

## **GRADE 9-10**

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.

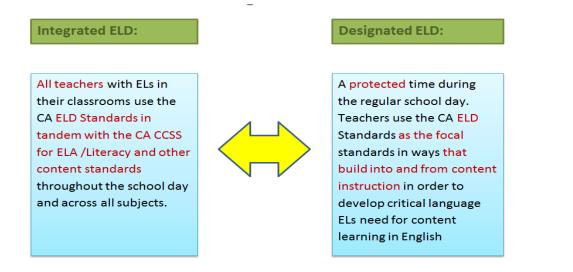


To achieve these goals and to fully include English learners in content instruction (e.g., English langauge arts, science, history, mathematics) all teachers of English learners need to implement the CA ELD Standards *in tandem* with all content standards.

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.

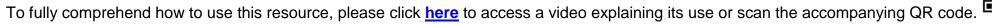
#### Integrated and Designated ELD

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.

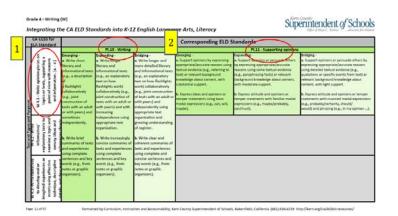


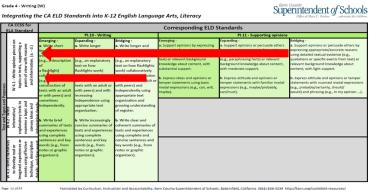


#### How to Use This Resource For Integrated ELD



Grade 4 - Writing (W)

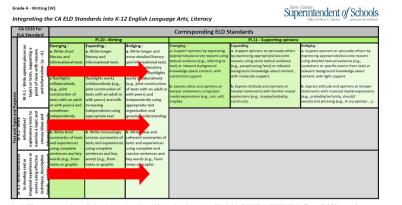


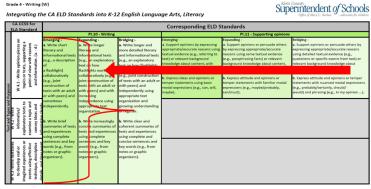


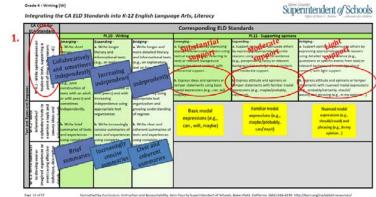
Grade 4 - Writing (W)
Interaction the CA ELD Standards Into K-12 English Language A

Superintendent of Schools

-	_	-		_	_								
CA CCSS for ELA Standard							Corresponding ELD Standards						
E	r~	PIL1 - Understanding text structure Emerging - Expanding - Bridging - Emer						- Understanding text str	ucture		PIL2 - Understanding cohesion		
L	ş	8	2	180	-	Emerging - Apply understan	and a		Bridging - Apply understanding	Emerging - a. Apply basic understanding	Expanding -	Bridging - a. Apply increasing understanding	
L	2	÷.	ŧ	ŧ.		how different te				of language resources for	a. Apply growing understanding of language	<ul> <li>Appry increasing understanding of language resources for referring</li> </ul>	
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.		
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L	E.	2		5	1								
Ш	Ľ		1	1	8 *								







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

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

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

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

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

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

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



Γ	CA CCSS for ELA Standard	Corresponding ELD Standards		
		PI.6 - Reading/viewing closely		
	6-10.1 - Cite - 10.1	Expanding -		
Visit data and Ratalla	and a select set of general academic and domain- text and and a select set of general academic and domain- text and and a select set of general academic and domain- specific words. b. Explain inferences and conclusions drawn from close reading of grade-appropriate texts and viewing of multimedia using familiar verbs (e.g., seems that ). c. Use knowledge of morphology (e.g., common	<ul> <li>multimedia formats, using increasingly detailed sentences, and an increasing variety of general academic and domain-specific words.</li> <li>b. Explain inferences and conclusions drawn from close reading of grade-appropriate texts and viewing of multimedia using an increasing variety of verbs and adverbials (e.g., <i>indicates that, suggests, as a result</i>).</li> <li>c. Use knowledge of morphology (e.g., affixes, Greek</li> </ul>	<ul> <li>multimedia formats, using a variety of detailed sentences and a range of general academic and domain-specific words.</li> <li>b. Explain inferences and conclusions drawn from close reading of grade-level texts and viewing of multimedia using a variety of verbs and adverbials (e.g., creates the impression that, consequently ).</li> <li>c. Use knowledge of morphology (e.g., derivational</li> </ul>	
	prefixes and suffixes), context, reference materials, and visual cues to determine the meaning of unknown	and Latin roots), context, reference materials, and visual cues to determine the meaning of unknown and multiple-meaning words on familiar and new topics.	suffixes), context, reference materials, and visual cues to determine the meaning, including figurative and connotative meanings, of unknown and multiple- meaning words on a variety of new topics.	

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CA CCSS for ELA Standard					Corresponding ELD Standards							
_	ELA Standard ເຊັ້ນ ແລະ					PI.6 - Reading/viewing closely		PI.7 - Evaluating language choices				
	words and including	yze iree			Emerging -		Bridging -	Emerging -		Bridging -		
	brds	y are used in the text, including connotative meanings; analyze immost of smorific word shored	(e.g., how the language	evokes a sense or time and place; now it sets formal or informal tone). (See grade 9–10				Explain how	• •	Explain how		
		s; a	lan	de V	processes, and text relationships	processes, and relationships within	processes, and relationships within	successfully writers	successfully writers	successfully		
	g of	ing	the vo	grade	(e.g., compare/contrast, cause/	and across texts (e.g., compare/	and across texts (e.g., compare	and speakers	and speakers	writers and		
	ning 4	ean		See	effect, evidence-based argument)	contrast, cause/effect, themes,	/contrast, cause/effect, themes,	structure texts and	structure texts and	speakers structure		
	Determine the meaning of s they are used in the text	Ē	h h	eid (S).	based on close reading of a variety of	evidence-based argument) based on	evidence-based argument) based on	use language (e.g.,	use language (e.g.,	texts and use		
	e T i	five a	6.9	and one)	grade-appropriate texts, presented in	close reading of a variety of grade-	close reading of a variety of grade-	specific word or	specific word or	language (e.g.,		
	e th	ota		ume a	various print and multimedia	appropriate texts, presented in	level texts, presented in various print	phrasing choices) to	phrasing choices) to	specific word or		
	mine		on meaning and tone	ma	formats, using short sentences and a	various print and multimedia	and multimedia formats, using a	persuade the	persuade the	phrasing choices)		
	ern		and	e o Ifor	select set of general academic and	formats, using increasingly detailed	variety of detailed sentences and a	reader (e.g., by	reader (e.g., by	to persuade the		
	Det	and		ense or inf	domain-specific words.	sentences, and an increasing variety	range of general academic and	providing evidence	providing well-	reader (e.g., by		
e	ית	figurative	ani	a s al c		of general academic and domain-	domain-specific words.	to support claims	worded evidence to	providing well-		
ctu	RL 9-10.4 nhrases	ase irat		okes form		specific words.		or connecting	support claims or	worded evidence		
tru	- 9-	ha l	on					points in an	connecting points in	to support claims		
d S	RI	+	· د	-	<b>b.</b> Explain inferences and conclusions			-	Ū	or connecting		
t an	SS	L	~ -			00	00	create other	specific ways) or	points in an		
rafi	choices	order ), and	ulate time (e.g., pacing, flashbacks) such effects as mystery, tension, or		appropriate texts and viewing of	appropriate texts and viewing of	level texts and viewing of multimedia	specific effects,	create other	argument in		
0	Ċ	s), a	sion			multimedia using an increasing	using a variety of verbs and	with sub-stantial		specific ways) or		
	or's	a text, el plots	last		-			support.	with moderate	create other		
	author's	el p	g, f		1	indicates that, suggests, as a result ).	impression that, consequently ).		•••	specific effects,		
	าอเ	ure rall	cing							with light support.		
	v an	to structure (e.g., parallé	(e.g., pacing, ts as mystery	ise.			c. Use knowledge of morphology					
	Nov	ŝtr .ë.,	es. Se	surprise		(e.g., affixes, Greek and Latin roots),	(e.g., derivational suffixes), context,					
	ze	, to t (e	e (e cts	ns			reference materials, and visual cues					
	Analyze how	v oc i u	effe		visual cues to determine the meaning	-						
	- Ar	ng h /ith	ch e				figurative and connotative meanings,					
	Ω.	in i s v	suc		words on familiar topics.		of unknown and multiple-meaning					
	-10	concerning how to structure a text, order events within it (e.g., parallel plots), and	manipulate time create such effect				words on a variety of new topics.					
	RL 9-10.	e Co	ma cre									



Γ		CSS for				Corre	esponding ELD Standard	ds	
		lanuar	_	PI.8	- Analyzing language ch	oices			
	RL 9-10.4 - Determine the meaning of words and phrases as they are used in the text, including figurative and	ord 8.,	how the language evokes a sense of time and place; how it sets a formal or informal tone). (See grade 9–10			Bridging -			
	use use ar	e v v	ense orm 9–1	<b>Emerging -</b> Explain how a writer's	Explain how a writer's	Explain how a writer's			
	nea are tive	cific one	a sé a fc de 9	or speaker's choice of	or speaker's choice of	or speaker's choice of			
	r ac ey ura	pec pec	ets gra	phrasing or specific	phrasing or specific	a variety of different			
	e th s th fig	of s gar	vok it s ee	wardala a dagarihing	words (e.g., using	types of phrasing or			
	min es a ling	arıı act ning	e e ow . (S	a character or action as	figurative language or	words (e.g., hyperbole,			
	teri ase cluc	mp; neal	uag ; h( ne)	aggressive versus	words with multiple	varying connotations,			
	De De	n n	ang lace I to	<i>bold</i> ) produces	meanings to describe	the cumulative impact			
	9-10.4 - Determine the meaning ords and phrases as they are used the text, including figurative and	componence meanings, analyze me cumulative impact of specific word choices on meaning and tone (e.g.,	how the language evokes a me and place; how it sets a informal tone). (See grad	a character or action as aggressive versus bold ) produces nuances and different effects on the audience.	an event or character)	of word choices)			
	-10 ds a ne t	nul Dice	v th an Ifoi	effects on the	produces nuances and	produces nuances and			
0		ch C C	hov me i	audience.		different effects on the			
ture	<u> </u>		ti		audience.	audience.			
ruc	Ior's choices the text,	s a s						PII.1 - Understanding Text Structu	
d St	ses	evenus ate time ects as					Emerging -	Expanding -	Bridging -
an	hoic	il er llati					Apply analysis of the	Apply analysis of the	Apply analysis of the
raft	s cl	oi uei anipula ch effe	e.				organizational structure of different text types (e.g., how	organizational structure of different text types (e.g., how	organizational structure of different text types (e.g., how
Ū	an author's choices	nar nar	surprise				arguments are organized by	arguments are organized by	arguments are organized by
	autho	tes	sur				establishing clear relationships	establishing clear relationships	establishing clear relationships
	an	, al rea	or				among claims, counterclaims,	among claims, counterclaims,	among claims, counterclaims,
		ots) c	on,				reasons, and evidence) to	reasons, and evidence) to	reasons, and evidence) to
	e pi	ack u	ensi				comprehending texts and to	comprehending texts and to	comprehending texts and to
	z A	shb	/, te				writing brief arguments,	writing increasingly clear and	writing clear and cohesive
	Analyze how	par	mystery, tension,				informative/explanatory texts	cohesive arguments,	arguments, informative/
	2 - 2	8., Ng,	Juys				and narratives.	informative/explanatory texts	explanatory texts and
	9-10.5	within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as	2					and narratives.	narratives.
	-6 J	B., F							
	RL	/ithi (e.							
		3							

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

	CA CCSS for ELA Standard		Corresponding ELD Standards						
		PI.6 - Reading/viewing closely							
<b>Craft and Structure</b>	e a particular point ( experience reflectec ture from outside th ing on a wide readin literature.	<b>Emerging</b> - <b>a.</b> Explain ideas, phenomena, processes, and text relationships (e.g., compare/contrast, cause/ effect, evidence-based argument) based on close reading of a variety of grade-appropriate texts, presented in various print and multimedia formats, using short sentences and a select set of general academic and domain-specific words.	<b>Expanding</b> - <b>a.</b> Explain ideas, phenomena, processes, and relationships within and across texts (e.g., compare/contrast, cause/effect, themes, evidence- based argument) based on close reading of a variety of grade-appropriate texts, presented in various print and multimedia formats, using increasingly detailed sentences, and an increasing variety of general academic and domain-specific words.	<b>Bridging</b> - <b>a.</b> Explain ideas, phenomena, processes, and relationships within and across texts (e.g., compare/contrast, cause/effect, themes, evidence- based argument) based on close reading of a variety of grade-level texts, presented in various print and multimedia formats, using a variety of detailed sentences and a range of general academic and domain-specific words.					
Integration of Knowledge and Ideas	resentation of a two different ding what is ach treatment Beaux Arts" and th the Fall of	<ul> <li>b. Explain inferences and conclusions drawn from close reading of grade-appropriate texts and viewing of multimedia using familiar verbs (e.g., seems that ).</li> <li>c. Use knowledge of morphology (e.g., common prefixes and suffixes), context, reference materials, and visual cues to determine the meaning of unknown and multiple-meaning words on familiar topics.</li> </ul>	reading of grade-appropriate texts and viewing of multimedia using an increasing variety of verbs and adverbials (e.g., <i>indicates that, suggests, as a result</i> ). <b>c.</b> Use knowledge of morphology (e.g., affixes, Greek and Latin roots), context, reference materials, and	<ul> <li>b. Explain inferences and conclusions drawn from close reading of grade-level texts and viewing of multimedia using a variety of verbs and adverbials (e.g., <i>creates the impression that, consequently</i>).</li> <li>c. Use knowledge of morphology (e.g., derivational suffixes), context, reference materials, and visual cues to determine the meaning, including figurative and connotative meanings, of unknown and multiplemeaning words on a variety of new topics.</li> </ul>					

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Г	CA CCSS for		Corresponding ELD Standards	
	ELA Standard			
	aws on ipecific theme / a later eare).	Fue que in a	PI.6 - Reading/viewing closely	Duideine
ž	RL 9-10.9 - Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).	•••	• •	Bridging -
de l	dra a sk ow pee	• • • • • • • • • •		<b>a.</b> Explain ideas, phenomena, processes, and
	in in r he kes			relationships within and across texts (e.g.,
	uth rial e tre le o Sha	evidence-based argument) based on close reading of a	compare/contrast, cause/effect, themes, evidence-	compare/contrast, cause/effect, themes, evidence- based argument) based on close reading of a variety of
apa	v an author c material in a peare treats e Bible or ho ay by Shakes		grade-appropriate texts, presented in various print and	
Integration of Knowledge and Idea	e m spe he lay			multimedia formats, using a variety of detailed
knc	/ze how source Shakes id or th on a pla			sentences and a range of general academic and
ę	yze sou rid on	•		domain-specific words.
ion	Anal orms how m Ov aws			domain-specific words.
rat	A sfor ., h om dra			
teo	10.9 trans (e.g oic fr	<b>b.</b> Explain inferences and conclusions drawn from close	<b>b</b> Explain inferences and conclusions drawn from close	<b>b</b> Explain inferences and conclusions drawn from close
-	RL 9-10.9 - Analyze and transforms so work (e.g., how Sh or topic from Ovid author draws on	•	•	reading of grade-level texts and viewing of multimedia
	RL an wc or t or t a			using a variety of verbs and adverbials (e.g., <i>creates</i>
>	σσν			the impression that, consequently ).
of Text Complexit	grade 9, read re, including i, in the grades I proficiently, at the high end grade 10, read re, including is, at the high t complexity			
hun	grade 9, read re, including s, in the grade d proficiently, at the high en grade 10, rea re, including rs, at the high	<b>c.</b> Use knowledge of morphology (e.g., common prefixes and suffixes), context, reference materials,	<b>c.</b> Use knowledge of morphology (e.g., affixes, Greek	<b>c.</b> Use knowledge of morphology (e.g., derivational
<sup>1</sup> O	inclu inclu inclu he h he b inclu inclu omp	prefixes and suffixes), context, reference materials.		suffixes), context, reference materials, and visual cues
ext	grac e, ii pro pro grac e, ii s, a'	and visual cues to determine the meaning of unknown		to determine the meaning, including figurative and
of T	I of gra ature, ir and pi and pi at t d of gra ature, text o	-	multiple-meaning words on familiar and new topics.	connotative meanings, of unknown and multiple-
				meaning words on a variety of new topics.
d lo	the e nd lit and p lexity as ne the e the e the lit , and es 9–			
an r	L <u>9-10.10</u> - By the end of g and comprehend literatur vries, dramas, and poems, -10 text complexity band the range. By the end of g and comprehend literatur cories, dramas, and poems nd of the grades 9–10 tex			
ding	9-10.10 - By d comprehe es, dramas, 0 text comp scaffolding a e range. By d comprehe ries, dramas l of the grad			
Sea.	10 mp folc mp dra the			
of I	-10 l co l co l co caf caf caf caf caf caf caf caf			
Bange of Beading and level	RL 9-10.10 - By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grade 9–10 text complexity band proficiently, with scaffolding as needed at the high en of the range. By the end of grade 10, rea and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity			
Ra	R Sto			





	CA CCSS for		Corresponding ELD Standards	
	ELA Standard		Corresponding ELD Standards	
			PI.6 - Reading/viewing closely	- · · ·
	text,	Emerging -	Expanding -	Bridging -
			a. Explain ideas, phenomena, processes, and	a. Explain ideas, phenomena, processes, and
	hey are used in a to ngs; analyze the ning and tone at of a newspaper). expectations.) CA	relationships (e.g., compare/contrast, cause/ effect,	relationships within and across texts (e.g.,	relationships within and across texts (e.g.,
	are used in analyze the and tone a newspap ctations.) C	evidence-based argument) based on close reading of a	compare/contrast, cause/effect, themes, evidence-	compare/contrast, cause/effect, themes, evidence-
	e us aly d to nev	variety of grade-appropriate texts, presented in various		based argument) based on close reading of a variety of
	ect ar ar	print and multimedia formats, using short sentences	grade-appropriate texts, presented in various print and	grade-level texts, presented in various print and
	s as they leanings; meaning m that of onal expe	and a select set of general academic and domain-	multimedia formats, using increasingly detailed	multimedia formats, using a variety of detailed
		specific words.	sentences, and an increasing variety of general	sentences and a range of general academic and domain-
	ases a Il mea on me from dition		academic and domain-specific words.	specific words.
	and phrases as technical meani choices on mea differs from th 6 for additional			
e	ing of words and phra otative, and technical pecific word choices o court opinion differs f standards 4–6 for add			
Craft and Structure	and ph technic choice: n differ 6 for ac	b. Explain inferences and conclusions drawn from close	<b>b.</b> Explain inferences and conclusions drawn from close	b. Explain inferences and conclusions drawn from close
tru	words a ve, and tu c word c opinion ards 4–6	reading of grade-appropriate texts and viewing of	reading of grade-appropriate texts and viewing of	reading of grade-level texts and viewing of multimedia
d S	ords and vord vord binior ds 4–	multimedia using familiar verbs (e.g., seems that ).	multimedia using an increasing variety of verbs and	using a variety of verbs and adverbials (e.g., creates the
tan	of words tive, and ific word rt opinior ndards 4–		adverbials (e.g., indicates that, suggests, as a result ).	impression that, consequently ).
rafi	ing of wor lotative, ar pecific wo court opin standards			
0				
	nea cor of a	<b>c.</b> Use knowledge of morphology (e.g., common	<b>c.</b> Use knowledge of morphology (e.g., affixes, Greek	<b>c.</b> Use knowledge of morphology (e.g., derivational
		prefixes and suffixes), context, reference materials,	and Latin roots), context, reference materials, and visual	
	ine the mea urative, cor ie impact of anguage of 10 Languag		cues to determine the meaning of unknown and	to determine the meaning, including figurative and
	bur Bur ve lan	and multiple-meaning words on familiar topics.	multiple-meaning words on familiar and new topics.	connotative meanings, of unknown and multiple-
	termine the n ng figurative, ulative impac the language de 9–10 Langu			meaning words on a variety of new topics.
	<ul> <li>Determine the mea luding figurative, con cumulative impact of how the language of a grade 9–10 Language</li> </ul>			
	9-10.4 - incl c c (e.g., h (See			
	6 9			
	2			

	CA CCSS for			Corresponding ELD Standards			
	ELA Standard	P	I.7 - Evaluating language choic			I.8 - Analyzing language choice	25
		Emerging -	Expanding -	Bridging -	Emerging -	Expanding -	Bridging -
	. თ	Explain how successfully	Explain how successfully	Explain how successfully	Explain how a writer's or	Explain how a writer's or	Explain how a writer's or
	d in the per) CA	writers and speakers	writers and speakers	writers and speakers	speaker's choice of phrasing	speaker's choice of phrasing	speaker's choice of a variety
	sed ze - e pap	structure texts and use	structure texts and use	structure texts and use	or specific words (e.g.,	or specific words (e.g., using	of different types of phrasing
	are used in analyze the d tone newspaper) ations.) CA	language (e.g., specific word	language (e.g., specific word	language (e.g., specific word	describing a character or	figurative language or words	or words (e.g., hyperbole,
	ey are used in (s; analyze the and tone a newspaper) ctations.) CA	or phrasing choices) to	or phrasing choices) to	or phrasing choices) to	action as aggressive versus	with multiple meanings to	varying connotations, the
	as they anings; ining an iat of a expect	persuade the reader (e.g., by	persuade the reader (e.g., by	persuade the reader (e.g., by	bold ) produces nuances and	describe an event or	cumulative impact of word
	as t ani nini nat ex	providing evidence to	providing well-worded	providing well-worded	different effects on the	character) produces nuances	choices) produces nuances
	and phrases as they technical meanings; oices on meaning an iffers from that of a or additional expect	support claims or connecting	evidence to support claims or	evidence to support claims or	audience.	and different effects on the	and different effects on the
	and phrases technical me oices on mea iffers from th or additiona	points in an argument) or	connecting points in an	connecting points in an		audience	audience.
e	d pl :hni es c ers 1 ers 1 add		argument in specific ways) or				
tur	ds and p nd techn choices n differs 6 for ad		-	create other specific effects,			
cruc	aning of words and phrases as they are use pnnotative, and technical meanings; analyze specific word choices on meaning and tone court opinion differs from that of a newspa standards 4–6 for additional expectations.)		with moderate support.	with light support.			
d St	of word; ive, and word cl pinion ( rds 4–6						
an	g of w ative, ic wo lards						
aft	meaning , connota of specifi f a court ige stand						
Ũ							
	ermine the me g figurative, co ive impact of s language of a –10 Language						
	the ativ bact age ngu						
	ine gur <i>a</i> gua Lai						
	rm fig ve lan						
	Determine the Iding figurative ulative impact the language c de 9–10 Langua						
	.4 - Determine the including figurative cumulative impact now the language ( grade 9–10 Langu						
	RI 9-10.4 - Determine the n text, including figurative, cumulative impact o (e.g., how the language of (See grade 9–10 Languag						
	9-1 ext, g., (Se						
	(e t						





	CA CCSS for	Corresponding ELD Standards						
	ELA Standard		- Analyzing language cho	ices				
	<u>ب</u>	Emerging -	PI.6 - Reading/viewing closely Expanding -	Bridging -	Emerging -		Bridging -	
	o u	<b>a.</b> Explain ideas, phenomena,		•••	Explain how a writer's	Explain how a writer's or		
ucture	s ideas or claims are developed and arger portions of a text (e.g., a section or s (e.g., graphics, headers, captions) documents. CA	processes, and text relationships (e.g., compare/contrast, cause/effect, evidence based argument) based on close reading of a variety of grade-appropriate texts, presented in various print and multimedia formats, using	processes, and relationships within and across texts (e.g., compare/contrast, cause/effect, themes, evidence based argument) based on close reading of a variety of grade-appropriate texts, presented in various print and multimedia formats, using	processes, and relationships within and across texts (e.g., compare/contrast, cause/effect, themes, evidence based argument) based on close reading of a variety of grade-level texts, presented in various print and multimedia formats, using a	or speaker's choice of phrasing or specific	speaker's choice of phrasing or specific words (e.g., using figurative language or words with multiple meanings to describe an event or character) produces nuances and different effects on the	or speaker's choice of a variety of different types of phrasing or words (e.g., hyperbole, varying connotations,	
Craft and Structur	hor' or la ture lace	<ul> <li>b. Explain inferences and conclusions drawn from close reading of grade-appropriate texts and viewing of multimedia using familiar verbs (e.g., seems that ).</li> <li>c. Use knowledge of morphology (e.g., common prefixes and suffixes), context, reference materials, and visual cues to determine the meaning of unknown and multiple-meaning words on familiar topics.</li> </ul>	<ul> <li>b. Explain inferences and conclusions drawn from close reading of grade-appropriate texts and viewing of multimedia using an increasing variety of verbs and adverbials (e.g., <i>indicates that, suggests, as a result</i>).</li> <li>c. Use knowledge of morphology (e.g., affixes, Greek and Latin roots), context, reference materials, and visual cues to determine the meaning of unknown and multiple-</li> </ul>	<ul> <li>b. Explain inferences and conclusions drawn from close reading of grade-level texts and viewing of multimedia using a variety of verbs and adverbials (e.g., creates the impression that, consequently ).</li> <li>c. Use knowledge of morphology (e.g., derivational suffixes), context, reference materials, and visual cues to determine the meaning, including figurative and connotative meanings, of unknown and multiple-meaning words on a variety of new topics.</li> </ul>				



	CA CCSS for ELA Standard			Correspond	ing ELD Standards		
		PII.	1 - Understanding text struct	ure		PII.2 - Understanding cohesic	on
	author's ideas or claims are developed and refined by ragraphs, or larger portions of a text (e.g., use of text features (e.g., graphics, headers, captions) in I workplace documents. CA	Emerging -	Expanding -	Bridging -	Emerging -	Expanding -	Bridging -
	nec	Apply analysis of the	Apply analysis of the	Apply analysis of the	a. Apply knowledge of	a. Apply knowledge of a	a. Apply knowledge of a variety
	refi cap	organizational structure of	organizational structure of	organizational structure of	familiar language resources	growing number of language	of language resources for
	rs, i	different text types (e.g.,	different text types (e.g.,	different text types (e.g.,	for referring to make texts	resources for referring to	referring to make texts more
	:veloped and a text (e.g., iics, headers	how arguments are	how arguments are	how arguments are	more cohesive (e.g., using	make texts more cohesive	cohesive (e.g., using
	ope xt ( hea	organized by establishing	organized by establishing	organized by establishing	pronouns to refer back to	(e.g., using nominalizations to	nominalization, paraphrasing, or
	velc a te ics,	clear relationships among	clear relationships among	clear relationships among	nouns in text) to	refer back to an action or	summaries to reference or
	author's ideas or claims are develo agraphs, or larger portions of a te se of text features (e.g., graphics, workplace documents. CA	claims, counterclaims,	claims, counterclaims,	claims, counterclaims,	comprehending and writing	activity described earlier) to	recap an idea or explanation
	is or claims are larger portions atures (e.g., gra locuments. CA	reasons, and evidence) to	reasons, and evidence) to	reasons, and evidence) to	brief texts.	comprehending texts and to	provided earlier) to
	ns ortio se., its.	comprehending texts and to	comprehending texts and to	comprehending texts and to		writing increasingly cohesive	comprehending grade-level
	lair po e (e nen	writing brief arguments,	writing increasingly clear	writing clear and cohesive		texts for specific purposes and	texts and to writing clear and
ure	or o gei ure: cun	informative/explanatory	and cohesive arguments,	arguments, informative/		audiences.	cohesive grade-level texts for
nct	as lar eatu do		informative/explanatory	explanatory texts and			specific purposes and audiences.
Sti	idea , or l , t fea ace d		texts and narratives.	narratives.			
<b>Craft and Structure</b>	l how an author's ideas or claims ences, paragraphs, or larger porti lyze the use of text features (e.g., functional workplace documents.					<b>b.</b> Apply knowledge of familiar	
aft	uthc gra vor				familiar language resources	language resources for linking	language resources for linking
C	ara ara use al v				for linking ideas, events, or	ideas, events, or reasons	ideas, events, or reasons
	ail how an a tences, par alyze the u functional				reasons throughout a text	throughout a text (e.g., using	throughout a text (e.g., using
	hov nce: nct				(e.g., using connecting/	connecting/ transition words	connecting/transition words and
	ail I nter fu				transition words and	and phrases, such as	phrases, such as <i>on the</i>
	detail how sentences, Analyze th functi				phrases, such as <i>first,</i>	meanwhile, however, on the	contrary, in addition, moreover )
	a a				second, third) to	other hand ) to	to comprehending grade-level
	yze ticu ter)				comprehending and writing	comprehending texts and to	texts and to writing cohesive
	Analyze in particular chapter). a				brief texts.	writing increasingly cohesive	texts for specific purposes and
	- A - C					texts for specific purposes and	audiences.
	0.5 n o					audiences.	
	RI 9-10.5 section o						
	RI sec						
	a						



