

## Appendix D: Correspondence between CA ELD Standards and CA NGSS

CA ELD Standards - Kindergarten / Part I Interacting in Meaningful Ways													
ELD Standard		Emerging	Expanding	Bridging	SEP 1	SEP 2	SEP 3	SEP 4	SEP 5	SEP 6	SEP 7	SEP 8	
					1. Asking questions (for science) and defining problems (for engineering)	2. Developing and using models	3. Planning and carrying out investigations	4. Analyzing and interpreting data	5. Using mathematics and computational thinking	6. Constructing explanations (for science) and designing solutions (for engineering)	7. Engaging in argument from evidence	8. Obtaining, evaluating, and communicating information	
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.	K-ESS3-2 K-2-ETS1-1	[Part I ELD Standard 1 corresponds to all 8 practices.]							
	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.		K-ESS3-1	K-PS2-1		K-ESS2-1	K-LS1-1 K-PS3-2	K-ESS2-2	K-ESS3-3 K-2-ETS1-1 K-2-ETS1-2	
	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.	K-ESS3-2 K-2ETS1-1						K-ESS2-2		
	4. Adapting language choices	No standard for kindergarten.	No standard for kindergarten.	No standard for kindergarten.	n/a	n/a	n/a	n/a	n/a	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.	K-ESS3-2 K-2-ETS1-1			K-ESS2-1 K-PS2-2			K-ESS2-2	K-LS 1-1	
	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.	K-ESS3-2			K-LS1-1 K-ESS2-1 K-PS2-2	K-PS3-2	K-PS3-2			
	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.	Students adjust, evaluate, and analyze language choices in carrying out all PEs above when they are communicating about science.								
	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.	Students adjust, evaluate, and analyze language choices in carrying out all PEs above when they are communicating about science.								

CA ELD Standards - Kindergarten / Part I Interacting in Meaningful Ways													
	ELD Standard	Emerging	Expanding	Bridging	SEP 1	SEP 2	SEP 3	SEP 4	SEP 5	SEP 6	SEP 7	SEP 8	
					1. Asking questions (for science) and defining problems (for engineering)	2. Developing and using models	3. Planning and carrying out investigations	4. Analyzing and interpreting data	5. Using mathematics and computational thinking	6. Constructing explanations (for science) and designing solutions (for engineering)	7. Engaging in argument from evidence	8. Obtaining, evaluating, and communicating information	
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).			K-LS1-1 K-ESS2-1				K-ESS2-2		
	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.		K-ESS3-1	K-LS1-1 K-ESS2-1		K-PS3-1 K-PS3-2		K-ESS2-2	K-ESS3-3 K-ETS1-2	
	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).						K-LS1-1 K-2-ETS1-1 K-2 ETS1-2	K-ESS2-2	K-ESS2-1	
	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.		K-ESS3-2 K-ESS3-1		K-LS1-1 K-ESS2-1 K-PS2-2	K-ESS2-1	K-2ETS1-3	K-LS1-1 K-ESS2-2	K-ESS3-2	
		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.						K-ESS3-3 K-2-ETS1-1		K-ESS3-1 K-ESS3-2 K-ESS3-3 K-2-ETS1-1	

Correspondence between CA ELD Standards and CA NGSS

CA ELD Standards - 1st Grade / Part 1 - Interacting in Meaningful Ways												
ELD Standard	Emerging	Expanding	Bridging	SEP 1	SEP 2	SEP 3	SEP 4	SEP 5	SEP 6	SEP 7	SEP 8	
				1. Asking questions (for science) and defining problems (for engineering)	2. Developing and using models	3. Planning and carrying out investigations	4. Analyzing and interpreting data	5. Using mathematics and computational thinking	6. Constructing explanations (for science) and designing solutions (for engineering)	7. Engaging in argument from evidence	8. Obtaining, evaluating, and communicating information	
<b>A. Collaborative</b>	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-ESS1-1 K-2-ETS1-1	[Part I ELD Standard 1 corresponds to all 8 practices.]	1-PS4-1 1-PS4-3	[Part I ELD Standard 1 corresponds to all 8 practices.]				
	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.		K-2-ETS1-2	1-ESS1-1		1-ESS1-1 1-ESS1-2		1-LS1-1 1-LS1-2 1-LS3-1 1-PS4-2 K-2-ETS1-1	
	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 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.		K-2-ETS1-1		1-PS4-2				1-PS4-1 1-PS4-2
	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	n/a	n/a	n/a	n/a
<b>B. Interpretive</b>	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-ETS1-1							
	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-LS1-2 1-LS3-1	K-2-ETS1-3			1-LS1-2 1-LS3-1	
	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.	Students adjust, evaluate, and analyze language choices in carrying out all PEs above when they are communicating about science.							
	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.	Students adjust, evaluate, and analyze language choices in carrying out all PEs above when they are communicating about science.							

CA ELD Standards - 1st Grade / Part 1 - Interacting in Meaningful Ways													
ELD Standard	Emerging	Expanding	Bridging	SEP 1	SEP 2	SEP 3	SEP 4	SEP 5	SEP 6	SEP 7	SEP 8		
				1. Asking questions (for science) and defining problems (for engineering)	2. Developing and using models	3. Planning and carrying out investigations	4. Analyzing and interpreting data	5. Using mathematics and computational thinking	6. Constructing explanations (for science) and designing solutions (for engineering)	7. Engaging in argument from evidence	8. Obtaining, evaluating, and communicating information		
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-PS4-2			
	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-PS4-1 1-PS4-2 1-PS4-3 1-PS4-4			1-LS3-1		1-LS1-1 1-LS1-2 1-LS3-1 1-ESS1-1 1-ESS1-2 1-PS4-1 1-PS4-2 1-PS4-3 1-PS4-4	
	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-LS1-1 K-2-ETS1-1 K-2ETS1-2	1-ESS2-2	1-ESS2-1
	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-ESS1-1 K-2-ETS1-1			1-ESS1-1 K-2-ETS1-3					
		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-ESS1-1 K-2-ETS1-3 K-2-ETS1-1					

