

II. CA ELD Standards Augmentation for Mathematics

DRAFT – June 3, 2015

CA ELD Standards Augmentation for Mathematics - Matrices [sorted by ELD standard]

Grades K, 1, and 2				Grades 3, 4, and 5				Grades 6, 7, and 8				Grades 9-10 and 11-12			
ELD Standard	Grade Level	Domain	Sample Standard	ELD Standard	Grade Level	Domain	Sample Standard	ELD Standard	Grade Level	Domain	Sample Standard	ELD Standard	Grade Level	Domain	Sample Standard
PI.1	K	CC	K.CC.4b	PI.1	3	OA	3.OA.1	PI.1	7	NS	7.NS.1a	PI.1	9-12	G-MG	G-MG.1
PI.2	1	OA	1.OA.1	PI.2	5	G	5.G.3	PI.2	8	F	8.F.5	PI.2	9-12	A-REI	A-REI.11
PI.3	1	MD	1.MD.4	PI.3	4	NF	4.NF.1	PI.3	8	EE	8.EE.6	PI.3	9-12	N-RN	N-RN.1
PI.4	2	NBT	2.NBT.9	PI.4	3	MD	3.MD.7c	PI.4	7	RP	7.RP.2d	PI.4	9-12	S-ID	S-ID.5
PI.5	K	OA	K.OA.2	PI.5	5	NBT	5.NBT.6	PI.5	7	G	7.G.6	PI.5	9-12	F-IF	F-IF.9
PI.6	2	OA	2.OA.1	PI.6	a. 5 b. 4	a. OA b. MD	a. 5.OA.3 b. 4.MD.2	PI.6	6	SP	6.SP.5	PI.6	a. 9-12 b. 9-12 c. 9-12	a. S-IC b. S-ID c. N-Q	a. S-IC.3 b. S-ID.3 c. N-Q.1
PI.7	1	NBT	1.NBT.4	PI.7	3	NF	3.NF.3d	PI.7	6	RP	6.RP.1	PI.7	9-12	G-SRT	G-SRT.2
PI.8	2	MD	2.MD.8	PI.8	4	NBT	4.NBT.5	PI.8	8	SP	8.SP.1	PI.8	9-12	F-LE	F-LE.3
PI.9	K	MD	K.MD.2	PI.9	4	OA	4.OA.5	PI.9	8	G	8.G.6	PI.9	9-12	A-REI	A-REI.5
PI.10	2	G	2.G.3	PI.10	a. 3 b. 5	a. MD b. G	a. 3.MD.8 b. 5.G.4	PI.10	a. 6 b. 7	a. NS b. EE	a. 6.NS.7b b. 7.EE.4	PI.10	9-12	S-ID	S-ID.6a
PI.11	2	NBT	2.NBT.7	PI.11	a. 4 b. 4	a. NF b. OA	a. 4.NF.7 b. 4.OA.3	PI.11	7	SP	7.SP.2	PI.11	9-12	G-GPE	G-GPE.5
PI.12	a. K b. 1	a. G b. G	a. K.G.1 b. 1.G.1	PI.12	a. 3 b. 5	a. G b. NBT	a. 3.G.1 b. 5.NBT.2	PI.12	6	EE	6.EE.2b	PI.12	9-12	N-RN	N-RN.3
PII.1	2	OA	2.OA.3	PII.1	4	NF	4.NF.4c	PII.1	7	NS	7.NS.1b	PII.1	9-12	A-SSE	A-SSE.3c
PII.2	1	NBT	1.NBT.6	PII.2	3	NBT	3.NBT.2	PII.2	6	EE	6.EE.7	PII.2	9-12	F-TF	F-TF.2
PII.3	K	G	K.G.5	PII.3	3	G	3.G.2	PII.3	8	SP	8.SP.3	PII.3	9-12	G-CO	G-CO.6
PII.4	2	MD	2.MD.10	PII.4	5	NF	5.NF.7c	PII.4	7	RP	7.RP.3	PII.4	9-12	F-IF	F-IF.4
PII.5	K	MD	K.MD.1	PII.5	5	MD	5.MD.2	PII.5	8	F	8.F.4	PII.5	9-12	S-CP	S-CP.5
PII.6	1	OA	1.OA.6	PII.6	4	NF	4.NF.3d	PII.6	6	G	6.G.2	PII.6	9-12	G-GMD	G-GMD.4
PII.7	1	OA	1.OA.6	PII.7	4	NF	4.NF.3d	PII.7	6	G	6.G.2	PII.7	9-12	G-GMD	G-GMD.4

CA ELD Standards Augmentation for Mathematics - Matrices [sorted by grade level]

Grades K, 1, and 2			
ELD Standard	Grade Level	Domain	Sample Standard
PI.1	K	CC	K.CC.4b
PI.5	K	OA	K.OA.2
PI.9	K	MD	K.MD.2
PI.12a	K	G	K.G.1
PII.3	K	G	K.G.5
PII.5	K	MD	K.MD.1
PI.2	1	OA	1.OA.1
PI.3	1	MD	1.MD.4
PI.7	1	NBT	1.NBT.4
PI.12b	1	G	1.G.1
PII.2	1	NBT	1.NBT.6
PII.6	1	OA	1.OA.6
PII.7	1	OA	1.OA.6
PI.10	2	G	2.G.3
PI.11	2	NBT	2.NBT.7
PI.4	2	NBT	2.NBT.9
PI.6	2	OA	2.OA.1
PI.8	2	MD	2.MD.8
PII.1	2	OA	2.OA.3
PII.4	2	MD	2.MD.10

Grades 3, 4, and 5			
ELD Standard	Grade Level	Domain	Sample Standard
PI.1	3	OA	3.OA.1
PI.4	3	MD	3.MD.7c
PI.7	3	NF	3.NF.3d
PI.10a	3	MD	3.MD.8
PI.12a	3	G	3.G.1
PII.2	3	NBT	3.NBT.2
PII.3	3	G	3.G.2
PI.3	4	NF	4.NF.1
PI.6b	4	MD	4.MD.2
PI.8	4	NBT	4.NBT.5
PI.9	4	OA	4.OA.5
PII.1	4	NF	4.NF.4c
PII.6	4	NF	4.NF.3d
PII.7	4	NF	4.NF.3d
PI.11	a. 4 b. 4	a. NF b. OA	a. 4.NF.7 b. 4.OA.3
PI.2	5	G	5.G.3
PI.5	5	NBT	5.NBT.6
PI.6a	5	OA	5.OA.3
PI.10b	5	G	5.G.4
PI.12b	5	NBT	5.NBT.2
PII.4	5	NF	5.NF.7c
PII.5	5	MD	5.MD.2

Grades 6, 7, and 8			
ELD Standard	Grade Level	Domain	Sample Standard
PI.12	6	EE	6.EE.2b
PI.6	6	SP	6.SP.5
PI.7	6	RP	6.RP.1
PI.10a	6	NS	6.NS.7b
PII.2	6	EE	6.EE.7
PII.6	6	G	6.G.2
PII.7	6	G	6.G.2
PI.1	7	NS	7.NS.1a
PI.11	7	SP	7.SP.2
PI.4	7	RP	7.RP.2d
PI.5	7	G	7.G.6
PI.10b	7	EE	7.EE.4
PII.1	7	NS	7.NS.1b
PII.4	7	RP	7.RP.3
PI.2	8	F	8.F.5
PI.3	8	EE	8.EE.6
PI.8	8	SP	8.SP.1
PI.9	8	G	8.G.6
PII.3	8	SP	8.SP.3
PII.5	8	F	8.F.4

Grades 9-10 and 11-12			
ELD Standard	Grade Level	Domain	Sample Standard
PI.1	9-12	G-MG	G-MG.1
PI.2	9-12	A-REI	A-REI.11
PI.3	9-12	N-RN	N-RN.1
PI.4	9-12	S-ID	S-ID.5
PI.5	9-12	F-IF	F-IF.9
PI.6	a. 9-12 b. 9-12 c. 9-12	a. S-IC b. S-ID c. N-Q	a. S-IC.3 b. S-ID.3 c. N-Q.1
PI.7	9-12	G-SRT	G-SRT.2
PI.8	9-12	F-LE	F-LE.3
PI.9	9-12	A-REI	A-REI.5
PI.10	9-12	S-ID	S-ID.6a
PI.11	9-12	G-GPE	G-GPE.5
PI.12	9-12	N-RN	N-RN.3
PII.1	9-12	A-SSE	A-SSE.3c
PII.2	9-12	F-TF	F-TF.2
PII.3	9-12	G-CO	G-CO.6
PII.4	9-12	F-IF	F-IF.4
PII.5	9-12	S-CP	S-CP.5
PII.6	9-12	G-GMD	G-GMD.4
PII.7	9-12	G-GMD	G-GMD.4

Grades K, 1, and 2

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CA ELD Standards Augmentation for Mathematics Grades K, 1, and 2			
Part I: Interacting in Meaningful Ways A. Collaborative			
1. Exchanging information and ideas			
Grade	Emerging	Expanding	Bridging
K	Contribute to conversations and express ideas by asking and answering <i>yes-no</i> and <i>wh-</i> 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	Contribute to conversations and express ideas by asking and answering <i>yes-no</i> and <i>wh-</i> 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.
2	Contribute to conversations and express ideas by asking and answering <i>yes-no</i> and <i>wh-</i> 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.
Applying ELD Standards to Mathematics	Working collaboratively provides students opportunities both to develop and to display understanding of important math concepts. While focusing on specific math content, students share perspectives, ask and answer questions, examine specific cases, and address misconceptions.		

<p>Standards for Mathematical Practice</p>	<p>MP.1 Make sense of problems and persevere in solving them. MP.3 Construct viable arguments and critique the reasoning of others. • Justify their conclusions, communicate them to others, and respond to the arguments of others. MP.6 Attend to precision. • Try to communicate precisely to others.</p>
<p>Sample Mathematics Content Example</p>	<p>When students understand the relationship between numbers and quantities (K.CC.4b), they may count orally, or listen as their peers count; verify which number name represents how many objects were counted; and ask and answer questions to be sure they understand that the number of objects is the same, regardless of their arrangement or the order in which they are counted.</p> <p>EL children ask and answer questions by engaging in teacher-facilitated structured routines for think-pair-share (sit knee-to-knee, keep your eyes on your partner's eyes, take turns, listen quietly while your partner talks) and by using common phrases for engaging in classroom discussions about math, which they have practiced in fun and engaging ways (e.g., by chanting or singing in K-1). These common phrases include: How many do we have? What number does that show? What do you think? Do you agree with me? I like your math thinking! I'm not sure I agree, so let's try it again. I want to add on to your idea.</p>
<p>Notes</p>	<p>The sample content example can be adapted for mathematics content at grades K, 1, and 2.</p> <p>Refer to the CA CCSSM for the complete set of mathematics standards to use along with the CA ELD Standards to plan curriculum and instruction for English learners.</p>

CA ELD Standards Augmentation for Mathematics Grades K, 1, and 2			
Part I: Interacting in Meaningful Ways A. Collaborative			
2. Interacting via written English			
Grade	Emerging	Expanding	Bridging
K	Collaborate with the teacher and peers on joint composing projects of short informational and literary texts that include minimal writing (labeling with a few words), using technology, where appropriate, for publishing, graphics, and the like.	Collaborate with the teacher and peers on joint composing projects of informational and literary texts that include some writing (e.g., short sentences), using technology, where appropriate, for publishing, graphics, and the like.	Collaborate with the teacher and peers on joint composing projects of informational and literary texts that include a greater amount of writing (e.g., a very short story), using technology, where appropriate, for publishing, graphics, and the like.
1	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.
2	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.
Applying ELD Standards to Mathematics	Students often use sketches and drawings to support their thinking. Sharing their work, students may make generalizations or justify their thinking in writing with step-by-step reasoning.		

<p>Standards for Mathematical Practice</p>	<p>MP.1 Make sense of problems and persevere in solving them.</p> <p>MP.3 Construct viable arguments and critique the reasoning of others.</p> <ul style="list-style-type: none"> • Listen to or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve arguments. • Compare the effectiveness of plausible arguments. • Justify their conclusions, communicate them to others, and respond to the arguments of others. <p>MP.6 Attend to precision.</p> <ul style="list-style-type: none"> • Try to communicate precisely to others. • Try to use clear definitions in discussion with others and in their own reasoning.
<p>Sample Mathematics Content Example</p>	<p>When students solve word problems involving addition and subtraction (1.OA.1), they may work together to use objects or make drawings (MP4) to represent situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions.</p>
<p>Notes</p>	<p>Reference to MP.4 (Model with mathematics) reflects a content sample-specific MP.</p> <p>The sample content example can be adapted for mathematics content at grades K, 1, and 2.</p> <p>Refer to the CA CCSSM for the complete set of mathematics standards to use along with the CA ELD Standards to plan curriculum and instruction for English learners.</p>

CA ELD Standards Augmentation for Mathematics Grades K, 1, and 2			
Part I: Interacting in Meaningful Ways A. Collaborative			
3. Offering opinions			
Grade	Emerging	Expanding	Bridging
K	Offer opinions and ideas in conversations using a small set of learned phrases (e.g., <i>I think X</i>), as well as open responses.	Offer opinions in conversations using an expanded set of learned phrases (e.g., <i>I think/don't think X. I agree with X</i>), 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>I think/don't think X. I agree with X, but...</i>), as well as open responses, in order to gain and/or hold the floor or add information to an idea.
1	Offer opinions and ideas in conversations using a small set of learned phrases (e.g., <i>I think X</i>), 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>I think/don't think X. I agree with X</i>), 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>I think/don't think X. I agree with X</i>), and open responses in order to gain and/or hold the floor, elaborate on an idea, provide different opinions, and so on.
2	Offer opinions and negotiate with others in conversations using learned phrases (e.g., <i>I think X.</i>), 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>I agree with X, but X.</i>), 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., <i>That's a good idea, but X</i>), as well as open responses, in order to gain and/or hold the floor, provide counterarguments, elaborate on an idea, and the like.

Applying ELD Standards to Mathematics	In making mathematical arguments and critiquing the reasoning of others, students need to connect and/or counter others' ideas with mathematical justification.
Standards for Mathematical Practice	<p>MP.1 Make sense of problems and persevere in solving them.</p> <p>MP.3 Construct viable arguments and critique the reasoning of others.</p> <ul style="list-style-type: none"> • Understand and use stated assumptions, definitions, and previously established results in constructing arguments. • Justify their conclusions, communicate them to others, and respond to the arguments of others. <p>MP.6 Attend to precision.</p> <ul style="list-style-type: none"> • Try to use clear definitions in discussion with others and in their own reasoning.
Sample Mathematics Content Example	When students analyze data sets, they organize, represent (MP.4), and interpret the data (1.MD.4). They may ask and answer questions, such as what is the total number of data points, how many are in each category, and how many more or less are in one category than in another, and explain their reasoning (MP.2).
Notes	References to MP.4 (Model with mathematics) and MP.2 (Reason abstractly and quantitatively) reflect content sample-specific MPs.
	The sample content example can be adapted for mathematics content at grades K, 1, and 2.
	Refer to the CA CCSSM for the complete set of mathematics standards to use along with the CA ELD Standards to plan curriculum and instruction for English learners.

CA ELD Standards Augmentation for Mathematics Grades K, 1, and 2			
Part I: Interacting in Meaningful Ways A. Collaborative			
4. Adapting language choices			
Grade	Emerging	Expanding	Bridging
K	No standard for kindergarten.	No standard for kindergarten.	No standard for kindergarten.
1	No standard for grade 1.	No standard for grade 1.	No standard for grade 1.
2	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.
Applying ELD Standards to Mathematics	Students adjust their language choices according to purpose and task (e.g., providing evidence to support reasoning used to defend mathematical arguments, interpretations, and procedures).		
Standards for Mathematical Practice	MP.1 Make sense of problems and persevere in solving them. MP.3 Construct viable arguments and critique the reasoning of others. <ul style="list-style-type: none"> Justify their conclusions, communicate them to others, and respond to the arguments of others. MP.6 Attend to precision. <ul style="list-style-type: none"> Try to communicate precisely to others. Try to use clear definitions in discussion with others and in their own reasoning. 		
Sample Mathematics Content Example	When students explain mathematics concepts such as why addition and subtraction strategies work, using place value and the properties of operations (2.NBT.9), they must use vocabulary and terms correctly, adjusting language choices as needed.		
Notes	Refer to the CA CCSSM for the complete set of mathematics standards to use along with the CA ELD Standards to plan curriculum and instruction for English learners.		

CA ELD Standards Augmentation for Mathematics Grades K, 1, and 2			
Part I: Interacting in Meaningful Ways B. Interpretive			
5. Listening actively			
Grade	Emerging	Expanding	Bridging
K	Demonstrate active listening to read-alouds and oral presentations by asking and answering <i>yes-no</i> and <i>wh-</i> 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	Demonstrate active listening to read-alouds and oral presentations by asking and answering <i>yes-no</i> and <i>wh-</i> 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.
2	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.
Applying ELD Standards to Mathematics	Students listen to a variety of orally expressed mathematical information, such as explanations, procedures, or word problems, and demonstrate understanding by asking and answering questions.		

<p>Standards for Mathematical Practice</p>	<p>MP.1 Make sense of problems and persevere in solving them. MP.3 Construct viable arguments and critique the reasoning of others. • Listen to or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve arguments. MP.6 Attend to precision. • Try to communicate precisely to others.</p>
<p>Sample Mathematics Content Example</p>	<p>Students may use objects or drawings (MP.4) to help them represent and solve word problems involving addition and subtraction (K.OA.2). They must actively listen when word problems are presented orally, as well as when others express their thinking about their understanding of the problem.</p>
<p>Notes</p>	<p>Reference to MP.4 (Model with mathematics) reflects a content sample-specific MP.</p>
	<p>The sample content example can be adapted for mathematics content at grades K, 1, and 2.</p>
	<p>Refer to the CA CCSSM for the complete set of mathematics standards to use along with the CA ELD Standards to plan curriculum and instruction for English learners.</p>

CA ELD Standards Augmentation for Mathematics Grades K, 1, and 2			
Part I: Interacting in Meaningful Ways B. Interpretive			
6. Reading/viewing closely			
Grade	Emerging	Expanding	Bridging
K	Describe ideas, phenomena (e.g., parts of a plant), and text elements (e.g., characters) based on understanding of a select set of grade-level texts and viewing of multimedia, with substantial support.	Describe ideas, phenomena (e.g., how butterflies eat), and text elements (e.g., setting, characters) in greater detail based on understanding of a variety of grade-level texts and viewing of multimedia, with moderate support.	Describe ideas, phenomena (e.g., insect metamorphosis), and text elements (e.g., major events, characters, setting) using key details based on understanding of a variety of grade-level texts and viewing of multimedia, with light support.
1	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.
2	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.

<p>Applying ELD Standards to Mathematics</p>	<p>In mathematics, close reading and viewing is often required to determine key details in the context of examining, interpreting, and creating graphs and other models in real-world problem situations. Students use these details when describing ideas, concepts, and procedures.</p>
<p>Standards for Mathematical Practice</p>	<p>MP.1 Make sense of problems and persevere in solving them. MP.3 Construct viable arguments and critique the reasoning of others. • Understand and use stated assumptions, definitions, and previously established results in constructing arguments. • Make conjectures and build a logical progression of statements to explore the truth of their conjectures. MP.6 Attend to precision. • Try to communicate precisely to others. • Try to use clear definitions in discussion with others and in their own reasoning.</p>
<p>Sample Mathematics Content Example</p>	<p>When students solve one- and two-step word problems involving addition and subtraction (2.OA.1), they may use drawings (MP.4) and equations, with a symbol for the unknown, to represent situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions. Understanding the key details helps them better describe their ideas and strategies for solving the problems.</p>
<p>Notes</p>	<p>Reference to MP.4 (Model with mathematics) reflects a content sample-specific MP. The sample content example can be adapted for mathematics content at grades K, 1, and 2. Refer to the CA CCSSM for the complete set of mathematics standards to use along with the CA ELD Standards to plan curriculum and instruction for English learners.</p>

CA ELD Standards Augmentation for Mathematics Grades K, 1, and 2			
Part I: Interacting in Meaningful Ways B. Interpretive			
7. Evaluating language choices			
Grade	Emerging	Expanding	Bridging
K	Describe the language an author uses to present an idea (e.g., the words and phrases used when a character is introduced), with prompting and substantial support.	Describe the language an author uses to present an idea (e.g., the adjectives used to describe a character), with prompting and moderate support.	Describe the language an author uses to present or support an idea (e.g., the vocabulary used to describe people and places), with prompting and light support.
1	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.
2	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.
Applying ELD Standards to Mathematics	When critiquing others' presentations on mathematical topics, students can describe how well the writers or speakers used particular vocabulary or phrasing, for example, to provide a definition or explanation.		

<p>Standards for Mathematical Practice</p>	<p>MP.1 Make sense of problems and persevere in solving them. MP.3 Construct viable arguments and critique the reasoning of others. • Understand and use stated assumptions, definitions, and previously established results in constructing arguments. • Make conjectures and build a logical progression of statements to explore the truth of their conjectures. MP.6 Attend to precision. • Try to use clear definitions in discussion with others and in their own reasoning.</p>
<p>Sample Mathematics Content Example</p>	<p>To show understanding of adding various one- and two-digit numbers (1.NBT.4) with a variety of strategies (e.g., using concrete models or drawings (MP.4) and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction), students must relate the strategy to a written method (MP.2) and explain the reasoning used. When students listen to others' presentations and explanations of the models and strategies they used and observe others demonstrate their reasoning, students may determine whether or not the explanations make sense and/or how they could have been improved.</p>
<p>Notes</p>	<p>References to MP.4 (Model with mathematics) and MP.2 (Reason abstractly and quantitatively) reflect content sample-specific MPs.</p>
	<p>The sample content example can be adapted for mathematics content at grades K, 1, and 2.</p>
	<p>Refer to the CA CCSSM for the complete set of mathematics standards to use along with the CA ELD Standards to plan curriculum and instruction for English learners.</p>

CA ELD Standards Augmentation for Mathematics Grades K, 1, and 2			
Part I: Interacting in Meaningful Ways B. Interpretive			
8. Analyzing language choices			
Grade	Emerging	Expanding	Bridging
K	Distinguish how two different frequently used words (e.g., describing an action with the verb <i>walk</i> versus <i>run</i>) produce a different effect.	Distinguish how two different words with similar meaning (e.g., describing an action as <i>walk</i> versus <i>march</i>) produce shades of meaning and a different effect.	Distinguish how multiple different words with similar meaning (e.g., <i>walk, march, strut, prance</i>) produce shades of meaning and a different effect.
1	Distinguish how two different frequently used words (e.g., <i>large</i> versus <i>small</i>) produce a different effect on the audience.	Distinguish how two different words with similar meaning (e.g., <i>large</i> versus <i>enormous</i>) produce shades of meaning and a different effect on the audience.	Distinguish how multiple different words with similar meaning (e.g., <i>big, large, huge, enormous, gigantic</i>) produce shades of meaning and a different effect on the audience.
2	Distinguish how two different frequently used words (e.g., describing a character as <i>happy</i> versus <i>angry</i>) produce a different effect on the audience.	Distinguish how two different words with similar meaning (e.g., describing a character as <i>happy</i> versus <i>ecstatic</i>) produce shades of meaning and different effects on the audience.	Distinguish how multiple different words with similar meaning (e.g., <i>pleased</i> versus <i>happy</i> versus <i>ecstatic, heard</i> or <i>knew</i> versus <i>believed</i>) produce shades of meaning and different effects on the audience.
Applying ELD Standards to Mathematics	When reading or listening to others' presentations on mathematical topics, students can distinguish how the writer's or speaker's selection of particular words or phrases with related meanings (e.g., <i>divide</i> versus <i>partition</i>) affects the audience's understanding.		

<p>Standards for Mathematical Practice</p>	<p>MP.1 Make sense of problems and persevere in solving them. MP.3 Construct viable arguments and critique the reasoning of others. • Understand and use stated assumptions, definitions, and previously established results in constructing arguments. • Make conjectures and build a logical progression of statements to explore the truth of their conjectures. MP.6 Attend to precision. • Try to use clear definitions in discussion with others and in their own reasoning.</p>
<p>Sample Mathematics Content Example</p>	<p>By using different strategies and providing a variety of representations to explain a concept, students provide their audience with opportunities to understand the concepts. Students may solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately (2.MD.8). They may demonstrate problem situations using actual money or other objects (MP.4) appropriately representing coins and dollar bills, describe the process using accurate vocabulary, and use correct symbols to write equations representing the problems.</p> <p>For example, to solve the problem "Ruby needs change for a 1-dollar bill. Ben has 3 quarters, 2 dimes, and a nickel. Does Ben have the correct amount of money to change Ruby's dollar bill? Explain how you know," students must understand the different uses of the word "change" as well as use correct terminology to explain how one might think of changing each coin, and the dollar bill, into pennies or representing them in cents. A follow-up problem might be "Find other combinations of coins that would make exact change for one dollar. Explain how you know you have the correct change."</p>
<p>Notes</p>	<p>Reference to MP.4 (Model with mathematics) reflects a content sample-specific MP.</p> <p>The sample content example can be adapted for mathematics content at grades K, 1, and 2.</p> <p>Refer to the CA CCSSM for the complete set of mathematics standards to use along with the CA ELD Standards to plan curriculum and instruction for English learners.</p>

CA ELD Standards Augmentation for Mathematics Grades K, 1, and 2			
Part I: Interacting in Meaningful Ways C. Productive			
9. Presenting			
Grade	Emerging	Expanding	Bridging
K	Plan and deliver very brief oral presentations (e.g., show and tell, describing a picture).	Plan and deliver brief oral presentations on a variety of topics (e.g., show and tell, author's chair, recounting an experience, describing an animal).	Plan and deliver longer oral presentations on a variety of topics in a variety of content areas (e.g., retelling a story, describing a science experiment).
1	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).
2	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).
Applying ELD Standards to Mathematics	Students share their thinking and findings by explaining or describing the mathematics content, providing supporting evidence, and, in many cases, using graphics or demonstrations as part of an oral presentation.		

<p>Standards for Mathematical Practice</p>	<p>MP.1 Make sense of problems and persevere in solving them. MP.3 Construct viable arguments and critique the reasoning of others. • Understand and use stated assumptions, definitions, and previously established results in constructing arguments. • Make conjectures and build a logical progression of statements to explore the truth of their conjectures. MP.6 Attend to precision. • Try to communicate precisely to others.</p>
<p>Sample Mathematics Content Example</p>	<p>When students explain a process or procedure, they will typically provide a logical progression of statements. If students are to directly compare two objects with a measurable attribute in common (K.MD.2) to see which object has “more of”/“less of” the attribute, they may describe the difference and explain how they know (MP.2) which has “more of”/“less of” the attribute.</p> <p>For example, a student may be asked to "Choose two classmates who seem to be about the same height. Is one student actually taller or shorter than the other? How would you decide?" The student could explain a process of having each student take off their shoes and stand back to back. Another taller student or teacher could put a yard stick (or book or similar suitable object) on the tops of both students' heads, and try to place it so as to account for hair styles that might affect the comparison. The student could then describe how the yard stick shows which student is taller/shorter, or if they still seem to be exactly the same height.</p>
<p>Notes</p>	<p>Reference to MP.2 (Reason abstractly and quantitatively) reflects a content sample-specific MP.</p> <p>The sample content example can be adapted for mathematics content at grades K, 1, and 2.</p> <p>Refer to the CA CCSSM for the complete set of mathematics standards to use along with the CA ELD Standards to plan curriculum and instruction for English learners.</p>

CA ELD Standards Augmentation for Mathematics Grades K, 1, and 2			
Part I: Interacting in Meaningful Ways C. Productive			
10. Composing/Writing			
Grade	Emerging	Expanding	Bridging
K	Draw, dictate, and write to compose very short literary texts (e.g., story) and informational texts (e.g., a description of a dog), using familiar vocabulary collaboratively in shared language activities with an adult (e.g., joint construction of texts), with peers, and sometimes independently.	Draw, dictate, and write to compose short literary texts (e.g., story) and informational texts (e.g., a description of dogs), collaboratively with an adult (e.g., joint construction of texts), with peers, and with increasing independence.	Draw, dictate, and write to compose longer literary texts (e.g., story) and informational texts (e.g., an information report on dogs), collaboratively with an adult (e.g., joint construction of texts), with peers, and independently using appropriate text organization.
1	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.

<p>2</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>
<p>Applying ELD Standards to Mathematics</p>	<p>Students may work independently or collaboratively to write detailed informational text when they model relationships and solve problems in context, justifying steps in the process and verifying conclusions.</p>		
<p>Standards for Mathematical Practice</p>	<p>MP.1 Make sense of problems and persevere in solving them. MP.3 Construct viable arguments and critique the reasoning of others. • Understand and use stated assumptions, definitions, and previously established results in constructing arguments. • Make conjectures and build a logical progression of statements to explore the truth of their conjectures. MP.6 Attend to precision. • Try to communicate precisely to others.</p>		
<p>Sample Mathematics Content Example</p>	<p>To show fractional parts (2.G.3), students may work collaboratively or independently to make sketches or drawings (MP.4) to show a variety of ways to partition circles and rectangles into two, three, or four equal shares. They describe the shares using correct terminology (<i>halves, thirds, half of, a third of, etc.</i>) and describe the whole as two halves, three thirds, four fourths. Drawings or sketches may also be used to show that equal shares of identical wholes need not have the same shape.</p> <p>For example, given a square shape, students may partition the square into fourths by drawing the diagonals, showing three parallel lines equally spaced horizontally or vertically, showing a vertical and a horizontal line, using combinations of these partitionings, or by creating various non-linear partitions.</p>		
<p>Notes</p>	<p>Reference to MP.4 (Model with mathematics) reflects a content sample-specific MP.</p> <p>The sample content example can be adapted for mathematics content at grades K, 1, and 2.</p> <p>Refer to the CA CCSSM for the complete set of mathematics standards to use along with the CA ELD Standards to plan curriculum and instruction for English learners.</p>		

CA ELD Standards Augmentation for Mathematics Grades K, 1, and 2			
Part I: Interacting in Meaningful Ways C. Productive			
11. Supporting opinions			
Grade	Emerging	Expanding	Bridging
K	Offer opinions and provide good reasons (e.g., <i>My favorite book is X because X.</i>) 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	Offer opinions and provide good reasons (e.g., <i>My favorite book is X because X</i>) 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).
2	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.
Applying ELD Standards to Mathematics	Students may be required to make decisions based on evidence, including reasonable estimates of known quantities to find unknown quantities.		

