



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

GRADE 9-10

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

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

Purpose of the ELD Standards

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



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

Intended Use of the ELD Standards

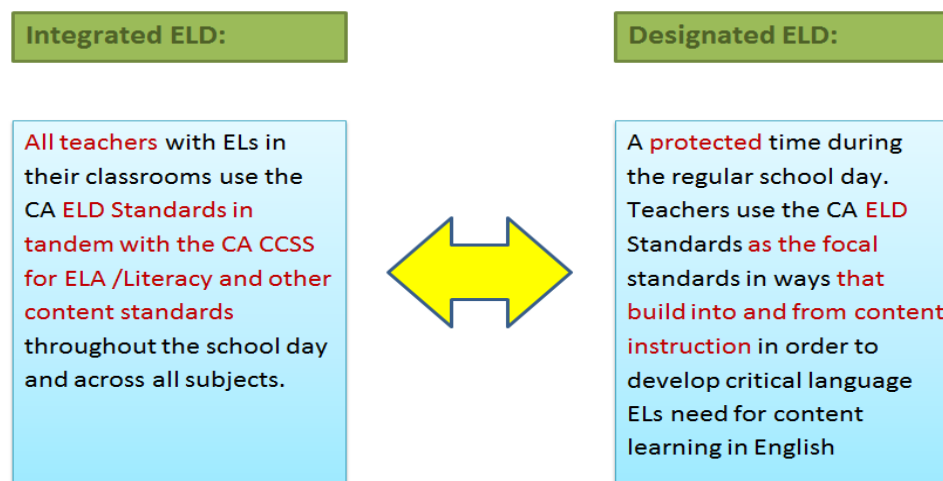
The CA ELD Standards *correspond* with the CA CCSS for ELA/Literacy and are designed to apply to English language and literacy skills across all academic content areas in addition to classes specifically designed for ELD. With appropriate instructional support from their teachers, provided within appropriately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

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

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

Integrated and Designated ELD

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



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

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

Grade 4 - Writing (W)		Integrating the CA ELD Standards into K-12 English Language Arts, Literacy		Kern County Superintendent of Schools Office of Arts & Science authors for educators	
CA CCS for ELA Standards		Corresponding ELD Standards			
Text and Types of Texts and Topics and Issues	W.1 - Write opinion pieces on topics or issues, stating a point of view with reasons and supporting evidence (e.g., a description of a person, place or thing, an event, a problem, a solution to a problem, an issue or event, a decision).	PILO - Writing		PI.11 - Supporting opinions	
		Emerging - a. Write short literary and informational texts (e.g., a description of a flight) collaboratively (e.g., joint construction of texts with an adult or with peers) and sometimes independently.	Expanding - a. Write longer and more detailed literary and informational texts (e.g., an explanatory text or how-to) collaboratively (e.g., joint construction of texts with an adult or with peers) and independently using appropriate text organization and growing understanding of genres.	Emerging - a. Support opinions by expressing appropriate/accurate reasons using partial evidence (e.g., referring to text) or relevant background knowledge about content.	Expanding - a. Support opinions or persuade others by expressing appropriate/accurate reasons using some textual evidence (e.g., paraphrasing facts) or relevant background knowledge about content.
W.2 - Write informative/explanatory texts to examine a topic and convey ideas and concepts clearly using relevant facts, definitions, figures, and quotations.	W.3 - Write narrative texts to recount experiences and events using descriptive details and dialogue to make the writing interesting.	W.4 - Write opinion pieces on topics or issues, stating a point of view with reasons and supporting evidence (e.g., a description of a person, place or thing, an event, a problem, a solution to a problem, an issue or event, a decision).	W.5 - Write informative/explanatory texts to examine a topic and experiences using complete sentences and key words (e.g., from notes or graphic organizers).	Bridging - a. Support opinions or persuade others by expressing appropriate/accurate reasons using detailed textual evidence (e.g., quotations or specific events from text) or relevant background knowledge about content.	
				Emerging - a. Express ideas and opinions or temper statements (e.g., "I can, maybe").	Expanding - a. Express attitude and opinions or temper statements with familiar modal expressions (e.g., "maybe/probably/maybe/not").
W.6 - Write narrative texts to recount experiences and events using descriptive details and dialogue to make the writing interesting.	W.7 - Write informative/explanatory texts to examine a topic and convey ideas and concepts clearly using relevant facts, definitions, figures, and quotations.	W.8 - Write opinion pieces on topics or issues, stating a point of view with reasons and supporting evidence (e.g., a description of a person, place or thing, an event, a problem, a solution to a problem, an issue or event, a decision).	W.9 - Write narrative texts to recount experiences and events using descriptive details and dialogue to make the writing interesting.	Bridging - a. Support opinions or persuade others by expressing appropriate/accurate reasons using detailed textual evidence (e.g., quotations or specific events from text) or relevant background knowledge about content.	
				Emerging - a. Express ideas and opinions or temper statements (e.g., "I can, maybe").	Expanding - a. Express attitude and opinions or temper statements with familiar modal expressions (e.g., "maybe/probably/maybe/not").

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Some Reminders About the Organization of the CA ELD Standards

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

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

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

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

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

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

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

CA CCSS for ELA Standard		Corresponding ELD Standards		
Key Ideas and Details	RL 9-10.1 - Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	PI.6 - Reading/viewing closely		
		Emerging - a. Explain ideas, phenomena, processes, and text relationships (e.g., compare/contrast, cause/ effect, 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. 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>). 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.	Expanding - 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. 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>). 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 new topics.	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. 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>). 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.
Key Ideas and Details	RL 9-10.2 - Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary			
	RL 9-10.3 - Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.			

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

CA CCSS for ELA Standard		Corresponding ELD Standards					
Craft and Structure	RL 9-10.4 - Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone). (See grade 9–10)	PI.6 - Reading/viewing closely			PI.7 - Evaluating language choices		
		Emerging - a. Explain ideas, phenomena, processes, and text relationships (e.g., compare/contrast, cause/effect, 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. 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>). 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.	Expanding - 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. 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>). 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 new topics.	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. 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>). 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.	Emerging - 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 sub-stantial support.	Expanding - 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.	Bridging - 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.
	RL 9-10.5 - Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.						

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CA CCSS for ELA Standard		Corresponding ELD Standards				
Craft and Structure	RL 9-10.4 - Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone). (See grade 9–10 informal tone).	PI.8 - Analyzing language choices				
		Emerging - Explain how a writer’s or speaker’s choice of phrasing or specific words (e.g., describing a character or action as <i>aggressive</i> versus <i>bold</i>) produces nuances and different effects on the audience.	Expanding - 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 describe an event or character) produces nuances and different effects on the audience.	Bridging - Explain how a writer’s or speaker’s choice of a variety of different types of phrasing or words (e.g., hyperbole, varying connotations, the cumulative impact of word choices) produces nuances and different effects on the audience.		
	RL 9-10.5 - Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.				PII.1 - Understanding Text Structure	
				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.	Expanding - 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 increasingly clear and cohesive arguments, informative/explanatory texts and narratives.	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 texts and narratives.

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CA CCSS for ELA Standard		Corresponding ELD Standards		
Craft and Structure	RL 9-10.6 - Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.	PI.6 - Reading/viewing closely		
		<p>Emerging -</p> <p>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.</p> <p>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>).</p> <p>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.</p>	<p>Expanding -</p> <p>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.</p> <p>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>).</p> <p>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 new topics.</p>	<p>Bridging -</p> <p>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.</p> <p>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>).</p> <p>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.</p>
Integration of Knowledge and Ideas	RL 9-10.7 - Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden’s “Musée des Beaux Arts” and Breughel’s Landscape with the Fall of Icarus).			

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

CA CCSS for ELA Standard		Corresponding ELD Standards		
Integration of Knowledge and Ideas	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).	PI.6 - Reading/viewing closely		
		<p>Emerging -</p> <p>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.</p> <p>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>).</p> <p>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.</p>	<p>Expanding -</p> <p>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.</p> <p>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>).</p> <p>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 new topics.</p>	<p>Bridging -</p> <p>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.</p> <p>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>).</p> <p>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.</p>
Range of Reading and level of Text Complexity	RL 9-10.10 - By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity			

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CA CCSS for ELA Standard		Corresponding ELD Standards		
Key Ideas and Details	RI 9-10.1 - Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	PI.6 - Reading/viewing closely		
		Emerging - a. Explain ideas, phenomena, processes, and text relationships (e.g., compare/contrast, cause/ effect, 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. 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>). 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.	Expanding - 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. 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>). 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 new topics.	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. 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>). 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.
Key Ideas and Details	RI 9-10.2 - Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.			
	RI 9-10.3 - Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.			

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CA CCSS for ELA Standard		Corresponding ELD Standards		
Craft and Structure	RI 9-10.4 - Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper). (See grade 9–10 Language standards 4–6 for additional expectations.) CA	PI.6 - Reading/viewing closely		
		<p>Emerging -</p> <p>a. Explain ideas, phenomena, processes, and text relationships (e.g., compare/contrast, cause/ effect, 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.</p> <p>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>).</p> <p>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.</p>	<p>Expanding -</p> <p>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.</p> <p>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>).</p> <p>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 new topics.</p>	<p>Bridging -</p> <p>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.</p> <p>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>).</p> <p>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.</p>

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

CA CCSS for ELA Standard		Corresponding ELD Standards					
Craft and Structure	RI 9-10.4 - Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper). (See grade 9–10 Language standards 4–6 for additional expectations.) CA	PI.7 - Evaluating language choices			PI.8 - Analyzing language choices		
		Emerging - 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.	Expanding - 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.	Bridging - 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.	Emerging - Explain how a writer’s or speaker’s choice of phrasing or specific words (e.g., describing a character or action as <i>aggressive</i> versus <i>bold</i>) produces nuances and different effects on the audience.	Expanding - 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 describe an event or character) produces nuances and different effects on the audience	Bridging - Explain how a writer’s or speaker’s choice of a variety of different types of phrasing or words (e.g., hyperbole, varying connotations, the cumulative impact of word choices) produces nuances and different effects on the audience.