CA ELD Standards - 2nd Grade / Part 1 - Interacting in Meaningful Ways												
	ELD Standard	Emerging	Expanding	Bridging	SEP 1	SEP 2	SEP 3	SEP 4	SEP 5	SEP 6	SEP 7	SEP 8
					1. Asking questions (for science) and defining problems (for engineering)	2. Developing and using models	3. Planning and carrying out investigations	4. Analyzing and interpreting data	5. Using mathematics and computational thinking	6. Constructing explanations (for science) and designing solutions (for engineering)	7. Engaging in argument from evidence	8. Obtaining, evaluating, and communicating information
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.	K-2-ETS1-1	[Part I ELD Standard 1 corresponds to all 8 practices.]	2-LS2-1 2-LS2-2 2-PS1-1	[Part I ELD Standard 1 corresponds to all 8 practices.]			2-PS1-4	2-LS4-1 2-ESS2-3
	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.		2-ESS2-2	2-LS2-1 2-ESS1-1 2-ESS2-3 2-PS1-1 2-PS1-3 K-2-ETS1-1 K-2-ETS1-2		2-LS2-2 2-LS4-1		2-PS1-4	
	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.	K-2-ETS1-1				2-LS4-1		2-PS1-4	
	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.	Students adjust, evaluate, and analyze language choices in carrying out all PEs above when they are communicating about science.							
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.	K-2-ETS1-1							2-ESS2-3

CA ELD Standards - 2nd Grade / Part 1 - Interacting in Meaningful Ways					SEP 1	SEP 2	SEP 3	SEP 4	SEP 5	SEP 6	SEP 7	SEP 8
ELD Standard	Emerging	Expanding	Bridging		1. Asking questions (for science) and defining problems (for engineering)	2. Developing and using models	3. Planning and carrying out investigations	4. Analyzing and interpreting data	5. Using mathematics and computational thinking	6. Constructing explanations (for science) and designing solutions (for engineering)	7. Engaging in argument from evidence	8. Obtaining, evaluating, and communicating information
<b>B. Interpretive</b>	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.	K-2-ETS1-1		2-LS2-1 2-ESS1-1 2-PS1-1 2-PS1-2 2-PS1-3	2-PS1-2 K-2-ETS1-3				2-ESS2-1
	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.	Students adjust, evaluate, and analyze language choices in carrying out all PEs above when they are communicating about science.							
	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.	Students adjust, evaluate, and analyze language choices in carrying out all PEs above when they are communicating about science.							
<b>C. Productive</b>	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).						2-PS1-3	2-PS1-4	
	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.		2-LS2-2 2-ESS2-2	2-LS2-1 2-ESS1-1 2-ESS2-3 2-PS1-1 2-PS1-3 K-2-ETS1-1 K-2-ETS1-2	K-2-ETS1-3			2-PS1-4	

CA ELD Standards - 2nd Grade / Part 1 - Interacting in Meaningful Ways													
	ELD Standard	Emerging	Expanding	Bridging	SEP 1	SEP 2	SEP 3	SEP 4	SEP 5	SEP 6	SEP 7	SEP 8	
					1. Asking questions (for science) and defining problems (for engineering)	2. Developing and using models	3. Planning and carrying out investigations	4. Analyzing and interpreting data	5. Using mathematics and computational thinking	6. Constructing explanations (for science) and designing solutions (for engineering)	7. Engaging in argument from evidence	8. Obtaining, evaluating, and communicating information	
C. Productive	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.							2-ESS2-2		
	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.	K-2-ETS1-1	2-LS2-2 2-ESS2-2 2-ETS1-2	2-LS2-1 2-PS1-1 2-PS1-3						
		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.	K-2-ETS1-1	2-LS2-2 2-ESS2-2 2-ETS1-2							

CA ELD Standards - 3rd Grade / Part I Interacting in Meaningful Ways												
	ELD Standard	Emerging	Expanding	Bridging	SEP 1	SEP 2	SEP 3	SEP 4	SEP 5	SEP 6	SEP 7	SEP 8
					1. Asking questions (for science) and defining problems (for engineering)	2. Developing and using models	3. Planning and carrying out investigations	4. Analyzing and interpreting data	5. Using mathematics and computational thinking	6. Constructing explanations (for science) and designing solutions (for engineering)	7. Engaging in argument from evidence	8. Obtaining, evaluating, and communicating information
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.	3-PS2-3 3-PS2-4	[Part I ELD Standard 1 corresponds to all 8 practices.]	3-PS2-1 3-PS2-3	[Part I ELD Standard 1 corresponds to all 8 practices.]	3-LS2-1 3-LS3-2 3-LS4-2	3-LS4 -2 3-LS4-3 3-LS4-4	3-ESS2-2 3-PS2-2 3-PS2-3	
	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.	3-PS2-3 3-PS2-4 3-ETS1-1	LS1-1	3-5ETS1-1-3		3-LS4-2 3-5-ETS1-2	3-LS2-1 3-ESS3-1	3-PS2-1	
	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.	3-PS2-3 3-PS2-4	3-LS1-1	3-PS2-1			3-LS2-1 3-ESS3-1		
	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.	Students adjust, evaluate, and analyze language choices in carrying out all PEs above when they are communicating about science.							
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.	3-PS2-3 3-PS2-4			3-LS3-1		3-LS4-2	3-LS2-1 3-ESS3-1	3-ESS2-2

CA ELD Standards - 3rd Grade / Part I Interacting in Meaningful Ways												
	ELD Standard	Emerging	Expanding	Bridging	SEP 1	SEP 2	SEP 3	SEP 4	SEP 5	SEP 6	SEP 7	SEP 8
					1. Asking questions (for science) and defining problems (for engineering)	2. Developing and using models	3. Planning and carrying out investigations	4. Analyzing and interpreting data	5. Using mathematics and computational thinking	6. Constructing explanations (for science) and designing solutions (for engineering)	7. Engaging in argument from evidence	8. Obtaining, evaluating, and communicating information
B. Interpretive	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.				3-LS3-1 3-LS4-1		3-LS3-2 3-LS4-4		
	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.	Students adjust, evaluate, and analyze language choices in carrying out all PEs above when they are communicating about science.							
	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.	Students adjust, evaluate, and analyze language choices in carrying out all PEs above when they are communicating about science.							
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).	3-5-ETS1-1	3-LS1-1				3-LS4-2		3-LS3-2
	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.	3-PS2-3 3-PS2-4 3-5-ETS1-1				3-ESS2-1		3-LS2-1 3-LS4-3 3-LS4-4 3-ESS3-1	3-ESS2-2 3-5-ETS1-2