<p>Standards for Mathematical Practice</p>	<p>MP.1 Make sense of problems and persevere in solving them. MP.3 Construct viable arguments and critique the reasoning of others. • Understand and use stated assumptions, definitions, and previously established results in constructing arguments. • Make conjectures and build a logical progression of statements to explore the truth of their conjectures. MP.6 Attend to precision. • Try to communicate precisely to others.</p>
<p>Sample Mathematics Content Example</p>	<p>Students may add and subtract larger numbers (2.NBT.7) using various models (MP.4) and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction. These provide detailed evidence students may use to relate their strategy to a written method (MP.2). Using examples and counterexamples, students show that sometimes it is necessary to compose or decompose tens or hundreds.</p> <p>For example, using place value models a student may show why $376 + 252$ is not equal to 5128 (where 7 tens and 5 tens are written as "12" rather than composing a hundred), or may use estimation strategies to show that a sum of 5128 is not reasonable.</p>
<p>Notes</p>	<p>References to MP.2 (Reason abstractly and quantitatively) and MP.4 (Model with mathematics) reflect content sample-specific MPs.</p>
	<p>The sample content example can be adapted for mathematics content at grades K, 1, and 2.</p>
	<p>Refer to the CA CCSSM for the complete set of mathematics standards to use along with the CA ELD Standards to plan curriculum and instruction for English learners.</p>

**CA ELD Standards Augmentation for Mathematics
Grades K, 1, and 2**

**Part I: Interacting in Meaningful Ways
C. Productive**

12. Selecting language resources

Grade	Emerging	Expanding	Bridging
K	<p>a. Retell texts and recount experiences using a select set of key words.</p> <p>b. Use a select number of general academic and domain-specific words to add detail (e.g., adding the word <i>spicy</i> to describe a favorite food, using the word <i>larva</i> when explaining insect metamorphosis) while speaking and composing.</p>	<p>a. Retell texts and recount experiences using complete sentences and key words.</p> <p>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 <i>scurry</i> versus <i>run</i>) while speaking and composing.</p>	<p>a. Retell texts and recount experiences using increasingly detailed complete sentences and key words.</p> <p>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 <i>suddenly</i> to signal a change) or to create shades of meaning (e.g., The cat's fur was <i>as white as snow</i>) while speaking and composing.</p>

<p>1</p>	<p>a. Retell texts and recount experiences, using key words.</p> <p>b. Use a select number of general academic and domain-specific words to add detail (e.g., adding the word <i>scrumptious</i> to describe a favorite food, using the word <i>thorax</i> to refer to insect anatomy) while speaking and writing.</p>	<p>a. Retell texts and recount experiences, using complete sentences and key words.</p> <p>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 <i>suddenly</i> to signal a change), or create shades of meaning (e.g., <i>prance</i> versus <i>walk</i>) while speaking and writing.</p>	<p>a. Retell texts and recount experiences using increasingly detailed complete sentences and key words.</p> <p>b. Use a wide variety of general academic and domain-specific words, synonyms, antonyms, and non-literal language (e.g., The dog was <i>as big as a house</i>) to create an effect, precision, and shades of meaning while speaking and writing.</p>
<p>2</p>	<p>a. Retell texts and recount experiences by using key words.</p> <p>b. Use a select number of general academic and domain-specific words to add detail (e.g., adding the word <i>generous</i> to describe a character, using the word <i>lava</i> to explain volcanic eruptions) while speaking and writing.</p>	<p>a. Retell texts and recount experiences using complete sentences and key words.</p> <p>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 <i>suddenly</i> to signal a change), or create shades of meaning (e.g., <i>scurry</i> versus <i>dash</i>) while speaking and writing.</p>	<p>a. Retell texts and recount experiences using increasingly detailed complete sentences and key words.</p> <p>b. Use a wide variety of general academic and domain-specific words, synonyms, antonyms, and non-literal language (e.g., He was <i>as quick as a cricket</i>) to create an effect, precision, and shades of meaning while speaking and writing.</p>
<p>Applying ELD Standards to Mathematics</p>	<p>Students use key words and a variety of general academic and mathematics-specific words and phrases when writing or speaking about mathematics content.</p>		

<p>Standards for Mathematical Practice</p>	<p>MP.1 Make sense of problems and persevere in solving them. MP.3 Construct viable arguments and critique the reasoning of others. • Understand and use stated assumptions, definitions, and previously established results in constructing arguments. • Make conjectures and build a logical progression of statements to explore the truth of their conjectures. MP.6 Attend to precision. • Try to communicate precisely to others.</p>
<p>Sample Mathematics Content Example</p>	<p>a. As students describe or explain concepts or procedures, they need to provide sufficient detail. When describing objects in the environment (K.G.1), they may use names of shapes and describe the relative positions of these objects using terms such as <i>above</i>, <i>below</i>, <i>beside</i>, <i>in front of</i>, <i>behind</i>, and <i>next to</i> .</p> <p>b. Students use correct vocabulary and details to describe attributes (1.G.1) when distinguishing between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size). They must understand these terms in order to build and draw shapes to possess defining attributes.</p>
<p>Notes</p>	<p>The sample content example can be adapted for mathematics content at grades K, 1, and 2.</p>
	<p>Refer to the CA CCSSM for the complete set of mathematics standards to use along with the CA ELD Standards to plan curriculum and instruction for English learners.</p>

**CA ELD Standards Augmentation for Mathematics
Grades K, 1, and 2**

**Part II: Learning About How English Works
A. Structuring Cohesive Texts**

1. Understanding text structure

Grade	Emerging	Expanding	Bridging
K	Apply understanding of how text types are organized (e.g., how a story is organized by a sequence of events) to comprehending and composing texts in shared language activities guided by the teacher, with peers, and sometimes independently.	Apply understanding of how different text types are organized to express ideas (e.g., how a story is organized sequentially with predictable stages versus how an informative text is organized by topic and details) to comprehending texts and composing texts in shared language activities guided by the teacher, collaboratively with peers, and with increasing independence.	Apply understanding of how different text types are organized predictably (e.g., a narrative text versus an informative text versus an opinion text) to comprehending texts and composing texts in shared language activities guided by the teacher, with peers, and independently.

<p>1</p>	<p>Apply understanding of how text types are organized (e.g., how a story is organized by a sequence of events) to comprehending texts and composing basic texts with substantial support (e.g., using drawings, through joint construction with a peer or teacher) to comprehending texts and writing texts in shared language activities guided by the teacher, with peers, and sometimes independently.</p>	<p>Apply understanding of how different text types are organized to express ideas (e.g., how a story is organized sequentially with predictable stages versus how an informative text is organized by topic and details) to comprehending texts and writing texts in shared language activities guided by the teacher and with increasing independence.</p>	<p>Apply understanding of how different text types are organized predictably to express ideas (e.g., how a story is organized versus an informative/ explanatory text versus an opinion text) to comprehending texts and writing texts in shared language activities guided by the teacher and independently.</p>
<p>2</p>	<p>Apply understanding of how different text types are organized to express ideas (e.g., how a story is organized sequentially) to comprehending and composing texts in shared language activities guided by the teacher, with peers, and sometimes independently.</p>	<p>Apply understanding of how different text types are organized to express ideas (e.g., how a story is organized sequentially with predictable stages versus how an information report is organized by topic and details) to comprehending texts and composing texts with increasing independence.</p>	<p>Apply understanding of how different text types are organized predictably to express ideas (e.g., a narrative versus an informative/explanatory text versus an opinion text) to comprehending and writing texts independently.</p>
<p>Applying ELD Standards to Mathematics</p>	<p>As students express ideas, they use their understandings about how mathematics texts are organized and about mathematical symbols or words, to help them comprehend and write texts so that they communicate clearly.</p>		

<p>Standards for Mathematical Practice</p>	<p>MP.1 Make sense of problems and persevere in solving them. MP.3 Construct viable arguments and critique the reasoning of others. • Understand and use stated assumptions, definitions, and previously established results in constructing arguments. • Make conjectures and build a logical progression of statements to explore the truth of their conjectures. MP.6 Attend to precision. • Try to communicate precisely to others.</p>
<p>Sample Mathematics Content Example</p>	<p>To show comprehension and to express ideas about odd and even numbers (2.OA.3) students may determine whether a group of objects has an odd or even number of members in a variety of ways (by pairing objects, or counting them by 2s). To communicate their understanding, they may then write an equation (MP.4) to express an even number as a sum of two equal addends.</p> <p>For example, "When I count these 13 pennies by 2s, I have one penny left over; so 13 is an odd number. If I had one penny more, I would have 7 pairs of pennies. The equation $7 + 7 = 14$ shows that 14 is an even number."</p>
<p>Notes</p>	<p>Reference to MP.4 (Model with mathematics) reflects a content sample-specific MP.</p> <p>The sample content example can be adapted for mathematics content at grades K, 1, and 2.</p> <p>Refer to the CA CCSSM for the complete set of mathematics standards to use along with the CA ELD Standards to plan curriculum and instruction for English learners.</p>

**CA ELD Standards Augmentation for Mathematics
Grades K, 1, and 2**

**Part II: Learning About How English Works
A. Structuring Cohesive Texts**

2. Understanding cohesion

Grade	Emerging	Expanding	Bridging
K	Apply basic understanding of how ideas, events, or reasons are linked throughout a text using more everyday connecting words or phrases (e.g., <i>one time, then</i>) to comprehending texts and composing texts in shared language activities guided by the teacher, with peers, and sometimes independently.	Apply understanding of how ideas, events, or reasons are linked throughout a text using a growing number of connecting words or phrases (e.g., <i>next, after a long time</i>) to comprehending texts and composing texts in shared language activities guided by the teacher, collaboratively with peers, and with increasing independence.	Apply understanding of how ideas, events, or reasons are linked throughout a text using a variety of connecting words or phrases (e.g., <i>first/second/third, once, at the end</i>) to comprehending texts and composing texts in shared language activities guided by the teacher, with peers, and independently.
1	Apply basic understanding of how ideas, events, or reasons are linked throughout a text using more everyday connecting words or phrases (e.g., <i>one day, after, then</i>) to comprehending texts and writing texts in shared language activities guided by the teacher, with peers, and sometimes independently.	Apply understanding of how ideas, events, or reasons are linked throughout a text using a growing number of connecting words or phrases (e.g., <i>a long time ago, suddenly</i>) to comprehending texts and writing texts in shared language activities guided by the teacher and with increasing independence.	Apply understanding of how ideas, events, or reasons are linked throughout a text using a variety of connecting words or phrases (e.g., <i>for example, after that, first/second/third</i>) to comprehending texts and writing texts in shared language activities guided by the teacher and independently.

<p>2</p>	<p>Apply basic understanding of how ideas, events, or reasons are linked throughout a text using more everyday connecting words or phrases (e.g., <i>today, then</i>) to comprehending and composing texts in shared language activities guided by the teacher, with peers, and sometimes independently.</p>	<p>Apply understanding of how ideas, events, or reasons are linked throughout a text using a growing number of connecting words or phrases (e.g., <i>after a long time, first/next</i>) to comprehending texts and writing texts with increasing independence.</p>	<p>Apply understanding of how ideas, events, or reasons are linked throughout a text using a variety of connecting words or phrases (e.g., <i>for example, after that, suddenly</i>) to comprehending and writing texts independently.</p>
<p>Applying ELD Standards to Mathematics</p>	<p>As students describe or explain mathematical concepts or procedures, they use their understandings about how ideas, events, and concepts in a spoken or written text are linked or refer to each other.</p>		
<p>Standards for Mathematical Practice</p>	<p>MP.1 Make sense of problems and persevere in solving them. MP.3 Construct viable arguments and critique the reasoning of others. • Understand and use stated assumptions, definitions, and previously established results in constructing arguments. • Make conjectures and build a logical progression of statements to explore the truth of their conjectures. MP.6 Attend to precision. • Try to communicate precisely to others.</p>		

<p>Sample Mathematics Content Example</p>	<p>When students subtract multiples of 10 from multiples of 10 (in the range 10-90, with positive or zero differences) (1.NBT.6), they may use concrete models or drawings (MP.4) and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction. They may make connections to previous learning as well as to how concepts are linked to one another (MP.2) by relating the strategy to a written method and explaining the reasoning used.</p> <p>For example, a student may use place value models of 10s (such as "10-rods," "10-sticks," or "bundles of 10") to demonstrate the problem "60 – 20" as beginning with six 10-rods, then taking away two 10-rods, which leaves four 10-rods. The student may write the equation "60 – 20 = 40" and explain the connection that this is like using the basic fact $6 - 2 = 4$, but thinking of tens instead of ones: "6 tens" minus "2 tens" leaves "4 tens."</p> <p>EL children work with partners and explain to one another the sequence of steps they took to subtract multiples of 10 by using language frames with text connectives (e.g., We started with _____. First we _____. Then we _____. So now we _____), which supports them to connect the steps in ways that help others (and themselves) understand the flow of ideas.</p>
<p>Notes</p>	<p>References to MP.4 (Model with mathematics) and MP.2 (Reason abstractly and quantitatively) reflect content sample-specific MPs.</p> <p>The sample content example can be adapted for mathematics content at grades K, 1, and 2.</p> <p>Refer to the CA CCSSM for the complete set of mathematics standards to use along with the CA ELD Standards to plan curriculum and instruction for English learners.</p>

**CA ELD Standards Augmentation for Mathematics
Grades K, 1, and 2**

**Part II: Learning About How English Works
B. Expanding and Enriching Ideas**

3. Using verbs and verb phrases

Grade	Emerging	Expanding	Bridging
K	<p>a. Use frequently used verbs (e.g., go, eat, run) and verb types (e.g., doing, saying, being/having, thinking/feeling) in shared language activities guided by the teacher and with increasing independence.</p> <p>b. Use simple verb tenses appropriate for the text type and discipline to convey time (e.g., simple past for recounting an experience) in shared language activities guided by the teacher and with increasing independence.</p>	<p>a. Use a growing number of verbs and verb types (e.g., doing, saying, being/having, thinking/feeling) in shared language activities guided by the teacher and independently.</p> <p>b. Use a growing number of verb tenses appropriate for the text type and discipline to convey time (e.g., simple past tense for retelling, simple present for a science description) in shared language activities guided by the teacher and independently.</p>	<p>a. Use a wide variety of verbs and verb types (e.g., doing, saying, being/having, thinking/feeling) in shared language activities guided by the teacher and independently.</p> <p>b. Use a wide variety of verb tenses appropriate for the text type and discipline to convey time (e.g., simple present for a science description, simple future to predict) in shared language activities guided by the teacher and independently.</p>

<p>1</p>	<p>a. Use frequently used verbs (e.g., go, eat, run) and verb types (e.g., doing, saying, being/having, thinking/feeling) in shared language activities guided by the teacher and sometimes independently.</p> <p>b. Use simple verb tenses appropriate for the text type and discipline to convey time (e.g., simple past for recounting an experience) in shared language activities guided by the teacher and sometimes independently.</p>	<p>a. Use a growing number of verbs and verb types (e.g., doing, saying, being/having, thinking/feeling) in shared language activities guided by the teacher and with increasing independence.</p> <p>b. Use a growing number of verb tenses appropriate for the text type and discipline to convey time (e.g., simple past tense for retelling, simple present for a science description) in shared language activities guided by the teacher and with increasing independence.</p>	<p>a. Use a wide variety of verbs and verb types (e.g., doing, saying, being/having, thinking/feeling) in shared language activities guided by the teacher and independently.</p> <p>b. Use a wide variety of verb tenses appropriate for the text type and discipline to convey time (e.g., simple present for a science description, simple future to predict) in shared language activities guided by the teacher and independently.</p>
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<p>2</p>	<p>a. Use frequently used verbs (e.g., walk, run) and verb types (e.g., doing, saying, being/having, thinking/feeling) in shared language activities guided by the teacher and sometimes independently.</p> <p>b. Use simple verb tenses appropriate to the text type and discipline to convey time (e.g., simple past tense for recounting an experience) in shared language activities guided by the teacher and sometimes independently.</p>	<p>a. Use a growing number of verb types (e.g., doing, saying, being/having, thinking/feeling) with increasing independence.</p> <p>b. Use a growing number of verb tenses appropriate to the text type and discipline to convey time (e.g., simple past tense for retelling, simple present for a science description) with increasing independence.</p>	<p>a. Use a variety of verb types (e.g., doing, saying, being/having, thinking/feeling) independently.</p> <p>b. Use a wide variety of verb tenses appropriate to the text type and discipline to convey time (e.g., simple present tense for a science description, simple future to predict) independently.</p>
<p>Applying ELD Standards to Mathematics</p>	<p>Students use a variety of verb types and appropriate verb tenses to express their understanding of mathematical concepts and procedures with precision.</p>		
<p>Standards for Mathematical Practice</p>	<p>MP.1 Make sense of problems and persevere in solving them.</p> <p>MP.3 Construct viable arguments and critique the reasoning of others.</p> <ul style="list-style-type: none"> • Understand and use stated assumptions, definitions, and previously established results in constructing arguments. • Make conjectures and build a logical progression of statements to explore the truth of their conjectures. <p>MP.6 Attend to precision.</p> <ul style="list-style-type: none"> • Try to communicate precisely to others. 		

<p>Sample Mathematics Content Example</p>	<p>In describing a process or explaining a strategy used to solve a problem, students use various verb types and tenses. When modeling shapes in the real world (K.G.5), students may build shapes from components (e.g., sticks and clay balls) and sketch shapes (MP.4). When explaining their process and reasoning, they may use past tense to tell what they did, and why. Using present tense, students may describe what they now have. They may use future tense to make "what-if" conjectures.</p> <p>For example: <i>I <u>made</u> this model of a house by using a shoe box. I <u>bent</u> a sheet of construction paper to make the roof. That <u>looks</u> like a tent. If I need to show the back porch, I <u>will add</u> a smaller shoe box to the back.</i></p>
<p>Notes</p>	<p>Reference to MP.4 (Model with mathematics) reflects a content sample-specific MP.</p> <p>The sample content example can be adapted for mathematics content at grades K, 1, and 2.</p> <p>Refer to the CA CCSSM for the complete set of mathematics standards to use along with the CA ELD Standards to plan curriculum and instruction for English learners.</p>

**CA ELD Standards Augmentation for Mathematics
Grades K, 1, and 2**

**Part II: Learning About How English Works
B. Expanding and Enriching Ideas**

4. Using nouns and noun phrases

Grade	Emerging	Expanding	Bridging
K	Expand noun phrases in simple ways (e.g., adding a familiar adjective to describe a noun) in order to enrich the meaning of sentences and add details about ideas, people, things, and so on, in shared language activities guided by the teacher and sometimes independently.	Expand noun phrases in a growing number of ways (e.g., adding a newly learned adjective to a noun) in order to enrich the meaning of sentences and add details about ideas, people, things, and so on, in shared language activities guided by the teacher and with increasing independence.	Expand noun phrases in a wide variety of ways (e.g., adding a variety of adjectives to noun phrases) in order to enrich the meaning of phrases/sentences and add details about ideas, people, things, and so on, in shared language activities guided by the teacher and independently.
1	Expand noun phrases in simple ways (e.g., adding a familiar adjective to describe a noun) in order to enrich the meaning of sentences and add details about ideas, people, things, and the like, in shared language activities guided by the teacher and sometimes independently.	Expand noun phrases in a growing number of ways (e.g., adding a newly learned adjective to a noun) to enrich the meaning of sentences and add details about ideas, people, things, and the like, in shared language activities guided by the teacher and with increasing independence.	Expand noun phrases in a wide variety of ways (e.g., adding a variety of adjectives to noun phrases) in order to enrich the meaning of phrases/ sentences and add details about ideas, people, things, and the like, in shared language activities guided by the teacher and independently.

<p style="text-align: center;">2</p>	<p>Expand noun phrases in simple ways (e.g., adding a familiar adjective to describe a noun) in order to enrich the meaning of sentences and to add details about ideas, people, things, and the like, in shared language activities guided by the teacher and sometimes independently.</p>	<p>Expand noun phrases in a growing number of ways (e.g., adding a newly learned adjective to a noun) in order to enrich the meaning of sentences and to add details about ideas, people, things, and the like, with increasing independence.</p>	<p>Expand noun phrases in a variety of ways (e.g., adding comparative/superlative adjectives to nouns) in order to enrich the meaning of phrases/sentences and to add details about ideas, people, things, and the like, independently.</p>
<p>Applying ELD Standards to Mathematics</p>	<p>In mathematics, oral and written problems may have long noun phrases. Students need to be able to identify what the main noun is and also use the detailed information around the noun in order to understand the problem.</p>		
<p>Standards for Mathematical Practice</p>	<p>MP.1 Make sense of problems and persevere in solving them. MP.3 Construct viable arguments and critique the reasoning of others. <ul style="list-style-type: none"> • Understand and use stated assumptions, definitions, and previously established results in constructing arguments. • Make conjectures and build a logical progression of statements to explore the truth of their conjectures. MP.6 Attend to precision. <ul style="list-style-type: none"> • Try to communicate precisely to others. </p>		
<p>Sample Mathematics Content Example</p>	<p>When presented with descriptions of data sets, students may encounter long noun phrases and detailed information that is needed in order to understand the problem and context. Students may represent a data set with up to four categories (2.MD.10) by drawing a picture graph and a bar graph (MP.4). They may use details to describe their graphs and their reasoning for drawing their graphs as they did (MP.2). Students also understand and use details when they solve simple put-together, take-apart, and compare problems, related to their graphs.</p>		
<p>Notes</p>	<p>References to MP.4 (Model with mathematics) and MP.2 (Reason abstractly and quantitatively) reflect content sample-specific MPs.</p> <p>The sample content example can be adapted for mathematics content at grades K, 1, and 2.</p> <p>Refer to the CA CCSSM for the complete set of mathematics standards to use along with the CA ELD Standards to plan curriculum and instruction for English learners.</p>		

**CA ELD Standards Augmentation for Mathematics
Grades K, 1, and 2**

**Part II: Learning About How English Works
B. Expanding and Enriching Ideas**

5. Modifying to add details

Grade	Emerging	Expanding	Bridging
K	Expand sentences with frequently used prepositional phrases (such as <i>in the house</i> , <i>on the boat</i>) to provide details (e.g., time, manner, place, cause) about a familiar activity or process in shared language activities guided by the teacher and sometimes independently.	Expand sentences with prepositional phrases to provide details (e.g., time, manner, place, cause) about a familiar or new activity or process in shared language activities guided by the teacher and with increasing independence.	Expand simple and compound sentences with prepositional phrases to provide details (e.g., time, manner, place, cause) in shared language activities guided by the teacher and independently.
1	Expand sentences with frequently used prepositional phrases (such as <i>in the house</i> , <i>on the boat</i>) to provide details (e.g., time, manner, place, cause) about a familiar activity or process in shared language activities guided by the teacher and sometimes independently.	Expand sentences with prepositional phrases to provide details (e.g., time, manner, place, cause) about a familiar or new activity or process in shared language activities guided by the teacher and with increasing independence.	Expand simple and compound sentences with prepositional phrases to provide details (e.g., time, manner, place, cause) in shared language activities guided by the teacher and independently.

<p>2</p>	<p>Expand sentences with frequently used adverbials (e.g., prepositional phrases, such as <i>at school</i>, <i>with my friend</i>) to provide details (e.g., time, manner, place, cause) about a familiar activity or process in shared language activities guided by the teacher and sometimes independently.</p>	<p>Expand sentences with a growing number of adverbials (e.g., adverbs, prepositional phrases) to provide details (e.g., time, manner, place, cause) about a familiar or new activity or process with increasing independence.</p>	<p>Expand sentences with a variety of adverbials (e.g., adverbs, adverb phrases, prepositional phrases) to provide details (e.g., time, manner, place, cause) independently.</p>
<p>Applying ELD Standards to Mathematics</p>	<p>Students use modifying words and phrases to express their understanding of mathematical concepts with precision.</p>		
<p>Standards for Mathematical Practice</p>	<p>MP.1 Make sense of problems and persevere in solving them. MP.3 Construct viable arguments and critique the reasoning of others. • Understand and use stated assumptions, definitions, and previously established results in constructing arguments. • Make conjectures and build a logical progression of statements to explore the truth of their conjectures. MP.6 Attend to precision. • Try to communicate precisely to others.</p>		
<p>Sample Mathematics Content Example</p>	<p>As students explore and show understanding about attributes of objects, they may make observations using modifying words and phrases. Students may describe measurable attributes of objects (K.MD.1), such as length or weight; and describe several measurable attributes of a single object.</p>		
<p>Notes</p>	<p>The sample content example can be adapted for mathematics content at grades K, 1, and 2.</p> <p>Refer to the CA CCSSM for the complete set of mathematics standards to use along with the CA ELD Standards to plan curriculum and instruction for English learners.</p>		

CA ELD Standards Augmentation for Mathematics Grades K, 1, and 2			
Part II: Learning About How English Works C. Connecting and Condensing Ideas			
6. Connecting ideas			
Grade	Emerging	Expanding	Bridging
K	Combine clauses in a few basic ways to make connections between and join ideas (e.g., creating compound sentences using <i>and</i> , <i>but</i> , <i>so</i>) in shared language activities guided by the teacher and sometimes independently.	Combine clauses in an increasing variety of ways to make connections between and join ideas, for example, to express cause/effect (e.g., <i>She jumped because the dog barked</i>) in shared language activities guided by the teacher and with increasing independence.	Combine clauses in a wide variety of ways (e.g., rearranging complete simple sentences to form compound sentences) to make connections between and join ideas (e.g., <i>The boy was hungry. The boy ate a sandwich. -> The boy was hungry so he ate a sandwich</i>) in shared language activities guided by the teacher and independently.
1	Combine clauses in a few basic ways to make connections between and to join ideas (e.g., creating compound sentences using <i>and</i> , <i>but</i> , <i>so</i>) in shared language activities guided by the teacher and sometimes independently.	Combine clauses in an increasing variety of ways to make connections between and to join ideas, for example, to express cause/effect (e.g., <i>She jumped because the dog barked</i>), in shared language activities guided by the teacher and with increasing independence.	Combine clauses in a wide variety of ways (e.g., rearranging complete, simple-to-form compound sentences) to make connections between and to join ideas (e.g., <i>The boy was hungry. The boy ate a sandwich. -> The boy was hungry so he ate a sandwich</i>) in shared language activities guided by the teacher and independently.

<p style="text-align: center;">2</p>	<p>Combine clauses in a few basic ways to make connections between and to join ideas (e.g., creating compound sentences using <i>and</i>, <i>but</i>, <i>so</i>) in shared language activities guided by the teacher and sometimes independently.</p>	<p>Combine clauses in an increasing variety of ways to make connections between and to join ideas, for example, to express cause/effect (e.g., <i>She jumped because the dog barked</i>) with increasing independence.</p>	<p>Combine clauses in a wide variety of ways (e.g., rearranging complete simple to form compound sentences) to make connections between and to join ideas (e.g., <i>The boy was hungry. The boy ate a sandwich. -> The boy was hungry so he ate a sandwich</i>) independently.</p>
<p>Applying ELD Standards to Mathematics</p>	<p>When explaining their thinking or listening to or reading the explanations or arguments of others, students need to understand how ideas are connected and condensed.</p>		
<p>Standards for Mathematical Practice</p>	<p>MP.1 Make sense of problems and persevere in solving them. MP.3 Construct viable arguments and critique the reasoning of others. • Understand and use stated assumptions, definitions, and previously established results in constructing arguments. • Make conjectures and build a logical progression of statements to explore the truth of their conjectures. MP.6 Attend to precision. • Try to communicate precisely to others.</p>		

<p>Sample Mathematics Content Example</p>	<p>Making connections between mathematical concepts requires students to use language connections as well. When adding and subtracting within 20 (1.OA.6), students use a wide variety of strategies. In describing their reasoning, they must connect their ideas (MP.2).</p> <p>For example, to find the sum $8 + 6$, using the "making ten" strategy, a student may reason that $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$. To find the difference $13 - 4$, a student may decompose a number leading to a ten, reasoning that $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$. Using the relationship between addition and subtraction, a student understands that if you know $8 + 4 = 12$, then you know $12 - 8 = 4$, and $12 - 4 = 8$. Students may also use a strategy of creating equivalent but easier or known sums, such as adding $6 + 7$ by creating the known equivalent $6 + 6 + 1 = 12 + 1 = 13$.</p> <p>EL children work in pairs or triads with peers who are more proficient speakers of English (so that they benefit from English language models) to connect their ideas using language frames to combine clauses. To explain how they decomposed a number to find the difference, students use teacher-provided language frames that support them to deepen their mathematical thinking and extend their use of math language (e.g., We wanted to find the difference, so we _____. We started with _____, and then we _____. We knew that _____, so we _____. We decided to _____ because _____.).</p>
<p>Notes</p>	<p>Reference to MP.2 (Reason abstractly and quantitatively) reflects a content sample-specific MP.</p> <p>The sample content example can be adapted for mathematics content at grades K, 1, and 2.</p> <p>Refer to the CA CCSSM for the complete set of mathematics standards to use along with the CA ELD Standards to plan curriculum and instruction for English learners.</p>

CA ELD Standards Augmentation for Mathematics Grades K, 1, and 2			
Part II: Learning About How English Works C. Connecting and Condensing Ideas			
7. Condensing ideas			
Grade	Emerging	Expanding	Bridging
K	No standard for kindergarten.	No standard for kindergarten.	No standard for kindergarten.
1	Condense clauses in simple ways (e.g., changing: <i>I like blue. I like red. I like purple</i> -> <i>I like blue, red, and purple</i>) to create precise and detailed sentences in shared language activities guided by the teacher and sometimes independently.	Condense clauses in a growing number of ways (e.g., through embedded clauses as in, <i>She's a doctor. She saved the animals.</i> -> <i>She's the doctor who saved the animals</i>) to create precise and detailed sentences in shared language activities guided by the teacher and with increasing independence.	Condense clauses in a variety of ways (e.g., through embedded clauses and other condensing, for example, through embedded clauses as in <i>She's a doctor. She's amazing. She saved the animals.</i> -> <i>She's the amazing doctor who saved the animals</i>) to create precise and detailed sentences in shared language activities guided by the teacher and independently.
2	Condense clauses in simple ways (e.g., changing: <i>It's green. It's red.</i> -> <i>It's green and red</i>) to create precise and detailed sentences in shared language activities guided by the teacher and sometimes independently.	Condense clauses in a growing number of ways (e.g., through embedded clauses as in, <i>It's a plant. It's found in the rain forest.</i> -> <i>It's a green and red plant that's found in the rain forest</i>) to create precise and detailed sentences with increasing independence.	Condense clauses in a variety of ways (e.g., through embedded clauses and other condensing as in, <i>It's a plant. It's green and red. It's found in the tropical rain forest.</i> -> <i>It's a green and red plant that's found in the tropical rain forest</i>) to create precise and detailed sentences independently.