	CA CCSS for	Corresponding ELD Standards					
E	LA Standard នូ		PI.6 - Reading/viewing closely			Evaluating language ch	pices
	Rl 9-10.6 - Determine an author's point of view r purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.	Emerging -	Expanding -	Bridging -	Emerging -	Expanding -	Bridging -
	vie Tor			<b>a.</b> Explain ideas, phenomena,		Explain how successfully	
	t of the pr			processes, and relationships within	writers and speakers	writers and speakers	successfully writers and
	oint an a v oi	(e.g., compare/contrast,	and across texts (e.g.,	and across texts (e.g.,	structure texts and use	structure texts and use	speakers structure texts
0	s po w a viev	cause/effect, evidence-based	compare/contrast, cause/	compare/contrast, cause/	language (e.g., specific	language (e.g., specific	and use language (e.g.,
<b>Craft and Structure</b>	author's point of view alyze how an author us oint of view or purpos	argument) based on close reading of	effect, themes, evidence-based	effect, themes, evidence-based	word or phrasing	word or phrasing	specific word or
ruci	uth yze int	a variety of grade-appropriate texts,	argument) based on close reading of	argument) based on close reading of	choices) to persuade the	choices) to persuade the	phrasing choices) to
Sti	an a anal t poi	presented in various print and	a variety of grade-appropriate texts,	a variety of grade-level texts,	reader (e.g., by providing	reader (e.g., by	persuade the reader
and	le a d a hat	multimedia formats, using short	presented in various print and	presented in various print and	evidence to support	providing well-worded	(e.g., by providing well-
aft a	min : an e tl	sentences and a select set of general	multimedia formats, using	multimedia formats, using a variety	claims or connecting	evidence to support	worded evidence to
Cra	Determine a text and dvance tha	academic and domain-specific	increasingly detailed sentences, and	of detailed sentences and a range of	points in an argument)	claims or connecting	support claims or
	Def Def dv	words.	an increasing variety of general	general academic and domain-	or create other specific	points in an argument in	connecting points in an
	- 9. e in to a		academic and domain-specific	specific words.	effects, with substantial	specific ways) or create	argument in specific
	RI 9-10.6 - I or purpose in rhetoric to a		words.		support.	other specific effects,	ways) or create other
	etol					with moderate support.	specific effects, with
	RI or pu rhet			b. Explain inferences and conclusions			light support.
				drawn from close reading of grade-			
				level texts and viewing of			
eas	iccounts c diums (e.g print and ch details			multimedia using a variety of verbs			
l Id	oun ms nt a det		increasing variety of verbs and	and adverbials (e.g., creates the			
anc	icco bri ch ch			impression that, consequently ).			
ge	us a nec nec nhi		suggests, as a result ).				
led	-Analyze various accounts of old in different mediums (e.g. s life story in both print and ), determining which details , hasized in each account.						
NO	Analyze vario 1 in different life story in b determining asized in each			<b>c.</b> Use knowledge of morphology			
Kn	yze Jiff tor erm erm		(e.g., affixes, Greek and Latin roots),	-			
o	nal in c fe s lete			reference materials, and visual cues			
Integration of Knowledge and Ideas	RI 9-10.7 -Analyze various accounts of subject told in different mediums (e.g., person's life story in both print and ultimedia), determining which details a emphasized in each account.			to determine the meaning, including			
gra.	0.7 Ct to Ct to Con	-	-	figurative and connotative meanings,			
nte	RI 9-10.7 subject tc person' Iltimedia	meaning words on familiar topics.	meaning words on familiar and new				
-	RI 9-10.7 - a subject tol person's multimedia), emph		topics.	words on a variety of new topics.			
	За						



	CA CCSS for ELA Standard	Corresponding FUD Standard		ds			
	()		PI.6 - Reading/viewing closely		PI.7 - Evaluating language choices		
	/ false	Emerging -	Expanding -	Bridging -	Emerging -	Expanding -	Bridging -
	tify		<b>a.</b> Explain ideas, phenomena,	<b>a.</b> Explain ideas, phenomena,	Explain how	Explain how	Explain how
	t, den	processes, and text relationships	processes, and relationships within	processes, and relationships within and	successfully writers	successfully writers	successfully writers
	tex t; i		and across texts (e.g., compare/	across texts (e.g., compare/ contrast,	and speakers structure	and speakers structure	and speakers structure
	n a ien	_	contrast, cause/effect, themes,	cause/effect, themes, evidence-based	texts and use language	texts and use language	texts and use language
	1s i ffic		evidence-based argument) based on	argument) based on close reading of a	(e.g., specific word or	(e.g., specific word or	(e.g., specific word or
	ain I su	<b>C</b>	close reading of a variety of grade-	variety of grade-level texts, presented	phrasing choices) to	phrasing choices) to	phrasing choices) to
	c cl and		appropriate texts, presented in	in various print and multimedia	persuade the reader	persuade the reader	persuade the reader
	int .		various print and multimedia	formats, using a variety of detailed	(e.g., by providing	e.g., by providing well-	e.g., by providing well-
eas	specific claims in a text, evant and sufficient; identify iing.		formats, using increasingly detailed	sentences and a range of general	evidence to support	worded evidence to	worded evidence to
Id	relo		sentences, and an increasing variety	academic and domain-specific words	claims or connecting		support claims or
Integration of Knowledge and Idea	is is	specific words.	of general academic and domain-				connecting points in an
86	ner ince us r		specific words.		or create other specific		argument in specific
led	argument evidence lacious re				effects, with	ways) or create other	ways) or create other
N0	e ev alla	-	-	<b>b.</b> Explain inferences and conclusions	substantial support.	specific effects, with	specific effects, with
Kn	uate the and the s and fal		drawn from close reading of grade-	urawii ii oiii ciose reauling of graue-		moderate support.	light support.
o f	ate ind an		appropriate texts and viewing of	level texts and viewing of multimedia			0 11
tior	alua id a nts	-	multimedia using an increasing variety of verbs and adverbials (e.g.,	using a variety of verbs and adverbials (e.g., creates the impression that,			
grat		_	indicates that, suggests, as a result ).				
Ite	ind g is ate		indicates that, suggests, as a result j.	consequently ).			
-	3 - Delineate and the reasoning is state	<b>c.</b> Use knowledge of morphology	<b>c.</b> Use knowledge of morphology	<b>c.</b> Use knowledge of morphology (e.g.,			
	isol		(e.g., affixes, Greek and Latin roots),	affixes, roots, and base words),			
	rea		context, reference materials, and	context, reference materials, and visual			
	<u>י ה</u>	-	visual cues to determine the	cues to determine the meaning of			
			meaning of unknown and multiple-	unknown and multiple-meaning words			
	RI 9-10.8 whether		meaning words on familiar and new	on familiar and			
			topics. And new topics.	new topics.			
	bu						
	essi						
	ass(						
Deg	e 12 of 103			unty Superintendent of Schools, Bakersfiel			



CA CCSS for ELA Standard		Corresponding ELD Standards	
ofess			
Integration of Knowledge and Ideas RI 9-10.9 - Analyze seminal U.S. documents historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they addr related themes and concepts.	<ul> <li>Emerging -</li> <li>a. Explain ideas, phenomena, processes, and text relationships (e.g., compare/contrast, cause/effect, evidence-based argument) based on close reading of a variety of grade-appropriate texts, presented in various print and multimedia formats, using short sentences and a select set of general academic and domain-specific words.</li> <li>b. Explain inferences and conclusions drawn from</li> </ul>	relationships within and across texts (e.g., compare/contrast, cause/effect, themes, evidence- based argument) based on close reading of a variety of grade-appropriate texts, presented in various print and multimedia formats, using increasingly detailed sentences, and an increasing variety of general academic and domain-specific words. <b>b.</b> Explain inferences and conclusions drawn from close	
Jexity and with with ind 9–10 and	close reading of grade-appropriate texts and viewing of multimedia using familiar verbs (e.g., seems that ). c. Use knowledge of morphology (e.g., common prefixes and suffixes), context, reference materials, and visual cues to determine the meaning of unknown and multiple-meaning words on familiar topics.	adverbials (e.g., <i>indicates that, suggests, as a result</i> ). <b>c.</b> Use knowledge of morphology (e.g., affixes, Greek and Latin roots), context, reference materials, and visual	close reading of grade-level texts and viewing of multimedia using a variety of verbs and adverbials (e.g., <i>creates the impression that, consequently</i> ). <b>c.</b> Use knowledge of morphology (e.g., derivational suffixes), context, reference materials, and visual cues to determine the meaning, including figurative and connotative meanings, of unknown and multiple- meaning words on a variety of new topics.

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	CA CCSS for		Corresponding ELD Standards			
_	ELA Standard					
	t era	Fue engine	PI.6 - Reading/viewing closely	Detidation		
and the second function of the second s	RH 9-10.9 - Compare and contrast treatments of the same topic in severa primary and secondary sources.	relationships (e.g., compare/contrast, cause/effect, evidence-based argument) based on close reading of a variety of grade-appropriate texts, presented in various print and multimedia formats, using short sentences and a select set of general academic and domain- specific words.	appropriate texts, presented in various print and multimedia formats, using increasingly detailed sentences, and an increasing variety of general academic and domain-specific words.	<ul> <li>Bridging -</li> <li>a. Explain ideas, phenomena, processes, and relationships within and across texts (e.g., compare/contrast, cause/effect, themes, evidence-based argument) based on close reading of a variety of grade-level texts, presented in various print and multimedia formats, using a variety of detailed sentences and a range of general academic and domain-specific words.</li> <li>b. Explain inferences and conclusions drawn from close</li> </ul>		
mulavitur			reading of grade-appropriate texts and viewing of multimedia using an increasing variety of verbs and adverbials (e.g., <i>indicates that, suggests, as a result</i> ).	reading of grade-level texts and viewing of multimedia using a variety of verbs and adverbials (e.g., <i>creates the</i> <i>impression that, consequently</i> ).		
Bours of Boodine and lovel of Toxt formulavity	RH 9-10.10 - By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.	prefixes and suffixes), context, reference materials, and visual cues to determine the meaning of unknown and	<b>c.</b> Use knowledge of morphology (e.g., affixes, Greek and Latin roots), context, reference materials, and visual cues to determine the meaning of unknown and multiple- meaning words on familiar and new topics.	<b>c.</b> Use knowledge of morphology (e.g., derivational suffixes), context, reference materials, and visual cues to determine the meaning, including figurative and connotative meanings, of unknown and multiplemeaning words on a variety of new topics.		

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	CA CCSS for ELA Standard		Corresponding ELD Standards		
	ji ≻oae		PI.6 - Reading/viewing closely		
	10.1 - Cite sp tual evidence port analysis ary and secon ary and secon rces, attendin rces as and origin of information.	<b>a.</b> Explain ideas, phenomena, processes, and text relationships (e.g., compare/contrast, cause/effect, evidence-based argument) based on close reading of a variety of grade-appropriate texts, presented in various print and multimedia formats, using	<b>Expanding</b> - <b>a.</b> Explain ideas, phenomena, processes, and relationships within and across texts (e.g., compare/contrast, cause/effect, themes, evidence- based argument) based on close reading of a variety of grade-appropriate texts, presented in various print and multimedia formats, using increasingly	<b>Bridging</b> - <b>a.</b> Explain ideas, phenomena, processes, and relationships within and across texts (e.g., compare/contrast, cause/effect, themes, evidence- based argument) based on close reading of a variety of grade-level texts, presented in various print and multimedia formats, using a variety of detailed	
Key Ideas and Details	n detail a ribed in a hether ed later sceded or ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.	<ul> <li>academic and domain-specific words.</li> <li>b. Explain inferences and conclusions drawn from close reading of grade-appropriate texts and viewing of multimedia using familiar verbs (e.g., seems that ).</li> <li>c. Use knowledge of morphology (e.g., common prefixes and suffixes), context, reference materials, and visual cues to determine the meaning of unknown and multiple-meaning words on familiar</li> </ul>	<ul> <li>detailed sentences, and an increasing variety of general academic and domain-specific words.</li> <li>b. Explain inferences and conclusions drawn from close reading of grade-appropriate texts and viewing of multimedia using an increasing variety of verbs and adverbials (e.g., <i>indicates that, suggests, as a result</i>).</li> <li>c. Use knowledge of morphology (e.g., affixes, Greek</li> </ul>	<ul> <li>sentences and a range of general academic and domain-specific words.</li> <li>b. Explain inferences and conclusions drawn from close reading of grade-level texts and viewing of multimedia using a variety of verbs and adverbials (e.g., creates the impression that, consequently ).</li> </ul>	

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ſ	CA CCSS for ELA Standard		Corresponding ELD Standards	
	73		PI.6 - Reading/viewing closely	
	re :termine the meaning of word they are used in a text, includi y describing political, social, o ispects of history/social scienc	<ul> <li>Emerging - <ul> <li>a. Explain ideas, phenomena, processes, and text</li> <li>relationships (e.g., compare/contrast, cause/effect,</li> <li>evidence-based argument) based on close reading of a</li> <li>variety of grade-appropriate texts, presented in various</li> <li>print and multimedia formats, using short sentences</li> <li>and a select set of general academic and domain-</li> <li>specific words.</li> </ul> </li> <li>b. Explain inferences and conclusions drawn from close reading of grade- appropriate texts and viewing of multimedia using familiar verbs (e.g., seems that ).</li> </ul>	<ul> <li>Expanding -</li> <li>a. Explain ideas, phenomena, processes, and relationships within and across texts (e.g., compare/contrast, cause/effect, themes, evidence-based argument) based on close reading of a variety of grade-appropriate texts, presented in various print and multimedia formats, using increasingly detailed sentences, and an increasing variety of general academic and domain-specific words.</li> <li>b. Explain inferences and conclusions drawn from close reading of grade-appropriate texts and viewing of multimedia using an increasing variety of verbs and</li> </ul>	<ul> <li>Bridging -</li> <li>a. Explain ideas, phenomena, processes, and relationships within and across texts (e.g., compare/contrast, cause/effect, themes, evidence-based argument) based on close reading of a variety of grade-level texts, presented in various print and multimedia formats, using a variety of detailed sentences and a range of general academic and domain-specific words.</li> <li>b. Explain inferences and conclusions drawn from close reading of grade-level texts and viewing of multimedia using a variety of verbs and adverbials (e.g., creates the interval of verbs and adverbials (e.g., creates the interval of verbs and adverbials)</li> </ul>
	w a text RH asize key p planation	<b>c.</b> Use knowledge of morphology (e.g., common prefixes and suffixes), context, reference materials, and visual cues to determine the meaning of unknown and multiple-meaning words on familiar topics.	<b>c.</b> Use knowledge of morphology (e.g., affixes, Greek and Latin roots), context, reference materials, and visual cues	

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	CA CCSS for ELA Standard			ELD Standards			
					PI.8 - Analyzing language choices		
	ining of words and a text, including social, or economic al science.	Emerging -	Expanding -	Bridging -	Emerging -	Expanding -	Bridging -
	Determine the meaning of words al as they are used in a text, including describing political, social, or econol oects of history/social science.	Explain how successfully	Explain how successfully	Explain how successfully	Explain how a writer's or	Explain how a writer's or	Explain how a writer's or
	f we or e	writers and speakers	writers and speakers	writers and speakers	speaker's choice of	speaker's choice of	speaker's choice of a
	g of xt, i ial, cier	structure texts and use	structure texts and use	structure texts and use	phrasing or specific words	phrasing or specific	variety of different types of
	nin i te: soci al se	language (e.g., specific	language (e.g., specific word	language (e.g., specific word	(e.g., describing a character	words (e.g., using	phrasing or words (e.g.,
		word or phrasing choices)	or phrasing choices) to	or phrasing choices) to	or action as aggressive	figurative language or	hyperbole, varying
	4 - Determine the meaning of wo es as they are used in a text, inclury ry describing political, social, or e aspects of history/social science.	to persuade the reader	persuade the reader (e.g.,	persuade the reader (e.g.,	· ·	words with multiple	connotations, the
	e th e us pol stor	(e.g., by providing evidence		by providing well-worded			cumulative impact of word
	Determine s they are escribing p ects of hist	to support claims or	evidence to support claims	evidence to support claims	effects on the audience.	event or character)	choices) produces nuances
e	terr hey crib s of	connecting points in an	or connecting points in an	or connecting points in an		produces nuances and	and different effects on the
tur	Dei as t des	argument) or create other	argument in specific ways)	argument in specific ways)		different effects on the	audience.
iruc	- 4 - ees ry c asp	specific effects, with		or create other specific		audience.	
d St	9-10.4 - phrases abulary asp	substantial support.	effects, with moderate	effects, with light support.			
an	RH 9-10.4 - Determine the mea phrases as they are used in ocabulary describing political, aspects of history/soci		support.				
Craft and Structure	<b>-</b> 3						
ō	uses ints or						
	tt u ooin 1 or						
	text ey po cion o						
	v a e ke inat						
	Analyze how o emphasize ice an explan analysis.						
	nalyze ho emphasi e an expl analysis.						
	e an						
	10.5 - Analyze how a text u ture to emphasize key poir advance an explanation or analysis.						
	0.5 ure dva						
	tH 9-10.5 - Analyze how a text use structure to emphasize key points or advance an explanation or analysis.						
	stri 6						



	CA CCSS for ELA Standard			Corresp	onding ELD Standards		
	an	PII.1	- Understanding text stru	cture		PII.2 - Understanding cohesior	1
	JCe	Emerging -	Expanding -	Bridging -	Emerging -	Expanding -	Bridging -
	advance	Apply analysis of the	Apply analysis of the	Apply analysis of the	<ol> <li>Apply knowledge of familiar</li> </ol>	<b>a.</b> Apply knowledge of a growing	a. Apply knowledge of a variety of
		organizational structure	organizational structure	organizational structure	language resources for	number of language resources	language resources for referring
	S 01	of different text types	of different text types	of different text types	referring to make texts more	for referring to make texts more	to make texts more cohesive
	oint	(e.g., how arguments are	(e.g., how arguments are	(e.g., how arguments are	cohesive (e.g., using pronouns	cohesive (e.g., using	(e.g., using nominalization,
	/ bd	organized by establishing	organized by establishing	organized by establishing	to refer back to nouns in text)	nominalizations to refer back to	paraphrasing, or summaries to
	emphasize key points or Ilysis.	clear relationships among	clear relationships among	clear relationships among	to comprehending and writing	an action or activity described	reference or recap an idea or
	ize	claims, counterclaims,	claims, counterclaims,	claims, counterclaims,	brief texts.	earlier) to comprehending texts	explanation provided earlier) to
	has	reasons, and evidence) to	reasons, and evidence) to	reasons, and evidence) to		and to writing increasingly	comprehending grade-level texts
e	o emph ialysis.	comprehending texts and	comprehending texts and	comprehending texts and		cohesive texts for specific	and to writing clear and cohesive
Craft and Structu	to e anal		to writing increasingly	to writing clear and		purposes and audiences.	grade-level texts for specific
tru	re t or a	•		cohesive arguments,			purposes and audiences.
od S	ctui on c			informative/ explanatory			
tar	structu	narratives.	explanatory texts and	texts and narratives.	b. Apply knowledge of familiar	<b>b.</b> Apply knowledge of familiar	<b>b.</b> Apply knowledge of familiar
rafi	es s lan		narratives.		language resources for linking	language resources for linking	language resources for linking
S	use expl				ideas, events, or reasons	ideas, events, or reasons	ideas, events, or reasons
	ext					throughout a text (e.g., using	throughout a text (e.g., using
	at				connecting/ transition words	connecting/ transition words and	connecting/ transition words and
	MO				and phrases, such as <i>first,</i>	phrases, such as meanwhile,	phrases, such as <i>on the contrary,</i>
	e h				-	<i>however, on the other hand</i> ) to	<i>in addition, moreover</i> ) to
	۶				comprehending and writing	comprehending texts and to	comprehending grade-level texts
	Analyze how				brief texts.	writing increasingly cohesive	and to writing cohesive texts for
	1					texts for specific purposes and	specific purposes and audiences.
	RH 9-10.5					audiences.	
	-6 F						
	RF						

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	CA CCSS for ELA Standard		Corresponding ELD Standards				
		PI.6 - Reading/viewing closely					
Craft and Structure	10.6 - Compare the po f view of two or more ors for how they treat ame or similar topics, uding which details th de and emphasize in the respective accounts.	relationships (e.g., compare/contrast, cause/effect, evidence-based argument) based on close reading of a variety of grade-appropriate texts, presented in various print and multimedia formats, using short sentences and a select set of general academic and domain-specific words.	relationships within and across texts (e.g., compare/contrast, cause/effect, themes, evidence- based argument) based on close reading of a variety of grade-appropriate texts, presented in various print and multimedia formats, using increasingly detailed sentences, and an increasing variety of	<b>Bridging</b> - <b>a.</b> Explain ideas, phenomena, processes, and relationships within and across texts (e.g., compare/contrast, cause/effect, themes, evidence- based argument) based on close reading of a variety of grade-level texts, presented in various print and multimedia formats, using a variety of detailed sentences and a range of general academic and domain-specific words.			
wledge and Ideas	ıtegra techn , chart a) wit nalysi ital te	close reading of grade-appropriate texts and viewing of multimedia using familiar verbs (e.g., seems that ).	close reading of grade-appropriate texts and viewing of multimedia using an increasing variety of verbs and adverbials (e.g., <i>indicates that, suggests, as a result</i> ). <b>c.</b> Use knowledge of morphology (e.g., affixes, Greek	multimedia using a variety of verbs and adverbials (e.g., <i>creates the impression that, consequently</i> ).			
Integration of Knowledge and Idea	RH 9-10.8 - Assess the extent to which the reasoning and evidence in a text support the author's claims.	and visual cues to determine the meaning of unknown and multiple-meaning words on familiar	visual cues to determine the meaning of unknown and multiple-meaning words on familiar and new topics.	cues to determine the meaning, including figurative and connotative meanings, of unknown and multiple-meaning words on a variety of new topics.			

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	CA CCSS for ELA Standard		Corresponding ELD Standards					
	<u>a</u>	PI.7 - Evaluating language choices						
Craft and Structure	vint of view of tw y treat the same n details they incl pective accounts	<b>Emerging</b> - Explain how successfully writers and speakers structure texts and use language (e.g., specific word or phrasing choices) to persuade the reader (e.g., by providing evidence to support claims or connecting points in an argument) or create other specific effects, with substantial support.	Explain how successfully writers and speakers structure texts and use language (e.g., specific word or phrasing choices) to persuade the reader (e.g., by providing well-worded evidence to support claims or connecting points in an argument in specific ways) or create other specific effects, with moderate support.	<b>Bridging</b> - Explain how successfully writers and speakers structure texts and use language (e.g., specific word or phrasing choices) to persuade the reader (e.g., by providing well- worded evidence to support claims or connecting points in an argument in specific ways) or create other specific effects, with light support.				
Integration of Knowledge and	RH 9-10.8 - Assess the extent to which the reasoning and evidence in a text support the author's claims.							

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	CA CCSS for			•		Corresponding ELD Standards						
ELA Standard			ndar	d								
	ific	~	al.	e		PI.6 - Reading/viewing closely						
		textual evidence to	science and technical	texts, attending to the precise details of	<ul> <li>a. Explain ideas, phenomena, processes, and text</li> <li>relationships (e.g., compare/contrast, cause/ effect,</li> </ul>	a. Explain ideas, phenomena, processes, and relationships	Bridging - a. Explain ideas, phenomena, processes, and relationships within and across texts (e.g., compare/contrast, cause/effect, themes, evidence-					
		textual	science	texts, att precis	variety of grade-appropriate texts, presented in various print and multimedia formats, using short sentences and a select set of general academic and	close reading of a variety of grade-appropriate texts, presented in various print and multimedia formats, using increasingly detailed sentences, and an increasing variety of	based argument) based on close reading of a variety of grade-level texts, presented in various print and multimedia formats, using a variety of detailed					
Key Ideas and Details	- Determine th	central ideas or conclusions of a text: trace the text's	on or	complex process, phenomenon, or concept;	close reading of grade-appropriate texts and viewing of multimedia using familiar verbs (e.g., <i>seems that</i> ). <b>c.</b> Use knowledge of morphology (e.g., common prefixes and suffixes), context, reference materials,	reading of grade-appropriate texts and viewing of multimedia using an increasing variety of verbs and adverbials (e.g., <i>indicates that, suggests, as a result</i> ). <b>c.</b> Use knowledge of morphology (e.g., affixes, Greek and Latin roots), context, reference materials, and visual cues to	<ul> <li>sentences and a range of general academic and domain-specific words.</li> <li>b. Explain inferences and conclusions drawn from close reading of grade-level texts and viewing of multimedia using a variety of verbs and adverbials (e.g., <i>creates the impression that, consequently</i>).</li> <li>c. Use knowledge of morphology (e.g., derivational suffixes), context, reference materials, and visual cues</li> </ul>					
		complex multistep procedure when carrving out	experiments,	measurements, or performing technical tasks, attending to	and multiple-meaning words on familiar topics.	determine the meaning of unknown and multiple-meaning words on familiar and new topics.	to determine the meaning, including figurative and connotative meanings, of unknown and multiple- meaning words on a variety of new topics.					



Γ	CA CCSS for ELA Standard		Corresponding ELD Standards	
h	<b>T</b>		PI.6 - Reading/viewing closely	
	0.4 - Determine the meaning ( s, key terms, and other domai ords and phrases as they are u ific scientific or technical cont to grades 9–10 texts and topi	<ul> <li>a. Explain ideas, phenomena, processes, and text relationships (e.g., compare/contrast, cause/ effect, evidence-based argument) based on close reading of a variety of grade-appropriate texts, presented in various print and multimedia formats, using short sentences and a select set of general academic and domain-specific words.</li> <li>b. Explain inferences and conclusions drawn from</li> </ul>	<ul> <li>Expanding -</li> <li>a. Explain ideas, phenomena, processes, and relationships within and across texts (e.g., compare/ contrast, cause/effect, themes, evidence-based argument) based on close reading of a variety of grade-appropriate texts, presented in various print and multimedia formats, using increasingly detailed sentences, and an increasing variety of general academic and domain-specific words.</li> <li>b. Explain inferences and conclusions drawn from</li> </ul>	<ul> <li>Bridging -</li> <li>a. Explain ideas, phenomena, processes, and relationships within and across texts (e.g., compare/contrast, cause/effect, themes, evidence-based argument) based on close reading of a variety of grade-level texts, presented in various print and multimedia formats, using a variety of detailed sentences and a range of general academic and domain-specific words.</li> <li>b. Explain inferences and conclusions drawn from</li> </ul>
	a – t	viewing of multimedia using familiar verbs (e.g., seems that ). <b>c.</b> Use knowledge of morphology (e.g., affixes,	<i>result</i> ). <b>c.</b> Use knowledge of morphology (e.g., affixes, Greek and Latin roots), context, reference materials, and	multimedia using a variety of verbs and adverbials (e.g., creates the <i>impression that, consequently</i> ).
	RST 9-10.5 - Analyze the structure o the relationships among concepts in text, including relationships among key terms (e.g., force, friction, reaction force, energy).		and multiple-meaning words on familiar and new topics.	and connotative meanings, of unknown and multiple-meaning words on a variety of new topics.