Correspondence between CA ELD Standards and CA NGSS

CA ELD Standards - 3rd Grade / Part I Interacting in Meaningful Ways												
	ELD Standard	Emerging	Expanding	Bridging	SEP 1	SEP 2	SEP 3	SEP 4	SEP 5	SEP 6	SEP 7	SEP 8
					1. Asking questions (for science) and defining problems (for engineering)	2. Developing and using models	3. Planning and carrying out investigations	4. Analyzing and interpreting data	5. Using mathematics and computational thinking	6. Constructing explanations (for science) and designing solutions (for engineering)	7. Engaging in argument from evidence	8. Obtaining, evaluating, and communicating information
C. Productive		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.	3-PS2-3 3-PS2-4 3-5-ETS1-1					3-ETS1-2		
	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.	3-PS2-3 3-PS2-4 3-5-ETS1-1	3-LS1-1		3-LS4-1				
	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.	3-PS2-3 3-PS2-4 3-5-ETS1-1	3-LS1-1		3-LS3-1 3-LS4-1 3-ESS2-1	3-5-ETS1-1			

Correspondence between CA ELD Standards and CA NGSS

CA ELD Standards 4th Grade / Part I - Interacting in Meaningful Ways												
ELD Standard	Emerging	Expanding	Bridging	SEP 1	SEP 2	SEP 3	SEP 4	SEP 5	SEP 6	SEP 7	SEP 8	
				1. Asking questions (for science) and defining problems (for engineering)	2. Developing and using models	3. Planning and carrying out investigations	4. Analyzing and interpreting data	5. Using mathematics and computational thinking	6. Constructing explanations (for science) and designing solutions (for engineering)	7. Engaging in argument from evidence	8. Obtaining, evaluating, and communicating information	
<b>A. Collaborative</b>	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.	4-PS3 -3	[Part I ELD Standard 1 corresponds to all 8 practices.]	3-5-ETS1-3	[Part I ELD Standard 1 corresponds to all 8 practices.]	4-ESS1-1 4-PS3-1	4-LS1-1	4-ESS3-1	
	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.		4-PS4-1	4-PS3-2 3-5-ETS1-3		4-PS3-4 3-5-ETS1-2	4-PS3-4	4-LS1-1 4-ESS3-1	
	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.	4-PS3-3					4-PS3-1	4-LS1-1	
	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.	Students adjust, evaluate, and analyze language choices in carrying out all PEs above when they are communicating about science.							
<b>B. Interpretive</b>	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.	4-PS3-3						4-ESS3-1 4-PS3-2	
	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.			4-ESS1-1	4-ESS2-2			4-ESS3-1 4-PS3-2	

CA ELD Standards 4th Grade / Part I - Interacting in Meaningful Ways											
ELD Standard	Emerging	Expanding	Bridging	SEP 1	SEP 2	SEP 3	SEP 4	SEP 5	SEP 6	SEP 7	SEP 8
				1. Asking questions (for science) and defining problems (for engineering)	2. Developing and using models	3. Planning and carrying out investigations	4. Analyzing and interpreting data	5. Using mathematics and computational thinking	6. Constructing explanations (for science) and designing solutions (for engineering)	7. Engaging in argument from evidence	8. Obtaining, evaluating, and communicating information
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.	Students apply knowledge of morphology while listening actively and reading closely.							
	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.	Students adjust, evaluate, and analyze language choices in carrying out all PEs above when they are communicating about science.							
	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.	Students adjust, evaluate, and analyze language choices in carrying out all PEs above when they are communicating about science.							
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.		4-PS4-1 4-PS4-2						4-PS4-3
	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.	4-PS3-3		4-PS4-3				4-PS4-3	

CA ELD Standards 4th Grade / Part I - Interacting in Meaningful Ways													
	ELD Standard	Emerging	Expanding	Bridging	SEP 1	SEP 2	SEP 3	SEP 4	SEP 5	SEP 6	SEP 7	SEP 8	
					1. Asking questions (for science) and defining problems (for engineering)	2. Developing and using models	3. Planning and carrying out investigations	4. Analyzing and interpreting data	5. Using mathematics and computational thinking	6. Constructing explanations (for science) and designing solutions (for engineering)	7. Engaging in argument from evidence	8. Obtaining, evaluating, and communicating information	
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).			4-PS3-2			4-LS1-2 4-PS3-1		4-ESS3-1	
	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.	4-PS3-3			4-ESS2-1			4-LS1-1		
		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 . . .).	Students select modal expressions and affixes while selecting and using words in various contexts.								
	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.	4-PS3-3	4-PS4-1	4-PS3-1				4-ESS3-2		4-ESS3-1
		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).	Students select modal expressions and affixes while selecting and using words in various contexts.								

CA ELD Standards 5th Grade / Part I - Interacting in Meaningful Ways												
	ELD Standard	Emerging	Expanding	Bridging	SEP 1	SEP 2	SEP 3	SEP 4	SEP 5	SEP 6	SEP 7	SEP 8
					1. Asking questions (for science) and defining problems (for engineering)	2. Developing and using models	3. Planning and carrying out investigations	4. Analyzing and interpreting data	5. Using mathematics and computational thinking	6. Constructing explanations (for science) and designing solutions (for engineering)	7. Engaging in argument from evidence	8. Obtaining, evaluating, and communicating information
<b>A. Collaborative</b>	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.	3-5-ETS1-1	[Part I ELD Standard 1 corresponds to all 8 practices.]	5-PS1-4	[Part I ELD Standard 1 corresponds to all 8 practices.]			5-LS1-1 5-ESS2-2	3-5-ETS1-3
	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.	3-5-ETS1-1	5-LS2-1 5-ESS2-4 5-PS1-1 5-PS3-1	5-PS1-2 5-PS1-3 5-PS1-4		5-ESS1-2		5-LS1-1	
	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.	3-5-ETS1-1	5-LS2-1					5-ESS1-1	
	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.	Students adjust, evaluate, and analyze language choices in carrying out all PEs above when they are communicating about science.							
<b>B. Interpretive</b>	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.	3-5-ETS1-1	5-LS2-1 5-PS1-1						5-ESS3-1
	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.				5-ESS1-2 5-PS1-3				5-ESS3-1