Applying ELD Standards to Mathematics	When explaining their thinking or listening to or reading the explanations or arguments of others, students need to understand how ideas are connected and condensed.
Standards for Mathematical Practice	<p>MP.1 Make sense of problems and persevere in solving them.</p> <p>MP.3 Construct viable arguments and critique the reasoning of others.</p> <ul style="list-style-type: none"> • Understand and use stated assumptions, definitions, and previously established results in constructing arguments. • Make conjectures and build a logical progression of statements to explore the truth of their conjectures. <p>MP.6 Attend to precision.</p> <ul style="list-style-type: none"> • Try to communicate precisely to others.
Sample Mathematics Content Example	See example for Part II, Standard 6, Connecting Ideas.
Notes	Reference to MP.2 (Reason abstractly and quantitatively) reflects a content sample-specific MP.
	The sample content example can be adapted for mathematics content at grades 1 and 2.
	Refer to the CA CCSSM for the complete set of mathematics standards to use along with the CA ELD Standards to plan curriculum and instruction for English learners.

Grades 3, 4, and 5

DRAFT – June 3, 2015

CA ELD Standards Augmentation for Mathematics Grades 3, 4, and 5			
Part I: Interacting in Meaningful Ways A. Collaborative			
1. Exchanging information and ideas			
Grade	Emerging	Expanding	Bridging
3	Contribute to conversations and express ideas by asking and answering <i>yes-no</i> and <i>wh-</i> 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	Contribute to conversations and express ideas by asking and answering <i>yes-no</i> and <i>wh-</i> 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.
5	Contribute to conversations and express ideas by asking and answering <i>yes-no</i> and <i>wh-</i> 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.

Applying ELD Standards to Mathematics	Working collaboratively provides students opportunities both to develop and to display understanding of important math concepts. While focusing on specific math content, students share perspectives, ask and answer questions, examine specific cases, and can address misconceptions.
Standards for Mathematical Practice	<p>MP.1 Make sense of problems and persevere in solving them.</p> <p>MP.3 Construct viable arguments and critique the reasoning of others.</p> <ul style="list-style-type: none"> • Justify their conclusions, communicate them to others, and respond to the arguments of others. <p>MP.6 Attend to precision.</p> <ul style="list-style-type: none"> • Try to communicate precisely to others.
Sample Mathematics Content Example	When interpreting products of whole numbers (3.OA.1) students can describe to each other different contexts in which a total number of objects can be expressed as 5×7 , and ask and answer questions about the descriptions. This can include discussion about the process of writing and solving word problems such as, "There are 5 bags of marbles with 7 marbles in each bag. How many marbles are there all together?"
Notes	The sample content example can be adapted for mathematics content at grades 3, 4, and 5.
	Refer to the CA CCSSM for the complete set of mathematics standards to use along with the CA ELD Standards to plan curriculum and instruction for English learners.

CA ELD Standards Augmentation for Mathematics Grades 3, 4, and 5			
Part I: Interacting in Meaningful Ways A. Collaborative			
2. Interacting via written English			
Grade	Emerging	Expanding	Bridging
3	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	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.
5	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.
Applying ELD Standards to Mathematics	Students often support their writing in math with graphs, sketches and drawings, or geometric constructions. Sharing their work, students may make generalizations or justify their thinking with step-by-step reasoning.		

<p>Standards for Mathematical Practice</p>	<p>MP.1 Make sense of problems and persevere in solving them. MP.3 Construct viable arguments and critique the reasoning of others. • Listen to or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve arguments. • Justify their conclusions, communicate them to others, and respond to the arguments of others. MP.6 Attend to precision. • Try to communicate precisely to others. • Try to use clear definitions in discussion with others and in their own reasoning.</p>
<p>Sample Mathematics Content Example</p>	<p>Students may collaborate to determine attributes of various two-dimensional figures (5.G.3) and create graphic representations (MP.4) to emphasize relationships between categories and subcategories of the figures.</p> <p>For example, they may use pictures of a variety of quadrilaterals to show examples and counter-examples when describing the attributes of squares and other rectangles.</p>
<p>Notes</p>	<p>Reference to MP.4 (Model with mathematics) reflects a content sample-specific MP.</p> <p>The sample content example can be adapted for mathematics content at grades 3, 4, and 5.</p> <p>Refer to the CA CCSSM for the complete set of mathematics standards to use along with the CA ELD Standards to plan curriculum and instruction for English learners.</p>

CA ELD Standards Augmentation for Mathematics Grades 3, 4, and 5			
Part I: Interacting in Meaningful Ways A. Collaborative			
3. Offering opinions			
Grade	Emerging	Expanding	Bridging
3	Offer opinions and negotiate with others in conversations using basic learned phrases (e.g., <i>I think . . .</i>), 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>I agree with X, and . . .</i>), 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., <i>That's a good idea, but . . .</i>), as well as open responses in order to gain and/or hold the floor, provide counterarguments, elaborate on an idea, and the like.
4	Negotiate with or persuade others in conversations using basic learned phrases (e.g., <i>I think . . .</i>), 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>I agree with X, but . . .</i>), 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., <i>That's a good idea. However . . .</i>), as well as open responses, in order to gain and/or hold the floor, provide counterarguments, elaborate on an idea, and so on.

<p>5</p>	<p>Offer opinions and negotiate with others in conversations using learned phrases (e.g., <i>I think X.</i>), as well as open responses, in order to gain and/or hold the floor.</p>	<p>Negotiate with or persuade others in conversations using an expanded set of learned phrases (e.g., <i>I agree with X, but . . .</i>), as well as open responses, in order to gain and/or hold the floor, provide counterarguments, and so on.</p>	<p>Negotiate with or persuade others in conversations using a variety of learned phrases (e.g., <i>That's an interesting idea. However, . . .</i>), as well as open responses, in order to gain and/or hold the floor, provide counterarguments, elaborate on an idea, and so on.</p>
<p>Applying ELD Standards to Mathematics</p>	<p>In making mathematical arguments and critiquing the reasoning of others, students need to connect and/or counter others' ideas with mathematical justification.</p>		
<p>Standards for Mathematical Practice</p>	<p>MP.1 Make sense of problems and persevere in solving them. MP.3 Construct viable arguments and critique the reasoning of others. • Understand and use stated assumptions, definitions, and previously established results in constructing arguments. • Justify their conclusions, communicate them to others, and respond to the arguments of others. MP.6 Attend to precision. • Try to use clear definitions in discussion with others and in their own reasoning.</p>		
<p>Sample Mathematics Content Example</p>	<p>While using visual fraction models (MP.4) to explain the equivalence of fractions (4.NF.1), students use definitions and previously established results to justify their reasoning, providing counter examples as appropriate.</p>		
<p>Notes</p>	<p>Reference to MP.4 (Model with mathematics) reflects a content sample-specific MP.</p> <p>The sample content example can be adapted for mathematics content at grades 3, 4, and 5.</p> <p>Refer to the CA CCSSM for the complete set of mathematics standards to use along with the CA ELD Standards to plan curriculum and instruction for English learners.</p>		

CA ELD Standards Augmentation for Mathematics Grades 3, 4, and 5			
Part I: Interacting in Meaningful Ways A. Collaborative			
4. Adapting language choices			
Grade	Emerging	Expanding	Bridging
3	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.
4	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.
5	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 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.
Applying ELD Standards to Mathematics	Students adjust their language choices according to purpose and task (e.g., providing evidence to support reasoning used to defend mathematical arguments, interpretations, and procedures).		

<p>Standards for Mathematical Practice</p>	<p>MP.1 Make sense of problems and persevere in solving them. MP.3 Construct viable arguments and critique the reasoning of others. • Justify their conclusions, communicate them to others, and respond to the arguments of others. MP.6 Attend to precision. • Try to communicate precisely to others. • Try to use clear definitions in discussion with others and in their own reasoning.</p>
<p>Sample Mathematics Content Example</p>	<p>Using tiling (MP.4) to demonstrate a concrete case relating area to the operations of multiplication and addition (3.MD.7c), students may look for and make use of structure (MP.7). They explain and justify that, in order to determine the area of a 5 by 12 rectangle, they can apply the distributive property, renaming the 12 as $10 + 2$ and showing that $5 \times (10 + 2)$ is the same as $(5 \times 10) + (5 \times 2)$.</p>
<p>Notes</p>	<p>References to MP.4 (Model with mathematics) and MP.7 (Look for and make use of structure) reflect content sample-specific MPs.</p> <p>The sample content example can be adapted for mathematics content at grades 3, 4, and 5.</p> <p>Refer to the CA CCSSM for the complete set of mathematics standards to use along with the CA ELD Standards to plan curriculum and instruction for English learners.</p>

CA ELD Standards Augmentation for Mathematics Grades 3, 4, and 5			
Part I: Interacting in Meaningful Ways B. Interpretive			
5. Listening actively			
Grade	Emerging	Expanding	Bridging
3	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.
4	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.
5	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 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.
Applying ELD Standards to Mathematics	Students listen to a variety of orally expressed mathematical information, such as explanations, procedures, or word problems, and demonstrate understanding by asking and answering questions.		

<p>Standards for Mathematical Practice</p>	<p>MP.1 Make sense of problems and persevere in solving them. MP.3 Construct viable arguments and critique the reasoning of others. • Listen to or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve arguments. MP.6 Attend to precision. • Try to communicate precisely to others.</p>
<p>Sample Mathematics Content Example</p>	<p>As students consider different oral explanations for finding whole-number quotients (5.NBT.6) using a variety of strategies (MP.2) (e.g., based on place value, the properties of operations, and/or the relationship between multiplication and division) and illustrated in various ways (e.g., with equations, rectangular arrays, and/or area models) (MP.4), they show understanding by asking and answering appropriate questions.</p>
<p>Notes</p>	<p>References to MP.2 (Reason abstractly and quantitatively) and MP.4 (Model with mathematics) reflect content sample-specific MPs.</p> <p>The sample content example can be adapted for mathematics content at grades 3, 4, and 5.</p> <p>Refer to the CA CCSSM for the complete set of mathematics standards to use along with the CA ELD Standards to plan curriculum and instruction for English learners.</p>

CA ELD Standards Augmentation for Mathematics Grades 3, 4, and 5			
Part I: Interacting in Meaningful Ways B. Interpretive			
6. Reading/viewing closely			
Grade	Emerging	Expanding	Bridging
3	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.
4	<p>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.</p> <p>b. Use knowledge of frequently used affixes (e.g., <i>un-</i>, <i>mis-</i>) and linguistic context, reference materials, and visual cues to determine the meaning of unknown words on familiar topics.</p>	<p>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.</p> <p>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.</p>	<p>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.</p> <p>b. Use knowledge of morphology (e.g., affixes, roots, and base words) and linguistic context to determine the meaning of unknown and multiple-meaning words on familiar and new topics.</p>

<p style="text-align: center;">5</p>	<p>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.</p> <p>b. Use knowledge of frequently-used affixes (e.g., <i>un-</i>, <i>mis-</i>), linguistic context, reference materials, and visual cues to determine the meaning of unknown words on familiar topics.</p>	<p>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.</p> <p>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.</p>	<p>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.</p> <p>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.</p>
<p>Applying ELD Standards to Mathematics</p>	<p>a. In mathematics, close reading and viewing is often required to determine key details in the context of examining, interpreting, and creating graphs and other models in real-world problem situations. Students use these details when describing or explaining ideas, concepts, and procedures.</p> <p>b. Students need to be able to use their morphological knowledge and context (the words or symbols around the unknown word) to derive the meaning of multiple-meaning words or unknown words in mathematics.</p>		

<p>Standards for Mathematical Practice</p>	<p>MP.1 Make sense of problems and persevere in solving them.</p> <p>MP.3 Construct viable arguments and critique the reasoning of others.</p> <ul style="list-style-type: none"> • Compare the effectiveness of plausible arguments. <p>MP.6 Attend to precision.</p> <ul style="list-style-type: none"> • Try to communicate precisely to others. • Try to use clear definitions in discussion with others and in their own reasoning. • Calculate accurately and efficiently and express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other.
<p>Sample Mathematics Content Example</p>	<p>a. Given two rules for generating numerical patterns (5.OA.3), students identify apparent relationships between corresponding terms (MP.2), and then graph ordered pairs consisting of the corresponding terms on a coordinate plane (MP.4) to illustrate and explain the relationship.</p> <p>For example, given the rule “Add 3” and the starting number 0, and given the rule “Add 6” and the starting number 0, students generate terms in the resulting sequences, and observe that the terms in one sequence are twice the corresponding terms in the other sequence. They may then illustrate graphically and explain informally why this is so.</p> <p>EL children develop the illustrations that describe their observations, labeled with key math terms, with peers in pairs or small groups and then explain their illustrations to other peers using posted “success criteria” that promotes their use of math language and textual evidence.</p>

<p>Sample Mathematics Content Example (cont.)</p>	<p>b. When solving word problems involving various units of measure (4.MD.2), students may encounter problems that require expressing measurements given in one unit in terms of a smaller/larger unit in order to calculate correctly.</p> <p>For example, students may use their understanding of metric lengths, along with knowledge of prefixes (e.g., "centi" and "milli"), to derive the answer to this word problem: "From a one-meter length of rope, Tom cuts a piece that is 25 millimeters in length, and Kim cuts a piece that is 25 centimeters long. How much rope remains after both students have made their cuts?"</p> <p>EL children refer to mathematical terminology posted on the "math terms wall" when solving such problems. The "math terms wall" includes terms that have a different meaning in mathematics than they do in ELA or everyday language (e.g., "product," "equal," "difference," "proper/improper"), as well as a morphology chart with the definitions of metric affixes and roots that are helpful for understanding the meaning of unknown words students encounter in math (e.g., centi- = one hundredth, cent = one hundred) along with what type of morpheme it is (prefix, suffix, root word), the mathematical expression (e.g., 0.01, 100), and a grade-appropriate example.</p>
<p>Notes</p>	<p>References to MP.2 (Reason abstractly and quantitatively) and MP.4 (Model with mathematics) reflect content sample-specific MPs.</p> <p>The sample content example can be adapted for mathematics content at grades 3, 4, and 5.</p> <p>Refer to the CA CCSSM for the complete set of mathematics standards to use along with the CA ELD Standards to plan curriculum and instruction for English learners.</p>

CA ELD Standards Augmentation for Mathematics Grades 3, 4, and 5			
Part I: Interacting in Meaningful Ways			
B. Interpretive			
7. Evaluating language choices			
Grade	Emerging	Expanding	Bridging
3	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.
4	Describe the specific language writers or speakers use to present or support an idea (e.g., the specific vocabulary or phrasing used to provide evidence), with prompting and substantial support.	Describe how well writers or speakers use specific language resources to support an opinion or present an idea (e.g., whether the vocabulary or phrasing used to provide evidence is strong enough), with prompting and moderate support.	Describe how well writers and speakers use specific language resources to support an opinion or present an idea (e.g., the clarity or appealing nature of language used to present evidence), with prompting and light support.
5	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.

<p>Applying ELD Standards to Mathematics</p>	<p>When critiquing others' presentations on mathematical topics, students can describe or explain how well the writers or speakers used particular vocabulary or phrasing, for example, to provide a definition or explanation.</p>
<p>Standards for Mathematical Practice</p>	<p>MP.1 Make sense of problems and persevere in solving them. MP.3 Construct viable arguments and critique the reasoning of others. • Listen to or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve arguments. • Distinguish correct logic or reasoning from that which is flawed and, if there is a flaw, explain what it is. MP.6 Attend to precision. • Try to use clear definitions in discussion with others and in their own reasoning.</p>
<p>Sample Mathematics Content Example</p>	<p>Students explain as well as listen to others' explanations in order to better understand mathematical concepts. Students may use models (MP.4) and a variety of examples to show equivalence of fractions and to compare fractions (MP.2) by reasoning about their size (3.NF.3d), including comparing fractions with the same numerator or same denominator, and fractions that do not represent the same whole. Students use correct symbols ($>$, $=$, or $<$) to record the comparisons, and justify their reasoning using models.</p> <p>For example, students make the following comparisons, justifying their reasoning in each case: "Write a math sentence that compares one-third of a large pizza and one-fourth of the same-sized pizza." "How does three-sixths of a medium-sized pizza compare to two-fourths of the same sized pizza?" "Use models to compare two-thirds of a large pizza and four-sixths of a small pizza. Explain why two-thirds is NOT equivalent to four-sixths in this situation."</p>
<p>Notes</p>	<p>References to MP.2 (Reason abstractly and quantitatively) and MP.4 (Model with mathematics) reflect content sample-specific MPs.</p> <p>The sample content example can be adapted for mathematics content at grades 3, 4, and 5.</p> <p>Refer to the CA CCSSM for the complete set of mathematics standards to use along with the CA ELD Standards to plan curriculum and instruction for English learners.</p>

CA ELD Standards Augmentation for Mathematics Grades 3, 4, and 5			
Part I: Interacting in Meaningful Ways B. Interpretive			
8. Analyzing language choices			
Grade	Emerging	Expanding	Bridging
3	Distinguish how different words produce different effects on the audience (e.g., describing a character as <i>happy</i> versus <i>sad</i>).	Distinguish how different words with similar meanings (e.g., describing a character as <i>happy</i> versus <i>ecstatic</i>) produce shades of meaning and different effects on the audience.	Distinguish how multiple different words with similar meanings (e.g., <i>pleased</i> versus <i>happy</i> versus <i>ecstatic</i> , <i>heard</i> versus <i>knew</i> versus <i>believed</i>) produce shades of meaning and different effects on the audience.
4	Distinguish how different words with similar meanings produce different effects on the audience (e.g., describing a character's actions as <i>whined</i> versus <i>said</i>).	Distinguish how different words with similar meanings (e.g., describing a character as <i>smart</i> versus <i>an expert</i>) and figurative language (e.g., as big as a whale) produce shades of meaning and different effects on the audience.	Distinguish how different words with related meanings (e.g., <i>fun</i> versus <i>entertaining</i> versus <i>thrilling</i> , <i>possibly</i> versus <i>certainly</i>) and figurative language produce shades of meaning and different effects on the audience.

<p>5</p>	<p>Distinguish how different words with similar meanings produce different effects on the audience (e.g., describing a character as <i>angry</i> versus <i>furious</i>).</p>	<p>Distinguish how different words with similar meanings (e.g., describing an event as <i>sad</i> versus <i>tragic</i>) and figurative language (e.g., <i>she ran like a cheetah</i>) produce shades of meaning and different effects on the audience.</p>	<p>Distinguish how different words with related meanings (e.g., <i>fun</i> versus <i>thrilling</i>, <i>possibly</i> versus <i>certainly</i>) and figurative language (e.g., <i>the stream slithered through the parched land</i>) produce shades of meaning and different effects on the audience.</p>
<p>Applying ELD Standards to Mathematics</p>	<p>When reading or listening to others' presentations on mathematical topics, students can distinguish how the writer's or speaker's selection of particular words or phrases with related meanings (e.g., <i>divide</i> versus <i>partition</i>) affects the audience's understanding.</p>		
<p>Standards for Mathematical Practice</p>	<p>MP.1 Make sense of problems and persevere in solving them. MP.3 Construct viable arguments and critique the reasoning of others. • Listen to or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve arguments. MP.6 Attend to precision. • Try to use clear definitions in discussion with others and in their own reasoning.</p>		
<p>Sample Mathematics Content Example</p>	<p>By using different strategies and providing a variety of representations to explain a concept, students provide their audience with opportunities to understand the concepts. Students may illustrate whole-number multiplication using strategies (MP.2) based on place value or properties of operation (4.NBT.5), and illustrate and explain their calculations by using equations, rectangular arrays, and/or area models (MP.4) to facilitate audience understanding.</p> <p>For example, to calculate the product of 53 and 27, students could use place value to write 53 as 50 + 3 and write 27 as 20 + 7, and then use a rectangular area model that illustrates $(50 + 3) \times (20 + 7)$ showing the four partitions with side lengths 20×50, 20×3, 7×50, and 7×3. The student may explain the model and represent it with the equation $27 \times 53 = 1000 + 60 + 350 + 21 = 1431$.</p>		

Notes	References to MP.2 (Reason abstractly and quantitatively) and MP.4 (Model with mathematics) reflect content sample-specific MPs.
	The sample content example can be adapted for mathematics content at grades 3, 4, and 5.
	Refer to the CA CCSSM for the complete set of mathematics standards to use along with the CA ELD Standards to plan curriculum and instruction for English learners.

CA ELD Standards Augmentation for Mathematics Grades 3, 4, and 5			
Part I: Interacting in Meaningful Ways C. Productive			
9. Presenting			
Grade	Emerging	Expanding	Bridging
3	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).
4	Plan and deliver brief oral presentations on a variety of topics and content areas (e.g., retelling a story, explaining a science process, reporting on a current event, recounting a memorable experience, and so on), with substantial support.	Plan and deliver longer oral presentations on a variety of topics and content areas (e.g., retelling a story, explaining a science process, reporting on a current event, recounting a memorable experience, and so on), with moderate support.	Plan and deliver oral presentations on a variety of topics in a variety of content areas (e.g., retelling a story, explaining a science process, reporting on a current event, recounting a memorable experience, and so on), with light support.
5	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.

Applying ELD Standards to Mathematics	Students share their thinking and findings by explaining or describing the mathematics content, providing supporting evidence, and, in many cases, using graphics or demonstrations as part of an oral presentation.
Standards for Mathematical Practice	<p>MP.1 Make sense of problems and persevere in solving them.</p> <p>MP.3 Construct viable arguments and critique the reasoning of others.</p> <ul style="list-style-type: none"> • Understand and use stated assumptions, definitions, and previously established results in constructing arguments. • Make conjectures and build a logical progression of statements to explore the truth of their conjectures. <p>MP.6 Attend to precision.</p> <ul style="list-style-type: none"> • Try to communicate precisely to others.
Sample Mathematics Content Example	<p>Students may plan and deliver oral presentations on a variety of math topics and concepts. Given a rule to generate a number or shape pattern (4.OA.5), students identify apparent features of the pattern that were not explicit in the rule itself (MP.2).</p> <p>For example, given the rule “Add 3” and the starting number 1, a student generates terms in the resulting sequence and may observe that the terms appear to alternate between odd and even numbers. The student may explain informally why the numbers will continue to alternate in this way.</p>
Notes	Reference to MP.2 (Reason abstractly and quantitatively) reflects a content sample-specific MP.
	The sample content example can be adapted for mathematics content at grades 3, 4, and 5.
	Refer to the CA CCSSM for the complete set of mathematics standards to use along with the CA ELD Standards to plan curriculum and instruction for English learners.

**CA ELD Standards Augmentation for Mathematics
Grades 3, 4, and 5**

**Part I: Interacting in Meaningful Ways
C. Productive**

10. Writing

Grade	Emerging	Expanding	Bridging
3	<p>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.</p> <p>b. Paraphrase texts and recount experiences using key words from notes or graphic organizers.</p>	<p>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.</p> <p>b. Paraphrase texts and recount experiences using complete sentences and key words from notes or graphic organizers.</p>	<p>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.</p> <p>b. Paraphrase texts and recount experiences using increasingly detailed complete sentences and key words from notes or graphic organizers.</p>

<p>4</p>	<p>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.</p> <p>b. Write brief summaries of texts and experiences using complete sentences and key words (e.g., from notes or graphic organizers).</p>	<p>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.</p> <p>b. Write increasingly concise summaries of texts and experiences using complete sentences and key words (e.g., from notes or graphic organizers).</p>	<p>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.</p> <p>b. Write clear and coherent summaries of texts and experiences using complete and concise sentences and key words (e.g., from notes or graphic organizers).</p>
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<p style="text-align: center;">5</p>	<p>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.</p> <p>b. Write brief summaries of texts and experiences using complete sentences and key words (e.g., from notes or graphic organizers).</p>	<p>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.</p> <p>b. Write increasingly concise summaries of texts and experiences using complete sentences and key words (e.g., from notes or graphic organizers).</p>	<p>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.</p> <p>b. Write clear and coherent summaries of texts and experiences using complete and concise sentences and key words (e.g., from notes or graphic organizers).</p>
<p>Applying ELD Standards to Mathematics</p>	<p>a. Students write detailed informational text when they model relationships and solve problems in context, justifying steps in the process and verifying conclusions.</p>		
<p>Standards for Mathematical Practice</p>	<p>MP.1 Make sense of problems and persevere in solving them.</p> <p>MP.3 Construct viable arguments and critique the reasoning of others.</p> <ul style="list-style-type: none"> • Understand and use stated assumptions, definitions, and previously established results in constructing arguments. • Justify their conclusions, communicate them to others, and respond to the arguments of others. <p>MP.6 Attend to precision.</p> <ul style="list-style-type: none"> • Try to communicate precisely to others. 		

<p>Sample Mathematics Content Example</p>	<p>a. Students create diagrams (MP.4) and write explanations to illustrate and solve real-world and mathematical problems involving perimeters of polygons (3.MD.8), including finding the perimeter given the side lengths, finding an unknown side length, and exhibiting rectangles with the same perimeter and different areas or with the same area and different perimeters.</p> <p>For example, given that a rectangular garden has an area of 72 square feet, students create drawings to show different lengths of fencing needed to surround the garden, and determine the least amount of fencing needed.</p> <p>b. Students analyze the attributes and properties of a variety of two-dimensional figures (5.G.4). They classify the figures based on their properties (MP.2), create diagrams (MP.4) to illustrate the attributes, and write summaries that describe the interrelationships in a hierarchy.</p>
<p>Notes</p>	<p>References to MP.2 (Reason abstractly and quantitatively) and MP.4 (Model with mathematics) reflect content sample-specific MPs.</p> <p>The sample content example can be adapted for mathematics content at grades 3, 4, and 5.</p> <p>Refer to the CA CCSSM for the complete set of mathematics standards to use along with the CA ELD Standards to plan curriculum and instruction for English learners.</p>

CA ELD Standards Augmentation for Mathematics Grades 3, 4, and 5			
Part I: Interacting in Meaningful Ways C. Productive			
11. Supporting opinions			
Grade	Emerging	Expanding	Bridging
3	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.
4	<p>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.</p> <p>b. Express ideas and opinions or temper statements using basic modal expressions (e.g., <i>can, will, maybe</i>).</p>	<p>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.</p> <p>b. Express attitude and opinions or temper statements with familiar modal expressions (e.g., <i>maybe/probably, can/must</i>).</p>	<p>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.</p> <p>b. Express attitude and opinions or temper statements with nuanced modal expressions (e.g., <i>probably/certainly, should/would</i>) and phrasing (e.g., <i>In my opinion . . .</i>).</p>

<p>5</p>	<p>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.</p> <p>b. Express ideas and opinions or temper statements using basic modal expressions (e.g., <i>can, has to, maybe</i>).</p>	<p>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.</p> <p>b. Express attitude and opinions or temper statements with familiar modal expressions (e.g., <i>maybe/probably, can/must</i>).</p>	<p>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.</p> <p>b. Express attitude and opinions or temper statements with nuanced modal expressions (e.g., <i>probably/certainly, should/would</i>) and phrasing (e.g., <i>In my opinion . . .</i>).</p>
<p>Applying ELD Standards to Mathematics</p>	<p>Students may be required to make decisions based on evidence, including reasonable estimates of known quantities to find unknown quantities. Students explain procedures, justify solutions grounded in mathematical concepts, and model situations using specified parameters.</p>		
<p>Standards for Mathematical Practice</p>	<p>MP.1 Make sense of problems and persevere in solving them.</p> <p>MP.3 Construct viable arguments and critique the reasoning of others.</p> <ul style="list-style-type: none"> • Understand and use stated assumptions, definitions, and previously established results in constructing arguments. • Justify their conclusions, communicate them to others, and respond to the arguments of others. <p>MP.6 Attend to precision.</p> <ul style="list-style-type: none"> • Try to use clear definitions in discussion with others and in their own reasoning. 		

