCSS for LA Standard				Corresp	onding ELD St	tandards				
		PII.1 - Un	derstanding text st	ructure	PI	PII.6 - Connecting ideas			PII.7 - Condensing ideas		
	SL 8.4 - Present claims and findings (e.g., argument, narrative, response to literature oresentations), 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.).					Expanding -	Bridging -			Bridging -	
	erat relo con	Apply understanding	Apply	Apply	Combine clauses in	Combine clauses in	Combine clauses in	Condense ideas in	Condense ideas in	Condense ideas in a	
	to lite with e eye e	of how different text	understanding of	understanding of	a few basic ways to	an increasing	a wide variety of	simple ways (e.g.,	an increasing	variety of ways (e.g.,	
	r v r v e e	types are organized	the organizational	the organizational	make connections	variety of ways	ways (e.g., creating	by compounding	variety of ways	through various	
	nse inei riat	to express ideas	features of	structure of	between and join	(e.g., creating	compound and	verbs, adding	(e.g., through	types of embedded	
	espo man orop (a.).	(e.g., how narratives	different text types	different text	ideas (e.g., creating	compound and	complex sentences,	prepositional	various types of	clauses, ways of	
	argument, narrative, response in a focused, coherent manner chosen details; use appropriate ear pronunciation. CA (a.).	are organized	(e.g. <i>,</i> how	types (e.g., how	compound	complex sentences)	and compound-	phrases, or through	embedded clauses	condensing, and	
as	ive, r erent e ap . CA	sequentially) to	narratives are	narratives are	sentences using	to make	complex sentences)	simple embedded	and other ways of	nominalization as in,	
Presentation of Knowledge and Ideas	, argument, narrativ ts in a focused, cohe Il-chosen details; use clear pronunciation.	comprehending	organized by an	organized by an	and, but, so ;	connections	to make	clauses or other	condensing, as in,	They destroyed the	
nd	nari d, c ails ciat	texts and to writing	event sequence	event sequence	creating complex	between and join	connections	ways of condensing	Organic vegetables	rain forest. Lots of	
еа	gument, na a focused, osen detai · pronunci	•		that unfolds	sentences using	• •	between and join		•	animals died . $ ightarrow$	
sdg	ner ocu en c	-	naturally versus	naturally versus	because).	to express a reason	ideas, for example,	about a girl. The girl	made without	The <i>destruction</i> of	
N.	gur a f iose	explanatory texts	how arguments are	how arguments		(e.g., He stayed at	to show the	changed the world.	chemical fertilizers.	the rain forest led to	
(no	, ar _t s in I-ch ilea	and narratives.		are organized		,	relationship	\rightarrow This is a story	•	the death of many	
of F	and findings (e.g., zing salient points asoning, and well- ate volume, and cl			around reasons		study for Monday's	•	about a girl <i>who</i>	without chemical	animals) to create	
n	s (∈ po nd v an		•	and evidence) to		<i>exam</i>) or to make a				precise and detailed	
ati	l findings salient ning, an volume,			comprehending			(e.g., After eating	to create precise	Organic vegetables	sentences.	
ent	ind ali ing olu		texts and to writing			She studied all	lunch, the students	and detailed	are foods that are		
res	h f ng s nos on			writing clear and		night even though	worked in groups	sentences.	made without		
4	It claims and emphasizing d valid reaso adequate v			cohesive		she wasn't feeling	while their teacher		chemical fertilizers		
	claims mphasi valid re adequ		•	arguments,		well).	walked around the		<i>or insecticides</i>) to		
	cla mp val ad		-	informative/			<i>room</i>) or to		create precise and		
	Present cions), er , sound			explanatory texts			evaluate an		detailed sentences.		
	reserves		and narratives.	and narratives.			argument (e.g., The				
	- PI atic						author claims X,				
	8.4 enti lenc						although there is a				
	SL 8.4 - Preser presentations), evidence, soun						lack of evidence to				
	e pi						support this claim).				

Page 62 of 99



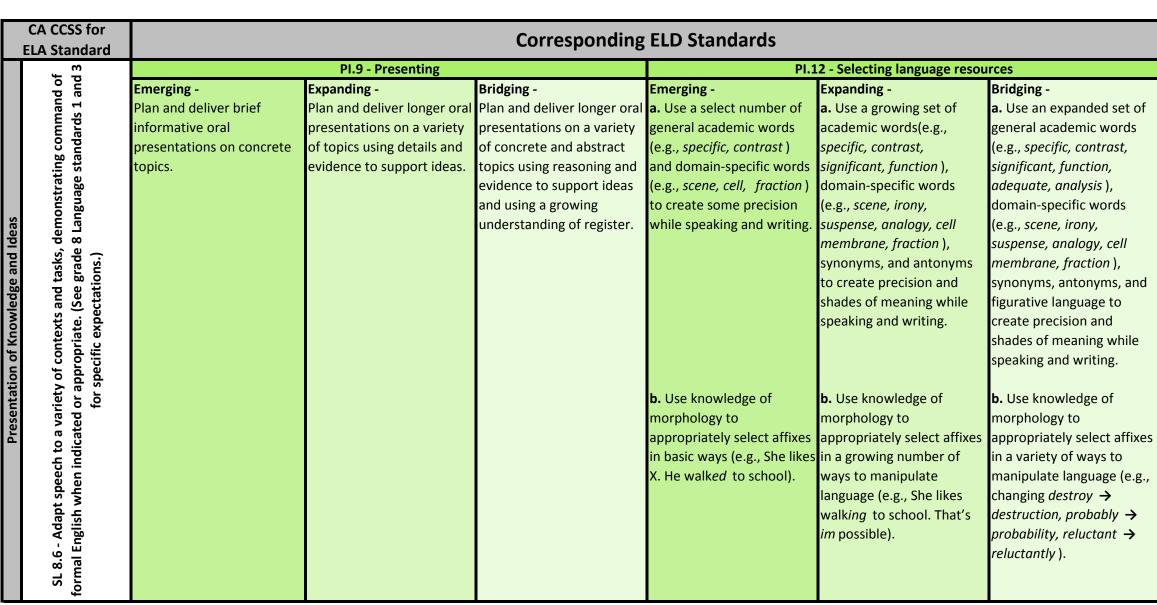
	CA CCSS for ELA Standard			Correspon	ding ELD Standards				
ľ		PI.1 -	 Exchanging information/ide 	eas	PI.3 -Supporting opinions and persuading others				
	and ds 1	Emerging -	Expanding -	Bridging -	Emerging -	Expanding -	Bridging -		
	onstrating command c Language standards 1	and answering yes-no and wh- questions and	following turn-taking rules, asking relevant questions, affirming others, adding	and partner discussions by following turn-taking rules, asking relevant questions, affirming	to gain and hold the floor or to ask for clarification) using learned phrases (e.g., <i>I think</i>	others in conversations (e.g., to provide counterarguments) using learned phrases (I <i>agree</i> with X, <i>but</i>) and open responses.	to acknowledge new information and justify views)		
Presentation of Knowledge and Ideas	contexts and tasks, c ppropriate. (See grac specific expectations	responding using simple phrases.	relevant information, and paraphrasing key ideas.	others, adding relevant information and evidence, paraphrasing key ideas, building on responses, and providing useful feedback.	. Would you please repeat that?) and open responses.		using a variety of learned phrases, indirect reported speech (e.g., <i>I heard you say</i> <i>X</i> , and that's a good point. <i>I</i> still think Y, though, because .) and open responses.		

Page 63 of 99



	CA CCSS for	Corresponding ELD Standards								
H	ELA Standard		PLA Adapting language choice							
Dracentation of Knowledge and Ideas	demonstrating com ee grade 8 Language tions.)	Emerging -	PI.4 - Adapting language choice 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	Emerging - Demonstrate active listening in oral presentation activities by asking and answering basic questions, with prompting and substantial support.	PI.5 - Listening Actively 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.			