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

CA CCSS for ELA Standard		Corresponding ELD Standards					
Craft and Structure	RI 9-10.5 - Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter). a. Analyze the use of text features (e.g., graphics, headers, captions) in functional workplace documents. CA	PI.6 - Reading/viewing closely			PI.8 - Analyzing language choices		
		<p>Emerging -</p> <p>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.</p> <p>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>).</p> <p>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.</p>	<p>Expanding -</p> <p>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.</p> <p>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>).</p> <p>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 new topics.</p>	<p>Bridging -</p> <p>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.</p> <p>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>).</p> <p>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.</p>	<p>Emerging -</p> <p>Explain how a writer’s or speaker’s choice of phrasing or specific words (e.g., describing a character or action as <i>aggressive</i> versus <i>bold</i>) produces nuances and different effects on the audience.</p>	<p>Expanding -</p> <p>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 describe an event or character) produces nuances and different effects on the audience.</p>	<p>Bridging -</p> <p>Explain how a writer’s or speaker’s choice of a variety of different types of phrasing or words (e.g., hyperbole, varying connotations, the cumulative impact of word choices) produces nuances and different effects on the audience.</p>

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

CA CCSS for ELA Standard		Corresponding ELD Standards					
Craft and Structure	RI 9-10.5 - Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter). a. Analyze the use of text features (e.g., graphics, headers, captions) in functional workplace documents. CA	PII.1 - Understanding text structure			PII.2 - Understanding cohesion		
		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.	Expanding - 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 increasingly clear and cohesive arguments, informative/explanatory texts and narratives.	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 texts and narratives.	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. 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, second, third</i>) 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 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/ transition words and phrases, such as <i>meanwhile, however, on the other hand</i>) to comprehending texts and to writing increasingly cohesive texts for specific purposes and audiences.	Bridging - 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. 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, in addition, moreover</i>) to comprehending grade-level texts and to writing cohesive texts for specific purposes and audiences.

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CA CCSS for ELA Standard		Corresponding ELD Standards					
Craft and Structure	RI 9-10.6 - Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.	PI.6 - Reading/viewing closely			PI.7 - Evaluating language choices		
		Emerging - a. Explain ideas, phenomena, processes, and text relationships (e.g., compare/contrast, cause/effect, 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. 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>). 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.	Expanding - 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. 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>). 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 new topics.	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. 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>). 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.	Emerging - 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.	Expanding - 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.	Bridging - 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 RI 9-10.7 -Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.					

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

CA CCSS for ELA Standard		Corresponding ELD Standards					
Integration of Knowledge and Ideas	RI 9-10.8 - Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.	PI.6 - Reading/viewing closely			PI.7 - Evaluating language choices		
		<p>Emerging - a. Explain ideas, phenomena, processes, and text relationships (e.g., compare/ contrast, cause/ effect, 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.</p> <p>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>).</p> <p>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.</p>	<p>Expanding - 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.</p> <p>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>).</p> <p>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 new topics. And new topics.</p>	<p>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.</p> <p>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>).</p> <p>c. Use knowledge of morphology (e.g., affixes, roots, and base words), context, reference materials, and visual cues to determine the meaning of unknown and multiple-meaning words on familiar and new topics.</p>	<p>Emerging - 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.</p>	<p>Expanding - 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.</p>	<p>Bridging - 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.</p>

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

CA CCSS for ELA Standard		Corresponding ELD Standards		
Integration of Knowledge and Ideas	RI 9-10.9 - Analyze seminal U.S. documents of 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 address related themes and concepts.	PI.6 - Reading/viewing closely		
		<p>Emerging -</p> <p>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.</p> <p>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>).</p> <p>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.</p>	<p>Expanding -</p> <p>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.</p> <p>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>).</p> <p>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 new topics.</p>	<p>Bridging -</p> <p>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.</p> <p>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>).</p> <p>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.</p>
Range of Reading and level of Text Complexity	RI 9-10.10 - By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently.			

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

CA CCSS for ELA Standard		Corresponding ELD Standards		
Integration of Knowledge and Ideas	RH 9-10.9 - Compare and contrast treatments of the same topic in several primary and secondary sources.	PI.6 - Reading/viewing closely		
		<p>Emerging -</p> <p>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.</p> <p>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>).</p> <p>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.</p>	<p>Expanding -</p> <p>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.</p> <p>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>).</p> <p>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 new topics.</p>	<p>Bridging -</p> <p>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.</p> <p>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>).</p> <p>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.</p>
Range of Reading and level of Text Complexity	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.			

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CA CCSS for ELA Standard		Corresponding ELD Standards		
Key Ideas and Details	RH 9-10.1 - Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.	PI.6 - Reading/viewing closely		
	RH 9-10.2 - Determine the central 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.	Emerging - 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. 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>). 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.	Expanding - 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. 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>). 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 new topics.	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. 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>). 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.
	RH 9-10.3 - Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.			

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CA CCSS for ELA Standard		Corresponding ELD Standards		
Craft and Structure	RH 9-10.4 - Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.	PI.6 - Reading/viewing closely		
	RH 9-10.5 - Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.	<p>Emerging -</p> <p>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.</p> <p>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>).</p> <p>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.</p>	<p>Expanding -</p> <p>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.</p> <p>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>).</p> <p>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 new topics.</p>	<p>Bridging -</p> <p>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.</p> <p>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>).</p> <p>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.</p>

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CA CCSS for ELA Standard		Corresponding ELD Standards					
Craft and Structure	RH 9-10.4 - Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.	PI.7 - Evaluating language choices			PI.8 - Analyzing language choices		
		Emerging - 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.	Expanding - 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.	Bridging - 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.	Emerging - Explain how a writer’s or speaker’s choice of phrasing or specific words (e.g., describing a character or action as <i>aggressive</i> versus <i>bold</i>) produces nuances and different effects on the audience.	Expanding - 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 describe an event or character) produces nuances and different effects on the audience.	Bridging - Explain how a writer’s or speaker’s choice of a variety of different types of phrasing or words (e.g., hyperbole, varying connotations, the cumulative impact of word choices) produces nuances and different effects on the audience.
	RH 9-10.5 - Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.						

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CA CCSS for ELA Standard		Corresponding ELD Standards					
Craft and Structure	RH 9-10.5 - Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.	PII.1 - Understanding text structure			PII.2 - Understanding cohesion		
		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.	Expanding - 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 increasingly clear and cohesive arguments, informative/ explanatory texts and narratives.	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 texts and narratives.	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. 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, second, third</i>) 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 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/ transition words and phrases, such as <i>meanwhile, however, on the other hand</i>) to comprehending texts and to writing increasingly cohesive texts for specific purposes and audiences.	Bridging - 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. 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, in addition, moreover</i>) to comprehending grade-level texts and to writing cohesive texts for specific purposes and audiences.

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CA CCSS for ELA Standard		Corresponding ELD Standards		
Craft and Structure	RH 9-10.6 - Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.	PI.6 - Reading/viewing closely		
		Emerging - 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.	Expanding - 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.	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	RH 9-10.7 - Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.	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>).	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. 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>).
	RH 9-10.8 - Assess the extent to which the reasoning and evidence in a text support the author's claims.	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.	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 new topics.	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.

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CA CCSS for ELA Standard		Corresponding ELD Standards		
Craft and Structure	RH 9-10.6 - Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.	PI.7 - Evaluating language choices		
		Emerging - 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.	Expanding - 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.	Bridging - 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 ELA Standard		Corresponding ELD Standards		
Key Ideas and Details	RST 9-10.1 - Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of	PI.6 - Reading/viewing closely		
	RST 9-10.2 - Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept;	Emerging - 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. 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>). 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.	Expanding - 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. 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>). 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 new topics.	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. 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>). 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.
	RST 9-10.3 - Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to			

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CA CCSS for ELA Standard		Corresponding ELD Standards		
Craft and Structure	RST 9-10.4 - Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.	PI.6 - Reading/viewing closely		
	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).	<p>Emerging -</p> <p>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.</p> <p>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>).</p> <p>c. Use knowledge of morphology (e.g., affixes, roots, and base words), context, reference materials, and visual cues to determine the meaning of unknown and multiple-meaning words on familiar topics.</p>	<p>Expanding -</p> <p>a. Explain ideas, phenomena, processes, and 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.</p> <p>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>).</p> <p>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 new topics.</p>	<p>Bridging -</p> <p>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.</p> <p>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>).</p> <p>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.</p>

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CA CCSS for ELA Standard		Corresponding ELD Standards					
Craft and Structure	RST 9-10.4 - Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.	PI.7 - Evaluating language choices			PI.8 - Analyzing language choices		
	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).	Emerging - 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.	Expanding - 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.	Bridging - 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.	Emerging - Explain how a writer’s or speaker’s choice of phrasing or specific words (e.g., describing a character or action as <i>aggressive</i> versus <i>bold</i>) produces nuances and different effects on the audience.	Expanding - 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 describe an event or character) produces nuances and different effects on the audience.	Bridging - Explain how a writer’s or speaker’s choice of a variety of different types of phrasing or words (e.g., hyperbole, varying connotations, the cumulative impact of word choices) produces nuances and different effects on the audience.

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CA CCSS for ELA Standard		Corresponding ELD Standards					
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).	PII.1 - Understanding text structure			PII.2 - Understanding cohesion		
		Emerging - Apply analysis of the organizational structure of different text types (e.g., how arguments are organized by establishing clear relationships among claims, counter claims, reasons, and evidence) to comprehending texts and to writing brief arguments, informative/ explanatory texts and narratives.	Expanding - Apply analysis of the organizational structure of different text types (e.g., how arguments are organized by establishing clear relationships among claims, counter claims, reasons, and evidence) to comprehending texts and to writing increasingly clear and cohesive arguments, informative/explanatory texts and narratives.	Bridging - Apply analysis of the organizational structure of different text types (e.g., how arguments are organized by establishing clear relationships among claims, counter claims, reasons, and evidence) to comprehending texts and to writing clear and cohesive arguments, informative/explanatory texts and narratives.	Emerging - a. Apply basic understanding of language resources for referring the reader back or forward in text (e.g., how pronouns refer back to nouns in text) to comprehending texts and writing basic texts. b. Apply basic understanding of how ideas, events, or reasons are linked throughout a text using a select set of everyday connecting words or phrases (e.g., <i>first/next, at the beginning</i>) to comprehending texts and writing basic texts.	Expanding - a. Apply 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/ transition words and phrases, such as <i>meanwhile, however, on the other hand</i>) to comprehending texts and to writing increasingly cohesive texts for specific purposes and audiences.	Bridging - 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. 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, in addition, moreover</i>) to comprehending grade-level texts and to writing cohesive texts for specific purposes and audiences.

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CA CCSS for ELA Standard		Corresponding ELD Standards		
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.	PI.6 - Reading/viewing closely		
		Emerging - 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.	Expanding - 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.	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.
	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.	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>).	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. 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 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.	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.	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 new topics.	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.

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CA CCSS for ELA Standard		Corresponding ELD Standards		
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.	PI.7 - Evaluating language choices		
		Emerging - 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.	Expanding - 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.	Bridging - 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		
Integration of Knowledge and Ideas	RST 9-10.9 - Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.	PI.6 - Reading/viewing closely		
		<p>Emerging -</p> <p>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.</p> <p>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>).</p> <p>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.</p>	<p>Expanding -</p> <p>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.</p> <p>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>).</p> <p>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 new topics.</p>	<p>Bridging -</p> <p>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.</p> <p>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>).</p> <p>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.</p>
Range of Reading and level of Text Complexity	RST 9-10.10 - By the end of grade 10, read and comprehend science/ technical texts in the grades 9–10 text complexity band independently and proficiently.			

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CA CCSS for ELA Standard		Corresponding ELD Standards		
Text and Types 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.)	PI.3 - Supporting opinions and persuading others		
		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, and I haven't thought about that before. However . . .</i>), and open responses to express and defend nuanced opinions.