<p>Sample Mathematics Content Example</p>	<p>a. Students reason about the size of two decimals (4.NF.7) that refer to the same whole (MP.2), use symbols to record results of comparisons, and justify conclusions by using the number line or another visual model (MP.4). For example, students compare 10.77 acres to 10.8 acres, using a model to explain and justify their reasoning.</p> <p>b. Using the four operations, students solve multistep word problems (4.OA.3), represent the problems using equations with a letter standing for the unknown quantity (MP.4), and assess the reasonableness of answers using mental computation and estimation strategies (MP.2).</p> <p>For example, "Three fourth-grade classes have a total of 83 students. One day, exactly two students from each class were absent. If there are about the same number of students in each class, about how many students were in attendance in one class? Write an equation to represent the situation, describe how to solve the problem, and explain why your answer is reasonable."</p>
<p>Notes</p>	<p>References to MP.2 (Reason abstractly and quantitatively) and MP.4 (Model with mathematics) reflect content sample-specific MPs.</p> <p>The sample content example can be adapted for mathematics content at grades 3, 4, and 5.</p> <p>Refer to the CA CCSSM for the complete set of mathematics standards to use along with the CA ELD Standards to plan curriculum and instruction for English learners.</p>

CA ELD Standards Augmentation for Mathematics Grades 3, 4, and 5			
Part I: Interacting in Meaningful Ways C. Productive			
12. Selecting language resources			
Grade	Emerging	Expanding	Bridging
3	Use a select number of general academic and domain-specific words to add detail (e.g., adding the word <i>dangerous</i> to describe a place, using the word <i>habitat</i> 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 <i>suddenly</i> to signal a change), or create shades of meaning (e.g., <i>scurry</i> versus <i>dash</i>) 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.
4	<p>a. Use a select number of general academic and domain-specific words to create precision while speaking and writing.</p> <p>b. Select a few frequently used affixes for accuracy and precision (e.g., She walks, I'm <i>un</i> happy).</p>	<p>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.</p> <p>b. Select a growing number of frequently used affixes for accuracy and precision (e.g., She walked. He likes . . . , I'm <i>un</i> happy).</p>	<p>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.</p> <p>b. Select a variety of appropriate affixes for accuracy and precision (e.g., She's walking. I'm <i>un</i> comfortable. They left reluctantly).</p>

<p style="text-align: center;">5</p>	<p>a. Use a select number of general academic and domain-specific words to create precision while speaking and writing.</p> <p>b. Select a few frequently used affixes for accuracy and precision (e.g., She walks, I'm <i>un</i> happy).</p>	<p>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.</p> <p>b. Select a growing number of frequently used affixes for accuracy and precision (e.g., She walked. He likes . . . , I'm <i>un</i> happy).</p>	<p>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.</p> <p>b. Select a variety of appropriate affixes for accuracy and precision (e.g., She's walking. I'm <i>un</i> comfortable. They left reluctantly).</p>
<p>Applying ELD Standards to Mathematics</p>	<p>Students use a variety of general academic and mathematics-specific words and phrases when writing or speaking about mathematics content.</p>		
<p>Standards for Mathematical Practice</p>	<p>MP.1 Make sense of problems and persevere in solving them.</p> <p>MP.3 Construct viable arguments and critique the reasoning of others.</p> <ul style="list-style-type: none"> • Justify their conclusions, communicate them to others, and respond to the arguments of others. <p>MP.6 Attend to precision.</p> <ul style="list-style-type: none"> • Try to communicate precisely to others. • Try to use clear definitions in discussion with others and in their own reasoning. In the elementary grades, students give carefully formulated explanations to each other. 		
<p>Sample Mathematics Content Example</p>	<p>a. Students create diagrams (MP.4) to illustrate attributes and relationships between shapes in different categories and subcategories (3.G.1), including shapes that fit into a category but do not fit into a subcategory.</p> <p>For example, Draw a "kite" and explain why it is a quadrilateral, and why it does not fit into the subcategories of rectangle, rhombus, or square.</p> <p>b. Students explain patterns (MP.7) in the number of zeros of the product when multiplying a number by powers of 10 (5.NBT.2), and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10.</p>		

Notes	References to MP.4 (Model with mathematics) and MP.7 (Look for and make use of structure) reflect content sample-specific MPs.
	The sample content example can be adapted for mathematics content at grades 3, 4, and 5.
	Refer to the CA CCSSM for the complete set of mathematics standards to use along with the CA ELD Standards to plan curriculum and instruction for English learners.

**CA ELD Standards Augmentation for Mathematics
Grades 3, 4, and 5**

**Part II: Learning About How English Works
A. Structuring Cohesive Texts**

1. Understanding text structure

Grade	Emerging	Expanding	Bridging
3	Apply understanding of how different text types are organized to express ideas (e.g., how a story is organized sequentially) to comprehending texts and writing basic texts.	Apply understanding of how different text types are organized to express ideas (e.g., how a story is organized sequentially with predictable stages) to comprehending texts and writing texts with increasing cohesion.	Apply understanding of how different text types are organized to express ideas (e.g., how a story is organized sequentially with predictable stages versus how opinion/arguments are structured logically, grouping related ideas) to comprehending texts and writing cohesive texts.
4	Apply understanding of how different text types are organized to express ideas (e.g., how a narrative is organized sequentially) to comprehending texts and writing basic texts.	Apply increasing understanding of how different text types are organized to express ideas (e.g., how a narrative is organized sequentially with predictable stages versus how an explanation is organized around ideas) to comprehending texts and writing texts with increasing cohesion.	Apply understanding of how different text types are organized to express ideas (e.g., how a narrative is organized sequentially with predictable stages versus how opinions/arguments are structured logically, grouping related ideas) to comprehending texts and writing cohesive texts.

<p>5</p>	<p>Apply basic understanding of how different text types are organized to express ideas (e.g., how a narrative is organized sequentially with predictable stages versus how opinions/arguments are organized around ideas) to comprehending texts and writing basic texts.</p>	<p>Apply growing understanding of how different text types are organized to express ideas (e.g., how a narrative is organized sequentially with predictable stages versus how opinions/arguments are structured logically around reasons and evidence) to comprehending texts and writing texts with increasing cohesion.</p>	<p>Apply increasing understanding of how different text types are organized to express ideas (e.g., how a historical account is organized chronologically versus how opinions/arguments are structured logically around reasons and evidence) to comprehending texts and writing cohesive texts.</p>
<p>Applying ELD Standards to Mathematics</p>	<p>As students explain procedures, justify solutions grounded in mathematical concepts, and describe concepts, etc., they use their understandings about how text is structured (e.g., what information is needed first, what information is needed using mathematical symbols or words) so that their communication is clear to their audiences.</p>		
<p>Standards for Mathematical Practice</p>	<p>MP.1 Make sense of problems and persevere in solving them. MP.3 Construct viable arguments and critique the reasoning of others. • Understand and use stated assumptions, definitions, and previously established results in constructing arguments. MP.6 Attend to precision. • Try to communicate precisely to others. • Try to use clear definitions in discussion with others and in their own reasoning.</p>		
<p>Sample Mathematics Content Example</p>	<p>When students explain how they solved a word problem involving multiplication of a fraction by a whole number by using visual fraction models and equations to represent the problem (4.NF.4c), they need to show the visual model they used to solve the problem (MP.4), explain how they used the visual model, and justify their solution/conclusion with the visual model. This needs to be structured in such a way that makes sense to a listener or reader.</p> <p>For example, if each person at a party will eat $\frac{3}{8}$ of a pound of roast beef, and there will be 5 people at the party, how many pounds of roast beef will be needed? Between what two whole numbers does your answer lie?</p>		

Notes	Reference to MP.4 (Model with mathematics) reflects a content sample-specific MP.
	The sample content example can be adapted for mathematics content at grades 3, 4, and 5.
	Refer to the CA CCSSM for the complete set of mathematics standards to use along with the CA ELD Standards to plan curriculum and instruction for English learners.

**CA ELD Standards Augmentation for Mathematics
Grades 3, 4, and 5**

**Part II: Learning About How English Works
A. Structuring Cohesive Texts**

2. Understanding cohesion

Grade	Emerging	Expanding	Bridging
3	<p>a. Apply basic understanding of language resources that refer the reader back or forward in text (e.g., how pronouns refer back to nouns in text) to comprehending texts and writing basic texts.</p> <p>b. Apply basic understanding of how ideas, events, or reasons are linked throughout a text using everyday connecting words or phrases (e.g., <i>then, next</i>) to comprehending texts and writing basic texts.</p>	<p>a. Apply growing understanding of language resources that refer the reader back or forward in text (e.g., how pronouns refer back to nouns in text) to comprehending texts and writing texts with increasing cohesion.</p> <p>b. Apply growing understanding of how ideas, events, or reasons are linked throughout a text using a variety of connecting words or phrases (e.g., <i>at the beginning/end, first/next</i>) to comprehending texts and writing texts with increasing cohesion.</p>	<p>a. Apply increasing understanding of language resources that refer the reader back or forward in text (e.g., how pronouns or synonyms refer back to nouns in text) to comprehending and writing cohesive texts.</p> <p>b. Apply increasing understanding of how ideas, events, or reasons are linked throughout a text using an increasing variety of connecting and transitional words or phrases (e.g., <i>for example, afterward, first/next/last</i>) to comprehending texts and writing cohesive texts.</p>

<p>4</p>	<p>a. Apply basic understanding of language resources for referring the reader back or forward in text (e.g., how pronouns refer back to nouns in text) to comprehending texts and writing basic texts.</p> <p>b. Apply basic understanding of how ideas, events, or reasons are linked throughout a text using everyday connecting words or phrases (e.g., <i>first, yesterday</i>) to comprehending texts and writing basic texts.</p>	<p>a. Apply growing understanding of language resources for referring the reader back or forward in text (e.g., how pronouns or synonyms refer back to nouns in text) to comprehending texts and writing texts with increasing cohesion.</p> <p>b. Apply growing understanding of how ideas, events, or reasons are linked throughout a text using a variety of connecting words or phrases (e.g., <i>since, next, for example</i>) to comprehending texts and writing texts with increasing cohesion.</p>	<p>a. Apply increasing understanding of language resources for referring the reader back or forward in text (e.g., how pronouns, synonyms, or nominalizations refer back to nouns in text) to comprehending texts and writing cohesive texts.</p> <p>b. Apply increasing understanding of how ideas, events, or reasons are linked throughout a text using an increasing variety of academic connecting and transitional words or phrases (e.g., <i>for instance, in addition, at the end</i>) to comprehending texts and writing cohesive texts.</p>
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<p>5</p>	<p>a. Apply basic understanding of language resources for referring the reader back or forward in text (e.g., how pronouns refer back to nouns in text) to comprehending texts and writing basic texts.</p> <p>b. Apply basic understanding of how ideas, events, or reasons are linked throughout a text using a select set of everyday connecting words or phrases (e.g., <i>first/next, at the beginning</i>) to comprehending texts and writing basic texts.</p>	<p>a. Apply growing understanding of language resources for referring the reader back or forward in text (e.g., how pronouns or synonyms refer back to nouns in text) to comprehending texts and writing texts with increasing cohesion.</p> <p>b. Apply growing understanding of how ideas, events, or reasons are linked throughout a text using a variety of connecting words or phrases (e.g., <i>for example, in the first place, as a result</i>) to comprehending texts and writing texts with increasing cohesion.</p>	<p>a. Apply increasing understanding of language resources for referring the reader back or forward in text (e.g., how pronouns, synonyms, or nominalizations refer back to nouns in text) to comprehending texts and writing cohesive texts.</p> <p>b. Apply increasing understanding of how ideas, events, or reasons are linked throughout a text using an increasing variety of academic connecting and transitional words or phrases (e.g., <i>consequently, specifically, however</i>) to comprehending texts and writing cohesive texts.</p>
<p>Applying ELD Standards to Mathematics</p>	<p>As students explain procedures, justify solutions grounded in mathematical concepts, and describe concepts, etc., they use their understandings about how ideas, events, and concepts in a spoken or written text are linked or refer to each other.</p>		
<p>Standards for Mathematical Practice</p>	<p>MP.1 Make sense of problems and persevere in solving them.</p> <p>MP.3 Construct viable arguments and critique the reasoning of others.</p> <ul style="list-style-type: none"> • Understand and use stated assumptions, definitions, and previously established results in constructing arguments. • Justify their conclusions, communicate them to others, and respond to the arguments of others. <p>MP.6 Attend to precision.</p> <ul style="list-style-type: none"> • Try to use clear definitions in discussion with others and in their own reasoning. 		

<p>Sample Mathematics Content Example</p>	<p>When students add and subtract (3.NBT.2), they use strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction. To explain their procedures and justify solutions, they make connections to previous learning as well as to how concepts are linked to one another (MP.2).</p> <p>For example, a student may use the relationship between addition and subtraction to solve the problem "Gwen has 842 points in a game. Her friend Dan has 738 points. How many points is Gwen ahead of Dan?" The student may consider the subtraction equation, $842 - 738 = x$ and use a standard algorithm. Or, the student may consider this as a missing addend situation, and find it easier to solve mentally (MP.8) for how many more points Dan needs in order to catch up with Gwen ($738 + x = 842$). The student may consider that Dan needs 4 points to get to 742, and then another 100 points to get to Gwen's 842, for a total of 104 points.</p> <p>EL children work in partners (with EL or non-EL children) to solve the problem "Gwen has 842 points in a game. Her friend Dan has 738 points. How many points is Gwen ahead of Dan?" Then, they work with a different partner to explain the procedure they used, using language frames with text connectives, which supports them to connect the sequence of steps they took in ways that help others (and themselves) understand the connections between and flow of ideas (e.g., We decided that we would start with _____. First we _____. Then we _____. When we finished, we realized that _____).</p>
<p>Notes</p>	<p>Reference to MP.2 (Reason abstractly and quantitatively) reflects a content sample-specific MP.</p> <p>The sample content example can be adapted for mathematics content at grades 3, 4, and 5.</p> <p>Refer to the CA CCSSM for the complete set of mathematics standards to use along with the CA ELD Standards to plan curriculum and instruction for English learners.</p>

**CA ELD Standards Augmentation for Mathematics
Grades 3, 4, and 5**

**Part II: Learning About How English Works
B. Expanding and Enriching Ideas**

3. Using verbs and verb phrases

Grade	Emerging	Expanding	Bridging
3	Use frequently used verbs, different verb types (e.g., doing, saying, being/having, thinking/feeling), and verb tenses appropriate to the text type and discipline to convey time (e.g., simple past for recounting an experience).	Use a growing number of verb types (e.g., doing, saying, being/having, thinking/feeling) and verb tenses appropriate to the text type and discipline to convey time (e.g., simple past for retelling, simple present for a science description).	Use a variety of verb types (e.g., doing, saying, being/having, thinking/feeling) and verb tenses appropriate to the text type and discipline to convey time (e.g., simple present for a science description, simple future to predict).
4	Use various verbs/verb types (e.g., doing, saying, being/having, thinking/feeling) and tenses appropriate to the text type and discipline (e.g., simple past for recounting an experience) for familiar topics.	Use various verbs/verb types (e.g., doing, saying, being/having, thinking/feeling) and tenses appropriate to the task, text type, and discipline (e.g., simple past for retelling, timeless present for science explanation) for an increasing variety of familiar and new topics.	Use various verbs/verb types (e.g., doing, saying, being/having, thinking/feeling) and tenses appropriate to the task and text type (e.g., timeless present for science explanation, mixture of past and present for historical information report) for a variety of familiar and new topics.

<p>5</p>	<p>Use frequently used verbs (e.g., take, like, eat) and various verb types (e.g., doing, saying, being/having, thinking/feeling) and tenses appropriate to the text type and discipline (e.g., simple past for recounting an experience) on familiar topics.</p>	<p>Use various verb types (e.g., doing, saying, being/having, thinking/feeling) and tenses appropriate to the task, text type, and discipline (e.g., simple past for recounting an experience, timeless present for a science description) on an increasing variety of topics.</p>	<p>Use various verb types (e.g., doing, saying, being/having, thinking/feeling) and tenses appropriate to the task and text type (e.g., timeless present for science description, mixture of past and present for narrative or history explanation) on a variety of topics.</p>
<p>Applying ELD Standards to Mathematics</p>	<p>Students use a variety of verb types and appropriate verb tenses to express their understanding of mathematical concepts and procedures with precision.</p>		
<p>Standards for Mathematical Practice</p>	<p>MP.1 Make sense of problems and persevere in solving them. MP.3 Construct viable arguments and critique the reasoning of others. • Justify their conclusions, communicate them to others, and respond to the arguments of others. MP.6 Attend to precision. • Try to communicate precisely to others. • Try to use clear definitions in discussion with others and in their own reasoning.</p>		
<p>Sample Mathematics Content Example</p>	<p>In describing a process or explaining a strategy used to solve a problem, students use various verb types and tenses. When partitioning a variety of shapes into parts with equal areas (3.G.2), students recognize that each part has an area that is a fraction of the original shape (present tense). When describing their procedure for making the partitions and determining that the parts have equal areas, they explain what they did (past tense).</p> <p>For example, given a rectangle and asked to find different ways to fold the rectangle to show four equal parts, students may report that first they folded the rectangle (MP.4) in half to have two equal-sized parts (e.g., horizontally) and then folded each of those parts in half (e.g., horizontally or vertically) so that each had two equal-sized parts. There are then 4 parts in all, and each part is the same size and shape (e.g., because they can fold on top of one another), so each part is $\frac{1}{4}$ of the entire rectangle.</p>		

Notes	Reference to MP.4 (Model with mathematics) reflects a content sample-specific MP.
	The sample content example can be adapted for mathematics content at grades 3, 4, and 5.
	Refer to the CA CCSSM for the complete set of mathematics standards to use along with the CA ELD Standards to plan curriculum and instruction for English learners.

**CA ELD Standards Augmentation for Mathematics
Grades 3, 4, and 5**

**Part II: Learning About How English Works
B. Expanding and Enriching Ideas**

4. Using nouns and noun phrases

Grade	Emerging	Expanding	Bridging
3	Expand noun phrases in simple ways (e.g., adding an adjective to a noun) in order to enrich the meaning of sentences and add details about ideas, people, things, and the like.	Expand noun phrases in a growing number of ways (e.g., adding comparative/superlative adjectives to nouns) in order to enrich the meaning of sentences and add details about ideas, people, things, and the like.	Expand noun phrases in a variety of ways (e.g., adding comparative/superlative adjectives to noun phrases, simple clause embedding) in order to enrich the meaning of sentences and add details about ideas, people, things, and the like.
4	Expand noun phrases in simple ways (e.g., adding an adjective) in order to enrich the meaning of sentences and add details about ideas, people, things, and so on.	Expand noun phrases in a variety of ways (e.g., adding adjectives to noun phrases or simple clause embedding) in order to enrich the meaning of sentences and add details about ideas, people, things, and so on.	Expand noun phrases in an increasing variety of ways (e.g., adding general academic adjectives and adverbs to noun phrases or more complex clause embedding) in order to enrich the meaning of sentences and add details about ideas, people, things, and so on.

<p>5</p>	<p>Expand noun phrases in simple ways (e.g., adding an adjective to a noun) in order to enrich the meaning of sentences and add details about ideas, people, things, and the like.</p>	<p>Expand noun phrases in a variety of ways (e.g., adding comparative/superlative adjectives to noun phrases or simple clause embedding) in order to enrich the meaning of sentences and add details about ideas, people, things, and the like.</p>	<p>Expand noun phrases in an increasing variety of ways (e.g., adding comparative/superlative and general academic adjectives to noun phrases or more complex clause embedding) in order to enrich the meaning of sentences and add details about ideas, people, things, and the like.</p>
<p>Applying ELD Standards to Mathematics</p>	<p>In mathematics, oral and written problems may have long noun phrases. Students need to be able to identify what the main noun is and also use the detailed information around the noun in order to understand the problem. They also need to be able to provide more detail in their explanations and arguments by expanding noun phrases themselves.</p>		
<p>Standards for Mathematical Practice</p>	<p>MP.1 Make sense of problems and persevere in solving them. MP.3 Construct viable arguments and critique the reasoning of others. • Justify their conclusions, communicate them to others, and respond to the arguments of others. MP.6 Attend to precision. • Try to communicate precisely to others. • Try to use clear definitions in discussion with others and in their own reasoning.</p>		

<p>Sample Mathematics Content Example</p>	<p>As students solve real-world problems involving division and unit fractions (5.NF.7c), they may use a visual fraction model to represent the problem (MP.4). When students read the following, "Use a visual fraction model to represent ...," they need to understand that the main thing (or noun) that they need to use is a "model" but that it's a special kind of model (a "visual fraction model"). They also need to expand their noun phrases in their own explanations.</p> <p>For example, rather than merely calling something a "model," they can add precision by expanding the noun phrase into a "visual fraction model." Additionally, within real-world situations, students encounter main nouns with detailed information needed for understanding the problem (MP.2). For example, Mary and two friends want a snack. Mary's mom says they may have a 1/2-lb bar of chocolate from the refrigerator. How much chocolate will each person have if they share the chocolate equally? Also, Barry and some friends want a snack. Barry's mom says they may have the 2 cups of raisins she has left over from baking, and each may have a 1/3-cup serving. How many friends can Barry serve if each has one serving?</p>
<p>Notes</p>	<p>References to MP.4 (Model with mathematics) and MP.2 (Reason abstractly and quantitatively) reflect content sample-specific MPs.</p> <p>The sample content example can be adapted for mathematics content at grades 3, 4, and 5.</p> <p>Refer to the CA CCSSM for the complete set of mathematics standards to use along with the CA ELD Standards to plan curriculum and instruction for English learners.</p>

**CA ELD Standards Augmentation for Mathematics
Grades 3, 4, and 5**

**Part II: Learning About How English Works
B. Expanding and Enriching Ideas**

5. Modifying to add details

Grade	Emerging	Expanding	Bridging
3	Expand sentences with adverbials (e.g., adverbs, adverb phrases, prepositional phrases) to provide details (e.g., time, manner, place, cause, and the like) about a familiar activity or process (e.g., They walked <i>to the soccer field</i>).	Expand sentences with adverbials (e.g., adverbs, adverb phrases, prepositional phrases) to provide details (e.g., time, manner, place, cause, and the like) about a familiar or new activity or process (e.g., They worked <i>quietly</i> ; they ran <i>across the soccer field</i>).	Expand sentences with adverbials (e.g., adverbs, adverb phrases, prepositional phrases) to provide details (e.g., time, manner, place, cause, and the like) about a range of familiar and new activities or processes (e.g., They worked <i>quietly all night in their room</i>).
4	Expand sentences with familiar adverbials (e.g., basic prepositional phrases) to provide details (e.g., time, manner, place, cause, and so on) about a familiar activity or process (e.g., They walked <i>to the soccer field</i>).	Expand sentences with a growing variety of adverbials (e.g., adverbs, prepositional phrases) to provide details (e.g., time, manner, place, cause, and so on) about a familiar or new activity or process (e.g., They worked <i>quietly</i> . They ran <i>across the soccer field</i>).	Expand sentences with a variety of adverbials (e.g., adverbs, adverb phrases, prepositional phrases) to provide details (e.g., time, manner, place, cause, and so on) about a variety of familiar and new activities and processes (e.g., They worked <i>quietly all night in their room</i>).

<p>5</p>	<p>Expand and enrich sentences with adverbials (e.g., adverbs, adverb phrases, prepositional phrases) to provide details (e.g., time, manner, place, cause, and the like) about a familiar activity or process.</p>	<p>Expand and enrich sentences with adverbials (e.g., adverbs, adverb phrases, prepositional phrases) to provide details (e.g., time, manner, place, cause, and the like) about a familiar or new activity or process.</p>	<p>Expand and enrich sentences with adverbials (e.g., adverbs, adverb phrases, prepositional phrases) to provide details (e.g., time, manner, place, cause, and the like) about a variety of familiar and new activities and processes.</p>
<p>Applying ELD Standards to Mathematics</p>	<p>Students use modifying words and phrases to express their understanding of mathematical concepts with precision.</p>		
<p>Standards for Mathematical Practice</p>	<p>MP.1 Make sense of problems and persevere in solving them. MP.3 Construct viable arguments and critique the reasoning of others. <ul style="list-style-type: none"> • Justify their conclusions, communicate them to others, and respond to the arguments of others. MP.6 Attend to precision. <ul style="list-style-type: none"> • Try to communicate precisely to others. </p>		
<p>Sample Mathematics Content Example</p>	<p>When making and analyzing a data set of measurements displayed on a line plot (5.MD.2), students may observe relationships within the data set that require understanding and use of adverbs and adverbial phrases.</p> <p>For example, a line plot (MP.4) displays the distances runners run, to the nearest quarter mile, in 5 minutes. Students may identify the greatest distance run to determine which runner(s) ran fastest (MP.2), or how much farther the fastest runner(s) ran than the slowest runner(s). They may identify which runners likely ran most quickly and explain their reasoning, or describe how to determine the distance each runner would have run if they all ran equally fast and covered the same total distance in 5 minutes.</p>		
<p>Notes</p>	<p>References to MP.4 (Model with mathematics) and MP.2 (Reason abstractly and quantitatively) reflect content sample-specific MPs.</p> <p>The sample content example can be adapted for mathematics content at grades 3, 4, and 5.</p> <p>Refer to the CA CCSSM for the complete set of mathematics standards to use along with the CA ELD Standards to plan curriculum and instruction for English learners.</p>		

**CA ELD Standards Augmentation for Mathematics
Grades 3, 4, and 5**

**Part II: Learning About How English Works
C. Connecting and Condensing Ideas**

6. Connecting ideas

Grade	Emerging	Expanding	Bridging
3	Combine clauses in a few basic ways to make connections between and join ideas (e.g., creating compound sentences using <i>and</i> , <i>but</i> , <i>so</i>).	Combine clauses in an increasing variety of ways (e.g., creating compound and complex sentences) to make connections between and join ideas, for example, to express cause/effect (e.g., <i>The deer ran because the mountain lion came</i>) or to make a concession (e.g., <i>She studied all night even though she wasn't feeling well</i>).	Combine clauses in a wide variety of ways (e.g., creating compound and complex sentences) to make connections between and join ideas, for example, to express cause/effect (e.g., <i>The deer ran because the mountain lion approached them</i>), to make a concession (e.g., <i>She studied all night even though she wasn't feeling well</i>), or to link two ideas that happen at the same time (e.g., <i>The cubs played while their mother hunted</i>).

<p>4</p>	<p>Combine clauses in a few basic ways to make connections between and join ideas in sentences (e.g., creating compound sentences using coordinate conjunctions, such as <i>and, but, so</i>).</p>	<p>Combine clauses in an increasing variety of ways (e.g., creating complex sentences using familiar subordinate conjunctions) to make connections between and join ideas in sentences, for example, to express cause/effect (e.g., <i>The deer ran because the mountain lion came</i>) or to make a concession (e.g., <i>She studied all night even though she wasn't feeling well</i>).</p>	<p>Combine clauses in a wide variety of ways (e.g., creating complex sentences using a variety of subordinate conjunctions) to make connections between and join ideas, for example, to express cause/effect (e.g., <i>Since the lion was at the waterhole, the deer ran away</i>), to make a concession, or to link two ideas that happen at the same time (e.g., <i>The cubs played while their mother hunted</i>).</p>
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<p>5</p>	<p>Combine clauses in a few basic ways to make connections between and join ideas (e.g., You must X because X) or to provide evidence to support ideas or opinions (e.g., creating compound sentences using <i>and</i>, <i>but</i>, <i>so</i>).</p>	<p>Combine clauses in an increasing variety of ways (e.g., creating compound and complex sentences) to make connections between and join ideas, for example, to express cause/effect (e.g., <i>The deer ran because the mountain lion came</i>), to make a concession (e.g., <i>She studied all night even though she wasn't feeling well</i>), or to provide reasons to support ideas (e.g., <i>X is an extremely good book because _____</i>).</p>	<p>Combine clauses in a wide variety of ways (e.g., creating compound and complex sentences) to make connections between and join ideas, for example, to express cause/effect (e.g., <i>The deer ran because the mountain lion approached them</i>), to make a concession (e.g., <i>She studied all night even though she wasn't feeling well</i>), to link two ideas that happen at the same time (e.g., <i>The cubs played while their mother hunted</i>), or to provide reasons to support ideas (e.g., <i>The author persuades the reader by _____</i>).</p>
<p>Applying ELD Standards to Mathematics</p>	<p>When explaining their own thinking, or when listening to or reading the explanations or arguments of others, students need to understand how ideas are connected and condensed.</p>		
<p>Standards for Mathematical Practice</p>	<p>MP.1 Make sense of problems and persevere in solving them. MP.3 Construct viable arguments and critique the reasoning of others. • Understand and use stated assumptions, definitions, and previously established results in constructing arguments. • Make conjectures and build a logical progression of statements to explore the truth of their conjectures. MP.6 Attend to precision. • Try to communicate precisely to others.</p>		

<p>Sample Mathematics Content Example</p>	<p>When explaining how they solved a problem using addition and subtraction of fractions (4.NF.3d), a student needs to connect the ideas (MP.2). For example, "Pete has three packages to wrap and will use paper from a roll of wrapping paper that is 1 yard wide by 9 $\frac{3}{8}$ feet long. His first package requires 3 $\frac{3}{8}$ feet of paper, his second package needs 2 $\frac{7}{8}$ feet of paper, and his third package needs 2 $\frac{5}{8}$ feet of paper. Does Pete have enough wrapping paper to wrap the three packages? Explain your answer." The student may calculate the exact amount needed, and reason "This is 9 $\frac{1}{8}$ feet of wrapping paper," "That's the total amount of wrapping paper needed altogether," and "There is enough wrapping paper to do the packaging." These connected ideas are expressed in mathematics contexts as: "Altogether, this is 9 $\frac{1}{8}$ feet of wrapping paper, which means Pete has enough to do his packaging."</p>
<p>Notes</p>	<p>Reference to MP.2 (Reason abstractly and quantitatively) reflects a content sample-specific MP.</p> <p>The sample content example can be adapted for mathematics content at grades 3, 4, and 5.</p> <p>Refer to the CA CCSSM for the complete set of mathematics standards to use along with the CA ELD Standards to plan curriculum and instruction for English learners.</p>

**CA ELD Standards Augmentation for Mathematics
Grades 3, 4, and 5**

**Part II: Learning About How English Works
C. Connecting and Condensing Ideas**

7. Condensing ideas

Grade	Emerging	Expanding	Bridging
3	<p>Condense clauses in simple ways (e.g., <i>changing: It's green. It's red. -> It's green and red</i>) to create precise and detailed sentences.</p>	<p>Condense clauses in a growing number of ways (e.g., through embedded clauses as in, <i>It's a plant. It's found in the rain forest. -> It's a green and red plant that's found in the tropical rain forest</i>) to create precise and detailed sentences.</p>	<p>Condense clauses in a variety of ways (e.g., through embedded clauses and other condensing as in, <i>It's a plant. It's green and red. It's found in the tropical rain forest. -> It's a green and red plant that's found in the tropical rain forest</i>) to create precise and detailed sentences.</p>
4	<p>Condense clauses in simple ways (e.g., through simple embedded clauses, as in, <i>The woman is a doctor. She helps children. -> The woman is a doctor who helps children</i>) to create precise and detailed sentences.</p>	<p>Condense clauses in an increasing variety of ways (e.g., through a growing number of embedded clauses and other condensing, as in, <i>The dog ate quickly. The dog choked. -> The dog ate so quickly that it choked</i>) to create precise and detailed sentences.</p>	<p>Condense clauses in a variety of ways (e.g., through various types of embedded clauses and other ways of condensing as in, <i>There was a Gold Rush. It began in the 1850s. It brought a lot of people to California. -> The Gold Rush that began in the 1850s brought a lot of people to California</i>) to create precise and detailed sentences.</p>

<p style="text-align: center;">5</p>	<p>Condense clauses in simple ways (e.g., through simple embedded clauses as in, <i>The book is on the desk. The book is mine.</i> -> <i>The book that is on the desk is mine</i>) to create precise and detailed sentences.</p>	<p>Condense clauses in an increasing variety of ways (e.g., through a growing number of types of embedded clauses and other condensing as in, <i>The book is mine. The book is about science. The book is on the desk.</i> -> <i>The science book that's on the desk is mine</i>) to create precise and detailed sentences.</p>	<p>Condense clauses in a variety of ways (e.g., through various types of embedded clauses and some nominalizations as in, <i>They were a very strong army. They had a lot of enemies. They crushed their enemies because they were strong.</i> -> Their strength helped them crush their numerous enemies) to create precise and detailed sentences.</p>
<p>Applying ELD Standards to Mathematics</p>	<p>When explaining their own thinking, or when listening to or reading the explanations or arguments of others, students need to understand how ideas are connected and condensed.</p>		
<p>Standards for Mathematical Practice</p>	<p>MP.1 Make sense of problems and persevere in solving them. MP.3 Construct viable arguments and critique the reasoning of others. • Understand and use stated assumptions, definitions, and previously established results in constructing arguments. • Make conjectures and build a logical progression of statements to explore the truth of their conjectures. MP.6 Attend to precision. • Try to communicate precisely to others.</p>		
<p>Sample Mathematics Content Example</p>	<p>See example for Part II, Standard 6, Connecting Ideas.</p>		
<p>Notes</p>	<p>Reference to MP.2 (Reason abstractly and quantitatively) reflects a content sample-specific MP.</p> <p>The sample content example can be adapted for mathematics content at grades 3, 4, and 5.</p> <p>Refer to the CA CCSSM for the complete set of mathematics standards to use along with the CA ELD Standards to plan curriculum and instruction for English learners.</p>		

Grades 6, 7, and 8

DRAFT – June 3, 2015

CA ELD Standards Augmentation for Mathematics Grades 6, 7, and 8			
Part I: Interacting in Meaningful Ways A. Collaborative			
1. Exchanging information and ideas			
Grade	Emerging	Expanding	Bridging
6	Engage in conversational exchanges and express ideas on familiar topics by asking and answering <i>yes-no</i> and <i>wh-</i> 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.
7	Engage in conversational exchanges and express ideas on familiar topics by asking and answering <i>yes-no</i> and <i>wh-</i> 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.