Page 64 of 99







	CA CCSS for				Corres	oonding ELD S	Standards			
	ELA Standard			-						
	of Id 3		sing verbs and verb			ing nouns and noun			- Modifying to add o	
	nd of . and			Bridging -		• •	Bridging -	Emerging -		Bridging -
	ds 1	Use a variety of		Use a variety of	Expand noun	Expand noun	Expand noun	Expand sentences	Expand sentences	Expand sentences
	command of ndards 1 and						•	with simple	with adverbials	with increasingly
		tenses (e.g., past,	tenses (e.g., past,	tenses (e.g., past,	ways (e.g., adding a		increasing variety		(e.g., adverbs,	complex adverbials
	e st		•	present, future,		of ways (e.g.,		adverbs, adverb	adverb phrases,	(e.g., adverbs,
	stra		simple,	simple,	to a noun) in order	U U	e e	phrases,	prepositional	adverb phrases and
	ngn			1 0 ,		prepositional or		prepositional	phrases) to provide	
eas	demonstrating comman 8 Language standards 1	appropriate to the		• • •	-		complement	phrases) to provide		prepositional
d Id	2.01	text type and	appropriate to the		sentences and add		clauses) in order		manner, place,	phrases) to provide
resentation of Knowledge and Ide	iety of contexts and tasks, or appropriate. (See grade for specific expectations.)				details about ideas,	-		(e.g., time, manner,		details (e.g., time,
lge	nd t se g atic				people, things, and		-	place, cause) about		manner, place,
lec	s an (Se ect:	past progressive			so on.	details about		a familiar activity or	activity or process.	cause) about a
NOC	exts ate.ate.	for recounting an	perfect to describe	-		ideas, people,	add details about	process.		variety of familiar
f Kr	onte pria fic e		previously made	subjunctive)		things, and so on.	ideas, people,			and new activities
o u	:y of contexts and appropriate. (See ·specific expectati	familiar topics.		appropriate to the			things, and so on.			and processes.
Itio				task, text type, and						
ente				discipline (e.g., the						
ese	ted ted		of topics.	passive voice in						
Ъ	to a licat			simple past to						
	speech to vhen indic			describe the						
	oee Nen			methods of a						
	it sk wh			scientific						
	Adapt ıglish v			experiment) on a						
	- A(variety of topics.						
	3.6 al E									
	SL 8.6 - Adapt speech to a val formal English when indicated									
	fo									

Page 66 of 99

	CA CCSS for FLA Standard			Corresponding	ELD Standards			
	m		PII.6 - Connecting Ideas		PII.7 - Condensing Ideas			
dge and Ideas	demonstrating command of 8 Language standards 1 and	join ideas (e.g., creating compound sentences using <i>and, but, so</i> ; 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</i> <i>Sunday to study for</i> <i>Monday's exam</i>) or to	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	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</i>	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	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	
Presentation of Knowledge and Idea	SL 8.6 - Adapt speech to a variety of contexts and tasks, formal English when indicated or appropriate. (See grade for specific expectations.)		make a concession (e.g., She studied all night even though she wasn't feeling well).	ideas (e.g., After eating lunch, the students worked in groups while their teacher walked around the room) or to evaluate an argument (e.g., The author claims X, although there is a lack of evidence to support this claim).	create precise and detailed sentences.	insecticides. → Organic vegetables are foods that are made without chemical fertilizers or insecti-cides) to create precise and detailed sentences.	many animals) to create precise and detailed sentences.	

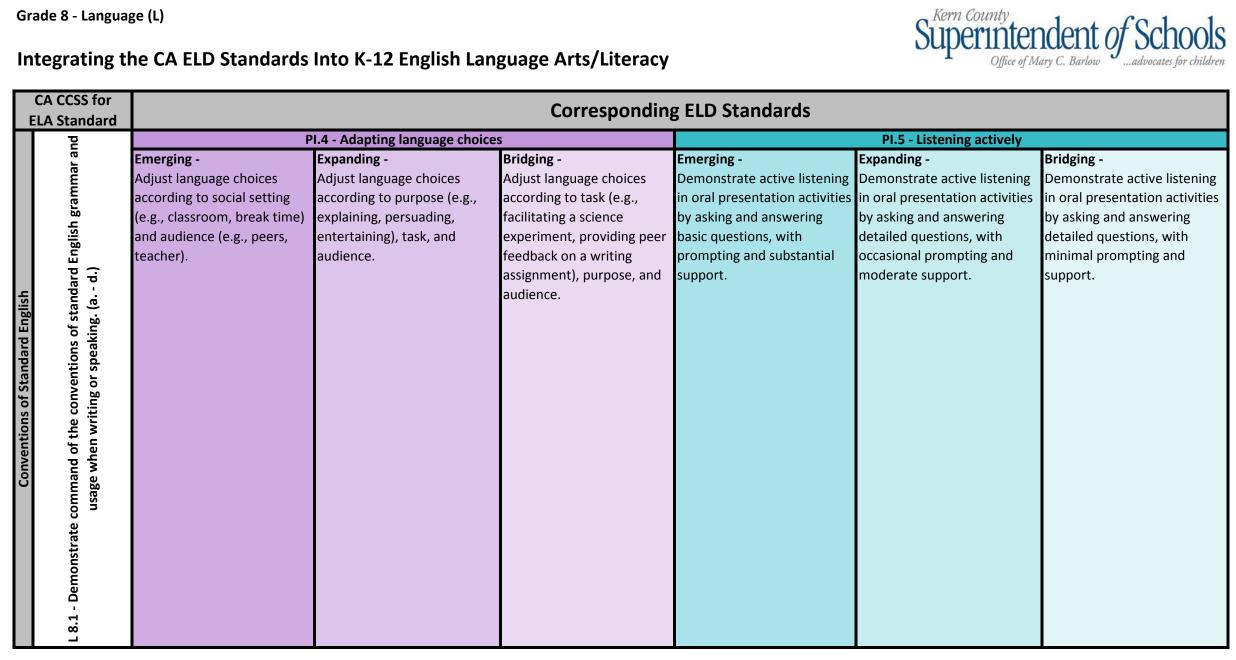
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Page 67 of 99





	CA CCSS for ELA Standard			Correspor	nding ELD Standards		
			PI.9 - Presenting			PI.10 - Writing	
rd English	ons of stanc eaking. (a.	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.	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
Conventions of Standard English	L 8.1 - Demonstrate command of the c English grammar and usage when writ				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).	register. b. Write clear and coherent summaries of texts and experiences using complete and concise sentences and key words (e.g., from notes or graphic organizers).





	CA CCSS for			Corresponding	g ELD Standards			
	ELA Standard	PI.11 - Justifying/arguing			PI.12 - Selecting language resources			
		Emerging -	Expanding -	Bridging -	Emerging -	Expanding -	Bridging -	
		a. J ustify opinions by	a. Justify opinions or	a. Justify opinions or	a. Use a select number of	a. Use a growing set of	a. Use an expanded set of	
		providing some textual	persuade others by	persuade others by providing	general academic words	academic words (e.g.,	general academic words	
	Ģ 🤆	evidence or relevant	providing relevant	detailed and relevant textual	(e.g., <i>specific, contrast</i>) and	specific, contrast,	(e.g., specific, contrast,	
	dard - d.)	background knowledge,	textual evidence or	evidence or relevant	domain-specific words	significant, function),	significant, function,	
	tan (a.	with substantial support.	relevant background	background knowledge, with	(e.g., scene, cell, fraction)	domain-specific words (e.g.,	adequate, analysis), domain-	
	of s ing.		knowledge, with	light support.	to create some precision	scene, irony, suspense,	specific words (e.g., scene,	
	ns o eaki		moderate support.		while speaking and writing.	analogy, cell membrane ,	irony, suspense, analogy,	
ish	spe					<i>fraction</i>), synonyms, and	cell membrane, fraction),	
ngl	ven					antonyms to create	synonyms, antonyms, and	
ЧE	con					precision and shades of	figurative language to create	
dar	he d vrit					meaning while speaking and	precision and shades of	
tan	of tl en v					writing.	meaning while speaking and	
of S	o pr						writing.	
Conventions of Standard English	L 8.1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (a d.)							
Itio	omi		b. Express attitude and	•		e e e e e e e e e e e e e e e e e e e	b. Use knowledge of	
ver	nd c	opinions or temper	opinions or temper	opinions or temper	morphology to	morphology to	morphology to appropriately	
Con	crat ar a	statements with familiar	statements with a	statements with nuanced	appropriately select affixes		select affixes in a variety of	
	nst	modal expressions (e.g.,	variety of familiar modal		in basic ways (e.g., She likes		ways to manipulate	
	ram	can, may).	expressions (e.g.,	potentially/certainly/absolute	X. He walked to school).	ways to manipulate	language (e.g., changing	
	h gi		possibly/likely,	ly, should/might).		language (e.g., She likes	destroy \rightarrow destruction,	
	L 8.1 - Englis		could/would).			_	probably → probability,	
	Eng					<i>im</i> possible).	reluctant \rightarrow reluctantly).	