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CA CCSS for ELA Standard		Corresponding ELD Standards					
Text and Types 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.)	PI.10 - Writing			PI.11 - Justifying/Arguing		
		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).	Expanding - 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. b. Write increasingly concise summaries of texts and experiences by using complete sentences and key words (e.g., from notes or graphic organizers).	Bridging - a. Write longer and more detailed literary and informational texts (e.g., an argument about water rights) collaboratively (e.g., with peers) and independently using appropriate text organization and register. 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).	Emerging - a. Justify opinions by articulating some relevant textual evidence or background knowledge, with visual support. b. Express attitude and opinions or temper statements with familiar modal expressions (e.g., <i>can</i> , <i>may</i>).	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 opinions or temper statements with a variety of familiar modal expressions (e.g., <i>possibly/likely</i> , <i>could/would</i>).	Bridging - 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. b. Express attitude and opinions or temper statements with nuanced modal expressions (e.g., <i>possibly/potentially/certainly/ absolutely, should/might</i>).

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CA CCSS for ELA Standard		Corresponding ELD Standards		
Text and Types and Purposes	W 9-10.2 - Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. (a. - f.)	PI.10 - Writing		
	W 9-10.3 - Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. (a. - e.)	<p>Emerging -</p> <p>a. Write short literary and informational texts (e.g., an argument about water rights) collaboratively (e.g., with peers) and independently.</p> <p>b. Write brief summaries of texts and experiences by using complete sentences and key words (e.g., from notes or graphic organizers).</p>	<p>Expanding -</p> <p>a. Write longer literary and informational texts (e.g., an argument about water rights) collaboratively (e.g., with peers) and independently by using appropriate text organization and growing understanding of register.</p> <p>b. Write increasingly concise summaries of texts and experiences by using complete sentences and key words (e.g., from notes or graphic organizers).</p>	<p>Bridging -</p> <p>a. Write longer and more detailed literary and informational texts (e.g., an argument about water rights) collaboratively (e.g., with peers) and independently using appropriate text organization and register.</p> <p>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).</p>

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CA CCSS for ELA Standard		Corresponding ELD Standards						
Text and Types and Purposes		PII.1 - Understanding text structure			PII.2 - Understanding cohesion			
		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.	Expanding - 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 increasingly clear and cohesive arguments, informative/ explanatory texts and narratives.	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 texts and narratives.	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. 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, second, third</i>) 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 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/ transition words and phrases, such as <i>meanwhile, however, on the other hand</i>) to comprehending texts and to writing increasingly cohesive texts for specific purposes and audiences.	Bridging - 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. 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, in addition, moreover</i>) to comprehending grade-level texts and to writing cohesive texts for specific purposes and audiences.	
								W 9-10.1 - Write arguments to support claims in an analysis of substantive topics or texts, using valid
								W 9-10.2 - Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective
W 9-10.3 - Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event								

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CA CCSS for ELA Standard		Corresponding ELD Standards					
Text and Types 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	PII.6 - Connecting ideas			PII.7 - Condensing ideas		
	W 9-10.2 - Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. (a. - f.)	Emerging - Combine clauses in a few basic ways (e.g., creating compound sentences using <i>and, but, so</i> ; creating complex sentences using <i>because</i>) to make connections between and to join ideas (e.g., <i>I want to read this book because it describes the solar system</i>).	Expanding - 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 stayed at home on Sunday in order to study for Monday’s exam</i>) or to make a concession (e.g., <i>She studied all night even though she wasn’t feeling well</i>).	Bridging - Combine clauses in a 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 both characters strive for success</i> , they each take different 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 joining the workforce</i>).	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 questions and recorded the responses</i>).	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., <i>Species that could not adapt to the changing climate eventually disappeared</i>).	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 ideas (e.g., <i>Another issue that people may be concerned with is the amount of money that it will cost to construct the new building</i>).
	W 9-10.3 - Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. (a. - e.)						

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CA CCSS for ELA Standard		Corresponding ELD Standards					
Production and Distribution of Writing	W 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.)	PI.4 - Adapting language choices			PI.10 - 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.)	Emerging - Adjust language choices according to the context (e.g., classroom, community) and audience (e.g., peers, teachers).	Expanding - Adjust language choices according to the context (e.g., classroom, community), purpose (e.g., to persuade, to provide arguments or counterarguments), task, and audience (e.g., peers, teachers, guest lecturer).	Bridging - Adjust language choices according to the task (e.g., group presentation of research project), context (e.g., classroom, community), purpose (e.g., to persuade, to provide arguments or counterarguments), and audience (e.g., peers, teachers, college recruiter).	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).	Expanding - 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. b. Write increasingly concise summaries of texts and experiences by using complete sentences and key words (e.g., from notes or graphic organizers).	Bridging - a. Write longer and more detailed literary and informational texts (e.g., an argument about water rights) collaboratively (e.g., with peers) and independently using appropriate text organization and register. 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).

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

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CA CCSS for ELA Standard		Corresponding ELD Standards					
Production and Distribution 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.)	PII.1 - Understanding text structure			PII.2 - Understanding cohesion		
	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.)	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.	Expanding - 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 increasingly clear and cohesive arguments, informative/ explanatory texts and narratives.	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 texts and narratives.	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. 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, second, third</i>) 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 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/ transition words and phrases, such as <i>meanwhile, however, on the other hand</i>) to comprehending texts and to writing increasingly cohesive texts for specific purposes and audiences.	Bridging - 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. 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, in addition, moreover</i>) to comprehending grade-level texts and to writing cohesive texts for specific purposes and audiences.

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CA CCSS for ELA Standard		Corresponding ELD Standards								
Production and Distribution 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)							PII.5 - Modifying to add details		
								Emerging - Expand sentences with simple adverbials (e.g., adverbs, adverb phrases, prepositional phrases) to provide details (e.g., time, manner, place, cause) about familiar activities or processes.	Expanding - Expand sentences with adverbials (e.g., adverbs, adverb phrases, prepositional phrases) to provide details (e.g., time, manner, place, cause) about a familiar or new activity or process.	Bridging - Expand sentences with 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.
	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.)	PII.3 - Using verbs and verb phrases			PII.4 - Using nouns and noun phrases					
		Emerging - Use a variety of verbs in different tenses (e.g., past, present, future, simple, progressive) appropriate to the text type and discipline 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 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.	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.			

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CA CCSS for ELA Standard		Corresponding ELD Standards					
Production and Distribution 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.)	PII.6 - Connecting ideas			PII.7 - Condensing ideas		
		Emerging - 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 book because it describes the solar system</i>).	Expanding - 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 stayed at home on Sunday in order to study for Monday’s exam</i>) or to make a concession (e.g., <i>She studied all night even though she wasn’t feeling well</i>).	Bridging - Combine clauses in a 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 both characters strive for success</i> , they each take different approaches through which to reach their goals.), or to establish cause (e.g., Women’s lives were changed forever after World War II as a result of joining the workforce).	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 questions and recorded the responses</i>).	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., <i>Species that could not adapt to the changing climate eventually disappeared</i>).	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 ideas (e.g., <i>Another issue that people may be concerned with is the amount of money that it will cost to construct the new building</i>) .

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CA CCSS for ELA Standard		Corresponding ELD Standards					
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.		PI.2 - Interacting via written English			PI.10 - Writing		
		Emerging - Collaborate with peers to engage in short, grade-appropriate written exchanges and writing projects, using technology as appropriate.	Expanding - Collaborate with peers to engage in increasingly complex 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.	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).	Expanding - 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. b. Write increasingly concise summaries of texts and experiences by using complete sentences and key words (e.g., from notes or graphic organizers).	Bridging - a. Write longer and more detailed literary and informational texts (e.g., an argument about water rights) collaboratively (e.g., with peers) and independently using appropriate text organization and register. 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).
Research to build and Present knowledge 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							

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CA CCSS for ELA Standard		Corresponding ELD Standards		
Range of Writing	Research to build and Present knowledge	PI.10 - Writing		
	W 9-10.8 - Gather relevant information from multiple authoritative print and digital sources, 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 including footnotes and endnotes. CA	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).	Expanding - 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. b. Write increasingly concise summaries of texts and experiences by using complete sentences and key words (e.g., from notes or graphic organizers).	Bridging - a. Write longer and more detailed literary and informational texts (e.g., an argument about water rights) collaboratively (e.g., with peers) and independently using appropriate text organization and register. b. Write clear and coherent summaries of texts and experiences using complete and concise sentences and key words (e.g., from notes or graphic organizers).
	W 9-10.9 - Draw evidence from literary or informational texts to support analysis, reflection, and research. (a. - b.)			
	W 9-10.10 - Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.			

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CA CCSS for ELA Standard		Corresponding ELD Standards		
Research to build and Present knowledge	W 9-10.8 - Gather relevant information from multiple authoritative print and digital sources, 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 including footnotes and endnotes. CA	PI.11 - Justifying/Arguing		
	W 9-10.9 - Draw evidence from literary or informational texts to support analysis, reflection, and research.. (a.-b.)	<p>Emerging -</p> <p>a. Justify opinions by articulating some relevant textual evidence or background knowledge, with visual support.</p> <p>b. Express attitude and opinions or temper statements with familiar modal expressions (e.g., <i>can, may</i>).</p>	<p>Expanding -</p> <p>a. Justify opinions and positions or persuade others by making connections between ideas and articulating relevant textual evidence or background knowledge.</p> <p>b. Express attitude and opinions or temper statements with a variety of familiar modal expressions (e.g., <i>possibly/likely, could/would</i>).</p>	<p>Bridging -</p> <p>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.</p> <p>b. Express attitude and opinions or temper statements with nuanced modal expressions (e.g., <i>possibly/potentially/ certainly/absolutely, should/might</i>).</p>

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CA CCSS for ELA Standard		Corresponding ELD Standards					
Range of Writing	W 9-10.10 - Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	PII.1 - Understanding text structure			PII.2 - Understanding cohesion		
		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.	Expanding - 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 increasingly clear and cohesive arguments, informative/ explanatory texts and narratives.	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 texts and narratives.	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. 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, second, third</i>) 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 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/transition words and phrases, such as <i>meanwhile, however, on the other hand</i>) to comprehending texts and to writing increasingly cohesive texts for specific purposes and audiences.	Bridging - 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. 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, in addition, moreover</i>) to comprehending grade-level texts and to writing cohesive texts for specific purposes and audiences.

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CA CCSS for ELA Standard		Corresponding ELD Standards					
Text and Types 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.)	PI.10 - Writing			PI.11 - Justifying/Arguing		
		Emerging - a. Write short literary and informational texts (e.g., an argument about water rights) collaboratively (e.g., with peers) and independently.	Expanding - 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.	Bridging - 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.	Emerging - a. Justify opinions by articulating some relevant textual evidence or background knowledge, with visual support.	Expanding - a. Justify opinions and positions or persuade others by making connections between ideas and articulating relevant textual evidence or background knowledge.	Bridging - 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.
		b. Write brief summaries of texts and experiences by using complete sentences and key words (e.g., from notes or graphic organizers).	b. Write increasingly concise summaries of texts and experiences by using complete sentences and key words (e.g., from notes or graphic organizers).	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).			

