

### III. CA ELD Standards Augmentation for Science

DRAFT – June 3, 2015



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

Grades K, 1, and 2			
ELD Standard	Grade Level	Domain	Sample Standard
PI.1	K	E	K-ESS3-2
PI.2	1	L	1-LS1-2 1-LS3-1
PI.3	2	P	2-PS1-4
PI.4	1	P	1-PS4-1
PI.5	K	E	K-ESS2-2
PI.6	2	E	2-ESS1-1
PI.7	1	E	1-ESS1-1
PI.8	2	P	2-PS1-1
PI.9	2	P	2-PS1-2
PI.10	K	L	K-LS1-1
PI.11	2	E	2-ESS2-2

Grades 3, 4, and 5			
ELD Standard	Grade Level	Domain	Sample Standard
PI.1	3	P	3-PS2-3 3-PS2-4
PI.2	4	E	4-ESS3-1
PI.3	5	E	5-LS2-1
PI.4	4	P	4-ESS3-1 3-5ETS1-2
PI.5	3	P	3-PS2-3 3-PS2-4
PI.6	4	E	4-ESS3-2 4-ESS3-1
PI.7	5	P	5-PS1-1
PI.8	4	P	4-PS4-2
PI.9	3	L	3-LS1-1 3-LS4-2
PI.10	4	P	4-PS3-2 4-PS4-3 4-LS1-1 4-PS4-2
PI.11	3	E	3-ESS3-1

Grades 6, 7, and 8			
ELD Standard	Grade Level*	Domain	Sample Standard
PI.1	6	LS	MS-LS1-3
PI.2	6	LS	MS-LS1-5
PI.3	6	PS	MS-PS3-5
PI.4	6	ESS	MS-ESS2-6
PI.5	7	PS	MS-PS1-2
PI.6	7	LS	MS-LS2-1
PI.7	7	PS	MS-PS1-3
PI.8	6,7, 8**	ETS	MS-ETS1-3
PI.9	7	ESS	MS-ESS2-1
PI.10	7	PS	MS-PS1-5
PI.11	8	ESS	MS-ESS3-4

Grades 9-10 and 11-12			
ELD Standard	Grade Level***	Domain	Sample Standard
PI.1	9-10 11-12	ETS	HS-ETS1-1
PI.2	9-10 11-12	ESS	HS-ESS1-2
PI.3	9-10 11-12	PS	HS-PS4-3
PI.4	9-10 11-12	LS	HS-LS2-6
PI.5	9-10 11-12	ESS	HS-ESS2-5
PI.6	9-10 11-12	PS	HS-PS4-4
PI.7	9-10 11-12	ESS	HS-ESS3-3
PI.8	9-10 11-12	PS	HS-PS1-4
PI.9	9-10 11-12	PS	HS-PS2-4
PI.10	9-10 11-12	LS	HS-LS1-3
PI.11	9-10 11-12	PS	HS-PS1-1

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

Grades K, 1, and 2			
ELD Standard	Grade Level	Domain	Sample Standard
PI.12	K	P	K-PS2-2
PII.1	K-2	ETS	K-2-ETS1-2
PII.2	K-2	ETS	K-2-ETS1-2
PII.3	K-2	ETS	K-2-ETS1-3
PII.4	K	P	K-PS3-2
PII.5	1	L	1-LS1-2
PII.6	1	L	1-LS1-1
PII.7	K	P	K-PS3-1

Grades 3, 4, and 5			
ELD Standard	Grade Level	Domain	Sample Standard
PI.12	5	E	5-ESS1-2 5-ESS1-1
PII.1	4	L	4-LS1-1
PII.2	4	E	4-ESS1-1 4-ESS2-1
PII.3	5	L	5-LS2-1
PII.4	4	E	4-ESS-3-2
PII.5	4	P	4-PS3-1
PII.6	4	P	4-PS3-2
PII.7	3	L	3-LS4-3

Grades 6, 7, and 8			
ELD Standard	Grade Level*	Domain	Sample Standard
PI.12	7	ESS	MS-ESS2-2
PII.1	8	PS	MS-PS4-1
PII.2	7	PS	MS-PS2-2
PII.3	8	LS	MS-LS4-1
PII.4	8	LS	MS-LS4-2
PII.5	7	ESS	MS-ESS2-2
PII.6	6	PS	MS-PS3-4
PII.7	7	LS	MS-LS2-5

Grades 9-10 and 11-12			
ELD Standard	Grade Level***	Domain	Sample Standard
PI.12	9-10 11-12	ES	HS-ESS3-6
PII.1	9-10 11-12	LS	HS-LS4-3
PII.2	9-10 11-12	LS	HS-LS1-1
PII.3	9-10 11-12	PS	HS-PS2-1
PII.4	9-10 11-12	LS	HS-LS1-2
PII.5	9-10 11-12	ESS	HS-ESS2-1
PII.6	9-10 11-12	ESS	HS-ESS3-1
PII.7	9-10 11-12	LS	HS-LS2-3

\*According to the integrated model

\*\*This PE is at all grade levels in the integrated model. The scenario is related to a 6th grade PE.