	CA CCSS for ELA Standard			Corresponding ELD) Standards		
	ELA Stanuaru		PII.2 - Understanding cohesi	on	PII.3	- Using verbs and verb phi	ases
		Emerging -	Expanding -	Bridging -	Emerging -		Bridging -
		a. Apply knowledge of	a. Apply knowledge of familiar	a. Apply knowledge of familiar	Use a variety of verbs in	Use a variety of verbs in	Use a variety of verbs in
		familiar language resources	language resources for	language resources for referring	different tenses (e.g., past,	different tenses (e.g.,	different tenses (e.g., past,
	в С	for referring to make texts	referring to make texts more	to make texts more cohesive	present, future, simple,	past, present, future,	present, future, simple,
	standard g. (a d.)	more cohesive (e.g., how	cohesive (e.g., how pronouns	(e.g., how pronouns, synonyms,	progressive) appropriate to	simple, progressive,	progressive, perfect),
	anc (a.	pronouns refer back to	refer back to nouns in text,	or nominalizations are used to	the text type and discipline	perfect) appropriate to	voices (active and passive),
	of st ng.	nouns in text) to	how using synonyms helps	refer backward in a text) to	(e.g., simple past and past	the task, text type, and	and moods (e.g.,
	conventions of stan ting or speaking. (a.	comprehending and writing	avoid repetition) to	comprehending texts and writing	progressive for recounting	discipline (e.g., the	declarative, inter-rogative,
sh	tior	brief texts.	comprehending and writing	cohesive texts.	an experience) on familiar	present perfect to	subjunctive) appropriate to
ngli	/en		texts with increasing cohesion.		topics.	describe previously made	the task, text type, and
ЧE	ing					claims or conclusions) on	discipline (e.g., the passive
dar	f the conv n writing					an increasing variety of	voice in simple past to
Conventions of Standard English	command of the d usage when wr	b. Apply basic understanding	b. Apply growing	b. Apply increasing		topics.	describe the methods of a
of St	nd of when	of how ideas, events, or	understanding of how ideas,	understanding of how ideas,			scientific experiment) on a
IS C	nar ge v	reasons are linked	events, or reasons are linked	events, or reasons are linked			variety of topics.
tior	mma	throughout a text using	throughout a text using a	throughout a text using an			
/en		everyday connecting words	variety of connecting words or	increasing variety of academic			
onv	r ar	or phrases (e.g., at the end,	phrases (e.g., for example, as a	_			
S	is ë	<i>next</i>) to comprehending	<i>result, on the other hand</i>) to	words or phrases (e.g., <i>for</i>			
	L 8.1 - Demonstrate English grammar an	and writing brief texts.	comprehending and writing	instance, in addition,			
	De		texts with increasing cohesion.	consequently) to comprehending			
	.1 - Jisł			and writing texts with increasing			
	L 8.1 Engli			cohesion.			

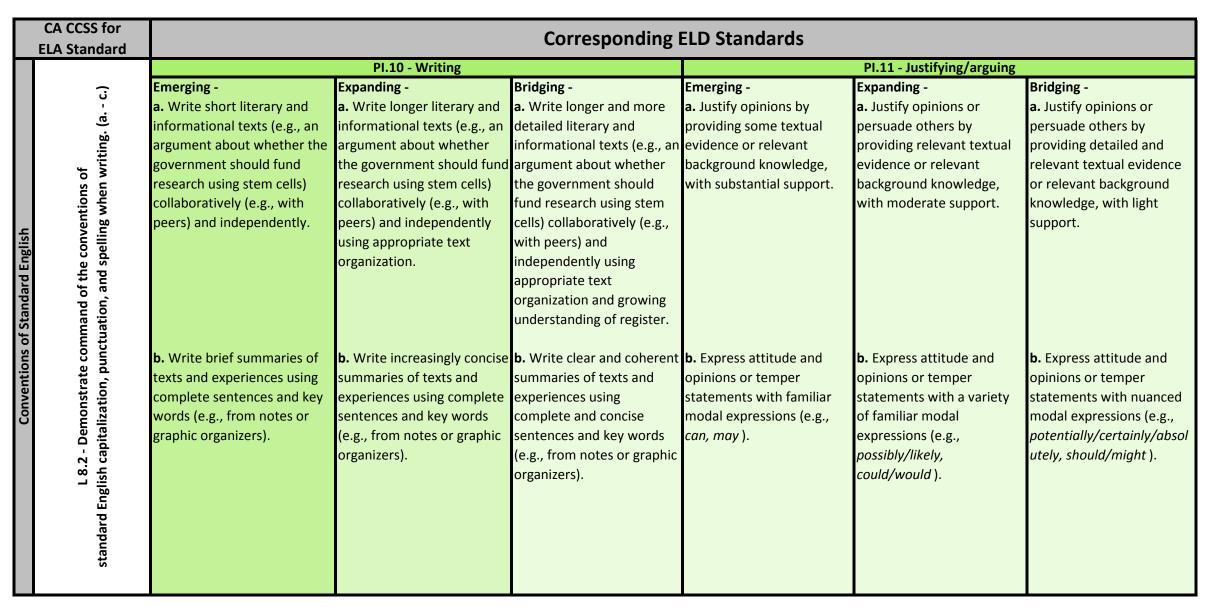


Bridging - Expand noun phrases in an increasing variety of ways (e.g., embedding relative or complement clauses) in order to enrich the meaning of sentences and add details about ideas, people, things,	Emerging - Expand sentences with simple adverbials (e.g., adverbs, adverb phrases, prepositional phrases) to provide details (e.g., time,	Expand sentences with adverbials (e.g., adverbs, adverb phrases, prepositional phrases) to	Bridging - Expand sentences with increasingly complex adverbials (e.g., adverbs,
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	Expand sentences with simple adverbials (e.g., adverbs, adverb phrases, prepositional phrases) to provide details (e.g., time,	Expand sentences with adverbials (e.g., adverbs, adverb phrases, prepositional phrases) to	Expand sentences with increasingly complex adverbials (e.g., adverbs,
increasing variety of ways (e.g., embedding relative or complement clauses) in order to enrich the meaning of sentences and add details	simple adverbials (e.g., adverbs, adverb phrases, prepositional phrases) to provide details (e.g., time,	adverbials (e.g., adverbs, adverb phrases, prepositional phrases) to	increasingly complex adverbials (e.g., adverbs,
(e.g., embedding relative or complement clauses) in order to enrich the meaning of sentences and add details	adverbs, adverb phrases, prepositional phrases) to provide details (e.g., time,	adverb phrases, prepositional phrases) to	adverbials (e.g., adverbs,
complement clauses) in order to enrich the meaning of sentences and add details	prepositional phrases) to provide details (e.g., time,	prepositional phrases) to	
order to enrich the meaning of sentences and add details	provide details (e.g., time,		
of sentences and add details		provide details (e.g., time,	adverb phrases and clauses,
	manner, place, cause) about		prepositional
about ideas, people, things,		manner, place, cause) about	
and so on.	a familiar activity of process.		(e.g., time, manner, place, cause) about a variety of
anu so on.		process.	familiar and new activities
			and processes.

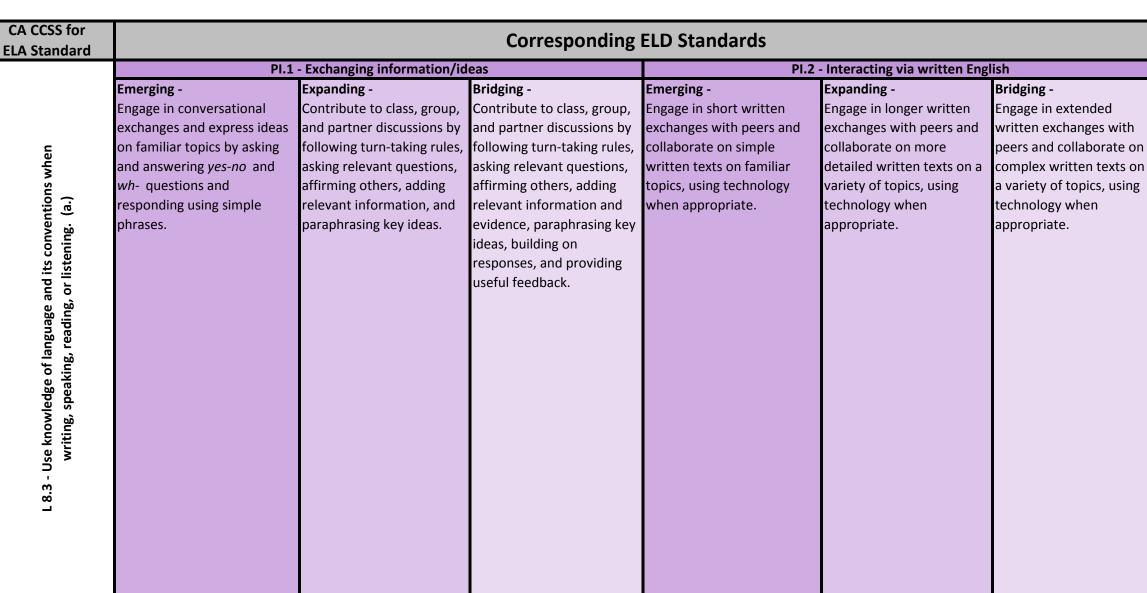
Page 72 of 99



CA CCSS for ELA Standard			Corresponding	ELD Standards		
		PII.6 - Connecting ideas			PII.7 - Condensing ideas	
Conventions of Standard English Conventions of Standard L 8.1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (a d.)	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 because).	Expanding - Combine clauses in an increasing variety of ways	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</i>	Emerging - Condense ideas in simple ways (e.g., by compounding verbs, adding prepositional phrases, or through simple embedded clauses or other ways of condensing as in, This is a story about a girl. The girl changed the world. → This is a story about a girl who changed the world) to create precise and detailed sentences.	Expanding - Condense ideas in an increasing variety of ways (e.g., through various types of embedded clauses and other ways of condensing, as in, Organic vegetables are food. They're made without chemical fertilizers. They're made without chemical insecticides. → Organic	They destroyed the rain



