Appendix C: Correspondence between CA ELD Standards and CA CCSS for Mathematics

DRAFT – March 16, 2015

	CA ELD Standards - Kindergarten / Part I Interacting in Meaningful Ways							
	ELD Standard	**Emerging**	**Expanding**	**Bridging**	**Math Practice 1**	**Math Practice 3**	**Math Practice 6**	**Sample Math Content Standards**
A. Collaborative	1. Exchanging information and ideas	Contribute to conversations and express ideas by asking and answering yes-no and wh- questions and responding using gestures, words, and simple phrases.	Contribute to class, group, and partner discussions by listening attentively, following turn-taking rules, and asking and answering questions.	Contribute to class, group, and partner discussions by listening attentively, following turn-taking rules, and asking and answering questions.	1. Make sense of problems and persevere in solving them.	3. Construct viable arguments and critique the reasoning of others.	6. Attend to precision.	K.CC.4b Understand the relationship between numbers and quantities; connect counting to cardinality. Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.
	2. Interacting via written English	Collaborate with the teacher and peers on joint composing projects of short informational and literary texts that include minimal writing (labeling with a few words), using technology, where appropriate, for publishing, graphics, and the like.	Collaborate with the teacher and peers on joint composing projects of informational and literary texts that include some writing (e.g., short sentences), using technology, where appropriate, for publishing, graphics, and the like.	Collaborate with the teacher and peers on joint composing projects of informational and literary texts that include a greater amount of writing (e.g., a very short story), using technology, where appropriate, for publishing, graphics, and the like.	1. Make sense of problems and persevere in solving them.	3. Construct viable arguments and critique the reasoning of others.	6. Attend to precision.	K.OA.3 Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., 5 = 2 + 3 and 5 = 4 + 1).
	3. Offering opinions	Offer opinions and ideas in conversations using a small set of learned phrases (e.g., I think X), as well as open responses.	Offer opinions in conversations using an expanded set of learned phrases (e.g., I think/don't think X. I agree with X), as well as open responses, in order to gain and/or hold the floor.	Offer opinions in conversations using an expanded set of learned phrases (e.g., I think/don't think X. I agree with X, but . . .), as well as open responses, in order to gain and/or hold the floor or add information to an idea.	1. Make sense of problems and persevere in solving them.	3. Construct viable arguments and critique the reasoning of others.	6. Attend to precision.	K.G.4 Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/ "corners") and other attributes (e.g., having sides of equal length).
	4. Adapting language choices	No standard for kindergarten.	No standard for kindergarten.	No standard for kindergarten.	n/a	n/a	n/a	n/a
B. Interpretive	5. Listening actively	Demonstrate active listening to read-alouds and oral presentations by asking and answering yes-no and wh-questions with oral sentence frames and substantial prompting and support.	Demonstrate active listening to read-alouds and oral presentations by asking and answering questions with oral sentence frames and occasional prompting and support.	Demonstrate active listening to read-alouds and oral presentations by asking and answering detailed questions, with minimal prompting and light support.	1. Make sense of problems and persevere in solving them.	3. Construct viable arguments and critique the reasoning of others.		K.OA.2 Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.
	6. Reading/viewing closely	Describe ideas, phenomena (e.g., parts of a plant), and text elements (e.g., characters) based on understanding of a select set of grade-level texts and viewing of multimedia, with substantial support.	Describe ideas, phenomena (e.g., how butterflies eat), and text elements (e.g., setting, characters) in greater detail based on understanding of a variety of grade-level texts and viewing of multimedia, with moderate support.	Describe ideas, phenomena (e.g., insect metamorphosis), and text elements (e.g., major events, characters, setting) using key details based on understanding of a variety of grade-level texts and viewing of multimedia, with light support.	1. Make sense of problems and persevere in solving them.	3. Construct viable arguments and critique the reasoning of others.	6. Attend to precision.	K.G.5 Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.
	7. Evaluating language choices	Describe the language an author uses to present an idea (e.g., the words and phrases used when a character is introduced), with prompting and substantial support.	Describe the language an author uses to present an idea (e.g., the adjectives used to describe a character), with prompting and moderate support.	Describe the language an author uses to present or support an idea (e.g., the vocabulary used to describe people and places), with prompting and light support.	1. Make sense of problems and persevere in solving them.	3. Construct viable arguments and critique the reasoning of others.		K.MD.2 Directly compare two objects with a measurable attribute in common, to see which object has "more of"/"less of" the attribute, and describe the difference. For example, directly compare the heights of two children and describe one child as taller/shorter.

	CA ELD Standards - Kindergarten / Part I Interacting in Meaningful Ways							
	ELD Standard	**Emerging**	**Expanding**	**Bridging**	**Math Practice 1**	**Math Practice 3**	**Math Practice 6**	**Sample Math Content Standards**
B. Interpretive	8. Analyzing language choices	Distinguish how two different frequently used words (e.g., describing an action with the verb walk versus run) produce a different effect.	Distinguish how two different words with similar meaning (e.g., describing an action as walk versus march) produce shades of meaning and a different effect.	Distinguish how multiple different words with similar meaning (e.g., walk, march, strut, prance) produce shades of meaning and a different effect.	1. Make sense of problems and persevere in solving them.		6. Attend to precision.	[No Corresponding standard]
C. Productive	9. Presenting	Plan and deliver very brief oral presentations (e.g., show and tell, describing a picture).	Plan and deliver brief oral presentations on a variety of topics (e.g., show and tell, author's chair, recounting an experience, describing an animal).	Plan and deliver longer oral presentations on a variety of topics in a variety of content areas (e.g., retelling a story, describing a science experiment).	1. Make sense of problems and persevere in solving them.	3. Construct viable arguments and critique the reasoning of others.	6. Attend to precision.	K.OA.1 Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.
	10. Composing/ Writing	Draw, dictate, and write to compose very short literary texts (e.g., story) and informational texts (e.g., a description of a dog), using familiar vocabulary collaboratively in shared language activities with an adult (e.g., joint construction of texts), with peers, and sometimes independently.	Draw, dictate, and write to compose short literary texts (e.g., story) and informational texts (e.g., a description of dogs), collaboratively with an adult (e.g., joint construction of texts), with peers, and with increasing independence.	Draw, dictate, and write to compose longer literary texts (e.g., story) and informational texts (e.g., an information report on dogs), collaboratively with an adult (e.g., joint construction of texts), with peers, and independently using appropriate text organization.	1. Make sense of problems and persevere in solving them.	3. Construct viable arguments and critique the reasoning of others.	6. Attend to precision.	K.NBT.1 Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (e.g., 18 = 10 + 8); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.
	11. Supporting opinions	Offer opinions and provide good reasons (e.g., My favorite book is X because X.) referring to the text or to relevant background knowledge.	Offer opinions and provide good reasons and some textual evidence or relevant background knowledge (e.g., paraphrased examples from text or knowledge of content).	Offer opinions and provide good reasons with detailed textual evidence or relevant background knowledge (e.g., specific examples from text or knowledge of content).	1. Make sense of problems and persevere in solving them.	3. Construct viable arguments and critique the reasoning of others.	6. Attend to precision.	K.CC.6 Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies.
	12. Selecting language resources	a. Retell texts and recount experiences using a select set of key words.	a. Retell texts and recount experiences using complete sentences and key words.	a. Retell texts and recount experiences using increasingly detailed complete sentences and key words.	1. Make sense of problems and persevere in solving them.		6. Attend to precision.	K.G.1 Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.
		b. Use a select number of general academic and domain-specific words to add detail (e.g., adding the word spicy to describe a favorite food, using the word larva when explaining insect metamorphosis) while speaking and composing.	b. Use a growing number of general academic and domain-specific words in order to add detail or to create shades of meaning (e.g., using the word scurry versus run) while speaking and composing.	b. Use a wide variety of general academic and domain-specific words, synonyms, antonyms, and non-literal language to create an effect (e.g., using the word suddenly to signal a change) or to create shades of meaning (e.g., The cat's fur was as white as snow) while speaking and composing.	1. Make sense of problems and persevere in solving them.		6. Attend to precision.	K.G.3 Identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid").

	CA ELD Standards Grade 1 / Part I Interacting in Meaningful Ways							
	ELD Standard	**Emerging**	**Expanding**	**Bridging**	**Math Practice 1**	**Math Practice 3**	**Math Practice 6**	**Sample Math Content Standards**
A. Collaborative	1. Exchanging information and ideas	Contribute to conversations and express ideas by asking and answering yes-no and wh- questions and responding using gestures, words, and simple phrases.	Contribute to class, group, and partner discussions by listening attentively, following turn-taking rules, and asking and answering questions.	Contribute to class, group, and partner discussions by listening attentively, following turn-taking rules, and asking and answering questions.	1. Make sense of problems and persevere in solving them.	3. Construct viable arguments and critique the reasoning of others.	6. Attend to precision.	1.NBT.4 Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.
	2. Interacting via written English	Collaborate with teacher and peers on joint writing projects of short informational and literary texts, using technology where appropriate for publishing, graphics, and the like.	Collaborate with peers on joint writing projects of longer informational and literary texts, using technology where appropriate for publishing, graphics, and the like.	Collaborate with peers on joint writing projects of longer informational and literary texts, using technology where appropriate for publishing, graphics, and the like.	1. Make sense of problems and persevere in solving them.	3. Construct viable arguments and critique the reasoning of others.	6. Attend to precision.	1.OA.1 Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.
	3. Offering opinions	Offer opinions and ideas in conversations using a small set of learned phrases (e.g., I think X), as well as open responses in order to gain and/or hold the floor.	Offer opinions and negotiate with others in conversations using an expanded set of learned phrases (e.g., I think/don't think X. I agree with X), as well as open responses in order to gain and/or hold the floor, elaborate on an idea, and so on.	Offer opinions and negotiate with others in conversations using an expanded set of learned phrases (e.g., I think/don't think X. I agree with X), and open responses in order to gain and/or hold the floor, elaborate on an idea, provide different opinions, and so on.	1. Make sense of problems and persevere in solving them.	3. Construct viable arguments and critique the reasoning of others.	6. Attend to precision.	1.MD.4 Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.
	4. Adapting language choices	No standard for grade 1.	No standard for grade 1.	No standard for grade 1.	n/a	n/a	n/a	n/a
B. Interpretive	5. Listening actively	Demonstrate active listening to read-alouds and oral presentations by asking and answering yes-no and wh- questions with oral sentence frames and substantial prompting and support.	Demonstrate active listening to read-alouds and oral presentations by asking and answering questions, with oral sentence frames and occasional prompting and support.	Demonstrate active listening to read-alouds and oral presentations by asking and answering detailed questions, with minimal prompting and light support.	1. Make sense of problems and persevere in solving them.	3. Construct viable arguments and critique the reasoning of others.		1.G.3 Partition circles and rectangles into two and four equal shares, describe the shares using the words halves, fourths, and quarters, and use the phrases half of, fourth of, and quarter of. Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares.
	6. Reading/viewing closely	Describe ideas, phenomena (e.g., plant life cycle), and text elements (e.g., characters) based on understanding of a select set of grade-level texts and viewing of multimedia, with substantial support.	Describe ideas, phenomena (e.g., how earthworms eat), and text elements (e.g., setting, main idea) in greater detail based on understanding of a variety of grade-level texts and viewing of multimedia, with moderate support.	Describe ideas, phenomena (e.g., erosion), and text elements (e.g., central message, character traits) using key details based on understanding of a variety of grade-level texts and viewing of multimedia, with light support.	1. Make sense of problems and persevere in solving them.	3. Construct viable arguments and critique the reasoning of others.	6. Attend to precision.	1.NBT.6 Subtract multiples of 10 in the range 10–90 from multiples of 10 in the range 10–90 (positive or zero differences), using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.
	7. Evaluating language choices	Describe the language writers or speakers use to present an idea (e.g., the words and phrases used to describe a character), with prompting and substantial support.	Describe the language writers or speakers use to present or support an idea (e.g., the adjectives used to describe people and places), with prompting and moderate support.	Describe the language writers or speakers use to present or support an idea (e.g., the author's choice of vocabulary to portray characters, places, or real people) with prompting and light support.	1. Make sense of problems and persevere in solving them.	3. Construct viable arguments and critique the reasoning of others.		1.MD.4 Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.

	CA ELD Standards Grade 1 / Part I Interacting in Meaningful Ways							
	ELD Standard	**Emerging**	**Expanding**	**Bridging**	**Math Practice 1**	**Math Practice 3**	**Math Practice 6**	**Sample Math Content Standards**
	8. Analyzing language choices	Distinguish how two different frequently used words (e.g., large versus small) produce a different effect on the audience.	Distinguish how two different words with similar meaning (e.g., large versus enormous) produce shades of meaning and a different effect on the audience.	Distinguish how multiple different words with similar meaning (e.g., big, large, huge, enormous, gigantic) produce shades of meaning and a different effect on the audience.	1. Make sense of problems and persevere in solving them.		6. Attend to precision.	[No corresponding standard]
C. Productive	9. Presenting	Plan and deliver very brief oral presentations (e.g., show and tell, describing a picture).	Plan and deliver brief oral presentations on a variety of topics (e.g., show and tell, author's chair, recounting an experience, describing an animal, and the like).	Plan and deliver longer oral presentations on a variety of topics in a variety of content areas (e.g., retelling a story, describing a science experiment).	1. Make sense of problems and persevere in solving them.	3. Construct viable arguments and critique the reasoning of others.	6. Attend to precision.	1.MD.2 Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps. Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps.
	10. Composing/Writing	Write very short literary texts (e.g., story) and informational texts (e.g., a description of an insect) using familiar vocabulary collaboratively with an adult (e.g., joint construction of texts), with peers, and sometimes independently.	Write short literary texts (e.g., a story) and informational texts (e.g., an informative text on the life cycle of an insect) collaboratively with an adult (e.g., joint construction of texts), with peers, and with increasing independence.	Write longer literary texts (e.g., a story) and informational texts (e.g., an informative text on the life cycle of insects) collaboratively with an adult (e.g., joint construction), with peers, and independently.	1. Make sense of problems and persevere in solving them.	3. Construct viable arguments and critique the reasoning of others.	6. Attend to precision.	1.OA.2 Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.
	11. Supporting opinions	Offer opinions and provide good reasons (e.g., My favorite book is X because X) referring to the text or to relevant background knowledge.	Offer opinions and provide good reasons and some textual evidence or relevant background knowledge (e.g., paraphrased examples from text or knowledge of content).	Offer opinions and provide good reasons with detailed textual evidence or relevant background knowledge (e.g., specific examples from text or knowledge of content).	1. Make sense of problems and persevere in solving them.	3. Construct viable arguments and critique the reasoning of others.	6. Attend to precision.	1.NBT.5 Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.
	12. Selecting language resources	a. Retell texts and recount experiences, using key words.	a. Retell texts and recount experiences, using complete sentences and key words.	a. Retell texts and recount experiences using increasingly detailed complete sentences and key words.	1. Make sense of problems and persevere in solving them.		6. Attend to precision.	1.G.1 Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes.
		b. Use a select number of general academic and domain-specific words to add detail (e.g., adding the word scrumptious to describe a favorite food, using the word thorax to refer to insect anatomy) while speaking and writing.	b. Use a growing number of general academic and domain-specific words in order to add detail, create an effect (e.g., using the word suddenly to signal a change), or create shades of meaning (e.g., prance versus walk) while speaking and writing.	b. Use a wide variety of general academic and domain-specific words, synonyms, antonyms, and non-literal language (e.g., The dog was as big as a house) to create an effect, precision, and shades of meaning while speaking and writing.	1. Make sense of problems and persevere in solving them.		6. Attend to precision.	1.G.1 Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes.