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CA CCSS for ELA Standard		Corresponding ELD Standards		
Text and Types and Purposes	WHST 9-10.1 - 1. Write arguments focused on discipline-specific content. (a. - e.)	PI.3 - Supporting opinions and persuading others		
		Emerging - Negotiate with or persuade others in conversations 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, and I haven't thought about that before. However . . .</i>), and open responses to express and defend nuanced opinions.

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CA CCSS for ELA Standard		Corresponding ELD Standards					
Text and Types and Purposes	WHST 9-10.1 - 1. Write arguments focused on discipline-specific content. (a. - e.)	PI.10 - Writing			PI.11 - Justifying/arguing		
		<p>Emerging -</p> <p>a. Write short literary and informational texts (e.g., an argument about water rights) collaboratively (e.g., with peers) and independently.</p> <p>b. Write brief summaries of texts and experiences by using complete sentences and key words (e.g., from notes or graphic organizers).</p>	<p>Expanding -</p> <p>a. Write longer literary and informational texts (e.g., an argument about water rights) collaboratively (e.g., with peers) and independently by using appropriate text organization and growing understanding of register.</p> <p>b. Write increasingly concise summaries of texts and experiences by using complete sentences and key words (e.g., from notes or graphic organizers).</p>	<p>Bridging -</p> <p>a. Write longer and more detailed literary and informational texts (e.g., an argument about water rights) collaboratively (e.g., with peers) and independently using appropriate text organization and register.</p> <p>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).</p>	<p>Emerging -</p> <p>a. Justify opinions by articulating some relevant textual evidence or background knowledge, with visual support.</p> <p>b. Express attitude and opinions or temper statements with familiar modal expressions (e.g., <i>can, may</i>).</p>	<p>Expanding -</p> <p>a. Justify opinions and positions or persuade others by making connections between ideas and articulating relevant textual evidence or background knowledge.</p> <p>b. Express attitude and opinions or temper statements with a variety of familiar modal expressions (e.g., <i>possibly/likely, could/would</i>).</p>	<p>Bridging -</p> <p>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.</p> <p>b. Express attitude and opinions or temper statements with nuanced modal expressions (e.g., <i>possibly/ potentially/ certainly/ absolutely, should/might</i>).</p>

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CA CCSS for ELA Standard		Corresponding ELD Standards		
Text and Types and Purposes	WHST 9-10.2 - Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes (a. - f.)	PI.10 - Writing		
		<p>Emerging -</p> <p>a. Write short literary and informational texts (e.g., an argument about water rights) collaboratively (e.g., with peers) and independently.</p> <p>b. Write brief summaries of texts and experiences using complete sentences and key words (e.g., from notes or graphic organizers).</p>	<p>Expanding -</p> <p>a. Write longer literary and informational texts (e.g., an argument about water rights) collaboratively (e.g., with peers) and independently by using appropriate text organization and growing understanding of register.</p> <p>b. Write increasingly concise summaries of texts and experiences using complete sentences and key words (e.g., from notes or graphic organizers).</p>	<p>Bridging -</p> <p>a. Write longer and more detailed literary and informational texts (e.g., an argument about water rights) collaboratively (e.g., with peers) and independently using appropriate text organization and register.</p> <p>b. Write clear and coherent summaries of texts and experiences using complete and concise sentences and key words (e.g., from notes or graphic organizers).</p>

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CA CCSS for ELA Standard		Corresponding ELD Standards					
Text and Types and Purposes	WHST 9-10.1 - 1. Write arguments focused on discipline-specific content. (a. - e.)	PII.1 - Understanding text structure			PII.2 - Understanding cohesion		
		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.	Expanding - 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 increasingly clear and cohesive arguments, informative/explanatory texts and narratives.	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 texts and narratives.	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.	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.	Bridging - 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.
	WHST 9-10.2 - Write informative/ explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes (a. - f.)				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, second, third</i>) to comprehending and writing brief texts.	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 other hand</i>) 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/ transition words and phrases, such as <i>on the contrary, in addition, moreover</i>) to comprehending grade-level texts and to writing cohesive texts for specific purposes and audiences.

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CA CCSS for ELA Standard		Corresponding ELD Standards					
Text and Types and Purposes	WHST 9-10.1 - 1. Write arguments focused on discipline-specific content. (a. - e.)	PII.6 - Connecting ideas			PII.7 - Condensing ideas		
		Emerging - Combine clauses in a few basic ways (e.g., creating compound sentences using <i>and</i> , <i>but</i> , <i>so</i> ; creating complex sentences using <i>because</i>) to make connections between and to join ideas (e.g., <i>I want to read this book because it describes the solar system</i>).	Expanding - 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 stayed at home on Sunday in order to study for Monday’s exam</i>) or to make a concession (e.g., <i>She studied all night even though she wasn’t feeling well</i>).	Bridging - Combine clauses in a 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 both characters strive for success</i> , they each take different approaches through which to reach their goals.), or to establish cause (e.g., <i>Women’s lives were changed forever after World War II as a result of joining the workforce</i>).	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 questions and recorded the responses</i>).	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., <i>Species that could not adapt to the changing climate eventually disappeared</i>).	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 ideas (e.g., <i>Another issue that people may be concerned with is the amount of money that it will cost to construct the new building</i>).
	WHST 9-10.2 - Write informative/ explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes (a. - f.)						

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CA CCSS for ELA Standard		Corresponding ELD Standards					
Production and Distribution of Writing	WHST 9-10.4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	PI.4 - Adapting language choices			PI.10 - Writing		
	WHST 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.	Emerging - Adjust language choices according to the context (e.g., classroom, community) and audience (e.g., peers, teachers).	Expanding - Adjust language choices according to the context (e.g., classroom, community), purpose (e.g., to persuade, to provide arguments or counterarguments), task, and audience (e.g., peers, teachers, guest lecturer).	Bridging - Adjust language choices according to the task (e.g., group presentation of research project), context (e.g., classroom, community), purpose (e.g., to persuade, to provide arguments or counterarguments), and audience (e.g., peers, teachers, college recruiter).	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).	Expanding - 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. b. Write increasingly concise summaries of texts and experiences by using complete sentences and key words (e.g., from notes or graphic organizers).	Bridging - a. Write longer and more detailed literary and informational texts (e.g., an argument about water rights) collaboratively (e.g., with peers) and independently using appropriate text organization and register. 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).

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CA CCSS for ELA Standard		Corresponding ELD Standards		
Production and Distribution of Writing	WHST 9-10.4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	PI.12 - Selecting language resources		
	WHST 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.	<p>Emerging -</p> <p>a. Use familiar general academic (e.g., temperature, document) and domain-specific (e.g., <i>characterization, photosynthesis, society, quadratic functions</i>) words to create clear spoken and written texts.</p> <p>b. Use knowledge of morphology to appropriately select basic affixes (e.g., The skull protects the brain).</p>	<p>Expanding -</p> <p>a. Use an increasing variety of grade-appropriate general academic (e.g., <i>dominate, environment</i>) and domain-specific (e.g., <i>characterization, photosynthesis, society, quadratic functions</i>) academic words accurately and appropriately when producing increasingly complex written and spoken texts.</p> <p>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).</p>	<p>Bridging -</p> <p>a. Use a variety of grade-appropriate general (e.g., <i>anticipate, transaction</i>) and domain-specific (e.g., <i>characterization, photosynthesis, society, quadratic functions</i>) academic words and phrases, including persuasive language, accurately and appropriately when producing complex written and spoken texts.</p> <p>b. Use knowledge of morphology to appropriately select affixes in a variety of ways to manipulate language (e.g., <i>changing humiliate to humiliation or incredible to incredibly</i>).</p>

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CA CCSS for ELA Standard		Corresponding ELD Standards					
Production and Distribution of Writing	WHST 9-10.4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	PII.1 - Understanding text structure			PII.2 - Understanding cohesion		
		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.	Expanding - 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 increasingly clear and cohesive arguments, informative/explanatory texts and narratives.	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 texts and narratives.	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.	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.	Bridging - 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.
	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.				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, second, third</i>) to comprehending and writing brief texts.	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 other hand</i>) 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/ transition words and phrases, such as <i>on the contrary, in addition, moreover</i>) to comprehending grade-level texts and to writing cohesive texts for specific purposes and audiences.

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CA CCSS for ELA Standard		Corresponding ELD Standards				
Production and Distribution of Writing	WHST 9-10.4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	PII.3 - Using verbs and verb phrases				
		Emerging - Use a variety of verbs in different tenses (e.g., past, present, future, simple, progressive) appropriate to the text type and discipline 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 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.		
					PII.4 - Using nouns and noun phrases	
					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.

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CA CCSS for ELA Standard		Corresponding ELD Standards					
Production and Distribution of Writing	WHST 9-10.4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	PII.5- Modifying to add details			PII.6 - Connecting Ideas		
	WHST 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.)	Emerging - Expand sentences with simple adverbials (e.g., adverbs, adverb phrases, prepositional phrases) to provide details (e.g., time, manner, place, cause) about familiar activities or processes.	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.	Bridging - Expand sentences with a variety of adverbials (e.g., adverbs, adverb phrases and clauses, prepositional phrases) to provide details (e.g., time, manner, place, cause) about a variety of familiar and new activities and processes.	Emerging - Combine clauses in a few basic ways (e.g., creating compound sentences using <i>and, but, so</i> ; creating complex sentences using <i>because</i>) to make connections between and to join ideas (e.g., <i>I want to read this book because it describes the solar system</i>).	Expanding - 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 stayed at home on Sunday in order to study for Monday’s exam</i>) or to make a concession (e.g., <i>She studied all night even though she wasn’t feeling well</i>).	Bridging - Combine clauses in a 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 both characters strive for success, they each take different approaches through which to reach their goals.</i>), or to establish cause (e.g., <i>Women’s lives were changed forever after World War II as a result of joining the workforce</i>).

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CA CCSS for ELA Standard		Corresponding ELD Standards		
Production and Distribution of Writing	WHST 9-10.4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	PII.7 - Condensing ideas		
	WHST 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.	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 questions and recorded the responses</i>).	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., <i>Species that could not adapt to the changing climate eventually disappeared</i>).	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 ideas (e.g., <i>Another issue that people may be concerned with</i> is the amount of money <i>that it will cost to construct the new building</i>).

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CA CCSS for ELA Standard		Corresponding ELD Standards					
Production and Distribution of Writing	WHST 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.	PI.2 - Interacting via written English			PI.10 - Writing		
		Emerging - Collaborate with peers to engage in short, grade-appropriate written exchanges and writing projects, using technology as appropriate.	Expanding - Collaborate with peers to engage in increasingly complex 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.	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).	Expanding - 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. b. Write increasingly concise summaries of texts and experiences by using complete sentences and key words (e.g., from notes or graphic organizers).	Bridging - a. Write longer and more detailed literary and informational texts (e.g., an argument about water rights) collaboratively (e.g., with peers) and independently using appropriate text organization and register. 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).
Research to build and Present knowledge	WHST 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 under investigation.						