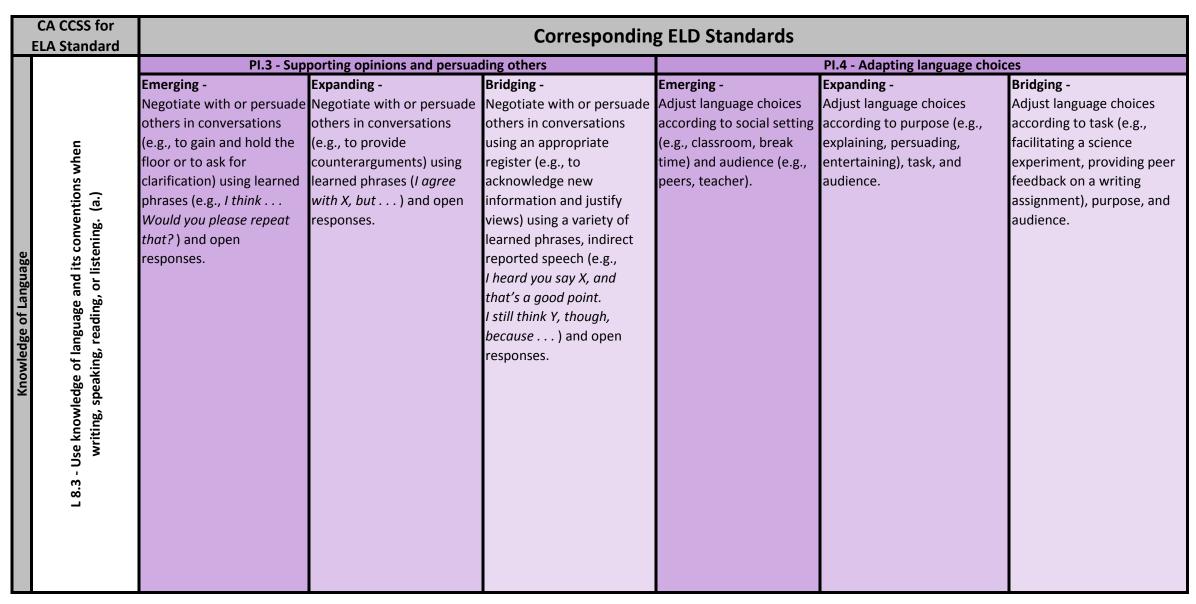




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Page 76 of 99



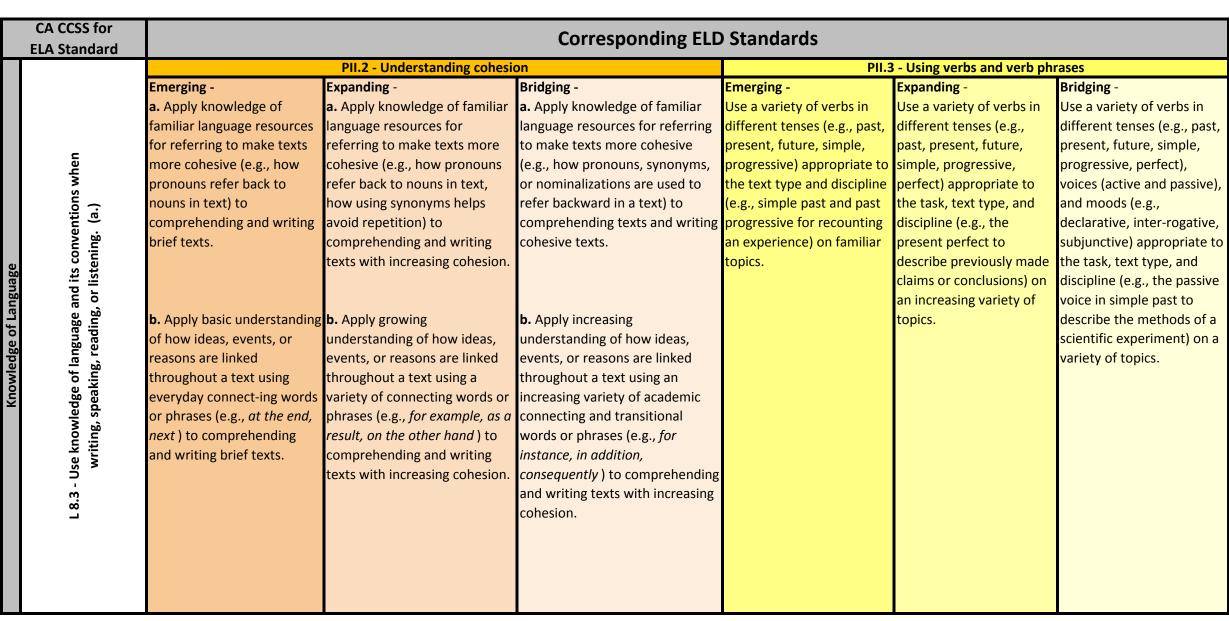


CA CCSS for ELA Standard		Corresponding ELD Standards						
		PI.5 - Listening actively	1		PI.6 - Reading/viewing closely			
	Emerging - Demonstrate active listening in oral presentation activities by asking and answering basic questions, with prompting and substantial support.	Expanding - Demonstrate active listening in oral presentation activities by asking and	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., 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. 		 Bridging - Explain ideas, phenomena, processes, and text relationships (e.g., compare/contrast, cause/effect, problem/solution) based on close reading of a variety of grade-level texts and viewing of multimedia, with light support. 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- 		



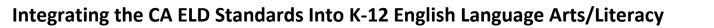
Γ	CA CCSS for ELA Standard	Corresponding ELD Standards							
		PI	.7 - Evaluating language choi	ces	PI.8 - Analyzing language choices				
	_	Emerging -	Expanding -	Bridging -	Emerging -	Expanding -	Bridging -		
Knowledge of Lenguese	conventions when ening. (a.)	Emerging - Explain how well writers and speakers use language to support ideas and arguments with detailed evidence (e.g., identifying the precise vocabulary used	Expanding - Explain how well writers and speakers use specific language to present ideas or support arguments and provide detailed evidence	ces 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	PI.8	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			
	L 8.3 - Use w								