	CA ELD Standards - 2nd Grade / Part I Interacting in Meaningful Ways							
	ELD Standard	**Emerging**	**Expanding**	**Bridging**	**Math Practice 1**	**Math Practice 3**	**Math Practice 6**	**Sample Math Content Standards**
A. Collaborative	1. Exchanging information and ideas	Contribute to conversations and express ideas by asking and answering yes-no and wh- questions and responding using gestures, words, and learned phrases.	Contribute to class, group, and partner discussions, including sustained dialogue, by listening attentively, following turn-taking rules, asking relevant questions, affirming others, and adding relevant information.	Contribute to class, group, and partner discussions, including sustained dialogue, by listening attentively, following turn-taking rules, asking relevant questions, affirming others, adding pertinent information, building on responses, and providing useful feedback.	1. Make sense of problems and persevere in solving them.	3. Construct viable arguments and critique the reasoning of others.	6. Attend to precision.	2.NBT.2 Count within 1000; skip-count by 5s, 10s, and 100s.
	2. Interacting via written English	Collaborate with peers on joint writing projects of short informational and literary texts, using technology where appropriate for publishing, graphics, and the like.	Collaborate with peers on joint writing projects of longer informational and literary texts, using technology where appropriate for publishing, graphics, and the like.	Collaborate with peers on joint writing projects of a variety of longer informational and literary texts, using technology where appropriate for publishing, graphics, and the like.	1. Make sense of problems and persevere in solving them.	3. Construct viable arguments and critique the reasoning of others.	6. Attend to precision.	2.MD.7 Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.
	3. Offering opinions	Offer opinions and negotiate with others in conversations using learned phrases (e.g., I think X.), as well as open responses, in order to gain and/or hold the floor.	Offer opinions and negotiate with others in conversations using an expanded set of learned phrases (e.g., I agree with X, but X.), as well as open responses, in order to gain and/or hold the floor, provide counterarguments, and the like.	Offer opinions and negotiate with others in conversations using a variety of learned phrases (e.g., That's a good idea, but X), as well as open responses, in order to gain and/or hold the floor, provide counterarguments, elaborate on an idea, and the like.	1. Make sense of problems and persevere in solving them.	3. Construct viable arguments and critique the reasoning of others.	6. Attend to precision.	2.MD.2 Measure the length of an object twice, using length units of different lengths for the two measurements; describe how the two measurements relate to the size of the unit chosen.
	4. Adapting language choices	Recognize that language choices (e.g., vocabulary) vary according to social setting (e.g., playground versus classroom), with substantial support from peers or adults.	Adjust language choices (e.g., vocabulary, use of dialogue, and so on) according to purpose (e.g., persuading, entertaining), task, and audience (e.g., peers versus adults), with moderate support from peers or adults.	Adjust language choices according to purpose (e.g., persuading, entertaining), task, and audience (e.g., peer-to-peer versus peer-to-teacher), with light support from peers or adults.	1. Make sense of problems and persevere in solving them.	3. Construct viable arguments and critique the reasoning of others.	6. Attend to precision.	2.NBT.9 Explain why addition and subtraction strategies work, using place value and the properties of operations.
B. Interpretive	5. Listening actively	Demonstrate active listening to read-alouds and oral presentations by asking and answering basic questions, with oral sentence frames and substantial prompting and support.	Demonstrate active listening to read-alouds and oral presentations by asking and answering detailed questions, with oral sentence frames and occasional prompting and support.	Demonstrate active listening to read-alouds and oral presentations by asking and answering detailed questions, with minimal prompting and light support.	1. Make sense of problems and persevere in solving them.	3. Construct viable arguments and critique the reasoning of others.		2.MD.8 Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using $ and ¢ symbols appropriately. Example: If you have 2 dimes and 3 pennies, how many cents do you have?
	6. Reading/viewing closely	Describe ideas, phenomena (e.g., plant life cycle), and text elements (e.g., main idea, characters, events) based on understanding of a select set of grade-level texts and viewing of multimedia, with substantial support.	Describe ideas, phenomena (e.g., how earthworms eat), and text elements (e.g., setting, events) in greater detail based on understanding of a variety of grade-level texts and viewing of multimedia, with moderate support.	Describe ideas, phenomena (e.g., erosion), and text elements (e.g., central message, character traits) using key details based on understanding of a variety of grade-level texts and viewing of multimedia, with light support.	1. Make sense of problems and persevere in solving them.	3. Construct viable arguments and critique the reasoning of others.	6. Attend to precision.	2.OA.1 Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.
	7. Evaluating language choices	Describe the language writers or speakers use to present an idea (e.g., the words and phrases used to describe a character), with prompting and substantial support.	Describe the language writers or speakers use to present or support an idea (e.g., the author's choice of vocabulary or phrasing to portray characters, places, or real people), with prompting and moderate support.	Describe how well writers or speakers use specific language resources to support an opinion or present an idea (e.g., whether the vocabulary used to present evidence is strong enough), with light support.	1. Make sense of problems and persevere in solving them.	3. Construct viable arguments and critique the reasoning of others.		2.OA.3 Determine whether a group of objects (up to 20) has an odd or even number of members, e.g., by pairing objects or counting them by 2s; write an equation to express an even number as a sum of two equal addends.

	CA ELD Standards - 2nd Grade / Part I Interacting in Meaningful Ways							
	ELD Standard	**Emerging**	**Expanding**	**Bridging**	**Math Practice 1**	**Math Practice 3**	**Math Practice 6**	**Sample Math Content Standards**
B. Interpretive	8. Analyzing language choices	Distinguish how two different frequently used words (e.g., describing a character as happy versus angry) produce a different effect on the audience.	Distinguish how two different words with similar meaning (e.g., describing a character as happy versus ecstatic) produce shades of meaning and different effects on the audience.	Distinguish how multiple different words with similar meaning (e.g., pleased versus happy versus ecstatic, heard or knew versus believed) produce shades of meaning and different effects on the audience.	1. Make sense of problems and persevere in solving them.		6. Attend to precision.	[No corresponding standard]
C. Productive	9. Presenting	Plan and deliver very brief oral presentations (e.g., recounting an experience, retelling a story, describing a picture).	Plan and deliver brief oral presentations on a variety of topics (e.g., retelling a story, describing an animal).	Plan and deliver longer oral presentations on a variety of topics and content areas (e.g., retelling a story, recounting a science experiment, describing how to solve a mathematics problem).	1. Make sense of problems and persevere in solving them.	3. Construct viable arguments and critique the reasoning of others.	6. Attend to precision.	2.NBT.9 Explain why addition and subtraction strategies work, using place value and the properties of operations.
	10. Composing/Writing	Write very short literary texts (e.g., story) and informational texts (e.g., a description of a volcano) using familiar vocabulary collaboratively with an adult (e.g., joint construction of texts), with peers, and sometimes independently.	Write short literary texts (e.g., a story) and informational texts (e.g., an explanatory text explaining how a volcano erupts) collaboratively with an adult (e.g., joint construction of texts), with peers, and with increasing independence.	Write longer literary texts (e.g., a story) and informational texts (e.g., an explanatory text explaining how a volcano erupts) collaboratively with an adult (e.g., joint construction), with peers and independently.	1. Make sense of problems and persevere in solving them.	3. Construct viable arguments and critique the reasoning of others.	6. Attend to precision.	2.G.3 Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words halves, thirds, half of, a third of, etc., and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape.
	11. Supporting opinions	Support opinions by providing good reasons and some textual evidence or relevant background knowledge (e.g., referring to textual evidence or knowledge of content).	Support opinions by providing good reasons and increasingly detailed textual evidence (e.g., providing examples from the text) or relevant background knowledge about the content.	Support opinions or persuade others by providing good reasons and detailed textual evidence (e.g., specific events or graphics from text) or relevant background knowledge about the content.	1. Make sense of problems and persevere in solving them.	3. Construct viable arguments and critique the reasoning of others.	6. Attend to precision.	2.NBT.7 Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting threedigit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.
	12. Selecting language resources	a. Retell texts and recount experiences by using key words.	a. Retell texts and recount experiences using complete sentences and key words.	a. Retell texts and recount experiences using increasingly detailed complete sentences and key words.	1. Make sense of problems and persevere in solving them.		6. Attend to precision.	2.MD.3 Estimate lengths using units of inches, feet, centimeters, and meters.
		b. Use a select number of general academic and domain-specific words to add detail (e.g., adding the word generous to describe a character, using the word lava to explain volcanic eruptions) while speaking and writing.	b. Use a growing number of general academic and domain-specific words in order to add detail, create an effect (e.g., using the word suddenly to signal a change), or create shades of meaning (e.g., scurry versus dash) while speaking and writing.	b. Use a wide variety of general academic and domain-specific words, synonyms, antonyms, and non-literal language (e.g., He was as quick as a cricket) to create an effect, precision, and shades of meaning while speaking and writing.	1. Make sense of problems and persevere in solving them.		6. Attend to precision.	2.NBT.4 Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using >, =, and < symbols to record the results of comparisons.

	CA ELD Standards 3rd Grade / Part I Interacting in Meaningful Ways							
	ELD Standard	**Emerging**	**Expanding**	**Bridging**	**Math Practice 1**	**Math Practice 3**	**Math Practice 6**	**Sample Math Content Standards**
A. Collaborative	1. Exchanging information and ideas	Contribute to conversations and express ideas by asking and answering yes-no and wh- questions and responding using short phrases.	Contribute to class, group, and partner discussions, including sustained dialogue, by following turn-taking rules, asking relevant questions, affirming others, and adding relevant information.	Contribute to class, group, and partner discussions, including sustained dialogue, by following turn-taking rules, asking relevant questions, affirming others, adding relevant information, building on responses, and providing useful feedback.	1. Make sense of problems and persevere in solving them.	3. Construct viable arguments and critique the reasoning of others.	6. Attend to precision.	3.OA.1 Interpret products of whole numbers, e.g., interpret 5 × 7 as the total number of objects in 5 groups of 7 objects each. For example, describe a context in which a total number of objects can be expressed as 5 × 7. [3.OA.2 would also apply; chose this item because of the "describe" wording, which seems to fit the oral context of the ELD standard.]
	2. Interacting via written English	Collaborate with peers on joint writing projects of short informational and literary texts, using technology where appropriate for publishing, graphics, and the like.	Collaborate with peers on joint writing projects of longer informational and literary texts, using technology where appropriate for publishing, graphics, and the like.	Collaborate with peers on joint writing projects of a variety of longer informational and literary texts, using technology where appropriate for publishing, graphics, and the like.	1. Make sense of problems and persevere in solving them.	3. Construct viable arguments and critique the reasoning of others.	6. Attend to precision.	3.MD.1 Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram.
	3. Offering opinions	Offer opinions and negotiate with others in conversations using basic learned phrases (e.g., I think . . .), as well as open responses in order to gain and/or hold the floor.	Offer opinions and negotiate with others in conversations using an expanded set of learned phrases (e.g., I agree with X, and . . .), as well as open responses in order to gain and/or hold the floor, provide counterarguments, and the like.	Offer opinions and negotiate with others in conversations using a variety of learned phrases (e.g., That's a good idea, but . . .), as well as open responses in order to gain and/or hold the floor, provide counterarguments, elaborate on an idea, and the like.	1. Make sense of problems and persevere in solving them.	3. Construct viable arguments and critique the reasoning of others.	6. Attend to precision.	3.OA.9 Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations. For example, observe that 4 times a number is always even, and explain why 4 times a number can be decomposed into two equal addends.
	4. Adapting language choices	Recognize that language choices (e.g., vocabulary) vary according to social setting (e.g., playground versus classroom), with substantial support from peers or adults.	Adjust language choices (e.g., vocabulary, use of dialogue, and the like) according to purpose (e.g., persuading, entertaining), social setting, and audience (e.g., peers versus adults), with moderate support from peers or adults.	Adjust language choices according to purpose (e.g., persuading, entertaining), task, and audience (e.g., peer-to-peer versus peer-to-teacher), with light support from peers or adults.	1. Make sense of problems and persevere in solving them.	3. Construct viable arguments and critique the reasoning of others.	6. Attend to precision.	3.MD.2 Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l).6 Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units, e.g., by using drawings (such as a beaker with a measurement scale) to represent the problem.
B. Interpretive	5. Listening actively	Demonstrate active listening to read-alouds and oral presentations by asking and answering basic questions, with prompting and substantial support.	Demonstrate active listening to read-alouds and oral presentations by asking and answering detailed questions, with occasional prompting and moderate support.	Demonstrate active listening to read-alouds and oral presentations by asking and answering detailed questions, with minimal prompting and light support.	1. Make sense of problems and persevere in solving them.	3. Construct viable arguments and critique the reasoning of others.		3.OA.2 Interpret whole-number quotients of whole numbers, e.g., interpret 56 ÷ 8 as the number of objects in each share when 56 objects are partitioned equally into 8 shares, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each. For example, describe a context in which a number of shares or a number of groups can be expressed as 56 ÷ 8.
	6. Reading/viewing closely	Describe ideas, phenomena (e.g., insect metamorphosis), and text elements (e.g., main idea, characters, setting) based on understanding of a select set of grade-level texts and viewing of multimedia, with substantial support.	Describe ideas, phenomena (e.g., how cows digest food), and text elements (e.g., main idea, characters, events) in greater detail based on understanding of a variety of grade-level texts and viewing of multimedia, with moderate support.	Describe ideas, phenomena (e.g., volcanic eruptions), and text elements (e.g., central message, character traits, major events) using key details based on understanding of a variety of grade-level texts and viewing of multimedia, with light support.	1. Make sense of problems and persevere in solving them.	3. Construct viable arguments and critique the reasoning of others.	6. Attend to precision.	3.G.1 Understand that shapes in different categories (e.g., rhombuses, rectangles, and others) may share attributes (e.g., having four sides), and that the shared attributes can define a larger category (e.g., quadrilaterals). Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories.