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CA CCSS for ELA Standard		Corresponding ELD Standards		
Range of Writing	Research to build and Present knowledge	PI.10 - Writing		
		Emerging - a. Write short literary and informational texts (e.g., an argument 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).	Expanding - 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. b. Write increasingly concise summaries of texts and experiences by using complete sentences and key words (e.g., from notes or graphic organizers).	Bridging - a. Write longer and more detailed literary and informational texts (e.g., an argument about water rights) collaboratively (e.g., with peers) and independently using appropriate text organization and register. 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).
		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	WHST 9-10.9 - Draw evidence from informational texts to support analysis, reflection, and research.	WHST 9-10.10 - Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline specific tasks, purposes, and audiences.

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CA CCSS for ELA Standard		Corresponding ELD Standards		
Research to build and Present knowledge	WHST 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	PI.11 - Justifying/Arguing		
	WHST 9-10.9 - Draw evidence from informational texts to support analysis, reflection, and research.	<p>Emerging -</p> <p>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.</p> <p>b. Express attitude and opinions or temper statements with familiar modal expressions (e.g., <i>can, may</i>).</p>	<p>Expanding -</p> <p>a. Justify opinions and positions or persuade others by making connections between ideas and articulating relevant textual evidence or background knowledge.</p> <p>b. Express attitude and opinions or temper statements with a variety of familiar modal expressions (e.g., <i>possibly/likely, could/would</i>).</p>	<p>Bridging -</p> <p>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.</p> <p>b. Express attitude and opinions or temper statements with nuanced modal expressions (e.g., <i>possibly/potentially/certainly/ absolutely, should/might</i>).</p>

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CA CCSS for ELA Standard		Corresponding ELD Standards					
Research to build and Present knowledge	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	PII.1 - Understanding text structure			PII.2 - Understanding cohesion		
		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.	Expanding - 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 increasingly clear and cohesive arguments, informative/ explanatory texts and narratives.	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 texts and narratives.	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. 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, second, third</i>) 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 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/ transition words and phrases, such as <i>on the meanwhile, however, on the other hand</i>) to comprehending texts and to writing increasingly cohesive texts for specific purposes and audiences.	Bridging - 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. 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, in addition, moreover</i>) to comprehending grade-level texts and to writing cohesive texts for specific purposes and audiences.

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CA CCSS for ELA Standard		Corresponding ELD Standards								
Comprehension and Collaboration	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.).	PI.1 - Exchanging information and ideas			PI.3 - Supporting opinions and persuading others			PI.5 - Listening actively		
		Emerging - Engage in conversational exchanges and express ideas on familiar current events and academic topics by asking and answering <i>yes-no</i> questions and <i>wh</i> -questions and responding using phrases and short sentences.	Expanding - Contribute to class, group, and partner discussions, sustaining conversations on a variety of age and grade-appropriate academic topics by following turn-taking rules, asking and answering relevant, on-topic questions, affirming others, providing additional, relevant information, and paraphrasing key ideas.	Bridging - Contribute to class, group, and partner discussions, sustaining conversations on a variety of age and grade-appropriate academic topics by following turn-taking rules, asking and answering relevant, on-topic questions, affirming others, and providing coherent and well-articulated comments and additional information.	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, and I haven’t thought about that before. However . . .</i>), and open responses to express and defend nuanced opinions.	Emerging - Demonstrate comprehension of oral presentations and discussions on familiar social and academic topics by asking and answering questions, with prompting and substantial support.	Expanding - Demonstrate comprehension of oral presentations and discussions on a variety of social and academic topics by asking and answering questions that show thoughtful consideration of the ideas or arguments, with moderate support.	Bridging - 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 consideration of the ideas or arguments, with light support.

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CA CCSS for ELA Standard		Corresponding ELD Standards					
Comprehension and Collaboration	SL 9-10.2 - Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.	PI.2 - Interacting via written English			PI.6 - Reading/viewing closely		
		Emerging - Collaborate with peers to engage in short, grade-appropriate written exchanges and writing projects, using technology as appropriate.	Expanding - Collaborate with peers to engage in increasingly complex 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.	Emerging - 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. 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>). 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.	Expanding - 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. 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>). 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 new topics.	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. 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>). c. Use knowledge of morphology (e.g., derivational suffixes), context, reference materials, and visual cues to determine the meanings, including figurative and connotative meanings, of unknown and multiple-meaning words on a variety of new topics.

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CA CCSS for ELA Standard		Corresponding ELD Standards								
Comprehension and Collaboration	SL 9-10.3 - Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.	PI.5 - Listening actively			PI.7 - Evaluating language choices			PI.8 - Analyzing language choices		
		Emerging - Demonstrate comprehension of oral presentations and discussions on familiar social and academic topics by asking and answering questions, with prompting and substantial support.	Expanding - Demonstrate comprehension of oral presentations and discussions on a variety of social and academic topics by asking and answering questions that show thoughtful consideration of the ideas or arguments, with moderate support.	Bridging - 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 consideration of the ideas or arguments, with light support.	Emerging - 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.	Expanding - 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.	Bridging - 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.	Emerging - Explain how a writer’s or speaker’s choice of phrasing or specific words (e.g., describing a character or action as <i>aggressive</i> versus <i>bold</i>) produces nuances and different effects on the audience.	Expanding - 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 describe an event or character) produces nuances and different effects on the audience.	Bridging - Explain how a writer’s or speaker’s choice of a variety of different types of phrasing or words (e.g., hyperbole, varying connotations, the cumulative impact of word choices) produces nuances and different effects on the audience.

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CA CCSS for ELA Standard		Corresponding ELD Standards					
Presentation of Knowledge and Ideas	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, development, substance, and style are appropriate to purpose (e.g., argument, narrative, informative, response to literature presentations), audience, and task. CA (a - b.).	PI.3 - Supporting opinions and persuading others			PI.9 - Presenting		
		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, and I haven't thought about that before. However . . .</i>), and open responses to express and defend nuanced opinions.	Emerging - Plan and deliver brief oral presentations and reports on grade-appropriate topics that present evidence and facts to support ideas..	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.
	SL 9-10.5 - Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.						

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

CA CCSS for ELA Standard		Corresponding ELD Standard		
Presentation of Knowledge and Ideas	SL 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, development, substance, and style are appropriate to purpose (e.g., argument, narrative, informative, response to literature presentations), audience, and task. CA (a - b).	PI.12 - Selecting language resources		
		<p>Emerging -</p> <p>a. Use familiar general academic (e.g., temperature, document) and domain-specific (e.g., <i>characterization, photosynthesis, society, quadratic functions</i>) words to create clear spoken and written texts.</p> <p>b. Use knowledge of morphology to appropriately select basic affixes (e.g., The skull protects the brain).</p>	<p>Expanding -</p> <p>a. Use an increasing variety of grade-appropriate general academic (e.g., <i>dominate, environment</i>) and domain-specific (e.g., <i>characterization, photosynthesis, society, quadratic functions</i>) academic words accurately and appropriately when producing increasingly complex written and spoken texts.</p> <p>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).</p>	<p>Bridging -</p> <p>a. Use a variety of grade-appropriate general (e.g., <i>anticipate, transaction</i>) and domain-specific (e.g., <i>characterization, photosynthesis, society, quadratic functions</i>) academic words and phrases, including persuasive language, accurately and appropriately when producing complex written and spoken texts.</p> <p>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>).</p>

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

CA CCSS for ELA Standard		Corresponding ELD Standards								
Presentation of Knowledge and Ideas	SL 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, development, substance, and style are appropriate to purpose (e.g., argument, narrative,	PII.1 - Understanding text structure			PII.6 - Connecting ideas			PII.7 - Condensing ideas		
		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.	Expanding - 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 increasingly clear and cohesive arguments, informative/ explanatory texts and narratives.	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 texts and narratives.	Emerging - Combine clauses in a few basic ways (e.g., creating compound sentences using <i>and, but, so</i> ; creating complex sentences using <i>because</i>) to make connections between and to join ideas (e.g., <i>I want to read this book because it describes the solar system</i>).	Expanding - 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 stayed at home on Sunday in order to study for Monday’s exam</i>) or to make a concession (e.g., <i>She studied all night even though she wasn’t feeling well</i>).	Bridging - Combine clauses in a 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 both characters strive for success, they each take different approaches through which to reach their goals.</i>), or to establish cause (e.g., <i>Women’s lives were changed forever after World War II as a result of joining the workforce</i>).	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 questions and recorded the responses</i>).	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., <i>Species that could not adapt to the changing climate eventually disappeared</i>).	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 ideas (e.g., <i>Another issue that people may be concerned with is the amount of money that it will cost to construct the new building</i>).

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

CA CCSS for ELA Standard		Corresponding ELD Standards					
Presentation of Knowledge and Ideas	SL 9-10.6 - Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 8 Language standards 1 and 3 for specific expectations.	PI.1 - Exchanging information/ideas			PI.3 -Supporting opinions and persuading others		
		Emerging - Engage in conversational exchanges and express ideas on familiar current events and academic topics by asking and answering yes-no questions and wh- questions and responding using phrases and short sentences.	Expanding - Contribute to class, group, and partner discussions, sustaining conversations on a variety of age and grade-appropriate academic topics by following turn-taking rules, asking and answering relevant, on-topic questions, affirming others, providing additional, relevant information, and paraphrasing key ideas.	Bridging - Contribute to class, group, and partner discussions, sustaining conversations on a variety of age and grade-appropriate academic topics by following turn-taking rules, asking and answering relevant, on-topic questions, affirming others, and providing coherent and well-articulated comments and additional information.	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, and I haven't thought about that before. However . . .</i>), and open responses to express and defend nuanced opinions.

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CA CCSS for ELA Standard		Corresponding ELD Standards					
Presentation of Knowledge and Ideas	SL 9-10.6 - Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 8 Language standards 1 and 3 for specific expectations.	PI.4 - Adapting language choices			PI.5 - Listening Actively		
		Emerging - Adjust language choices according to the context (e.g., classroom, community) and audience (e.g., peers, teachers).	Expanding - Adjust language choices according to the context (e.g., classroom, community), purpose (e.g., to persuade, to provide arguments or counterarguments), task, and audience (e.g., peers, teachers, guest lecturer).	Bridging - Adjust language choices according to the task (e.g., group presentation of research project), context (e.g., classroom, community), purpose (e.g., to persuade, to provide arguments or counterarguments), and audience (e.g., peers, teachers, college recruiter).	Emerging - Demonstrate comprehension of oral presentations and discussions on familiar social and academic topics by asking and answering questions, with prompting and substantial support.	Expanding - Demonstrate comprehension of oral presentations and discussions on a variety of social and academic topics by asking and answering questions that show thoughtful consideration of the ideas or arguments, with moderate support.	Bridging - 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 consideration of the ideas or arguments, with light support.