\*\*\*Placement of PE in HS is dependent on the courses. Therefore PEs can be at any HS grade.

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

Grades K, 1, and 2			
ELD Standard	Grade Level	Domain	Sample Standard
PII.1	K-2	ETS	K-2-ETS1-2
PII.2	K-2	ETS	K-2-ETS1-2
PII.3	K-2	ETS	K-2-ETS1-3
PI.1	K	E	K-ESS3-2
PI.10	K	L	K-LS1-1
PI.12	K	P	K-PS2-2
PI.5	K	E	K-ESS2-2
PII.4	K	P	K-PS3-2
PII.7	K	P	K-PS3-1
PI.2	1	L	1-LS-2 1-LS3-1
PI.4	1	P	1-PS4-1

Grades 3, 4, and 5			
ELD Standard	Grade Level	Domain	Sample Standard
PI.1	3	P	3-PS2-3 3-PS2-4
PI.11	3	E	3-ESS3-1
PI.5	3	P	3-PS2-3 3-PS2-4
PI.9	3	L	3-LS1-1 3-LS4-2
PII.7	3	L	3-LS4-3
PI.10	4	P	4-PS3-2 4-PS4-3 4-LS1-1 4-PS4-2
PI.2	4	E	4-ESS3-1
PI.4	4	P	4-ESS3-1 3-5ETS1-2
PI.6	4	E	4-ESS3-2 4-ESS3-1
PI.8	4	P	4-PS4-2
PII.1	4	L	4-LS1-1

Grades 6, 7, and 8			
ELD Standard	Grade Level*	Domain	Sample Standard
PI.8	6,7, 8**	ETS	MS-ETS1-3
PI.1	6	LS	MS-LS1-3
PI.2	6	LS	MS-LS1-5
PI.3	6	PS	MS-PS3-5
PI.4	6	ESS	MS-ESS2-6
PII.6	6	PS	MS-PS3-4
PI.10	7	PS	MS-PS1-5
PI.12	7	ESS	MS-ESS2-2
PI.5	7	PS	MS-PS1-2
PI.6	7	LS	MS-LS2-1
PI.7	7	PS	MS-PS1-3

Grades 9-10 and 11-12			
ELD Standard	Grade Level***	Domain	Sample Standard
PI.1	9-10 11-12	ETS	HS-ETS1-1
PI.2	9-10 11-12	ESS	HS-ESS1-2
PI.3	9-10 11-12	PS	HS-PS4-3
PI.4	9-10 11-12	LS	HS-LS2-6
PI.5	9-10 11-12	ESS	HS-ESS2-5
PI.6	9-10 11-12	PS	HS-PS4-4
PI.7	9-10 11-12	ESS	HS-ESS3-3
PI.8	9-10 11-12	PS	HS-PS1-4
PI.9	9-10 11-12	PS	HS-PS2-4
PI.10	9-10 11-12	LS	HS-LS1-3
PI.11	9-10 11-12	PS	HS-PS1-1

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

Grades K, 1, and 2			
ELD Standard	Grade Level	Domain	Sample Standard
PI.7	1	E	1-ESS1-1
PII.5	1	L	1-LS1-2
PII.6	1	L	1-LS1-1
PI.11	2	E	2-ESS2-2
PI.3	2	P	2-PS1-4
PI.6	2	E	2-ESS1-1
PI.8	2	P	2-PS1-1
PI.9	2	P	2-PS1-2

Grades 3, 4, and 5			
ELD Standard	Grade Level	Domain	Sample Standard
PII.2	4	E	4-ESS1-1 4-ESS2-1
PII.4	4	E	4-ESS-3-2
PII.5	4	P	4-PS3-1
PII.6	4	P	4-PS3-2
PI.12	5	E	5-ESS1-2 5-ESS1-1
PI.3	5	E	5-LS2-1
PI.7	5	P	5-PS1-1
PII.3	5	L	5-LS2-1

Grades 6, 7, and 8			
ELD Standard	Grade Level*	Domain	Sample Standard
PI.9	7	ESS	MS-ESS2-1
PII.2	7	PS	MS-PS2-2
PII.5	7	ESS	MS-ESS2-2
PII.7	7	LS	MS-LS2-5
PI.11	8	ESS	MS-ESS3-4
PII.1	8	PS	MS-PS4-1
PII.3	8	LS	MS-LS4-1
PII.4	8	LS	MS-LS4-2