CA ELD Standards 5th Grade / Part I - Interacting in Meaningful Ways					SEP 1	SEP 2	SEP 3	SEP 4	SEP 5	SEP 6	SEP 7	SEP 8
ELD Standard	Emerging	Expanding	Bridging		1. Asking questions (for science) and defining problems (for engineering)	2. Developing and using models	3. Planning and carrying out investigations	4. Analyzing and interpreting data	5. Using mathematics and computational thinking	6. Constructing explanations (for science) and designing solutions (for engineering)	7. Engaging in argument from evidence	8. Obtaining, evaluating, and communicating information
<b>B. Interpretive</b>		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.	Students apply knowledge of morphology while listening actively and reading closely.							
	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.	Students adjust, evaluate, and analyze language choices in carrying out all PEs above when they are communicating about science.							
	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.	Students adjust, evaluate, and analyze language choices in carrying out all PEs above when they are communicating about science.							
<b>C. Productive</b>	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.		5-LS2-1 5-PS1-1 5-PS3-1	5-ESS1-2		5-ESS1-2			
	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.	3-5-ETS1-1	5-LS2-1 5-PS1-1 5-PS3-1					5-LS1-1 5-ESS1-1	

CA ELD Standards 5th Grade / Part I - Interacting in Meaningful Ways													
	ELD Standard	Emerging	Expanding	Bridging	SEP 1	SEP 2	SEP 3	SEP 4	SEP 5	SEP 6	SEP 7	SEP 8	
					1. Asking questions (for science) and defining problems (for engineering)	2. Developing and using models	3. Planning and carrying out investigations	4. Analyzing and interpreting data	5. Using mathematics and computational thinking	6. Constructing explanations (for science) and designing solutions (for engineering)	7. Engaging in argument from evidence	8. Obtaining, evaluating, and communicating information	
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).			5-ESS2-2 5-PS1-2						
	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.	3-5-ETS1-1						5-LS1-1 5-ESS1-1 5-PS2-1		
		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 . . .).	Students select modal expressions and affixes while selecting and using words in various contexts.								
	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.	3-5-ETS1-1 3-5-ETS1-3	5-LS2-1 5-PS1-1 5-PS3-1						5-LS1-1 5-ESS1-1 5-PS2-1	
		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).	Students select modal expressions and affixes while selecting and using words in various contexts.								

CA ELD Standards 6th Grade / Part I - Interacting in Meaningful Ways													
ELD Standard	Emerging	Expanding	Bridging	SEP 1	SEP 2	SEP 3	SEP 4	SEP 5	SEP 6	SEP 7	SEP 8		
				1. Asking questions (for science) and defining problems (for engineering)	2. Developing and using models	3. Planning and carrying out investigations	4. Analyzing and interpreting data	5. Using mathematics and computational thinking	6. Constructing explanations (for science) and designing solutions (for engineering)	7. Engaging in argument from evidence	8. Obtaining, evaluating, and communicating information		
<b>A. Collaborative</b>	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.	MS-ESS3-5 MS-ETS1-1	[Part I ELD Standard 1 corresponds to all 8 practices.]	MS-LS1-1 MS-PS3-4	MS-ETS1-3	[Part I ELD Standard 1 corresponds to all 8 practices.]	MS-LS1-5 MS-ESS3-3 MS-PS3-3	MS-LS1-3 MS-LS1-4 MS-PS3-5 MS-ETS1-2	MS-LS1-8	
	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.	MS-ETS1-1	MS-LS1-2 MS-LS3-2 MS-ESS2-4 MS-ESS2-6 MS-ETS1-4	MS-PS3-4			MS-LS1-5 MS-ESS3-3 MS-PS3-3	MS-LS1-3 MS-LS1-4 MS-PS3-5 MS-ETS1-2	MS-LS1-8	
	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 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.								MS-LS1-3 MS-LS1-4 MS-PS3-5 MS-ETS1-2	
	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.	Students adjust, evaluate, and analyze language choices in carrying out all PEs above when they are communicating about science.								
<b>B. Interpretive</b>	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.	MS-ESS3-5			MS-ESS2-5 MS-ETS1-3					MS-ESS2-5
	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.		MS-LS3-2		MS-ESS2-5 MS-ETS1-3		MS-ESS3-3 MS-PS3-3			MS-LS1-8

CA ELD Standards 6th Grade / Part I - Interacting in Meaningful Ways												
ELD Standard	Emerging	Expanding	Bridging	SEP 1	SEP 2	SEP 3	SEP 4	SEP 5	SEP 6	SEP 7	SEP 8	
				1. Asking questions (for science) and defining problems (for engineering)	2. Developing and using models	3. Planning and carrying out investigations	4. Analyzing and interpreting data	5. Using mathematics and computational thinking	6. Constructing explanations (for science) and designing solutions (for engineering)	7. Engaging in argument from evidence	8. Obtaining, evaluating, and communicating information	
B. Interpretive	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).		MS-LS3-2		MS-ESS2-5 MS-ETS1-3		MS-LS1-5 MS-ESS3-3 MS-PS3-3	MS-LS1-3 MS-LS1-4 MS-PS3-5 MS-ETS1-2	MS-LS1-8	
	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.	Students apply knowledge of morphology while listening actively and reading closely.								
	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.	Students adjust, evaluate, and analyze language choices in carrying out all PEs above when they are communicating about science.							
	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.	Students adjust, evaluate, and analyze language choices in carrying out all PEs above when they are communicating about science.							
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.		MS-LS1-2 MS-LS3-2 MS-ESS2-4 MS-ESS2-6 MS-ETS1-4				MS-LS1-3 MS-LS1-4 MS-PS3-5		