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	ELD Standard	**Emerging**	**Expanding**	**Bridging**	**Math Practice 1**	**Math Practice 3**	**Math Practice 6**	**Sample Math Content Standards**
B. Interpretive	7. Evaluating language choices	Describe the language writers or speakers use to support an opinion or present an idea (e.g., by identifying the phrases or words in the text that provide evidence), with prompting and substantial support.	Describe the specific language writers or speakers use to present or support an idea (e.g., the specific vocabulary or phrasing used to provide evidence), with prompting and moderate support.	Describe how well writers or speakers use specific language resources to support an opinion or present an idea (e.g., whether the vocabulary or phrasing used to provide evidence is strong enough), with light support.	1. Make sense of problems and persevere in solving them.	3. Construct viable arguments and critique the reasoning of others.		3.MD.5 Recognize area as an attribute of plane figures and understand concepts of area measurement. a. A square with side length 1 unit, called "a unit square," is said to have "one square unit" of area, and can be used to measure area. b. A plane figure which can be covered without gaps or overlaps by n unit squares is said to have an area of n square units.
	8. Analyzing language choices	Distinguish how different words produce different effects on the audience (e.g., describing a character as happy versus sad).	Distinguish how different words with similar meanings (e.g., describing a character as happy versus ecstatic) produce shades of meaning and different effects on the audience.	Distinguish how multiple different words with similar meanings (e.g., pleased versus happy versus ecstatic, heard versus knew versus believed) produce shades of meaning and different effects on the audience.	1. Make sense of problems and persevere in solving them.	6. Attend to precision.		[No corresponding standard]
C. Productive	9. Presenting	Plan and deliver very brief oral presentations (e.g., retelling a story, describing an animal, and the like).	Plan and deliver brief oral presentations on a variety of topics and content areas (e.g., retelling a story, explaining a science process, and the like).	Plan and deliver longer oral presentations on a variety of topics and content areas (e.g., retelling a story, explaining a science process or historical event, and the like).	1. Make sense of problems and persevere in solving them.	3. Construct viable arguments and critique the reasoning of others.	6. Attend to precision.	3.NF.3 Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size.
	10. Composing/ Writing	a. Write short literary and informational texts (e.g., a description of a flashlight) collaboratively (e.g., joint construction of texts with an adult or with peers) and sometimes independently.	a. Write longer literary and informational texts (e.g., an explanatory text on how flashlights work) collaboratively (e.g., joint construction of texts with an adult or with peers) and with increasing independence using appropriate text organization.	a. Write longer and more detailed literary and informational texts (e.g., an explanatory text on how flashlights work) collaboratively (e.g., joint construction of texts with an adult or with peers) and independently using appropriate text organization and growing understanding of register.	1. Make sense of problems and persevere in solving them.	3. Construct viable arguments and critique the reasoning of others.	6. Attend to precision.	3.OA.9 Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations. For example, observe that 4 times a number is always even, and explain why 4 times a number can be decomposed into two equal addends.
		b. Paraphrase texts and recount experiences using key words from notes or graphic organizers.	b. Paraphrase texts and recount experiences using complete sentences and key words from notes or graphic organizers.	b. Paraphrase texts and recount experiences using increasingly detailed complete sentences and key words from notes or graphic organizers.	1. Make sense of problems and persevere in solving them.		6. Attend to precision.	3.OA.8 Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.
	11. Supporting opinions	Support opinions by providing good reasons and some textual evidence or relevant background knowledge (e.g., referring to textual evidence or knowledge of content).	Support opinions by providing good reasons and increasingly detailed textual evidence (e.g., providing examples from the text) or relevant background knowledge about the content.	Support opinions or persuade others by providing good reasons and detailed textual evidence (e.g., specific events or graphics from text) or relevant background knowledge about the content.	1. Make sense of problems and persevere in solving them.	3. Construct viable arguments and critique the reasoning of others.	6. Attend to precision.	3.MD.7 Relate area to the operations of multiplication and addition.
	12. Selecting language resources	Use a select number of general academic and domain-specific words to add detail (e.g., adding the word dangerous to describe a place, using the word habitat when describing animal behavior) while speaking and writing.	Use a growing number of general academic and domain-specific words in order to add detail, create an effect (e.g., using the word suddenly to signal a change), or create shades of meaning (e.g., scurry versus dash) while speaking and writing.	Use a wide variety of general academic and domain-specific words, synonyms, antonyms, and non-literal language to create an effect, precision, and shades of meaning while speaking and writing.	1. Make sense of problems and persevere in solving them.		6. Attend to precision.	3.OA.3 Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.

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A. Collaborative	1. Exchanging information and ideas	Contribute to conversations and express ideas by asking and answering yes-no and wh- questions and responding using short phrases.	Contribute to class, group, and partner discussions, including sustained dialogue, by following turn-taking rules, asking relevant questions, affirming others, and adding relevant information.	Contribute to class, group, and partner discussions, including sustained dialogue, by following turn-taking rules, asking relevant questions, affirming others, adding relevant information, building on responses, and providing useful feedback.	1. Make sense of problems and persevere in solving them.	3. Construct viable arguments and critique the reasoning of others.	6. Attend to precision.	4.NF.2 Compare two fractions with different numerators and different denominators, e.g., by creating common denominators or numerators, or by comparing to a benchmark fraction such as 1/2. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with symbols >, =, or <, and justify the conclusions, e.g., by using a visual fraction model.
	2. Interacting via written English	Collaborate with peers on joint writing projects of short informational and literary texts, using technology where appropriate for publishing, graphics, and the like.	Collaborate with peers on joint writing projects of longer informational and literary texts, using technology where appropriate for publishing, graphics, and the like.	Collaborate with peers on joint writing projects of a variety of longer informational and literary texts, using technology where appropriate for publishing, graphics, and the like.	1. Make sense of problems and persevere in solving them.	3. Construct viable arguments and critique the reasoning of others.	6. Attend to precision.	4.OA.5 Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself. For example, given the rule “Add 3” and the starting number 1, generate terms in the resulting sequence and observe that the terms appear to alternate between odd and even numbers. Explain informally why the numbers will continue to alternate in this way.
	3. Offering opinions	Negotiate with or persuade others in conversations using basic learned phrases (e.g., I think . . .), as well as open responses, in order to gain and/or hold the floor.	Negotiate with or persuade others in conversations using an expanded set of learned phrases (e.g., I agree with X, but . . .), as well as open responses, in order to gain and/or hold the floor, provide counterarguments, and so on.	Negotiate with or persuade others in conversations using a variety of learned phrases (e.g., That’s a good idea. However . . .), as well as open responses, in order to gain and/or hold the floor, provide counterarguments, elaborate on an idea, and so on.	1. Make sense of problems and persevere in solving them.	3. Construct viable arguments and critique the reasoning of others.	6. Attend to precision.	4.NF.1 Explain why a fraction a/b is equivalent to a fraction (n × a)/(n × b) by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions.
	4. Adapting language choices	Adjust language choices according to social setting (e.g., playground, classroom) and audience (e.g., peers, teacher), with substantial support.	Adjust language choices according to purpose (e.g., persuading, entertaining), task (e.g., telling a story versus explaining a science experiment), and audience, with moderate support.	Adjust language choices according to purpose, task (e.g., facilitating a science experiment), and audience, with light support.	1. Make sense of problems and persevere in solving them.	3. Construct viable arguments and critique the reasoning of others.	6. Attend to precision.	4.MD.1 Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two-column table. For example, know that 1 ft is 12 times as long as 1 in. Express the length of a 4 ft snake as 48 in. Generate a conversion table for feet and inches listing the number pairs (1, 12), (2, 24), (3, 36), ...
B. Interpretive	5. Listening actively	Demonstrate active listening of read-alouds and oral presentations by asking and answering basic questions, with prompting and substantial support.	Demonstrate active listening of read-alouds and oral presentations by asking and answering detailed questions, with occasional prompting and moderate support.	Demonstrate active listening of read-alouds and oral presentations by asking and answering detailed questions, with minimal prompting and light support.	1. Make sense of problems and persevere in solving them.	3. Construct viable arguments and critique the reasoning of others.		4.OA.1 Interpret a multiplication equation as a comparison, e.g., interpret 35 = 5 × 7 as a statement that 35 is 5 times as many as 7 and 7 times as many as 5. Represent verbal statements of multiplicative comparisons as multiplication equations.
	6. Reading/viewing closely	a. Describe ideas, phenomena (e.g., volcanic eruptions), and text elements (main idea, characters, events, and the like) based on close reading of a select set of grade-level texts, with substantial support.	a. Describe ideas, phenomena (e.g., animal migration), and text elements (main idea, central message, and the like) in greater detail based on close reading of a variety of grade-level texts, with moderate support.	a. Describe ideas, phenomena (e.g., pollination), and text elements (main idea, character traits, event sequence, and the like) in detail based on close reading of a variety of grade-level texts, with light support.	1. Make sense of problems and persevere in solving them.	3. Construct viable arguments and critique the reasoning of others.	6. Attend to precision.	4.NBT.2 Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using >, =, and < symbols to record the results of comparisons.

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B. Interpretive		b. Use knowledge of frequently used affixes (e.g., un-, mis-) and linguistic context, reference materials, and visual cues to determine the meaning of unknown words on familiar topics.	b. Use knowledge of morphology (e.g., affixes, roots, and base words), linguistic context, and reference materials to determine the meaning of unknown words on familiar topics.	b. Use knowledge of morphology (e.g., affixes, roots, and base words) and linguistic context to determine the meaning of unknown and multiple-meaning words on familiar and new topics.	1. Make sense of problems and persevere in solving them.	6. Attend to precision.		4.MD.2 Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.
	7. Evaluating language choices	Describe the specific language writers or speakers use to present or support an idea (e.g., the specific vocabulary or phrasing used to provide evidence), with prompting and substantial support.	Describe how well writers or speakers use specific language resources to support an opinion or present an idea (e.g., whether the vocabulary or phrasing used to provide evidence is strong enough), with prompting and moderate support.	Describe how well writers and speakers use specific language resources to support an opinion or present an idea (e.g., the clarity or appealing nature of language used to present evidence), with prompting and light support.	1. Make sense of problems and persevere in solving them.	3. Construct viable arguments and critique the reasoning of others.		4.NF.3d Solve word problems involving addition and subtraction of fractions referring to the same whole and having like denominators, e.g., by using visual fraction models and equations to represent the problem.
	8. Analyzing language choices	Distinguish how different words with similar meanings produce different effects on the audience (e.g., describing a character's actions as whined versus said).	Distinguish how different words with similar meanings (e.g., describing a character as smart versus an expert) and figurative language (e.g., as big as a whale) produce shades of meaning and different effects on the audience.	Distinguish how different words with related meanings (e.g., fun versus entertaining versus thrilling, possibly versus certainly) and figurative language produce shades of meaning and different effects on the audience.	1. Make sense of problems and persevere in solving them.		6. Attend to precision.	[No corresponding standard]
C. Productive	9. Presenting	Plan and deliver brief oral presentations on a variety of topics and content areas (e.g., retelling a story, explaining a science process, reporting on a current event, recounting a memorable experience, and so on), with substantial support.	Plan and deliver longer oral presentations on a variety of topics and content areas (e.g., retelling a story, explaining a science process, reporting on a current event, recounting a memorable experience, and so on), with moderate support.	Plan and deliver oral presentations on a variety of topics in a variety of content areas (e.g., retelling a story, explaining a science process, reporting on a current event, recounting a memorable experience, and so on), with light support.	1. Make sense of problems and persevere in solving them.	3. Construct viable arguments and critique the reasoning of others.	6. Attend to precision.	4.OA.5 Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself. For example, given the rule "Add 3" and the starting number 1, generate terms in the resulting sequence and observe that the terms appear to alternate between odd and even numbers. Explain informally why the numbers will continue to alternate in this way.
	10. Composing/ Writing	a. Write short literary and informational texts (e.g., a description of a flashlight) collaboratively (e.g., joint construction of texts with an adult or with peers) and sometimes independently.	a. Write longer literary and informational texts (e.g., an explanatory text on how flashlights work) collaboratively (e.g., joint construction of texts with an adult or with peers) and with increasing independence using appropriate text organization.	a. Write longer and more detailed literary and informational texts (e.g., an explanatory text on how flashlights work) collaboratively (e.g., joint construction of texts with an adult or with peers) and independently using appropriate text organization and growing understanding of register.	1. Make sense of problems and persevere in solving them.	3. Construct viable arguments and critique the reasoning of others.	6. Attend to precision.	4.NBT.6 Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.
		b. Write brief summaries of texts and experiences using complete sentences and key words (e.g., from notes or graphic organizers).	b. Write increasingly concise summaries of texts and experiences using complete sentences and key words (e.g., from notes or graphic organizers).	b. Write clear and coherent summaries of texts and experiences using complete and concise sentences and key words (e.g., from notes or graphic organizers).	1. Make sense of problems and persevere in solving them.		6. Attend to precision.	4.MD.1 Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a twocolumn table. For example, know that 1 ft is 12 times as long as 1 in. Express the length of a 4 ft snake as 48 in. Generate a conversion table for feet and inches listing the number pairs (1, 12), (2, 24), (3, 36), ...

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	ELD Standard	**Emerging**	**Expanding**	**Bridging**	**Math Practice 1**	**Math Practice 3**	**Math Practice 6**	**Sample Math Content Standards**
C. Productive	11. Supporting opinions	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 events from text) or relevant background knowledge about content, with light support.	1. Make sense of problems and persevere in solving them.	3. Construct viable arguments and critique the reasoning of others.	6. Attend to precision.	4.NF.7 Compare two decimals to hundredths by reasoning about their size. Recognize that comparisons are valid only when the two decimals refer to the same whole. Record the results of comparisons with the symbols >, =, or <, and justify the conclusions, e.g., by using the number line or another visual model.
		b. Express ideas and opinions or temper statements using basic modal expressions (e.g., can, will, maybe).	b. Express attitude and opinions or temper statements with familiar modal expressions (e.g., maybe/probably, can/must).	b. Express attitude and opinions or temper statements with nuanced modal expressions (e.g., probably/certainly, should/would) and phrasing (e.g., In my opinion . . .).	1. Make sense of problems and persevere in solving them.	3. Construct viable arguments and critique the reasoning of others.		4.OA.3 Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.
	12. Selecting language resources	a. Use a select number of general academic and domain-specific words to create precision while speaking and writing.	a. Use a growing number of general academic and domain-specific words, synonyms, and antonyms to create precision and shades of meaning while speaking and writing.	a. Use a wide variety of general academic and domain-specific words, synonyms, antonyms, and figurative language to create precision and shades of meaning while speaking and writing.	1. Make sense of problems and persevere in solving them.		6. Attend to precision.	4.NF.1 Explain why a fraction a/b is equivalent to a fraction (n × a)/(n × b) by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions.
		b. Select a few frequently used affixes for accuracy and precision (e.g., She walks, I'm unhappy).	b. Select a growing number of frequently used affixes for accuracy and precision (e.g., She walked. He likes . . . , I'm unhappy).	b. Select a variety of appropriate affixes for accuracy and precision (e.g., She's walking. I'm uncomfortable. They left reluctantly).	1. Make sense of problems and persevere in solving them.		6. Attend to precision.	4.MD.1: Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two-column table. For example, know that 1 ft is 12 times as long as 1 in. Express the length of a 4 ft snake as 48 in. Generate a conversion table for feet and inches listing the number pairs (1, 12), (2, 24), (3, 36), ...