<p>8</p>	<p>Engage in conversational exchanges and express ideas on familiar topics by asking and answering <i>yes-no</i> and <i>wh-</i> questions and responding using simple phrases.</p>	<p>Contribute to class, group, and partner discussions by following turn-taking rules, asking relevant questions, affirming others, adding relevant information, and paraphrasing key ideas.</p>	<p>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.</p>
<p>Applying ELD Standards to Mathematics</p>	<p>Working collaboratively provides students opportunities both to develop and to display understanding of important math concepts. While focusing on specific math content, students share perspectives, ask and answer questions, examine specific cases, and address misconceptions.</p>		
<p>Standards for Mathematical Practice</p>	<p>MP.1 Make sense of problems and persevere in solving them. MP.3 Construct viable arguments and critique the reasoning of others. • Justify their conclusions, communicate them to others, and respond to the arguments of others. • Listen to or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve arguments. MP.6 Attend to precision. • Try to communicate precisely to others. • Try to use clear definitions in discussion with others and in their own reasoning.</p>		
<p>Sample Mathematics Content Example</p>	<p>In class and group discussions, students may share ideas about a variety of real-world situations in which opposite quantities combine to make 0 (7.NS.1a). For example, students may build on one another's understanding of "a hydrogen atom has 0 charge because its two constituents are oppositely charged."</p>		
<p>Notes</p>	<p>The sample content example can be adapted for mathematics content at grades 6, 7, and 8.</p>		
	<p>Refer to the CA CCSSM for the complete set of mathematics standards to use along with the CA ELD Standards to plan curriculum and instruction for English learners.</p>		

CA ELD Standards Augmentation for Mathematics Grades 6, 7, and 8			
Part I: Interacting in Meaningful Ways A. Collaborative			
2. Interacting via written English			
Grade	Emerging	Expanding	Bridging
6	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.
7	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.
8	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.
Applying ELD Standards to Mathematics	Students often support their writing in math with graphs, sketches and drawings, or geometric constructions. Sharing their work, students may make generalizations or justify their thinking with step-by-step reasoning.		

<p>Standards for Mathematical Practice</p>	<p>MP.1 Make sense of problems and persevere in solving them. MP.3 Construct viable arguments and critique the reasoning of others. • Listen to or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve arguments. • Justify their conclusions, communicate them to others, and respond to the arguments of others. MP.6 Attend to precision. • Try to communicate precisely to others. • Try to use clear definitions in discussion with others and in their own reasoning.</p>
<p>Sample Mathematics Content Example</p>	<p>Students often analyze and create graphs (MP.4) when describing a functional relationship between two quantities (8.F.5). Collaboratively and individually, they may use graphs to describe qualitative aspects of the relationship, such as to indicate where a function is increasing or decreasing, and provide justification as to whether it is a linear or nonlinear relationship.</p>
<p>Notes</p>	<p>Reference to MP.4 (Model with mathematics) reflects a content sample-specific MP.</p> <hr/> <p>The sample content example can be adapted for mathematics content at grades 6, 7, and 8.</p> <hr/> <p>Refer to the CA CCSSM for the complete set of mathematics standards to use along with the CA ELD Standards to plan curriculum and instruction for English learners.</p>

CA ELD Standards Augmentation for Mathematics Grades 6, 7, and 8			
Part I: Interacting in Meaningful Ways A. Collaborative			
3. Supporting opinions and persuading others			
Grade	Emerging	Expanding	Bridging
6	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>I think . . .</i> , <i>Would you please repeat that?</i>), 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>I agree with X, but . . .</i>), 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>I heard you say X, and Gabriel just pointed out Y</i>), as well as open responses.
7	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>I think . . .</i> , <i>Would you please repeat that?</i>) and open responses.	Negotiate with or persuade others in conversations (e.g., to provide counter-arguments) using learned phrases (<i>I agree with X, but . . .</i>), 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>I heard you say X, and I haven't thought about that before</i>), and open responses.

<p>8</p>	<p>Negotiate with or persuade others in conversations (e.g., to gain and hold the floor or to ask for clarification) using learned phrases (e.g., <i>I think . . . Would you please repeat that?</i>) and open responses.</p>	<p>Negotiate with or persuade others in conversations (e.g., to provide counter-arguments) using learned phrases (<i>I agree with X, but . . .</i>) and open responses.</p>	<p>Negotiate with or persuade others in conversations using an appropriate register (e.g., to acknowledge new information and justify views) using a variety of learned phrases, indirect reported speech (e.g., <i>I heard you say X, and that's a good point. I still think Y, though, because . . .</i>) and open responses.</p>
<p>Applying ELD Standards to Mathematics</p>	<p>In making mathematical arguments and critiquing the reasoning of others, students need to connect and/or counter others' ideas with mathematical justification.</p>		
<p>Standards for Mathematical Practice</p>	<p>MP.1 Make sense of problems and persevere in solving them. MP.3 Construct viable arguments and critique the reasoning of others. • Understand and use stated assumptions, definitions, and previously established results in constructing arguments. • Listen to or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve arguments. • Compare the effectiveness of plausible arguments. • Justify their conclusions, communicate them to others, and respond to the arguments of others. MP.6 Attend to precision. • Try to use clear definitions in discussion with others and in their own reasoning.</p>		
<p>Sample Mathematics Content Example</p>	<p>Students share ideas and examples when using geometry and algebra to describe and explain relationships. They may use similar triangles shown on a coordinate plane (MP.4) to explain why the slope m is the same between any two distinct points on a non-vertical line (8.EE.6). Using various examples, students may derive the equation $y = mx$ for a line through the origin and the equation $y = mx + b$ for a line intercepting the vertical axis at b.</p>		

Notes	Reference to MP.4 (Model with mathematics) reflects a content sample-specific MP.
	The sample content example can be adapted for mathematics content at grades 6, 7, and 8.
	Refer to the CA CCSSM for the complete set of mathematics standards to use along with the CA ELD Standards to plan curriculum and instruction for English learners.

CA ELD Standards Augmentation for Mathematics Grades 6, 7, and 8			
Part I: Interacting in Meaningful Ways A. Collaborative			
4. Adapting language choices			
Grade	Emerging	Expanding	Bridging
6	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.
7	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.
8	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.
Applying ELD Standards to Mathematics	Students adjust their language choices according to purpose and task (e.g., providing evidence to support reasoning used to defend mathematical arguments, interpretations, and procedures).		

<p>Standards for Mathematical Practice</p>	<p>MP.1 Make sense of problems and persevere in solving them. MP.3 Construct viable arguments and critique the reasoning of others. • Understand and use stated assumptions, definitions, and previously established results in constructing arguments. • Justify their conclusions, communicate them to others, and respond to the arguments of others. MP.6 Attend to precision. • Try to communicate precisely to others. • Try to use clear definitions in discussion with others and in their own reasoning.</p>
<p>Sample Mathematics Content Example</p>	<p>When analyzing and describing real-world proportional relationships (7.RP.2d) shown on a graph (MP.4), students may explain what a point (x, y) on the graph means in terms of the situation, paying special attention to the points $(0, 0)$ and $(1, r)$, where r is the unit rate.</p>
<p>Notes</p>	<p>Reference to MP.4 (Model with mathematics) reflects a content sample-specific MP.</p> <hr/> <p>The sample content example can be adapted for mathematics content at grades 6, 7, and 8.</p> <hr/> <p>Refer to the CA CCSSM for the complete set of mathematics standards to use along with the CA ELD Standards to plan curriculum and instruction for English learners.</p>

CA ELD Standards Augmentation for Mathematics Grades 6, 7, and 8			
Part I: Interacting in Meaningful Ways B. Interpretive			
5. Listening actively			
Grade	Emerging	Expanding	Bridging
6	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.
7	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.
8	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.
Applying ELD Standards to Mathematics	Students listen to a variety of orally expressed mathematical information, such as explanations, procedures, or word problems, and demonstrate understanding by asking and answering questions.		

<p>Standards for Mathematical Practice</p>	<p>MP.1 Make sense of problems and persevere in solving them. MP.3 Construct viable arguments and critique the reasoning of others. • Listen to or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve arguments. MP.6 Attend to precision. • Try to communicate precisely to others. • Try to use clear definitions in discussion with others and in their own reasoning.</p>
<p>Sample Mathematics Content Example</p>	<p>Whether listening to classmates or teachers, students encounter a variety of complex situations, and must ask and answer questions to learn and to show understanding. When presented with real-world and mathematical problems involving area, volume, and surface area (7.G.6) of a variety of two- and three-dimensional objects (composed of triangles, quadrilaterals, polygons, cubes, and right prisms), students may make or analyze sketches (MP.4) or other representations and use formulas or other methods to determine the needed measurements.</p>
<p>Notes</p>	<p>Reference to MP.4 (Model with mathematics) reflects a content sample-specific MP.</p> <p>The sample content example can be adapted for mathematics content at grades 6, 7, and 8.</p> <p>Refer to the CA CCSSM for the complete set of mathematics standards to use along with the CA ELD Standards to plan curriculum and instruction for English learners.</p>

**CA ELD Standards Augmentation for Mathematics
Grades 6, 7, and 8**

**Part I: Interacting in Meaningful Ways
B. Interpretive**

6. Reading/viewing closely

Grade	Emerging	Expanding	Bridging
6	<p>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.</p> <p>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., <i>shows that, based on</i>).</p>	<p>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.</p> <p>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., <i>suggests that, leads to</i>).</p>	<p>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.</p> <p>b. Express inferences and conclusions drawn based on close reading of grade-level texts and viewing of multimedia using a variety of precise academic verbs (e.g., <i>indicates that, influences</i>).</p>
	<p>c. Use knowledge of morphology (e.g., affixes, roots, and base words), context, reference materials, and visual cues to determine the meaning of unknown and multiple-meaning words on familiar topics.</p>	<p>c. Use knowledge of morphology (e.g., affixes, roots, and base words), context, reference materials, and visual cues to determine the meaning of unknown and multiple-meaning words on familiar and new topics.</p>	<p>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.</p>

7	<p>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.</p>	<p>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.</p>	<p>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.</p>
	<p>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., <i>shows that, based on</i>).</p>	<p>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., <i>suggests that, leads to</i>).</p>	<p>b. Express inferences and conclusions drawn based on close reading of grade-level texts and viewing of multimedia using a variety of precise academic verbs (e.g., <i>indicates that, influences</i>).</p>
	<p>c. Use knowledge of morphology (e.g., affixes, roots, and base words), context, reference materials, and visual cues to determine the meaning of unknown and multiple-meaning words on familiar topics.</p>	<p>c. Use knowledge of morphology (e.g., affixes, roots, and base words), context, reference materials, and visual cues to determine the meaning of unknown and multiple-meaning words on familiar and new topics.</p>	<p>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.</p>

8	<p>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.</p> <p>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., <i>shows that, based on</i>).</p>	<p>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.</p> <p>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., <i>suggests that, leads to</i>).</p>	<p>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.</p> <p>b. Express inferences and conclusions drawn based on close reading of grade-level texts and viewing of multimedia using a variety of precise academic verbs (e.g., <i>indicates that, influences</i>).</p>
	<p>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.</p>	<p>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.</p>	<p>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.</p>

<p>Applying ELD Standards to Mathematics</p>	<p>a. In mathematics, close reading and viewing is often required to determine key details in the context of examining, interpreting, and creating graphs and other models in real-world problem situations. Students use these details when explaining ideas, concepts, and procedures.</p> <p>b. As students analyze situations and draw inferences and conclusions based on data, graphs, or other models, they explain and justify their reasoning.</p> <p>c. Students need to be able to use their morphological knowledge and context (the words or symbols around the unknown word) to derive the meaning of multiple meaning words or unknown words in mathematics.</p>
<p>Standards for Mathematical Practice</p>	<p>MP.1 Make sense of problems and persevere in solving them.</p> <p>MP.3 Construct viable arguments and critique the reasoning of others.</p> <ul style="list-style-type: none"> • Understand and use stated assumptions, definitions, and previously established results in constructing arguments. • Make conjectures and build a logical progression of statements to explore the truth of their conjectures. • Analyze situations by breaking them into cases. <p>MP.6 Attend to precision.</p> <ul style="list-style-type: none"> • Try to communicate precisely to others. • Try to use clear definitions in discussion with others and in their own reasoning.
<p>Sample Mathematics Content Example</p>	<p>When examining and analyzing data sets and situations, students may model the situations (MP.4) based on careful reading and understanding of the context, deriving meanings of familiar and unfamiliar terms; and they explain and justify their reasoning as they interpret the data (MP.2). When summarizing data sets in relation to their context (6.SP.5), students apply language skills in a variety of ways, including reporting the number of observations; describing the nature of the attribute under investigation, including how it was measured and its units of measurement; giving quantitative measures of center (median and/or mean) and variability (interquartile range and/or mean absolute deviation), as well as describing any overall pattern and any striking deviations from the overall pattern with reference to the context in which the data were gathered; and relating the choice of measures of center and variability to the shape of the data distribution and the context in which the data were gathered.</p>

Notes	References to MP.4 (Model with mathematics) and MP.2 (Reason abstractly and quantitatively) reflect content sample-specific MPs.
	The sample content example can be adapted for mathematics content at grades 6, 7, and 8.
	Refer to the CA CCSSM for the complete set of mathematics standards to use along with the CA ELD Standards to plan curriculum and instruction for English learners.

**CA ELD Standards Augmentation for Mathematics
Grades 6, 7, and 8**

**Part I: Interacting in Meaningful Ways
B. Interpretive**

7. Evaluating language choices

Grade	Emerging	Expanding	Bridging
6	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.
7	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.

<p style="text-align: center;">8</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>
<p>Applying ELD Standards to Mathematics</p>	<p>When critiquing others' presentations on mathematical topics, students can describe or explain how well the writers or speakers used particular vocabulary or phrasing, for example, to provide a definition or explanation.</p>		
<p>Standards for Mathematical Practice</p>	<p>MP.1 Make sense of problems and persevere in solving them. MP.3 Construct viable arguments and critique the reasoning of others. • Listen to or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve arguments. MP.6 Attend to precision. • Try to communicate precisely to others. • Try to use clear definitions in discussion with others and in their own reasoning.</p>		
<p>Sample Mathematics Content Example</p>	<p>Students explain as well as listen to others' explanations about the concept of ratio to gain understanding of important concepts. They use ratio language to describe a ratio relationship between two quantities (6.RP.1). For example, "The ratio of wings to beaks in the bird house at the zoo was 2:1, because for every 2 wings there was 1 beak." "For every vote candidate A received, candidate C received nearly three votes."</p>		
<p>Notes</p>	<p>The sample content example can be adapted for mathematics content at grades 6, 7, and 8.</p> <p>Refer to the CA CCSSM for the complete set of mathematics standards to use along with the CA ELD Standards to plan curriculum and instruction for English learners.</p>		

**CA ELD Standards Augmentation for Mathematics
Grades 6, 7, and 8**

**Part I: Interacting in Meaningful Ways
B. Interpretive**

8. Analyzing language choices

Grade	Emerging	Expanding	Bridging
6	Explain how phrasing or different common words with similar meaning (e.g., choosing to use the word <i>cheap</i> versus the phrase <i>a good saver</i>) produce different effects on the audience.	Explain how phrasing, different words with similar meaning (e.g., describing a character as <i>stingy</i> versus <i>economical</i>), or figurative language (e.g., <i>The room was like a dank cave, littered with food wrappers, soda cans, and piles of laundry</i>) produce shades of meaning and different effects on the audience.	Explain how phrasing, different words with similar meaning (e.g., <i>stingy, economical, frugal, thrifty</i>), or figurative language (e.g., <i>The room was depressed and gloomy. The room was like a dank cave, littered with food wrappers, soda cans, and piles of laundry</i>) produce shades of meaning, nuances, and different effects on the audience.
7	Explain how phrasing or different common words with similar meaning (e.g., choosing to use the word <i>polite</i> versus <i>good</i>) produce different effects on the audience.	Explain how phrasing, different words with similar meaning (e.g., describing a character as <i>diplomatic</i> versus <i>respectful</i>) or figurative language (e.g., <i>The wind blew through the valley like a furnace</i>) produce shades of meaning and different effects on the audience.	Explain how phrasing, different words with similar meaning (e.g., <i>refined-respectful-polite-diplomatic</i>), or figurative language (e.g., <i>The wind whispered through the night</i>) produce shades of meaning, nuances, and different effects on the audience.

<p>8</p>	<p>Explain how phrasing or different common words with similar meanings (e.g., choosing to use the word <i>persistent</i> versus the term <i>hard worker</i>) produce different effects on the audience.</p>	<p>Explain how phrasing or different words with similar meanings (e.g., describing a character as <i>stubborn</i> versus <i>persistent</i>) or figurative language (e.g., <i>Let me throw some light onto the topic</i>) produce shades of meaning and different effects on the audience.</p>	<p>Explain how phrasing or different words with similar meanings (e.g., <i>cunning</i> versus <i>smart</i>, <i>stammer</i> versus <i>say</i>) or figurative language (e.g., <i>Let me throw some light onto the topic</i>) produce shades of meaning, nuances, and different effects on the audience.</p>
<p>Applying ELD Standards to Mathematics</p>	<p>When reading or listening to others' presentations on mathematical topics, students can distinguish how the writer's or speaker's selection of particular words or phrases with related meanings (e.g., <i>divide</i> versus <i>partition</i>) affects the audience's understanding.</p>		
<p>Standards for Mathematical Practice</p>	<p>MP.1 Make sense of problems and persevere in solving them. MP.3 Construct viable arguments and critique the reasoning of others. • Listen to or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve arguments. • Analyze situations by breaking them into cases. MP.6 Attend to precision. • Try to communicate precisely to others. • Try to use clear definitions in discussion with others and in their own reasoning.</p>		
<p>Sample Mathematics Content Example</p>	<p>In many situations, students read or listen to descriptions or explanations of mathematical concepts, and depend upon the author's word choices or examples to convey meaning. In learning about bivariate measurement data (8.SP.1), students analyze and interpret scatter plots (MP.4) to investigate patterns of association between two quantities (MP.2). They encounter a variety of examples and situations that illustrate properties and concepts of relationships, such as clustering, outliers, positive or negative association, linear association, and nonlinear association.</p>		
<p>Notes</p>	<p>References to MP.4 (Model with mathematics) and MP.2 (Reason abstractly and quantitatively) reflects content sample-specific MPs.</p>		
	<p>The sample content example can be adapted for mathematics content at grades 6, 7, and 8.</p>		
	<p>Refer to the CA CCSSM for the complete set of mathematics standards to use along with the CA ELD Standards to plan curriculum and instruction for English learners.</p>		

CA ELD Standards Augmentation for Mathematics Grades 6, 7, and 8			
Part I: Interacting in Meaningful Ways C. Productive			
9. Presenting			
Grade	Emerging	Expanding	Bridging
6	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.
7	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.
8	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.
Applying ELD Standards to Mathematics	Students share their thinking and findings by explaining or describing the mathematics content, providing supporting evidence, and, in many cases, using graphics or demonstrations as part of an oral presentation.		

<p>Standards for Mathematical Practice</p>	<p>MP.1 Make sense of problems and persevere in solving them.</p> <p>MP.3 Construct viable arguments and critique the reasoning of others.</p> <ul style="list-style-type: none"> • Understand and use stated assumptions, definitions, and previously established results in constructing arguments. • Make conjectures and build a logical progression of statements to explore the truth of their conjectures. • Analyze situations by breaking them into cases. <p>MP.6 Attend to precision.</p> <ul style="list-style-type: none"> • Try to communicate precisely to others. • Try to use clear definitions in discussion with others and in their own reasoning.
<p>Sample Mathematics Content Example</p>	<p>When developing and presenting formal or informal proofs, students may use algebraic or geometric examples and models. In order to explain a proof of the Pythagorean Theorem and its converse (8.G.6), students may provide specific examples of right triangles, such as 3-4-5 or 5-12-13, and show the relationship among the sides (e.g., $3^2 + 4^2 = 5^2$; or $5^2 + 12^2 = 13^2$). A student may introduce the converse by presenting a triangle, and asking how we know whether or not it is a right triangle. The student may write an equation to generalize the situations: if a triangle with legs a and b, and hypotenuse c is a right triangle, then $a^2 + b^2 = c^2$; and if a triangle has sides a, b, and c such that $a^2 + b^2 = c^2$, then it is a right triangle. Using a coordinate plane or geometric shapes (MP.4), a student may then show the steps justifying the reasons (MP.2) for both the Pythagorean theorem and its converse.</p>
<p>Notes</p>	<p>References to MP.4 (Model with mathematics) and MP.2 (Reason abstractly and quantitatively) reflects content sample-specific MPs.</p> <p>The sample content example can be adapted for mathematics content at grades 6, 7, and 8.</p> <p>Refer to the CA CCSSM for the complete set of mathematics standards to use along with the CA ELD Standards to plan curriculum and instruction for English learners.</p>

**CA ELD Standards Augmentation for Mathematics
Grades 6, 7, and 8**

**Part I: Interacting in Meaningful Ways
C. Productive**

10. Writing

Grade	Emerging	Expanding	Bridging
6	<p>a. Write short literary and informational texts (e.g., an argument for protecting the rain forests) collaboratively (e.g., with peers) and independently.</p> <p>b. Write brief summaries of texts and experiences using complete sentences and key words (e.g., from notes or graphic organizers).</p>	<p>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.</p> <p>b. Write increasingly concise summaries of texts and experiences using complete sentences and key words (e.g., from notes or graphic organizers).</p>	<p>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.</p> <p>b. Write clear and coherent summaries of texts and experiences using complete and concise sentences and key words (e.g., from notes or graphic organizers).</p>

<p>7</p>	<p>a. Write short literary and informational texts (e.g., an argument for wearing school uniforms) collaboratively (e.g., with peers) and independently.</p> <p>b. Write brief summaries of texts and experiences using complete sentences and key words (e.g., from notes or graphic organizers).</p>	<p>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.</p> <p>b. Write increasingly concise summaries of texts and experiences using complete sentences and key words (e.g., from notes or graphic organizers).</p>	<p>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.</p> <p>b. Write clear and coherent summaries of texts and experiences using complete and concise sentences and key words (e.g., from notes or graphic organizers).</p>
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<p>8</p>	<p>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.</p> <p>b. Write brief summaries of texts and experiences using complete sentences and key words (e.g., from notes or graphic organizers).</p>	<p>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.</p> <p>b. Write increasingly concise summaries of texts and experiences using complete sentences and key words (e.g., from notes or graphic organizers).</p>	<p>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.</p> <p>b. Write clear and coherent summaries of texts and experiences using complete and concise sentences and key words (e.g., from notes or graphic organizers).</p>
<p>Applying ELD Standards to Mathematics</p>	<p>a. Students write detailed informational text when they model relationships and solve problems in context, justifying steps in the process and verifying conclusions.</p>		
<p>Standards for Mathematical Practice</p>	<p>MP.1 Make sense of problems and persevere in solving them.</p> <p>MP.3 Construct viable arguments and critique the reasoning of others.</p> <ul style="list-style-type: none"> • Understand and use stated assumptions, definitions, and previously established results in constructing arguments. • Justify their conclusions, communicate them to others, and respond to the arguments of others. <p>MP.6 Attend to precision.</p> <ul style="list-style-type: none"> • Try to communicate precisely to others. • Try to use clear definitions in discussion with others and in their own reasoning. 		