Grades 9-10 and 11-12			
ELD Standard	Grade Level***	Domain	Sample Standard
PI.12	9-10 11-12	ES	HS-ESS3-6
PII.1	9-10 11-12	LS	HS-LS4-3
PII.2	9-10 11-12	LS	HS-LS1-1
PII.3	9-10 11-12	PS	HS-PS2-1
PII.4	9-10 11-12	LS	HS-LS1-2
PII.5	9-10 11-12	ESS	HS-ESS2-1
PII.6	9-10 11-12	ESS	HS-ESS3-1
PII.7	9-10 11-12	LS	HS-LS2-3

\* According to the integrated model

\*\* This PE is at all grade levels in the integrated model. The scenario is related to a 6th grade PE.

\*\*\* Placement of PE in HS is dependent on the courses. Therefore PEs can be at any HS grade.

# Grades K, 1, and 2

DRAFT – June 3, 2015



CA ELD Standards Augmentation for Science 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.
<b>Applying ELD Standards to Science</b>	Students engage in class, small group, and partner conversations where they ask and respond to questions, build on others' ideas, and work collaboratively to define problems, plan and carry out investigations, construct explanations, and design solutions.		

<b>Science &amp; Engineering Practices</b>	1. Asking questions 6. Constructing explanations (for science) and designing solutions (for engineering)*
<b>Sample Science Content Example</b>	Students have been collecting local weather data on a daily calendar. They work as a whole group near a large chart that shows labeled images of various types of severe weather (different from those in the daily calendar) and view a video of severe weather (such as heavy rain and wind, blizzard, heavy snowstorm). Students explore the phenomena, asking questions about the purpose of weather forecasting, and how to respond to severe weather in their locality (K-ESS3-2). For example: <i>What if the forecast were this type of weather for our community? What would be problems for our community if we had this type of weather? What things could we do to prepare for this type of weather? How can forecasting the weather help us prepare and be ready for severe weather?</i>
<b>Notes</b>	*An asterisk after a SEP indicates the SEP is related to engaging in the activities described in the content example, but is not directly associated with the referenced PE.
	The sample content example can be adapted for science content at grades K, 1, and 2.
	Refer to the CA NGSS for the complete set of science standards to use along with the CA ELD Standards to plan curriculum and instruction for English learners.

CA ELD Standards Augmentation for Science 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.

<p><b>Applying ELD Standards to Science</b></p>	<p>Students conduct short research projects to build knowledge through investigation. They recall relevant information from experiences or gather relevant information from print and digital sources, take notes and categorize information, use credible and relevant sources to provide evidence, and represent their research in writing and through multimedia. Students communicate ideas, concepts, and information related to their investigations, and produce written explanations of observed natural phenomena.</p>
<p><b>Science &amp; Engineering Practices</b></p>	<p>8. Obtaining, evaluating and communicating information 6. Constructing explanations 4. Analyzing and interpreting data*</p>
<p><b>Sample Science Content Example</b></p>	<p>Small groups of students rotate through assisted stations to read grade-appropriate texts and/or use media to obtain scientific and/or technical information to determine patterns in and/or evidence about behavior of parents and offspring that help offspring survive (e.g., chirping, crying, calling) and the responses of parents (such as feeding, comforting, and protecting the young) (1-LS1-2). They engage in oral and written exchanges to build evidence that young plants and animals are like, but not exactly like, their parents (1-LS3-1), using drawing and writing to provide detail about the parent and offspring interactions and their characteristics.</p>
<p><b>Notes</b></p>	<p>*An asterisk after a SEP indicates the SEP is related to engaging in the activities described in the content example, but is not directly associated with the referenced PE.</p>
	<p>The sample content example can be adapted for science content at grades K, 1, and 2.</p>
	<p>Refer to the CA NGSS for the complete set of science standards to use along with the CA ELD Standards to plan curriculum and instruction for English learners.</p>

CA ELD Standards Augmentation for Science 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.