	CA ELD Standards - 5th Grade / Part I Interacting in Meaningful Ways							
	ELD Standard	**Emerging**	**Expanding**	**Bridging**	**Math Practice 1**	**Math Practice 3**	**Math Practice 6**	**Sample Math Content Standards**
A. Collaborative	1. Exchanging information and ideas	Contribute to conversations and express ideas by asking and answering yes-no and wh- questions and responding using short phrases.	Contribute to class, group, and partner discussions, including sustained dialogue, by following turn-taking rules, asking relevant questions, affirming others, and adding relevant information.	Contribute to class, group, and partner discussions, including sustained dialogue, by following turn-taking rules, asking relevant questions, affirming others, adding relevant information, building on responses, and providing useful feedback.	1. Make sense of problems and persevere in solving them.	3. Construct viable arguments and critique the reasoning of others.	6. Attend to precision.	5.NBT.2 Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10.
	2. Interacting via written English	Collaborate with peers on joint writing projects of short informational and literary texts, using technology where appropriate for publishing, graphics, and the like.	Collaborate with peers on joint writing projects of longer informational and literary texts, using technology where appropriate for publishing, graphics, and the like.	Collaborate with peers on joint writing projects of a variety of longer informational and literary texts, using technology where appropriate for publishing, graphics, and the like.	1. Make sense of problems and persevere in solving them.	3. Construct viable arguments and critique the reasoning of others.	6. Attend to precision.	5.G.2 Understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category. For example, all rectangles have four right angles and squares are rectangles, so all squares have four right angles. 5.G.3 Classify two-dimensional figures in a hierarchy based on properties.
	3. Offering opinions	Negotiate with or persuade others in conversations using basic learned phrases (e.g., I think . . .), as well as open responses, in order to gain and/or hold the floor.	Negotiate with or persuade others in conversations using an expanded set of learned phrases (e.g., I agree with X, but . . .), as well as open responses, in order to gain and/or hold the floor, provide counterarguments, and so on.	Negotiate with or persuade others in conversations using a variety of learned phrases (e.g., That's an interesting idea. However, . . .), as well as open responses, in order to gain and/or hold the floor, provide counterarguments, elaborate on an idea, and so on.	1. Make sense of problems and persevere in solving them.	3. Construct viable arguments and critique the reasoning of others.	6. Attend to precision.	5.NF.7 Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions. a. Interpret division of a unit fraction by a non-zero whole number, and compute such quotients. For example, create a story context for (1/3) ÷ 4, and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that (1/3) ÷ 4 = 1/12 because (1/12) × 4 = 1/3.
	4. Adapting language choices	Adjust language choices according to social setting (e.g., playground, classroom) and audience (e.g., peers, teacher), with substantial support.	Adjust language choices according to purpose (e.g., persuading, entertaining), task (e.g., telling a story versus explaining a science experiment), and audience, with moderate support.	Adjust language choices according to purpose, task (e.g., facilitating a science experiment), and audience, with light support.	1. Make sense of problems and persevere in solving them.	3. Construct viable arguments and critique the reasoning of others.	6. Attend to precision.	5.OA.2 Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them. For example, express the calculation “add 8 and 7, then multiply by 2” as 2 × (8 + 7). Recognize that 3 × (18932 + 921) is three times as large as 18932 + 921, without having to calculate the indicated sum or product.
B. Interpretive	5. Listening actively	Demonstrate active listening of read-alouds and oral presentations by asking and answering basic questions, with prompting and substantial support.	Demonstrate active listening of read-alouds and oral presentations by asking and answering detailed questions, with occasional prompting and moderate support.	Demonstrate active listening of read-alouds and oral presentations by asking and answering detailed questions, with minimal prompting and light support.	1. Make sense of problems and persevere in solving them.	3. Construct viable arguments and critique the reasoning of others.		5.NF.5 Interpret multiplication as scaling (resizing), by: a) Comparing the size of a product to the size of one factor on the basis of the size of the other factor, without performing the indicated multiplication. b) Explaining why multiplying a given number by a fraction greater than 1 results in a product greater than the given number (recognizing multiplication by whole numbers greater than 1 as a familiar case).

	CA ELD Standards - 5th Grade / Part I Interacting in Meaningful Ways							
	ELD Standard	**Emerging**	**Expanding**	**Bridging**	**Math Practice 1**	**Math Practice 3**	**Math Practice 6**	**Sample Math Content Standards**
B. Interpretive	6. Reading/viewing closely	a. Explain ideas, phenomena, processes, and text relationships (e.g., compare/contrast, cause/effect, problem/solution) based on close reading of a variety of grade-level texts and viewing of multimedia, with substantial support.	a. Explain ideas, phenomena, processes, and text relationships (e.g., compare/contrast, cause/effect, problem/solution) based on close reading of a variety of grade-level texts and viewing of multimedia, with moderate support.	a. Explain ideas, phenomena, processes, and text relationships (e.g., compare/contrast, cause/effect, problem/solution) based on close reading of a variety of grade-level texts and viewing of multimedia, with light support.	1. Make sense of problems and persevere in solving them.	3. Construct viable arguments and critique the reasoning of others.	6. Attend to precision.	5.OA.3 Generate two numerical patterns using two given rules. Identify apparent relationships between corresponding terms. Form ordered pairs consisting of corresponding terms from the two patterns, and graph the ordered pairs on a coordinate plane. For example, given the rule “Add 3” and the starting number 0, and given the rule “Add 6” and the starting number 0, generate terms in the resulting sequences, and observe that the terms in one sequence are twice the corresponding terms in the other sequence. Explain informally why this is so.
		b. Use knowledge of frequently-used affixes (e.g., un-, mis-), linguistic context, reference materials, and visual cues to determine the meaning of unknown words on familiar topics.	b. Use knowledge of morphology (e.g., affixes, roots, and base words), linguistic context, and reference materials to determine the meaning of unknown words on familiar and new topics.	b. Use knowledge of morphology (e.g., affixes, roots, and base words), linguistic context, and reference materials to determine the meaning of unknown words on familiar and new topics.	1. Make sense of problems and persevere in solving them.		6. Attend to precision.	5.NBT.3 - Read, write, and compare decimals to thousandths.
	7. Evaluating language choices	Describe the specific language writers or speakers use to present or support an idea (e.g., the specific vocabulary or phrasing used to provide evidence), with prompting and substantial support.	Explain how well writers and speakers use language resources to support an opinion or present an idea (e.g., whether the vocabulary used to provide evidence is strong enough, or if the phrasing used to signal a shift in meaning does this well), with moderate support.	Explain how well writers and speakers use specific language resources to support an opinion or present an idea (e.g., the clarity or appealing nature of language used to provide evidence or describe characters, or if the phrasing used to introduce a topic is appropriate), with light support.	1. Make sense of problems and persevere in solving them.	3. Construct viable arguments and critique the reasoning of others.		5.MD.3 Recognize volume as an attribute of solid figures and understand concepts of volume measurement. a. A cube with side length 1 unit, called a “unit cube,” is said to have “one cubic unit” of volume, and can be used to measure volume. b. A solid figure which can be packed without gaps or overlaps using n unit cubes is said to have a volume of n cubic units.
	8. Analyzing language choices	Distinguish how different words with similar meanings produce different effects on the audience (e.g., describing a character as angry versus furious).	Distinguish how different words with similar meanings (e.g., describing an event as sad versus tragic) and figurative language (e.g., she ran like a cheetah) produce shades of meaning and different effects on the audience.	Distinguish how different words with related meanings (e.g., fun versus thrilling, possibly versus certainly) and figurative language (e.g., the stream slithered through the parched land) produce shades of meaning and different effects on the audience.	1. Make sense of problems and persevere in solving them.		6. Attend to precision.	[No corresponding standard]
C. Productive	9. Presenting	Plan and deliver brief oral presentations on a variety of topics and content areas (e.g., providing a report on a current event, reciting a poem, recounting an experience, explaining a science process), with moderate support, such as graphic organizers.	Plan and deliver longer oral presentations on a variety of topics and content areas (e.g., providing an opinion speech on a current event, reciting a poem, recounting an experience, explaining a science process), with moderate support.	Plan and deliver oral presentations on a variety of topics in a variety of content areas (e.g., providing an opinion speech on a current event, reciting a poem, recounting an experience, explaining a science process), with light support.	1. Make sense of problems and persevere in solving them.	3. Construct viable arguments and critique the reasoning of others.	6. Attend to precision.	5.NBT.2 Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10.

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C. Productive	10. Composing/ Writing	a. Write short literary and informational texts (e.g., a description of a camel) collaboratively (e.g., joint construction of texts with an adult or with peers) and sometimes independently.	a. Write longer literary and informational texts (e.g., an informative report on different kinds of camels) collaboratively (e.g., joint construction of texts with an adult or with peers) and with increasing independence by using appropriate text organization.	a. Write longer and more detailed literary and informational texts (e.g., an explanation of how camels survive without water for a long time) collaboratively (e.g., joint construction of texts with an adult or with peers) and independently by using appropriate text organization and growing understanding of register.	1. Make sense of problems and persevere in solving them.	3. Construct viable arguments and critique the reasoning of others.	6. Attend to precision.	5.NF.5b Explaining why multiplying a given number by a fraction greater than 1 results in a product greater than the given number (recognizing multiplication by whole numbers greater than 1 as a familiar case); explaining why multiplying a given number by a fraction less than 1 results in a product smaller than the given number; and relating the principle of fraction equivalence a/b = (n×a)/(n×b) to the effect of multiplying a/b by 1.
		b. Write brief summaries of texts and experiences using complete sentences and key words (e.g., from notes or graphic organizers).	b. Write increasingly concise summaries of texts and experiences using complete sentences and key words (e.g., from notes or graphic organizers).	b. Write clear and coherent summaries of texts and experiences using complete and concise sentences and key words (e.g., from notes or graphic organizers).	1. Make sense of problems and persevere in solving them.		6. Attend to precision.	5.G.4 Classify two-dimensional figures in a hierarchy based on properties.
	11. Supporting opinions	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 from a text) 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., quoting the text directly or specific events from text) or relevant background knowledge about content, with mild support.	1. Make sense of problems and persevere in solving them.	3. Construct viable arguments and critique the reasoning of others.	6. Attend to precision.	5.NBT.7 Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.
		b. Express ideas and opinions or temper statements using basic modal expressions (e.g., can, has to, maybe).	b. Express attitude and opinions or temper statements with familiar modal expressions (e.g., maybe/probably, can/must).	b. Express attitude and opinions or temper statements with nuanced modal expressions (e.g., probably/certainly, should/would) and phrasing (e.g., In my opinion . . .).	1. Make sense of problems and persevere in solving them.	3. Construct viable arguments and critique the reasoning of others.		5.G.3 Understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category. For example, all rectangles have four right angles and squares are rectangles, so all squares have four right angles.
	12. Selecting language resources	a. Use a select number of general academic and domain-specific words to create precision while speaking and writing.	a. Use a growing number of general academic and domain-specific words, synonyms, and antonyms to create precision and shades of meaning while speaking and writing.	a. Use a wide variety of general academic and domain-specific words, synonyms, antonyms, and figurative language to create precision and shades of meaning while speaking and writing.	1. Make sense of problems and persevere in solving them.		6. Attend to precision.	5.NF.5 Interpret multiplication as scaling (resizing), by: a. Comparing the size of a product to the size of one factor on the basis of the size of the other factor, without performing the indicated multiplication.
		b. Select a few frequently used affixes for accuracy and precision (e.g., She walks, I'm unhappy).	b. Select a growing number of frequently used affixes for accuracy and precision (e.g., She walked. He likes . . . , I'm unhappy).	b. Select a variety of appropriate affixes for accuracy and precision (e.g., She's walking. I'm uncomfortable. They left reluctantly).	1. Make sense of problems and persevere in solving them.		6. Attend to precision.	5.NBT.2 Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10.

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	ELD Standard	**Emerging**	**Expanding**	**Bridging**	**Math Practice 1**	**Math Practice 3**	**Math Practice 6**	**Sample Math Content Standards**
A. Collaborative	1. Exchanging information and ideas	Engage in conversational exchanges and express ideas on familiar topics by asking and answering yes-no and wh-questions and responding using simple phrases.	Contribute to class, group, and partner discussions by following turn-taking rules, asking relevant questions, affirming others, adding relevant information, and paraphrasing key ideas.	Contribute to class, group, and partner discussions by following turn-taking rules, asking relevant questions, affirming others, adding relevant information and evidence, paraphrasing key ideas, building on responses, and providing useful feedback.	1. Make sense of problems and persevere in solving them.	3. Construct viable arguments and critique the reasoning of others.	6. Attend to precision.	6.SP.1 Recognize a statistical question as one that anticipates variability in the data related to the question and accounts for it in the answers. For example, “How old am I?” is not a statistical question, but “How old are the students in my school?” is a statistical question because one anticipates variability in students’ ages.
	2. Interacting via written English	Engage in short written exchanges with peers and collaborate on simple written texts on familiar topics, using technology when appropriate.	Engage in longer written exchanges with peers and collaborate on more detailed written texts on a variety of topics, using technology when appropriate.	Engage in extended written exchanges with peers and collaborate on complex written texts on a variety of topics, using technology when appropriate.	1. Make sense of problems and persevere in solving them.	3. Construct viable arguments and critique the reasoning of others.	6. Attend to precision.	6.EE.2a Write, read, and evaluate expressions in which letters stand for numbers. a. Write expressions that record operations with numbers and with letters standing for numbers. For example, express the calculation “Subtract y from 5” as 5 – y.
	3. Offering opinions	Negotiate with or persuade others in conversations (e.g., to gain and hold the floor or ask for clarification) using basic learned phrases (e.g., I think . . . , Would you please repeat that?), as well as open responses.	Negotiate with or persuade others in conversations (e.g., to provide counter-arguments) using an expanded set of learned phrases (I agree with X, but . . .), as well as open responses.	Negotiate with or persuade others in conversations using appropriate register (e.g., to reflect on multiple perspectives) using a variety of learned phrases, indirect reported speech (e.g., I heard you say X, and Gabriel just pointed out Y), as well as open responses.	1. Make sense of problems and persevere in solving them.	3. Construct viable arguments and critique the reasoning of others.	6. Attend to precision.	6.NS.5 Understand that positive and negative numbers are used together to describe quantities having opposite directions or values (e.g., temperature above/below zero, elevation above/below sea level, credits/debits, positive/negative electric charge); use positive and negative numbers to represent quantities in real-world contexts, explaining the meaning of 0 in each situation.
	4. Adapting language choices	Adjust language choices according to social setting (e.g., classroom, break time) and audience (e.g., peers, teacher).	Adjust language choices according to purpose (e.g., explaining, persuading, entertaining), task, and audience.	Adjust language choices according to task (e.g., facilitating a science experiment, providing peer feedback on a writing assignment), purpose, task, and audience.	1. Make sense of problems and persevere in solving them.	3. Construct viable arguments and critique the reasoning of others.	6. Attend to precision.	6.EE.2b Identify parts of an expression using mathematical terms (sum, term, product, factor, quotient, coefficient); view one or more parts of an expression as a single entity. For example, describe the expression 2 (8 + 7) as a product of two factors; view (8 + 7) as both a single entity and a sum of two terms.
B. Interpretive	5. Listening actively	Demonstrate active listening in oral presentation activities by asking and answering basic questions, with prompting and substantial support.	Demonstrate active listening in oral presentation activities by asking and answering detailed questions, with occasional prompting and moderate support.	Demonstrate active listening in oral presentation activities by asking and answering detailed questions, with minimal prompting and support.	1. Make sense of problems and persevere in solving them.	3. Construct viable arguments and critique the reasoning of others.		6.EE.7 Solve real-world and mathematical problems by writing and solving equations of the form x + p = q and px = q for cases in which p, q and x are all nonnegative rational numbers.