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	CA CCSS for ELA Standard			Corresponding E	LD Standards		
	fic nt	P	.7 - Evaluating language choi	ces	PI.8	- Analyzing language cho	ices
	e meaning of r domain-specific are used in a context relevant nd topics.	Emerging -	Expanding -	Bridging -	Emerging -	Expanding -	Bridging -
	RST 9-10.4 - Determine the meaning of bols, key terms, and other domain-spec words and phrases as they are used in a cific scientific or technical context relev to grades 9–10 texts and topics.	Explain how successfully	Explain how successfully	Explain how successfully	Explain how a writer's or	Explain how a writer's or	Explain how a writer's or
	anii nain usec ext pics	writers and speakers	writers and speakers	writers and speakers	speaker's choice of	speaker's choice of	speaker's choice of a
	meaning domain-s ire used i ontext re d topics.	structure texts and use	structure texts and use	structure texts and use	phrasing or specific words	phrasing or specific	variety of different types of
	he er c er c il co and	language (e.g., specific	language (e.g., specific word	language (e.g., specific word	(e.g., describing a character	words (e.g., using	phrasing or words (e.g.,
	ine the other s they inical c exts an	word or phrasing choices)	or phrasing choices) to	or phrasing choices) to	or action as aggressive	figurative language or	hyperbole, varying
	ermir and ( es as techi 10 te)	to persuade the reader	persuade the reader (e.g.,	persuade the reader (e.g.,	versus <i>bold</i> ) produces	words with multiple	connotations, the
	9-10.4 - Determine the meanin, s, key terms, and other domain- ds and phrases as they are used scientific or technical context r to grades 9–10 texts and topics.	(e.g., by providing evidence	by providing well-worded	by providing well-worded		-	cumulative impact of word
	Dete erms, phraso ific or les 9–1		evidence to support claims	evidence to support claims		event or character)	choices) produces nuances
re	- 4 - / te id p ntif ade		or connecting points in an	or connecting points in an		produces nuances and	and different effects on the
ctu	9-10.4 5, key té 15 and   scienti co grade	-	argument in specific ways)	argument in specific ways)		different effects on the	audience.
tru	RST 9 bols, vords cific s tc		or create other specific	or create other specific		audience.	
d S	RST 9 symbols, words specific s		effects, with moderate	effects, with light support.			
t ar	syı sp		support.				
Craft and Structure	RST 9-10.5 - Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g., force, friction, reaction force, energy).						

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Γ	CA CCSS for ELA Standard			Correspon	ding ELD Standards		
		PII.1	L - Understanding text struct	ure		PII.2 - Understanding cohesio	n
	a text, orce,	Emerging -	Expanding -	Bridging -	Emerging -	Expanding -	Bridging -
	a t orc	Apply analysis of the	Apply analysis of the	Apply analysis of the	a. Apply basic understanding of	a. Apply knowledge of a	a. Apply knowledge of a variety of
	s in on fi	organizational structure of	organizational structure of	organizational structure of	language resources for	growing number of language	language resources for referring
	ationships among concepts in a tex (e.g., force, friction, reaction force,	different text types (e.g.,	different text types (e.g.,	different text types (e.g.,	referring the reader back or	resources for referring to	to make texts more cohesive
	nconce	how arguments are	how arguments are	how arguments are	forward in text (e.g., how	make texts more cohesive	(e.g., using nominalization,
	g co on, _	organized by establishing	organized by establishing	organized by establishing	pronouns refer back to nouns	(e.g., using nominalizations to	paraphrasing, or summaries to
	ctic	clear relationships among	clear relationships among	clear relationships among	in text) to comprehending	refer back to an action or	reference or recap an idea or
	am , fri	claims, counter claims,	claims, counter claims,	claims, counter claims,	texts and writing basic texts.	activity described earlier) to	explanation provided earlier) to
	ips rce	reasons, and evidence) to	reasons, and evidence) to	reasons, and evidence) to		comprehending texts and to	comprehending grade-level texts
e	relationships ns (e.g., force, gy).	comprehending texts and to	comprehending texts and	comprehending texts and		writing increasingly cohesive	and to writing clear and cohesive
ctu	itio e.g.	writing brief arguments,	to writing increasingly clear	to writing clear and		texts for specific purposes and	grade-level texts for specific
tru	f the rela terms (6 energy).	informative/ explanatory	and cohesive arguments,	cohesive arguments,		audiences.	purposes and audiences.
s p	he i erm	texts and narratives.	informative/explanatory	informative/explanatory			
Craft and Structure	e of the rel key terms ( energy)		texts and narratives.	texts and narratives.	b. Apply basic understanding of	<b>b.</b> Apply knowledge of familiar	<b>b.</b> Apply knowledge of familiar
raf	re				how ideas, events, or reasons	language resources for linking	language resources for linking
	ctu ong				are linked throughout a text	ideas, events, or reasons	ideas, events, or reasons
	structure among k				using a select set of everyday	throughout a text (e.g., using	throughout a text (e.g., using
	le s ips					connecting/ transition words	connecting/ transition words and
	e th Ishi				(e.g., first/next, at the	and phrases, such as	phrases, such as on the contrary,
	alyz				<i>beginning</i> ) to comprehending	meanwhile, however, on the	<i>in addition, moreover</i> ) to
	Analyze the relationships				-	other hand ) to	comprehending grade-level texts
	<b>' b</b> 0					comprehending texts and to	and to writing cohesive texts for
	RST 9-10.5 - including i						specific purposes and audiences.
	L 9- Jolt					texts for specific purposes and	
	Irsn ir					audiences.	

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	CA CCSS for ELA Standard		Corresponding ELD Standards	
			PI.6 - Reading/viewing closely	
Craft and Structure	RST 9-10.6 - Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, defining the question the author seeks to address.	relationships (e.g., compare/contrast, cause/effect, evidence-based argument) based on close reading of a variety of grade-appropriate texts, presented in various print and multimedia formats, using short sentences and a select set of general academic and	a. Explain ideas, phenomena, processes, and relationships within and across texts (e.g., compare/contrast, cause/effect, themes, evidence- based argument) based on close reading of a variety of grade-appropriate texts, presented in various print and multimedia formats, using increasingly detailed sentences, and an increasing variety of	Bridging - a. Explain ideas, phenomena, processes, and relationships within and across texts (e.g., compare/contrast, cause/effect, themes, evidence- based argument) based on close reading of a variety of grade-level texts, presented in various print and multimedia formats, using a variety of detailed sentences and a range of general academic and domain-specific words.
Integration of Knowledge and Ideas	RST 9-10.7 - Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.	<ul> <li>close reading of grade-appropriate texts and viewing of multimedia using familiar verbs (e.g., <i>seems that</i>).</li> <li>c. Use knowledge of morphology (e.g., common prefixes and suffixes), context, reference materials,</li> </ul>	<ul> <li>b. Explain inferences and conclusions drawn from</li> <li>close reading of grade-appropriate texts and viewing</li> </ul>	<b>b.</b> Explain inferences and conclusions drawn from close reading of grade-level texts and viewing of multimedia using a variety of verbs and adverbials (e.g., <i>creates the impression that, consequently</i> ).
Integration of k	RST 9-10.8 - Assess the extent to Assess the extent to which the reasoning and evidence in a text support the author's claim or a recommendation for solving a scientific or technical problem.	unknown and multiple-meaning words on familiar	-	and connotative meanings, of unknown and multiple- meaning words on a variety of new topics.



	CA CCSS for ELA Standard		Corresponding ELD Standards					
	é, é	PI.7 - Evaluating language choices						
Craft and Structure	author's purpose escribing a proce nt in a text, defir · seeks to addres:	<b>Emerging</b> - Explain how successfully writers and speakers structure texts and use language (e.g., specific word or phrasing choices) to persuade the reader (e.g., by providing evidence to support claims or connecting points in an argument) or create other specific effects, with substantial support.	<b>Expanding</b> - Explain how successfully writers and speakers structure texts and use language (e.g., specific word or phrasing choices) to persuade the reader (e.g., by providing well-worded evidence to support claims or connecting points in an argument in specific ways) or create other specific effects, with moderate support.	<b>Bridging</b> - Explain how successfully writers and speakers structure texts and use language (e.g., specific word or phrasing choices) to persuade the reader (e.g., by providing well-worded evidence to support claims or connecting points in an argument in specific ways) or create other specific effects, with light support.				
Integration of Knowledge and Ideas	RST 9-10.8 - Assess the extent to which the reasoning and evidence in a text support the author's claim or a recommendation for solving a scientific or technical problem.							

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	CA CCSS for ELA Standard		Corresponding ELD Standards	
	e Kn gs		PI.6 - Reading/viewing closely	
Integration of Knowledge and Ideas	T 9-10.9 - Compare and contri lings presented in a text to th other sources (including thei riments), noting when the fin support or contradict previou explanations or accounts.	relationships (e.g., compare/contrast, cause/effect, evidence-based argument) based on close reading of a variety of grade-appropriate texts, presented in various print and multimedia formats, using short sentences and a select set of general academic and domain-specific words.	<ul> <li>Expanding -</li> <li>a. Explain ideas, phenomena, processes, and relationships within and across texts (e.g., compare/contrast, cause/effect, themes, evidence-based argument) based on close reading of a variety of grade-appropriate texts, presented in various print and multimedia formats, using increasingly detailed sentences, and an increasing variety of general academic and domain-specific words.</li> <li>b. Explain inferences and conclusions drawn from</li> </ul>	<ul> <li>Bridging -</li> <li>a. Explain ideas, phenomena, processes, and relationships within and across texts (e.g., compare/contrast, cause/effect, themes, evidence-based argument) based on close reading of a variety of grade-level texts, presented in various print and multimedia formats, using a variety of detailed sentences and a range of general academic and domain-specific words.</li> <li>b. Explain inferences and conclusions drawn from</li> </ul>
Range of Reading and level of Text Complexity Ir	nd of grade 10, read and / technical texts in the exity band independently ficiently.	<ul> <li>close reading of grade-appropriate texts and viewing of multimedia using familiar verbs (e.g., seems that ).</li> <li>c. Use knowledge of morphology (e.g., common prefixes and suffixes), context, reference materials,</li> </ul>	close reading of grade-appropriate texts and viewing of multimedia using an increasing variety of verbs and adverbials (e.g., <i>indicates that, suggests, as a</i> <i>result</i> ). <b>c.</b> Use knowledge of morphology (e.g., affixes, Greek and Latin roots), context, reference materials, and visual cues to determine the meaning of unknown and multiple-meaning words on familiar and new topics.	close reading of grade-level texts and viewing of multimedia using a variety of verbs and adverbials (e.g., <i>creates the impression that, consequently</i> ).

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	CA CCSS for ELA Standard		Corresponding ELD Standards	
			PI.3 - Supporting opinions and persuading others	
Text and Types and Purposes	analysis of substantive topics ufficient evidence. (a e.)	Emerging - Negotiate with or persuade others in conversations using learned phrases (e.g., <i>Would you say that again? I think</i> . ), as well as open responses to express and defend opinions.	Expanding - Negotiate with or persuade others in conversations (e.g., to provide counterarguments) using a growing number of learned phrases ( <i>I see your point, but</i> ) and open responses to express and defend nuanced opinions.	Bridging - Negotiate with or persuade others in conversations in appropriate registers (e.g., to acknowledge new information in an academic conversation but then politely offer a counterpoint) using a variety of learned phrases, indirect reported speech (e.g., <i>I heard you say X,</i> <i>and I haven't thought about that before. However</i> ), and open responses to express and defend nuanced opinions.

## **ELA/ELD Standards Alignment**



	CA CCSS for			Corresponding	ELD Standards			
Ť			PI.10 - Writing			PI.11 - Justifying/Arguing		
	ort claims in an analysis of substantive topics d relevant and sufficient evidence. (a e.)	Emerging - a. Write short literary and informational texts (e.g., an argument about water rights) collaboratively (e.g., with peers) and independently. b. Write brief summaries of texts and experiences by using complete sentences and key words (e.g., from notes or graphic organizers).	<ul> <li>Expanding -</li> <li>a. Write longer literary and informational texts (e.g., an argument about water rights) collaboratively (e.g., with peers) and independently by using appropriate text organization and growing understanding of register.</li> <li>b. Write increasingly concise summaries of texts and experiences by using complete sentences and key words (e.g., from notes or graphic organizers).</li> </ul>	<ul> <li>Bridging -</li> <li>a. Write longer and more detailed literary and informational texts (e.g., an argument about water rights) collaboratively (e.g., with peers) and independently using appropriate text organization and register.</li> <li>b. Write clear and coherent summaries of texts and experiences by using</li> </ul>	Emerging - a. Justify opinions by articulating some relevant textual evidence or background knowledge, with visual support. b. Express attitude and opinions or temper	Expanding - a. Justify opinions and positions or persuade others by making connections between ideas and articulating relevant textual evidence or background knowledge. b. Express attitude and	<ul> <li>Bridging - <ul> <li>Justify opinions or</li> <li>persuade others by making</li> <li>connections and distinctions</li> <li>between ideas and texts and</li> <li>articulating sufficient,</li> <li>detailed, and relevant</li> <li>textual evidence or</li> <li>background knowledge,</li> <li>using appropriate register.</li> </ul> </li> <li>b. Express attitude and</li> <li>opinions or temper</li> <li>statements with nuanced</li> <li>modal expressions (e.g.,</li> <li>possibly/potentially/</li> <li>certainly/ absolutely,</li> <li>should/might ).</li> </ul>	





		CSS for tandard		Corresponding ELD Standards					
				PI.10 - Writing					
	Write informative/explanatory examine and convey complex ideas,	i clearly a effective nd analys	<b>Emerging -</b> <b>a.</b> Write short literary and informational texts (e.g., an argument about water rights) collaboratively (e.g., with peers) and independently.	a. Write longer literary and informational	<b>Bridging</b> - <b>a.</b> Write longer and more detailed literary and informational texts (e.g., an argument about water rights) collaboratively (e.g., with peers) and independently using appropriate text organization and register.				
and Purposes	to -	concepts, and information accurately through the selection, organization, a of content. (a f.)	b. Write brief summaries of texts and experiences by using complete sentences and key words (e.g., from notes or graphic organizers).	experiences by using complete sentences and key words	<b>b.</b> Write clear and coherent summaries of texts and experiences by using complete and concise sentences and key words (e.g., from notes or graphic organizers).				
Text and Types and		effective technique, well-chosen details, and well- structured event sequences. (a e.)							



		CSS					Corresponding	ELD Standards			
	ELA Standard ປີ ເພື່ອ			t	PII.	1 - Understanding text struc			PII.2 - Understanding cohesi	PII.2 - Understanding cohesion	
	te	diguinents to support claims in an analysis			Emerging -		Bridging -	Emerging -		Bridging -	
	- Write	anal			Apply analysis of the	Apply analysis of the	Apply analysis of the	a. Apply knowledge of	a. Apply knowledge of a	a. Apply knowledge of a	
	1-	an	ive	nsing	organizational structure of	organizational structure of	organizational structure of	familiar language resources	growing number of	variety of language resources	
	W 9-10.1	i.	ant		different text types (e.g.,	different text types (e.g.,	different text types (e.g.,	for referring to make texts	language resources for	for referring to make texts	
	-6 N		bst	rexts,	how arguments are	how arguments are	how arguments are	more cohesive (e.g., using	referring to make texts	more cohesive (e.g., using	
	<b>N</b>	cla	f su	5	organized by establishing	organized by establishing	organized by establishing	pronouns to refer back to	more cohesive (e.g., using	nominalization,	
		•	_		clear relationships among	clear relationships among	clear relationships among	nouns in text) to	nominalizations to refer	paraphrasing, or summaries	
	ç	as,	<u>&gt;</u>				claims, counterclaims,			to reference or recap an idea	
	+ +	ide	ear	le ci	reasons, and evidence) to	reasons, and evidence) to	reasons, and evidence) to	brief texts.	described earlier) to	or explanation provided	
s	, o +	lex le	_		comprehending texts and	comprehending texts and	comprehending texts and to		comprehending texts and	earlier) to comprehending	
ose	rite	amine and convey complex ideas,	atio	<u>s</u> t	to writing brief arguments,		writing clear and cohesive		to writing increasingly	grade-level texts and to	
urp	- Write		l m	u ar			arguments, informative/		cohesive texts for specific	writing clear and cohesive	
d Pi			nfo	ē t	texts and narratives.		explanatory texts and		purposes and audiences.	grade-level texts for specific	
ano	)-10 /22	ξų μ	i pi			explanatory texts and	narratives.			purposes and audiences.	
oes	W 9-10.2	nd bu	, ar	late		narratives.					
Text and Types and Purpose			concepts, and information clearly	and accurately through the					h Assil Issa Isslaad		
and		examine	nce	ac						<b>b.</b> Apply knowledge of	
xt	2.	еха	0					familiar language resources		familiar language resources	
Te				-						for linking ideas, events, or	
	to	50	sen	/en				Ŭ	events, or reasons	reasons throughout a text	
	/es	sing	- cho	é					throughout a text (e.g., using connecting/	(e.g., using connecting/ transition words and	
	ativ	ts u	ell-	nre					transition words and	phrases, such as <i>on the</i>	
	narratives to	events using	Ň					second, third ) to	phrases, such as	contrary, in addition,	
	te n or	2 9	ant	-St L				comprehending and writing	•	moreover) to	
	Write		inic I	ei.				brief texts.	the other hand ) to	comprehending grade-level	
	3 - 2	experiences or events usin	effective technique, well-chosen	and well-structured event				Sher texts.	comprehending texts and	texts and to writing cohesive	
	9-10.3	erie							to writing increasingly	texts for specific purposes	
		an dx:	ecti	SI I					cohesive texts for specific	and audiences.	
	×	Ű	eff	detalls,					purposes and audiences.		
				-							





	CA CCSS for ELA Standard							Corresponding	ELD Standards		
	or an			or	_		PII.6 - Connecting ideas		PII.7 - Condensing ideas		
	Write ts to	support claims in a	۰. ب	substantive topics texts, using valid reasoning and	2 p	Emerging - Combine clauses in a few	Expanding -	Bridging -	Emerging -	Expanding -	Bridging -
		i i	analysis of	stantive topic: exts, using vali	is ° It al	Combine clauses in a few	Combine clauses in a	Combine clauses in a variety	Condense ideas in a few	Condense ideas in a	Condense ideas in a variety
	9-10.1 Irgume	cla	syle .	tive usi	vant	basic ways (e.g., creating	growing number of ways to	of ways to create compound	basic ways (e.g., by	growing number of ways	of ways (e.g., through a
	9-1 rgu	ort o	an	tani cts,	ele	compound sentences using	create compound and	and complex sentences that		(e.g., through embedded	variety of embedded
	≥ s	, qqu		tex	_	and, but, so ; creating	complex sentences that	make connections between	prepositional phrases) to		clauses, or by
		Ñ		••		complex sentences using	make connections between		create precise and detailed	• •	compounding verbs or
		2	es, I√	the effective and analysis		•	and link concrete and		simple, compound, and	phrases) to create more	prepositional phrases,
		ts 1	ex ideas clearly	fect		connections between and to			complex sentences (e.g.,	•	nominalization) to create
S	-	fe)	n cl	e ef Id a	-	join ideas (e.g., I want to	to express a reason (e.g.,	While both characters strive	The students asked survey	compound, and complex	precise simple, compound,
OSE	Write	ory.	atio	, an					questions and recorded the		and complex sentences
urp	>	informative/explanatory texts to	and convey complex ideas, s, and information clearly	and accurately through the effective selection, organization, and analysis	of content. (a.	describes the solar system ).	Sunday in order to study	different approaches	responses ).		that condense concrete
d P	0.2	(pla	of nfo	hro izat	ent		for Monday's exam ) or to	through which to reach their		changing climate	and abstract ideas (e.g.,
s an	9-10.	e)	g G	ly tl gani	ont		make a concession (e.g.,	goals.), or to establish cause		eventually disappeared ).	Another issue that people
pes	Ň	tive	and S, al	atel org	of co		She studied all night even though she wasn't feeling	(e.g., Women's lives were changed forever after World			may be concerned with is the amount of money that
I TY				on,	0		well ).	War II as a result of joining			it will cost to construct the
anc		for	examine concept	l ac ecti			wenj.	the workforce ).			new building ).
Text and Types and Purposes		.=	exa C	and sele							new bunuing j.
Ĕ											
	narratives to	ק ק	l - B	<b></b>							
	tive	gine	s usin well-	wel t	e.)						
	ırra	mag	events using nique, well-	and w event							
	e na			s, a de	. (a						
	Write	eal c	es or event technique,	sen details, structured	sequences. (a.						
	<b>&gt;</b>	p re	ie to	ucti	nen						
	0.3	elol	ctiv	sen stri	edi						
	9-10.	develop real or imagined	experiences or effective tech	chosen details, and well structured event	<b>v</b> ,						
	Ň	5	9 <sup>0</sup>	-							

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Γ	CA CCSS for			Corresponding I	FID Standards		
	ELA Standard						
	are to		4 - Adapting language choice			PI.10 - Writing	
	ren nt, ate ide- es á	Emerging -	Expanding -	Bridging -	Emerging -	Expanding -	Bridging -
	ohe mei Gra typ			Adjust language choices	-	a. Write longer literary and	-
	d co ppro ppro ab	-	-	according to the task (e.g.,		informational texts (e.g., an	
	'an eve e ap enc vriti	(e.g., classroom, community)		group presentation of	argument about water		informational texts (e.g.,
	luce clear and coheren ich the development, d style are appropriate and audience. (Grade- ions for writing types a ions for writing types a		community), purpose (e.g., to persuade, to provide	research project), context	rights) collaboratively (e.g., with peers) and	rights) collaboratively (e.g., with peers) and	an argument about water rights) collaboratively
	ce c tyle tyle ar fa			(e.g., classroom, community), purpose (e.g.,	independently.		(e.g., with peers) and
	9-10.4 - Produce clear and coherent vriting in which the development, nization, and style are appropriate t sk, purpose, and audience. (Grade- ific expectations for writing types al defined in standards 1–3 above.)		-	to persuade, to provide	independentiy.	appropriate text	independently using
Б	V 9-10.4 - Proc writing in wh ganization, and task, purpose, taskic expectat defined in st		and audience (e.g., peers,	arguments or		organization and growing	appropriate text
riti	- 4 - - 4 - - 4 - - 4 - 4 - 4 - 4 - 4 -		teachers, guest lecturer).	counterarguments), and		understanding of register.	organization and register.
¶ ₹	-10 izat k, p ic e fir e fir		· · ·	audience (e.g., peers,			
	W 9-10.4 - Produce clear and cohere writing in which the development, organization, and style are appropriat task, purpose, and audience. (Grade specific expectations for writing types defined in standards 1–3 above.)			teachers, college recruiter).			
Production and Distribution of Writing	sp or				b. Write brief summaries of	<b>b.</b> Write increasingly	<b>b.</b> Write clear and
ribi	د <u>۲</u> م				texts and experiences by	concise summaries of texts	coherent summaries of
Dist	ng g on scific ions ge				using complete sentences	and experiences by using	texts and experiences by
pu	intir usin spe ent gua				and key words (e.g., from		using complete and
e u	en writing editing, focusing for a speci conventio Language				notes or graphic	key words (e.g., from notes	
ctio	ther b, ch, of I of I of I				organizers).	or graphic organizers).	key words (e.g., from
npa	ingland isir isir isar isar isa ind ind						notes or graphic
Pro	and strengthen writing ing, revising, editing, ew approach, focusing on it significant for a specific (Editing for conventions command of Language L–3 up to and trades 9–10.)						organizers).
	nd ; ing, w a w a v a com com com						
	p a nost nost ce. te c s 1 s 2 s 2 s 3						
	elo pla is m ien ien stra din din						
	.5 - Develop and strengthe :ded by planning, revising, or trying a new approach, g what is most significant f ind audience. (Editing for c demonstrate command of standards 1–3 up to and including grades 9–10.)						
	5 - 1 ded or t or t st st						
	V 9-10.5 - Develop and strengthen writin as needed by planning, revising, editing, riting, or trying a new approach, focusin, ressing what is most significant for a spe pose and audience. (Editing for conventi pould demonstrate command of Languag standards 1–3 up to and including grades 9–10.)						
	W 9-10.5 - Develop as needed by planr writing, or trying a no dressing what is mos urpose and audience. should demonstrate standards 3 including g						
	W 9-10.5 - Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing or addressing what is most significant for a specifi purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)						
	- e -						



	CA CCSS for ELA Standard		Corresponding ELD Standards					
		PI.12 - Selecting language resources						
ution of Writing	oduce clear and cohere which the development ind style are appropria ie, and audience. (Grad etions for writing type standards 1–3 above.)	<ul> <li>Emerging -</li> <li>a. Use familiar general academic (e.g., temperature, document) and domain-specific (e.g., characterization, photosynthesis, society, quadratic functions) words to create clear spoken and written texts.</li> <li>b. Use knowledge of morphology to appropriately select basic affixes (e.g., The skull protects the brain).</li> </ul>	society, quadratic functions ) academic words accurately and appropriately when producing increasingly complex written and spoken texts.	<ul> <li>Bridging -</li> <li>a. Use a variety of grade-appropriate general (e.g., anticipate, transaction) and domain-specific (e.g., characterization, photosynthesis, society, quadratic functions) academic words and phrases, including persuasive language, accurately and appropriately when producing complex written and spoken texts.</li> <li>b. Use knowledge of morphology to appropriately select affixes in a variety of ways to manipulate language (e.g., changing humiliate to humiliation or incredible to incredibly).</li> </ul>				
Production and Distribution of Writing	W 9-10.5 - Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)							



	CA CCSS for			Corresponding	FID Standards		
	ELA Standard						
Production and Distribution of Writing	W 9-10.4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to Id task, purpose, and audience. (Grade- ip specific expectations for writing types are defined in standards 1–3 above.)	Emerging - Apply analysis of the organizational structure of different text types (e.g., how arguments are organized by establishing clear relationships among claims, counterclaims, reasons, and evidence) to comprehending texts and to writing brief arguments, informative/explanatory texts and narratives.	organizational structure of different text types (e.g., how arguments are organized by establishing clear relationships among claims, counterclaims, reasons, and evidence) to comprehending texts and to writing increasingly clear and cohesive arguments, informative/ explanatory	Bridging - Apply analysis of the organizational structure of different text types (e.g., how arguments are organized by establishing clear relationships among claims, counterclaims, reasons, and evidence) to comprehending texts and to writing clear and cohesive arguments, informative/explanatory	Emerging - a. Apply knowledge of familiar language resources for referring to make texts more cohesive (e.g., using pronouns to refer back to nouns in text) to comprehending and writing brief texts.	resources for referring to make texts more cohesive (e.g., using nominalizations to refer back to an action or	<b>Bridging -</b> <b>a.</b> Apply knowledge of a variety of language resources for referring to make texts more cohesive (e.g., using nominalization, paraphrasing, or summaries to reference or recap an idea or explanation provided
Production and Distribut	W 9-10.5 - Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)		texts and narratives.	texts and narratives.	<b>b.</b> Apply knowledge of familiar language resources for linking ideas, events, or reasons throughout a text (e.g., using connecting/ transition words and phrases, such as <i>first</i> , <i>second</i> , <i>third</i> ) to comprehending and writing brief texts.	however, on the other hand )	<b>b.</b> Apply knowledge of familiar language resources for linking ideas, events, or reasons throughout a text (e.g., using connecting/ transition words and phrases, such as <i>on the</i>