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

CA CCSS for ELA Standard		Corresponding ELD Standards					
Presentation of Knowledge and Ideas	SL 9-10.6 - Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 8 Language standards 1 and 3 for specific expectations.)	PI.9 - Presenting			PI.12 - Selecting language resources		
		Emerging - Plan and deliver brief oral presentations and reports on grade-appropriate topics that present evidence and facts to support ideas.	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.	Emerging - a. Use familiar general academic (e.g., temperature, document) and domain-specific (e.g., <i>characterization, photosynthesis, society, quadratic functions</i>) words to create clear spoken and written texts. b. Use knowledge of morphology to appropriately select basic affixes (e.g., The skull protects the brain).	Expanding - a. Use an increasing variety of grade-appropriate general academic (e.g., <i>dominate, environment</i>) and domain-specific (e.g., <i>characterization, photosynthesis, society, quadratic functions</i>) academic words accurately and appropriately when producing increasingly complex written and spoken texts. 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 unbranched).	Bridging - a. Use a variety of grade-appropriate general (e.g., <i>anticipate, transaction</i>) and domain-specific (e.g., <i>characterization, photosynthesis, society, quadratic functions</i>) academic words and phrases, including persuasive language, accurately and appropriately when producing complex written and spoken texts. b. Use knowledge of morphology to appropriately select affixes in a variety of ways to manipulate language (e.g., <i>changing humiliate to humiliation or incredible to incredibly</i>).

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CA CCSS for ELA Standard		Corresponding ELD Standards								
Presentation of Knowledge and Ideas	SL 9-10.6 - Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 8 Language standards 1 and 3 for specific expectations.)	PII.3 - Using verbs and verb phrases			PII.4 - Using nouns and noun phrases			PII.5 - Modifying to add details		
		Emerging - Use a variety of verbs in different tenses (e.g., past, present, future, simple, progressive) appropriate to the text type and discipline 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 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.	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.	Emerging - Expand sentences with simple adverbials (e.g., adverbs, adverb phrases, prepositional phrases) to provide details (e.g., time, manner, place, cause) about familiar activities or processes.	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	Bridging - Expand sentences with a variety of adverbials (e.g., adverbs, adverb phrases and clauses, prepositional phrases) to provide details (e.g., time, manner, place, cause) about a variety of familiar and new activities and processes.

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CA CCSS for ELA Standard		Corresponding ELD Standards					
Presentation of Knowledge and Ideas	SL 9-10.6 - Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 8 Language standards 1 and 3 for specific expectations.	PII.6 - Connecting Ideas			PII.7 - Condensing Ideas		
		Emerging - Combine clauses in a few basic ways (e.g., creating compound sentences using <i>and, but, so</i> ; creating complex sentences using <i>because</i>) to make connections between and to join ideas (e.g., <i>I want to read this book because it describes the solar system</i>).	Expanding - 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 stayed at home on Sunday in order to study for Monday’s exam</i>) or to make a concession (e.g., <i>She studied all night even though she wasn’t feeling well</i>).	Bridging - Combine clauses in a 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 both characters strive for success</i> , they each take different approaches through which to reach their goals.), or to establish cause (e.g., <i>Women’s lives were changed forever after World War II as a result of joining the workforce</i>).	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 questions and recorded the responses</i>).	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., <i>Species that could not adapt to the changing climate eventually disappeared</i>).	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 ideas (e.g., <i>Another issue that people may be concerned with is the amount of money that it will cost to construct the new building</i>).

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CA CCSS for ELA Standard		Corresponding ELD Standards					
		PI.4 - Adapting language choices			PI.5 - Listening actively		
		Emerging - Adjust language choices according to the context (e.g., classroom, community) and audience (e.g., peers, teachers).	Expanding - Adjust language choices according to the context (e.g., classroom, community), purpose (e.g., to persuade, to provide arguments or counterarguments), task, and audience (e.g., peers, teachers, guest lecturer).	Bridging - Adjust language choices according to the task (e.g., group presentation of research project), context (e.g., classroom, community), purpose (e.g., to persuade, to provide arguments or counterarguments), and audience (e.g., peers, teachers, college recruiter).	Emerging - Demonstrate comprehension of oral presentations and discussions on familiar social and academic topics by asking and answering questions, with prompting and substantial support.	Expanding - Demonstrate comprehension of oral presentations and discussions on a variety of social and academic topics by asking and answering questions that show thoughtful consideration of the ideas or arguments, with moderate support.	Bridging - 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 consideration of the ideas or arguments, with light support.
Conventions of Standard English	L 9-10.1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (a. - b.)						

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CA CCSS for ELA Standard		Corresponding ELD Standards		
Conventions of Standard English	L 9-10.1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (a. - b.)	PI.6 - Reading/viewing closely		
		<p>Emerging -</p> <p>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.</p> <p>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>).</p> <p>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.</p>	<p>Expanding -</p> <p>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.</p> <p>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>).</p> <p>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 new topics.</p>	<p>Bridging -</p> <p>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 multi- media formats, using a variety of detailed sentences and a range of general academic and domain-specific words.</p> <p>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>).</p> <p>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.</p>

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CA CCSS for ELA Standard		Corresponding ELD Standards					
Conventions of Standard English	L 9-10.1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (a. - b.)	PI.9 - Presenting			PI.10 - Writing		
		Emerging - Plan and deliver brief oral presentations and reports on grade-appropriate topics that present evidence and facts to support ideas.	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.	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).	Expanding - 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. b. Write increasingly concise summaries of texts and experiences by using complete sentences and key words (e.g., from notes or graphic organizers).	Bridging - a. Write longer and more detailed literary and informational texts (e.g., an argument about water rights) collaboratively (e.g., with peers) and independently using appropriate text organization and register. 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).

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CA CCSS for ELA Standard		Corresponding ELD Standards					
Conventions of Standard English	L 9-10.1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (a. - b.)	PI.11 - Justifying/arguing			PI.12 - Selecting language resources		
		Emerging - a. Justify opinions by articulating some relevant textual evidence or background knowledge, with visual support.	Expanding - a. Justify opinions and positions or persuade others by making connections between ideas and articulating relevant textual evidence or background knowledge.	Bridging - 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.	Emerging - a. Use familiar general academic (e.g., temper-ature, document) and domain- specific (e.g., <i>characterization, photosynthesis, society, quadratic functions</i>) words to create clear spoken and written texts.	Expanding - a. Use an increasing variety of grade- appropriate general academic (e.g., <i>dominate, environment</i>) and domain- specific (e.g., <i>characterization, photosynthesis, society, quadratic functions</i>) academic words accurately and appropriately when producing increasingly complex written and spoken texts.	Bridging - a. Use a variety of grade- appropriate general (e.g., <i>anticipate, transaction</i>) and domain-specific (e.g., <i>characterization, photosynthesis, society, quadratic functions</i>) academic words and phrases, including persuasive language, accurately and appropriately when producing complex written and spoken texts.
		b. Express attitude and opinions or temper statements with familiar modal expressions (e.g., <i>can, may</i>).	b. Express attitude and opinions or temper statements with a variety of familiar modal expressions (e.g., <i>possibly/likely, could/would</i>).	b. Express attitude and opinions or temper statements with nuanced modal expressions (e.g., <i>possibly/ potentially/ certainly/absolutely, should/might</i>).	b. Use knowledge of morphology to appropriately select basic affixes (e.g., The skull protects the brain).	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).	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 Standards					
Conventions of Standard English	L 9-10.1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (a. - b.)	PII.2 - Understanding cohesion			PII.3 - Using verbs and verb phrases		
		<p>Emerging - a. Apply knowledge of familiar language resources for referring to make texts more cohesive (e.g., using pronouns to refer back to nouns in text) to comprehending and writing brief texts.</p> <p>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, second, third</i>) to comprehending and writing brief texts.</p>	<p>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.</p> <p>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 other hand</i>) to comprehending texts and to writing increasingly cohesive texts for specific purposes and audiences.</p>	<p>Bridging - 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.</p> <p>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, in addition, moreover</i>) to comprehending grade-level texts and to writing cohesive texts for specific purposes and audiences.</p>	<p>Emerging - Use a variety of verbs in different tenses (e.g., past, present, future, simple, progressive) appropriate to the text type and discipline to create short texts on familiar academic topics.</p>	<p>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.</p>	<p>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.</p>

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CA CCSS for ELA Standard		Corresponding ELD Standards					
Conventions of Standard English	L 9-10.1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (a. - b.)	PII.4 - Using nouns and noun phrases			PII.5 - Modifying to add details		
		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.	Emerging - Expand sentences with simple adverbials (e.g., adverbs, adverb phrases, prepositional phrases) to provide details (e.g., time, manner, place, cause) about familiar activities or processes.	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.	Bridging - Expand sentences with a variety of adverbials (e.g., adverbs, adverb phrases and clauses, prepositional phrases) to provide details (e.g., time, manner, place, cause) about a variety of familiar and new activities and processes.

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CA CCSS for ELA Standard		Corresponding ELD Standards					
Conventions of Standard English	L 9-10.1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (a. - b.)	PII.6 - Connecting ideas			PII.7 - Condensing ideas		
		Emerging - Combine clauses in a few basic ways (e.g., creating compound sentences using <i>and</i> , <i>but</i> , <i>so</i> ; creating complex sentences using <i>because</i>) to make connections between and to join ideas (e.g., <i>I want to read this book because it describes the solar system</i>).	Expanding - 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 stayed at home on Sunday in order to study for Monday’s exam</i>) or to make a concession (e.g., <i>She studied all night even though she wasn’t feeling well</i>).	Bridging - Combine clauses in a 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 both characters strive for success</i> , they each take different approaches through which to reach their goals.), or to establish cause (e.g., <i>Women’s lives were changed forever after World War II as a result of joining the workforce</i>).	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 questions and recorded the responses</i>).	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., <i>Species that could not adapt to the changing climate eventually disappeared</i>).	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 ideas (e.g., <i>Another issue that people may be concerned with</i> is the amount of money <i>that it will cost to construct the new building</i>).

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CA CCSS for ELA Standard		Corresponding ELD Standards					
Conventions of Standard English	L 9-10.2 - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (a. - c.)	PI.10 - Writing			PI.11 - Justifying/arguing		
		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).	Expanding - 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. b. Write increasingly concise summaries of texts and experiences by using complete sentences and key words (e.g., from notes or graphic organizers).	Bridging - a. Write longer and more detailed literary and informational texts (e.g., an argument about water rights) collaboratively (e.g., with peers) and independently using appropriate text organization and register. 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).	Emerging - a. Justify opinions by articulating some relevant textual evidence or background knowledge, with visual support. b. Express attitude and opinions or temper statements with familiar modal expressions (e.g., <i>can, may</i>).	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 opinions or temper statements with a variety of familiar modal expressions (e.g., <i>possibly/ likely, could/would</i>).	Bridging - 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. b. Express attitude and opinions or temper statements with nuanced modal expressions (e.g., <i>possibly/ potentially/ certainly/ absolutely, should/might</i>).