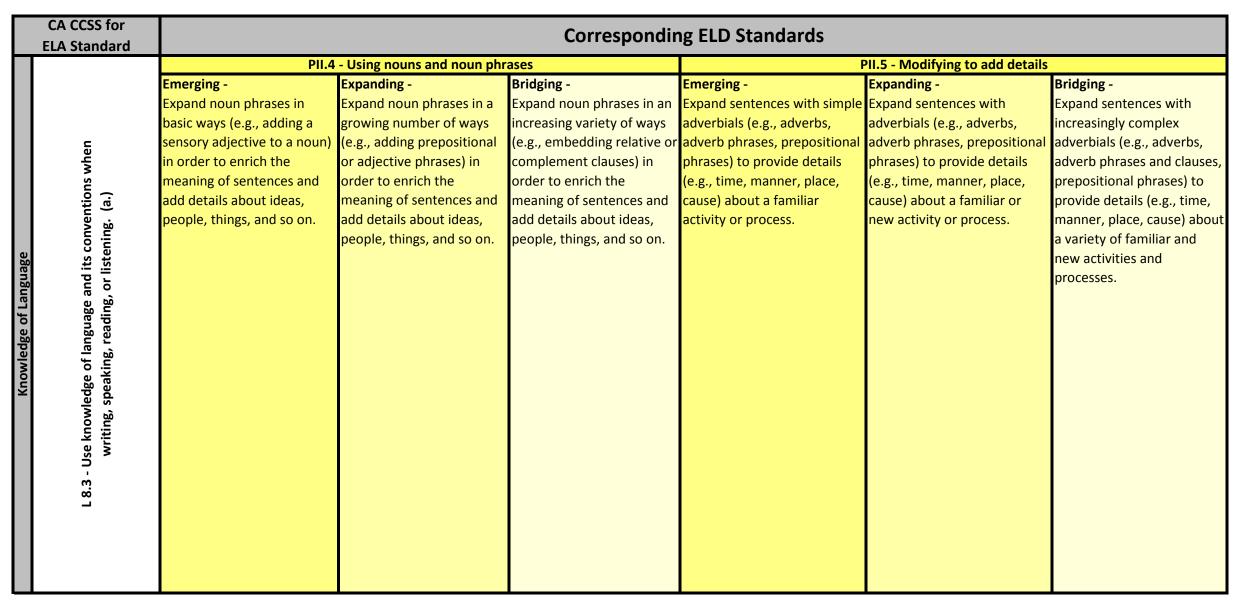
Page 78 of 99



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	CA CCSS for ELA Standard			Corresponding	ELD Standards		
			PII.6 - Connecting ideas			PII.7 - Condensing ideas	
		Emerging -	Expanding -	Bridging -	Emerging -	Expanding -	Bridging -
		Combine clauses in a few	Combine clauses in an	Combine clauses in a wide	Condense ideas in simple	Condense ideas in an	Condense ideas in a variety
		basic ways to make	increasing variety of ways	variety of ways (e.g.,	ways (e.g., by compounding	increasing variety of ways	of ways (e.g., through
	u	connections between and join	(e.g., creating compound	creating compound and	verbs, adding prepositional	(e.g., through various types	various types of embedded
	vhe	ideas (e.g., creating	and complex sentences) to	complex sentences, and	phrases, or through simple	of embedded clauses and	clauses, ways of condensing,
	ns v	compound sentences using	make connections between	compound-complex	embedded clauses or other	other ways of condensing, as	and nominalization as in,
	ntio (a.)	and, but, so ; creating	and join ideas, for example,	sentences) to make	ways of condensing as in,	in, Organic vegetables are	They <i>destroyed</i> the rain
	_	complex sentences using	to express a reason (e.g., He	connections between and	This is a story about a girl.	food. They're made without	forest. Lots of animals died .
	nd its conve or listening.	because).	stayed at home on Sunday	join ideas, for example, to	The girl changed the world.	chemical fertilizers. They're	\rightarrow The <i>destruction</i> of the
age	its e iste		to study for Monday's	show the relationship	→ This is a story about a girl	made without chemical	rain forest led to the death
guŝ	and its , or liste		<i>exam</i>) or to make a	between multiple events or	who changed the world) to	insecticides. 🗲 Organic	of many animals) to create
Knowledge of Language	, a		concession (e.g., She studied	ideas (e.g., After eating	create precise and detailed	vegetables are foods that	precise and detailed
of	ıguage a eading,		all night even though she	,	sentences.	are made without chemical	sentences.
dge	<u> </u>		wasn't feeling well).	in groups while their teacher		<i>fertilizers or insecticides</i>) to	
vle	ledge of la speaking,			<i>walked around the room</i>) or		create precise and detailed	
No Vo				to evaluate an argument		sentences.	
Σ	led			(e.g., The author claims X,			
	ow ng,			although there is a lack of			
	se knowl writing,			evidence to support this			
	Use knowledge writing, speak			claim).			
	1						
	L 8.3						
	-						



CA CCSS for			Corresponding ELD Standards	
	ELA Standard		Corresponding ELD Standards	
	ırases - d.)		PI.10 - Writing	
	meaning words or phra inge of strategies. (a c	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.
Vocabulary Acquisition and Use	rom	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).

Page 82 of 99



	CA CCSS for ELA Standard			Corresponding ELD	Standards		
			PII.2 - Understanding cohesi	on	PII.3	- Using verbs and verb phr	ases
	f c	Emerging -	Expanding -	Bridging -	Emerging -	Expanding -	Bridging -
	e o	a. Apply knowledge of	a. Apply knowledge of familiar	a. Apply knowledge of familiar	Use a variety of verbs in	Use a variety of verbs in	Use a variety of verbs in
	ang vo	familiar language resources	language resources for	language resources for referring	different tenses (e.g., past,	different tenses (e.g.,	different tenses (e.g., past,
	ara	for referring to make texts	referring to make texts more	to make texts more cohesive	present, future, simple,	past, present, future,	present, future, simple,
	ean om	more cohesive (e.g., how	cohesive (e.g., how pronouns	(e.g., how pronouns, synonyms,	progressive) appropriate to	simple, progressive,	progressive, perfect),
	j, j	pronouns refer back to	refer back to nouns in text,	or nominalizations are used to	the text type and discipline	perfect) appropriate to	voices (active and passive),
	ple	nouns in text) to	how using synonyms helps	refer backward in a text) to	(e.g., simple past and past	the task, text type, and	and moods (e.g.,
	llex	comprehending and writing	avoid repetition) to	comprehending texts and writing	progressive for recounting	discipline (e.g., the	declarative, inter-rogative,
se	and multiple-meaning words of oosing flexibly from a range of	brief texts.	comprehend-ing and writing	cohesive texts.	an experience) on familiar	present perfect to	subjunctive) appropriate to
Ωp	anc		texts with increasing cohesion.		topics.	describe previously made	the task, text type, and
an	c ho					claims or conclusions) on	discipline (e.g., the passive
Vocabulary Acquisition and Us	of unknown content, ch ies. (a d.)	b. Apply basic understanding	b. Apply growing	b. Apply increasing		an increasing variety of	voice in simple past to
isit	unk ntei . (a.	of how ideas, events, or	understanding of how ideas,	understanding of how ideas,		topics.	describe the methods of a
nbo	eaning of unk ng and conter strategies. (a.	reasons are linked	events, or reasons are linked	events, or reasons are linked			scientific experiment) on a
A A	clarify the meaning grade 8 reading and strateg	throughout a text using	throughout a text using a	throughout a text using an			variety of topics.
lar	ean Ng é	everyday connect-ing words	variety of connecting words or	increasing variety of academic			
nde	adii a	or phrases (e.g., at the end,	phrases (e.g., for example, as a	connecting and transitional			
,oci	the	next) to comprehending	<i>result, on the other hand</i>) to	words or phrases (e.g., for			
1		and writing brief texts.	comprehending and writing	instance, in addition,			
	lar		texts with increasing cohesion.	consequently) to comprehending			
	or c			and writing texts with increasing			
	e ne			cohesion.			
	rmi ase						
	eter ès b						
	8.4 - Determine or clarify phrases based on grade						
	L 8.4						
	L L L L L L L L L L L L L L L L L L L						



	CA CCSS for ELA Standard		Corresponding ELD Standards								
	L	PII.4	- Using nouns and noun phr	ases	PII.5 - Modifying to add details						
	unknown and multiple-meaning words oi ntent, choosing flexibly from a range of . (a d.)	Emerging -	Expanding -	Bridging -	Emerging -	Expanding -	Bridging -				
	g words c range of	Expand noun phrases in	Expand noun phrases in a	Expand noun phrases in an	Expand sentences with simple	Expand sentences with	Expand sentences with				
	g v rar	basic ways (e.g., adding a	growing number of ways	increasing variety of ways	adverbials (e.g., adverbs,	adverbials (e.g., adverbs,	increasingly complex				
	nin na	sensory adjective to a noun)	(e.g., adding prepositional	(e.g., embedding relative or	adverb phrases, prepositional	adverb phrases, prepositional	adverbials (e.g., adverbs,				
	nea	in order to enrich the	or adjective phrases) in	complement clauses) in	phrases) to provide details	phrases) to provide details	adverb phrases and clauses,				
	ly 1	meaning of sentences and	order to enrich the	order to enrich the	(e.g., time, manner, place,	(e.g., time, manner, place,	prepositional phrases) to				
	nd multiple-mean sing flexibly from	add details about ideas,	meaning of sentences and	meaning of sentences and	cause) about a familiar	cause) about a familiar or	provide details (e.g., time,				
	s fle	people, things, and so on.	add details about ideas,	add details about ideas,	activity or process.	new activity or process.	manner, place, cause) about				
Use	n br sing		people, things, and so on.	people, things, and so on.			a variety of familiar and				
pd	ie n 100						new activities and				
na	nown it, ch (.) -						processes.				
itio	of unkno content, ies. (a (
uis	f ur ont s. (
ocabulary Acquisition and	eaning of unk ng and conter strategies. (a.										
2	e meaning eading and strateg										
ula	ling str										
cab	e n ead										
Š	/ th 8 r										
	irify ide										
	' clarify grade										
	on o										
	aine sed										
	ermine based										
	8.4 - Determine or clarify the meaning phrases based on grade 8 reading and strateg										
	D Iras										
	L 8.4 phı										
	-										