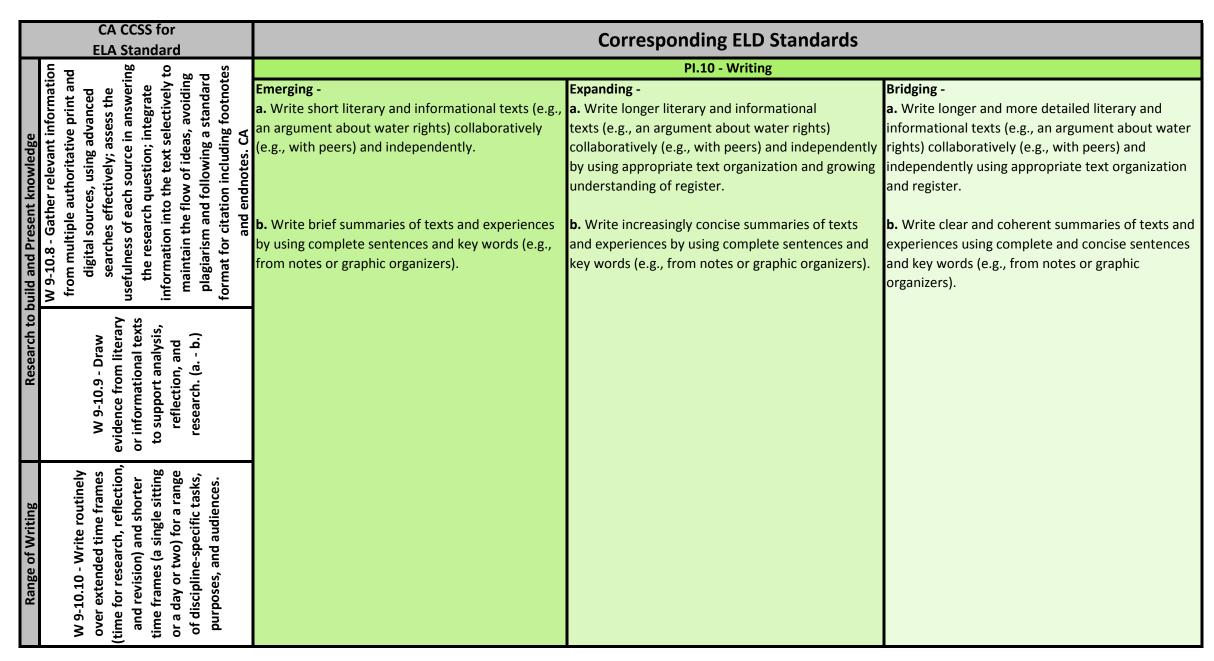
	CA CCS ELA Sta						Correspo	onding ELD Sta	andards			
			-							PII.5	- Modifying to add d	letails
	<ul> <li>Produce clear and writing in which the ment. organization.</li> </ul>	appropriate to	task, purpose, and audience. (Grade-specific expectations							Emerging -	Expanding -	Bridging -
	clea vhic viza	pria	udi scta							Expand sentences	Expand sentences	Expand sentences
	ce c in v gar	, ol	id a xpe							with simple	with adverbials	with a variety of
	ng		, an ic e							adverbials (e.g.,	(e.g., adverbs,	adverbials (e.g.,
	Pro rriti ent	are	ose ecif							adverbs, adverb	adverb phrases,	adverbs, adverb
	N 9-10.4 - Proc oherent writin development.	style	task, purpose, (Grade-specifi							phrases,	prepositional	phrases and
	-10. iren	sty	, pu							prepositional	phrases) to	clauses,
ba	W 9-10.4 coherent v developr	and	ask Gra							phrases) to	provide details	prepositional
Production and Distribution of Writing	- 0		t (							provide details	(e.g., time,	phrases) to
Nri	rriting as needed by planning, a new approach, focusing on t for a specific purpose and	command			Ising verbs and verb			ing nouns and nour	-	(e.g., time,	· · · ·	provide details
of /	ann sing	Ë			• •	Bridging -	Emerging -	Expanding -	Bridging -	manner, place,	cause) about a	(e.g., time,
u	/ pl: ocus	con			•	Use a variety of verbs		Expand noun	Expand noun	cause) about	familiar or new	manner, place,
uti	d by , fc ura	ate				in different tenses(e.g., past,	phrases to create	phrases in a	phrases in a variety	familiar activities	activity or process.	cause) about a
trib	ach ic p	stra			( 0/1 /	present, future,	increasingly detailed			or processes.		variety of familiar
Dis	nee pro		3 up -10.)	present, future,	present, ratare,	simple, progressive,	sentences (e.g.,		complex clause			and new activities
pd		den	-	simple,	simple, progressive, perfect) appropriate		adding adjectives for precision) about		embedding) to create detailed			and processes.
n a	ing nev or a		ls 1 <sup>.</sup> es 9	progressive) appropriate to the	to the text type and	(e.g., subjunctive)	personal and familiar	nouns; simple				
ctio	strengthen writing ing, or trying a new ost significant for a	conventions should demonstrate			discipline to create	appropriate to the	academic topics.		accurately describe			
np	ngthen w or trying ignificant	ns s	anc ng g	discipline to create	a variety of texts	text type and	academic topics.	sentences that	concrete and			
Pro	gth r tr znif	tio	e st udir		that explain,	discipline to create a		accurately	abstract ideas,			
	ren g, o t sij	Ver	uag nclı		ما محمد الم	variety of texts that describe concrete		describe, explain,	explain procedures			
	d st itin		i br		summarize concrete	and abstract ideas		and summarize	and sequences,			
	an ewr is r	j j	of Lâ to ai			explain procedures		information and	summarize texts			
	elop 3, re hat	ng	τo			and sequences,		ideas on a variety	and ideas, and			
	9-10.5 - Develop and strengthen writin vising, editing, rewriting, or trying a ne addressing what is most significant for	diti				summarize texts and		of personal and	present and			
	- D edi sing	. (E				ideas, and present		academic topics.	critique points of			
	.0.5 ng, Ires	n ce				and critique points of			view on a variety of			
	W 9-10.5 revising, addres	audience. (Editing for				view.			academic topics.			
	s s	au										



	CA CCSS for			Corrosponding	ELD Standards				
	ELA Standard		Corresponding ELD Standards						
	o ific		PII.6 - Connecting ideas			PII.7 - Condensing ideas			
tion of Writing	W 9-10.4 - 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.)	Combine clauses in a few basic ways (e.g., creating compound sentences using and, but, so; creating complex sentences using because) to make connections between and to join ideas (e.g., <i>I want to read this</i> book because it describes	Combine clauses in a growing number of ways to create compound and complex sentences that make connections between and link concrete and abstract ideas, for example, to express a reason (e.g., <i>He</i> <i>stayed at home on</i>	Combine clauses in a variety of ways to create compound and complex sentences that make connections between and link concrete and abstract ideas, for example, to make a concession (e.g., <i>While</i> <i>both characters strive for</i> <i>success</i> , they each take	Emerging - Condense ideas in a few basic ways (e.g., by compounding verb or prepositional phrases) to create precise and detailed simple, compound, and complex sentences (e.g., <i>The</i> students asked survey questions and recorded the responses ).	Expanding - Condense ideas in a growing number of ways (e.g., through embedded clauses or by compounding verbs or prepositional phrases) to create more precise and detailed simple, compound, and complex sentences (e.g., Species that could not adapt to the changing	Bridging - Condense ideas in a variety of ways (e.g., through a variety of embedded clauses, or by compounding verbs or prepositional phrases, nominalization) to create precise simple, compound, and complex sentences that condense concrete and abstract		
Production and Distribution of Writing	W 9-10.5 - Develop and strengthen writing as needed by planning, revising, editing, W rewriting, or trying a new approach, focusing on addressing what is most significant for a orga specific purpose and audience. (Editing for task, conventions should demonstrate command expec of Language standards 1–3 up to and including grades 9–10.)		for Monday's exam ) or to make a concession (e.g., She studied all night even though she wasn't feeling wel I).		, ,	duapt to the changing climate eventually disappeared ).	ideas (e.g., Another issue that people may be concerned with is the amount of money that it will cost to construct the new building) .		



	CA CCSS for ELA Standard			Cor	responding ELD Standards		
Ø		PI.2 - I	nteracting via written f	English		PI.10 - Writing	
Production and Distribution of Writing	W 9-10.6 - Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.	Collaborate with peers to engage in short, grade-appropriate written exchanges and writing projects, using technology as appropriate.	Collaborate with peers to engage in increasingly complex grade-appropriate written exchanges and writing projects, using technology as appropriate.	peers to engage in a variety of extended written exchanges and complex grade- appropriate writing projects, using technology as appropriate.	<ul> <li><b>a.</b> Write short literary and informational texts (e.g., an argument about water rights) collaboratively (e.g., with peers) and independently.</li> <li><b>b.</b> Write brief summaries of</li> </ul>	and independently by using appropriate text organization and growing understanding of register.	<ul> <li>Bridging -</li> <li>a. Write longer and more detailed literary and informational texts (e.g., an argument about water rights) collaboratively (e.g., with peers) and independently using appropriate text organization and register.</li> <li>b. Write clear and coherent summaries of texts and</li> </ul>
	W 9-10.7 - Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject				complete sentences and key words (e.g., from notes or	experiences by using complete sentences and key words (e.g.,	experiences by using complete and concise sentences and key words (e.g., from notes or graphic organizers).

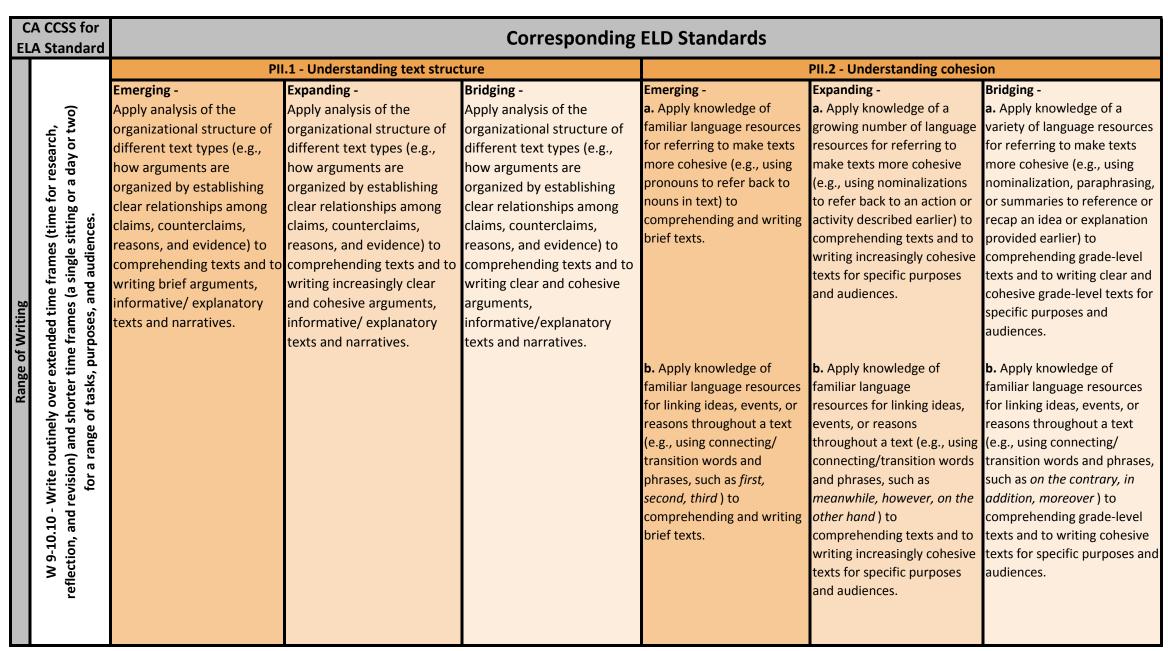


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		CA CCSS for		Corresponding ELD Standards					
ł									
	Research to build and Present knowledge W 9-10.8 - Gather relevant information from	W 9-10.9 - Draw evidence from literary or informational texts to support analysis, reflection, and research (ab.) flow of ideas, avoiding plagiarism and following a standard format for citation including footnotes and endnotes. CA	<ul> <li>Emerging - <ul> <li>a. Justify opinions by articulating some relevant textual evidence or background knowledge, with visual support.</li> </ul> </li> <li>b. Express attitude and opinions or temper statements with familiar modal expressions (e.g., can, may ).</li> </ul>	PI.11 - Justifying/Arguing Expanding -	<ul> <li>Bridging - <ul> <li>Justify opinions or persuade others by making</li> <li>connections and distinctions between ideas and texts</li> <li>and articulating sufficient, detailed, and relevant textual</li> <li>evidence or background knowledge, using appropriate</li> <li>register.</li> </ul> </li> <li>b. Express attitude and opinions or temper statements</li> <li>with nuanced modal expressions (e.g.,</li> <li><i>possibly/potentially/ certainly/absolutely</i>,</li> <li><i>should/might</i> ).</li> </ul>				
	E.	W 9-10.9 - Draw evid literary or informatior support analysis, refle research (a							



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	CA CC ELA Sta	SS for andard				Со	rresponding ELD Standards			
	-				PI.10 - Writing		PI.11 - Justifying/Arguing			
and Purposes	W 9-10.1 - Write arguments to support claims in an analysis of substantive topics or texts, using	valid reasoning and relevant and sufficient evidence. (a e.)		ort literary ational an about water aboratively peers) and	literary and informational texts (e.g., an argument about water rights) collaboratively (e.g., with peers) and independently by using appropriate text	<b>Bridging -</b> <b>a.</b> Write longer and more detailed literary and informational texts (e.g., an argument about water rights) collaboratively (e.g., with peers) and independently using appropriate text organization and register.	some relevant textual evidence or background knowledge, with visual support. <b>b.</b> Express attitude and opinions or temper statements with familiar	a. Justify opinions and positions or persuade others by making connections between ideas and articulating relevant textual evidence or background knowledge.	<ul> <li>Bridging -</li> <li>a. Justify opinions or persuade others by making connections and distinctions between ideas and texts and articulating sufficient, detailed, and relevant textual evidence or background knowledge, using appropriate register.</li> <li>b. Express attitude and opinions or temper statements with nuanced modal expressions (e.g., possibly/ potentially/certainly/ absolutely, should/might).</li> </ul>	
	W 9-10.3 - Write W 9-10.2 - Write narratives to develop informative/explanato real or imagined ry texts to examine	nts a sen i	b. Write br summaries and experie using comp sentences a words (e.g. organizers)	of texts ences by olete and key , from aphic	concise summaries of texts and experiences by using complete sentences and key words (e.g., from	<b>b.</b> Write clear and coherent summaries of texts and experiences by using complete and concise sentences and key words (e.g., from notes or graphic organizers).				



	CA CCSS for ELA Standard		Corresponding ELD Standards	
Text and Types and Purposes		Emerging - Negotiate with or persuade others in conversations using learned phrases (e.g., <i>Would you say that again? I think</i> . ), as well as open responses to express and defend opinions.	PI.3 - Supporting opinions and persuading others Expanding - Negotiate with or persuade others in conversations (e.g.,	Bridging - Negotiate with or persuade others in conversations in appropriate registers (e.g., to acknowledge new information in an academic conversation but then politely offer a counterpoint) using a variety of learned phrases, indirect reported speech (e.g., <i>I heard you say X, and I haven't thought about that before. However</i> ), and open responses to express and defend nuanced opinions.



	A CCSS for A Standard			Corresponding I	ELD Standards			
			PI.10 - Writing			PI.11 - Justifying/arguing		
Text and Types and Purposes	ocused on discipline-specific content. (a e.)	<ul> <li>Emerging - <ul> <li>a. Write short literary and informational texts (e.g., an argument about water rights) collaboratively (e.g., with peers) and independently.</li> </ul> </li> <li>b. Write brief summaries of texts and experiences by using complete sentences and key words (e.g., from notes or graphic organizers).</li> </ul>	<ul> <li>Expanding -</li> <li>a. Write longer literary and informational texts (e.g., an argument about water rights) collaboratively (e.g., with peers) and independently by using appropriate text organization and growing understanding of register.</li> <li>b. Write increasingly concise summaries of texts and experiences by using</li> </ul>	<ul> <li>Bridging - <ul> <li>a. Write longer and more</li> <li>detailed literary and</li> <li>informational texts (e.g., an</li> <li>argument about water rights)</li> <li>collaboratively (e.g., with</li> <li>peers) and independently</li> <li>using appropriate text</li> <li>organization and register.</li> </ul> </li> <li>b. Write clear and coherent</li> <li>summaries of texts and</li> <li>experiences by using</li> <li>complete and concise</li> <li>sentences and key words</li> <li>(e.g., from notes or graphic organizers).</li> </ul>	<ul> <li>Emerging - <ul> <li>Justify opinions by</li> <li>articulating some relevant</li> <li>textual evidence or</li> <li>background knowledge, with</li> <li>visual support.</li> </ul> </li> <li>b. Express attitude and</li> <li>opinions or temper</li> <li>statements with familiar</li> <li>modal expressions (e.g.,</li> <li>can, may ).</li> </ul>	<ul> <li>Expanding -</li> <li>a. Justify opinions and positions or persuade others by making connections between ideas and articulating relevant textual evidence or background knowledge.</li> <li>b. Express attitude and opinions or temper statements with a variety of familiar modal expressions (e.g., possibly/likely,</li> </ul>	connections and distinctions between ideas and texts and articulating sufficient, detailed, and relevant textual evidence or background knowledge, using appropriate register. <b>b.</b> Express attitude and opinions or temper	

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

9-10 - Writing for S/ grating the CA E	тѕ (wнsт) LD Standards Into K-12 English Languag	Superintendent of Schools Office of Mary C. Barlowadvocates for children	
CA CCSS for ELA Standard		Corresponding ELD Standards	
		PI.10 - Writing	
he narration of histori ts,	<b>Emerging -</b> <b>a.</b> Write short literary and informational texts (e.g., an argument about water rights) collaboratively (e.g., with peers) and independently.	a. Write longer literary and informational texts (e.g., an	<b>Bridging</b> - <b>a.</b> Write longer and more detailed literary and informational texts (e.g., an argument about water rights) collaboratively (e.g., with peers) and independently using appropriate text organization and register.
WHST 9-10.2 - Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes (a f.)	b. Write brief summaries of texts and experiences using complete sentences and key words (e.g., from notes or graphic organizers).	b. Write increasingly concise summaries of texts and experiences using complete sentences and key words (e.g., from notes or graphic organizers).	b. Write clear and coherent summaries of texts and experiences using complete and concise sentences and key words (e.g., from notes or graphic organizers).

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Text and Types and Purposes

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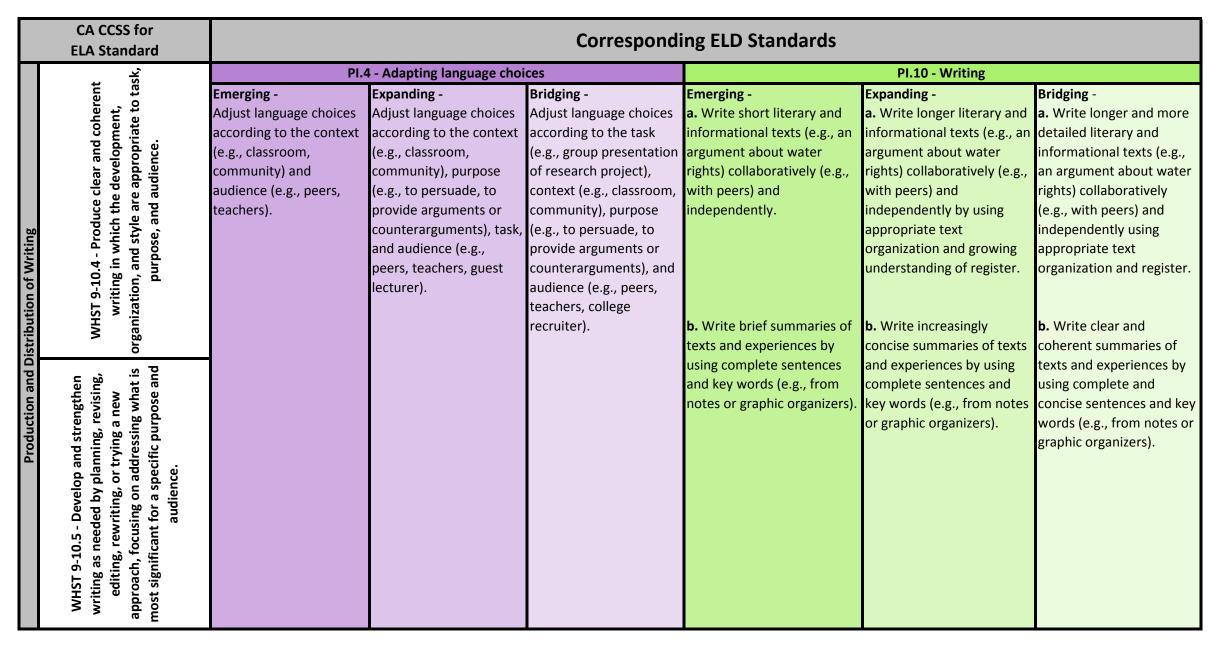
## Integrating the CA ELD Standards Into K-12 English Language Arts/Literacy

	CA CCSS for ELA Standard	Corresponding ELD Standards								
	_	PII.:	1 - Understanding text struc	ture	PII.2 - Understanding cohesion					
		Emerging -	Expanding -	Bridging -	Emerging -	Expanding -	Bridging -			
	cuse - e.)	Apply analysis of the	Apply analysis of the	Apply analysis of the	a. Apply knowledge of familiar	a. Apply knowledge of a	a. Apply knowledge of a			
	s foc (a	-	organizational structure of	organizational structure of	language resources for	growing number of	variety of language			
	ents t. (		different text types (e.g.,	different text types (e.g.,	referring to make texts more	language resources for	resources for referring to			
	F 9-10.1 - 1.Write argument discipline-specific content.	-	how arguments are	how arguments are	cohesive (e.g., using pronouns	referring to make texts	make texts more cohesive			
	Irgu		organized by establishing	organized by establishing		more cohesive (e.g., using	(e.g., using nominalization,			
	te a fic (	clear relationships among	clear relationships among	clear relationships among	to comprehending and writing		paraphrasing, or summaries			
	Vri		claims, counterclaims,	claims, counterclaims,	brief texts.		to reference or recap an			
	- 1.V	reasons, and evidence) to	reasons, and evidence) to	reasons, and evidence) to		described earlier) to	idea or explanation provided			
ses	<b>.1</b> - <b>.</b> 1			comprehending texts and		comprehending texts and to				
sod.	9-10.1 isciplin		to writing increasingly clear	-			grade-level texts and to			
Pur	ST 9 dis		and cohesive arguments,	cohesive arguments,			writing clear and cohesive			
pu	WHST d	texts and narratives.	informative/explanatory	informative/explanatory			grade-level texts for specific			
es a	-		texts and narratives.	texts and narratives.			purposes and audiences.			
Text and Types and Purposes	ve/ explanatory n of historical experiments, or (a f.)				<b>b.</b> Apply knowledge of familiar	<b>b</b> Apply knowledge of	<b>b.</b> Apply knowledge of			
Γp	rice rice ents					familiar language	familiar language resources			
tt al	¢pla isto ime ime				ideas, events, or reasons	resources for linking ideas,	for linking ideas, events, or			
Tex	/ exp of his perir - f.)				throughout a text (e.g., using	events, or reasons	reasons throughout a text			
					connecting/ transition words	throughout a text (e.g.,	(e.g., using connecting/			
	- Write informative/ ding the narration of tific procedures/ exp mical processes (a				and phrases, such as <i>first</i> ,	using connecting/ transition				
	e informat he narratio rocedures/ processes				second, third ) to		phrases, such as <i>on the</i>			
	e in Je n oce				comprehending and writing	meanwhile, however, on	contrary, in addition,			
	/rite g th c pr				brief texts.		moreover) to			
	- V din tific nnic					comprehending texts and to				
	-10.2 - Write informative/ explanato including the narration of historical scientific procedures/ experiments, technical processes (a f.)						texts and to writing cohesive			
	6 <u>6</u>					cohesive texts for specific	texts for specific purposes			
	WHST 9- texts, events, s					purposes and audiences.	and audiences.			
	WHST text events									



	CA CCSS for ELA Standard		Corresponding ELD Standards						
	ba		PII.6 - Connecting ideas		PII.7 - Condensing ideas				
id Purposes	.1 - 1.Write arguments foc line-specific content. (a	between and to join ideas (e.g., <i>I want to read this book because it describes the solar system</i> ).	<b>Expanding -</b> Combine clauses in a growing number of ways to create compound and complex sentences that make connections between and link concrete and abstract ideas, for example, to express a reason (e.g., <i>He</i> <i>stayed at home on Sunday</i> <i>in order to study for</i> <i>Monday's exam</i> ) or to make	link concrete and abstract ideas, for example, to make a concession (e.g., While both characters strive for success, they each take different	complex sentences (e.g., The students asked survey questions and recorded the responses ).	<b>Expanding -</b> Condense ideas in a growing number of ways (e.g., through embedded clauses or by compounding verbs or prepositional phrases) to create more precise and detailed simple, compound, and complex sentences (e.g., <i>Species that could not</i> <i>adapt to the changing</i>	compounding verbs or prepositional phrases, nominalization) to create precise simple, compound, and complex sentences that condense concrete and abstract ideas (e.g.,		
Text and Types and Purposes	WHST 9-10.2 - Write informative/ explanatory texts, including the narration of historical V events, scientific procedures/ experiments, or technical processes (a f.)		studied all night even though she wasn't feeling well ).	approaches through which to reach their goals.), or to establish cause (e.g., Women's lives were changed forever after World War II <i>as a result of</i> <i>joining the workforce</i> ).		disappeared ).	Another issue that people may be concerned with is the amount of money that it will cost to construct the new building ).		

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	CA CCSS for		Corresponding ELD Standards	
H	ELA Standard		PI.12 - Selecting language resources	
bution of Writing	roduce clear and cohe nich the development d style are appropria iose, and audience.	document) and domain-specific (e.g., characterization, photosynthesis, society, quadratic	<b>Expanding -</b> <b>a.</b> Use an increasing variety of grade-appropriate general academic (e.g., <i>dominate, environment</i> ) and domain- specific (e.g., <i>characterization, photosynthesis, society,</i> <i>quadratic functions</i> ) academic words accurately and appropriately when producing increasingly complex written and spoken texts.	<ul> <li>Bridging -</li> <li>a. Use a variety of grade-appropriate general (e.g., anticipate, transaction) and domain-specific (e.g., characterization, photosynthesis, society, quadratic functions) academic words and phrases, including persuasive language, accurately and appropriately when producing complex written and spoken texts.</li> <li>b. Use knowledge of morphology to appropriately select affixes in a variety of ways to manipulate language (e.g., changing humiliate to humiliation or incredible to incredibly).</li> </ul>
Production and Distribution of Writing	WHST 9-10.5 - Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.			