CA ELD Standards 6th Grade / Part I - Interacting in Meaningful Ways														
ELD Standard	Emerging	Expanding	Bridging	SEP 1	SEP 2	SEP 3	SEP 4	SEP 5	SEP 6	SEP 7	SEP 8			
				1. Asking questions (for science) and defining problems (for engineering)	2. Developing and using models	3. Planning and carrying out investigations	4. Analyzing and interpreting data	5. Using mathematics and computational thinking	6. Constructing explanations (for science) and designing solutions (for engineering)	7. Engaging in argument from evidence	8. Obtaining, evaluating, and communicating information			
C. Productive	10. 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.	MS-ETS1-1	MS-LS3-2	MS-LS1-1 MS-PS3-4			MS-LS1-5 MS-ESS3-3 MS-PS3-3	MS-LS1-3 MS-LS1-4 MS-PS3-5 MS-ETS1-2	MS-LS1-8		
		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).	MS-ETS1-1	MS-LS3-2	MS-LS1-1 MS-PS3-4			MS-LS1-5 MS-ESS3-3 MS-PS3-3		MS-LS1-8		
	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.								MS-LS1-3 MS-LS1-4 MS-PS3-5 MS-ETS1-2		
		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 . . .).	Students select modal expressions and affixes while selecting and using words in various contexts.									
	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.	MS-ESS3-5 MS-ETS1-1	MS-LS3-2	MS-LS1-1 MS-PS3-4	MS-ESS2-5 MS-ETS1-3		MS-LS1-5 MS-ESS3-3 MS-PS3-3	MS-LS1-3 MS-LS1-4 MS-PS3-5 MS-ETS1-2	MS-LS1-8		
		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).	Students select modal expressions and affixes while selecting and using words in various contexts.									

CA ELD Standards 7th Grade / Part I - Interacting in Meaningful Ways												
ELD Standard	Emerging	Expanding	Bridging	SEP 1	SEP 2	SEP 3	SEP 4	SEP 5	SEP 6	SEP 7	SEP 8	
				1. Asking questions (for science) and defining problems (for engineering)	2. Developing and using models	3. Planning and carrying out investigations	4. Analyzing and interpreting data	5. Using mathematics and computational thinking	6. Constructing explanations (for science) and designing solutions (for engineering)	7. Engaging in argument from evidence	8. Obtaining, evaluating, and communicating information	
<b>A. Collaborative</b>	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.	MS-ETS1-1	[Part I ELD Standard 1 corresponds to all 8 practices.]			MS-LS1-6 MS-LS2-2 MS-ESS2-2 MS-ESS3-1 MS-PS1-6	MS-LS2-4 MS-LS2-5 MS-ETS1-2	MS-PS1-3	
	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.	MS-ETS1-1	MS-LS1-7 MS-LS2-3 MS-PS1-1 MS-PS1-4 MS-PS1-5 MS-ETS 1-4	MS-PS1-6			MS-ESS2-2	MS-LS2-4 MS-ETS1-2	MS-PS1-3
	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.							MS-LS2-4 MS-LS2-5 MS-ETS1-2	
	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.	Students adjust, evaluate, and analyze language choices in carrying out all PEs above when they are communicating about science.							
<b>B. Interpretive</b>	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.				MS-LS2-1 MS-ESS2-3 MS-ESS3-2 MS-PS1-2 MS-ETS1-3				MS-PS1-3
	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.	MS-ETS1-1			MS-LS2-1 MS-ESS2-3 MS-ESS3-2 MS-PS1-2 MS-ETS1-3		MS-ETS1-2	MS-PS1-3	

CA ELD Standards 7th Grade / Part I - Interacting in Meaningful Ways					SEP 1	SEP 2	SEP 3	SEP 4	SEP 5	SEP 6	SEP 7	SEP 8
ELD Standard	Emerging	Expanding	Bridging		1. Asking questions (for science) and defining problems (for engineering)	2. Developing and using models	3. Planning and carrying out investigations	4. Analyzing and interpreting data	5. Using mathematics and computational thinking	6. Constructing explanations (for science) and designing solutions (for engineering)	7. Engaging in argument from evidence	8. Obtaining, evaluating, and communicating information
<b>B. Interpretive</b>		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).	MS-ETS1-1			MS-LS2-1 MS-ESS2-3 MS-ESS3-2 MS-PS1-2 MS-ETS1-3			MS-ETS1-2	MS-PS1-3
		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.	Students apply knowledge of morphology while listening actively and reading closely.							
	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.	Students adjust, evaluate, and analyze language choices in carrying out all PEs above when they are communicating about science.							
	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.	Students adjust, evaluate, and analyze language choices in carrying out all PEs above when they are communicating about science.							
<b>C. Productive</b>	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.		MS-LS1-7 MS-LS2-3 MS-ESS2-1 MS-PS1-1 MS-PS1-4 MS-PS1-5 MS-ETS1-4				MS-LS1-6 MS-LS2-2 MS-ESS2-2	MS-LS-2-4 MS-LS2-5 MS-ETS1-2	

CA ELD Standards 7th Grade / Part I - Interacting in Meaningful Ways												
ELD Standard	Emerging	Expanding	Bridging	SEP 1	SEP 2	SEP 3	SEP 4	SEP 5	SEP 6	SEP 7	SEP 8	
				1. Asking questions (for science) and defining problems (for engineering)	2. Developing and using models	3. Planning and carrying out investigations	4. Analyzing and interpreting data	5. Using mathematics and computational thinking	6. Constructing explanations (for science) and designing solutions (for engineering)	7. Engaging in argument from evidence	8. Obtaining, evaluating, and communicating information	
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.		MS-LS1-7 MS-LS2-3 MS-PS1-1 MS-PS1-4 MS-PS1-5			MS-LS1-6 MS-LS2-2 MS-ESS2-2 MS-ESS3-1 MS-PS1-6	MS-LS-2-4 MS-LS2-5 MS-ETS1-2	MS-PS1-3	
		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).		MS-LS1-7 MS-LS2-3 MS-ESS2-2 MS-PS1-1 MS-PS1-4 MS-PS1-5			MS-LS1-6 MS-LS2-2 MS-ESS2-2 MS-ESS3-1 MS-PS1-6	MS-LS-2-4 MS-LS2-5 MS-ETS1-2	MS-PS1-3	
	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.				MS-LS2-1 MS-ESS2-3 MS-ESS3-2 MS-PS1-2 MS-ETS1-3			MS-LS-2-4 MS-LS-2-5 MS-ETS1-2	
		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).	Students select modal expressions and affixes while selecting and using words in various contexts.							
	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.	MS-ETS1-1	MS-LS1-7 MS-LS2-3 MS-ESS2-2 MS-PS1-1 MS-PS1-4 MS-PS1-5		MS-LS2-1 MS-ESS2-3 MS-ESS3-2 MS-PS1-2 MS-ETS1-3		MS-LS1-6 MS-LS2-2 MS-ESS2-2 MS-ESS3-1 MS-PS1-6	MS-LS-2-4 MS-LS-2-5 MS-ETS1-2	MS-PS1-3