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B. Interpretive	6. Reading/viewing closely	a. Explain ideas, phenomena, processes, and text relationships (e.g., compare/contrast, cause/effect, problem/solution) based on close reading of a variety of grade-level texts and viewing of multimedia, with substantial support.	a. Explain ideas, phenomena, processes, and text relationships (e.g., compare/contrast, cause/effect, problem/solution) based on close reading of a variety of grade-level texts and viewing of multimedia, with moderate support.	a. Explain ideas, phenomena, processes, and text relationships (e.g., compare/contrast, cause/effect, problem/solution) based on close reading of a variety of grade-level texts and viewing of multimedia, with light support.	1. Make sense of problems and persevere in solving them.	3. Construct viable arguments and critique the reasoning of others.	6. Attend to precision.	6.SP.5 Summarize numerical data sets in relation to their context, such as by: a. Reporting the number of observations. b. Describing the nature of the attribute under investigation, including how it was measured and its units of measurement. c. Giving quantitative measures of center (median and/or mean) and variability (interquartile range and/or mean absolute deviation), as well as describing any overall pattern and any striking deviations from the overall pattern with reference to the context in which the data were gathered. d. Relating the choice of measures of center and variability to the shape of the data distribution and the context in which the data were gathered.
		b. Express inferences and conclusions drawn based on close reading of grade-level texts and viewing of multimedia using some frequently used verbs (e.g., shows that, based on).	b. Express inferences and conclusions drawn based on close reading of grade-level texts and viewing of multimedia using a variety of verbs (e.g., suggests that, leads to).	b. Express inferences and conclusions drawn based on close reading of grade-level texts and viewing of multimedia using a variety of precise academic verbs (e.g., indicates that, influences).	1. Make sense of problems and persevere in solving them.		6. Attend to precision.	6.NS.7a Interpret statements of inequality as statements about the relative position of two numbers on a number line diagram. For example, interpret –3 > –7 as a statement that –3 is located to the right of –7 on a number line oriented from left to right.
		c. Use knowledge of morphology (e.g., affixes, roots, and base words), context, reference materials, and visual cues to determine the meaning of unknown and multiple-meaning words on familiar topics.	c. Use knowledge of morphology (e.g., affixes, roots, and base words), context, reference materials, and visual cues to determine the meaning of unknown and multiple-meaning words on familiar and new topics.	c. Use knowledge of morphology (e.g., affixes, roots, and base words), context, reference materials, and visual cues to determine the meaning, including figurative and connotative meanings, of unknown and multiple-meaning words on a variety of new topics.	1. Make sense of problems and persevere in solving them.	3. Construct viable arguments and critique the reasoning of others.		6.EE.2b Write, read, and evaluate expressions in which letters stand for numbers. b. Identify parts of an expression using mathematical terms (sum, term, product, factor, quotient, coefficient); view one or more parts of an expression as a single entity. For example, describe the expression 2 (8 + 7) as a product of two factors; view (8 + 7) as both a single entity and a sum of two terms.]
	7. Evaluating language choices	Explain how well writers and speakers use language to support ideas and arguments with detailed evidence (e.g., identifying the precise vocabulary used to present evidence, or the phrasing used to signal a shift in meaning) with substantial support.	Explain how well writers and speakers use specific language to present ideas or support arguments and provide detailed evidence (e.g., showing the clarity of the phrasing used to present an argument) with moderate support.	Explain how well writers and speakers use specific language resources to present ideas or support arguments and provide detailed evidence (e.g., identifying the specific language used to present ideas and claims that are well supported and distinguishing them from those that are not) with light support.	1. Make sense of problems and persevere in solving them.	3. Construct viable arguments and critique the reasoning of others.		6.RP.1 Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities. For example, “The ratio of wings to beaks in the bird house at the zoo was 2:1, because for every 2 wings there was 1 beak.” “For every vote candidate A received, candidate C received nearly three votes.

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B. Interpretive	8. Analyzing language choices	Explain how phrasing or different common words with similar meaning (e.g., choosing to use the word cheap versus the phrase a good saver) produce different effects on the audience.	Explain how phrasing, different words with similar meaning (e.g., describing a character as stingy versus economical), or figurative language (e.g., The room was like a dank cave, littered with food wrappers, soda cans, and piles of laundry) produce shades of meaning and different effects on the audience.	Explain how phrasing, different words with similar meaning (e.g., stingy, economical, frugal, thrifty), or figurative language (e.g., The room was depressed and gloomy. The room was like a dank cave, littered with food wrappers, soda cans, and piles of laundry) produce shades of meaning, nuances, and different effects on the audience.	1. Make sense of problems and persevere in solving them.		6. Attend to precision.	[No corresponding standard]
C. Productive	9. Presenting	Plan and deliver brief oral presentations on a variety of topics and content areas.	Plan and deliver longer oral presentations on a variety of topics and content areas, using details and evidence to support ideas.	Plan and deliver longer oral presentations on a variety of topics and content areas, using reasoning and evidence to support ideas, as well as growing understanding of register.	1. Make sense of problems and persevere in solving them.	3. Construct viable arguments and critique the reasoning of others.	6. Attend to precision.	6.SP.5 Summarize numerical data sets in relation to their context, such as by: a. Reporting the number of observations. b. Describing the nature of the attribute under investigation, including how it was measured and its units of measurement. c. Giving quantitative measures of center (median and/or mean) and variability (interquartile range and/or mean absolute deviation), as well as describing any overall pattern and any striking deviations from the overall pattern with reference to the context in which the data were gathered. d. Relating the choice of measures of center and variability to the shape of the data distribution and the context in which the data were gathered.
	10. Composing/ Writing	a. Write short literary and informational texts (e.g., an argument for protecting the rain forests) collaboratively (e.g., with peers) and independently.	a. Write longer literary and informational texts (e.g., an argument for protecting the rain forests) collaboratively (e.g., with peers) and independently using appropriate text organization.	a. Write longer and more detailed literary and informational texts (e.g., an argument for protecting the rain forests) collaboratively (e.g., with peers) and independently using appropriate text organization and growing understanding of register.	1. Make sense of problems and persevere in solving them.	3. Construct viable arguments and critique the reasoning of others.	6. Attend to precision.	6.NS.7b Write, interpret, and explain statements of order for rational numbers in real-world contexts. For example, write –3 oC > –7 degrees C to express the fact that –3 degrees C is warmer than –7 degrees C.
		b. Write brief summaries of texts and experiences using complete sentences and key words (e.g., from notes or graphic organizers).	b. Write increasingly concise summaries of texts and experiences using complete sentences and key words (e.g., from notes or graphic organizers).	b. Write clear and coherent summaries of texts and experiences using complete and concise sentences and key words (e.g., from notes or graphic organizers).	1. Make sense of problems and persevere in solving them.		6. Attend to precision.	6.RP.3 Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations.

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C. Productive	11. Justifying/ arguing	a. Justify opinions by providing some textual evidence (e.g., quoting from the text) or relevant background knowledge, with substantial support.	a. Justify opinions or persuade others by providing relevant textual evidence (e.g., quoting from the text or referring to what the text says) or relevant background knowledge, with moderate support.	a. Justify opinions or persuade others by providing detailed and relevant textual evidence (e.g., quoting from the text directly or referring to specific textual evidence) or relevant background knowledge, with light support.	1. Make sense of problems and persevere in solving them.	3. Construct viable arguments and critique the reasoning of others.	6. Attend to precision.	6.EE.4 Identify when two expressions are equivalent (i.e., when the two expressions name the same number regardless of which value is substituted into them). For example, the expressions y + y + y and 3y are equivalent because they name the same number regardless of which number y stands for.
		b. Express attitude and opinions or temper statements with some basic modal expressions (e.g., can, has to).	b. Express attitude and opinions or temper statements with a variety of familiar modal expressions (e.g., maybe/probably, can/could, must).	b. Express attitude and opinions or temper statements with nuanced modal expressions (e.g., probably/certainly/definitely, should/would, might) and phrasing (e.g., In my opinion . . .).	1. Make sense of problems and persevere in solving them.	3. Construct viable arguments and critique the reasoning of others.		6.SP. 1 Recognize a statistical question as one that anticipates variability in the data related to the question and accounts for it in the answers. For example, “How old am I?” is not a statistical question, but “How old are the students in my school?” is a statistical question because one anticipates variability in students’ ages.
	12. Selecting language resources	a. Use a select number of general academic words (e.g., author, chart) and domain-specific words (e.g., scene, cell, fraction) to create some precision while speaking and writing.	a. Use a growing set of academic words (e.g., author, chart, global, affect), domain-specific words (e.g., scene, setting, plot, point of view, fraction, cell membrane, democracy), synonyms, and antonyms to create precision and shades of meaning while speaking and writing.	a. Use an expanded set of general academic words (e.g., affect, evidence, demonstrate, reluctantly), domain-specific words (e.g., scene, setting, plot, point of view, fraction, cell membrane, democracy), synonyms, antonyms, and figurative language to create precision and shades of meaning while speaking and writing.	1. Make sense of problems and persevere in solving them.		6. Attend to precision.	6.EE.2b Identify parts of an expression using mathematical terms (sum, term, product, factor, quotient, coefficient); view one or more parts of an expression as a single entity. For example, describe the expression 2 (8 + 7) as a product of two factors; view (8 + 7) as both a single entity and a sum of two terms.
		b. Use knowledge of morphology to appropriately select affixes in basic ways (e.g., She likes X).	b. Use knowledge of morphology to appropriately select affixes in a growing number of ways to manipulate language (e.g., She likes X. That’s impossible).	b. Use knowledge of morphology to appropriately select affixes in a variety of ways to manipulate language (e.g., changing observe -> observation, reluctant -> reluctantly, produce -> production, and so on).	1. Make sense of problems and persevere in solving them.		6. Attend to precision.	6.RP.2. Understand the concept of a unit rate a/b associated with a ratio a:b with b ≠ 0, and use rate language in the context of a ratio relationship. For example, “This recipe has a ratio of 3 cups of flour to 4 cups of sugar, so there is 3/4 cup of flour for each cup of sugar.” “We paid $75 for 15 hamburgers, which is a rate of $5 per hamburger.”

	CA ELD Standards 7th Grade / Part I Interacting in Meaningful Ways							
	ELD Standard	**Emerging**	**Expanding**	**Bridging**	**Math Practice 1**	**Math Practice 3**	**Math Practice 6**	**Sample Math Content Standards**
A. Collaborative	1. Exchanging information and ideas	Engage in conversational exchanges and express ideas on familiar topics by asking and answering yes-no and wh-questions and responding using simple phrases.	Contribute to class, group, and partner discussions by following turn-taking rules, asking relevant questions, affirming others, adding relevant information, and paraphrasing key ideas.	Contribute to class, group, and partner discussions by following turn-taking rules, asking relevant questions, affirming others, adding relevant information and evidence, paraphrasing key ideas, building on responses, and providing useful feedback.	1. Make sense of problems and persevere in solving them.	3. Construct viable arguments and critique the reasoning of others.	6. Attend to precision.	7.NS.1a Describe situations in which opposite quantities combine to make 0. For example, a hydrogen atom has 0 charge because its two constituents are oppositely charged.
	2. Interacting via written English	Engage in short written exchanges with peers and collaborate on simple written texts on familiar topics, using technology when appropriate.	Engage in longer written exchanges with peers and collaborate on more detailed written texts on a variety of topics, using technology when appropriate.	Engage in extended written exchanges with peers and collaborate on complex written texts on a variety of topics, using technology when appropriate.	1. Make sense of problems and persevere in solving them.	3. Construct viable arguments and critique the reasoning of others.	6. Attend to precision.	7.SP.8c Design and use a simulation to generate frequencies for compound events. For example, use random digits as a simulation tool to approximate the answer to the question: If 40% of donors have type A blood, what is the probability that it will take at least 4 donors to find one with type A blood?
	3. Supporting opinions and persuading others	Negotiate with or persuade others in conversations (e.g., to gain and hold the floor or ask for clarification) using learned phrases (e.g., I think . . . , Would you please repeat that?) and open responses.	Negotiate with or persuade others in conversations (e.g., to provide counter-arguments) using learned phrases (I agree with X, but . . .), and open responses.	Negotiate with or persuade others in conversations using appropriate register (e.g., to acknowledge new information) using a variety of learned phrases, indirect reported speech (e.g., I heard you say X, and I haven't thought about that before), and open responses.	1. Make sense of problems and persevere in solving them.	3. Construct viable arguments and critique the reasoning of others.	6. Attend to precision.	7.NS.1b Understand p + q as the number located a distance |q| from p, in the positive or negative direction depending on whether q is positive or negative. Show that a number and its opposite have a sum of 0 (are additive inverses). Interpret sums of rational numbers by describing real-world contexts. 7.NS.1c Understand subtraction of rational numbers as adding the additive inverse, p – q = p + (–q). Show that the distance between two rational numbers on the number line is the absolute value of their difference, and apply this principle in real-world contexts.
	4. Adapting language choices	Adjust language choices according to social setting (e.g., classroom, break time) and audience (e.g., peers, teacher).	Adjust language choices according to purpose (e.g., explaining, persuading, entertaining), task, and audience.	Adjust language choices according to task (e.g., facilitating a science experiment, providing peer feedback on a writing assignment), purpose, task, and audience.	1. Make sense of problems and persevere in solving them.	3. Construct viable arguments and critique the reasoning of others.	6. Attend to precision.	7.RP.2d Explain what a point (x, y) on the graph of a proportional relationship means in terms of the situation, with special attention to the points (0, 0) and (1, r) where r is the unit rate.
B. Interpretive	5. Listening actively	Demonstrate active listening in oral presentation activities by asking and answering basic questions, with prompting and substantial support.	Demonstrate active listening in oral presentation activities by asking and answering detailed questions, with occasional prompting and moderate support.	Demonstrate active listening in oral presentation activities by asking and answering detailed questions, with minimal prompting and support.	1. Make sense of problems and persevere in solving them.	3. Construct viable arguments and critique the reasoning of others.		7.G.6 Solve real-world and mathematical problems involving area, volume and surface area of two- and three-dimensional objects composed of triangles, quadrilaterals, polygons, cubes, and right prisms.