	CA CCSS for ELA Standard	Corresponding ELD Standards									
		PII.	1 - Understanding text struc	ture	PII.2 - Understanding cohesion						
tion of Writing	roduce clear and coher nich the development, tyle are appropriate to e, and audience.	Emerging - Apply analysis of the organizational structure of different text types (e.g., how arguments are organized by establishing clear relationships among claims, counterclaims, reasons, and evidence) to comprehending texts and to writing brief arguments, informative/explanatory texts and narratives.	organized by establishing clear relationships among claims, counterclaims, reasons, and evidence) to comprehending texts and	Apply analysis of the organizational structure of different text types (e.g., how arguments are organized by establishing clear relationships among	language resources for referring to make texts more cohesive (e.g., using pronouns to refer back to nouns in text) to comprehending and writing	a. Apply knowledge of a growing number of language resources for referring to make texts more cohesive (e.g., using nominalizations to refer back to an action or activity described earlier) to comprehending texts and to writing increasingly cohesive texts for specific purposes and audiences.	paraphrasing, or summaries to reference or recap an idea or explanation provided earlier) to comprehending grade-level texts and to writing clear and cohesive grade-level texts for specific				
Production and Distribution of Writing	WHST 9-10.5 - Develop and strengthen writing as needed by planning, revising, editing, WI rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	texts and harratives.	texts and narratives.	texts and narratives.	language resources for linking ideas, events, or reasons throughout a text (e.g., using connecting/ transition words and phrases, such as <i>first</i> ,	<b>b.</b> Apply knowledge of familiar language resources for linking ideas, events, or reasons throughout a text (e.g., using connecting/ transition words and phrases, such as <i>meanwhile, however, on the</i> <i>other hand</i> ) to comprehending texts and to writing increasingly cohesive					

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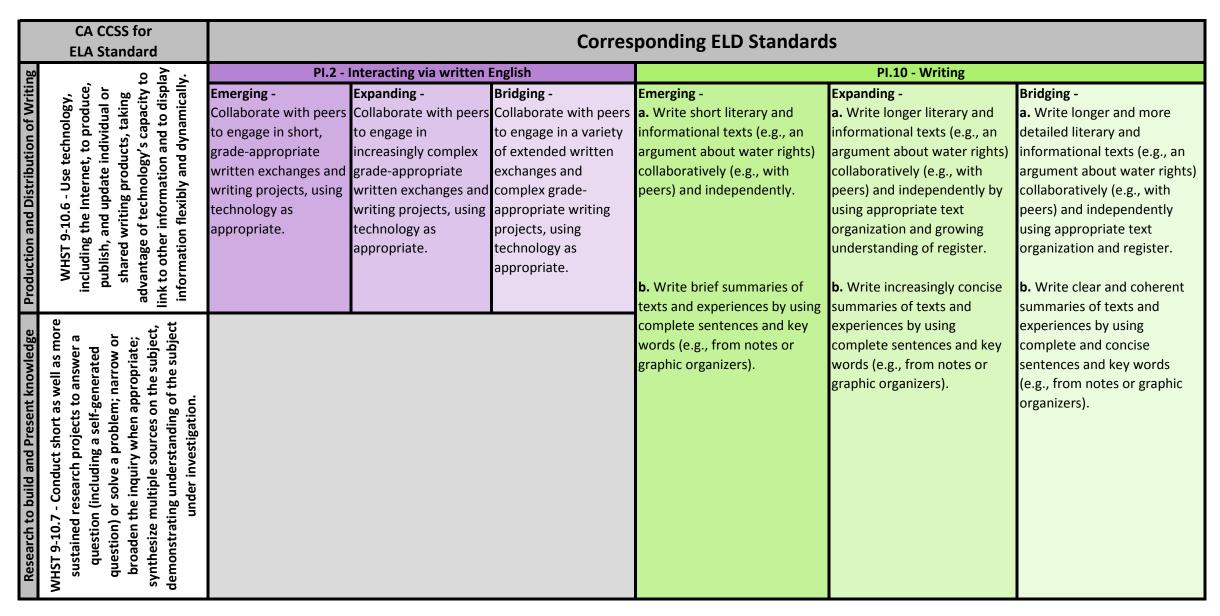
	CA CCSS for	Corresponding ELD Standards								
	ELA Standard									
Production and Distribution of Writing	/elopment, organization, and dience.	<b>Emerging -</b> Use a variety of verbs in different tenses (e.g., past, present, future, simple, progressive) appropriate to the text type and discipline to create short texts on	- Using verbs and verb phra Expanding - Use a variety of verbs in different tenses (e.g., past, present, future, simple, progressive, perfect) appropriate to the text type and discipline to create a variety of texts that explain, describe, and summarize concrete and abstract thoughts and ideas.	Bridging - Use a variety of verbs in different tenses (e.g., past, present, future, simple, progressive, perfect), and mood (e.g., subjunctive) appropriate to the text type and discipline to create a variety of texts that describe concrete and abstract ideas, explain procedures and sequences, summarize texts and ideas, and present and critique points of view.	<b>Emerging -</b> Expand noun phrases to create increasingly detailed	Expand noun phrases in a growing number of ways (e.g., adding adjectives to nouns; simple clause embedding) to create detailed sentences that accurately describe, explain, and summarize information	<b>Bridging -</b> Expand noun phrases in a variety of ways (e.g., more complex clause embedding) to create detailed sentences that accurately describe concrete and abstract ideas, explain procedures and sequences, summarize texts			

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oup of	Office of Mary C. Barlow	advocates for children

	CA CCSS for			Corresponding	FID Standards		
	ELA Standard						
	ent to		PII.5- Modifying to add detail			PII.6 - Connecting Ideas	
	- Produce clear and coherent which the development, and style are appropriate to urpose, and audience.	Emerging -	Expanding -		Emerging -	Expanding -	Bridging -
	col pria če.	Expand sentences with	Expand sentences with a	•	Combine clauses in a few	Combine clauses in a	Combine clauses in a
	ST 9-10.4 - Produce clear and cohe writing in which the development, anization, and style are appropriate task, purpose, and audience.		growing variety of	variety of adverbials (e.g.,		growing number of ways to	
	ear a level e ap audi	adverbs, adverb phrases,	adverbials (e.g., adverbs,	· · ·	compound sentences using		compound and complex
	de de de da	prepositional phrases) to	adverb phrases,	and clauses, prepositional		complex sentences that	sentences that make
	ce cl the d 'le ar and	provide details (e.g., time,	prepositional phrases) to	phrases) to provide details		make connections between	connections between and
	odu ch t sty se,	manner, place, cause)	provide details (e.g., time,	(e.g., time, manner, place,	<i>because</i> ) to make	and link concrete and	link concrete and abstract
ы С	Pro whi and rpo	about familiar activities or	manner, place, cause)	cause) about a variety of	connections between and	abstract ideas, for	ideas, for example, to
ritii	9-10.4 - Prc iting in whi zation, and task, purpo	processes.	about familiar or new	familiar and new activities	to join ideas (e.g., I want to	example, to express a	make a concession (e.g.,
₹	9-10. iting zatio task,		activities or processes.	and processes.	read this book because it	reason (e.g., He stayed at	While both characters
jo u	T 9 /rriti niza ta				describes the solar	home on Sunday in order	strive for success, they
Distribution of Writin	WHST 9-10.4 writing in organization, task, pı				system ).	to study for Monday's	each take different
ibu	S ō					<i>exam</i> ) or to make a	approaches through which
istr	ing Jg a					concession (e.g., She	to reach their goals.), or
	rriti Jg, usin ior					studied all night even	to establish cause (e.g.,
an	hen writ editing, h, focusi cant for					though she wasn't feeling	Women's lives were
<sup>o</sup> roduction and	trengthen writir vising, editing, proach, focusin significant for a se .)					well).	changed forever after
uct	d strength revising, approach ost signifi rpose nce.)						World War II as a result of
bo	stre evis ppr ppr ose e.)						joining the workforce ).
P	Develop and strengthen writing y planning, revising, editing, ying a new approach, focusing what is most significant for a specific purpose and audience.)						
	p al nev nev is n c pu c pu						
	elo ann g a iat i at i au						
	- Develop and by planning, trying a new ig what is mo specific pur and audier						
	D H by r try ing						
	dec , oi essi						
	T 9-10.5 - Develop and si s needed by planning, re riting, or trying a new ap addressing what is most specific purpo and audience						
	WHST 9-10.5 - Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.)						
	WHS a: on						



	CA CCSS for ELA Standard		Corresponding ELD Standards	Corresponding ELD Standards							
	t o		PII.7 - Condensing ideas								
ution of Writing	roduce clear and coh nich the development d style are appropria lose, and audience.	Condense ideas in a few basic ways (e.g., by compounding verb or prepositional phrases) to create precise and detailed simple, compound, and complex sentences (e.g., <i>The students asked survey questions</i> <i>and recorded the responses</i> ).	ondense ideas in a growing number of ways (e.g., rough embedded clauses or by compounding verbs or repositional phrases) to create more precise and etailed simple, compound, and complex sentences .g., Species that could not adapt to the changing imate eventually disappeared ).	<b>Bridging -</b> Condense ideas in a variety of ways (e.g., through a variety of embedded clauses, or by compounding verbs or prepositional phrases, nominalization) to create precise simple, compound, and complex sentences that condense concrete and abstract ideas (e.g., <i>Another issue</i> <i>that people may be concerned with</i> is the amount of money <i>that it will cost to construct the new building</i> ).							
Broduction and Distribution of Writing	WHST 9-10.5 - Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.										







	CA CCSS for ELA Standard					I		Corresponding ELD Standards					
	g a ate					f ša			PI.10 - Writing				
to huild and Dresent knowledge	WHST 9-10.8 - Gather relevant information		aution traitive print and ungual sources (primary and secondary), using advanced	searches effectively; assess the usefulness of each source in	answering the research question; integrat information into the	text selectively to maintain the flow of ideas, avoiding plagiarism and following	standard format for citation. CA	· · · ·	<ul> <li>a. Write longer literary and informational texts (e.g., an argument about water rights) collaboratively (e.g., with peers) and independently by using appropriate text organization and growing understanding of register.</li> <li>b. Write increasingly concise summaries of texts and experiences by using complete sentences and key words (e.g., from notes or graphic organizers).</li> </ul>				
Recearch			WHST 9-10.9 -	Draw evidence from informational	texts to support analysis. reflection.	and research.							
Range of Writing		WHST 9-10.10 - Write	fournery over extended unite frames (time for	reflection and revision) and shorter time frames (a	single sitting or a day or two) for a range of discipline	specific tasks, purposes, and	audiences.						

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CA CCSS for ELA Standard	Corresponding ELD Standards						
n es in a		PI.11 - Justifying/Arguing					
ge elevant information fron print and digital sources ), using advanced search sefulness of each source rch question; integrate : selectively to maintain t plagiarism and following I format for	<ul> <li>Emerging - <ul> <li>a. Write longer and more detailed literary and informational texts (e.g., an argument about water rights) collaboratively (e.g., with peers) and independently using appropriate text organization and register.</li> <li>b. Express attitude and opinions or temper statements with familiar modal expressions (e.g., <i>can, may</i>).</li> </ul></li></ul>		connections and distinctions between ideas and texts and articulating sufficient, detailed, and relevant textual evidence or background knowledge, using appropriate register.				
Research to b WHST 9-10.9 - Draw evidence from informational texts to support analysis, reflection, and research.							



	CA CCSS for ELA Standard			Correspondi	ng ELD Standards			
	Si Si	PII.	1 - Understanding text struct	ture	PII.2 - Understanding cohesion			
	<ul> <li>relevant information from multiple</li> <li>relevant information from multiple</li> <li>(primary and secondary), using advanced searche</li> <li>f each source in answering the research question;</li> <li>selectively to maintain the flow of ideas, avoiding</li> <li>ollowing a standard format for</li> <li>citation. CA</li> </ul>	Emerging -	Expanding -	Bridging -	Emerging -	Expanding -	Bridging -	
	seal stic	Apply analysis of the	Apply analysis of the	Apply analysis of the	a. Apply knowledge of	a. Apply knowledge of a	a. Apply knowledge of a variety	
	ed s que	organizational structure of	organizational structure of	organizational structure of	familiar language resources	growing number of language	of language resources for	
	anc ch eas	different text types (e.g.,	different text types (e.g.,	different text types (e.g.,	for referring to make texts	resources for referring to	referring to make texts more	
	le dva ear fide	how arguments are	how arguments are	how arguments are	more cohesive (e.g., using	make texts more cohesive	cohesive (e.g., using	
	lltip ng a res v of	organized by establishing	organized by establishing	organized by establishing	pronouns to refer back to	(e.g., using nominalizations	nominalization, paraphrasing, or	
	F 9-10.8 - Gather relevant information from multiple of digital sources (primary and secondary), using advanced search the usefulness of each source in answering the research question; on into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. CA	clear relationships among	clear relationships among	clear relationships among	nouns in text) to	to refer back to an action or		
and Dresent knowledge	ug v), (y) ng t he nat	claims, counterclaims,	claims, counterclaims,	claims, counterclaims,	comprehending and writing	activity described earlier) to	recap an idea or explanation	
	ation from acondary), answering aintain the ard format	reasons, and evidence) to	reasons, and evidence) to	reasons, and evidence) to	brief texts.	comprehending texts and to	provided earlier) to	
<u> </u>	tion on som ta	comprehending texts and	comprehending texts and	comprehending texts and		writing increasingly cohesive	comprehending grade-level	
1+4	ma sec n ai nai	to writing brief arguments,	to writing increasingly clear	to writing clear and		texts for specific purposes	texts and to writing clear and	
000	for for to r star	informative/ explanatory	and cohesive arguments,	cohesive arguments,		and audiences.	cohesive grade-level texts for	
10	ant in lary a sourc vely ng a s ion. C	texts and narratives.	informative/ explanatory	informative/explanatory			specific purposes and audiences.	
	van mai h sc tive ving		texts and narratives.	texts and narratives.		b. Apply knowledge of		
	releva (prim each electi llowi citati				b. Apply knowledge of	familiar language	<b>b.</b> Apply knowledge of familiar	
to huild	er r es ( of e it se fol				familiar language resources		language resources for linking	
+	ath urc ess and and				for linking ideas, events, or	events, or reasons	ideas, events, or reasons	
r c h	- Gér Hangaran Hangar				reasons throughout a text		throughout a text (e.g., using	
Horeo arch	0.8 - Gath 0.8 - Gath sital sourc sefulness to the tex arism and				(e.g., using connecting/		connecting/transition words and	
ď	9-10.8 9-10.8 1 digita 1-e usef 1-e usef 1-e usef 1-e usef 1-e usef				transition words and		phrases, such as <i>on the</i>	
	WHST 9- wint and d assess the ormation i pla				phrases, such as first,		contrary, in addition, moreover )	
	WHST int and isess th rmatio p				second, third ) to		to comprehending grade-level	
	v pri ass ass for						texts and to writing cohesive	
	ive ely; e in				brief texts.		texts for specific purposes and	
	itat tivo rat						audiences.	
	WHST 9-10.8 - Gather thoritative print and digital source effectively; assess the usefulness o integrate information into the text plagiarism and f					and audiences.		
	WHST 9-10.8 - Gather relevant information from multiple authoritative print and digital sources (primary and secondary), using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. CA							
	10							

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	CA CCSS for LA Standard	Corresponding ELD Standards										
F		PI.1 - Ex	changing information and ideas		PI.3 - Supportir	PI.3 - Supporting opinions and persuading others			PI.5 - Listening actively			
	SL 9-10.1 - Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. (a d.).	Emerging -	Expanding -	Bridging -	Emerging -	Expanding -	Bridging -	Emerging -	Expanding -	Bridging -		
	es	Engage in	Contribute to class,	Contribute to class,	Negotiate with or	Negotiate with or	Negotiate with or	Demonstrate	Demonstrate	Demonstrate		
	ve grad	conversational	group, and partner	group, and partner	persuade others in	persuade others in	persuade others	comprehension	comprehension	comprehension		
	range of collaborative liverse partners on gra eas and expressing (a d.).	exchanges and	discussions,	discussions,	conversations using	conversations (e.g.,	in conversations	of oral	of oral	of oral		
	te and participate effectively in a range of collaborat in groups, and teacher-led) with diverse partners on and issues, building on others' ideas and expressing eir own clearly and persuasively. (a d.).	express ideas on	sustaining	sustaining	learned phrases	to provide	in appropriate	presentations	presentations	presentations		
	olla tne pre	familiar current	conversations on a	conversations on a	(e.g., Would you	counterarguments)	registers (e.g., to	and discussions	and discussions	and discussions		
	of co par d ex ).	events and	variety of age and	variety of age and	say that again? I	using a growing	acknowledge new	on familiar social	on a variety of	on a variety of		
	ge of rse p and - d.).	academic topics by	grade-appropriate	grade-appropriate	think), as well	number of learned	information in an	and academic	social and	social and		
on	rang liver eas (a	asking and	academic topics by	academic topics by	as open responses	phrases (I see your	academic	topics by asking	academic topics	academic topics		
Comprehension and Collaboration	h di h di ide y. (		following turn-taking	following turn-taking	to express and	point, but) and	conversation but	and answering	by asking and	by asking and		
lode	effectively in a cher-led) with ( ig on others' id l persuasively.	questions and wh -	rules, asking and	rules, asking and	defend opinions.	open responses to	then politely offer	questions, with	answering	answering		
olla	vel d) othe asi	•	answering relevant,	answering relevant,		•	a counterpoint)	prompting and	questions that	detailed and		
d C	ecti r-le on c ersu		•	on-topic questions,		defend nuanced		substantial	show thoughtful	complex		
an	eff che ng c d pe	•	•	affirming others, and		opinions.	learned phrases,	support.	consideration of	questions that		
ion	iate and participate e e, in groups, and teacl ts, and issues, building their own clearly and	sentences.	providing additional,				indirect reported		the ideas or	show thoughtful		
ens	cip; bui hui		relevant	and well-articulated			speech (e.g., I		arguments, with	consideration of		
reh	participate ps, and tea ues, buildi clearly an		,	comments and			heard you say X,		moderate	the ideas or		
du	d þ up: vn c		paraphrasing key	additional			and I haven't		support.	arguments, with		
C	and grou nd is: ' owr		ideas.	information.			thought about			light support.		
	ate , in , aı heii						that before.					
	)-10.1 - Initiate one-on-one, in topics, texts, ar theii						<i>However</i> ), and					
	l on-c s, te						open responses					
	9-10.1 (one-ol topics						to express and					
	9-1 (on to						defend nuanced					
	SL						opinions.					
	ssic											
	scu											
	di											

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CA CCSS for FLA Standard		Corresponding ELD Standards									
	PI.2 - Interacting via written English			PI.6 - Reading/viewing closely							
Comprehension and Collaboration         Comprehension and Collaboration         - Integrate multiple sources of information presented in diverse media or formats         P       P         (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.       P	Emerging - Collaborate with peers to engage in short, grade- appropriate written exchanges and writing projects, using	Expanding - Collaborate with peers to engage in increasingly complex grade-	Bridging - Collaborate with peers to engage in a variety of extended written exchanges and	<ul> <li>Emerging - <ul> <li>a. Explain ideas, phenomena, processes, and text relationships (e.g., compare/contrast, cause/effect, evidence-based argument) based on close reading of a variety of grade-appropriate texts, presented in various print and multimedia formats, using short sentences and a select set of general academic and domain-specific words.</li> <li>b. Explain inferences and conclusions drawn from close reading of grade-appropriate texts and viewing of multimedia using familiar verbs (e.g., seems that ).</li> <li>c. Use knowledge of morphology (e.g., common prefixes and suffixes), context, reference materials, and visual cues to</li> </ul></li></ul>	<ul> <li>Pl.6 - Reading/viewing closely</li> <li>Expanding - <ul> <li>a. Explain ideas, phenomena, processes, and relationships within and across texts (e.g., compare/ contrast, cause/effect, themes, evidence-based argument)</li> <li>based on close reading of a variety of grade-appropriate texts, presented in various print and multimedia formats, using increasingly detailed sentences, and an increasing variety of general academic and domain-specific words.</li> <li>b. Explain inferences and conclusions drawn from close reading of grade-appropriate texts and viewing of multimedia using an increasing variety of verbs and adverbials (e.g., <i>indicates that, suggests, as a result</i>).</li> <li>c. Use knowledge of morphology (e.g., affixes, Greek and Latin roots), context, reference materials, and visual cues to determine the meaning of unknown and multiple-meaning words on familiar and</li> </ul> </li> </ul>	and relationships within and across texts (e.g., compare/ contrast, cause/effect, themes, evidence-based argument) based on close reading of a variety of grade-level texts, presented in various print and multimedia formats, using a variety of detailed sentences and a range of general academic and domain- specific words. <b>b.</b> Explain inferences and conclusions drawn from close reading of grade-level texts and viewing of multimedia using a variety of verbs and adverbials (e.g., <i>creates the impression that</i> , <i>consequently</i> ). <b>c.</b> Use knowledge of morphology (e.g., derivational suffixes), context, reference materials, and visual cues to determine the meanings, including figurative and					

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eaking & Listening (SL) the CA ELD Standards Into K-1	Supering Count	ty <b>ntendent</b> ( <i>Office of Mary C. Barlow</i>	Schools			
	Correspo	nding ELD Star	ndards			
PI.5 - Listening activel	y PI.7 -	Evaluating language	choices	PI.8 - A	nalyzing language	choices
DemonstrateDemonstratecomprehension ofcomprehension oforal presentationsoral presentationsand discussions onand discussions on afamiliar social andvariety of social andacademic topics byacademic topics byasking andanswering questionsquestions, withthat showprompting andthoughtfulsubstantial support.consideration of theideas or arguments,with moderate	academic topics by asking andlanguage (e.g., specific word or answering detailed and complexquestions that showreader (e.g., by	Explain how successfully writers and speakers structure texts and use language (e.g., specific word or phrasing choices) to persuade the reader (e.g., by providing well- worded evidence to support claims or connecting points in an argument in specific ways) or	successfully writers and speakers structure texts and use language (e.g., specific word or phrasing choices) to persuade the reader (e.g., by providing well- worded evidence	specific words	Explain how a writer's or speaker's choice of phrasing or specific words (e.g., using figurative language or words with multiple meanings to	connotations, th cumulative impa of word choices produces nuanc



		0.000										
CA CCSS for ELA Standard					Corresponding ELD Standards							
Т					PI.3 - Suppo	orting opinions and persu	ading others	PI.9 - Presenting				
	iake strategic use or st 9-10.4 - Present informati dia (e.g., textual, evidence clearly, concisely, an	d eye contact, adeq that listeners		e presentations), audie (a - b.).	Emerging - Negotiate with or persuade others in conversations using learned phrases (e.g., Would you say that again? I think), as well as open responses	Expanding - Negotiate with or persuade others in conversations (e.g., to provide counterarguments) using a growing number of learned phrases ( <i>I</i>	Bridging - Negotiate with or persuade others in conversations in appropriate registers (e.g., to acknowledge	presentations and reports on grade-appropriate topics that present evidence and facts to support ideas	<b>Expanding -</b> Plan and deliver a variety of oral presentations and reports on grade-appropriate topics that present evidence	<b>Bridging -</b> Plan and deliver a variety of oral presentations and reports on grade-appropriate topics that express complex and abstract ideas well supported by evidence and sound reasoning, and are delivered using an appropriate level of formality and understanding of register.		

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Presentation of Knowledge and Ideas



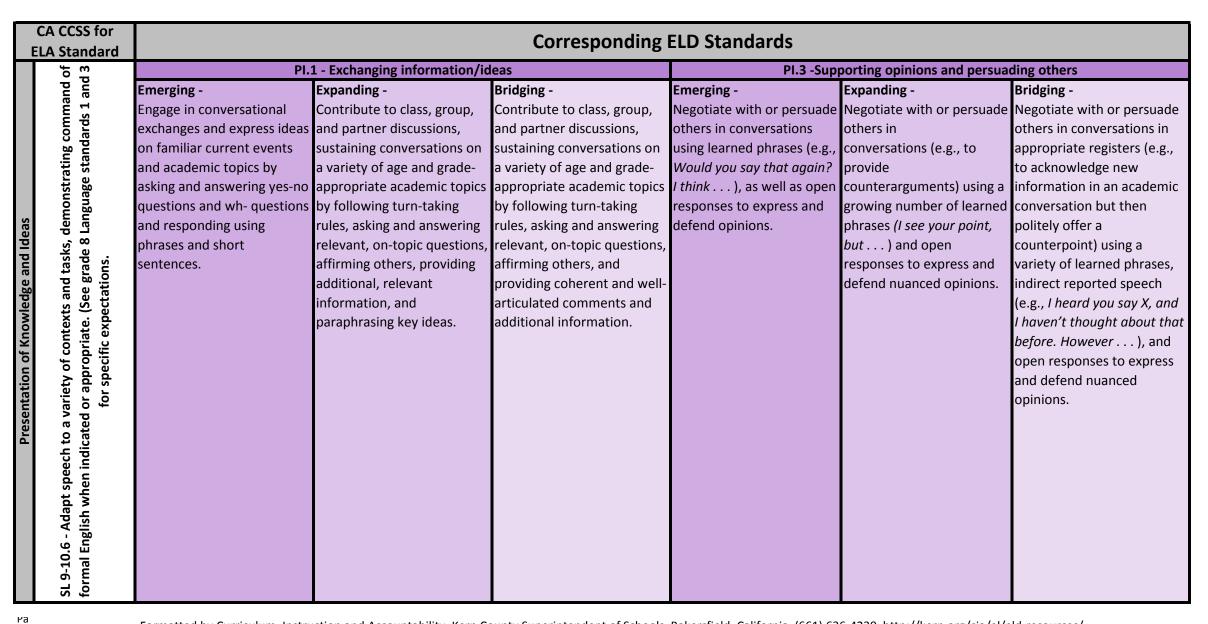
	CA CCSS for		Corresponding ELD Standard	
-	ELA Standard		PI.12 - Selecting language resources	
Presentation of Knowledge and Ideas	g evidence clearly, lequate volume, and of reasoning and the briate to purpose (e.g. e presentations),	<ul> <li>Emerging - <ul> <li>a. Use familiar general academic (e.g., temperature, document) and domain-specific (e.g., characterization, photosynthesis, society, quadratic functions) words to create clear spoken and written texts.</li> <li>b. Use knowledge of morphology to appropriately select basic affixes (e.g., The skull protects the brain).</li> </ul> </li> </ul>	<ul> <li>Expanding -</li> <li>a. Use an increasing variety of grade-appropriate general academic (e.g., dominate, environment) and domain-specific (e.g., characterization, photosynthesis, society, quadratic functions) academic words accurately and appropriately when producing increasingly complex written and spoken texts.</li> <li>b. Use knowledge of morphology to appropriately select</li> </ul>	<ul> <li>Bridging -</li> <li>a. Use a variety of grade-appropriate general (e.g., anticipate, transaction ) and domain-specific (e.g., characterization, photosynthesis, society, quadratic functions ) academic words and phrases, including persuasive language, accurately and appropriately when producing complex written and spoken texts.</li> <li>b. Use knowledge of morphology to appropriately select affixes in a variety of ways to manipulate language (e.g., changing humiliate to humiliation or incredible to incredibly ).</li> </ul>