CA ELD Standards 7th Grade / Part I - Interacting in Meaningful Ways												
	ELD Standard	Emerging	Expanding	Bridging	SEP 1	SEP 2	SEP 3	SEP 4	SEP 5	SEP 6	SEP 7	SEP 8
					1. Asking questions (for science) and defining problems (for engineering)	2. Developing and using models	3. Planning and carrying out investigations	4. Analyzing and interpreting data	5. Using mathematics and computational thinking	6. Constructing explanations (for science) and designing solutions (for engineering)	7. Engaging in argument from evidence	8. Obtaining, evaluating, and communicating information
C. Productive		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).	Students select modal expressions and affixes while selecting and using words in various contexts.							

CA ELD Standards 8th Grade / Part I Interacting in Meaningful Ways												
				SEP 1	SEP 2	SEP 3	SEP 4	SEP 5	SEP 6	SEP 7	SEP 8	
ELD Standard				Emerging	Expanding	Bridging						
				1. Asking questions (for science) and defining problems (for engineering)	2. Developing and using models	3. Planning and carrying out investigations	4. Analyzing and interpreting data	5. Using mathematics and computational thinking	6. Constructing explanations (for science) and designing solutions (for engineering)	7. Engaging in argument from evidence	8. Obtaining, evaluating, and communicating information	
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.	MS-PS2-3 MS-ETS1-1	[Part 1 ELD Standard 1 corresponds to all 8 practices.]	MS-PS2-2 MS-PS2-5	[Part I ELD Standard 1 corresponds to all 8 practices.]	MS-LS4-2 MS-LS4-4 MS-ESS1-4	MS-ESS3-4 MS-PS2-4 MS-ETS1-2	[Part 1 ELD Standard 1 corresponds to all 8 practices.]	
	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.	MS-ETS1-1	MS-LS3-1	MS-PS2-2 MS-PS2-5		MS-LS4-2 MS-LS4-4 MS-ESS1-4	MS-ESS3-4 MS-PS2-4	MS-ETS1-2	
	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.						MS-ESS3-4 MS-PS2-4		
	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.	Students adjust, evaluate, and analyze language choices in carrying out all PEs above when they are communicating about science.							
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.	MS-PS2-3 MS-ETS1-1			MS-LS4-1 MS-LS4-3 MS-ESS1-3 MS-PS3-1 MS-ETS1-3	MS-PS4-1			
	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.				MS-LS4-1 MS-LS4-3 MS-ESS1-3 MS-PS3-1 MS-ETS1-3		MS-ESS3-4 MS-PS2-4 MS-ETS1-2	MS-LS4-5 MS-PS4-3	
		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).				MS-LS4-1 MS-LS4-3 MS-ESS1-3 MS-PS3-1 MS-ETS1-3 MS-ETS1-3		MS-ESS3-4 MS-PS2-4 MS-ETS1-2	MS-LS4-5 MS-PS4-3	

CA ELD Standards 8th Grade / Part I Interacting in Meaningful Ways												
	ELD Standard	Emerging	Expanding	Bridging	SEP 1	SEP 2	SEP 3	SEP 4	SEP 5	SEP 6	SEP 7	SEP 8
					1. Asking questions (for science) and defining problems (for engineering)	2. Developing and using models	3. Planning and carrying out investigations	4. Analyzing and interpreting data	5. Using mathematics and computational thinking	6. Constructing explanations (for science) and designing solutions (for engineering)	7. Engaging in argument from evidence	8. Obtaining, evaluating, and communicating information
B. Interpretive		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.	Students apply knowledge of morphology while listening actively and reading closely.							
	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.	Students adjust, evaluate, and analyze language choices in carrying out all PEs above when they are communicating about science.							
	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.	Students adjust, evaluate, and analyze language choices in carrying out all PEs above when they are communicating about science.							
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.	MS-ETS1-1	MS-LS3-1 MS-ESS1-1 MS-ESS1-2 MS-PS3-2 MS-PS4-2 MS-ETS1-4			MS-PS4-1	MS-LS4-2 MS-LS4-4 MS-ESS1-4 MS-PS2-1	MS-ESS3-4 MS-PS2-4	
	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.	MS-ETS1-1	MS-LS3-1	MS-PS2-2 MS-PS2-5		MS-LS4-6	MS-LS4-2 MS-LS4-4 MS-ESS1-4 MS-PS2-1	MS-ESS3-4 MS-PS2-4 MS-ETS1-2	MS-LS4-5 MS-PS4-3
		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).	MS-PS2-3 MS-ETS1-1	S-LS3-1	MS-PS2-2 MS-PS2-5	MS-LS4-1 MS-LS4-3 MS-ESS1-3 MS-PS3-1 MS-ETS1-3	MS-LS4-6	MS-LS4-2 MS-LS4-4 MS-ESS1-4 MS-PS2-1	MS-ESS3-4 MS-PS2-4 MS-ETS1-2	MS-LS4-5 MS-PS4-3