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

CA CCSS for ELA Standard		Corresponding ELD Standards					
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.)	PI.1 - Exchanging information/ideas			PI.2 - Interacting via written English		
		Emerging - Engage in conversational exchanges and express ideas on familiar current events and academic topics by asking and answering <i>yes-no</i> questions and <i>wh</i> - questions and responding using phrases and short sentences.	Expanding - Contribute to class, group, and partner discussions, sustaining conversations on a variety of age and grade-appropriate academic topics by following turn-taking rules, asking and answering relevant, on-topic questions, affirming others, providing additional, relevant information, and paraphrasing key ideas.	Bridging - Contribute to class, group, and partner discussions, sustaining conversations on a variety of age and grade-appropriate academic topics by following turn-taking rules, asking and answering relevant, on-topic questions, affirming others, and providing coherent and well-articulated comments and additional information.	Emerging - Collaborate with peers to engage in short, grade-appropriate written exchanges and writing projects, using technology as appropriate.	Expanding - Collaborate with peers to engage in increasingly complex 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.

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

CA CCSS for ELA Standard		Corresponding ELD Standards					
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.)	PI.3 - Supporting opinions and persuading others			PI.4 - Adapting language choices		
		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 counter-arguments) 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, and I haven't thought about that before. However . . .</i>), and open responses to express and defend nuanced opinions.	Emerging - Adjust language choices according to the context (e.g., classroom, community) and audience (e.g., peers, teachers).	Expanding - Adjust language choices according to the context (e.g., classroom, community), purpose (e.g., to persuade, to provide arguments or counterarguments), task, and audience (e.g., peers, teachers, guest lecturer).	Bridging - Adjust language choices according to the task (e.g., group presentation of research project), context (e.g., classroom, community), purpose (e.g., to persuade, to provide arguments or counterarguments), and audience (e.g., peers, teachers, college recruiter).

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

CA CCSS for ELA Standard		Corresponding ELD Standards					
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.)	PI.5 - Listening actively			PI.6 - Reading/viewing closely		
		Emerging - Demonstrate comprehension of oral presentations and discussions on familiar social and academic topics by asking and answering questions, with prompting and substantial support.	Expanding - Demonstrate comprehension of oral presentations and discussions on a variety of social and academic topics by asking and answering questions that show thoughtful consideration of the ideas or arguments, with moderate support.	Bridging - 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 consideration of the ideas or arguments, with light support.	Emerging - 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. 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>). 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.	Expanding - 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. 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>). 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 new topics.	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. 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>). 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.

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

CA CCSS for ELA Standard		Corresponding ELD Standards					
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.)	PI.7 - Evaluating language choices			PI.8 - Analyzing language choices		
		Emerging - 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.	Expanding - 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.	Bridging - 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.	Emerging - Explain how a writer’s or speaker’s choice of phrasing or specific words (e.g., describing a character or action as <i>aggressive</i> versus <i>bold</i>) produces nuances and different effects on the audience.	Expanding - 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 describe an event or character) produces nuances and different effects on the audience.	Bridging - Explain how a writer’s or speaker’s choice of a variety of different types of phrasing or words (e.g., hyperbole, varying connotations, the cumulative impact of word choices) produces nuances and different effects on the audience.

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CA CCSS for ELA Standard		Corresponding ELD Standards					
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.)	PI.9 - Presenting			PI.10 - Writing		
		Emerging - Plan and deliver brief oral presentations and reports on grade-appropriate topics that present evidence and facts to support ideas.	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.	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).	Expanding - 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. b. Write increasingly concise summaries of texts and experiences by using complete sentences and key words (e.g., from notes or graphic organizers).	Bridging - a. Write longer and more detailed literary and informational texts (e.g., an argument about water rights) collaboratively (e.g., with peers) and independently using appropriate text organization and register. 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).

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CA CCSS for ELA Standard		Corresponding ELD Standards					
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.)	PI.11 - Justifying/arguing			PI.12 - Selecting language resources		
		Emerging - a. Justify opinions by articulating some relevant textual evidence or background knowledge, with visual support.	Expanding - a. Justify opinions and positions or persuade others by making connections between ideas and articulating relevant textual evidence or background knowledge.	Bridging - 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.	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.	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.
		b. Express attitude and opinions or temper statements with familiar modal expressions (e.g., can, may).	b. Express attitude and opinions or temper statements with a variety of familiar modal expressions (e.g., possibly/likely, could/would).	b. Express attitude and opinions or temper statements with nuanced modal expressions (e.g., possibly/potentially/certainly/absolutely, should/might).	b. Use knowledge of morphology to appropriately select basic affixes (e.g., The skull protects the brain).	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 un branched).	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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CA CCSS for ELA Standard		Corresponding ELD Standards					
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.)	PII.2 - Understanding cohesion			PII.3 - Using verbs and verb phrases		
		Emerging - a. Apply knowledge of familiar language resources for referring to make texts more cohesive (e.g., using pronouns to refer back to nouns in text) to comprehending and writing brief texts. <					

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CA CCSS for ELA Standard		Corresponding ELD Standards					
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.)	PII.4 - Using nouns and noun phrases			PII.5 - Modifying to add details		
		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.	Emerging - Expand sentences with simple adverbials (e.g., adverbs, adverb phrases, prepositional phrases) to provide details (e.g., time, manner, place, cause) about familiar activities or processes.	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.	Bridging - Expand sentences with a variety of adverbials (e.g., adverbs, adverb phrases and clauses, prepositional phrases) to provide details (e.g., time, manner, place, cause) about a variety of familiar and new activities and processes.

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CA CCSS for ELA Standard		Corresponding ELD Standards					
Knowledge of Language	L 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.)	PII.6 - Connecting ideas			PII.7 - Condensing ideas		
		Emerging - 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 book because it describes the solar system</i>).	Expanding - 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 stayed at home on Sunday in order to study for Monday’s exam</i>) or to make a concession (e.g., <i>She studied all night even though she wasn’t feeling well</i>).	Bridging - Combine clauses in a 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 both characters strive for success</i> , they each take different approaches through which to reach their goals.), or to establish cause (e.g., <i>Women’s lives were changed forever after World War II as a result of joining the workforce</i>).	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 questions and recorded the responses</i>).	Expanding - Condense ideas in a growing number of ways (e.g., through embedded clauses or by compound-ing verbs or prepositional phrases) to create more precise and detailed simple, compound, and complex sentences (e.g., <i>Species that could not adapt to the changing climate eventually disappeared</i>).	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 ideas (e.g., <i>Another issue that people may be concerned with</i> is the amount of money <i>that it will cost to construct the new building</i>).

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CA CCSS for ELA Standard		Corresponding ELD Standards		
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.)	PI.10 - Writing		
		<p>Emerging -</p> <p>a. Write short literary and informational texts (e.g., an argument about water rights) collaboratively (e.g., with peers) and independently.</p> <p>b. Write brief summaries of texts and experiences by using complete sentences and key words (e.g., from notes or graphic organizers).</p>	<p>Expanding -</p> <p>a. Write longer literary and informational texts (e.g., an argument about water rights) collaboratively (e.g., with peers) and independently by using appropriate text organization and growing understanding of register.</p> <p>b. Write increasingly concise summaries of texts and experiences by using complete sentences and key words (e.g., from notes or graphic organizers).</p>	<p>Bridging -</p> <p>a. Write longer and more detailed literary and informational texts (e.g., an argument about water rights) collaboratively (e.g., with peers) and independently using appropriate text organization and register.</p> <p>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).</p>

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CA CCSS for ELA Standard		Corresponding ELD Standards					
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.)	PII.2 - Understanding cohesion			PII.3 - Using verbs and verb phrases		
		Emerging - a. Apply knowledge of familiar language resources for referring to make texts more cohesive (e.g., using pronouns to refer back to nouns in text) to comprehending and writing brief texts. 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, second, third</i>) 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 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/ transition words and phrases, such as <i>meanwhile, however, on the other hand</i>) to comprehending texts and to writing increasingly cohesive texts for specific purposes and audiences.	Bridging - 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. 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, in addition, moreover</i>) to comprehending grade-level texts and to writing cohesive texts for specific purposes and audiences.	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 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.

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CA CCSS for ELA Standard		Corresponding ELD Standards					
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.)	PII.4 - Using nouns and noun phrases			PII.5 - Modifying to add details		
		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.	Emerging - Expand sentences with simple adverbials (e.g., adverbs, adverb phrases, prepositional phrases) to provide details (e.g., time, manner, place, cause) about familiar activities or processes.	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.	Bridging - Expand sentences with a variety of adverbials (e.g., adverbs, adverb phrases and clauses, prepositional phrases) to provide details (e.g., time, manner, place, cause) about a variety of familiar and new activities and processes.

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CA CCSS for ELA Standard		Corresponding ELD Standards					
Vocabulary Acquisition and Use	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.)	PII.6 - Connecting ideas			PII.7 - Condensing ideas		
		Emerging - 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 book because it describes the solar system</i>).	Expanding - 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 stayed at home on Sunday in order to study for Monday’s exam</i>) or to make a concession (e.g., <i>She studied all night even though she wasn’t feeling well</i>).	Bridging - Combine clauses in a 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 both characters strive for success</i> , they each take different approaches through which to reach their goals.), or to establish cause (e.g., <i>Women’s lives were changed forever after World War II as a result of joining the workforce</i>).	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 questions and recorded the responses</i>).	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., <i>Species that could not adapt to the changing climate eventually disappeared</i>).	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 ideas (e.g., <i>Another issue that people may be concerned with</i> is the amount of money <i>that it will cost to construct the new building</i>).

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CA CCSS for ELA Standard		Corresponding ELD Standards					
Vocabulary Acquisition and Use	L 9-10.5 - Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (a - b.)	PI.7 - Evaluating language choices			PI.8 - Analyzing language choices		
		Emerging - 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.	Expanding - 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.	Bridging - 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.	Emerging - Explain how a writer’s or speaker’s choice of phrasing or specific words (e.g., describing a character or action as <i>aggressive</i> versus <i>bold</i>) produces nuances and different effects on the audience.	Expanding - 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 describe an event or character) produces nuances and different effects on the audience.	Bridging - Explain how a writer’s or speaker’s choice of a variety of different types of phrasing or words (e.g., hyperbole, varying connotations, the cumulative impact of word choices) produces nuances and different effects on the audience.