	CA CCSS for ELA Standard				Correspond	ling ELD Stan	dards			
	a b	PII.1 -	Understanding text st	ructure	PI	I.6 - Connecting ide	eas	PI	I.7 - Condensing ide	eas
	SL 9-10.4 - Present information, findings, and supporting evidence clearly, concisely, and logically (using appropriate eye contact, adequate volume, and clear pronunciation) such that listeners can follow the line of reasoning and the organization, levelopment, substance, and style are appropriate to purpose (e.g., argument, narrative)	Emerging -	Expanding -	Bridging -	Emerging -	Expanding -	Bridging -	Emerging -	Expanding -	Bridging -
	, clear izatio arrati	Apply analysis of the	Apply analysis of the	Apply analysis of the	Combine clauses in	Combine clauses in	Combine clauses in	Condense ideas in	Condense ideas in	Condense ideas in
-	early, and rgan nt, n;	organizational	organizational	organizational	a few basic ways	a growing number	a variety of ways to	a few basic ways	a growing number	a variety of ways
	e, a org org	structure of different	structure of different	structure of different	(e.g., creating	of ways to create	create compound	(e.g., by	of ways (e.g.,	(e.g., through a
	um the	text types (e.g., how	text types (e.g., how	text types (e.g., how	compound	compound and	and complex	compounding verb	through embedded	variety of
	dence cle volume, ind the o argume!	arguments are	arguments are	arguments are	sentences using	complex sentences	sentences that	or prepositional	clauses or by	embedded clauses,
·	evid g al g, g	organized by	organized by	organized by	and, but, so ;	that make	make connections	phrases) to create	compounding	or by compounding
5	ning e ning (e.	establishing clear	establishing clear	establishing clear	creating complex	connections	between and link	precise and	verbs or	verbs or
Presentation of Knowledge and Ideas	Present information, findings, and supporting evidence clearly ogically (using appropriate eye contact, adequate volume, and ch that listeners can follow the line of reasoning and the organ stance, and style are appropriate to purpose (e.g., argument, n	relationships among	relationships among	relationships among	sentences using	between and link	concrete and	detailed simple,	prepositional	prepositional
d lo	ppo t, a rea rea					concrete and	abstract ideas, for	compound, and	phrases) to create	phrases,
an	sup tac pu	reasons, and	reasons, and	reasons, and	connections	abstract ideas, for	-	complex sentences	more precise and	nominalization) to
ge	, findings, and s priate eye cont follow the line appropriate to		evidence) to	,	between and to				detailed simple,	create precise
/lec	lgs, a eye c the l priate		comprehending texts	comprehending texts	join ideas (e.g., I	•		asked survey	compound, and	simple, compound,
Ň	e e) v tl opr	and to writing brief	and to writing	u u u u u u u u u u u u u u u u u u u	want to read this		characters strive	questions and	complex sentences	·
ЧY	iato Ilov pro	arguments,	0,		book because it	home on Sunday in		recorded the	(e.g., Species that	sentences that
	n, ti opropresente e ap	informative/	-	•			each take different	responses ).	could not adapt to	condense concrete
tio	ppro car are		informative/		system ).	Monday's exam )	approaches		the changing	and abstract ideas
nta	g ag s ag ers yle	narratives.		explanatory texts and		or to make a	through which to		climate eventually	(e.g., Another
sel	sing encient		narratives.	narratives.		concession (e.g.,	reach their goals.),		disappeared ).	issue that people
Pre	t in (u: list and						or to establish			may be concerned
	ally ally ce,						cause (e.g.,			with is the amount
	res gic and					she wasn't feeling	Women's lives			of money that it
	p al lo suc bst					well ).	were changed			will cost to
	0.4 anc n) <u>s</u> su						forever after			construct the new
	9-10.4 ely, and ation) s ent, suk						World War II as a			building ).
ā	SL tise cise one						result of joining			
	SL 9-10.4 - Present Information, findin concisely, and logically (using appropriate onunciation) such that listeners can follow elopment, substance, and style are approl						the workforce ).			
	SL 9-10.4 - Present information, concisely, and logically (using appro pronunciation) such that listeners can development, substance, and style are									
	<u>т</u> р									

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

Mary C. Barlow





CA CCSS for ELA Standard		Corresponding ELD Standards								
		F	PI.4 - Adapting language choices	5	PI.5 - Listening Actively					
	d tasks, demonstrating command of grade 8 Language standards 1 and 3 ions.	Emerging -	Expanding -	Bridging -	Emerging -	Expanding -	Bridging -			
	s 1	Adjust language choices	Adjust language choices	Adjust language choices	Demonstrate	Demonstrate	Demonstrate			
	ard	according to the context	according to the context (e.g.,	according to the task (e.g.,	comprehension of oral	comprehension of oral	comprehension of oral			
	ng o and	(e.g., classroom,	classroom, community),	group presentation of	presentations and	presentations and	presentations and			
	rati e sta	community) and audience	purpose (e.g., to persuade, to	research project), context	discussions on familiar		discussions on a variety of			
	nstı age	(e.g., peers, teachers).		(e.g., classroom,	social and academic topics		social and academic topics			
	ngn		counterarguments), task, and		by asking and answering		by asking and answering			
Pas	de i Lai			to persuade, to provide	questions, with prompting	•	detailed and complex			
	sks, de 8		teachers, guest lecturer).	arguments or	and substantial support.	thoughtful consideration of				
an	l ta: grac ons			counterarguments), and			thoughtful consideration of			
ممل	anc ee { tati			audience (e.g., peers,			the ideas or arguments,			
vle	xts . (S			teachers, college recruiter).			with light support.			
lou	nte ate exl									
F K	i co opri									
Presentation of Knowledge and Idea	a variety of contexts and tasks, ed or appropriate. (See grade 8 for specific expectations.									
ati	r ap or s									
Pue la	d o fi									
Dres	o a ate									
	ch t idic									
	oee n in									
	ıt sç vhe									
	- Adapt speech to glish when indicat									
	SL 9-10.6 - Adapt speech to a variety of contexts an formal English when indicated or appropriate. (See for specific expectat									
	SL 9-10.6 formal En									
	9-1 ma									
	SL for									

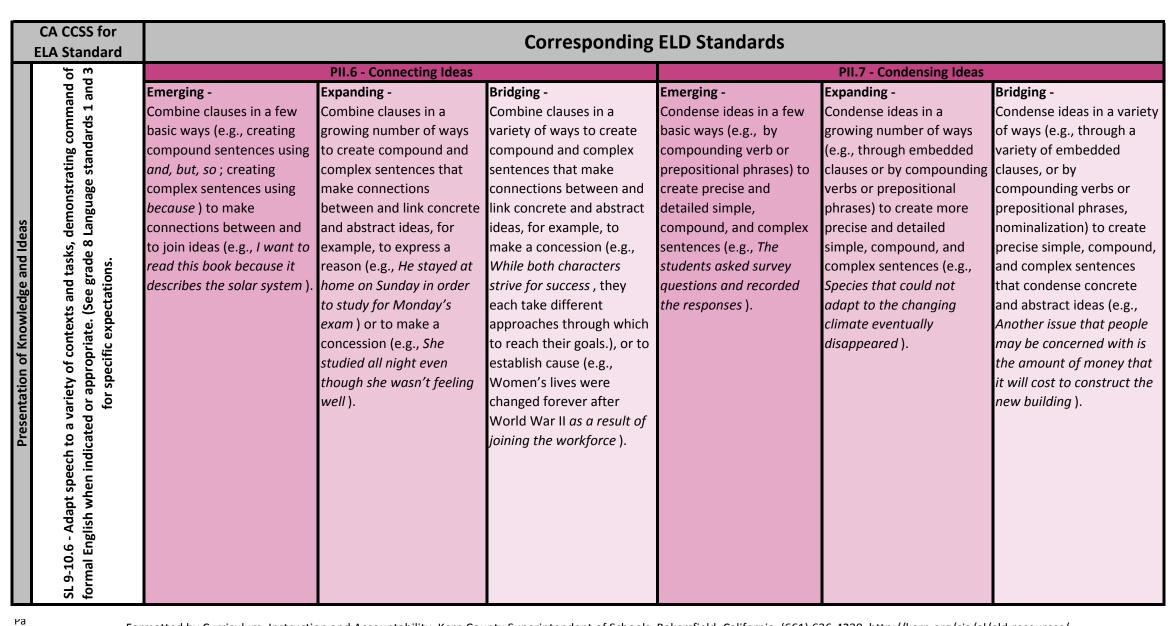
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CA CCSS for FLA Standard		Corresponding ELD Standards									
			DLO Droconting								
Presentation of Knowledge and Ideas	rating comma e standards 1 (	Plan and deliver brief oral presentations and reports on grade-appropriate topics that present evidence and facts to support ideas.	Pl.9 - Presenting Expanding - Plan and deliver a variety of oral presentations and reports on grade- appropriate topics that present evidence and facts to support ideas by using growing understanding of register.	Bridging - Plan and deliver a variety of oral presentations and reports on grade- appropriate topics that express complex and abstract ideas well supported by evidence and sound reasoning, and are delivered using an appropriate level of formality and understanding of register.	PI.1 Emerging - a. Use familiar general academic (e.g., temperature, document) and domain- specific (e.g., characterization, photosynthesis, society, quadratic functions ) words to create clear spoken and written texts. b. Use knowledge of	<ul> <li>a. Use an increasing variety of grade-appropriate general academic (e.g., dominate, environment) and domain-specific (e.g., characterization, photosynthesis, society, quadratic functions) academic words accurately and appropriately when producing increasingly complex written and spoken texts.</li> <li>b. Use knowledge of morphology to appropriately select affixes in a growing number of ways to manipulate language (e.g., diplomatic, stems are</li> </ul>	Bridging - a. Use a variety of grade- appropriate general (e.g., anticipate, transaction ) and domain-specific (e.g., characterization, photosynthesis, society, quadratic functions ) academic words and phrases, including persuasive language, accurately and appropriately				



Г	CA CCSS for				Corrosp	onding ELD St	andarde			
	ELA Standard				•	J				
	l of d 3	PII.3 - I	Using verbs and verl		PII.4 - U	sing nouns and nou			Modifying to add d	
	and an	Emerging -	• •	Bridging -	Emerging -		Bridging -			Bridging -
	nm. Is 1	Use a variety of		Use a variety of	Expand noun	•			•	Expand sentences
	demonstrating command of Language standards 1 and 3	verbs in different	verbs in different	verbs in different	phrases to create	phrases in a	phrases in a variety			with a variety of
	ng and	tenses (e.g., past,		tenses (e.g., past,	0,		of ways (e.g., more			adverbials (e.g.,
	rati e st	• · · · · · · · · · · · · · · · · · · ·	present, future,	present, future,	detailed sentences			adverbs, adverb		adverbs, adverb
	nsti age	simple,	simple,			<b>U U</b>	embedding) to	phrases,	adverbs, adverb	phrases and
	demonstrating Language stanc		progressive,	•	adjectives for	to nouns; simple		prepositional	•	clauses,
Presentation of Knowledge and Ideas	dei Lai		perfect)	(e.g., subjunctive)	· · · · · · · · · · · · · · · · · · ·	clause		phrases) to provide	· · ·	prepositional
	sks, le 8		appropriate to the		personal and	embedding) to	accurately describe			phrases) to
anc	tas trad ons	discipline to create		text type and		create detailed		manner, place,		provide details
lge	SL 9-10.6 - Adapt speech to a variety of contexts and tasks, formal English when indicated or appropriate. (See grade 8 for specific expectations.	short texts on		discipline to create a		sentences that		cause) about		(e.g., time,
/lec	tts å (Se ect			variety of texts that		· · · · · · · · · · · · · · · · · · ·	explain procedures		•	manner, place,
No C	itex ite. exp	topics.	that explain,	describe concrete				or processes.		cause) about a
fΚ	of contexts oropriate. (S ecific expec		describe, and	and abstract ideas,			summarize texts			variety of familiar
o u	of oro		summarize	explain procedures			and ideas, and		activities or	and new activities
atio	variety d or app for sp		concrete and	and sequences,			present and		processes	and processes.
inte	/ari or fo		abstract thoughts	summarize texts and			critique points of			
ese	a v ted		and ideas.	ideas, and present		academic topics.	view on a variety of			
P	n to lica			and critique points			academic topics.			
	ind			of view.						
	spe									
	wh									
	- Adapt speech to glish when indicat									
	6 - <i>J</i>									
	9-10.6 mal En									
	- 6- 									
	SL for									



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Superintendent of School



	CA CCSS for ELA Standard			Correspondir	ng ELD Standards			
		PL-	4 - Adapting language choice	S	PI.5 - Listening actively			
	9-10.1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (a b.)	Emerging -	Expanding -	Bridging -	Emerging -	Expanding -	Bridging -	
	a ma	Adjust language choices	Adjust language choices	Adjust language choices	Demonstrate	Demonstrate comprehension	Demonstrate comprehension	
	ram	according to the context	according to the context	according to the task	comprehension of oral	of oral presentations and	of oral presentations and	
	h gi	(e.g., classroom, community)		(e.g., group presentation	presentations and	discussions on a variety of	discussions on a variety of	
	glis	and audience (e.g., peers,	community), purpose (e.g.,	of research project),	discussions on familiar	social and academic topics by	social and academic topics by	
	Ē	teachers).	to persuade, to provide	context (e.g., classroom,	social and academic topics	asking and answering	asking and answering detailed	
	ard .)		arguments or	community), purpose	by asking and answering	questions that show	and complex questions that	
_	andar b.)		counterarguments), task,	(e.g., to persuade, to		thoughtful consideration of	show thoughtful	
olic	i sta . (a.		and audience (e.g., peers,	provide arguments or	and substantial support.	the ideas or arguments, with	consideration of the ideas or	
Ŭ L	s of ing		teachers, guest lecturer).	counterarguments), and		moderate support.	arguments, with light	
Conventions of Standard Engli	entions of speaking.			audience (e.g., peers,			support.	
pu	ent sp			teachers, college				
ţ	onv g or			recruiter).				
d d	command of the conve usage when writing or							
ů	rri wri							
puti	en d							
Nu v	wh							
C	mm age							
	col							
	ate							
	ıstr							
	nor							
	Den							
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	10.							
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CA CCSS for		Corresponding ELD Standards								
	ELA Standard									
	0 0	PI.6 - Reading/viewing closely								
-	ard English grammar and us	<b>a.</b> Explain ideas, phenomena, processes, and text relationships (e.g., compare/contrast, cause/effect, evidence-based argument) based on close reading of a variety of grade-appropriate texts, presented in various print and multimedia formats, using short sentences and a select set of general academic and domain-specific words.	<b>Expanding -</b> <b>a.</b> Explain ideas, phenomena, processes, and relationships within and across texts (e.g., compare/contrast, cause/effect, themes, evidence- based argument) based on close reading of a variety of grade-appropriate texts, presented in various print and multimedia formats, using increasingly detailed sentences, and an increasing variety of general academic and domain-specific words.	<b>Bridging -</b> <b>a.</b> Explain ideas, phenomena, processes, and relationships within and across texts (e.g., compare/contrast, cause/effect, themes, evidence-based argument) based on close reading of a variety of grade-level texts, presented in various print and multi- media formats, using a variety of detailed sentences and a range of general academic and domain- specific words.						
Conventions of Standard English	~ ~ ~	<ul> <li>b. Explain inferences and conclusions drawn from close reading of grade-appropriate texts and viewing of multimedia using familiar verbs (e.g., <i>seems that</i>).</li> <li>c. Use knowledge of morphology (e.g., common prefixes</li> </ul>	<ul> <li>b. Explain inferences and conclusions drawn from close reading of grade-appropriate texts and viewing of multimedia using an increasing variety of verbs and adverbials (e.g., <i>indicates that, suggests, as a result</i>).</li> <li>c. Use knowledge of morphology (e.g., affixes, Greek</li> </ul>	<ul> <li>b. Explain inferences and conclusions drawn from close reading of grade-level texts and viewing of multimedia using a variety of verbs and adverbials (e.g., <i>creates the impression that, consequently</i>).</li> <li>c. Use knowledge of morphology (e.g., derivational suffixes), context, reference materials, and visual cues to determine the meaning, including figurative and connotative meanings, of unknown and multiple-meaning words on a variety of new topics.</li> </ul>						



	CA CCSS for ELA Standard			nding ELD Standards			
		PI.9 - Presenting			PI.10 - Writing		
	and	Emerging -	Expanding -	Bridging -	Emerging -	Expanding -	Bridging -
	<u> </u>	Plan and deliver brief oral	Plan and deliver a variety	Plan and deliver a variety	a. Write short literary and	a. Write longer literary and	a. Write longer and more
	Ë	presentations and reports	of oral presentations and	of oral presentations and	informational texts (e.g., an	informational texts (e.g., an	detailed literary and
	gra	on grade-appropriate	reports on grade-	reports on grade-	argument about water rights)	argument about water rights)	informational texts (e.g., an
	ish	topics that present	appropriate topics that	appropriate topics that	collaboratively (e.g., with	collaboratively (e.g., with	argument about water rights)
	lgn		present evidence and	express complex and	peers) and independently.	peers) and independently by	collaboratively (e.g., with
	Б Б		facts to support ideas by	abstract ideas well		using appropriate text	peers) and independently using
	ndar - b.)		using growing	supported by evidence		organization and growing	appropriate text organization
ish	itan (a		understanding of register.	and sound reasoning, and		understanding of register.	and register.
ngl	of s Jg. (			are delivered using an			
<b>Conventions of Standard English</b>	command of the conventions of sta usage when writing or speaking. (a.			appropriate level of		0,1	<b>b.</b> Write clear and coherent
Idai	ntic			formality and under-	texts and experiences by using		summaries of texts and
tar	or s			standing of register.		experiences by using	experiences by using complete
of S	cor				words (e.g., from notes or	complete sentences and key	and concise sentences and key
su	/riti				graphic organizers).	words (e.g., from notes or	words (e.g., from notes or
Itio	i jo n					graphic organizers).	graphic organizers).
ver	nd /he						
Con	e v						
	sag						
	u c						
	trat						
	suc						
	- Demonstrate command of the conventions of standard English gramma usage when writing or speaking. (a b.)						
	ŏ '						
	0.1						
	L 9-10.1						
	, L						



	CA CCSS for ELA Standard			Corresponding	g ELD Standards		
	7	PI.11 - Justifying/arguing			PI.12 - Selecting language resources		
Conventions of Standard English	of the conventions of standard English gramm n writing or speaking. (a b.)	Emerging - a. Justify opinions by articulating some relevant textual evidence or background knowledge, with visual support.	<b>Expanding -</b> <b>a.</b> Justify opinions and positions or persuade others by making connections between ideas and articulating relevant textual evidence or background knowledge.	<b>Bridging -</b> <b>a.</b> Justify opinions or persuade others by making connections and distinctions between ideas and texts and articulating sufficient, detailed, and relevant textual evidence or background knowledge, using appropriate register.	Emerging - a. Use familiar general academic (e.g., temper- ature, document) and domain- specific (e.g., <i>characterization</i> , <i>photosynthesis, society</i> , <i>quadratic functions</i> ) words to create clear spoken and written texts.	Expanding - a. Use an increasing variety of grade- appropriate general academic (e.g., dominate, environment) and domain- specific (e.g., characterization, photosynthesis, society, quadratic functions ) academic words accurately and appropriately when producing increasingly complex written and spoken texts.	Bridging - a. Use a variety of grade- appropriate general (e.g., anticipate, transaction ) and domain-specific (e.g., characterization, photosynthesis, society, quadratic functions ) academic words and phrases, including persuasive language, accurately and appropriately when producing complex written and spoken texts.
Convei	e –	<b>b.</b> Express attitude and opinions or temper statements with familiar modal expressions (e.g., <i>can, may</i> ).	<b>b.</b> Express attitude and opinions or temper statements with a variety of familiar modal expressions (e.g., <i>possibly/likely,</i> <i>could/would</i> ).	opinions or temper statements with nuanced	<b>b.</b> Use knowledge of morphology to appropriately select basic affixes (e.g., The skull protects the brain).	<b>b.</b> Use knowledge of morphology to appropriately select affixes in a growing number of ways to manipulate language (e.g., diplomatic, stems are branch <i>ed</i> or <i>un</i> branched).	<b>b.</b> Use knowledge of morphology to appropriately select affixes in a variety of ways to manipulate language (e.g., changing humiliate to humiliation or incredible to incredibly ).

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**Conventions of Standard English** 

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

Corresponding ELD Standards								
	PII.2 - Understanding cohesi	PII.3	Using verbs and verb ph	rases				
<ul> <li>Emerging - <ul> <li>Apply knowledge of familiar</li> <li>language resources for</li> <li>referring to make texts more</li> <li>cohesive (e.g., using pronouns</li> <li>to refer back to nouns in text)</li> <li>to comprehending and writing</li> <li>brief texts.</li> </ul> </li> <li>b. Apply knowledge of familiar</li> <li>language resources for linking</li> <li>ideas, events, or reasons</li> <li>throughout a text (e.g., using</li> <li>connecting/ transition words</li> <li>and phrases, such as <i>first</i>,</li> <li>second, third ) to</li> <li>comprehending and writing</li> <li>brief texts.</li> </ul>	Expanding - a. Apply knowledge of a growing number of language resources for referring to make texts more cohesive (e.g., using nominalizations to refer back to an action or activity described earlier) to comprehending texts and to writing increasingly cohesive texts for specific purposes and audiences. b. Apply knowledge of familiar language resources for linking ideas, events, or reasons throughout a text (e.g., using connecting/	<ul> <li>Bridging -</li> <li>a. Apply knowledge of a variety of language resources for referring to make texts more cohesive (e.g., using nominalization, paraphrasing, or summaries to reference or recap an idea or explanation provided earlier) to comprehending grade-level texts and to writing clear and cohesive grade-level texts for specific purposes and audiences.</li> <li>b. Apply knowledge of familiar language resources for linking ideas, events, or reasons throughout a text (e.g., using connecting/ transition words and phrases, such as <i>on the contrary</i>,</li> </ul>	Emerging - Use a variety of verbs in different tenses (e.g., past, present, future, simple, progressive) appropriate to the text type and discipline to create short texts on familiar academic topics.	Expanding - Use a variety of verbs in different tenses (e.g., past, present, future, simple, progressive, perfect) appropriate to the text type and	Bridging - Use a variety of ve different tenses (e.g., past, present future, simple, pro gressive, perfect), mood (e.g., subjun appropriate to the type and discipline create a variety of			

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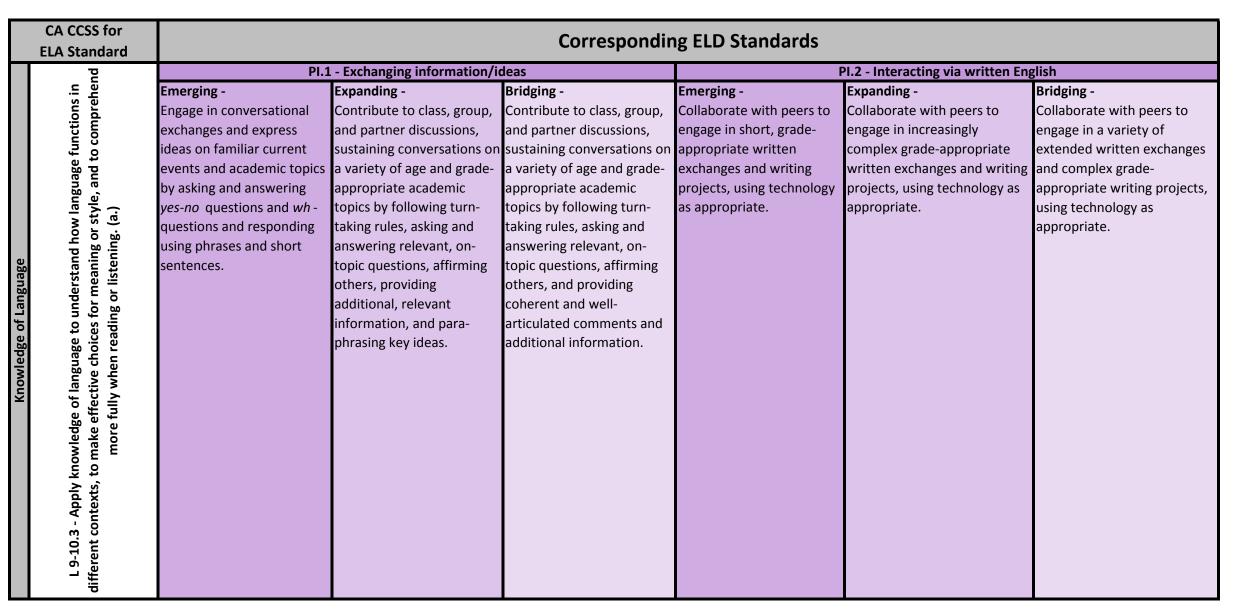
	CA CCSS for ELA Standard			Corresponding	ELD Standards		
		PII.4	4 - Using nouns and noun phra	ases	PII.5 - Modifying to add details		
	standard English grammar and (a b.)	Emerging -	Expanding -	Bridging -	Emerging -	Expanding -	Bridging -
	ша	Expand noun phrases to	Expand noun phrases in a	Expand noun phrases in a	Expand sentences with	Expand sentences with a	Expand sentences with a
	am Maria	create increasingly detailed	growing number of ways	variety of ways (e.g., more	simple adverbials (e.g.,	growing variety of adverbials	variety of adverbials (e.g.,
	l age de la constante de la co	sentences (e.g., adding	(e.g., adding adjectives to	complex clause embedding)	adverbs, adverb phrases,	(e.g., adverbs, adverb	adverbs, adverb phrases
	glis	adjectives for precision)	nouns; simple clause	to create detailed sentences		phrases, prepositional	and clauses, prepositional
	Ë	about personal and familiar	embedding) to create	that accurately describe		phrases) to provide details	phrases) to provide details
	ndard - b.)	academic topics.	detailed sentences that		manner, place, cause) about		(e.g., time, manner, place,
4	and .			explain procedures and	familiar activities or		cause) about a variety of
elis	f sta		and summarize information	sequences, summarize texts	processes.	activities or processes.	familiar and new activities
l En	is o king		and ideas on a variety of	and ideas, and present and			and processes.
arc	entions of sta speaking. (a.		personal and academic	critique points of view on a			
Conventions of Standard English	conventions of ng or speaking.		topics.	variety of academic topics.			
fSt	command of the conve usage when writing or						
o su	itin						
tior	of the n writi						
/eni	hen d						
onv	nar e vl						
	omr						
	e cc ns						
	- Demonstrate command usage whe						
	onst						
	o u a						
	- De						
	.1.						
	L 9-10.1						
	5 -						



	CA CCSS for ELA Standard			Corresponding E	LD Standards		
	p		PII.6 - Connecting ideas			PII.7 - Condensing ideas	
	ır ar	Emerging -	Expanding -	Bridging -	Emerging -	Expanding -	Bridging -
	Ima	Combine clauses in a few basic	Combine clauses in a	Combine clauses in a	Condense ideas in a few	Condense ideas in a	Condense ideas in a variety
	ram	ways (e.g., creating compound	growing number of ways to	variety of ways to create	basic ways (e.g., by	growing number of ways	of ways (e.g., through a
	h gi	sentences using a <i>nd, but, so</i> ;	create compound and	compound and complex	compounding verb or	(e.g., through embedded	variety of embedded
	English gram	creating complex sentences	complex sentences that	sentences that make	prepositional phrases) to	clauses or by	clauses, or by compounding
	En	using <i>because</i> ) to make	make connections between	connections between and	•	compounding verbs or	verbs or prepositional
	ndard - b.)		and link concrete and		detailed simple,	prepositional phrases) to	phrases, nominalization) to
ے	and 1	•	abstract ideas, for example,	ideas, for example, to		· · · · · · · · · · · · · · · · · · ·	create precise simple,
Conventions of Standard English	f staı . (a.		•	make a concession (e.g.,	sentences (e.g., <i>The</i>	detailed simple,	compound, and complex
En	s ,	,	stayed at home on Sunday	While both characters	students asked survey		sentences that condense
ard	ention: speaki		in order to study for	strive for success, they	questions and recorded	sentences (e.g., Species	concrete and abstract ideas
pue	ent		Monday's exam ) or to make		the responses ).	that could not adapt to	(e.g., Another issue that
Sta	conve ng or		a concession (e.g., She	approaches through which		the changing climate	people may be concerned
s of	e co tin		studied all night even	to reach their goals.), or		eventually disappeared ).	with is the amount of
ion	of the n writ		though she wasn't feeling	to establish cause (e.g.,			money that it will cost to
ent	d o en		well ).	Women's lives were			construct the new building ).
N	command Isage whe			changed forever after			
ŭ	mm age			World War II as a result of			
	e co use			joining the workforce ).			
	rate						
	nstı						
	ло Ш						
	Dei						
	1 - -						
	9-10.						
	Г <del>6</del> Т						



	CA CCSS for ELA Standard		Corresponding ELD Standards						
	, r			PI.10 - Writing		PI.11 - Justifying/arguing			
	atic		Emerging -	Expanding -	Bridging -	Emerging -	Expanding -	Bridging -	
	aliz		a. Write short literary and	a. Write longer literary and	a. Write longer and more	a. Justify opinions by	a. Justify opinions and	a. Justify opinions or	
	apit				-	articulating some relevant	positions or persuade	persuade others by making	
	р сё р			argument about water	informational texts (e.g., an		others by making	connections and	
	glis		collaboratively (e.g., with	rights) collaboratively (e.g.,		background knowledge,	connections between ideas		
	Ŭ E		peers) and independently.	with peers) and	rights) collaboratively (e.g.,	with visual support.	and articulating relevant	and texts and articulating	
	ard Ig.			independently by using	with peers) and		textual evidence or	sufficient, detailed, and	
ų	standaro writing.			appropriate text	independently using		background knowledge.	relevant textual evidence	
ilgu	f st			organization and growing	appropriate text			or background knowledge,	
臣	is o her			understanding of register.	organization and register.			using appropriate register.	
<b>Conventions of Standard Englis</b>	nventions pelling wh		<b>b.</b> Write brief summaries of	<b>b.</b> Write increasingly concise	<b>b</b> Write clear and cohorent	<b>b</b> Express attitude and	<b>b.</b> Express attitude and	<b>b.</b> Express attitude and	
tan	ven ellin	3	texts and experiences by using			opinions or temper	opinions or temper	opinions or temper	
of S	con d spe	I		experiences by using		statements with familiar	statements with a variety	statements with nuanced	
ns c	he c ind	-	words (e.g., from notes or	complete sentences and key		modal expressions (e.g.,	of familiar modal	modal expressions (e.g.,	
Itio	of t n, a					can, may ).	expressions (e.g., possibly/	possibly/ potentially/	
ven	and of tation,			graphic organizers).	(e.g., from notes or graphic		likely, could/would ).	certainly/ absolutely,	
Con	mai				organizers).		,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,	should/might ).	
ľ	comma				<b>U</b> <i>i</i>				
	Б Б С								
	trat								
	suo								
	em								
	<u> </u>								
	0.2								
	L 9-10.2 - Demonstrate command of the conventions of standard English capitalization punctuation, and spelling when writing.								