CA ELD Standards 8th Grade / Part I Interacting in Meaningful Ways												
	ELD Standard	Emerging	Expanding	Bridging	SEP 1	SEP 2	SEP 3	SEP 4	SEP 5	SEP 6	SEP 7	SEP 8
					1. Asking questions (for science) and defining problems (for engineering)	2. Developing and using models	3. Planning and carrying out investigations	4. Analyzing and interpreting data	5. Using mathematics and computational thinking	6. Constructing explanations (for science) and designing solutions (for engineering)	7. Engaging in argument from evidence	8. Obtaining, evaluating, and communicating information
C. Productive	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.				MS-LS4-1 MS-LS4-3 MS-ESS1-3 MS-PS3-1 MS-ETS1-3			MS-ESS3-4 MS-PS2-4 MS-ETS1-2	
		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).	Students select modal expressions and affixes while selecting and using words in various contexts.							
	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.	MS-PS2-3 MS-ETS1-1	MS-LS3-1	MS-PS2-2 MS-PS2-5	MS-LS4-1 MS-LS4-3 MS-ESS1-3 MS-PS3-1 MS-ETS1-3	MS-LS4-6	MS-LS4-2 MS-LS4-4 MS-ESS1-4 MS-PS2-1	MS-ESS3-4 MS-PS2-4 MS-ETS1-2	MS-LS4-5 MS-PS4-3
		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).	Students select modal expressions and affixes while selecting and using words in various contexts.							

CA ELD Standards 9th/10th Grade / Part I - Interacting in Meaningful Ways					SEP 1	SEP 2	SEP 3	SEP 4	SEP 5	SEP 6	SEP 7	SEP 8
ELD Standard	Emerging	Expanding	Bridging		1. Asking questions (for science) and defining problems (for engineering)	2. Developing and using models	3. Planning and carrying out investigations	4. Analyzing and interpreting data	5. Using mathematics and computational thinking	6. Constructing explanations (for science) and designing solutions (for engineering)	7. Engaging in argument from evidence	8. Obtaining, evaluating, and communicating information
<b>A. Collaborative</b>	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.	HS-LS3-1 HS-PS4-2 HS-ETS1-1	[Part I ELD Standard 1 corresponds to all 8 practices.]					HS-LS2-6 HS-ESS1-5 HS-PS4-3	[Part I ELD Standard 1 corresponds to all 8 practices.]
	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.					HS-ESS1-1 HS-ESS1-2 HS-PS2-2		HS-ESS2-7	
	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 counterarguments) 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.		HS-ESS1-1 HS-ESS2-1 HS-ESS2-3 HS-ESS2-6			HS-LS2-7 HS-PS1-7 HS-PS4-1		HS-LS2-6 HS-ESS1-5 HS-PS4-3	
	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).	Students adjust, evaluate, and analyze language choices in carrying out all PEs above when they are communicating about science.							
<b>B. Interpretive</b>	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.	HS-LS-3-1 HS-PS4-2 HS-ETS-1-1							

CA ELD Standards 9th/10th Grade / Part I - Interacting in Meaningful Ways												
	ELD Standard	Emerging	Expanding	Bridging	SEP 1	SEP 2	SEP 3	SEP 4	SEP 5	SEP 6	SEP 7	SEP 8
					1. Asking questions (for science) and defining problems (for engineering)	2. Developing and using models	3. Planning and carrying out investigations	4. Analyzing and interpreting data	5. Using mathematics and computational thinking	6. Constructing explanations (for science) and designing solutions (for engineering)	7. Engaging in argument from evidence	8. Obtaining, evaluating, and communicating information
<b>B. Interpretive</b>	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.	HS-PS4-3	HS-ESS1-1 HS-ESS2-1 HS-ESS2-3 HS-ESS2-6 HS-PS1-1		HS-ESS2-2 HS-PS2-1	HS-ESS3-1 HS-ESS3-2 HS-PS1-2	HS-LS2-7	HS-ESS1-5	HS-LS2-6 HS-LS2-8 HS-LS4-5 HS-PS4-4 HS-ETS1-2 HS-ETS1-3
		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).		HS-PS1-1				HS-LS4-7 HS-ESS1-6 HS-ESS3-4 HS-PS1-6 HS-ETS1-3		HS-ESS3-4
		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.	Students apply knowledge of morphology while listening actively and reading closely.							
	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 evidence to support claims or connecting points in an argument in specific ways) or create other specific effects, with light support.	Students adjust, evaluate, and analyze language choices in carrying out all PEs above when they are communicating about science.							
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.	Students adjust, evaluate, and analyze language choices in carrying out all PEs above when they are communicating about science.								

CA ELD Standards 9th/10th Grade / Part I - Interacting in Meaningful Ways												
	ELD Standard	Emerging	Expanding	Bridging	SEP 1	SEP 2	SEP 3	SEP 4	SEP 5	SEP 6	SEP 7	SEP 8
					1. Asking questions (for science) and defining problems (for engineering)	2. Developing and using models	3. Planning and carrying out investigations	4. Analyzing and interpreting data	5. Using mathematics and computational thinking	6. Constructing explanations (for science) and designing solutions (for engineering)	7. Engaging in argument from evidence	8. Obtaining, evaluating, and communicating information
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		HS-LS1-2 HS-LS1-4 HS-LS1-5 HS-LS1-7 HS-LS2-5 HS-ESS1-1 HS-ESS2-1 HS-ESS2-3 HS-ESS2-4 HS-ESS2-6 HS-PS1-4 HS-PS3-2			HS-PS2-4 HS-PS3-1			HS-ESS1-3
	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.		HS-ESS1-1 HS-ESS2-1 HS-ESS2-3 HS-ESS2-6 HS-PS1-4 HS-PS1-8 HS-PS3-2 HS-PS3-5	HS-LS1-3 HS-ESS2-5 HS-PS1-3 HS-PS2-5 HS-PS3-4	HS-LS3-3 HS-LS4-3 HS-ESS3-3	HS-LS2-1 HS-LS2-2	HS-LS1-1 HS-LS1-6 HS-LS2-3 HS-LS2-7 HS-LS4-2 HS-LS4-4 HS-ESS1-2 HS-ESS1-6 HS-ESS3-1 HS-PS1-2 HS-PS1-5 HS-PS1-6	HS-LS3-2	HS-LS4-1 HS-PS2-6 HS-PS4-5
		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).		HS-ESS2-5					HS-PS1-2	