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	ELD Standard	**Emerging**	**Expanding**	**Bridging**	**Math Practice 1**	**Math Practice 3**	**Math Practice 6**	**Sample Math Content Standards**
B. Interpretive	6. Reading/viewing closely	a. Explain ideas, phenomena, processes, and text relationships (e.g., compare/contrast, cause/effect, problem/solution) based on close reading of a variety of grade-appropriate texts and viewing of multimedia, with substantial support.	a. Explain ideas, phenomena, processes, and text relationships (e.g., compare/contrast, cause/effect, problem/solution) based on close reading of a variety of grade-level texts and viewing of multimedia, with moderate support.	a. Explain ideas, phenomena, processes, and text relationships (e.g., compare/contrast, cause/effect, problem/solution) based on close reading of a variety of grade-level texts and viewing of multimedia, with light support.	1. Make sense of problems and persevere in solving them.	3. Construct viable arguments and critique the reasoning of others.		7.RP.2b Identify the constant of proportionality (unit rate) in tables, graphs, equations, diagrams, and verbal descriptions of proportional relationships.
		b. Express inferences and conclusions drawn based on close reading of grade-appropriate texts and viewing of multimedia using some frequently used verbs (e.g., shows that, based on).	b. Express inferences and conclusions drawn based on close reading of grade-appropriate texts and viewing of multimedia using a variety of verbs (e.g., suggests that, leads to).	b. Express inferences and conclusions drawn based on close reading of grade-level texts and viewing of multimedia using a variety of precise academic verbs (e.g., indicates that, influences).	1. Make sense of problems and persevere in solving them.		6. Attend to precision.	7.G.3 Describe the two-dimensional figures that result from slicing three dimensional figures, as in plane sections of right rectangular prisms and right rectangular pyramids.
		c. Use knowledge of morphology (e.g., affixes, roots, and base words), context, reference materials, and visual cues to determine the meaning of unknown and multiple-meaning words on familiar topics.	c. Use knowledge of morphology (e.g., affixes, roots, and base words), context, reference materials, and visual cues to determine the meaning of unknown and multiple-meaning words on familiar and new topics.	c. Use knowledge of morphology (e.g., affixes, roots, and base words), context, reference materials, and visual cues to determine the meaning, including figurative and connotative meanings, of unknown and multiple-meaning words on a variety of new topics.	1. Make sense of problems and persevere in solving them.		6. Attend to precision.	7.G.5 Use facts about supplementary, complementary, vertical, and adjacent angles in a multi-step problem to write and solve simple equations for an unknown angle in a figure.
	7. Evaluating language choices	Explain how well writers and speakers use language to support ideas and arguments with detailed evidence (e.g., identifying the precise vocabulary used to present evidence, or the phrasing used to signal a shift in meaning) when provided with substantial support.	Explain how well writers and speakers use specific language to present ideas of support arguments and provide detailed evidence (e.g., showing the clarity of the phrasing used to present an argument) when provided with moderate support.	Explain how well writers and speakers use specific language resources to present ideas or support arguments and provide detailed evidence (e.g., identifying the specific language used to present ideas and claims that are well supported and distinguishing them from those that are not) when provided with light support.	1. Make sense of problems and persevere in solving them.	3. Construct viable arguments and critique the reasoning of others.		7.SP.1 Understand that statistics can be used to gain information about a population by examining a sample of the population; generalizations about a population from a sample are valid only if the sample is representative of that population. Understand that random sampling tends to produce representative samples and support valid inferences.
	8. Analyzing language choices	Explain how phrasing or different common words with similar meaning (e.g., choosing to use the word polite versus good) produce different effects on the audience.	Explain how phrasing, different words with similar meaning (e.g., describing a character as diplomatic versus respectful) or figurative language (e.g., The wind blew through the valley like a furnace) produce shades of meaning and different effects on the audience.	Explain how phrasing, different words with similar meaning (e.g., refined-respectful-polite-diplomatic), or figurative language (e.g., The wind whispered through the night) produce shades of meaning, nuances, and different effects on the audience.	1. Make sense of problems and persevere in solving them.		6. Attend to precision.	[No coresponding standard]
C. Productive	9. Presenting	Plan and deliver brief informative oral presentations on familiar topics.	Plan and deliver longer oral presentations on a variety of topics, using details and evidence to support ideas.	Plan and deliver longer oral presentations on a variety of topics in a variety of disciplines, using reasoning and evidence to support ideas, as well as growing understanding of register.	1. Make sense of problems and persevere in solving them.	3. Construct viable arguments and critique the reasoning of others.	6. Attend to precision.	7.RP.3 Use proportional relationships to solve multistep ratio and percent problems. Examples: simple interest, tax, markups and markdowns, gratuities and commissions, fees, percent increase and decrease, percent error.

	CA ELD Standards 7th Grade / Part I Interacting in Meaningful Ways							
	ELD Standard	**Emerging**	**Expanding**	**Bridging**	**Math Practice 1**	**Math Practice 3**	**Math Practice 6**	**Sample Math Content Standards**
C. Productive	10. Writing	a. Write short literary and informational texts (e.g., an argument for wearing school uniforms) collaboratively (e.g., with peers) and independently.	a. Write longer literary and informational texts (e.g., an argument for wearing school uniforms) collaboratively (e.g., with peers) and independently using appropriate text organization.	a. Write longer and more detailed literary and informational texts (e.g., an argument for wearing school uniforms) collaboratively (e.g., with peers) and independently using appropriate text organization and growing understanding of register.	1. Make sense of problems and persevere in solving them.	3. Construct viable arguments and critique the reasoning of others.	6. Attend to precision.	7.G.3 Describe the two-dimensional figures that result from slicing three-dimensional figures, as in plane sections of right rectangular prisms and right rectangular pyramids.
		b. Write brief summaries of texts and experiences using complete sentences and key words (e.g., from notes or graphic organizers).	b. Write increasingly concise summaries of texts and experiences using complete sentences and key words (e.g., from notes or graphic organizers).	b. Write clear and coherent summaries of texts and experiences using complete and concise sentences and key words (e.g., from notes or graphic organizers).	1. Make sense of problems and persevere in solving them.		6. Attend to precision.	7.EE.4 Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities.
	11. Justifying/ arguing	a. Justify opinions by providing some textual evidence or relevant background knowledge, with substantial support.	a. Justify opinions or persuade others by providing relevant textual evidence or relevant background knowledge, with moderate support.	a. Justify opinions or persuade others by providing detailed and relevant textual evidence or relevant background knowledge, with light support.	1. Make sense of problems and persevere in solving them.	3. Construct viable arguments and critique the reasoning of others.	6. Attend to precision.	7.SP.2 Use data from a random sample to draw inferences about a population with an unknown characteristic of interest. Generate multiple samples (or simulated samples) of the same size to gauge the variation in estimates or predictions. For example, estimate the mean word length in a book by randomly sampling words from the book; predict the winner of a school election based on randomly sampled survey data. Gauge how far off the estimate or prediction might be.
		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/should).	b. Express attitude and opinions or temper statements with nuanced modal expressions (e.g., possibly/potentially/absolutely, should/might).	1. Make sense of problems and persevere in solving them.	3. Construct viable arguments and critique the reasoning of others.		7.SP.7 Develop a probability model and use it to find probabilities of events. Compare probabilities from a model to observed frequencies; if the agreement is not good, explain possible sources of the discrepancy.
	12. Selecting language resources	a. Use a select number of general academic words (e.g., cycle, alternative) and domain-specific words (e.g., scene, chapter, paragraph, cell) to create some precision while speaking and writing.	a. Use a growing set of academic words (e.g., cycle, alternative, indicate, process), domain-specific words (e.g., scene, soliloquy, sonnet, friction, monarchy, fraction), synonyms, and antonyms to create precision and shades of meaning while speaking and writing.	a. Use an expanded set of general academic words (e.g., cycle, alternative, indicate, process, emphasize, illustrate), domain-specific words (e.g., scene, soliloquy, sonnet, friction, monarchy, fraction), synonyms, antonyms, and figurative language to create precision and shades of meaning while speaking and writing.	1. Make sense of problems and persevere in solving them.		6. Attend to precision.	7.NS.2 Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers.
		b. Use knowledge of morphology to appropriately select affixes in basic ways (e.g., She likes X. He walked to school).	b. Use knowledge of morphology to appropriately select affixes in a growing number of ways to manipulate language (e.g., She likes walking to school. That's impossible).	b. Use knowledge of morphology to appropriately select affixes in a variety of ways to manipulate language (e.g., changing destroy -> destruction, probably - > probability, reluctant -> reluctantly).	1. Make sense of problems and persevere in solving them.		6. Attend to precision.	7.NS.1a. Describe situations in which opposite quantities combine to make 0. For example, a hydrogen atom has 0 charge because its two constituents are oppositely charged.

	CA ELD Standards - 8th Grade / Part I Interacting in Meaningful Ways							
	ELD Standard	**Emerging**	**Expanding**	**Bridging**	**Math Practice 1**	**Math Practice 3**	**Math Practice 6**	**Sample Math Content Standards**
A. Collaborative	1. Exchanging information and ideas	Engage in conversational exchanges and express ideas on familiar topics by asking and answering yes-no and wh-questions and responding using simple phrases.	Contribute to class, group, and partner discussions by following turn-taking rules, asking relevant questions, affirming others, adding relevant information, and paraphrasing key ideas.	Contribute to class, group, and partner discussions by following turn-taking rules, asking relevant questions, affirming others, adding relevant information and evidence, paraphrasing key ideas, building on responses, and providing useful feedback.	1. Make sense of problems and persevere in solving them.	3. Construct viable arguments and critique the reasoning of others.	6. Attend to precision.	8.SP.1 Construct and interpret scatter plots for bivariate measurement data to investigate patterns of association between two quantities. Describe patterns such as clustering, outliers, positive or negative association, linear association, and nonlinear association.
	2. Interacting via written English	Engage in short written exchanges with peers and collaborate on simple written texts on familiar topics, using technology when appropriate.	Engage in longer written exchanges with peers and collaborate on more detailed written texts on a variety of topics, using technology when appropriate.	Engage in extended written exchanges with peers and collaborate on complex written texts on a variety of topics, using technology when appropriate.	1. Make sense of problems and persevere in solving them.	3. Construct viable arguments and critique the reasoning of others.	6. Attend to precision.	8.F.5 Describe qualitatively the functional relationship between two quantities by analyzing a graph (e.g., where the function is increasing or decreasing, linear or nonlinear).
	3. Supporting opinions and persuading others	Negotiate with or persuade others in conversations (e.g., to gain and hold the floor or to ask for clarification) using learned phrases (e.g., I think . . . Would you please repeat that?) and open responses.	Negotiate with or persuade others in conversations (e.g., to provide counter-arguments) using learned phrases (I agree with X, but . . .) and open responses.	Negotiate with or persuade others in conversations using an appropriate register (e.g., to acknowledge new information and justify views) using a variety of learned phrases, indirect reported speech (e.g., I heard you say X, and that's a good point. I still think Y, though, because . . .) and open responses.	1. Make sense of problems and persevere in solving them.	3. Construct viable arguments and critique the reasoning of others.	6. Attend to precision.	8.EE.6 Use similar triangles to explain why the slope m is the same between any two distinct points on a non-vertical line in the coordinate plane; derive the equation y = mx for a line through the origin and the equation y = mx + b for a line intercepting the vertical axis at b.
	4. Adapting language choices	Adjust language choices according to social setting (e.g., classroom, break time) and audience (e.g., peers, teacher).	Adjust language choices according to purpose (e.g., explaining, persuading, entertaining), task, and audience.	Adjust language choices according to task (e.g., facilitating a science experiment, providing peer feedback on a writing assignment), purpose, and audience.	1. Make sense of problems and persevere in solving them.	3. Construct viable arguments and critique the reasoning of others.	6. Attend to precision.	8.SP.4 Construct and interpret scatter plots for bivariate measurement data to investigate patterns of association between two quantities. Describe patterns such as clustering, outliers, positive or negative association, linear association, and nonlinear association.
B. Interpretive	5. Listening actively	Demonstrate active listening in oral presentation activities by asking and answering basic questions, with prompting and substantial support.	Demonstrate active listening in oral presentation activities by asking and answering detailed questions, with occasional prompting and moderate support.	Demonstrate active listening in oral presentation activities by asking and answering detailed questions, with minimal prompting and support.	1. Make sense of problems and persevere in solving them.	3. Construct viable arguments and critique the reasoning of others.		8.SP.3 Use the equation of a linear model to solve problems in the context of bivariate measurement data, interpreting the slope and intercept. For example, in a linear model for a biology experiment, interpret a slope of 1.5 cm/hr as meaning that an additional hour of sunlight each day is associated with an additional 1.5 cm in mature plant height.
	6. Reading/viewing closely	a. Explain ideas, phenomena, processes, and text relationships (e.g., compare/contrast, cause/effect, problem/solution) based on close reading of a variety of grade-appropriate texts and viewing of multimedia, with substantial support.	a. Explain ideas, phenomena, processes, and text relationships (e.g., compare/contrast, cause/effect, problem/solution) based on close reading of a variety of grade-appropriate texts and viewing of multimedia, with moderate support.	a. Explain ideas, phenomena, processes, and text relationships (e.g., compare/contrast, cause/effect, problem/solution) based on close reading of a variety of grade-level texts and viewing of multimedia, with light support.	1. Make sense of problems and persevere in solving them.	3. Construct viable arguments and critique the reasoning of others.	6. Attend to precision.	8.F.2 Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). For example, given a linear function represented by a table of values and a linear function represented by an algebraic expression, determine which function has the greater rate of change.