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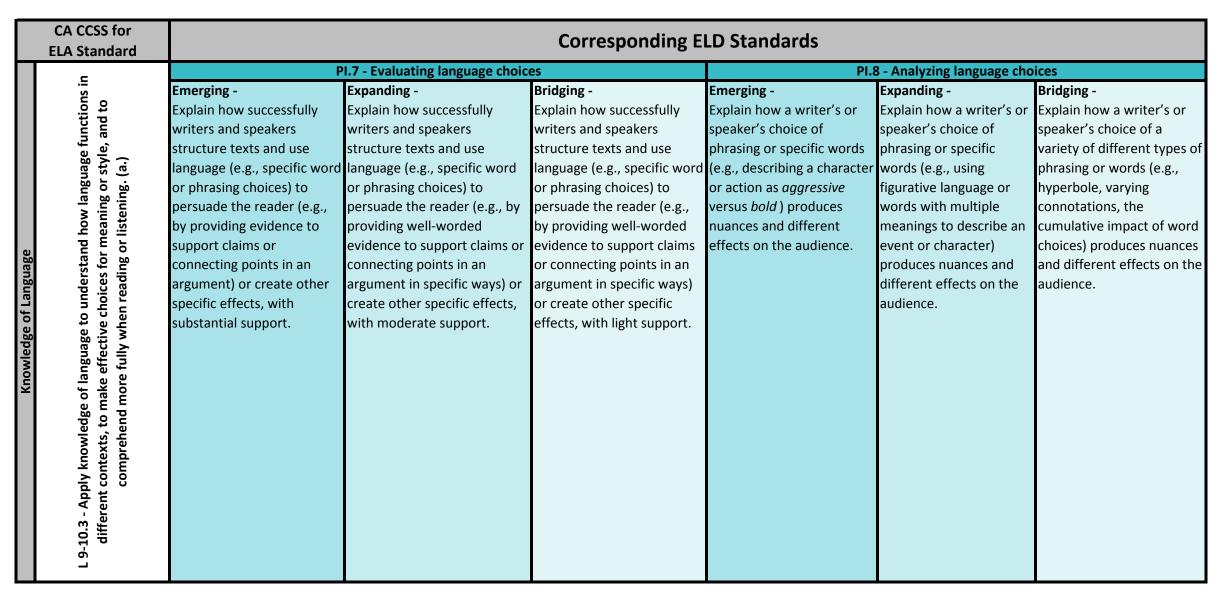
	CA CCSS for ELA Standard			Corresponding ELI	ELD Standards			
		PI.3 - Sup	porting opinions and persuadi	ng others	PI.4 - Adapting language choices			
	s in sher	Emerging -	Expanding -	Bridging -	Emerging -	Expanding -	Bridging -	
	understand how language functions in for meaning or style, and to comprehe ng or listening. (a.)	Negotiate with or persuade	Negotiate with or persuade	Negotiate with or persuade	Adjust language choices	Adjust language choices	Adjust language choices	
	ncti	others in conversations using		others in conversations in	according to the context	according to the context	according to the task (e.g.,	
	e fui to c		to provide counter-	appropriate registers (e.g., to	(e.g., classroom,	(e.g., classroom,	group presentation of	
	age			acknowledge new	community) and audience	community), purpose	research project), context	
	ngu e, a		number of learned phrases (I	information in an academic	(e.g., peers, teachers).	(e.g., to persuade, to	(e.g., classroom,	
	/ laı ityli a.)	•		conversation but then politely		provide arguments or	community), purpose	
	אסר סר <u>s</u>	opinions.	open responses to express	offer a counterpoint) using a			(e.g., to persuade, to	
	nin		and defend nuanced opinions.	, , , ,			provide arguments or	
Knowledge of Language	stal ean j			indirect reported speech (e.g.,		teachers, guest lecturer).	counterarguments), and	
ngu	der me			I heard you say X, and I			audience (e.g., peers,	
e l'a	un for ing			haven't thought about that			teachers, college	
6	e to ces ces			<i>before. However</i> ), and			recruiter).	
apa	uage choi			open responses to express and defend nuanced opinions.				
- Implementation of the second s	ngu ve c /he			and defend fidanced opinions.				
Knc	of language fective choic illy when rea							
	wledge of language to understand how la nake effective choices for meaning or sty more fully when reading or listening. (a.)							
	edg ke ( ore							
	na ma							
	kne to							
	ply xts,							
	- Apply knowledge ontexts, to make ef more fu							
	3 -							
	9-10.3 erent cc							
	L 9-10.3 - Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. (a.)							
	dīt							

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	CA CCSS for ELA Standard	Corresponding ELD Standards							
	v int		PI.5 - Listening actively	1	PI.6 - Reading/viewing closely				
	full	Emerging -	Expanding -	Bridging -	Emerging -	Expanding -	Bridging -		
ge	how language functions in differen yle, and to comprehend more fully g. (a.)	Demonstrate comprehension of oral presentations and discussions on familiar social and academic topics by asking and answering questions, with prompting and	Demonstrate comprehension of oral presentations and discussions on a variety of social and academic topics by asking and answering questions that show thoughtful	Demonstrate comprehension of oral presentations and discussions on a variety of social and academic topics by asking and answering detailed and complex questions that show thoughtful	a. Explain ideas, phenomena, processes, and text relationships (e.g., compare/contrast, cause/ effect, evidence-based argument) based on close reading of a variety of grade- appropriate texts, presented in various print and multimedia formats,	<b>a.</b> Explain ideas, phenomena, processes, and relationships within and across texts (e.g., compare/ contrast, cause/effect, themes,	a. Explain ideas, phenomena, processes, and relationships within and across texts (e.g., compare/ contrast, cause/effect, themes, evidence-based argument) based on close reading of a variety of grade- level texts, presented in various print and multimedia formats, using a variety of detailed sentences and a range of general academic and		
Knowledge of Language	L 9-10.3 - Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. (a.)	substantial support.	consideration of the ideas or arguments, with moderate support.	consideration of the ideas or arguments, with light support.	<ul> <li>b. Explain inferences and conclusions drawn from close reading of grade-appropriate texts and viewing of multimedia using familiar verbs (e.g., seems that ).</li> <li>c. Use knowledge of morphology (e.g., common prefixes and suffixes), context, reference materials, and visual cues to determine the meaning of unknown and multiple-meaning words on familiar topics.</li> </ul>	of general academic and domain- specific words. <b>b.</b> Explain inferences and conclusions drawn from close reading of grade- appropriate texts and viewing of multimedia using an increasing variety of verbs and adverbials (e.g., <i>indicates that, suggests, as a result</i> ). <b>c.</b> Use knowledge of morphology	<ul> <li>domain-specific words.</li> <li>b. Explain inferences and conclusions drawn from close reading of grade-level texts and viewing of multimedia using a variety of verbs and adverbials (e.g., creates the impression that, consequently ).</li> <li>c. Use knowledge of morphology (e.g., derivational suffixes), context, reference materials, and visual cues</li> </ul>		

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SS for andard							
<u>^</u>	PI.9 - Presenting			PI.10 - Writing			
contexts, to make effective choices for meaning or style, Han and deliver brief oral bresentations and reports on grade- appropriate topics that bresent evidence and facts to subbort ideas. (a.)	• •	Plan and deliver a variety of oral presentations and reports on grade- appropriate topics that express complex and abstract ideas well supported by evidence and sound reasoning, and are delivered using an appropriate level of formality and	an argument about water rights) collaboratively (e.g., with peers) and independently.	<ul> <li>a. Write longer literary and informational texts (e.g., an argument about water rights) collaboratively (e.g., with peers) and independently by using appropriate text organization and growing understanding of register.</li> <li>b. Write increasingly concise summaries of texts and experiences by using</li> </ul>	<ul> <li>Bridging -</li> <li>a. Write longer and more detailed literary and informational texts (e.g., an argument about water rights) collaboratively (e.g., with peers) and independently usi appropriate text organization and register.</li> <li>b. Write clear and coherent summaries of texts and experiences by using complet and concise sentences and ke words (e.g., from notes or graphic organizers).</li> </ul>		

Knowledge of Language



	CA CCSS for ELA Standard			Correspondi	ng ELD Standards		
			PI.11 - Justifying/arguin	g	PI.12 - Selecting language resources		
anguage	tand how language functions in differen or style, and to comprehend more fully cening. (a.)	Emerging - a. Justify opinions by articulating some relevant textual evidence or background knowledge, with visual support.	positions or persuade others by making connections between ideas and articulating	persuade others by making connections and distinctions between ideas and texts and articulating sufficient, detailed, and relevant textual	academic (e.g., temperature, document) and domain-specific (e.g., characterization, photosynthesis, society, quadratic functions)	<b>Expanding -</b> <b>a.</b> Use an increasing variety of grade-appropriate general academic (e.g., <i>dominate</i> , <i>environment</i> ) and <i>domain</i> - <i>specific</i> (e.g., <i>characterization</i> , <i>photosynthesis</i> , <i>society</i> , <i>quadratic functions</i> ) academic words accurately and appropriately when producing increasingly complex written and spoken texts.	<b>Bridging -</b> <b>a.</b> Use a variety of grade- appropriate general (e.g., <i>anticipate, transaction</i> ) and domain-specific (e.g., <i>characterization</i> , <i>photosynthesis, society</i> , <i>quadratic functions</i> ) academic words and phrases, including persuasive language, accurately and appropriately when producing complex
מכווחמר   לה החלהוויהע!	lan, choi wh	<b>b.</b> Express attitude and opinions or temper statements with familiar modal expressions (e.g., <i>can, may</i> ).	<b>b.</b> Express attitude and opinions or temper statements with a variety of familiar modal expressions (e.g., <i>possibly/likely,</i> <i>could/would</i> ).	opinions or temper statements with nuanced	<b>b.</b> Use knowledge of morphology to appropriately select basic affixes (e.g., The skull protects the brain).	<b>b.</b> Use knowledge of morphology to appropriately	written and spoken texts. <b>b.</b> Use knowledge of morphology to appropriately select affixes in a variety of ways to manipulate language (e.g., changing <i>humiliate</i> to <i>humiliation</i> or <i>incredible</i> to <i>incredibly</i> ).

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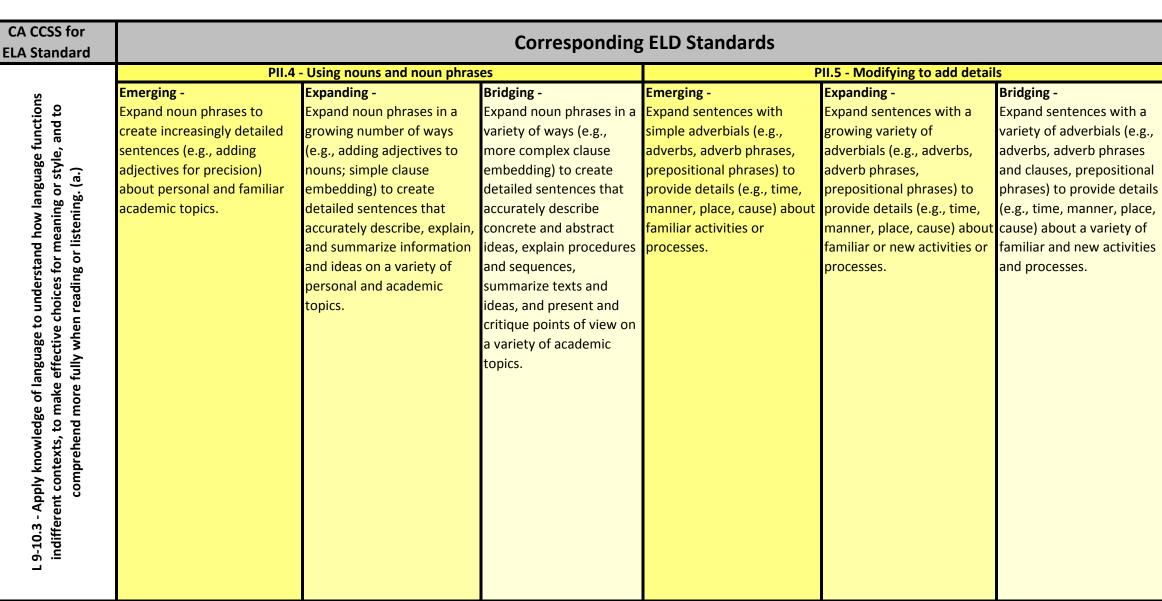
CA CCSS for ELA Standard			Corresponding ELD S	Standards		
	PII.2 - Understanding cohesion			PII.3 - Using verbs and verb phrases		
Knowledge of Language lge of language to understand how language functions in e effective choices for meaning or style, and to comprehend e fully when reading or listening. (a.)	<b>Emerging -</b> <b>a.</b> Apply knowledge of familiar language resources for referring to make texts more cohesive (e.g., using pronouns to refer back to nouns in text) to comprehending and writing brief texts.	Expanding - a. Apply knowledge of a growing number of language resources for referring to make texts more cohesive (e.g., using nominalizations to refer back to an action or activity described earlier) to comprehending texts	<b>a.</b> Apply knowledge of a variety of language resources for	Emerging - Use a variety of verbs in different tenses (e.g., past, present, future, simple, progressive) appropriate to the text type and discipline to create short texts on familiar academic topics.	Expanding - Use a variety of verbs in different tenses (e.g., past, present, future, simple, progressive, perfect) appropriate to the text type and	Bridging - Use a variety of verbs in different tenses (e.g., past, present, future, simple, progressive, perfect), and mood (e.g., sub-junctive) appropriate to the text type and discipline to create a variety of texts
Knowledge of Language L 9-10.3 - Apply knowledge of language to understand hov different contexts, to make effective choices for meaning or more fully when reading or listening.	language resources for linking ideas, events, or reasons throughout a text (e.g., using connecting/transition words and phrases, such as <i>first, second,</i> <i>third</i> ) to comprehending and writing brief texts.	language resources for linking ideas, events, or reasons throughout a text (e.g., using connecting/ transition words and phrases, such as <i>meanwhile</i> ,	<b>b.</b> Apply knowledge of familiar language resources for linking ideas, events, or reasons throughout a text (e.g., using connecting/ transition words and phrases, such as <i>on the</i> <i>contrary, in addition,</i> <i>moreover</i> ) to comprehending grade-level texts and to writing cohesive texts for specific purposes and audiences.			texts and ideas, and present and critique points of view.

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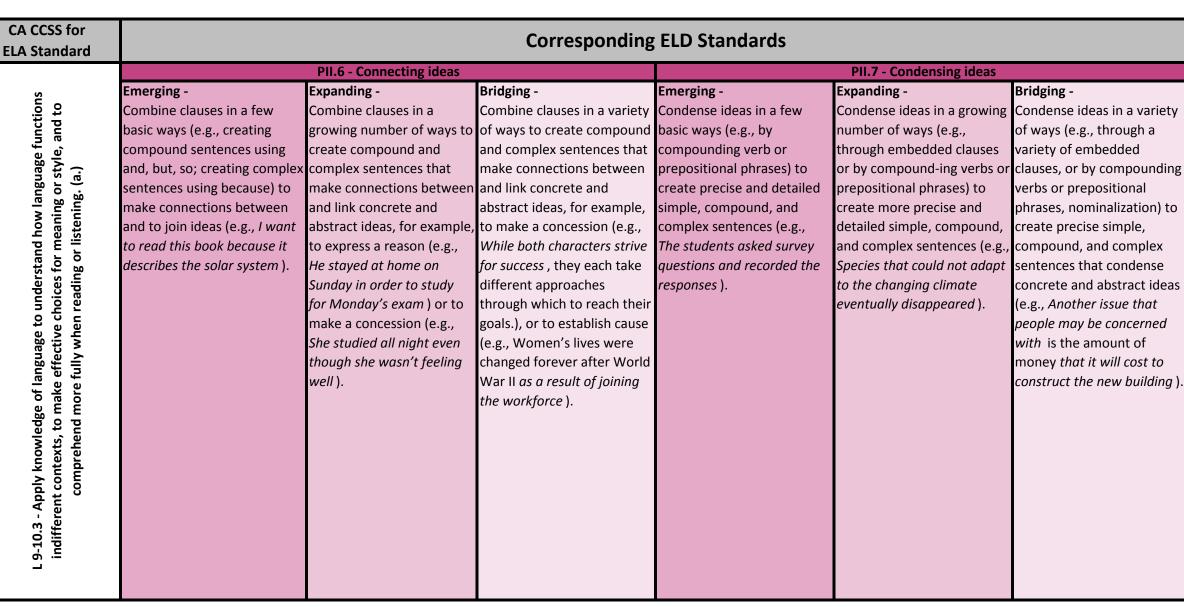
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#### Integrating the CA ELD Standards Into K-12 English Language Arts/Literacy



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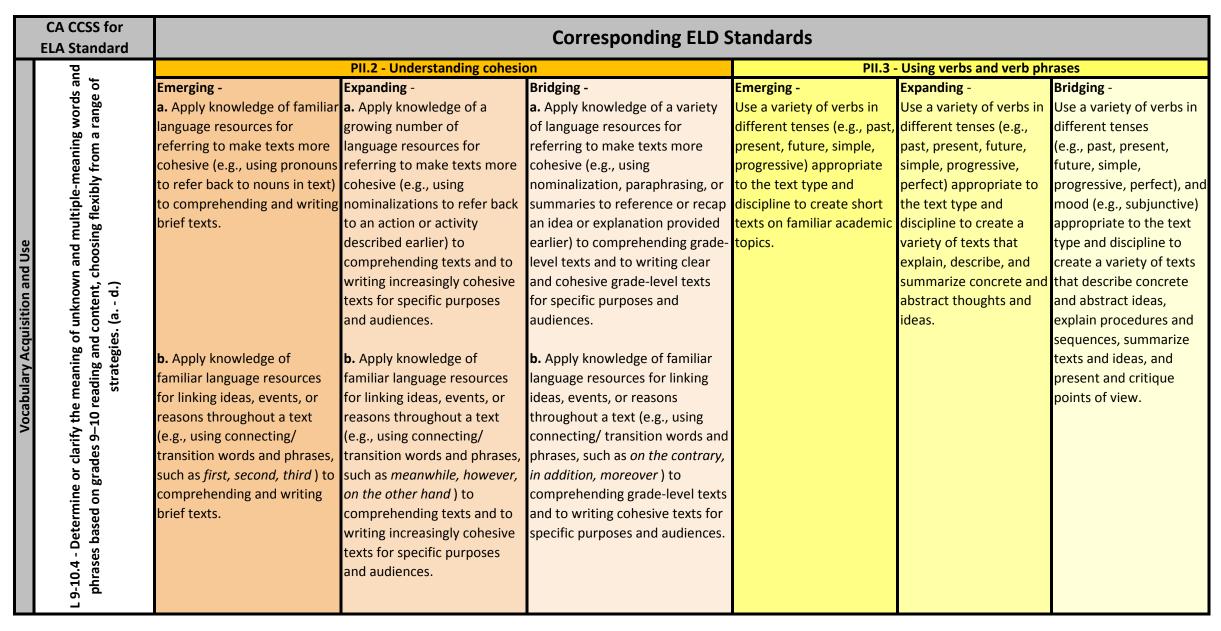
Knowledge of Language



CA CCSS for ELA Standard	Corresponding ELD Standards						
		PI.10 - Writing					
leaning words and from a range of	<b>Emerging -</b> <b>a.</b> Write short literary and informational texts (e.g., an argument about water rights) collaboratively (e.g., with peers) and independently.		<b>Bridging -</b> <b>a.</b> Write longer and more detailed literary and informational texts (e.g., an argument about water rights) collaboratively (e.g., with peers) and independently using appropriate text organization and register.				
L 9-10.4 - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies. (a d.)	b. Write brief summaries of texts and experiences by using complete sentences and key words (e.g., from notes or graphic organizers).	<ul> <li>b. Write increasingly concise summaries of texts and experiences by using complete sentences and key words (e.g., from notes or graphic organizers).</li> </ul>	<b>b.</b> Write clear and coherent summaries of texts and experiences by using complete and concise sentences and key words (e.g., from notes or graphic organizers).				

Vocabulary Acquisition and Use





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	CA CCSS for ELA Standard			Corresponding I	ELD Standards		
	<b>a</b> )	PIL.	4 - Using nouns and noun phr	ases	Р	II.5 - Modifying to add detai	ils
Vocabulary Acquisition and Use	L 9-10.4 - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies. (a d.)	Emerging - Expand noun phrases to create increasingly detailed sentences (e.g., adding adjectives for precision) about personal and familiar academic topics.	Expanding - Expand noun phrases in a growing number of ways (e.g., adding adjectives to nouns; simple clause embedding) to create detailed sentences that accurately describe, explain, and summarize information and ideas on a variety of personal and academic topics.	Bridging - Expand noun phrases in a variety of ways (e.g., more complex clause embedding) to create detailed sentences that accurately describe concrete and abstract ideas, explain procedures and sequences, summarize texts and ideas, and present and critique points of view on a variety of academic topics.	provide details (e.g., time, manner, place, cause) about familiar activities or	Expanding - Expand sentences with a growing variety of adverbials (e.g., adverbs, adverb phrases, prepositional phrases) to provide details (e.g., time, manner, place, cause) about familiar or new activities or processes.	<b>Bridging -</b> Expand sentences with a variety of adverbials (e.g., adverbs, adverb phrases and clauses, prepositional phrases) to provide details (e.g., time, manner, place, cause) about a variety of familiar and new activities and processes.

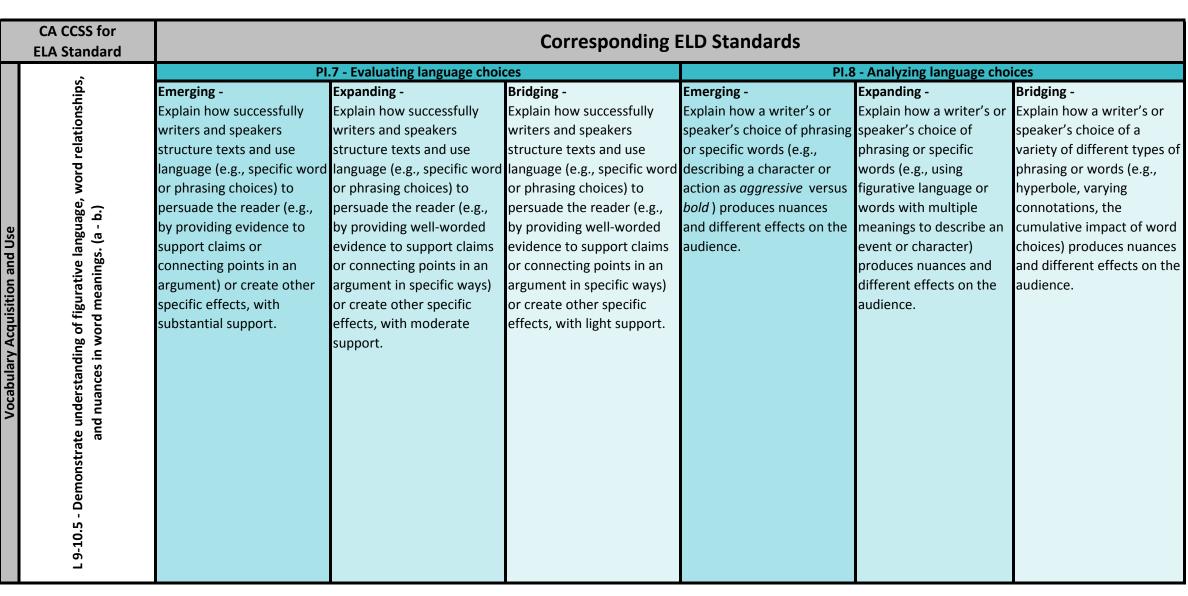
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	CA CCSS for	Corresponding ELD Standards							
-	0								
Vocabulary Acquisition and Use	n and multiple-meaning w , choosing flexibly from a r	compound sentences using and, but, so; creating complex sentences using because) to make connections between and to join ideas (e.g., <i>I want</i> to read this book because it	create compound and complex sentences that make connections between and link concrete and abstract ideas, for example, to express a reason (e.g., <i>He</i> stayed at home on Sunday in order to study for Monday's exam ) or to make a concession (e.g., She	<b>Bridging -</b> Combine clauses in a variety of ways to create compound and complex sentences that make connections between and link concrete and	Emerging - Condense ideas in a few basic ways (e.g., by compounding verb or prepositional phrases) to create precise and detailed simple, compound, and complex sentences (e.g., <i>The students asked survey</i> <i>questions and recorded the</i> <i>responses</i> ).	Condense ideas in a growing number of ways (e.g., through embedded clauses or by compounding verbs or prepositional phrases) to create more precise and detailed simple, compound, and complex sentences (e.g., Species that could not adapt to the changing climate eventually disappeared ).	of ways (e.g., through a variety of embedded clauses, or by compounding verbs or prepositional phrases, nominalization) to create precise simple, compound, and complex		

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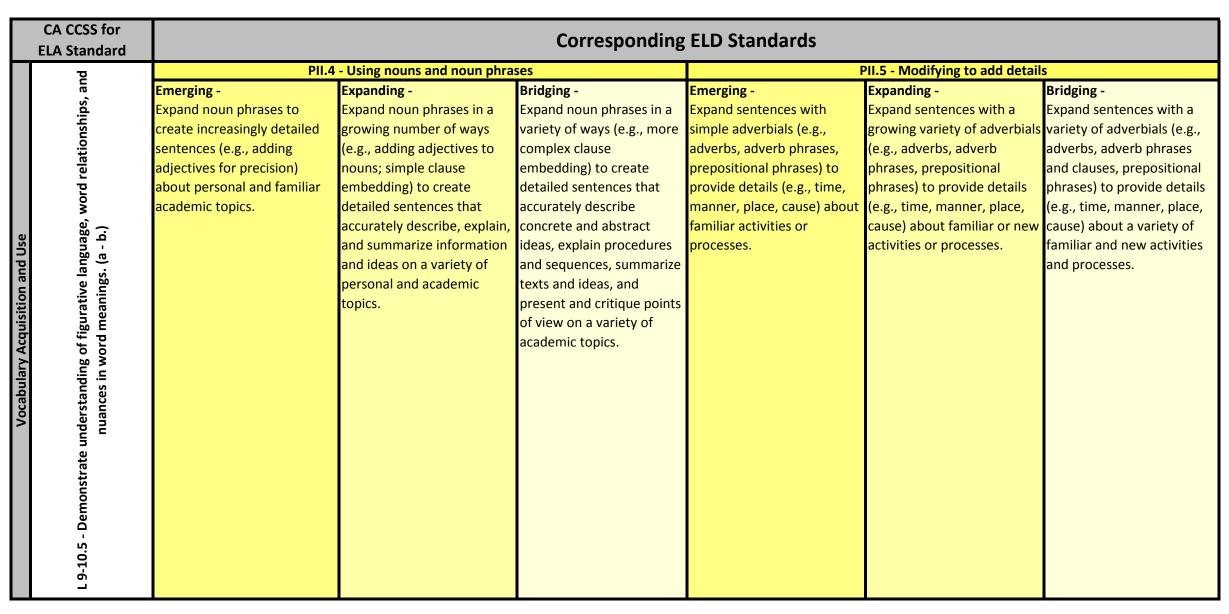