<p>Sample Mathematics Content Example</p>	<p>a. Collaboratively and independently, students may examine and describe real-world contexts involving comparison. Students may write, interpret, and explain statements of order for rational numbers (6.NS.7b) in real-world contexts. For example, students may write $-3^{\circ}\text{C} > -7^{\circ}\text{C}$ to express the fact that -3°C is warmer than -7°C.</p> <p>b. Students may use equations and inequalities as ways to represent and summarize situations more concisely. By using variables to represent quantities in a real-world or mathematical problem (7.EE.4), students construct simple equations and inequalities to solve problems by reasoning about the quantities (MP.2).</p>
<p>Notes</p>	<p>Reference to MP.2 (Reason abstractly and quantitatively) reflects a content sample-specific MP.</p> <p>The sample content example can be adapted for mathematics content at grades 6, 7, and 8.</p> <p>Refer to the CA CCSSM for the complete set of mathematics standards to use along with the CA ELD Standards to plan curriculum and instruction for English learners.</p>

CA ELD Standards Augmentation for Mathematics Grades 6, 7, and 8			
Part I: Interacting in Meaningful Ways C. Productive			
11. Justifying/arguing			
Grade	Emerging	Expanding	Bridging
6	<p>a. Justify opinions by providing some textual evidence (e.g., quoting from the text) or relevant background knowledge, with substantial support.</p> <p>b. Express attitude and opinions or temper statements with some basic modal expressions (e.g., <i>can, has to</i>).</p>	<p>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.</p> <p>b. Express attitude and opinions or temper statements with a variety of familiar modal expressions (e.g., <i>maybe/probably, can/could, must</i>).</p>	<p>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.</p> <p>b. Express attitude and opinions or temper statements with nuanced modal expressions (e.g., <i>probably/certainly/definitely, should/would, might</i>) and phrasing (e.g., <i>In my opinion . . .</i>).</p>

<p>7</p>	<p>a. Justify opinions by providing some textual evidence or relevant background knowledge, with substantial support.</p> <p>b. Express attitude and opinions or temper statements with familiar modal expressions (e.g., <i>can, may</i>).</p>	<p>a. Justify opinions or persuade others by providing relevant textual evidence or relevant background knowledge, with moderate support.</p> <p>b. Express attitude and opinions or temper statements with a variety of familiar modal expressions (e.g., <i>possibly/likely, could/would/should</i>).</p>	<p>a. Justify opinions or persuade others by providing detailed and relevant textual evidence or relevant background knowledge, with light support.</p> <p>b. Express attitude and opinions or temper statements with nuanced modal expressions (e.g., <i>possibly/potentially/absolutely, should/might</i>).</p>
<p>8</p>	<p>a. Justify opinions by providing some textual evidence or relevant background knowledge, with substantial support.</p> <p>b. Express attitude and opinions or temper statements with familiar modal expressions (e.g., <i>can, may</i>).</p>	<p>a. Justify opinions or persuade others by providing relevant textual evidence or relevant background knowledge, with moderate support.</p> <p>b. Express attitude and opinions or temper statements with a variety of familiar modal expressions (e.g., <i>possibly/likely, could/would</i>).</p>	<p>a. Justify opinions or persuade others by providing detailed and relevant textual evidence or relevant background knowledge, with light support.</p> <p>b. Express attitude and opinions or temper statements with nuanced modal expressions (e.g., <i>potentially/certainly/absolutely, should/might</i>).</p>
<p>Applying ELD Standards to Mathematics</p>	<p>Students may be required to make decisions based on evidence, including reasonable estimates of known quantities to find unknown quantities. Students explain procedures, justify solutions grounded in mathematical concepts, and model situations using specified parameters.</p>		

<p>Standards for Mathematical Practice</p>	<p>MP.1 Make sense of problems and persevere in solving them. MP.3 Construct viable arguments and critique the reasoning of others. • Understand and use stated assumptions, definitions, and previously established results in constructing arguments. • Make conjectures and build a logical progression of statements to explore the truth of their conjectures. MP.6 Attend to precision. • Try to communicate precisely to others. • Try to use clear definitions in discussion with others and in their own reasoning.</p>
<p>Sample Mathematics Content Example</p>	<p>When students make observations based on data, they may use models to represent the data (MP.4), and they provide evidence to justify their findings or inferences (MP.2). Students may use data from a random sample to draw inferences about a population with an unknown characteristic of interest (7.SP.2). They may generate multiple samples (or simulated samples) of the same size to gauge the variation in estimates or predictions.</p> <p>For example, estimate the mean word length in a book by randomly sampling words from the book; or, predict the winner of a school election based on randomly sampled survey data. Students may also gauge how far off the estimate or prediction might be.</p>
<p>Notes</p>	<p>References to MP.4 (Model with mathematics) and MP.2 (Reason abstractly and quantitatively) reflect content sample-specific MPs.</p> <p>The sample content example can be adapted for mathematics content at grades 6, 7, and 8.</p> <p>Refer to the CA CCSSM for the complete set of mathematics standards to use along with the CA ELD Standards to plan curriculum and instruction for English learners.</p>

**CA ELD Standards Augmentation for Mathematics
Grades 6, 7, and 8**

**Part I: Interacting in Meaningful Ways
C. Productive**

12. Selecting language resources

Grade	Emerging	Expanding	Bridging
6	<p>a. Use a select number of general academic words (e.g., <i>author, chart</i>) and domain-specific words (e.g., <i>scene, cell, fraction</i>) to create some precision while speaking and writing.</p> <p>b. Use knowledge of morphology to appropriately select affixes in basic ways (e.g., <i>She likes X</i>).</p>	<p>a. Use a growing set of academic words (e.g., <i>author, chart, global, affect</i>), domain-specific words (e.g., <i>scene, setting, plot, point of view, fraction, cell membrane, democracy</i>), synonyms, and antonyms to create precision and shades of meaning while speaking and writing.</p> <p>b. Use knowledge of morphology to appropriately select affixes in a growing number of ways to manipulate language (e.g., <i>She likes X. That's impossible</i>).</p>	<p>a. Use an expanded set of general academic words (e.g., <i>affect, evidence, demonstrate, reluctantly</i>), domain-specific words (e.g., <i>scene, setting, plot, point of view, fraction, cell membrane, democracy</i>), synonyms, antonyms, and figurative language to create precision and shades of meaning while speaking and writing.</p> <p>b. Use knowledge of morphology to appropriately select affixes in a variety of ways to manipulate language (e.g., changing <i>observe</i> -> <i>observation, reluctant</i> -> <i>reluctantly, produce</i> -> <i>production</i>, and so on).</p>

<p>7</p>	<p>a. Use a select number of general academic words (e.g., <i>cycle, alternative</i>) and domain-specific words (e.g., <i>scene, chapter, paragraph, cell</i>) to create some precision while speaking and writing.</p> <p>b. Use knowledge of morphology to appropriately select affixes in basic ways (e.g., <i>She likes X. He walked to school</i>).</p>	<p>a. Use a growing set of academic words (e.g., <i>cycle, alternative, indicate, process</i>), domain-specific words (e.g., <i>scene, soliloquy, sonnet, friction, monarchy, fraction</i>), synonyms, and antonyms to create precision and shades of meaning while speaking and writing.</p> <p>b. Use knowledge of morphology to appropriately select affixes in a growing number of ways to manipulate language (e.g., <i>She likes walking to school. That's impossible</i>).</p>	<p>a. Use an expanded set of general academic words (e.g., <i>cycle, alternative, indicate, process, emphasize, illustrate</i>), domain-specific words (e.g., <i>scene, soliloquy, sonnet, friction, monarchy, fraction</i>), synonyms, antonyms, and figurative language to create precision and shades of meaning while speaking and writing.</p> <p>b. Use knowledge of morphology to appropriately select affixes in a variety of ways to manipulate language (e.g., changing <i>destroy</i> -> <i>destruction</i>, <i>probably</i> -> <i>probability</i>, <i>reluctant</i> -> <i>reluctantly</i>).</p>
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<p style="text-align: center;">8</p>	<p>a. Use a select number of general academic words (e.g., <i>specific, contrast</i>) and domain-specific words (e.g., <i>scene, cell, fraction</i>) to create some precision while speaking and writing.</p> <p>b. Use knowledge of morphology to appropriately select affixes in basic ways (e.g., <i>She likes X. He walked to school</i>).</p>	<p>a. Use a growing set of academic words (e.g., <i>specific, contrast, significant, function</i>), domain-specific words (e.g., <i>scene, irony, suspense, analogy, cell membrane, fraction</i>), synonyms, and antonyms to create precision and shades of meaning while speaking and writing.</p> <p>b. Use knowledge of morphology to appropriately select affixes in a growing number of ways to <i>manipulate language</i> (e.g., <i>She likes walking to school. That's impossible</i>).</p>	<p>a. Use an expanded set of general academic words (e.g., <i>specific, contrast, significant, function, adequate, analysis</i>), domain-specific words (e.g., <i>scene, irony, suspense, analogy, cell membrane, fraction</i>), synonyms, antonyms, and figurative language to create precision and shades of meaning while speaking and writing.</p> <p>b. Use knowledge of morphology to appropriately select affixes in a variety of ways to manipulate language (e.g., changing <i>destroy</i> -> <i>destruction</i>, <i>probably</i> -> <i>probability</i>, <i>reluctant</i> -> <i>reluctantly</i>).</p>
<p>Applying ELD Standards to Mathematics</p>	<p>Students use a variety of general academic and mathematics-specific words and phrases when writing or speaking about mathematics content.</p>		
<p>Standards for Mathematical Practice</p>	<p>MP.1 Make sense of problems and persevere in solving them.</p> <p>MP.3 Construct viable arguments and critique the reasoning of others.</p> <ul style="list-style-type: none"> • Understand and use stated assumptions, definitions, and previously established results in constructing arguments. <p>MP.6 Attend to precision.</p> <ul style="list-style-type: none"> • Try to communicate precisely to others. • Try to use clear definitions in discussion with others and in their own reasoning. 		

Sample Mathematics Content Example	In mathematics, students use a variety of mathematical terms when they write, read, and evaluate numerical and variable expressions. Students may identify parts of an expression (6.EE.2b) using terms (such as sum, term, product, factor, quotient, coefficient); and they may view and describe one or more parts of an expression as a single entity. For example, a student may describe the expression $2(x + 7)$ as a product of the two factors "2" and " $(x + 7)$ "; and also may describe the second factor, $(x + 7)$, as both the single entity " $(x + 7)$ " and the sum of the two addends "x" and "7".
Notes	The sample content example can be adapted for mathematics content at grades 6, 7, and 8.
	Refer to the CA CCSSM for the complete set of mathematics standards to use along with the CA ELD Standards to plan curriculum and instruction for English learners.

**CA ELD Standards Augmentation for Mathematics
Grades 6, 7, and 8**

**Part II: Learning About How English Works
A. Structuring Cohesive Texts**

1. Understanding text structure

Grade	Emerging	Expanding	Bridging
6	Apply basic understanding of how different text types are organized to express ideas (e.g., how a narrative is organized sequentially with predictable stages versus how arguments are organized around ideas) to comprehending texts and writing basic texts.	Apply growing understanding of how different text types are organized to express ideas (e.g., how a narrative is organized sequentially with predictable stages versus how arguments are structured logically around reasons and evidence) to comprehending texts and writing texts with increasing cohesion.	Apply increasing understanding of how different text types are organized to express ideas (e.g., how a historical account is organized chronologically versus how arguments are structured logically around reasons and evidence) to comprehending texts and writing cohesive texts.
7	Apply understanding of how different text types are organized to express ideas (e.g., how narratives are organized sequentially) to comprehending texts and to writing brief arguments, informative/explanatory texts and narratives.	Apply understanding of the organizational features of different text types (e.g., how narratives are organized by an event sequence that unfolds naturally versus how arguments are organized around reasons and evidence) to comprehending texts and to writing increasingly clear and coherent arguments, informative/explanatory texts and narratives.	Apply understanding of the organizational structure of different text types (e.g., how narratives are organized by an event sequence that unfolds naturally versus how arguments are organized around reasons and evidence) to comprehending texts and to writing clear and cohesive arguments, informative/explanatory texts and narratives.

<p style="text-align: center;">8</p>	<p>Apply understanding of how different text types are organized to express ideas (e.g., how narratives are organized sequentially) to comprehending texts and to writing brief arguments, informative/explanatory texts and narratives.</p>	<p>Apply understanding of the organizational features of different text types (e.g., how narratives are organized by an event sequence that unfolds naturally versus how arguments are organized around reasons and evidence) to comprehending texts and to writing increasingly clear and coherent arguments, informative/explanatory texts and narratives.</p>	<p>Apply understanding of the organizational structure of different text types (e.g., how narratives are organized by an event sequence that unfolds naturally versus how arguments are organized around reasons and evidence) to comprehending texts and to writing clear and cohesive arguments, informative/explanatory texts and narratives.</p>
<p>Applying ELD Standards to Mathematics</p>	<p>As students explain procedures, justify solutions grounded in mathematical concepts, and describe concepts, etc., they use their understandings about how text is structured (e.g., what information is needed first, what information is needed using mathematical symbols or words) so that their communication is clear to their audiences.</p>		
<p>Standards for Mathematical Practice</p>	<p>MP.1 Make sense of problems and persevere in solving them. MP.3 Construct viable arguments and critique the reasoning of others. • Understand and use stated assumptions, definitions, and previously established results in constructing arguments. • Justify their conclusions, communicate them to others, and respond to the arguments of others. MP.6 Attend to precision. • Try to communicate precisely to others. • Try to use clear definitions in discussion with others and in their own reasoning.</p>		

<p>Sample Mathematics Content Example</p>	<p>In real-world contexts students may interpret sums of rational numbers. They apply and extend previous understandings of addition and subtraction to add and subtract rational numbers (MP.2), and represent addition and subtraction on a horizontal or vertical number line diagram (7.NS.1b). Using such diagrams (MP), students describe and demonstrate understanding of $p + q$ as the number located a distance q from p, in the positive or negative direction, and justify their reasoning when explaining why a number and its opposite have a sum of 0 (are additive inverses).</p> <p>For example, students may compare and contrast two situations: Amy earned \$10 doing chores, and then spent \$10 at the movies. Ben borrowed \$6 from his dad, and later repaid the \$6 with money from his birthday.</p>
<p>Notes</p>	<p>References to MP.2 (Reason abstractly and quantitatively) and MP.4 (Model with mathematics) reflect content sample-specific MPs.</p> <p>The sample content example can be adapted for mathematics content at grades 6, 7, and 8.</p> <p>Refer to the CA CCSSM for the complete set of mathematics standards to use along with the CA ELD Standards to plan curriculum and instruction for English learners.</p>

**CA ELD Standards Augmentation for Mathematics
Grades 6, 7, and 8**

**Part II: Learning About How English Works
A. Structuring Cohesive Texts**

2. Understanding cohesion

Grade	Emerging	Expanding	Bridging
6	<p>a. Apply basic understanding of language resources for referring the reader back or forward in text (e.g., how pronouns refer back to nouns in text) to comprehending texts and writing basic texts.</p> <p>b. Apply basic understanding of how ideas, events, or reasons are linked throughout a text using a select set of everyday connecting words or phrases (e.g., <i>first/next, at the beginning</i>) to comprehending texts and writing basic texts.</p>	<p>a. Apply growing understanding of language resources for referring the reader back or forward in text (e.g., how pronouns or synonyms refer back to nouns in text) to comprehending texts and writing texts with increasing cohesion.</p> <p>b. Apply growing understanding of how ideas, events, or reasons are linked throughout a text using a variety of connecting words or phrases (e.g., <i>for example, in the first place, as a result, on the other hand</i>) to comprehending texts and writing texts with increasing cohesion.</p>	<p>a. Apply increasing understanding of language resources for referring the reader back or forward in text (e.g., how pronouns, synonyms, or nominalizations refer back to nouns in text) to comprehending texts and writing cohesive texts.</p> <p>b. Apply increasing understanding of how ideas, events, or reasons are linked throughout a text using an increasing variety of academic connecting and transitional words or phrases (e.g., <i>consequently, specifically, however, moreover</i>) to comprehending texts and writing cohesive texts.</p>

<p>7</p>	<p>a. Apply knowledge of familiar language resources for referring to make texts more cohesive (e.g., how pronouns refer back to nouns in text) to comprehending texts and writing brief texts.</p> <p>b. Apply basic understanding of how ideas, events, or reasons are linked throughout a text using everyday connecting words or phrases (e.g., <i>at the end, next</i>) to comprehending texts and writing brief texts.</p>	<p>a. Apply knowledge of familiar language resources for referring to make texts more cohesive (e.g., how pronouns refer back to nouns in text, how using synonyms helps avoid repetition) to comprehending texts and writing texts with increasing cohesion.</p> <p>b. Apply growing understanding of how ideas, events, or reasons are linked throughout a text using a variety of connecting words or phrases (e.g., <i>for example, as a result, on the other hand</i>) to comprehending texts and writing texts with increasing cohesion.</p>	<p>a. Apply knowledge of familiar language resources for referring to make texts more cohesive (e.g., how pronouns, synonyms, or nominalizations are used to refer backward in a text) to comprehending texts and writing cohesive texts.</p> <p>b. Apply increasing understanding of how ideas, events, or reasons are linked throughout a text using an increasing variety of academic connecting and transitional words or phrases (e.g., <i>for instance, in addition, consequently</i>) to comprehending texts and writing texts with increasing cohesion.</p>
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<p>8</p>	<p>a. Apply knowledge of familiar language resources for referring to make texts more cohesive (e.g., how pronouns refer back to nouns in text) to comprehending and writing brief texts.</p> <p>b. Apply basic understanding of how ideas, events, or reasons are linked throughout a text using everyday connecting words or phrases (e.g., <i>at the end, next</i>) to comprehending and writing brief texts.</p>	<p>a. Apply knowledge of familiar language resources for referring to make texts more cohesive (e.g., how pronouns refer back to nouns in text, how using synonyms helps avoid repetition) to comprehending and writing texts with increasing cohesion.</p> <p>b. Apply growing understanding of how ideas, events, or reasons are linked throughout a text using a variety of connecting words or phrases (e.g., <i>for example, as a result, on the other hand</i>) to comprehending and writing texts with increasing cohesion.</p>	<p>a. Apply knowledge of familiar language resources for referring to make texts more cohesive (e.g., how pronouns, synonyms, or nominalizations are used to refer backward in a text) to comprehending texts and writing cohesive texts.</p> <p>b. Apply increasing understanding of how ideas, events, or reasons are linked throughout a text using an increasing variety of academic connecting and transitional words or phrases (e.g., <i>for instance, in addition, consequently</i>) to comprehending and writing texts with increasing cohesion.</p>
<p>Applying ELD Standards to Mathematics</p>	<p>As students explain procedures, justify solutions grounded in mathematical concepts, and describe concepts, etc., they use their understandings about how ideas, events, and concepts in a spoken or</p>		
<p>Standards for Mathematical Practice</p>	<p>MP.1 Make sense of problems and persevere in solving them.</p> <p>MP.3 Construct viable arguments and critique the reasoning of others.</p> <ul style="list-style-type: none"> • Understand and use stated assumptions, definitions, and previously established results in constructing arguments. • Justify their conclusions, communicate them to others, and respond to the arguments of others. <p>MP.6 Attend to precision.</p> <ul style="list-style-type: none"> • Try to use clear definitions in discussion with others and in their own reasoning. 		

Sample Mathematics Content Example	<p>To explain procedures and justify solutions, students make connections between the real world and mathematical representations. Students may write and solve equations (6.EE.7) to represent a real-world problem. They explain the connections between the situation and the equation, as well as justify steps in solving the equation.</p> <p>[See charts for grades K, 1, and 2 and grades 3, 4, and 5 for examples of EL-specific language use with mathematics content.]</p>
Notes	<p>The sample content example can be adapted for mathematics content at grades 6, 7, and 8.</p> <p>Refer to the CA CCSSM for the complete set of mathematics standards to use along with the CA ELD Standards to plan curriculum and instruction for English learners.</p>

**CA ELD Standards Augmentation for Mathematics
Grades 6, 7, and 8**

**Part II: Learning About How English Works
B. Expanding and Enriching Ideas**

3. Using verbs and verb phrases

Grade	Emerging	Expanding	Bridging
6	Use a variety of verb types (e.g., doing, saying, being/having, thinking/feeling), tenses (e.g., present, past, future, simple, progressive) appropriate to the text type and discipline (e.g., simple past and past progressive for recounting an experience) on familiar topics.	Use various verb types (e.g., doing, saying, being/having, thinking/feeling, reporting), tenses (e.g., present, past, future, simple, progressive, perfect) appropriate to the task, text type, and discipline (e.g., simple present for literary analysis) on an increasing variety of topics.	Use various verb types (e.g., doing, saying, being/having, thinking/feeling, reporting), tenses (e.g., present, past, future, simple, progressive, perfect) appropriate to the task, text type, and discipline (e.g., the present perfect to describe previously made claims or conclusions) on a variety of topics.
7	Use a variety of verbs in different tenses (e.g., present, past, future, simple, progressive) appropriate to the text type and discipline (e.g., simple past and past progressive for recounting an experience) on familiar topics.	Use a variety of verbs in different tenses (e.g., present, past, future, simple, progressive, perfect) appropriate to the task, text type, and discipline (e.g., simple present for literary analysis) on an increasing variety of topics.	Use a variety of verbs in different tenses (e.g., present, past, future, simple, progressive, perfect) appropriate to the task, text type, and discipline (e.g., the present perfect to describe previously made claims or conclusions) on a variety of topics.

<p style="text-align: center;">8</p>	<p>Use a variety of verbs in different tenses (e.g., past, present, future, simple, progressive) appropriate to the text type and discipline (e.g., simple past and past progressive for recounting an experience) on familiar topics.</p>	<p>Use a variety of verbs in different tenses (e.g., past, present, future, simple, progressive, perfect) appropriate to the task, text type, and discipline (e.g., the present perfect to describe previously made claims or conclusions) on an increasing variety of topics.</p>	<p>Use a variety of verbs in different tenses (e.g., past, present, future, simple, progressive, perfect), voices (active and passive), and moods (e.g., declarative, interrogative, subjunctive) appropriate to the task, text type, and discipline (e.g., the passive voice in simple past to describe the methods of a scientific experiment) on a variety of topics.</p>
<p>Applying ELD Standards to Mathematics</p>	<p>Students use a variety of verb types and appropriate verb tenses to express their understanding of mathematical concepts and procedures with precision.</p>		
<p>Standards for Mathematical Practice</p>	<p>MP.1 Make sense of problems and persevere in solving them. MP.3 Construct viable arguments and critique the reasoning of others. • Justify their conclusions, communicate them to others, and respond to the arguments of others. MP.6 Attend to precision. • Try to communicate precisely to others. • Try to use clear definitions in discussion with others and in their own reasoning.</p>		
<p>Sample Mathematics Content Example</p>	<p>In analyzing data and making observations, students may use various verb types and tenses to describe what happened, and to use the data to predict what may happen in the future. In a context of bivariate measurement data (8.SP.3), students may use the equation of a linear model to solve problems (MP.4), interpreting the slope and intercept.</p> <p>For example, in a linear model for a biology experiment, students may interpret a slope, based on data points from the past, to predict parameters needed for a plant to reach maturity in a variety of situations. A slope of 1.5 cm/hr indicates that an additional hour of sunlight each day is associated with an additional 1.5 cm in mature plant height.</p>		

Notes	Reference to MP.4 (Model with mathematics) reflects a content sample-specific MP.
	The sample content example can be adapted for mathematics content at grades 6, 7, and 8.
	Refer to the CA CCSSM for the complete set of mathematics standards to use along with the CA ELD Standards to plan curriculum and instruction for English learners.

**CA ELD Standards Augmentation for Mathematics
Grades 6, 7, and 8**

**Part II: Learning About How English Works
B. Expanding and Enriching Ideas**

4. Using nouns and noun phrases

Grade	Emerging	Expanding	Bridging
6	Expand noun phrases in simple ways (e.g., adding a sensory adjective to a noun) in order to enrich the meaning of sentences and add details about ideas, people, things, and the like.	Expand noun phrases in a variety of ways (e.g., adding comparative/superlative adjectives to noun phrases or simple clause embedding) in order to enrich the meaning of sentences and add details about ideas, people, things, and the like.	Expand noun phrases in an increasing variety of ways (e.g., adding comparative/superlative and general academic adjectives to noun phrases or more complex clause embedding) in order to enrich the meaning of sentences and add details about ideas, people, things, and the like.
7	Expand noun phrases in basic ways (e.g., adding a sensory adjective to a noun) in order to enrich the meaning of sentences and add details about ideas, people, and things.	Expand noun phrases in a growing number of ways (e.g., adding adjectives to nouns or simple clause embedding) in order to enrich the meaning of sentences and add details about ideas, people, and things.	Expand noun phrases in an increasing variety of ways (e.g., more complex clause embedding) in order to enrich the meaning of sentences and add details about ideas, people, and things.
8	Expand noun phrases in basic ways (e.g., adding a sensory adjective to a noun) in order to enrich the meaning of sentences and add details about ideas, people, things, and so on.	Expand noun phrases in a growing number of ways (e.g., adding prepositional or adjective phrases) in order to enrich the meaning of sentences and add details about ideas, people, things, and so on.	Expand noun phrases in an increasing variety of ways (e.g., embedding relative or complement clauses) in order to enrich the meaning of sentences and add details about ideas, people, things, and so on.

<p>Applying ELD Standards to Mathematics</p>	<p>In mathematics, oral and written problems may have long noun phrases. Students need to be able to identify what the main noun is and also use the detailed information around the noun in order to understand the problem. They also need to be able to provide more detail in their explanations and arguments by expanding noun phrases themselves.</p>
<p>Standards for Mathematical Practice</p>	<p>MP.1 Make sense of problems and persevere in solving them. MP.3 Construct viable arguments and critique the reasoning of others. <ul style="list-style-type: none"> • Justify their conclusions, communicate them to others, and respond to the arguments of others. MP.6 Attend to precision. <ul style="list-style-type: none"> • Try to communicate precisely to others. • Try to use clear definitions in discussion with others and in their own reasoning. </p>
<p>Sample Mathematics Content Example</p>	<p>To understand real-world and mathematical situations, students encounter nouns and detailed phrases that may be unfamiliar, but necessary to solving the problem. Students may solve multistep ratio and percent problems (7.RP.3) by using proportional relationships involving simple interest, tax, markups and markdowns, gratuities and commissions, fees, percent increase and decrease, and percent error. Student must be able to differentiate the type of percents or ratios needed based on the context as well as the mathematical concepts (e.g., markups and percent increase).</p>
<p>Notes</p>	<p>The sample content example can be adapted for mathematics content at grades 6, 7, and 8.</p>
	<p>Refer to the CA CCSSM for the complete set of mathematics standards to use along with the CA ELD Standards to plan curriculum and instruction for English learners.</p>

**CA ELD Standards Augmentation for Mathematics
Grades 6, 7, and 8**

**Part II: Learning About How English Works
B. Expanding and Enriching Ideas**

5. Modifying to add details

Grade	Emerging	Expanding	Bridging
6	Expand sentences with simple adverbials (e.g., adverbs, adverb phrases, prepositional phrases) to provide details (e.g., time, manner, place, cause) about a familiar activity or process.	Expand sentences with an increasing variety of adverbials (e.g., adverbs, adverb phrases, prepositional phrases) to provide details (e.g., time, manner, place, cause) about a familiar or new activity or process.	Expand sentences with a variety of adverbials (e.g., adverbs, adverb phrases and clauses, prepositional phrases) to provide details (e.g., time, manner, place, cause) about a variety of familiar and new activities and processes.
7	Expand sentences with simple adverbials (e.g., adverbs, adverb phrases, prepositional phrases) to provide details (e.g., time, manner, place, cause) about a familiar activity or process.	Expand sentences with adverbials (e.g., adverbs, adverb phrases, prepositional phrases) to provide details (e.g., time, manner, place, cause) about a familiar or new activity or process.	Expand sentences with a variety of adverbials (e.g., adverbs, adverb phrases and clauses, prepositional phrases) to provide details (e.g., time, manner, place, cause) about a variety of familiar and new activities and processes.
8	Expand sentences with simple adverbials (e.g., adverbs, adverb phrases, prepositional phrases) to provide details (e.g., time, manner, place, cause) about a familiar activity or process.	Expand sentences with adverbials (e.g., adverbs, adverb phrases, prepositional phrases) to provide details (e.g., time, manner, place, cause) about a familiar or new activity or process.	Expand sentences with increasingly complex adverbials (e.g., adverbs, adverb phrases and clauses, prepositional phrases) to provide details (e.g., time, manner, place, cause) about a variety of familiar and new activities and processes.

Applying ELD Standards to Mathematics	Students use modifying words and phrases to express their understanding of mathematical concepts with precision.
Standards for Mathematical Practice	<p>MP.1 Make sense of problems and persevere in solving them.</p> <p>MP.3 Construct viable arguments and critique the reasoning of others.</p> <ul style="list-style-type: none"> • Justify their conclusions, communicate them to others, and respond to the arguments of others. <p>MP.6 Attend to precision.</p> <ul style="list-style-type: none"> • Try to communicate precisely to others. • Try to use clear definitions in discussion with others and in their own reasoning.
Sample Mathematics Content Example	When analyzing and modeling linear relationships between two quantities (8.F.4), students may interpret rates of change in terms of the situation being modeled (MP.4). Their observations may require understanding and use of adverbs and adverbial phrases when given a verbal description of the relationship or when reading values from a table or graph, and in constructing the function used to model the relationship.
Notes	References to MP.4 (Model with mathematics) and MP.2 (Reason abstractly and quantitatively) reflect content sample-specific MPs.
	The sample content example can be adapted for mathematics content at grades 6, 7, and 8.
	Refer to the CA CCSSM for the complete set of mathematics standards to use along with the CA ELD Standards to plan curriculum and instruction for English learners.

CA ELD Standards Augmentation for Mathematics Grades 6, 7, and 8			
Part II: Learning About How English Works C. Connecting and Condensing Ideas			
6. Connecting ideas			
Grade	Emerging	Expanding	Bridging
6	Combine clauses in a few basic ways to make connections between and join ideas (e.g., creating compound sentences using <i>and</i> , <i>but</i> , <i>so</i>).	Combine clauses in an increasing variety of ways (e.g., creating compound and complex sentences) to make connections between and join ideas, for example, to express a reason (e.g., <i>He stayed at home on Sunday to study for Monday's exam</i>) or to make a concession (e.g., <i>She studied all night even though she wasn't feeling well</i>).	Combine clauses in a wide variety of ways (e.g., creating compound and complex sentences) to make connections between and join ideas, for example, to express a reason (e.g., <i>He stayed at home on Sunday because he had an exam on Monday</i>), to make a concession (e.g., <i>She studied all night even though she wasn't feeling well</i>), or to link two ideas that happen at the same time (e.g., <i>The students worked in groups while their teacher walked around the room</i>).