	CA ELD Standards - 8th Grade / Part I Interacting in Meaningful Ways							
	ELD Standard	**Emerging**	**Expanding**	**Bridging**	**Math Practice 1**	**Math Practice 3**	**Math Practice 6**	**Sample Math Content Standards**
B. Interpretive		b. Express inferences and conclusions drawn based on close reading of grade-appropriate texts and viewing of multimedia using some frequently used verbs (e.g., shows that, based on).	b. Express inferences and conclusions drawn based on close reading grade-appropriate texts and viewing of multimedia using a variety of verbs (e.g., suggests that, leads to).	b. Express inferences and conclusions drawn based on close reading of grade-level texts and viewing of multimedia using a variety of precise academic verbs (e.g., indicates that, influences).	1. Make sense of problems and persevere in solving them.		6. Attend to precision.	8.EE.7a Give examples of linear equations in one variable with one solution, infinitely many solutions, or no solutions. Show which of these possibilities is the case by successively transforming the given equation into simpler forms, until an equivalent equation of the form x = a, a = a, or a = b results (where a and b are different numbers).
		c. Use knowledge of morphology (e.g., affixes, roots, and base words), context, reference materials, and visual cues to determine the meanings of unknown and multiple-meaning words on familiar topics.	c. Use knowledge of morphology (e.g., affixes, roots, and base words), context, reference materials, and visual cues to determine the meanings of unknown and multiple-meaning words on familiar and new topics.	c. Use knowledge of morphology (e.g., affixes, roots, and base words), context, reference materials, and visual cues to determine the meanings, including figurative and connotative meanings, of unknown and multiple-meaning words on a variety of new topics.	1. Make sense of problems and persevere in solving them.		6. Attend to precision.	8.G.4 Understand that a two-dimensional figure is similar to another if the second can be obtained from the first by a sequence of rotations, reflections, translations, and dilations; given two similar twodimensional figures, describe a sequence that exhibits the similarity between them.
	7. Evaluating language choices	Explain how well writers and speakers use language to support ideas and arguments with detailed evidence (e.g., identifying the precise vocabulary used to present evidence, or the phrasing used to signal a shift in meaning) when provided with substantial support.	Explain how well writers and speakers use specific language to present ideas or support arguments and provide detailed evidence (e.g., showing the clarity of the phrasing used to present an argument) when provided with moderate support.	Explain how well writers and speakers use specific language resources to present ideas or support arguments and provide detailed evidence (e.g., identifying the specific language used to present ideas and claims that are well supported and distinguishing them from those that are not) when provided with light support.	1. Make sense of problems and persevere in solving them.	3. Construct viable arguments and critique the reasoning of others.		8.F.2 Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). For example, given a linear function represented by a table of values and a linear function represented by an algebraic expression, determine which function has the greater rate of change.
	8. Analyzing language choices	Explain how phrasing or different common words with similar meanings (e.g., choosing to use the word persistent versus the term hard worker) produce different effects on the audience.	Explain how phrasing or different words with similar meanings (e.g., describing a character as stubborn versus persistent) or figurative language (e.g., Let me throw some light onto the topic) produce shades of meaning and different effects on the audience.	Explain how phrasing or different words with similar meanings (e.g., cunning versus smart, stammer versus say) or figurative language (e.g., Let me throw some light onto the topic) produce shades of meaning, nuances, and different effects on the audience.	1. Make sense of problems and persevere in solving them.		6. Attend to precision.	[No corresponding standard]
C. Productive	9. Presenting	Plan and deliver brief informative oral presentations on concrete topics.	Plan and deliver longer oral presentations on a variety of topics using details and evidence to support ideas.	Plan and deliver longer oral presentations on a variety of concrete and abstract topics using reasoning and evidence to support ideas and using a growing understanding of register.	1. Make sense of problems and persevere in solving them.	3. Construct viable arguments and critique the reasoning of others.	6. Attend to precision.	8.G.6 Explain a proof of the Pythagorean Theorem and its converse.
	10. Writing	a. Write short literary and informational texts (e.g., an argument about whether the government should fund research using stem cells) collaboratively (e.g., with peers) and independently.	a. Write longer literary and informational texts (e.g., an argument about whether the government should fund research using stem cells) collaboratively (e.g., with peers) and independently using appropriate text organization.	a. Write longer and more detailed literary and informational texts (e.g., an argument about whether the government should fund research using stem cells) collaboratively (e.g., with peers) and independently using appropriate text organization and growing understanding of register.	1. Make sense of problems and persevere in solving them.	3. Construct viable arguments and critique the reasoning of others.	6. Attend to precision.	8.G.2 Understand that a two-dimensional figure is congruent to another if the second can be obtained from the first by a sequence of rotations, reflections, and translations; given two congruent figures, describe a sequence that exhibits the congruence between them.

	CA ELD Standards - 8th Grade / Part I Interacting in Meaningful Ways							
	ELD Standard	**Emerging**	**Expanding**	**Bridging**	**Math Practice 1**	**Math Practice 3**	**Math Practice 6**	**Sample Math Content Standards**
C. Productive		b. Write brief summaries of texts and experiences using complete sentences and key words (e.g., from notes or graphic organizers).	b. Write increasingly concise summaries of texts and experiences using complete sentences and key words (e.g., from notes or graphic organizers).	b. Write clear and coherent summaries of texts and experiences using complete and concise sentences and key words (e.g., from notes or graphic organizers).	1. Make sense of problems and persevere in solving them.		6. Attend to precision.	8.F.4 Construct a function to model a linear relationship between two quantities. Determine the rate of change and initial value of the function from a description of a relationship or from two (x, y) values, including reading these from a table or from a graph. Interpret the rate of change and initial value of a linear function in terms of the situation it models, and in terms of its graph or a table of values.
	11. Justifying/ arguing	a. Justify opinions by providing some textual evidence or relevant background knowledge, with substantial support.	a. Justify opinions or persuade others by providing relevant textual evidence or relevant background knowledge, with moderate support.	a. Justify opinions or persuade others by providing detailed and relevant textual evidence or relevant background knowledge, with light support.	1. Make sense of problems and persevere in solving them.	3. Construct viable arguments and critique the reasoning of others.	6. Attend to precision.	8.EE.5 Graph proportional relationships, interpreting the unit rate as the slope of the graph. Compare two different proportional relationships represented in different ways. For example, compare a distance-time graph to a distance-time equation to determine which of two moving objects has greater speed.
		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., potentially/certainly/absolutely, should/might).	1. Make sense of problems and persevere in solving them.	3. Construct viable arguments and critique the reasoning of others.		8.SP.1 Construct and interpret scatter plots for bivariate measurement data to investigate patterns of association between two quantities. Describe patterns such as clustering, outliers, positive or negative association, linear association, and nonlinear association.
	12. Selecting language resources	a. Use a select number of general academic words (e.g., specific, contrast) and domain-specific words (e.g., scene, cell, fraction) to create some precision while speaking and writing.	a. Use a growing set of academic words (e.g., specific, contrast, significant, function), domain-specific words (e.g., scene, irony, suspense, analogy, cell membrane, fraction), synonyms, and antonyms to create precision and shades of meaning while speaking and writing.	a. Use an expanded set of general academic words (e.g., specific, contrast, significant, function, adequate, analysis), domain-specific words (e.g., scene, irony, suspense, analogy, cell membrane, fraction), synonyms, antonyms, and figurative language to create precision and shades of meaning while speaking and writing.	1. Make sense of problems and persevere in solving them.		6. Attend to precision.	8.F.1 Understand that a function is a rule that assigns to each input exactly one output. The graph of a function is the set of ordered pairs consisting of an input and the corresponding output.
		b. Use knowledge of morphology to appropriately select affixes in basic ways (e.g., She likes X. He walked to school).	b. Use knowledge of morphology to appropriately select affixes in a growing number of ways to manipulate language (e.g., She likes walking to school. That's impossible).	b. Use knowledge of morphology to appropriately select affixes in a variety of ways to manipulate language (e.g., changing destroy -> destruction, probably -> probability, reluctant -> reluctantly).	1. Make sense of problems and persevere in solving them.		6. Attend to precision.	8.G.6 Explain a proof of the Pythagorean Theorem and its converse.

	CA ELD Standards 9th-10th Grade / Part I Interacting in Meaningful Ways							
	ELD Standard	**Emerging**	**Expanding**	**Bridging**	**Math Practice 1**	**Math Practice 3**	**Math Practice 6**	**Sample Math Content Standards**
A. Collaborative	1. Exchanging information and ideas	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.	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.	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.	1. Make sense of problems and persevere in solving them.	3. Construct viable arguments and critique the reasoning of others.	6. Attend to precision.	G.MG.1 Use geometric shapes, their measures, and their properties to describe objects (e.g., modeling a tree trunk or a human torso as a cylinder). F.TF.2 Explain how the unit circle in the coordinate plane enables the extension of trigonometric functions to all real numbers, interpreted as radian measures of angles traversed counterclockwise around the unit circle.
	2. Interacting via written English	Collaborate with peers to engage in short, grade-appropriate written exchanges and writing projects, using technology as appropriate.	Collaborate with peers to engage in increasingly complex grade-appropriate written exchanges and writing projects, using technology as appropriate.	Collaborate with peers to engage in a variety of extended written exchanges and complex grade-appropriate writing projects, using technology as appropriate.	1. Make sense of problems and persevere in solving them.	3. Construct viable arguments and critique the reasoning of others.	6. Attend to precision.	G.CO.12 Make formal geometric constructions with a variety of tools and methods (compass and straightedge, string, reflective devices, paper folding, dynamic geometric software, etc.). Copying a segment; copying an angle; bisecting a segment; bisecting an angle; constructing perpendicular lines, including the perpendicular bisector of a line segment; and constructing a line parallel to a given line through a point not on the line. S.ID.4 Use the mean and standard deviation of a data set to fit it to a normal distribution and to estimate population percentages. Recognize that there are data sets for which such a procedure is not appropriate. Use calculators, spreadsheets, and tables to estimate areas under the normal curve.
	3. Supporting opinions and persuading others	Negotiate with or persuade others in conversations using learned phrases (e.g., Would you say that again? I think . . .), as well as open responses to express and defend opinions.	Negotiate with or persuade others in conversations (e.g., to provide counter-arguments) using a growing number of learned phrases (I see your point, but . . .) and open responses to express and defend nuanced opinions.	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 heard you say X, and I haven't thought about that before. However . . .), and open responses to express and defend nuanced opinions.	1. Make sense of problems and persevere in solving them.	3. Construct viable arguments and critique the reasoning of others.	6. Attend to precision.	A.APR.4 Prove polynomial identities and use them to describe numerical relationships. For example, the polynomial identity (x2 + y2)2 = (x2 – y2)2 + (2xy)2 can be used to generate Pythagorean triples. N.RN.1 Explain how the definition of the meaning of rational exponents follows from extending the properties of integer exponents to those values, allowing fo a notation for radicals in terms of rational exponents. For example, we define 51/3 to be the cube root of 5 because we want (51/3)3 = 5(1/3)3 to hold, so (51/3)3 must equal 5.
	4. Adapting language choices	Adjust language choices according to the context (e.g., classroom, community) and audience (e.g., peers, teachers).	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).	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).	1. Make sense of problems and persevere in solving them.	3. Construct viable arguments and critique the reasoning of others.	6. Attend to precision.	N.CN.7 Solve quadratic equations with real coefficients that have complex solutions. G.GMD.4 Identify the shapes of two-dimensional cross-sections of three-dimensional objects, and identify three-dimensional objects generated by rotations of two-dimensional objects.

	CA ELD Standards 9th-10th Grade / Part I Interacting in Meaningful Ways							
	ELD Standard	**Emerging**	**Expanding**	**Bridging**	**Math Practice 1**	**Math Practice 3**	**Math Practice 6**	**Sample Math Content Standards**
B. Interpretive	5. Listening actively	Demonstrate comprehension of oral presentations and discussions on familiar social and academic topics by asking and answering questions, with prompting and substantial support.	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.	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.	1. Make sense of problems and persevere in solving them.	3. Construct viable arguments and critique the reasoning of others.		F.IF.9 Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). For example, given a graph of one quadratic function and an algebraic expression for another, say which has the larger maximum. S.CP.5 Recognize and explain the concepts of conditional probability and independence in everyday language and everyday situations. For example, compare the chance of having lung cancer if you are a smoker with the chance of being a smoker if you have lung cancer.
	6. Reading/viewing closely	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.	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.	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.	1. Make sense of problems and persevere in solving them.	3. Construct viable arguments and critique the reasoning of others.	6. Attend to precision.	S.MD.5b Evaluate and compare strategies on the basis of expected values. For example, compare a high-deductible versus a low-deductible automobile insurance policy using various, but reasonable, chances of having a minor or a major accident. S.IC.3 Recognize the purposes of and differences among sample surveys, experiments, and observational studies; explain how randomization relates to each.
		b. Explain inferences and conclusions drawn from close reading of grade-appropriate texts and viewing of multimedia using familiar verbs (e.g., seems that).	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., indicates that, suggests, as a result).	b. Explain inferences and conclusions drawn from close reading of grade-level texts and viewing of multimedia using a variety of verbs and adverbials (e.g., creates the impression that, consequently).	1. Make sense of problems and persevere in solving them.		6. Attend to precision.	G.MG.3 Apply geometric methods to solve design problems (e.g., designing an object or structure to satisfy physical constraints or minimize cost; working with typographic grid systems based on ratios). S.ID.3 Interpret differences in shape, center, and spread in the context of the data sets, accounting for possible effects of extreme data points (outliers).
		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.	1. Make sense of problems and persevere in solving them.		6. Attend to precision.	F.IF.9 Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). For example, given a graph of one quadratic function and an algebraic expression for another, say which has the larger maximum.

	CA ELD Standards 9th-10th Grade / Part I Interacting in Meaningful Ways							
	ELD Standard	**Emerging**	**Expanding**	**Bridging**	**Math Practice 1**	**Math Practice 3**	**Math Practice 6**	**Sample Math Content Standards**
B. Interpretive	7. Evaluating language choices	Explain how successfully writers and speakers structure texts and use language (e.g., specific word or phrasing choices) to persuade the reader (e.g., by providing evidence to support claims or connecting points in an argument) or create other specific effects, with substantial support.	Explain how successfully writers and speakers structure texts and use language (e.g., specific word or phrasing choices) to persuade the reader (e.g., by providing well-worded evidence to support claims or connecting points in an argument in specific ways) or create other specific effects, with moderate support.	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.	1. Make sense of problems and persevere in solving them.	3. Construct viable arguments and critique the reasoning of others.		G.SRT.2 Given two figures, use the definition of similarity in terms of similarity transformations to decide if they are similar; explain using similarity transformations the meaning of similarity for triangles as the equality of all corresponding pairs of angles and the proportionality of all corresponding pairs of sides. S.CP.5 Recognize and explain the concepts of conditional probability and independence in everyday language and everyday situations.
	8. Analyzing language choices	Explain how a writer's or speaker's choice of phrasing or specific words (e.g., describing a character or action as aggressive versus bold) produces nuances and different effects on the audience.	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.	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.	1. Make sense of problems and persevere in solving them.		6. Attend to precision.	[No corresponding standard]
C. Productive	9. Presenting	Plan and deliver brief oral presentations and reports on grade-appropriate topics that present evidence and facts to support ideas.	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.	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.	1. Make sense of problems and persevere in solving them.	3. Construct viable arguments and critique the reasoning of others.	6. Attend to precision.	G.CO.3 Given a rectangle, parallelogram, trapezoid, or regular polygon, describe the rotations and reflections that carry it onto itself. S.IC.3 Recognize the purposes of and differences among sample surveys, experiments, and observational studies; explain how randomization relates to each.
	10. Writing	a. Write short literary and informational texts (e.g., an argument about water rights) collaboratively (e.g., with peers) and independently.	a. Write longer literary and informational texts (e.g., an argument about water rights) collaboratively (e.g., with peers) and independently by using appropriate text organization and growing understanding of register.	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.	1. Make sense of problems and persevere in solving them.	3. Construct viable arguments and critique the reasoning of others.	6. Attend to precision.	F.BF.1b Combine standard function types using arithmetic operations. For example, build a function that models the temperature of a cooling body by adding a constant function to a decaying exponential, and relate these functions to the model. S.CP.4 Construct and interpret two-way frequency tables of data when two categories are associated with each object being classified. Use the two-way table as a sample space to decide if events are independent and to approximate conditional probabilities. For example, collect data from a random sample of students in your school on their favorite subject among math, science, and English. Estimate the probability that a randomly selected student from your school will favor science given that the student is in tenth grade. Do the same for other subjects and compare the results.