CA ELD Standards 9th/10th Grade / Part I - Interacting in Meaningful Ways													
	ELD Standard	Emerging	Expanding	Bridging	SEP 1	SEP 2	SEP 3	SEP 4	SEP 5	SEP 6	SEP 7	SEP 8	
					1. Asking questions (for science) and defining problems (for engineering)	2. Developing and using models	3. Planning and carrying out investigations	4. Analyzing and interpreting data	5. Using mathematics and computational thinking	6. Constructing explanations (for science) and designing solutions (for engineering)	7. Engaging in argument from evidence	8. Obtaining, evaluating, and communicating information	
<b>C. Productive</b>	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.		HS-LS1-2 HS-LS1-4 HS-LS1-5 HS-LS2-5 HS-LS1-7 HS-ESS1-1 HS-ESS2-1 HS-ESS2-3 HS-ESS2-6 HS-PS1-1 HS-PS1-4 HS-PS1-8 HS-PS3-2 HS-PS3-5			HS-LS2-4		HS-ESS2-7		
		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).	Students select modal expressions and affixes while selecting and using words in various contexts.								
	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.						HS-LS3-3 HS-LS4-3 HS-ESS1-6			
		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).	Students select modal expressions and affixes while selecting and using words in various contexts.								

CA ELD Standards 11th/12th Grade / Part I Interacting in Meaningful Ways												
ELD Standard	Emerging	Expanding	Bridging	SEP 1	SEP 2	SEP 3	SEP 4	SEP 5	SEP 6	SEP 7	SEP 8	
				1. Asking questions (for science) and defining problems (for engineering)	2. Developing and using models	3. Planning and carrying out investigations	4. Analyzing and interpreting data	5. Using mathematics and computational thinking	6. Constructing explanations (for science) and designing solutions (for engineering)	7. Engaging in argument from evidence	8. Obtaining, evaluating, and communicating information	
<b>A. Collaborative</b>	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.	HS-LS3-1 HS-PS4-2 HS-ETS1-1	[Part I ELD Standard 1 corresponds to all 8 practices.]				HS-LS2-6 HS-ESS1-5 HS-PS4-3	[Part I ELD Standard 1 corresponds to all 8 practices.]	
	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.				HS-ESS1-1 HS-ESS1-2 HS-PS2-2		HS-ESS2-7		
	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.		HS-ESS1-1 HS-ESS2-1 HS-ESS2-3 HS-ESS2-6			HS-LS2-7 HS-PS1-7 HS-PS4-1		HS-LS2-6 HS-ESS1-5 HS-PS4-3	
	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).	Students adjust, evaluate, and analyze language choices in carrying out all PEs above when they are communicating about science.							
<b>B. Interpretive</b>	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.	HS-LS-3-1 HS-PS4-2 HS-ETS-1-1							

CA ELD Standards 11th/12th Grade / Part I Interacting in Meaningful Ways												
	ELD Standard	Emerging	Expanding	Bridging	SEP 1	SEP 2	SEP 3	SEP 4	SEP 5	SEP 6	SEP 7	SEP 8
					1. Asking questions (for science) and defining problems (for engineering)	2. Developing and using models	3. Planning and carrying out investigations	4. Analyzing and interpreting data	5. Using mathematics and computational thinking	6. Constructing explanations (for science) and designing solutions (for engineering)	7. Engaging in argument from evidence	8. Obtaining, evaluating, and communicating information
B. Interpretive	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.	HS-PS4-3	HS-ESS1-1 HS-ESS2-1 HS-ESS2-3 HS-ESS2-6 HS-PS1-1		HS-ESS2-2 HS-PS2-1	HS-ESS3-1 HS-ESS3-2 HS-PS1-2	HS-LS2-7	HS-ESS1-5	HS-LS2-6 HS-LS2-8 HS-LS4-5 HS-PS4-4 HS-ETS1-2 HS-ETS1-3
		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).		HS-PS1-1				HS-LS4-7 HS-ESS1-6 HS-ESS3-4 HS-PS1-6 HS-ETS1-3		HS-ESS3-4
		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.	Students apply knowledge of morphology while listening actively and reading closely.							
	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.	Students adjust, evaluate, and analyze language choices in carrying out all PEs above when they are communicating about science.							
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.	Students adjust, evaluate, and analyze language choices in carrying out all PEs above when they are communicating about science.								

Correspondence between CA ELD Standards and CA NGSS

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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.		HS-LS1-2 HS-LS1-4 HS-LS1-5 HS-LS1-7 HS-LS-2-5 HS-ESS1-1 HS-ESS2-1 HS-ESS2-3 HS-ESS2-4 HS-ESS2-6 HS-PS1-4 HS-PS3-2			HS-PS2-4 HS-PS3-1			HS-ESS1-3
	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.		HS-ESS1-1 HS-ESS2-1 HS-ESS2-3 HS-ESS2-6 HS-PS1-4 HS-PS1-8 HS-PS3-2 HS-PS3-5	HS-LS1-3 HS-ESS2-5 HS-PS1-3 HS-PS2-5 HS-PS3-4	HS-LS3-3 HS-LS4-3 HS-ESS3-3	HS-LS2-1 HS-LS2-2	HS-LS1-1 HS-LS1-6 HS-LS2-3 HS-LS2-7 HS-LS4-2 HS-LS4-4 HS-ESS1-2 HS-ESS1-6 HS-ESS3-1 HS-PS1-2 HS-PS1-5 HS-PS1-6	HS-LS3-2	HS-LS4-1 HS-PS2-6 HS-PS4-5
		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).		HS-ESS2-5					HS-PS1-2	

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C. Productive	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. Asking questions (for science) and defining problems (for engineering)	2. Developing and using models	3. Planning and carrying out investigations	4. Analyzing and interpreting data	5. Using mathematics and computational thinking	6. Constructing explanations (for science) and designing solutions (for engineering)	7. Engaging in argument from evidence	8. Obtaining, evaluating, and communicating information
		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).	Students select modal expressions and affixes while selecting and using words in various contexts.							
	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.					HS-LS3-3 HS-LS4-3 HS-ESS1-6			
		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).	Students select modal expressions and affixes while selecting and using words in various contexts.							