<p>7</p>	<p>Combine clauses in a few basic ways to make connections between and join ideas (e.g., creating compound sentences using <i>and</i>, <i>but</i>, <i>so</i>; creating complex sentences using <i>because</i>).</p>	<p>Combine clauses in an increasing variety of ways (e.g., creating compound and complex sentences) to make connections between and join ideas, for example, to express a reason (e.g., <i>He stayed at home on Sunday in order to study for Monday's exam</i>) or to make a concession (e.g., <i>She studied all night even though she wasn't feeling well</i>).</p>	<p>Combine clauses in a wide variety of ways (e.g., creating compound, complex, and compound-complex sentences) to make connections between and join ideas, for example, to show the relationship between multiple events or ideas (e.g., <i>After eating lunch, the students worked in groups while their teacher walked around the room</i>) or to evaluate an argument (e.g., <i>The author claims X, although there is a lack of evidence to support this claim</i>).</p>
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<p style="text-align: center;">8</p>	<p>Combine clauses in a few basic ways to make connections between and join ideas (e.g., creating compound sentences using <i>and</i>, <i>but</i>, <i>so</i>; creating complex sentences using <i>because</i>).</p>	<p>Combine clauses in an increasing variety of ways (e.g., creating compound and complex sentences) to make connections between and join ideas, for example, to express a reason (e.g., <i>He stayed at home on Sunday to study for Monday's exam</i>) or to make a concession (e.g., <i>She studied all night even though she wasn't feeling well</i>).</p>	<p>Combine clauses in a wide variety of ways (e.g., creating compound and complex sentences, and compound-complex sentences) to make connections between and join ideas, for example, to show the relationship between multiple events or ideas (e.g., <i>After eating lunch, the students worked in groups while their teacher walked around the room</i>) or to evaluate an argument (e.g., <i>The author claims X, although there is a lack of evidence to support this claim</i>).</p>
<p>Applying ELD Standards to Mathematics</p>	<p>When explaining their own thinking, or when listening to or reading the explanations or arguments of others, students need to understand how ideas are connected and condensed.</p>		
<p>Standards for Mathematical Practice</p>	<p>MP.1 Make sense of problems and persevere in solving them. MP.3 Construct viable arguments and critique the reasoning of others. • Understand and use stated assumptions, definitions, and previously established results in constructing arguments. • Make conjectures and build a logical progression of statements to explore the truth of their conjectures. • Justify their conclusions, communicate them to others, and respond to the arguments of others. MP.6 Attend to precision. • Try to communicate precisely to others. • Try to use clear definitions in discussion with others and in their own reasoning.</p>		

<p>Sample Mathematics Content Example</p>	<p>As students develop formulas, they may begin with concrete examples which lead to more general equations that model situations (MP.4). In the context of solving real-world and mathematical problems involving right rectangular prisms with fractional edge lengths (6.G.2), students may find the volume by packing the prism with unit cubes of the appropriate unit fraction edge lengths. They may relate this method with finding volume from earlier grades, and show that the volume is the same as would be found by multiplying the edge lengths of the prism. Students may explain the connections between the models to justify applying the formulas $V = lwh$ and $V = bh$ (MP.2).</p> <p>For example, they may explain whether or not a shoe box that is $7 \frac{1}{2}$ inches wide, 10 inches long, and $5 \frac{1}{4}$ inches high could hold a collection of sea shells currently contained in a box that is $6 \frac{1}{2}$ inches by 6 inches by $9 \frac{1}{4}$ inches.</p> <p>[See charts for grades K, 1, and 2 and grades 3, 4, and 5 for examples of EL-specific language use with mathematics content.]</p>
<p>Notes</p>	<p>References to MP.4 (Model with mathematics) and MP.2 (Reason abstractly and quantitatively) reflect content sample-specific MPs.</p> <p>The sample content example can be adapted for mathematics content at grades 6, 7, and 8.</p> <p>Refer to the CA CCSSM for the complete set of mathematics standards to use along with the CA ELD Standards to plan curriculum and instruction for English learners.</p>

**CA ELD Standards Augmentation for Mathematics
Grades 6, 7, and 8**

**Part II: Learning About How English Works
C. Connecting and Condensing Ideas**

7. Condensing ideas

Grade	Emerging	Expanding	Bridging
6	<p>Condense ideas in simple ways (e.g., by compounding verbs, adding prepositional phrases, or through simple embedded clauses or other ways of condensing as in, This is a story about a girl. The girl changed the world. -> This is a story about a girl <i>who changed the world</i>) to create precise and detailed sentences.</p>	<p>Condense ideas in an increasing variety of ways (e.g., through various types of embedded clauses and other ways of condensing, as in, Organic vegetables are food. They're made without chemical fertilizers. They're made without chemical insecticides) -> Organic vegetables are foods <i>that are made without chemical fertilizers or insecticide s</i>) to create precise and detailed sentences.</p>	<p>Condense ideas in a variety of ways (e.g., through various types of embedded clauses, ways of condensing, and nominalization as in, They <i>destroyed</i> the rain forest. Lots of animals <i>died</i> -> The destruction of the rain forest led to <i>the death of many animals</i>) to create precise and detailed sentences.</p>

<p>7</p>	<p>Condense ideas in simple ways (e.g., by compounding verbs, adding prepositional phrases, or through simple embedded clauses or other ways of condensing as in, This is a story about a girl. The girl changed the world -> This is a story about a girl <i>who changed the world</i>) to create</p>	<p>Condense ideas in an increasing variety of ways (e.g., through various types of embedded clauses and other ways of condensing, as in, Organic vegetables are food. They're made without chemical fertilizers. They're made without chemical insecticides. -> Organic vegetables are foods <i>that are made without chemical fertilizers or insecticides</i>) to create precise and detailed sentences.</p>	<p>Condense ideas in a variety of ways (e.g., through various types of embedded clauses, ways of condensing, and nominalization as in, They <i>destroyed</i> the rain forest. Lots of animals <i>died</i> -> The <i>destruction</i> of the rainforest led to <i>the death of many animals</i>) to create precise and detailed sentences.</p>
<p>8</p>	<p>Condense ideas in simple ways (e.g., by compounding verbs, adding prepositional phrases, or through simple embedded clauses or other ways of condensing as in, This is a story about a girl. The girl changed the world. -> This is a story about a girl <i>who changed the world</i>) to create precise and detailed sentences.</p>	<p>Condense ideas in an increasing variety of ways (e.g., through various types of embedded clauses and other ways of condensing, as in, Organic vegetables are food. They're made without chemical fertilizers. They're made without chemical insecticides. -> Organic vegetables are foods <i>that are made without chemical fertilizers or insecticides</i>) to create precise and detailed sentences.</p>	<p>Condense ideas in a variety of ways (e.g., through various types of embedded clauses, ways of condensing, and nominalization as in, They <i>destroyed</i> the rain forest. Lots of animals <i>died</i>. -> The destruction of the rain forest led to <i>the death of many animals</i>) to create precise and detailed sentences.</p>
<p>Applying ELD Standards to Mathematics</p>	<p>When explaining their own thinking, or when listening to or reading the explanations or arguments of others, students need to understand how ideas are connected and condensed.</p>		

<p>Standards for Mathematical Practice</p>	<p>MP.1 Make sense of problems and persevere in solving them. MP.3 Construct viable arguments and critique the reasoning of others. • Understand and use stated assumptions, definitions, and previously established results in constructing arguments. • Make conjectures and build a logical progression of statements to explore the truth of their conjectures. • Justify their conclusions, communicate them to others, and respond to the arguments of others. MP.6 Attend to precision. • Try to communicate precisely to others. • Try to use clear definitions in discussion with others and in their own reasoning.</p>
<p>Sample Mathematics Content Example</p>	<p>See example for Part II, Standard 6, Connecting Ideas.</p>
<p>Notes</p>	<p>References to MP.4 (Model with mathematics) and MP.2 (Reason abstractly and quantitatively) reflect content sample-specific MPs. The sample content example can be adapted for mathematics content at grades 6, 7, and 8. Refer to the CA CCSSM for the complete set of mathematics standards to use along with the CA ELD Standards to plan curriculum and instruction for English learners.</p>

Grades 9-10 and 11-12

DRAFT – June 3, 2015

CA ELD Standards Augmentation for Mathematics Grades 9-10 and 11-12			
Part I: Interacting in Meaningful Ways A. Collaborative			
1. Exchanging information and ideas			
Grades	Emerging	Expanding	Bridging
9-10	Engage in conversational exchanges and express ideas on familiar current events and academic topics by asking and answering <i>yes-no</i> questions and <i>wh-</i> questions and responding using phrases and short sentences.	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.
11-12	Engage in conversational exchanges and express ideas on familiar current events and academic topics by asking and answering <i>yes-no</i> questions and <i>wh-</i> questions and responding using phrases and short sentences.	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.
Applying ELD Standards to Mathematics	Working collaboratively provides students opportunities both to develop and to display understanding of important math concepts. While focusing on specific math content, students share perspectives, ask and answer questions, examine specific cases, and address misconceptions.		

<p>Standards for Mathematical Practice</p>	<p>MP.1 Make sense of problems and persevere in solving them. MP.3 Construct viable arguments and critique the reasoning of others. • Justify their conclusions, communicate them to others, and respond to the arguments of others. • Listen to or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve arguments. MP.6 Attend to precision. • Try to communicate precisely to others. • Try to use clear definitions in discussion with others and in their own reasoning.</p>
<p>Sample Mathematics Content Example</p>	<p>In class and group discussions, students may share ideas about everyday objects by using geometric shapes, their measures, and their properties (G-MG.1) to model the objects (MP.4). For example, students may use the properties and measures of cylinders to model a tree trunk or a human torso.</p>
<p>Notes</p>	<p>Reference to MP.4 (Model with mathematics) reflects a content sample-specific MP.</p> <hr/> <p>The sample content example can be adapted for mathematics content at grades 9-10 and 11-12.</p> <hr/> <p>Refer to the CA CCSSM for the complete set of mathematics standards to use along with the CA ELD Standards to plan curriculum and instruction for English learners.</p>

CA ELD Standards Augmentation for Mathematics Grades 9-10 and 11-12			
Part I: Interacting in Meaningful Ways A. Collaborative			
2. Interacting via written English			
Grades	Emerging	Expanding	Bridging
9-10	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.
11-12	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.
Applying ELD Standards to Mathematics	Students often support their writing in math with graphs, sketches and drawings, or geometric constructions. Sharing their work, students may make generalizations or justify their thinking with step-by-step reasoning.		
Standards for Mathematical Practice	MP.1 Make sense of problems and persevere in solving them. MP.3 Construct viable arguments and critique the reasoning of others. <ul style="list-style-type: none"> • Listen to or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve arguments. • Compare the effectiveness of plausible arguments. • Justify their conclusions, communicate them to others, and respond to the arguments of others. MP.6 Attend to precision. <ul style="list-style-type: none"> • Try to communicate precisely to others. • Try to use clear definitions in discussion with others and in their own reasoning. 		

<p>Sample Mathematics Content Example</p>	<p>Working collaboratively, students may analyze a variety of graphs (e.g., linear, polynomial, rational, exponential) to determine that the x-coordinates of the points where the graphs of two equations $y = f(x)$ and $y = g(x)$ intersect (A-REI.11) represent the solutions of the equation $f(x) = g(x)$. They may develop an explanation for this fact, making use of technology to graph the functions and/or make tables of values (MP.4), or find successive approximations. For example, students may graph the equations $y = 3x + 7$ and $y = x^2 + 3x - 9$ on the same coordinate plane. The graphs may appear to intersect in two points (4, 19) and (-4, 19). Students should verify that this is true, and relate this to the solutions of the equation $3x + 7 = x^2 + 3x + 9$. Working through a variety of examples, students may generalize their findings.</p>
<p>Notes</p>	<p>Reference to MP.4 (Model with mathematics) reflects a content sample-specific MP.</p> <p>The sample content example can be adapted for mathematics content at grades 9-10 and 11-12.</p> <p>Refer to the CA CCSSM for the complete set of mathematics standards to use along with the CA ELD Standards to plan curriculum and instruction for English learners.</p>

CA ELD Standards Augmentation for Mathematics Grades 9-10 and 11-12			
Part I: Interacting in Meaningful Ways A. Collaborative			
3. Supporting opinions and persuading others			
Grades	Emerging	Expanding	Bridging
9-10	Negotiate with or persuade others in conversations using learned phrases (e.g., <i>Would you say that again? I think . . .</i>), as well as open responses to express and defend opinions.	Negotiate with or persuade others in conversations (e.g., to provide counter-arguments) using a growing number of learned phrases (<i>I see your point, but . . .</i>) and open responses to express and defend nuanced opinions.	Negotiate with or persuade others in conversations in appropriate registers (e.g., to acknowledge new information in an academic conversation but then politely offer a counterpoint) using a variety of learned phrases, indirect reported speech (e.g., <i>I heard you say X, and I haven't thought about that before. However . . .</i>), and open responses to express and defend nuanced opinions.

<p>11-12</p>	<p>Negotiate with or persuade others in conversations (e.g., ask for clarification or repetition) using learned phrases (e.g., <i>Could you repeat that please? I believe . . .</i>) and open responses to express and defend opinions.</p>	<p>Negotiate with and persuade others (e.g., by presenting counter-arguments) in discussions and conversations using learned phrases (e.g., <i>You make a valid point, but my view is . . .</i>) and open responses to express and defend nuanced opinions.</p>	<p>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., <i>You postulate that X. However, I've reached a different conclusion on this issue.</i>) and open responses to express and defend nuanced opinions.</p>
<p>Applying ELD Standards to Mathematics</p>	<p>In making mathematical arguments and critiquing the reasoning of others, students need to connect and/or counter others' ideas with mathematical justification.</p>		
<p>Standards for Mathematical Practice</p>	<p>MP.1 Make sense of problems and persevere in solving them. MP.3 Construct viable arguments and critique the reasoning of others.</p> <ul style="list-style-type: none"> • Understand and use stated assumptions, definitions, and previously established results in constructing arguments. • Listen to or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve arguments. • Compare the effectiveness of plausible arguments. • Justify their conclusions, communicate them to others, and respond to the arguments of others. <p>MP.6 Attend to precision.</p> <ul style="list-style-type: none"> • Try to use clear definitions in discussion with others and in their own reasoning. 		

<p style="text-align: center;">Sample Mathematics Content Example</p>	<p>Students may use a variety of examples and counter examples to help them explain how the definition of the meaning of rational exponents follows from extending the properties of integer exponents to those values (N-RN.1). Students may use properties of integer exponents to show examples of powers, and relate powers to roots. They may then reason (MP.2) that using rational notation for roots is consistent with the properties of integer exponents, thus extending those properties to the rationals.</p> <p>For example, using $5 \times 5 \times 5 = 5^3$ and $5^3 = 125$, students are reminded that "five cubed is 125, so the cube root of 125 is 5." To find the cube root of any number "n" you must find a factor "f" so that $f \times f \times f = n$, or $f^3 = n$. If we allow rational exponents and define them to have the same properties as integer exponents, then we can say that, in this case, f must equal $n^{1/3}$ because $(n^{1/3}) \times (n^{1/3}) \times (n^{1/3}) = n^{(1/3 + 1/3 + 1/3)} = n^{(1/3 \times 3)} = n^1 = n$ [using a property of exponents, we can multiply numbers with the same base (b) using $b^p \times b^p \times b^p = b^{(p+p+p)} = b^{3p}$]. So, $(n^{1/3})^3 = n^{(1/3 \times 3)} = n^1 = n$. So, the cube root of n is $n^{1/3}$.</p>
<p style="text-align: center;">Notes</p>	<p>Reference to MP.2 (Reason abstractly and quantitatively) reflects a content sample-specific MP.</p> <p>The sample content example can be adapted for mathematics content at grades 9-10 and 11-12.</p> <p>Refer to the CA CCSSM for the complete set of mathematics standards to use along with the CA ELD Standards to plan curriculum and instruction for English learners.</p>

CA ELD Standards Augmentation for Mathematics Grades 9-10 and 11-12			
Part I: Interacting in Meaningful Ways A. Collaborative			
4. Adapting language choices			
Grades	Emerging	Expanding	Bridging
9-10	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).
11-12	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).
Applying ELD Standards to Mathematics	Students adjust their language choices according to purpose and task (e.g., providing evidence to support reasoning used to defend mathematical arguments, interpretations, and procedures).		

<p>Standards for Mathematical Practice</p>	<p>MP.1 Make sense of problems and persevere in solving them. MP.3 Construct viable arguments and critique the reasoning of others. • Understand and use stated assumptions, definitions, and previously established results in constructing arguments. • Justify their conclusions, communicate them to others, and respond to the arguments of others. MP.6 Attend to precision. • Try to communicate precisely to others. • Try to use clear definitions in discussion with others and in their own reasoning. • In high school, students have learned to examine claims and make explicit use of definitions.</p>
<p>Sample Mathematics Content Example</p>	<p>In analyzing and describing data, students use language to present results and interpretations accurately to their classmates or others. In summarizing data in frequency tables (S-ID.5), students interpret relative frequencies in the context of the data (including joint, marginal, and conditional relative frequencies), and recognize possible associations and trends in the data. They must communicate this in ways that are understood by their audience.</p>
<p>Notes</p>	<p>The sample content example can be adapted for mathematics content at grades 9-10 and 11-12.</p> <p>Refer to the CA CCSSM for the complete set of mathematics standards to use along with the CA ELD Standards to plan curriculum and instruction for English learners.</p>

CA ELD Standards Augmentation for Mathematics Grades 9-10 and 11-12			
Part I: Interacting in Meaningful Ways B. Interpretive			
5. Listening actively			
Grades	Emerging	Expanding	Bridging
9-10	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.
11-12	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.
Applying ELD Standards to Mathematics	Students listen to a variety of orally expressed mathematical information, such as explanations, procedures, or word problems, and demonstrate understanding by asking and answering questions.		

<p>Standards for Mathematical Practice</p>	<p>MP.1 Make sense of problems and persevere in solving them. MP.3 Construct viable arguments and critique the reasoning of others. • Listen to or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve arguments. MP.6 Attend to precision. • Try to communicate precisely to others. • Try to use clear definitions in discussion with others and in their own reasoning.</p>
<p>Sample Mathematics Content Example</p>	<p>Whether listening to classmates or teachers, students encounter a variety of complex situations, and must ask and answer questions to learn and to show understanding. When considering two functions represented in different ways (F-IF.9), students must be able to compare different properties of the functions.</p> <p>For example, given a graph of one quadratic function and an algebraic expression for another, students may be asked to determine which has the larger maximum. They should be able to understand others' explanations, as well as provide their own, asking and answering questions to clarify their understanding.</p>
<p>Notes</p>	<p>The sample content example can be adapted for mathematics content at grades 9-10 and 11-12.</p> <p>Refer to the CA CCSSM for the complete set of mathematics standards to use along with the CA ELD Standards to plan curriculum and instruction for English learners.</p>

CA ELD Standards Augmentation for Mathematics Grades 9-10 and 11-12			
Part I: Interacting in Meaningful Ways B. Interpretive			
6. Reading/viewing closely			
Grades	Emerging	Expanding	Bridging
9-10	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.
	b. Explain inferences and conclusions drawn from close reading of grade-appropriate texts and viewing of multimedia using familiar verbs (e.g., <i>seems that</i>).	b. Explain inferences and conclusions drawn from close reading of grade-appropriate texts and viewing of multimedia using an increasing variety of verbs and adverbials (e.g., <i>indicates that, suggests, as a result</i>).	b. Explain inferences and conclusions drawn from close reading of grade-level texts and viewing of multimedia using a variety of verbs and adverbials (e.g., <i>creates the impression that, consequently</i>).

<p>9-10</p>	<p>c. Use knowledge of morphology (e.g., common prefixes and suffixes), context, reference materials, and visual cues to determine the meaning of unknown and multiple-meaning words on familiar topics.</p>	<p>c. Use knowledge of morphology (e.g., affixes, Greek and Latin roots), context, reference materials, and visual cues to determine the meaning of unknown and multiple-meaning words on familiar and new topics.</p>	<p>c. Use knowledge of morphology (e.g., derivational suffixes), context, reference materials, and visual cues to determine the meaning, including figurative and connotative meanings, of unknown and multiple-meaning words on a variety of new topics.</p>
<p>11-12</p>	<p>a. Explain ideas, phenomena, processes, and text relationships (e.g., compare/contrast, cause/effect, evidence-based argument) based on close reading of a variety of grade-appropriate texts, presented in various print and multimedia formats, using phrases, short sentences, and a select set of general academic and domain-specific words.</p>	<p>a. Explain ideas, phenomena, processes, and relationships within and across texts (e.g., compare/contrast, cause/effect, themes, evidence-based argument) based on close reading of a variety of grade-appropriate texts, presented in various print and multimedia formats, using increasingly detailed sentences, and a range of general academic and domain-specific words.</p>	<p>a. Explain ideas, phenomena, processes, and relationships within and across texts (e.g., compare/contrast, cause/effect, themes, evidence-based argument) based on close reading of a variety of grade-level texts, presented in various print and multimedia formats, using a variety of detailed sentences and precise general academic and domain-specific words.</p>

11-12	<p>b. Explain inferences and conclusions drawn from close reading of grade-appropriate texts and viewing of multimedia, using familiar verbs (e.g., <i>seems that</i>).</p>	<p>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., <i>indicates that, suggests, as a result</i>).</p>	<p>b. Explain inferences and conclusions drawn from close reading of grade-level texts and viewing of multimedia using a variety of verbs and adverbials (e.g., <i>creates the impression that, consequently</i>).</p>
	<p>c. Use knowledge of morphology (e.g., common prefixes and suffixes), context, reference materials, and visual cues to determine the meaning of unknown and multiple-meaning words on familiar topics.</p>	<p>c. Use knowledge of morphology (e.g., affixes, Greek and Latin roots), context, reference materials, and visual cues to determine the meaning of unknown and multiple-meaning words on familiar and new topics.</p>	<p>c. Use knowledge of morphology (e.g., derivational suffixes), context, reference materials, and visual cues to determine the meaning, including figurative and connotative meanings, of unknown and multiple-meaning words on a variety of new topics.</p>
Applying ELD Standards to Mathematics	<p>a. In mathematics, close reading and viewing is often required to determine key details in the context of examining, interpreting, and creating graphs and other models in real-world problem situations. Students use these details when explaining ideas, concepts, and procedures.</p> <p>b. As students analyze situations and draw inferences and conclusions based on data, graphs, or other models, they explain and justify their reasoning.</p> <p>c. Students need to be able to use their morphological knowledge and context (the words or symbols around the unknown word) to derive the meaning of multiple-meaning words or unknown words in mathematics.</p>		

<p>Standards for Mathematical Practice</p>	<p>MP.1 Make sense of problems and persevere in solving them.</p> <p>MP.3 Construct viable arguments and critique the reasoning of others.</p> <ul style="list-style-type: none"> • Understand and use stated assumptions, definitions, and previously established results in constructing arguments. • Make conjectures and build a logical progression of statements to explore the truth of their conjectures. • Analyze situations by breaking them into cases. <p>MP.6 Attend to precision.</p> <ul style="list-style-type: none"> • Try to communicate precisely to others. • Try to use clear definitions in discussion with others and in their own reasoning. • In high school, students have learned to examine claims and make explicit use of definitions.
<p>Sample Mathematics Content Example</p>	<p>a. With careful reading, students may recognize differences among sample surveys, experiments, and observational studies (S-IC.3), and explain how randomization relates to each (MP.2).</p> <p>b. As students reason about data, in order to interpret differences in shape, center, and spread (S-ID.3), they may account for possible effects of extreme data points (outliers), and make plausible arguments that take into account the context from which the data arose (MP.2).</p> <p>c. To derive meaning, students use their knowledge of units as a way to understand problems (N-Q.1) and to guide the solution of multi-step problems (MP.2). They choose and interpret units consistently in formulas; and choose and interpret the scale and the origin in graphs and data displays (MP.4).</p>
<p>Notes</p>	<p>References to MP.2 (Reason abstractly and quantitatively) and MP.4 (Model with mathematics) reflect content sample-specific MPs.</p> <p>The sample content example can be adapted for mathematics content at grades 9-10 and 11-12.</p> <p>Refer to the CA CCSSM for the complete set of mathematics standards to use along with the CA ELD Standards to plan curriculum and instruction for English learners.</p>

CA ELD Standards Augmentation for Mathematics Grades 9-10 and 11-12			
Part I: Interacting in Meaningful Ways B. Interpretive			
7. Evaluating language choices			
Grades	Emerging	Expanding	Bridging
9-10	Explain how successfully writers and speakers structure texts and use language (e.g., specific word or phrasing choices) to persuade the reader (e.g., by providing evidence to support claims or connecting points in an argument) or create other specific effects, with substantial support.	Explain how successfully writers and speakers structure texts and use language (e.g., specific word or phrasing choices) to persuade the reader (e.g., by providing well-worded evidence to support claims or connecting points in an argument in specific ways) or create other specific effects, with moderate support.	Explain how successfully writers and speakers structure texts and use language (e.g., specific word or phrasing choices) to persuade the reader (e.g., by providing well-worded evidence to support claims or connecting points in an argument in specific ways) or create other specific effects, with light support.
11-12	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.
Applying ELD Standards to Mathematics	When critiquing others' presentations on mathematical topics, students can describe or explain how well the writers or speakers used particular vocabulary or phrasing, for example, to provide a definition or explanation.		

<p>Standards for Mathematical Practice</p>	<p>MP.1 Make sense of problems and persevere in solving them. MP.3 Construct viable arguments and critique the reasoning of others. • Listen to or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve arguments. MP.6 Attend to precision. • Try to communicate precisely to others. • Try to use clear definitions in discussion with others and in their own reasoning.</p>
<p>Sample Mathematics Content Example</p>	<p>Students explain as well as listen to others' explanations about similarity transformations (G-SRT.2). They may use the definition of similarity in terms of similarity transformations to decide if two figures are similar. They may use similarity transformations to understand and explain the meaning of similarity for triangles as the equality of all corresponding pairs of angles and the proportionality of all corresponding pairs of sides.</p>
<p>Notes</p>	<p>The sample content example can be adapted for mathematics content at grades 9-10 and 11-12.</p> <hr/> <p>Refer to the CA CCSSM for the complete set of mathematics standards to use along with the CA ELD Standards to plan curriculum and instruction for English learners.</p>

CA ELD Standards Augmentation for Mathematics Grades 9-10 and 11-12			
Part I: Interacting in Meaningful Ways B. Interpretive			
8. Analyzing language choices			
Grades	Emerging	Expanding	Bridging
9-10	Explain how a writer’s or speaker’s choice of phrasing or specific words (e.g., describing a character or action as <i>aggressive</i> versus <i>bold</i>) produces nuances and different effects on the audience.	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.
11-12	Explain how a writer’s or speaker’s choice of phrasing or specific words (e.g., describing a character or action as <i>aggressive</i> versus <i>bold</i>) produces nuances 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.
Applying ELD Standards to Mathematics	When reading or listening to others’ presentations on mathematical topics, students can distinguish how the writer’s or speaker’s selection of particular words or phrases with related meanings (e.g., <i>divide</i> versus <i>partition</i>) affects the audience’s understanding.		
Standards for Mathematical Practice	MP.1 Make sense of problems and persevere in solving them. MP.3 Construct viable arguments and critique the reasoning of others. <ul style="list-style-type: none"> • Listen to or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve arguments. • Analyze situations by breaking them into cases. MP.6 Attend to precision. <ul style="list-style-type: none"> • Try to communicate precisely to others. • Try to use clear definitions in discussion with others and in their own reasoning. 		

Sample Mathematics Content Example	In many situations, students are reading or listening to descriptions or explanations of mathematical concepts, and depend upon the author's word choices or examples to convey meaning. Students may study several sets of tables and graphs (F-LE.3) to observe and understand that a quantity increasing exponentially eventually exceeds a quantity increasing linearly, quadratically, or (more generally) as a polynomial function.
Notes	The sample content example can be adapted for mathematics content at grades 9-10 and 11-12.
	Refer to the CA CCSSM for the complete set of mathematics standards to use along with the CA ELD Standards to plan curriculum and instruction for English learners.

CA ELD Standards Augmentation for Mathematics Grades 9-10 and 11-12			
Part I: Interacting in Meaningful Ways C. Productive			
9. Presenting			
Grades	Emerging	Expanding	Bridging
9-10	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.
11-12	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.
Applying ELD Standards to Mathematics	Students share their thinking and findings by explaining or describing the mathematics content, providing supporting evidence, and, in many cases, using graphics or demonstrations as part of an oral presentation.		

<p>Standards for Mathematical Practice</p>	<p>MP.1 Make sense of problems and persevere in solving them. MP.3 Construct viable arguments and critique the reasoning of others. • Understand and use stated assumptions, definitions, and previously established results in constructing arguments. • Make conjectures and build a logical progression of statements to explore the truth of their conjectures. • Analyze situations by breaking them into cases. MP.6 Attend to precision. • Try to communicate precisely to others. • Try to use clear definitions in discussion with others and in their own reasoning.</p>
<p>Sample Mathematics Content Example</p>	<p>When developing and presenting formal or informal proofs, students may use algebraic or geometric examples. Given a system of two equations in two variables, students may show graphs (MP.4) or demonstrate how replacing one equation by the sum of that equation and a multiple of the other produces a system with the same solutions (A-REI.5). Students may then present a formal algebraic proof.</p>
<p>Notes</p>	<p>Reference to MP.4 (Model with mathematics) reflects a content sample-specific MP.</p> <p>The sample content example can be adapted for mathematics content at grades 9-10 and 11-12.</p> <p>Refer to the CA CCSSM for the complete set of mathematics standards to use along with the CA ELD Standards to plan curriculum and instruction for English learners.</p>

CA ELD Standards Augmentation for Mathematics Grades 9-10 and 11-12			
Part I: Interacting in Meaningful Ways C. Productive			
10. Writing			
Grades	Emerging	Expanding	Bridging
9-10	<p>a. Write short literary and informational texts (e.g., an argument about water rights) collaboratively (e.g., with peers) and independently.</p> <p>b. Write brief summaries of texts and experiences by using complete sentences and key words (e.g., from notes or graphic organizers).</p>	<p>a. Write longer literary and informational texts (e.g., an argument about water rights) collaboratively (e.g., with peers) and independently by using appropriate text organization and growing understanding of register.</p> <p>b. Write increasingly concise summaries of texts and experiences by using complete sentences and key words (e.g., from notes or graphic organizers).</p>	<p>a. Write longer and more detailed literary and informational texts (e.g., an argument about water rights) collaboratively (e.g., with peers) and independently using appropriate text organization and register.</p> <p>b. Write clear and coherent summaries of texts and experiences by using complete and concise sentences and key words (e.g., from notes or graphic organizers).</p>

<p>11-12</p>	<p>a. Write short literary and informational texts (e.g., an argument about free speech) collaboratively (e.g., with peers) and independently.</p> <p>b. Write brief summaries of texts and experiences using complete sentences and key words (e.g., from notes or graphic organizers).</p>	<p>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.</p> <p>b. Write increasingly concise summaries of texts and experiences using complete sentences and key words (e.g., from notes or graphic organizers).</p>	<p>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.</p> <p>b. Write clear and coherent summaries of texts and experiences using complete and concise sentences and key words (e.g., from notes or graphic organizers).</p>
<p>Applying ELD Standards to Mathematics</p>	<p>a. Students write detailed informational text when they model relationships and solve problems in context, justifying steps in the process and verifying conclusions.</p> <p>b. Students summarize and write concisely in a variety of mathematical contexts, with particular attention to modeling. Students analyze relationships and represent them symbolically, using appropriate quantities.</p>		
<p>Standards for Mathematical Practice</p>	<p>MP.1 Make sense of problems and persevere in solving them.</p> <p>MP.3 Construct viable arguments and critique the reasoning of others.</p> <ul style="list-style-type: none"> • Understand and use stated assumptions, definitions, and previously established results in constructing arguments. • Justify their conclusions, communicate them to others, and respond to the arguments of others. <p>MP.6 Attend to precision.</p> <ul style="list-style-type: none"> • Try to communicate precisely to others. • Try to use clear definitions in discussion with others and in their own reasoning. • In high school, students have learned to examine claims and make explicit use of definitions. 		