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	ELD Standard	**Emerging**	**Expanding**	**Bridging**	**Math Practice 1**	**Math Practice 3**	**Math Practice 6**	**Sample Math Content Standards**
C. Productive		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).	1. Make sense of problems and persevere in solving them.		6. Attend to precision.	F.IF.7a Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases. Graph linear and quadratic functions and show intercepts, maxima, and minima. S.ID.6a Represent data on two quantitative variables on a scatter plot, and describe how the variables are related. Fit a function to the data; use functions fitted to data to solve problems in the context of the data. Use given functions or choose a function suggested by the context. Emphasize linear, quadratic, and exponential models.
	11. Justifying/ arguing	a. Justify opinions by articulating some relevant textual evidence or background knowledge, with visual support.	a. Justify opinions and positions or persuade others by making connections between ideas and articulating relevant textual evidence or background knowledge.	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.	1. Make sense of problems and persevere in solving them.	3. Construct viable arguments and critique the reasoning of others.	6. Attend to precision.	A.EI.1 Explain each step in solving a simple equation as following from the equality of numbers asserted at the previous step, starting from the assumption that the original equation has a solution. Construct a viable argument to justify a solution method. S.IC.6 Evaluate reports based on data
		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).	1. Make sense of problems and persevere in solving them.	3. Construct viable arguments and critique the reasoning of others.		N.Q.2 Define appropriate quantities for the purpose of descriptive modeling. A.SSE.1a Interpret expressions that represent a quantity in terms of its context. Interpret parts of an expression, such as terms, factors, and coefficients.
	12. Selecting language resources	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.	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.	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.	1. Make sense of problems and persevere in solving them.		6. Attend to precision.	N.RN.3 Explain why the sum or product of two rational numbers is rational; that the sum of a rational number and an irrational number is irrational; and that the product of a nonzero rational number and an irrational number is irrational. F.IF.8a Write a function defined by an expression in different but equivalent forms to reveal and explain different properties of the function. Use the process of factoring and completing the square in a quadratic function to show zeros, extreme values, and symmetry of the graph, and interpret these in terms of a context.
		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 unbranched).	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).	1. Make sense of problems and persevere in solving them.		6. Attend to precision.	G.CO.1 Know precise definitions of angle, circle, perpendicular line, parallel line, and line segment, based on the undefined notions of point, line, distance along a line, and distance around a circular arc.

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	ELD Standard	**Emerging**	**Expanding**	**Bridging**	**Math Practice 1**	**Math Practice 3**	**Math Practice 6**	**Sample Math Content Standards**
A. Collaborative	1. Exchanging information and ideas	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.	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.	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.	1. Make sense of problems and persevere in solving them.	3. Construct viable arguments and critique the reasoning of others.	6. Attend to precision.	G.MG.1 Use geometric shapes, their measures, and their properties to describe objects (e.g., modeling a tree trunk or a human torso as a cylinder). F.TF.2 Explain how the unit circle in the coordinate plane enables the extension of trigonometric functions to all real numbers, interpreted as radian measures of angles traversed counterclockwise around the unit circle.
	2. Interacting via written English	Collaborate with peers to engage in short, grade-appropriate written exchanges and writing projects, using technology as appropriate.	Collaborate with peers to engage in increasingly complex grade-appropriate written exchanges and writing projects, using technology as appropriate.	Collaborate with peers to engage in a variety of extended written exchanges and complex grade-appropriate writing projects, using technology as appropriate.	1. Make sense of problems and persevere in solving them.	3. Construct viable arguments and critique the reasoning of others.	6. Attend to precision.	G.CO.12 Make formal geometric constructions with a variety of tools and methods (compass and straightedge, string, reflective devices, paper folding, dynamic geometric software, etc.). Copying a segment; copying an angle; bisecting a segment; bisecting an angle; constructing perpendicular lines, including the perpendicular bisector of a line segment; and constructing a line parallel to a given line through a point not on the line. S.ID.4 Use the mean and standard deviation of a data set to fit it to a normal distribution and to estimate population percentages. Recognize that there are data sets for which such a procedure is not appropriate. Use calculators, spreadsheets, and tables to estimate areas under the normal curve.
	3. Supporting opinions and persuading others	Negotiate with or persuade others in conversations (e.g., ask for clarification or repetition) using learned phrases (e.g., Could you repeat that please? I believe . . .) and open responses to express and defend opinions.	Negotiate with and persuade others (e.g., by presenting counter-arguments) in discussions and conversations using learned phrases (e.g., You make a valid point, but my view is . . .) and open responses to express and defend nuanced opinions.	Negotiate with or persuade others in discussions and conversations in appropriate registers (e.g., to acknowledge new information and politely offer a counterpoint) using a variety of learned phrases (e.g., You postulate that X. However, I've reached a different conclusion on this issue.) and open responses to express and defend nuanced opinions.	1. Make sense of problems and persevere in solving them.	3. Construct viable arguments and critique the reasoning of others.	6. Attend to precision.	A.APR.4 Prove polynomial identities and use them to describe numerical relationships. For example, the polynomial identity (x2 + y2)2 = (x2 – y2)2 + (2xy)2 can be used to generate Pythagorean triples. N.RN.1 Explain how the definition of the meaning of rational exponents follows from extending the properties of integer exponents to those values, allowing fo a notation for radicals in terms of rational exponents. For example, we define 51/3 to be the cube root of 5 because we want (51/3)3 = 5(1/3)3 to hold, so (51/3)3 must equal 5.
	4. Adapting language choices	Adjust language choices according to the context (e.g., classroom, community) and audience (e.g., peers, teachers).	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).	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).	1. Make sense of problems and persevere in solving them.	3. Construct viable arguments and critique the reasoning of others.	6. Attend to precision.	N.CN.7 Solve quadratic equations with real coefficients that have complex solutions. G.GMD.4 Identify the shapes of two-dimensional cross-sections of three-dimensional objects, and identify three-dimensional objects generated by rotations of two-dimensional objects.

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	ELD Standard	**Emerging**	**Expanding**	**Bridging**	**Math Practice 1**	**Math Practice 3**	**Math Practice 6**	**Sample Math Content Standards**
B. Interpretive	5. Listening actively	Demonstrate comprehension of oral presentations and discussions on familiar social and academic topics by asking and answering questions with prompting and substantial support.	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.	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.	1. Make sense of problems and persevere in solving them.	3. Construct viable arguments and critique the reasoning of others.		F.IF.9 Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). For example, given a graph of one quadratic function and an algebraic expression for another, say which has the larger maximum. S.CP.5 Recognize and explain the concepts of conditional probability and independence in everyday language and everyday situations. For example, compare the chance of having lung cancer if you are a smoker with the chance of being a smoker if you have lung cancer.
	6. Reading/viewing closely	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 phrases, short sentences, and a select set of general academic and domain-specific words.	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 a range of general academic and domain-specific words.	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 precise general academic and domain-specific words.	1. Make sense of problems and persevere in solving them.	3. Construct viable arguments and critique the reasoning of others.	6. Attend to precision.	S.MD.5b Evaluate and compare strategies on the basis of expected values. For example, compare a high-deductible versus a low-deductible automobile insurance policy using various, but reasonable, chances of having a minor or a major accident. S.IC.3 Recognize the purposes of and differences among sample surveys, experiments, and observational studies; explain how randomization relates to each.
		b. Explain inferences and conclusions drawn from close reading of grade-appropriate texts and viewing of multimedia, using familiar verbs (e.g., seems that).	b. Explain inferences and conclusions drawn from close reading of grade-appropriate texts and viewing of multimedia using a variety of verbs and adverbials (e.g., indicates that, suggests, as a result).	b. Explain inferences and conclusions drawn from close reading of grade-level texts and viewing of multimedia using a variety of verbs and adverbials (e.g., creates the impression that, consequently).	1. Make sense of problems and persevere in solving them.		6. Attend to precision.	G.MG.3 Apply geometric methods to solve design problems (e.g., designing an object or structure to satisfy physical constraints or minimize cost; working with typographic grid systems based on ratios). S.ID.3 Interpret differences in shape, center, and spread in the context of the data sets, accounting for possible effects of extreme data points (outliers).
		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.	1. Make sense of problems and persevere in solving them.		6. Attend to precision.	F.IF.9 Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). For example, given a graph of one quadratic function and an algebraic expression for another, say which has the larger maximum.

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	ELD Standard	**Emerging**	**Expanding**	**Bridging**	**Math Practice 1**	**Math Practice 3**	**Math Practice 6**	**Sample Math Content Standards**
B. Interpretive	7. Evaluating language choices	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.	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.	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.	1. Make sense of problems and persevere in solving them.	3. Construct viable arguments and critique the reasoning of others.		G.SRT.2 Given two figures, use the definition of similarity in terms of similarity transformations to decide if they are similar; explain using similarity transformations the meaning of similarity for triangles as the equality of all corresponding pairs of angles and the proportionality of all corresponding pairs of sides. S.CP.5 Recognize and explain the concepts of conditional probability and independence in everyday language and everyday situations.
	8. Analyzing language choices	Explain how a writer's or speaker's choice of phrasing or specific words (e.g., describing a character or action as aggressive versus bold) produces nuances or different effects on the audience.	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.	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.	1. Make sense of problems and persevere in solving them.		6. Attend to precision.	[No corresponding standard]
C. Productive	9. Presenting	Plan and deliver brief oral presentations and reports on grade-appropriate topics that present evidence and facts to support ideas.	Plan and deliver a variety of oral presentations and reports on grade-appropriate topics that present evidence and facts to support ideas using growing understanding of register.	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 reasoning, and are delivered using an appropriate level of formality and understanding of register.	1. Make sense of problems and persevere in solving them.	3. Construct viable arguments and critique the reasoning of others.	6. Attend to precision.	G.CO.3 Given a rectangle, parallelogram, trapezoid, or regular polygon, describe the rotations and reflections that carry it onto itself. S.IC.3 Recognize the purposes of and differences among sample surveys, experiments, and observational studies; explain how randomization relates to each.
	10. Writing	a. Write short literary and informational texts (e.g., an argument about free speech) collaboratively (e.g., with peers) and independently.	a. Write longer literary and informational texts (e.g., an argument about free speech) collaboratively (e.g., with peers) and independently using appropriate text organization and growing understanding of register.	a. Write longer and more detailed literary and informational texts (e.g., an argument about free speech) collaboratively (e.g., with peers) and independently using appropriate text organization and register.	1. Make sense of problems and persevere in solving them.	3. Construct viable arguments and critique the reasoning of others.	6. Attend to precision.	F.BF.1b Combine standard function types using arithmetic operations. For example, build a function that models the temperature of a cooling body by adding a constant function to a decaying exponential, and relate these functions to the model. S.CP.4 Construct and interpret two-way frequency tables of data when two categories are associated with each object being classified. Use the two-way table as a sample space to decide if events are independent and to approximate conditional probabilities. For example, collect data from a random sample of students in your school on their favorite subject among math, science, and English. Estimate the probability that a randomly selected student from your school will favor science given that the student is in tenth grade. Do the same for other subjects and compare the results.

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	ELD Standard	**Emerging**	**Expanding**	**Bridging**	**Math Practice 1**	**Math Practice 3**	**Math Practice 6**	**Sample Math Content Standards**
C. Productive		b. Write brief summaries of texts and experiences using complete sentences and key words (e.g., from notes or graphic organizers).	b. Write increasingly concise summaries of texts and experiences using complete sentences and key words (e.g., from notes or graphic organizers).	b. Write clear and coherent summaries of texts and experiences using complete and concise sentences and key words (e.g., from notes or graphic organizers).	1. Make sense of problems and persevere in solving them.		6. Attend to precision.	F.IF.7a Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases. Graph linear and quadratic functions and show intercepts, maxima, and minima. S.ID.6a Represent data on two quantitative variables on a scatter plot, and describe how the variables are related. Fit a function to the data; use functions fitted to data to solve problems in the context of the data. Use given functions or choose a function suggested by the context. Emphasize linear, quadratic, and exponential models.
	11. Justifying/ arguing	a. Justify opinions by articulating some textual evidence or background knowledge with visual support.	a. Justify opinions and positions or persuade others by making connections between ideas and articulating relevant textual evidence or background knowledge.	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.	1. Make sense of problems and persevere in solving them.	3. Construct viable arguments and critique the reasoning of others.	6. Attend to precision.	A.EI.1 Explain each step in solving a simple equation as following from the equality of numbers asserted at the previous step, starting from the assumption that the original equation has a solution. Construct a viable argument to justify a solution method. S.IC.6 Evaluate reports based on data.
		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).	1. Make sense of problems and persevere in solving them.	3. Construct viable arguments and critique the reasoning of others.		N.Q.2 Define appropriate quantities for the purpose of descriptive modeling. A.SSE.1a Interpret expressions that represent a quantity in terms of its context. Interpret parts of an expression, such as terms, factors, and coefficients.
	12. Selecting language resources	a. Use familiar general academic (e.g., temperature, document) and domain-specific (e.g., cell, the Depression) words to create clear spoken and written texts.	a. Use an increasing variety of grade-appropriate general academic (e.g., fallacy, dissuade) and domain-specific (e.g., chromosome, federalism) academic words accurately and appropriately when producing increasingly complex written and spoken texts.	a. Use a variety of grade-appropriate general (e.g., alleviate, salutary) and domain-specific (e.g., soliloquy, microorganism) academic words and phrases, including persuasive language, accurately and appropriately when producing complex written and spoken texts.	1. Make sense of problems and persevere in solving them.		6. Attend to precision.	N.RN.3 Explain why the sum or product of two rational numbers is rational; that the sum of a rational number and an irrational number is irrational; and that the product of a nonzero rational number and an irrational number is irrational. F.IF.8a Write a function defined by an expression in different but equivalent forms to reveal and explain different properties of the function. Use the process of factoring and completing the square in a quadratic function to show zeros, extreme values, and symmetry of the graph, and interpret these in terms of a context.
		b. Use knowledge of morphology to appropriately select basic affixes (e.g., The news media relies on official sources.).	b. Use knowledge of morphology to appropriately select affixes in a growing number of ways to manipulate language (e.g., The cardiac muscle works continuously.).	b. Use knowledge of morphology to appropriately select affixes in a variety of ways to manipulate language (e.g., changing inaugurate to inauguration).	1. Make sense of problems and persevere in solving them.		6. Attend to precision.	G.CO.1 Know precise definitions of angle, circle, perpendicular line, parallel line, and line segment, based on the undefined notions of point, line, distance along a line, and distance around a circular arc.