	CA CCSS for ELA Standard			Corresponding	ELD Standards			
			PII.6 - Connecting ideas		PII.7 - Condensing ideas			
Vocabulary Acquisition and Use	nd multiple-m sing flexibly f	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</i> <i>stayed at home on Sunday</i> <i>to study for Monday's</i> <i>exam</i>) or to make a concession (e.g., She studied <i>all night even though she</i>	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	Emerging - Condense ideas in simple ways (e.g., by compounding verbs, adding prepositional phrases, or through simple embedded clauses or other ways of condensing as in, This is a story about a girl. The girl changed the world. → This is a story about a girl who changed the world) to create precise and detailed sentences.	Expanding - Condense ideas in an increasing variety of ways (e.g., through various types of embedded clauses and other ways of condensing, as in, Organic vegetables are food. They're made without chemical fertilizers. They're made without chemical insecticides. → Organic	They destroyed the rain	

Page 85 of 99



	CA CCSS for ELA Standard			Corresponding I	ELD Standards		
	σ	PI	.7 - Evaluating language choi	ces	PI.8	3 - Analyzing language cho	ices
		Emerging -	Expanding -	Bridging -	Emerging -	Expanding -	Bridging -
	word relationships,	Explain how well writers	Explain how well writers	Explain how well writers	Explain how phrasing or	Explain how phrasing or	Explain how phrasing or
	hsn	and speakers use language	and speakers use specific	and speakers use specific	different common words	different words with	different words with similar
	tio	to support ideas and	language to present ideas or	language resources to	with similar meanings (e.g.,	similar meanings (e.g.,	meanings (e.g., cunning
	ela	arguments with detailed	support arguments and	present ideas or support	choosing to use the word	describing a character as	versus <i>smart , stammer</i>
	rd		provide detailed evidence	arguments and provide	persistent versus the term	stubborn versus	versus <i>say</i>) or figurative
	0 X	the precise vocabulary used		detailed evidence (e.g.,	hard worker) produce	persistent) or figurative	language (e.g. <i>, Let me</i>
se	ge, - - c.)	•	the phrasing used to	identifying the specific	different effects on the	language (e.g., <i>Let me</i>	throw some light onto the
Πp	gua (a		present an argument) when		audience.	throw some light onto	topic) produce shades of
an	lang Igs.	0.	provided with moderate	ideas and claims that are			meaning, nuances, and
ion	ve	•	support.	well supported and		shades of meaning and	different effects on the
Vocabulary Acquisition and	nderstanding of figurative language, nuances in word meanings. (a - c.)	support.		distinguishing them from		different effects on the	audience.
cdr	igu rd r			those that are not) when		audience.	
γA	of f wo			provided with light support.			
ılar	n n n						
abı	ndi ces						
/oc	sta Jan						
-	der						
	n						
	ate						
	istr						
	uou						
	Den						
	2 - [
	L8.1						

Page 86 of 99



CA CCSS for ELA Standard		Corresponding ELD Standards								
			PI.10 - Writing		PI.1	2 - Selecting language resou	rces			
	bne	Emerging -	Expanding -	Bridging -	Emerging -	Expanding -	Bridging -			
)s, ä	a. Write short literary and	a. Write longer literary and	a. Write longer and more	a. Use a select number of	a. Use a growing set of	a. Use an expanded set of			
	ship	informational texts (e.g., an	informational texts (e.g., an	detailed literary and	general academic words	academic words(e.g.,	general academic words			
	suo	argument about whether the	argument about whether	informational texts (e.g., an	(e.g., specific, contrast) and	specific, contrast,	(e.g., specific, contrast,			
	lati	government should fund	the government should fund	argument about whether	domain-specific words	significant, function),	significant, function,			
	d re	research using stem cells)	research using stem cells)	the government should	(e.g., scene, cell, fraction)	domain-specific words (e.g.,	adequate, analysis),			
	word relationships, and	collaboratively (e.g., with	collaboratively (e.g., with	fund research using stem	to create some precision	scene, irony, suspense,	domain-specific words			
		peers) and independently.	peers) and independently	cells) collaboratively (e.g.,	while speaking and writing.	analogy, cell membrane,	(e.g., scene, irony,			
Use	nguage, 5. (a - c.)		using appropriate text	with peers) and		fraction), synonyms, and	suspense, analogy, cell			
pd	ngu s. (å		organization.	independently using		antonyms to create	membrane, fraction),			
n a	ative lang Ieanings.			appropriate text		precision and shades of	synonyms, antonyms, and			
itio	itivo ean			organization and growing		meaning while speaking	figurative language to			
Vocabulary Acquisition and	ĘΕ			understanding of register.		and writing.	create precision and			
Acc	of figu word						shades of meaning while			
∑.	و م ۲ × ۲		b. Write increasingly concise				speaking and writing.			
oula	anding nces in	texts and experiences using	summaries of texts and	summaries of texts and						
cak	nce	complete sentences and key			Ŭ	b. Use knowledge of	b. Use knowledge of			
>	erst	words (e.g., from notes or	sentences and key words		morphology to	morphology to	morphology to			
	pu	graphic organizers).	(e.g., from notes or graphic	sentences and key words	appropriately select affixes	appropriately select affixes	appropriately select affixes			
	te n		organizers).	(e.g., from notes or graphic	in basic ways (e.g., She likes	in a growing number of	in a variety of ways to			
	trat			organizers).	X. He walked to school).	ways to manipulate	manipulate language (e.g.,			
	suc					language (e.g., She likes	changing destroy \rightarrow			
	Demonstrate					walking to school. That's	destruction, probably $ ightarrow$			
	1					<i>im</i> possible).	probability, reluctant 🔿			
	L 8.5						reluctantly).			
	L &									



CA CCSS for FLA Standard	Corresponding ELD Standards						
		PII.2 - Understanding cohesio	on	PII.3 - Using verbs and verb phrases			
g	Emerging -	Expanding -	Bridging -	Emerging -	Expanding -	Bridging -	
, ar	a. Apply knowledge of	a. Apply knowledge of familiar	a. Apply knowledge of familiar	Use a variety of verbs in	Use a variety of verbs in	Use a variety of verbs in	
iips	familiar language resources	language resources for	language resources for referring	different tenses (e.g., past,	different tenses (e.g.,	different tenses (e.g., past,	
hsn	for referring to make texts	referring to make texts more	to make texts more cohesive	present, future, simple,	past, present, future,	present, future, simple,	
atio	more cohesive (e.g., how	cohesive (e.g., how pronouns	(e.g., how pronouns, synonyms,	progressive) appropriate to	simple, progressive,	progressive, perfect),	
rela	pronouns refer back to	refer back to nouns in text,	or nominalizations are used to	the text type and discipline	perfect) appropriate to	voices (active and passive),	
pro	nouns in text) to	how using synonyms helps	refer backward in a text) to	(e.g., simple past and past	the task, text type, and	and moods (e.g.,	
Ň	comprehending and writing	avoid repetition) to	comprehending texts and writing	progressive for recounting	discipline (e.g., the	declarative, inter-rogative,	
ge, - c.)	brief texts.	comprehending and writing	cohesive texts.	an experience) on familiar	present perfect to	subjunctive) appropriate to	
gua (a		texts with increasing cohesion.		topics.	describe previously made	the task, text type, and	
lan, gs.						discipline (e.g., the passive	
ive					an increasing variety of	voice in simple past to	
rati		_			topics.	describe the methods of a	
igu rd r						scientific experiment) on a	
of f wo						variety of topics.	
ing							
ces	•		-				
rsta uan							
n	and writing brief texts.						
n		-					
'ate							
nstı			cohesion.				
IOU							
Dei							
ч Ч							
L 8.							
	nding of figurative language, word relationships, an ces in word meanings. (a - c.)	Pure visitionEmerging - 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.	Put 2 - Understanding cohesiaEmerging - 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) 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 texts with increasing cohesion.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.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.	Pil.2 - Understanding cohesion Pil.2 - Understanding cohesion Pil.2 - Understanding cohesion Bridging - 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, synonyms, 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 comprehending and writing texts with increasing cohesion. 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. 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. b. Apply increasing understanding of how ideas, events, or reasons are linked throughout a text using a variety of connecting words or instance, in addition, consequently) to comprehending and writing texts with increasing cohesion.	Pil.2 - Understanding cohesion Pil.3 Pil.3 - Apply knowledge of familiar language resources for referring to make texts more cohesive (e.g., how pronouns in text, nouns in text) to comprehending and writing brief texts. a. Apply knowledge of familiar language resources for referring to make texts more cohesive (e.g., how pronouns, synonyms, 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, refer back to nous in text, how using synonyms helps avoid repetition) to comprehending texts with increasing cohesion. or nominalizations are used to refer backward in a text) to comprehending texts with increasing cohesion. b. Apply increasing understanding of how ideas, events, or reasons are linked throughout a text using a increasing variety of academic connecting and transitional words or phrases (e.g., at the end, next) to comprehending and writing texts with increasing cohesion. b. Apply increasing and transitional words or phrases (e.g., for instance, in addition, consequently) to comprehending and writing texts with increasing cohesion. consequently to comprehending and writing texts with increasing cohesion.	Pile Pile	