	CA CCSS for ELA Standard			Corresponding	g ELD Standards		
	_		PI.10 - Writing		PI.	12 - Selecting language resou	irces
	understanding of figurative language, word relationships, and nuances in word meanings. (a - b.)	Emerging -	Expanding -	Bridging -	Emerging -		Bridging -
	ps,	<ol> <li>Write short literary and</li> </ol>	a. Write longer literary	a. Write longer and more	a. Use familiar general	a. Use an increasing variety	a. Use a variety of grade-
	ihsi	informational texts (e.g., an	and informational	detailed literary and	academic (e.g.,	of grade-	appropriate general (e.g.,
	cion	argument about water	texts (e.g., an argument	informational texts (e.g., an	temperature, document)	appropriate general	anticipate, transaction ) and
	elat	rights) collaboratively (e.g.,	about water rights)	argument about water rights)	and domain-specific (e.g.,	academic (e.g., <i>dominate,</i>	domain-specific (e.g.,
	с р	with peers) and	collaboratively (e.g., with	collaboratively (e.g., with	characterization,	environment) and domain-	characterization,
	vor	independently.	peers) and	peers) and independently	photosynthesis, society,	specific (e.g.,	photosynthesis, society,
	, e, i		independently by using	using appropriate text	quadratic functions) words	characterization,	quadratic functions )
Jse	uage - b.)		appropriate text	organization and register.	to create clear spoken and	photosynthesis, society,	academic words and
ך ק	angi (a		organization and		written texts.	quadratic functions )	phrases, including persuasive
a n	e la Igs.		growing understanding			academic words accurately	language, accurately and
tior	ativ		of register.			and appropriately when	appropriately when
lisit	gura					producing increasingly	producing complex written
cdr	f fig					complex written and	and spoken texts.
Vocabulary Acquisition and	derstanding of figurative lang nuances in word meanings. (a					spoken texts.	
ular	din in						
abi	itan		b. Write increasingly		Ŭ	<b>b.</b> Use knowledge of	<b>b.</b> Use knowledge of
V00	lers uan	texts and experiences by	concise summaries of	summaries of texts and	morphology to	morphology to	morphology to appropriately
	pun		texts and experiences by		appropriately select basic	appropriately select affixes	select affixes in a variety of
		and key words (e.g., from	using complete	complete and concise	affixes (e.g., The skull	in a growing number of	ways to manipulate
	stra	notes or graphic organizers).			protects the brain).	ways to manipulate	language (e.g., changing
	ŝuo		(e.g., from notes or	(e.g., from notes or graphic		language (e.g., diplomatic,	humiliate to humiliation or
	Demonstrate		graphic organizers).	organizers).		stems are branched or	incredible to incredibly ).
	I					<i>un</i> branched).	
	L 9-10.5						
	9-1						
	-						



	CA CCSS for ELA Standard	Corresponding ELD Standards						
	_		PII.2 - Understanding cohe	sion	PII.3 -	Using verbs and verb phi	e a variety of verbs in ferent tenses (e.g., st, present, future, nple, progressive, rfect) appropriate to e text type and cipline to create a riety of texts that plain, describe, and stract thoughts and	
	understanding of figurative language, word relationships, and nuances in word meanings. (a - b.)	Emerging -	Expanding -	Bridging -	Emerging -	Expanding -	Bridging -	
	os, i	a. Apply knowledge of	<ol> <li>Apply knowledge of a</li> </ol>	a. Apply knowledge of a variety	Use a variety of verbs in	Use a variety of verbs in	Use a variety of verbs in	
	shij	familiar language	growing number of	of language resources for	different tenses (e.g., past,	different tenses (e.g.,	different tenses	
	ion	resources for referring to	language resources for	referring to make texts more	present, future, simple,	past, present, future,	(e.g., past, present,	
	elati	make texts more cohesive	referring to make texts more	cohesive (e.g., using	progressive) appropriate	simple, progressive,	future, simple,	
	d re	(e.g., using pronouns to	cohesive (e.g., using	nominalization, paraphrasing, or	to the text type and	perfect) appropriate to	progressive, perfect), and	
	/ore	refer back to nouns in	nominalizations to refer	summaries to reference or recap	discipline to create short	the text type and	mood (e.g., subjunctive)	
	S Q)	text) to comprehending	back to an action or activity	an idea or explanation provided	texts on familiar academic	discipline to create a	appropriate to the text	
se	uage - b.)	and writing brief texts.	described earlier) to	earlier) to comprehending grade-	topics.	variety of texts that	type and discipline to	
Ωp	ngu (a -		comprehending texts and to	level texts and to writing clear		explain, describe, and	create a variety of texts	
an	e la gs.		writing increasingly cohesive	and cohesive grade-level texts		summarize concrete and	that describe concrete	
Vocabulary Acquisition and Use	ırative lang eanings. (a		texts for specific purposes	for specific purposes and		abstract thoughts and	and abstract ideas,	
isit	ura		and audiences.	audiences.		ideas.	explain procedures and	
nbo	of fig ord n						sequences, summarize	
V A	s of vor	<b>b.</b> Apply knowledge of	b. Apply knowledge of	b. Apply knowledge of familiar			texts and ideas, and	
lar	ndin <sub>8</sub> s in v	familiar language	familiar language resources	language resources for linking			present and critique	
nqe	and ces	resources for linking ideas,	for linking ideas, events, or	ideas, events, or reasons			points of view.	
/00	erst	events, or reasons	reasons throughout a text	throughout a text (e.g., using				
~	nu	throughout a text (e.g.,	(e.g., using connecting/	connecting/ transition words and				
		using connecting/	transition words and	phrases, such as on the contrary,				
	trat	transition words and	phrases, such as meanwhile,	<i>in addition, moreover</i> ) to				
	suc	phrases, such as <i>first,</i>	however, on the other hand )	comprehending grade-level texts				
	bma	second, third ) to	to comprehending texts and	and to writing cohesive texts for				
	- Demonstrate	comprehending and	to writing increasingly	specific purposes and audiences.				
		writing brief texts.	cohesive texts for specific					
	L 9-10.5		purposes and audiences.					
	L 9							

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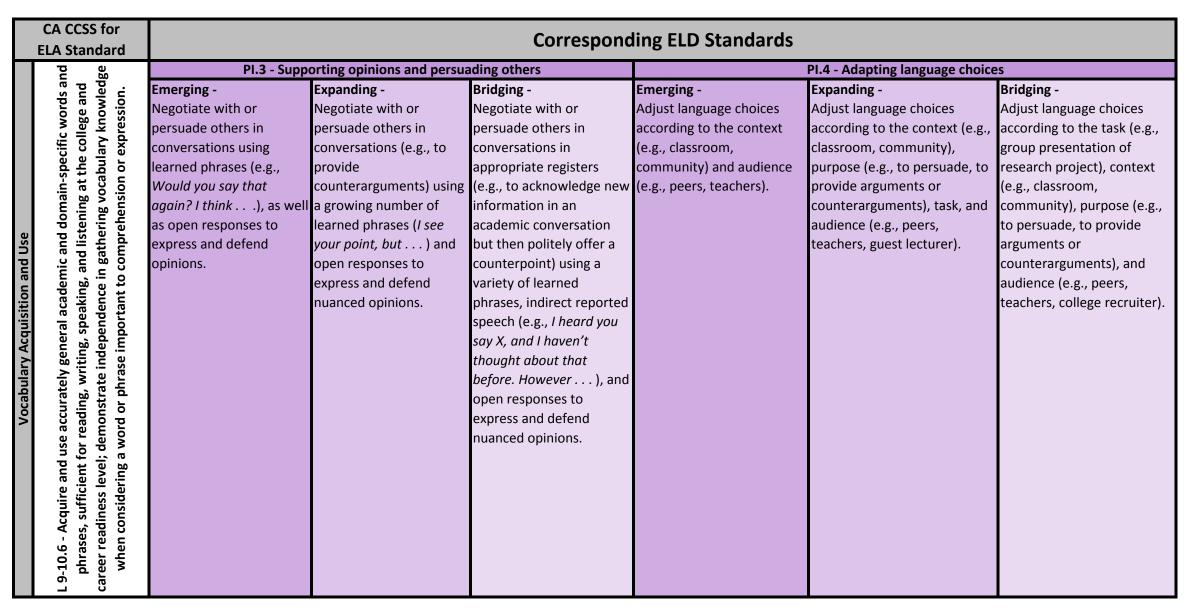
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	CA CCSS for			Corresponding	ELD Standards		
_	ELA Standard						
	and		PII.6 - Connecting ideas	<b>.</b>		PII.7 - Condensing ideas	
		Emerging -	Expanding -	Bridging -	Emerging -		Bridging -
	hip	Combine clauses in a few		Combine clauses in a variety		Condense ideas in a growing	
	suc		growing number of ways to	of ways to create compound			of ways (e.g., through a
	atic	. –	create compound and	and complex sentences that		<b>v</b>	variety of embedded
	<u> </u>		complex sentences that			or by compounding verbs or	
	ord			and link concrete and	create precise and detailed	• • • •	verbs or prepositional
	-		and link concrete and		simple, compound, and		phrases, nominalization) to
e	uage . - b.)	connections between and to	abstract ideas, for example,	to make a concession (e.g.,		• • • • • • • • • • • • • • • • • • • •	create precise simple,
Us	gu; a -	join ideas (e.g., I want to read		While both characters strive		and complex sentences (e.g.,	
<b>Jocabulary Acquisition and Us</b>	ative language, anings. (a - b.)		stayed at home on Sunday		questions and recorded the	Species that could not adapt	
n e	ive	the solar system ).		different approaches	responses).		concrete and abstract ideas
sitic	ean			through which to reach their			(e.g., Another issue that
quis	figu d me			goals.), or to establish cause			people may be concerned
Ac	of fi		studied all night even	(e.g., Women's lives were			with is the amount of
ary	ing v v		though she wasn't feeling	changed forever after World			money that it will cost to
pul	nderstandin, nuances in y		well ).	War II as a result of joining			construct the new building ).
ocal	rsta			the workforce ).			
Š	nua						
	un -						
	ate						
	nstr						
	nor						
	Demonst						
	1						
	10.:						
	L 9-10.5						
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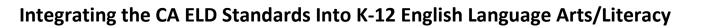


	CA CCSS for	Corresponding ELD Standards								
	ELA Standard	PI.1 - Exchanging information/ideas			PI.2 - Interacting via written English					
	edg.			7						
d Use	nic and domain-specific words and and listening at the college and n gathering vocabulary knowledge comprehension or expression.	on familiar current events	a variety of age and grade- appropriate academic topics by following turn-taking rules, asking and answering	answering relevant, on-	Emerging - Collaborate with peers to engage in short, grade- appropriate written exchanges and writing projects, using technology as appropriate.		Bridging - Collaborate with peers to engage in a variety of extended written exchanges and complex grade-appropriate writing projects, using technology as appropriate.			
Vocabulary Acquisition and	L 9-10.6 - Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.		relevant, on-topic questions, affirming others, providing additional, relevant information, and paraphrasing key ideas.	topic questions, affirming others, and providing coherent and well- articulated comments and additional information.						



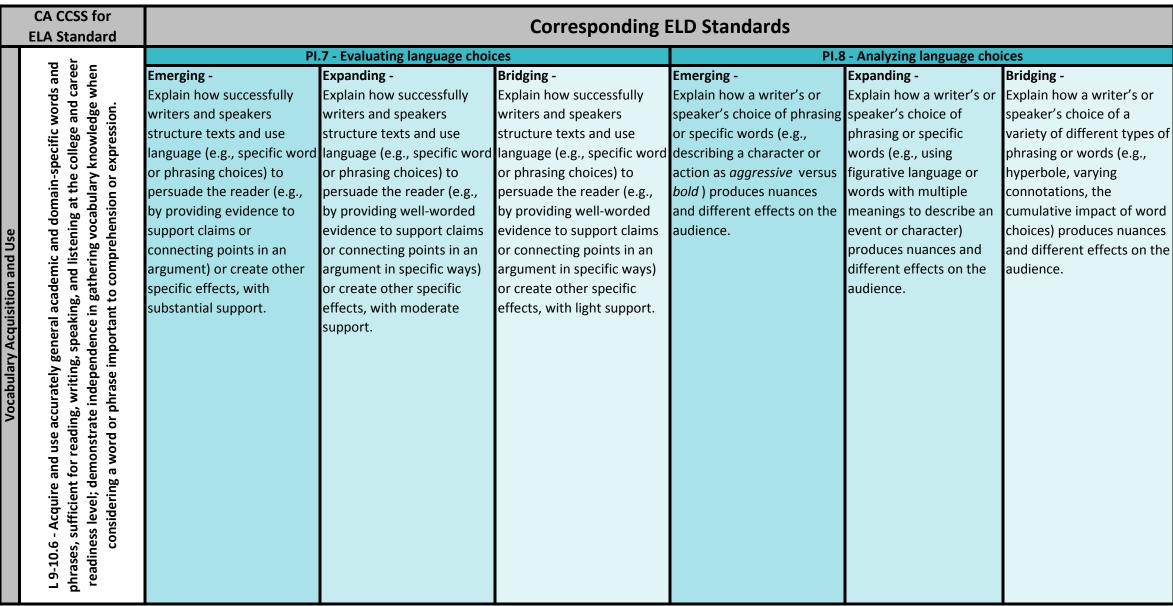
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	CA CCSS for ELA Standard			C	orresponding ELD Standa	rds			
			PI.5 - Listening actively	/	PI.6 - Reading/viewing closely				
	specific words and college and caree knowledge when expression.	Emerging - Demonstrate comprehension of oral presentations	<b>Expanding -</b> Demonstrate comprehension of oral presentations and	<b>Bridging -</b> Demonstrate comprehension of oral presentations and	Emerging - a. Explain ideas, phenomena, processes, and text relationships (e.g., compare/contrast, cause/	Expanding - a. Explain ideas, phenomena, processes, and relationships within and across texts (e.g., compare/	<b>Bridging -</b> <b>a.</b> Explain ideas, phenomena, processes, and relationships within and across texts (e.g., compare/		
tion and Use	cademic and domain-s g, and listening at the gathering vocabulary to comprehension or	and discussions on familiar social and academic topics by asking and answering questions, with prompting and substantial support.	discussions on a variety of social and academic topics by asking and answering questions that show thoughtful consideration of the ideas or arguments,	discussions on a variety of social and academic topics by asking and answering detailed and complex questions that show thoughtful consideration of the ideas or arguments,	effect, evidence-based argument) based on close reading of a variety of grade-appropriate texts, presented in various print and multimedia	contrast, cause/effect, themes, evidence-based argument) based on close reading of a variety of grade- appropriate texts, presented in various print and multimedia formats, using increasingly detailed	contrast, cause/effect, themes,		
Vocabulary Acquisition and Use			with moderate support.	with light support.	<b>b.</b> Explain inferences and conclusions drawn from close reading of grade- appropriate texts and viewing of multimedia using familiar verbs (e.g., <i>seems that</i> ).	conclusions drawn from close reading of grade-appropriate texts	<b>b.</b> Explain inferences and conclusions drawn from close reading of grade- level texts and viewing of multimedia using a variety of verbs and adverbials (e.g., <i>creates the</i> <i>impression that, consequently</i> ).		
	L 9-10.6 - Acquire and use acc phrases, sufficient for reading, readiness level; demonstrate considering a word or p				<b>c.</b> Use knowledge of morphology (e.g., common prefixes and suffixes), context, reference materials, and visual cues to determine the meaning of unknown and multiple-meaning words on familiar topics.	context, reference materials, and visual cues to determine the meaning of unknown and multiple-	<b>c.</b> Use knowledge of morphology (e.g., derivational suffixes), context, reference materials, and visual cues to determine the meaning, including figurative and connotative meanings, of unknown and multiple-meaning words on a variety of new topics.		





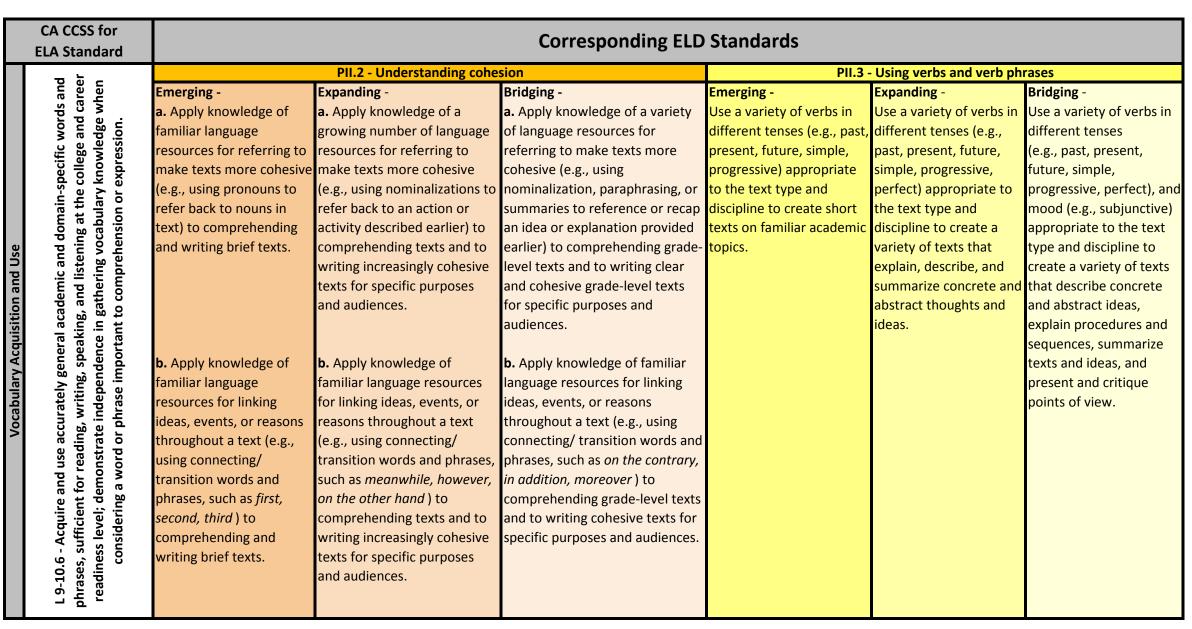


	CA CCSS for ELA Standard			Corresponding	ELD Standards			
			PI.10 - Writing			PI.11 - Justifying/arguing		
	L 9-10.6 - Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.	Emerging -	Expanding -	Bridging -	Emerging -	Expanding -	Bridging -	
	cific words a college and ary knowle expression.			-		a. Justify opinions and	a. Justify opinions or	
	fic v olle 'Y kı ¢pre		informational texts (e.g., an			positions or persuade	persuade others by making	
	ecif ie c ular r ex	argument about water rights)	-	informational texts (e.g., an		others by making	connections and	
	l-sp t th cabi n o			-	background knowledge,	connections between ideas		
	nain na a voc voc		with peers) and	rights) collaboratively (e.g., with peers) and	with visual support.	and articulating relevant textual evidence or	and texts and articulating sufficient, detailed, and	
	don enir ing iher		independently by using appropriate text	independently using		background knowledge.	relevant textual evidence	
se	and ( d list ather mpre			appropriate text		background knowledge.	or background knowledge,	
ΠP	nic and domain-spe and listening at the n gathering vocabul comprehension or			organization and register.			using appropriate register.	
u an	em g, a e in to o							
Vocabulary Acquisition and Us	ise accurately general academic or reading, writing, speaking, an demonstrate independence in g word or phrase important to co	<b>b.</b> Write brief summaries of	<b>b.</b> Write increasingly concise	<b>b.</b> Write clear and coherent	<b>b.</b> Express attitude and	<b>b.</b> Express attitude and	<b>b.</b> Express attitude and	
uisi	al a pea	texts and experiences by	summaries of texts and	summaries of texts and	opinions or temper	opinions or temper	opinions or temper	
Acq	general iting, spe indepen se impor	using complete sentences	experiences by using	experiences by using	statements with familiar	statements with a variety	statements with nuanced	
Ń	tely gener writing, 3 ate indepo hrase imp	and key words (e.g., from	complete sentences and key	complete and concise	modal expressions (e.g.,	of familiar modal	modal expressions (e.g.,	
oula	ately g, wri trate i phras				can, may ).	expressions (e.g.,	possibly/ potentially/	
ocat	accurat eading, monstra ord or ph			(e.g., from notes or graphic		possibly/likely,	certainly/absolutely,	
Š	acci ead non ord c			organizers).		could/would ).	should/might ).	
	use for r ]; der a wo							
	and u ent fc evel; - ing a							
	cquire and sufficient iness leve insidering							
	Acquire s, suffici adiness l conside							
	10.6 - Acquire and bhrases, sufficient eer readiness level when considering							
	- 6 - ase re; re;							
	9-10.6 - Ac phrases, areer readi when co							
	L 9 caı							



CA CCSS for ELA Standard		Corresponding ELD Standards						
	PI.12 - Selecting language resources							
sition and Use academic and domain-specific words and ng, and listening at the college and career n gathering vocabulary knowledge when it to comprehension or expression.	<b>Emerging -</b> <b>a.</b> Use familiar general academic (e.g., temperature, document) and domain-specific (e.g., <i>characterization,</i> <i>photosynthesis, society, quadratic functions</i> ) words to create clear spoken and written texts.	<b>Expanding -</b> <b>a.</b> Use an increasing variety of grade-appropriate general academic (e.g., <i>dominate, environment</i> ) and domain- specific (e.g., <i>characterization, photosynthesis, society,</i> <i>quadratic functions</i> ) academic words accurately and appropriately when producing increasingly complex written and spoken texts.	<b>Bridging -</b> <b>a.</b> Use a variety of grade-appropriate general (e.g., <i>anticipate, transaction</i> ) and domain-specific (e.g., <i>characterization, photosynthesis, society, quadratic</i> <i>functions</i> ) academic words and phrases, including persuasive language, accurately and appropriately when producing complex written and spoken texts.					
Vocabulary Acquisition and Use L 9-10.6 - Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.	<b>b.</b> Use knowledge of morphology to appropriately select basic affixes (e.g., The skull protects the brain).	<ul> <li>b. Use knowledge of morphology to appropriately select affixes in a growing number of ways to manipulate language (e.g., diplomatic, stems are branched or <i>un</i> branched).</li> </ul>	b. Use knowledge of morphology to appropriately select affixes in a variety of ways to manipulate language (e.g., changing humiliate to humiliation or incredible to incredibly ).					

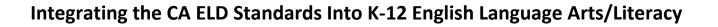
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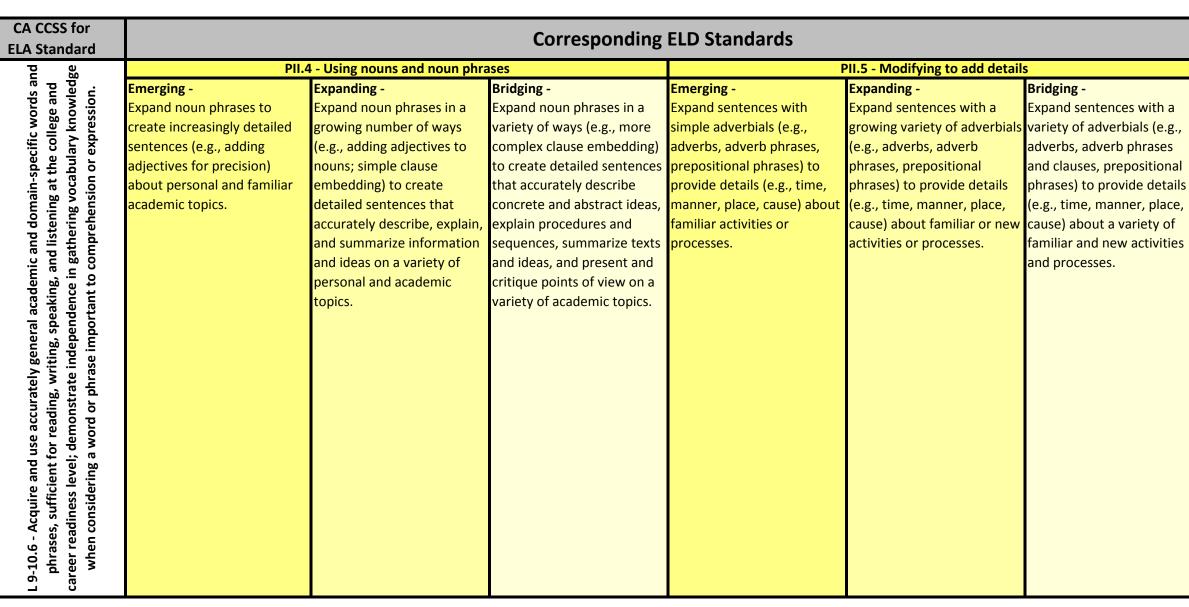


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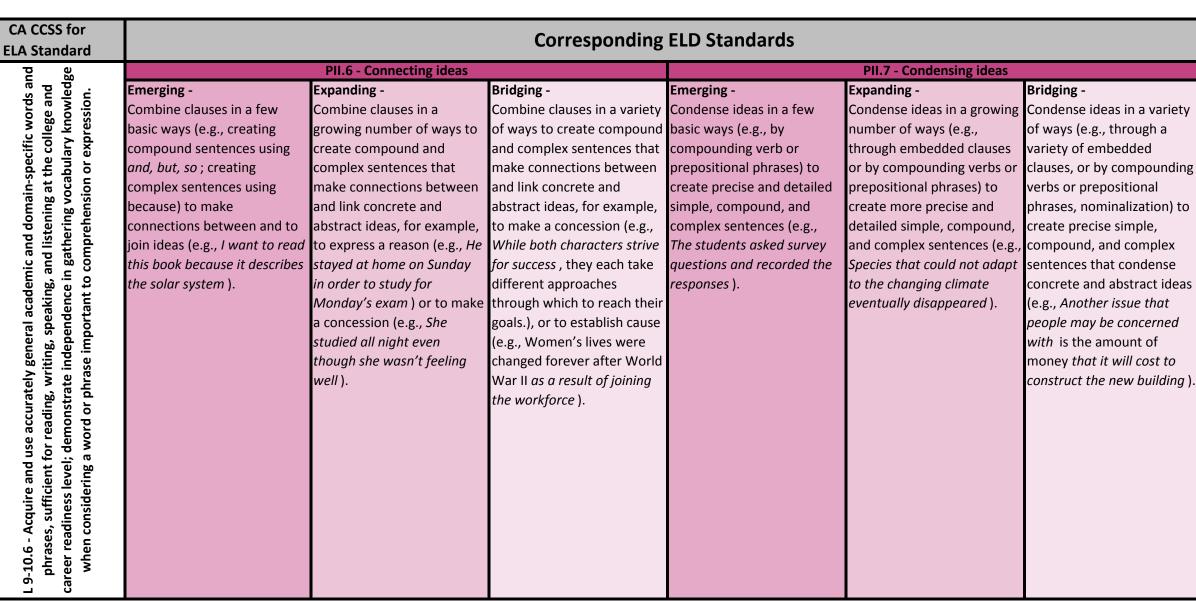




ocabulary Acquisition and Use

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