<p>Sample Mathematics Content Example</p>	<p>a. Collaboratively and independently, students may represent data on two quantitative variables on a scatter plot (S-ID.6a) (MP.4), and describe how the variables are related. Students fit a function to the data, and use functions fitted to data to solve problems in the context of the data.</p> <p>b. Students write a function that describes a relationship between two quantities (F-BF.1a). They may summarize the relationship by determining an explicit expression, a recursive process, or steps for calculation from a context.</p>
<p>Notes</p>	<p>Reference to MP.4 (Model with mathematics) reflects a content sample-specific MP.</p> <p>The sample content example can be adapted for mathematics content at grades 9-10 and 11-12.</p> <p>Refer to the CA CCSSM for the complete set of mathematics standards to use along with the CA ELD Standards to plan curriculum and instruction for English learners.</p>

CA ELD Standards Augmentation for Mathematics Grades 9-10 and 11-12			
Part I: Interacting in Meaningful Ways C. Productive			
11. Justifying/arguing			
Grades	Emerging	Expanding	Bridging
9-10	<p>a. Justify opinions by articulating some relevant textual evidence or background knowledge, with visual support.</p> <p>b. Express attitude and opinions or temper statements with familiar modal expressions (e.g., <i>can, may</i>).</p>	<p>a. Justify opinions and positions or persuade others by making connections between ideas and articulating relevant textual evidence or background knowledge.</p> <p>b. Express attitude and opinions or temper statements with a variety of familiar modal expressions (e.g., <i>possibly/likely, could/would</i>).</p>	<p>a. Justify opinions or persuade others by making connections and distinctions between ideas and texts and articulating sufficient, detailed, and relevant textual evidence or background knowledge, using appropriate register.</p> <p>b. Express attitude and opinions or temper statements with nuanced modal expressions (e.g., <i>possibly/ potentially/ certainly/absolutely, should/might</i>).</p>

<p>11-12</p>	<p>a. Justify opinions by articulating some textual evidence or background knowledge with visual support.</p> <p>b. Express attitude and opinions or temper statements with familiar modal expressions (e.g., <i>can, may</i>).</p>	<p>a. Justify opinions and positions or persuade others by making connections between ideas and articulating relevant textual evidence or background knowledge.</p> <p>b. Express attitude and opinions or temper statements with a variety of familiar modal expressions (e.g., <i>possibly/likely, could/would</i>).</p>	<p>a. Justify opinions or persuade others by making connections and distinctions between ideas and texts and articulating sufficient, detailed, and relevant textual evidence or background knowledge, using appropriate register.</p> <p>b. Express attitude and opinions or temper statements with nuanced modal expressions (e.g., <i>possibly/potentially/certainly/absolutely, should/might</i>).</p>
<p>Applying ELD Standards to Mathematics</p>	<p>Students may be required to make decisions based on evidence, including reasonable estimates of known quantities to find unknown quantities. Students explain procedures, justify solutions grounded in mathematical concepts, and model situations using specified</p>		
<p>Standards for Mathematical Practice</p>	<p>MP.1 Make sense of problems and persevere in solving them.</p> <p>MP.3 Construct viable arguments and critique the reasoning of others.</p> <ul style="list-style-type: none"> • Understand and use stated assumptions, definitions, and previously established results in constructing arguments. • Make conjectures and build a logical progression of statements to explore the truth of their conjectures. <p>MP.6 Attend to precision.</p> <ul style="list-style-type: none"> • Try to communicate precisely to others. • Try to use clear definitions in discussion with others and in their own reasoning. • In high school, students have learned to examine claims and make explicit use of definitions. 		
<p>Sample Mathematics Content Example</p>	<p>Students explain their ideas and reasoning when they prove the slope criteria for parallel and perpendicular lines (G-GPE.5) and use them to solve geometric problems.</p> <p>For example, find the equation of a line parallel or perpendicular to a given line that passes through a given point.</p>		

Notes	The sample content example can be adapted for mathematics content at grades 9-10 and 11-12.
	Refer to the CA CCSSM for the complete set of mathematics standards to use along with the CA ELD Standards to plan curriculum and instruction for English learners.

CA ELD Standards Augmentation for Mathematics Grades 9-10 and 11-12			
Part I: Interacting in Meaningful Ways C. Productive			
12. Selecting language resources			
Grades	Emerging	Expanding	Bridging
9-10	<p>a. Use familiar general academic (e.g., temperature, document) and domain-specific (e.g., <i>characterization, photosynthesis, society, quadratic functions</i>) words to create clear spoken and written texts.</p> <p>b. Use knowledge of morphology to appropriately select basic affixes (e.g., The skull protects the brain).</p>	<p>a. Use an increasing variety of grade-appropriate general academic (e.g., <i>dominate, environment</i>) and domain-specific (e.g., <i>characterization, photosynthesis, society, quadratic functions</i>) academic words accurately and appropriately when producing increasingly complex written and spoken texts.</p> <p>b. Use knowledge of morphology to appropriately select affixes in a growing number of ways to manipulate language (e.g., diplomatic, stems are branched or unbranched).</p>	<p>a. Use a variety of grade-appropriate general (e.g., <i>anticipate, transaction</i>) and domain-specific (e.g., <i>characterization, photosynthesis, society, quadratic functions</i>) academic words and phrases, including persuasive language, accurately and appropriately when producing complex written and spoken texts.</p> <p>b. Use knowledge of morphology to appropriately select affixes in a variety of ways to manipulate language (e.g., changing <i>humiliate</i> to <i>humiliation</i> or <i>incredible</i> to <i>incredibly</i>).</p>

<p>11-12</p>	<p>a. Use familiar general academic (e.g., <i>temperature</i>, <i>document</i>) and domain-specific (e.g., <i>cell</i>, <i>the Depression</i>) words to create clear spoken and written texts.</p> <p>b. Use knowledge of morphology to appropriately select basic affixes (e.g., The news media <i>relie</i>s on official sources.).</p>	<p>a. Use an increasing variety of grade-appropriate general academic (e.g., <i>fallacy</i>, <i>dissuade</i>) and domain-specific (e.g., <i>chromosome</i>, <i>federalism</i>) academic words accurately and appropriately when producing increasingly complex written and spoken texts.</p> <p>b. Use knowledge of morphology to appropriately select affixes in a growing number of ways to manipulate language (e.g., The <i>cardia</i>c muscle works <i>continuously</i>.).</p>	<p>a. Use a variety of grade-appropriate general (e.g., <i>alleviate</i>, <i>salutary</i>) and domain-specific (e.g., <i>soliloquy</i>, <i>microorganism</i>) academic words and phrases, including persuasive language, accurately and appropriately when producing complex written and spoken texts.</p> <p>b. Use knowledge of morphology to appropriately select affixes in a variety of ways to manipulate language (e.g., changing <i>inaugurate</i> to <i>inauguration</i>).</p>
<p>Applying ELD Standards to Mathematics</p>	<p>Students use a variety of general academic and mathematics-specific words and phrases when writing or speaking about mathematics content.</p>		
<p>Standards for Mathematical Practice</p>	<p>MP.1 Make sense of problems and persevere in solving them.</p> <p>MP.3 Construct viable arguments and critique the reasoning of others.</p> <ul style="list-style-type: none"> • Understand and use stated assumptions, definitions, and previously established results in constructing arguments. • Make conjectures and build a logical progression of statements to explore the truth of their conjectures. <p>MP.6 Attend to precision.</p> <ul style="list-style-type: none"> • Try to communicate precisely to others. • Try to use clear definitions in discussion with others and in their own reasoning. 		
<p>Sample Mathematics Content Example</p>	<p>Students use math-specific terminology when providing examples and justifying their reasoning (MP.2) when they explain why the sum or product of two rational numbers is rational (N-RN.3); that the sum of a rational number and an irrational number is irrational; and that the product of a nonzero rational number and an irrational number is irrational.</p>		

Notes	Reference to MP.2 (Reason abstractly and quantitatively) reflects a content sample-specific MP.
	The sample content example can be adapted for mathematics content at grades 9-10 and 11-12.
	Refer to the CA CCSSM for the complete set of mathematics standards to use along with the CA ELD Standards to plan curriculum and instruction for English learners.

CA ELD Standards Augmentation for Mathematics Grades 9-10 and 11-12			
Part II: Learning About How English Works A. Structuring Cohesive Texts			
1. Understanding text structure			
Grades	Emerging	Expanding	Bridging
9-10	Apply analysis of the organizational structure of different text types (e.g., how arguments are organized by establishing clear relationships among claims, counterclaims, reasons, and evidence) to comprehending texts and to writing brief arguments, informative/explanatory texts and narratives.	Apply analysis of the organizational structure of different text types (e.g., how arguments are organized by establishing clear relationships among claims, counterclaims, reasons, and evidence) to comprehending texts and to writing increasingly clear and cohesive arguments, informative/ explanatory texts and narratives.	Apply analysis of the organizational structure of different text types (e.g., how arguments are organized by establishing clear relationships among claims, counterclaims, reasons, and evidence) to comprehending texts and to writing clear and cohesive arguments, informative/explanatory texts and narratives.
11-12	Apply analysis of the organizational structure of different text types (e.g., how arguments are organized by establishing clear relationships among claims, counterclaims, reasons, and evidence) to comprehending texts and to writing brief arguments, informative/ explanatory texts, and narratives.	Apply analysis of the organizational structure of different text types (e.g., how arguments are organized by establishing clear relationships among claims, counterclaims, reasons, and evidence) to comprehending texts and to writing increasingly clear and cohesive arguments, informative/ explanatory texts, and narratives.	Apply analysis of the organizational structure of different text types (e.g., how arguments are organized by establishing clear relationships among claims, counterclaims, reasons, and evidence) to comprehending texts and to writing clear and cohesive arguments, informative/explanatory texts, and narratives.

<p>Applying ELD Standards to Mathematics</p>	<p>As students explain procedures, justify solutions grounded in mathematical concepts, and describe concepts, etc., they use their understandings about how text is structured (e.g., what information is needed first, what information is needed using mathematical symbols or words) so that their communication is clear to their audiences.</p>
<p>Standards for Mathematical Practice</p>	<p>MP.1 Make sense of problems and persevere in solving them. MP.3 Construct viable arguments and critique the reasoning of others.</p> <ul style="list-style-type: none"> • Understand and use stated assumptions, definitions, and previously established results in constructing arguments. • Make conjectures and build a logical progression of statements to explore the truth of their conjectures. • Justify their conclusions, communicate them to others, and respond to the arguments of others. <p>MP.6 Attend to precision.</p> <ul style="list-style-type: none"> • Try to communicate precisely to others. • Try to use clear definitions in discussion with others and in their own reasoning. • In high school, students have learned to examine claims and make explicit use of definitions.
<p>Sample Mathematics Content Example</p>	<p>In real-world contexts students may examine an equivalent form of an expression (A-SSE.3c) to reveal and explain properties of the quantity represented by the expression, using the properties of exponents to transform expressions for exponential functions.</p>
<p>Notes</p>	<p>The sample content example can be adapted for mathematics content at grades 9-10 and 11-12.</p> <p>Refer to the CA CCSSM for the complete set of mathematics standards to use along with the CA ELD Standards to plan curriculum and instruction for English learners.</p>

CA ELD Standards Augmentation for Mathematics Grades 9-10 and 11-12			
Part II: Learning About How English Works A. Structuring Cohesive Texts			
2. Understanding cohesion			
Grades	Emerging	Expanding	Bridging
9-10	a. Apply knowledge of familiar language resources for referring to make texts more cohesive (e.g., using pronouns to refer back to nouns in text) to comprehending and writing brief texts.	a. Apply knowledge of a growing number of language resources for referring to make texts more cohesive (e.g., using nominalizations to refer back to an action or activity described earlier) to comprehending texts and to writing increasingly cohesive texts for specific purposes and audiences.	a. Apply knowledge of a variety of language resources for referring to make texts more cohesive (e.g., using nominalization, paraphrasing, or summaries to reference or recap an idea or explanation provided earlier) to comprehending grade-level texts and to writing clear and cohesive grade-level texts for specific purposes and audiences.
9-10	b. Apply knowledge of familiar language resources for linking ideas, events, or reasons throughout a text (e.g., using connecting/transition words and phrases, such as <i>first</i> , <i>second</i> , <i>third</i>) to comprehending and writing brief texts.	b. Apply knowledge of familiar language resources for linking ideas, events, or reasons throughout a text (e.g., using connecting/transition words and phrases, such as <i>meanwhile</i> , <i>however</i> , <i>on the other hand</i>) to comprehending texts and to writing increasingly cohesive texts for specific purposes and audiences.	b. Apply knowledge of familiar language resources for linking ideas, events, or reasons throughout a text (e.g., using connecting/transition words and phrases, such as <i>on the contrary</i> , <i>in addition</i> , <i>moreover</i>) to comprehending grade-level texts and to writing cohesive texts for specific purposes and audiences.

11-12	<p>a. Apply knowledge of familiar language resources for referring to make texts more cohesive (e.g., using pronouns or synonyms to refer back to characters or concepts introduced earlier) to comprehending.</p>	<p>a. Apply knowledge of a growing number of language resources for referring to make texts more cohesive (e.g., using nominalizations to refer back to an action or activity described earlier) to comprehending texts and to writing increasingly cohesive texts for specific purposes and audiences.</p>	<p>a. Apply knowledge of a variety of resources for referring to make texts more cohesive (e.g., using nominalization, paraphrases, or summaries to reference or recap an idea or explanation provided earlier) to comprehending grade-level texts and to writing clear and cohesive texts for specific purposes and audiences.</p>
	<p>b. Apply knowledge of familiar language resources for linking ideas, events, or reasons throughout a text (e.g., using connecting/transition words and phrases, such as <i>first</i>, <i>second</i>, <i>finally</i>) to comprehending and writing brief texts.</p>	<p>b. Apply knowledge of familiar language resources for linking ideas, events, or reasons throughout a text (e.g., using connecting/transition words and phrases, such as <i>meanwhile</i>, <i>however</i>, <i>on the other hand</i>) to comprehending texts and to writing increasingly cohesive texts for specific purposes and audiences.</p>	<p>b. Apply knowledge of familiar language resources for linking ideas, events, or reasons throughout a text (e.g., using connecting/transition words and phrases, such as <i>on the contrary</i>, <i>in addition</i>, <i>moreover</i>) to comprehending grade-level texts and writing cohesive texts for specific purposes and audiences.</p>
Applying ELD Standards to Mathematics	<p>As students explain procedures, justify solutions grounded in mathematical concepts, and describe concepts, etc., they use their understandings about how ideas, events, and concepts in a spoken or written text are linked or refer to each other.</p>		

<p>Standards for Mathematical Practice</p>	<p>MP.1 Make sense of problems and persevere in solving them. MP.3 Construct viable arguments and critique the reasoning of others. • Understand and use stated assumptions, definitions, and previously established results in constructing arguments. • Justify their conclusions, communicate them to others, and respond to the arguments of others. MP.6 Attend to precision. • Try to use clear definitions in discussion with others and in their own reasoning.</p>
<p>Sample Mathematics Content Example</p>	<p>To explain procedures and justify solutions, students make connections to previous learning as well as to how concepts are linked to one another (MP.2). Students may link the unit circle to radian measure (F-TF.2) in order to explain how the unit circle in the coordinate plane enables the extension of trigonometric functions to all real numbers.</p> <p>[See charts for grades K, 1, and 2 and grades 3, 4, and 5 for examples of EL-specific language use with mathematics content.]</p>
<p>Notes</p>	<p>Reference to MP.2 (Reason abstractly and quantitatively) reflects a content sample-specific MP.</p> <p>The sample content example can be adapted for mathematics content at grades 9-10 and 11-12.</p> <p>Refer to the CA CCSSM for the complete set of mathematics standards to use along with the CA ELD Standards to plan curriculum and instruction for English learners.</p>

CA ELD Standards Augmentation for Mathematics Grades 9-10 and 11-12			
Part II: Learning About How English Works B. Expanding and Enriching Ideas			
3. Using verbs and verb phrases			
Grades	Emerging	Expanding	Bridging
9-10	Use a variety of verbs in different tenses (e.g., past, present, future, simple, progressive) appropriate to the text type and discipline to create short texts on familiar academic topics.	Use a variety of verbs in different tenses (e.g., past, present, future, simple, progressive, perfect) appropriate to the text type and discipline to create a variety of texts that explain, describe, and summarize concrete and abstract thoughts and ideas.	Use a variety of verbs in different tenses (e.g., past, present, future, simple, progressive, perfect), and mood (e.g., subjunctive) appropriate to the text type and discipline to create a variety of texts that describe concrete and abstract ideas, explain procedures and sequences, summarize texts and ideas, and present and critique points of view.
11-12	Use a variety of verbs in different tenses (e.g., past, present, future, simple, progressive) appropriate to the text type and discipline to create short texts on familiar academic topics.	Use a variety of verbs in different tenses (e.g., past, present, future, simple, progressive, perfect) appropriate to the text type and discipline to create a variety of texts that explain, describe, and summarize concrete and abstract thoughts and ideas.	Use a variety of verbs in different tenses (e.g., past, present, future, simple, progressive, perfect), and mood (e.g., subjunctive) appropriate to the text type and discipline to create a variety of texts that describe concrete and abstract ideas, explain procedures and sequences, summarize texts and ideas, and present and critique points of view.

Applying ELD Standards to Mathematics	Students use a variety of verb types and appropriate verb tenses to express their understanding of mathematical concepts and procedures with precision.
Standards for Mathematical Practice	<p>MP.1 Make sense of problems and persevere in solving them.</p> <p>MP.3 Construct viable arguments and critique the reasoning of others.</p> <ul style="list-style-type: none"> • Justify their conclusions, communicate them to others, and respond to the arguments of others. • Understand and use stated assumptions, definitions, and previously established results in constructing arguments. <p>MP.6 Attend to precision.</p> <ul style="list-style-type: none"> • Try to communicate precisely to others. • Try to use clear definitions in discussion with others and in their own reasoning.
Sample Mathematics Content Example	In describing a process or explaining a strategy used to solve a problem, students use various verb types and tenses. Students may predict the effect of a given rigid motion on a given figure (G-CO.6) by using geometric descriptions of rigid motions to transform figures. When explaining and justifying their prediction, they may use models (MP.4) to demonstrate how this would work. Students may use the definition of congruence in terms of rigid motions to decide if two given figures are congruent, and then explain using models to describe the motions.
Notes	Reference to MP.4 (Model with mathematics) reflects a content sample-specific MP.
	The sample content example can be adapted for mathematics content at grades 9-10 and 11-12.
	Refer to the CA CCSSM for the complete set of mathematics standards to use along with the CA ELD Standards to plan curriculum and instruction for English learners.

CA ELD Standards Augmentation for Mathematics Grades 9-10 and 11-12			
Part II: Learning About How English Works B. Expanding and Enriching Ideas			
4. Using nouns and noun phrases			
Grades	Emerging	Expanding	Bridging
9-10	Expand noun phrases to create increasingly detailed sentences (e.g., adding adjectives for precision) about personal and familiar academic topics.	Expand noun phrases in a growing number of ways (e.g., adding adjectives to nouns; simple clause embedding) to create detailed sentences that accurately describe, explain, and summarize information and ideas on a variety of personal and academic topics.	Expand noun phrases in a variety of ways (e.g., more complex clause embedding) to create detailed sentences that accurately describe concrete and abstract ideas, explain procedures and sequences, summarize texts and ideas, and present and critique points of view on a variety of academic topics.
11-12	Expand noun phrases to create increasingly detailed sentences (e.g., adding adjectives for precision) about personal and familiar academic topics.	Expand noun phrases in a growing number of ways (e.g., adding adjectives to nouns, simple clause embedding) to create detailed sentences that accurately describe, explain, and summarize information and ideas on a variety of personal and academic topics.	Expand noun phrases in a variety of ways (e.g., complex clause embedding) to create detailed sentences that accurately describe concrete and abstract ideas, explain procedures and sequences, summarize texts and ideas, and present and critique points of view on a variety of academic topics.
Applying ELD Standards to Mathematics	In mathematics, oral and written problems may have long noun phrases. Students need to be able to identify what the main noun is and also use the detailed information around the noun in order to understand the problem. They also need to be able to provide more detail in their explanations and arguments by expanding noun phrases themselves.		

<p>Standards for Mathematical Practice</p>	<p>MP.1 Make sense of problems and persevere in solving them. MP.3 Construct viable arguments and critique the reasoning of others. • Justify their conclusions, communicate them to others, and respond to the arguments of others. MP.6 Attend to precision. • Try to communicate precisely to others. • Try to use clear definitions in discussion with others and in their own reasoning.</p>
<p>Sample Mathematics Content Example</p>	<p>When interpreting and sketching key features of a graph and tables, students must recognize the features given a verbal description (F-IF.4). For a function that models a relationship between two quantities (MP.4), students interpret and describe key features in terms of the quantities. Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity.</p>
<p>Notes</p>	<p>Reference to MP.4 (Model with mathematics) reflects a content sample-specific MP.</p> <p>The sample content example can be adapted for mathematics content at grades 9-10 and 11-12.</p> <p>Refer to the CA CCSSM for the complete set of mathematics standards to use along with the CA ELD Standards to plan curriculum and instruction for English learners.</p>

CA ELD Standards Augmentation for Mathematics Grades 9-10 and 11-12			
Part II: Learning About How English Works B. Expanding and Enriching Ideas			
5. Modifying to add details			
Grades	Emerging	Expanding	Bridging
9-10	Expand sentences with simple adverbials (e.g., adverbs, adverb phrases, prepositional phrases) to provide details (e.g., time, manner, place, cause) about familiar activities or processes.	Expand sentences with a growing variety of adverbials (e.g., adverbs, adverb phrases, prepositional phrases) to provide details (e.g., time, manner, place, cause) about familiar or new activities or processes.	Expand sentences with a variety of adverbials (e.g., adverbs, adverb phrases and clauses, prepositional phrases) to provide details (e.g., time, manner, place, cause) about a variety of familiar and new activities and processes.
11-12	Expand sentences with simple adverbials (e.g., adverbs, adverb phrases, prepositional phrases) to provide details (e.g., time, manner, place, cause) about familiar activities or processes.	Expand sentences with a growing variety of adverbials (e.g., adverbs, adverb phrases, prepositional phrases) to provide details (e.g., time, manner, place, cause) about familiar or new activities or processes.	Expand sentences with a variety of adverbials (e.g., adverbs, adverb phrases and clauses, prepositional phrases) to provide details (e.g., time, manner, place, cause) about a variety of familiar and new activities and processes.
Applying ELD Standards to Mathematics	Students use modifying words and phrases to express their understanding of mathematical concepts with precision.		
Standards for Mathematical Practice	MP.1 Make sense of problems and persevere in solving them. MP.3 Construct viable arguments and critique the reasoning of others. <ul style="list-style-type: none"> Justify their conclusions, communicate them to others, and respond to the arguments of others. MP.6 Attend to precision. <ul style="list-style-type: none"> Try to communicate precisely to others. Try to use clear definitions in discussion with others and in their own reasoning. 		

<p>Sample Mathematics Content Example</p>	<p>In order to describe and explain mathematical concepts, students may use everyday language, as well as include math-specific terms. In probability, students may recognize and explain the concepts of conditional probability and independence (S-CP.5) in everyday language and everyday situations.</p>
<p>Notes</p>	<p>References to MP.4 (Model with mathematics) and MP.2 (Reason abstractly and quantitatively) reflect content sample-specific MPs.</p>
	<p>The sample content example can be adapted for mathematics content at grades 9-10 and 11-12.</p>
	<p>Refer to the CA CCSSM for the complete set of mathematics standards to use along with the CA ELD Standards to plan curriculum and instruction for English learners.</p>

**CA ELD Standards Augmentation for Mathematics
Grades 9-10 and 11-12**

**Part II: Learning About How English Works
C. Connecting and Condensing Ideas**

6. Connecting ideas

Grades	Emerging	Expanding	Bridging
9-10	Combine clauses in a few basic ways (e.g., creating compound sentences using <i>and</i> , <i>but</i> , <i>so</i> ; creating complex sentences using <i>because</i>) to make connections between and to join ideas (e.g., <i>I want to read this book because it describes the solar system</i>).	Combine clauses in a growing number of ways to create compound and complex sentences that make connections between and link concrete and abstract ideas, for example, to express a reason (e.g., <i>He stayed at home on Sunday in order to study for Monday's exam</i>) or to make a concession (e.g., <i>She studied all night even though she wasn't feeling well</i>).	Combine clauses in a variety of ways to create compound and complex sentences that make connections between and link concrete and abstract ideas, for example, to make a concession (e.g., <i>While both characters strive for success, they each take different approaches through which to reach their goals</i>), or to establish cause (e.g., <i>Women's lives were changed forever after World War II as a result of joining the workforce</i>).

<p>11-12</p>	<p>Combine clauses in a few basic ways (e.g., creating compound sentences using <i>and</i>, <i>but</i>, <i>so</i>; creating complex sentences using <i>because</i>) to make connections between and join ideas (e.g., <i>I want to read this book because it tells the history of Pi</i>).</p>	<p>Combine clauses in a growing number of ways to create compound and complex sentences that make connections between and link concrete and abstract ideas, for example, to express a reason (e.g., <i>He stayed at home on Sunday in order to study for Monday’s exam</i>) or to make a concession (e.g., <i>She studied all night even though she wasn’t feeling well</i>).</p>	<p>Combine clauses in a variety of ways to create compound and complex sentences that make connections between and link concrete and abstract ideas, for example, to make a concession (e.g., <i>While both characters strive for success, they each take different approaches to reach their goals</i>), or to establish cause (e.g., <i>Women’s lives were changed forever after World War II as a result of joining the workforce</i>).</p>
<p>Applying ELD Standards to Mathematics</p>	<p>When explaining their own thinking, or when listening to or reading the explanations or arguments of others, students need to understand how ideas are connected and condensed.</p>		
<p>Standards for Mathematical Practice</p>	<p>MP.1 Make sense of problems and persevere in solving them. MP.3 Construct viable arguments and critique the reasoning of others. • Understand and use stated assumptions, definitions, and previously established results in constructing arguments. • Make conjectures and build a logical progression of statements to explore the truth of their conjectures. • Justify their conclusions, communicate them to others, and respond to the arguments of others. MP.6 Attend to precision. • Try to communicate precisely to others. • Try to use clear definitions in discussion with others and in their own reasoning.</p>		
<p>Sample Mathematics Content Example</p>	<p>When making connections between a variety of two-dimensional shapes and three-dimensional objects (G-GMD.4), students may identify and describe shapes of two-dimensional cross-sections of three-dimensional objects, and identify and describe three-dimensional objects generated by rotations of two-dimensional objects. They may use concrete models (MP.4) to demonstrate how the abstract mathematical concepts relate to everyday objects and situations (MP.2).</p>		

Notes	References to MP.4 (Model with mathematics) and MP.2 (Reason abstractly and quantitatively) reflect content sample-specific MPs.
	The sample content example can be adapted for mathematics content at grades 9-10 and 11-12.
	Refer to the CA CCSSM for the complete set of mathematics standards to use along with the CA ELD Standards to plan curriculum and instruction for English learners.

CA ELD Standards Augmentation for Mathematics Grades 9-10 and 11-12			
Part II: Learning About How English Works C. Connecting and Condensing Ideas			
7. Condensing ideas			
Grades	Emerging	Expanding	Bridging
9-10	Condense ideas in a few basic ways (e.g., by compounding verb or prepositional phrases) to create precise and detailed simple, compound, and complex sentences (e.g., <i>The students asked survey questions and recorded the responses</i>).	Condense ideas in a growing number of ways (e.g., through embedded clauses or by compounding verbs or prepositional phrases) to create more precise and detailed simple, compound, and complex sentences (e.g., <i>Species that could not adapt to the changing climate eventually disappeared</i>).	Condense ideas in a variety of ways (e.g., through a variety of embedded clauses, or by compounding verbs or prepositional phrases, nominalization) to create precise simple, compound, and complex sentences that condense concrete and abstract ideas (e.g., <i>Another issue that people may be concerned with is the amount of money that it will cost to construct the new building</i>).

<p>11-12</p>	<p>Condense ideas in a few basic ways (e.g., by compounding verb or prepositional phrases) to create precise and detailed simple, compound, and complex sentences (e.g., <i>The students asked survey questions and recorded the responses</i>).</p>	<p>Condense ideas in a growing number of ways (e.g., through embedded clauses or by compounding verb or prepositional phrases) to create more precise and detailed simple, compound, and complex sentences (e.g., <i>Species that could not adapt to the changing climate eventually disappeared</i>).</p>	<p>Condense ideas in a variety of ways (e.g., through a variety of embedded clauses, or by compounding verb or prepositional phrases, nominalization) to create precise simple, compound, and complex sentences that condense concrete and abstract ideas (e.g., <i>The epidemic, which ultimately affected hundreds of thousands of people, did not subside for another year</i>).</p>
<p>Applying ELD Standards to Mathematics</p>	<p>When explaining their own thinking, or when listening to or reading the explanations or arguments of others, students need to understand how ideas are connected and condensed.</p>		
<p>Standards for Mathematical Practice</p>	<p>MP.1 Make sense of problems and persevere in solving them. MP.3 Construct viable arguments and critique the reasoning of others. • Understand and use stated assumptions, definitions, and previously established results in constructing arguments. • Make conjectures and build a logical progression of statements to explore the truth of their conjectures. • Justify their conclusions, communicate them to others, and respond to the arguments of others. MP.6 Attend to precision. • Try to communicate precisely to others. • Try to use clear definitions in discussion with others and in their own reasoning.</p>		
<p>Sample Mathematics Content Example</p>	<p>See example for Part II, Standard 6, Connecting Ideas.</p>		

Notes	References to MP.4 (Model with mathematics) and MP.2 (Reason abstractly and quantitatively) reflect content sample-specific MPs.
	The sample content example can be adapted for mathematics content at grades 9-10 and 11-12.
	Refer to the CA CCSSM for the complete set of mathematics standards to use along with the CA ELD Standards to plan curriculum and instruction for English learners.