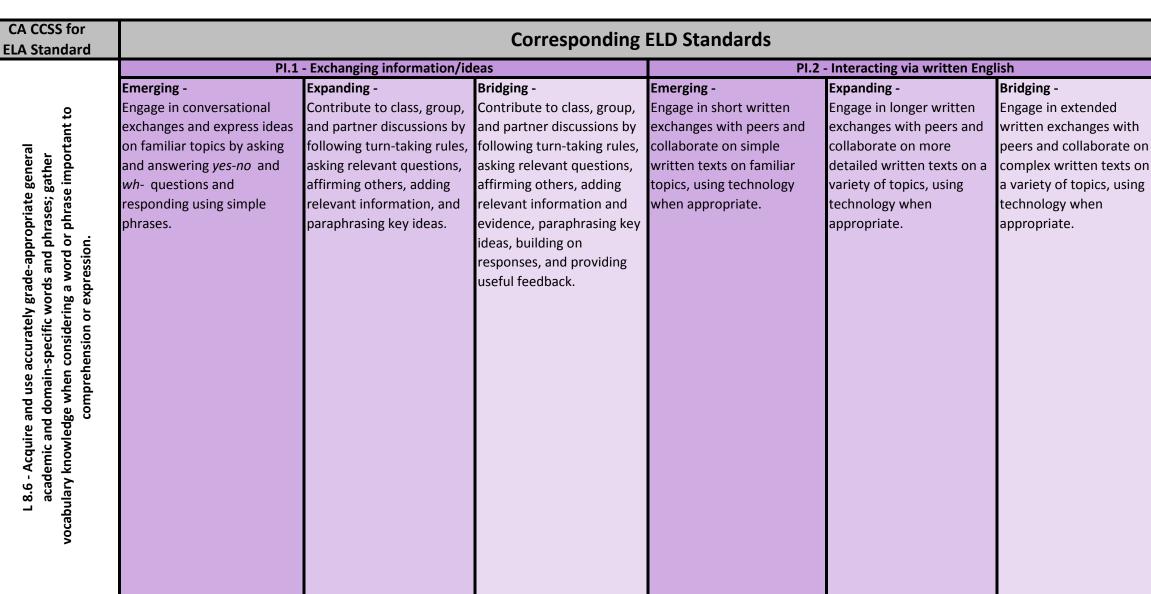
CA CCSS for ELA Standard				Correspondir	ng ELD Standards			
		PII.4	- Using nouns and noun phr	ases	PII.5 - Modifying to add details			
Vocabulary Acquisition and Use	uage, word relationships, and a - c.)	Emerging - Expand noun phrases in basic ways (e.g., adding a sensory adjective to a noun) in order 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,	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	Emerging - Expand sentences with simple adverbials (e.g., adverbs, adverb phrases, prepositional	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.	

Page 89 of 99



CA CCSS fo ELA Standa		Corresponding ELD Standards							
		PII.6 - Connecting ideas		PII.7 - Condensing ideas					
Vocabulary Acquisition and Use FTA Standard L 8.5 - Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (a - c.)	Emerging - Combine clauses in a few basic ways to make connections between and join ideas (e.g., creating compound sentences using	Expanding - Combine clauses in an increasing variety of ways	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</i>	Emerging - Condense ideas in simple ways (e.g., by compounding verbs, adding prepositional phrases, or through simple embedded clauses or other ways of condensing as in, This is a story about a girl. The girl changed the world. → This is a story about a girl who changed the world) to create precise and detailed sentences.	Expanding - Condense ideas in an increasing variety of ways (e.g., through various types of embedded clauses and other ways of condensing, as in, Organic vegetables are food. They're made without chemical fertilizers. They're made without chemical	They destroyed the rain			

Page 90 of 99



Page 91 of 99

Vocabulary Acquisition and Use

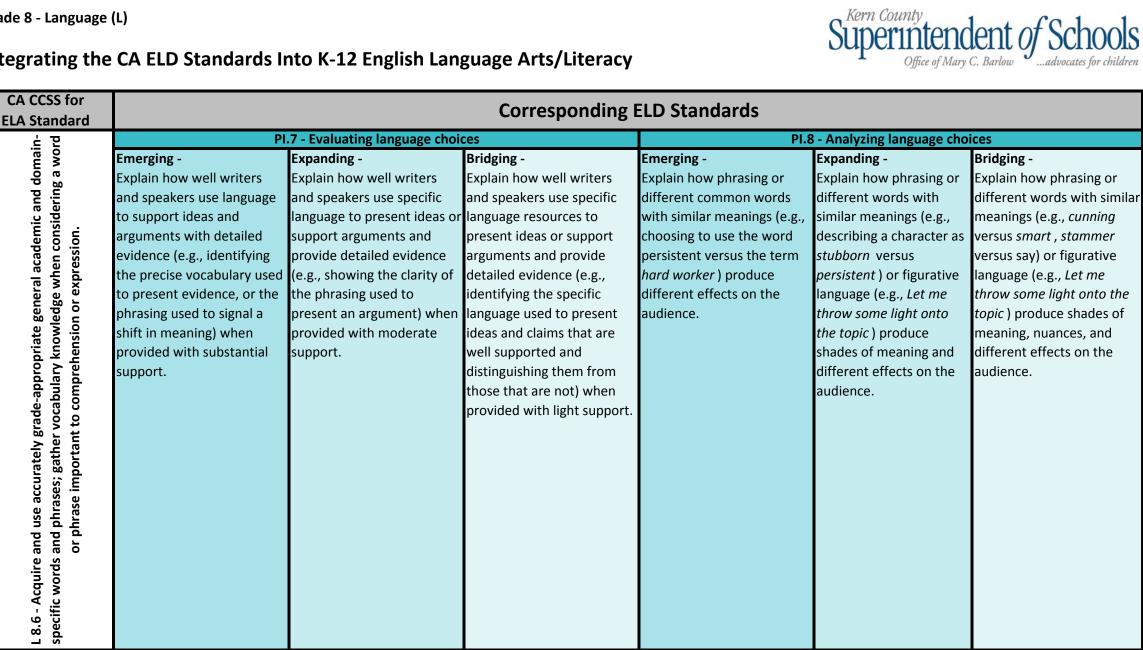




	CA CCSS for ELA Standard	Corresponding ELD Standards							
		PI.3 - Supporting opinions and persuading others			PI.4 - Adapting language choices				
		•••	Expanding -		Emerging -	Expanding -	Bridging -		
Vocabulary Acquisition and Use	opropriate general A phrases; gather d or phrase important t on.	Emerging - Negotiate with or persuade others in conversations (e.g., to gain and hold the floor or to ask for clarification) using learned	Expanding -	Bridging - Negotiate with or persuade others in conversations using an appropriate register (e.g., to	Adjust language choices				



	CA CCSS for LA Standard			Corresponding ELD Standards				
		PI.5 - Listening actively	/		PI.6 - Reading/viewing closely			
	- Acquire and use accurately grade-appropriate general demic and domain-specific words and phrases; gather abulary knowledge when considering a word or phrase important to comprehension or expression.	Expanding - Demonstrate active listening in oral presentation activities by asking and	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 con- clusions 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 	 PI.6 - Reading/viewing closely Expanding - a. Explain ideas, phenomena, processes, and text relationships (e.g., compare/contrast, cause/effect, problem/solution) based on close reading of a variety of grade-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 	(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		
Vocabul	L 8.6 - Acquire and use academic and domai vocabulary knowledg important to ((e.g., affixes, roots, and base words), context, reference	c. Use knowledge of morphology (e.g., affixes, roots, and base words), context, reference materials, and visual cues to	c. Use knowledge of morphology (e.g., affixes, roots, and base words), context, reference		