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CA CCSS for ELA Standard		Corresponding ELD Standards					
Vocabulary Acquisition and Use	L 9-10.5 - Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (a - b.)	PI.10 - Writing			PI.12 - Selecting language resources		
		Emerging - a. Write short literary and informational texts (e.g., an argument about water rights) collaboratively (e.g., with peers) and independently.	Expanding - 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.	Bridging - 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.	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.	Expanding - a. Use an increasing variety of grade-appropriate general academic (e.g., <i>dominate, environment</i>) and domain-specific (e.g., <i>characterization, photosynthesis, society, quadratic functions</i>) academic words accurately and appropriately when producing increasingly complex written and spoken texts.	Bridging - a. Use a variety of grade-appropriate general (e.g., <i>anticipate, transaction</i>) and domain-specific (e.g., <i>characterization, photosynthesis, society, quadratic functions</i>) academic words and phrases, including persuasive language, accurately and appropriately when producing complex written and spoken texts.
		b. Write brief summaries of texts and experiences by using complete sentences and key words (e.g., from notes or graphic organizers).	b. Write increasingly concise summaries of texts and experiences by using complete sentences and key words (e.g., from notes or graphic organizers).	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).	b. Use knowledge of morphology to appropriately select basic affixes (e.g., The skull protects the brain).	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 un branched).	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 Standards					
Vocabulary Acquisition and Use	L 9-10.5 - Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (a - b.)	PII.2 - Understanding cohesion			PII.3 - Using verbs and verb phrases		
		Emerging - a. Apply knowledge of familiar language resources for referring to make texts more cohesive (e.g., 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 and to writing increasingly cohesive texts for specific purposes and audiences.	Bridging - 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.	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 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. 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, second, third</i>) to comprehending and writing brief texts.	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 other hand</i>) 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/ transition words and phrases, such as <i>on the contrary, in addition, moreover</i>) to comprehending grade-level texts and to writing cohesive texts for specific purposes and audiences.			

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

CA CCSS for ELA Standard		Corresponding ELD Standards					
Vocabulary Acquisition and Use	L 9-10.5 - Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (a - b.)	PII.4 - Using nouns and noun phrases			PII.5 - Modifying to add details		
		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.	Emerging - Expand sentences with simple adverbials (e.g., adverbs, adverb phrases, prepositional phrases) to provide details (e.g., time, manner, place, cause) about familiar activities or processes.	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.	Bridging - Expand sentences with a variety of adverbials (e.g., adverbs, adverb phrases and clauses, prepositional phrases) to provide details (e.g., time, manner, place, cause) about a variety of familiar and new activities and processes.

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

CA CCSS for ELA Standard		Corresponding ELD Standards					
Vocabulary Acquisition and Use	L 9-10.5 - Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (a - b.)	PII.6 - Connecting ideas			PII.7 - Condensing ideas		
		Emerging - Combine clauses in a few basic ways (e.g., creating compound sentences using <i>and, but, so</i> ; creating complex sentences using <i>because</i>) to make connections between and to join ideas (e.g., <i>I want to read this book because it describes the solar system</i>).	Expanding - 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 stayed at home on Sunday in order to study for Monday’s exam</i>) or to make a concession (e.g., <i>She studied all night even though she wasn’t feeling well</i>).	Bridging - Combine clauses in a 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 both characters strive for success</i> , they each take different approaches through which to reach their goals.), or to establish cause (e.g., <i>Women’s lives were changed forever after World War II as a result of joining the workforce</i>).	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 questions and recorded the responses</i>).	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., <i>Species that could not adapt to the changing climate eventually disappeared</i>).	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 ideas (e.g., <i>Another issue that people may be concerned with</i> is the amount of money <i>that it will cost to construct the new building</i>).

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

CA CCSS for ELA Standard		Corresponding ELD Standards					
Vocabulary Acquisition and Use	L 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.	PI.1 - Exchanging information/ideas			PI.2 - Interacting via written English		
		Emerging - Engage in conversational exchanges and express ideas on familiar current events and academic topics by asking and answering yes-no questions and wh- questions and responding using phrases and short sentences.	Expanding - Contribute to class, group, and partner discussions, sustaining conversations on a variety of age and grade-appropriate academic topics by following turn-taking rules, asking and answering relevant, on-topic questions, affirming others, providing additional, relevant information, and paraphrasing key ideas.	Bridging - Contribute to class, group, and partner discussions, sustaining conversations on a variety of age and grade-appropriate academic topics by following turn-taking rules, asking and answering relevant, on-topic questions, affirming others, and providing coherent and well-articulated comments and additional information.	Emerging - Collaborate with peers to engage in short, grade-appropriate written exchanges and writing projects, using technology as appropriate.	Expanding - Collaborate with peers to engage in increasingly complex 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.

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CA CCSS for ELA Standard		Corresponding ELD Standards					
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.	PI.3 - Supporting opinions and persuading others			PI.4 - Adapting language choices		
		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, and I haven't thought about that before. However . . .</i>), and open responses to express and defend nuanced opinions.	Emerging - Adjust language choices according to the context (e.g., classroom, community) and audience (e.g., peers, teachers).	Expanding - Adjust language choices according to the context (e.g., classroom, community), purpose (e.g., to persuade, to provide arguments or counterarguments), task, and audience (e.g., peers, teachers, guest lecturer).	Bridging - Adjust language choices according to the task (e.g., group presentation of research project), context (e.g., classroom, community), purpose (e.g., to persuade, to provide arguments or counterarguments), and audience (e.g., peers, teachers, college recruiter).

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CA CCSS for ELA Standard		Corresponding ELD Standards					
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.	PI.5 - Listening actively			PI.6 - Reading/viewing closely		
		Emerging - Demonstrate comprehension of oral presentations and discussions on familiar social and academic topics by asking and answering questions, with prompting and substantial support.	Expanding - Demonstrate comprehension of oral presentations and discussions on a variety of social and academic topics by asking and answering questions that show thoughtful consideration of the ideas or arguments, with moderate support.	Bridging - 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 consideration of the ideas or arguments, with light support.	Emerging - 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. 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>). 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.	Expanding - 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. 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>). 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 new topics.	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. 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>). 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.

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

CA CCSS for ELA Standard		Corresponding ELD Standards					
Vocabulary Acquisition and Use	L 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.	PI.7 - Evaluating language choices			PI.8 - Analyzing language choices		
		Emerging - 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.	Expanding - 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.	Bridging - 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.	Emerging - Explain how a writer’s or speaker’s choice of phrasing or specific words (e.g., describing a character or action as <i>aggressive</i> versus <i>bold</i>) produces nuances and different effects on the audience.	Expanding - 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 describe an event or character) produces nuances and different effects on the audience.	Bridging - Explain how a writer’s or speaker’s choice of a variety of different types of phrasing or words (e.g., hyperbole, varying connotations, the cumulative impact of word choices) produces nuances and different effects on the audience.

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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.	PI.10 - Writing			PI.11 - Justifying/arguing		
		<p>Emerging -</p> <p>a. Write short literary and informational texts (e.g., an argument about water rights) collaboratively (e.g., with peers) and independently.</p> <p>b. Write brief summaries of texts and experiences by using complete sentences and key words (e.g., from notes or graphic organizers).</p>	<p>Expanding -</p> <p>a. Write longer literary and informational texts (e.g., an argument about water rights) collaboratively (e.g., with peers) and independently by using appropriate text organization and growing understanding of register.</p> <p>b. Write increasingly concise summaries of texts and experiences by using complete sentences and key words (e.g., from notes or graphic organizers).</p>	<p>Bridging -</p> <p>a. Write longer and more detailed literary and informational texts (e.g., an argument about water rights) collaboratively (e.g., with peers) and independently using appropriate text organization and register.</p> <p>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).</p>	<p>Emerging -</p> <p>a. Justify opinions by articulating some relevant textual evidence or background knowledge, with visual support.</p> <p>b. Express attitude and opinions or temper statements with familiar modal expressions (e.g., <i>can, may</i>).</p>	<p>Expanding -</p> <p>a. Justify opinions and positions or persuade others by making connections between ideas and articulating relevant textual evidence or background knowledge.</p> <p>b. Express attitude and opinions or temper statements with a variety of familiar modal expressions (e.g., <i>possibly/likely, could/would</i>).</p>	<p>Bridging -</p> <p>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.</p> <p>b. Express attitude and opinions or temper statements with nuanced modal expressions (e.g., <i>possibly/potentially/certainly/absolutely, should/might</i>).</p>

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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.	PI.12 - Selecting language resources		
		<p>Emerging -</p> <p>a. Use familiar general academic (e.g., temperature, document) and domain-specific (e.g., <i>characterization, photosynthesis, society, quadratic functions</i>) words to create clear spoken and written texts.</p> <p>b. Use knowledge of morphology to appropriately select basic affixes (e.g., The skull protects the brain).</p>	<p>Expanding -</p> <p>a. Use an increasing variety of grade-appropriate general academic (e.g., <i>dominate, environment</i>) and domain-specific (e.g., <i>characterization, photosynthesis, society, quadratic functions</i>) academic words accurately and appropriately when producing increasingly complex written and spoken texts.</p> <p>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).</p>	<p>Bridging -</p> <p>a. Use a variety of grade-appropriate general (e.g., <i>anticipate, transaction</i>) and domain-specific (e.g., <i>characterization, photosynthesis, society, quadratic functions</i>) academic words and phrases, including persuasive language, accurately and appropriately when producing complex written and spoken texts.</p> <p>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>).</p>

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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.	PII.2 - Understanding cohesion			PII.3 - Using verbs and verb phrases		
		Emerging - a. Apply knowledge of familiar language resources for referring to make texts more cohesive (e.g., 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 and to writing increasingly cohesive texts for specific purposes and audiences.	Bridging - 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.	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 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. 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, second, third</i>) to comprehending and writing brief texts.	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 other hand</i>) 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/ transition words and phrases, such as <i>on the contrary, in addition, moreover</i>) to comprehending grade-level texts and to writing cohesive texts for specific purposes and audiences.			

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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.	PII.4 - Using nouns and noun phrases			PII.5 - Modifying to add details		
		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.	Emerging - Expand sentences with simple adverbials (e.g., adverbs, adverb phrases, prepositional phrases) to provide details (e.g., time, manner, place, cause) about familiar activities or processes.	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.	Bridging - Expand sentences with a variety of adverbials (e.g., adverbs, adverb phrases and clauses, prepositional phrases) to provide details (e.g., time, manner, place, cause) about a variety of familiar and new activities and processes.

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Vocabulary Acquisition and Use	L 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.	PII.6 - Connecting ideas			PII.7 - Condensing ideas		
		Emerging - Combine clauses in a few basic ways (e.g., creating compound sentences using <i>and</i> , <i>but</i> , <i>so</i> ; creating complex sentences using <i>because</i>) to make connections between and to join ideas (e.g., <i>I want to read this book because it describes the solar system</i>).	Expanding - 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 stayed at home on Sunday in order to study for Monday’s exam</i>) or to make a concession (e.g., <i>She studied all night even though she wasn’t feeling well</i>).	Bridging - Combine clauses in a 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 both characters strive for success</i> , they each take different approaches through which to reach their goals.), or to establish cause (e.g., <i>Women’s lives were changed forever after World War II as a result of joining the workforce</i>).	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 questions and recorded the responses</i>).	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., <i>Species that could not adapt to the changing climate eventually disappeared</i>).	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 ideas (e.g., <i>Another issue that people may be concerned with</i> is the amount of money <i>that it will cost to construct the new building</i>).