Page 94 of 99

/ocabulary Acquisition and Us

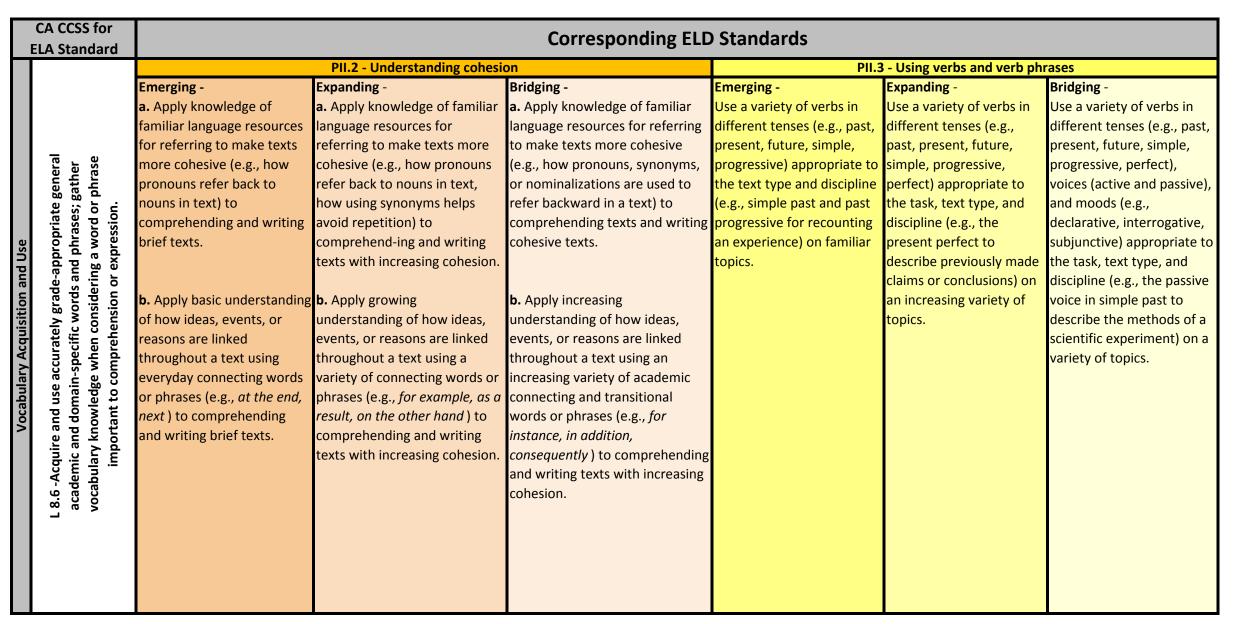


	CA CCSS for ELA Standard	Corresponding ELD Standards						
			PI.10 - Writing			PI.11 - Justifying/arguing		
		Emerging -	Expanding -	Bridging -	Emerging -	Expanding -	Bridging -	
	9	a. Write short literary and	a. Write longer literary and	a. Write longer and more	a. Justify opinions by	a. Justify opinions or	a. Justify opinions or	
	ut -	informational texts (e.g., an	informational texts (e.g., an	detailed literary and	providing some textual	persuade others by	persuade others by	
	ral orta	-	argument about whether	informational texts (e.g., an		providing relevant textual	providing detailed and	
	the	government should fund	the government should fund	argument about whether	background knowledge,	evidence or relevant	relevant textual evidence or	
	e ge gat	research using stem cells)	research using stem cells)	the government should	with substantial support.	background knowledge,	relevant background	
	iate es; ras	collaboratively (e.g., with	collaboratively (e.g., with	fund research using stem		with moderate support.	knowledge, with light	
a	appropriate general nd phrases; gather ırd or phrase import sion.	peers) and independently.	peers) and independently	cells) collaboratively (e.g.,			support.	
Usi	ppr d pf d oi ion.		using appropriate text	with peers) and				
pu	grade-appr ords and pl g a word o expression.		organization.	independently using				
n a	grado 'ords 1g a w expre			appropriate text				
itic	y gl wol ing r e)			organization and growing				
sing	itel fic der n o			understanding of register.				
Act	accurately -specific w considerin nension or							
Vocabulary Acquisition and Use	and use accurately domain-specific w ge when considerir comprehension or		b. Write increasingly concise			b. Express attitude and	b. Express attitude and	
pula	se חair her pre	, o	summaries of texts and	summaries of texts and	opinions or temper	opinions or temper	opinions or temper	
ocal	and u d don lge w com		experiences using complete		statements with familiar	statements with a variety	statements with nuanced	
ž	e ai dge c	words (e.g., from notes or	sentences and key words	complete and concise	modal expressions (e.g.,	of familiar modal	modal expressions (e.g.,	
	Acquire emic anc knowled		(e.g., from notes or graphic	sentences and key words	can, may).	expressions (e.g.,	potentially/ certainly /	
	Acq		organizers).	(e.g., from notes or graphic		possibly/likely,	absolutely, should/might).	
	.6 - Acquire an cademic and d ıry knowledge co			organizers).		could/would).		
	- 8.6 aca ulary							
	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.							
	0							

page 95 of 99



	CA CCSS for ELA Standard	Corresponding ELD Standards							
		PI.12 - Selecting language resources							
	_	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	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,</i>	Bridging - a. Use an expanded set of general academic words (e.g., specific, contrast, significant, function, adequate, analysis), domain-specific words (e.g., scene, irony, suspense, analogy, cell membrane, fraction), synonyms, antonyms, and figurative language to create precision and shades of meaning while speaking and writing.					
Vocabulary Acquisition and Use	ppro d ph g a w sxpre	b. Use knowledge of morphology to appropriately select affixes in basic ways (e.g., She likes X. He walk <i>ed</i> to school).	b. 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 destroy → destruction, probably → probability, reluctant → reluctantly).					



Page 97 of 99

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	CA CCSS for ELA Standard			Correspondir	ng ELD Standards			
	ž	PII.4 - Using nouns and noun phrases			PII.5 - Modifying to add details			
	general academic and domain- dge when considering a word o or expression.	Emerging -	Expanding -	Bridging -	Emerging -	Expanding -	Bridging -	
	E N N	Expand noun phrases in	Expand noun phrases in a	Expand noun phrases in an	Expand sentences with simple	Expand sentences with	Expand sentences with	
	d d lg a	basic ways (e.g., adding a	growing number of ways	increasing variety of ways	adverbials (e.g., adverbs,	adverbials (e.g., adverbs,	increasingly complex	
	: an erir	sensory adjective to a noun)	(e.g., adding prepositional	(e.g., embedding relative or	adverb phrases, prepositional	adverb phrases, prepositional	adverbials (e.g., adverbs,	
	mic sido	in order to enrich the	or adjective phrases) in	complement clauses) in	phrases) to provide details	phrases) to provide details	adverb phrases and clauses,	
	neral acader e when cons expression.	meaning of sentences and	order to enrich the	order to enrich the	(e.g., time, manner, place,	(e.g., time,	prepositional	
	aca en e	add details about ideas,	meaning of sentences and	meaning of sentences and	cause) about a familiar	manner, place, cause) about a	phrases) to provide details	
	eral who xpr	people, things, and so on.	add details about ideas,	add details about ideas,	activity or process.	familiar or new activity or	(e.g., time, manner, place,	
Use	ene ge		people, things, and so on.	people, things, and so on.		process.	cause) about a variety of	
р	ie g rled on c						familiar and new activities	
n a	riat Iow Insic						and processes.	
Jocabulary Acquisition and	grade-appropriate general ac vocabulary knowledge when to comprehension or express							
luis	ippi pre							
Aco	e-a abu							
Ž	rrad oca to c							
oula	ly g er v nt 1							
cab	atelathe							
S ا	odu bodu							
	aco ses e in							
	-Acquire and use accurately grade-appropriate ger c words and phrases; gather vocabulary knowledg phrase important to comprehension or							
	n br							
	e al							
	uire							
	Acq							
	6 -/ fic							
	L 8.6 -Acquire specific words							
	- ds							



	CA CCSS for ELA Standard	Corresponding ELD Standards								
	L .		PII.6 - Connecting ideas		PII.7 - Condensing ideas					
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 o phrase important to comprehension or expression.	connections between and join ideas (e.g., creating compound sentences using <i>and, but, so</i> ; 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</i> stayed at home on Sunday to study for Monday's exam) or to make a concession (e.g., She studied all night even though she wasn't feeling well).	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	Emerging - Condense ideas in simple ways (e.g., by compounding verbs, adding prepositional phrases, or through simple embedded clauses or other ways of condensing as in, This is a story about a girl. The girl changed the world. → This is a story about a girl who changed the world) to create precise and detailed sentences.	Expanding - Condense ideas in an increasing variety of ways (e.g., through various types of embedded clauses and other ways of condensing, as in, Organic vegetables are food. They're made without chemical fertilizers. They're made without chemical insecticides. → Organic	They destroyed the rain			

Page 99 of 99