<p>2</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>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.</p>	<p>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.</p>
<p><b>Applying ELD Standards to Science</b></p>	<p>Students participate in collaborative conversations where they engage in the design and use of models about a phenomenon, process solutions, and collect evidence. During these conversations, they construct claims and support them with reasons and evidence, working collaboratively and taking turns to critique explanations or solutions proposed by their peers by citing relevant evidence. In order to persuade others that their arguments are reasonable and supported by evidence, they may gain and/or hold the floor, provide counterarguments respectfully, or elaborate on a peer's ideas.</p>		
<p><b>Science &amp; Engineering Practices</b></p>	<p>7. Engaging in argument from evidence                      1. Asking questions*                      4. Analyzing and interpreting data*                      5. Using mathematics and computational thinking*</p>		
<p><b>Sample Science Content Example</b></p>	<p>Students work in small groups to construct an argument that some changes caused by heating or cooling can be reversed and some cannot (2-PS1-4). The students have observed plants growing both in the classroom and outdoors, and ask questions about the changes they see (e.g., the effect of frost and heat on leaves of plants). They have built charts to track plant growth and collectively record any changes due to the extreme temperature conditions. The students build on these experiences by observing, comparing, and recording findings from video footage, readings, and demonstrations of the effects of temperature on other materials (e.g., eggs, butter, paper) to formulate claims about reversal of changes on materials by heating and cooling based on the evidence.</p>		

<b>Notes</b>	*An asterisk after a SEP indicates the SEP is related to engaging in the activities described in the content example, but is not directly associated with the referenced PE.
	The sample content example can be adapted for science content at grades K, 1, and 2.
	Refer to the CA NGSS for the complete set of science standards to use along with the CA ELD Standards to plan curriculum and instruction for English learners.

CA ELD Standards Augmentation for Science 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.
<b>Applying ELD Standards to Science</b>	Students adjust their language choices according to purpose and task (e.g., providing evidence to support reasoning used to defend scientific arguments, interpretations, and procedures).		
<b>Science &amp; Engineering Practices</b>	3. Planning and carrying out investigations 1. Asking questions* 4. Analyzing and interpreting data* 8. Obtaining, evaluating, and communicating information*		
<b>Sample Science Content Example</b>	Students plan and conduct an investigation collaboratively to produce data to serve as the basis for evidence to answer a question about what makes sound, by exploring vibrating materials and making materials vibrate (1-PS4-1). They obtain and record information from their explorations, books, and digital media. While working with peers, they plan investigations, predict expected results, make observations, and explain ideas for the task to others, responding to suggestions or questions about their investigation plan. Upon probing by the teacher, they describe observations and how they are recording measurements and findings. They adjust their language for each situation, as they continue refining questions and orally communicating ideas and information related to the investigation tasks.		

<b>Notes</b>	*An asterisk after a SEP indicates the SEP is related to engaging in the activities described in the content example, but is not directly associated with the referenced PE.
	The sample content example can be adapted for science content at grades K, 1, and 2.
	Refer to the CA NGSS for the complete set of science standards to use along with the CA ELD Standards to plan curriculum and instruction for English learners.

CA ELD Standards Augmentation for Science 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.

<b>Applying ELD Standards to Science</b>	Students listen to oral presentations about science and engineering topics and teacher read-alouds of science informational texts. They demonstrate their active listening by asking and answering detailed questions about what they heard.
<b>Science &amp; Engineering Practices</b>	7. Engaging in argument from evidence 1. Asking questions* 8. Obtaining, evaluating, and communicating information*
<b>Sample Science Content Example</b>	Students use and share pictures and drawings, and observe and listen to read-alouds about natural events to construct an argument supported by the evidence about how plants and animals (including humans) can change the environment to meet their needs (K-ESS2-2). They sequence events and compare predictions (based on prior experiences, such as having picked fruit from a tree to eat or having collected and used water from different sources for different purposes) to what occurred (observable events), such as seeing birds gather materials to build nests and drink water from puddles, squirrels storing food, and tree roots breaking the concrete of sidewalks. As they work as a class and in small groups, they ask questions of each other and respond to others in order to identify details and patterns that support their claims.
<b>Notes</b>	*An asterisk after a SEP indicates the SEP is related to engaging in the activities described in the content example, but is not directly associated with the referenced PE.
	The sample content example can be adapted for science content at grades K, 1, and 2.
	Refer to the CA NGSS for the complete set of science standards to use along with the CA ELD Standards to plan curriculum and instruction for English learners.

CA ELD Standards Augmentation for Science Grades K, 1, and 2			
Part I: Interacting in Meaningful Ways B. Interpretive			
6. Reading/viewing closely			
Grade	Emerging	Expanding	Bridging
<b>K</b>	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.
<b>1</b>	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.

<p>2</p>	<p>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.</p>	<p>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.</p>	<p>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>
<p><b>Applying ELD Standards to Science</b></p>	<p>Students obtain and combine information from print and digital sources to explain phenomena and to support analysis, reflection, and research. They observe experiences and read closely to evaluate the need for further information and the quality of the information source, and to explain and predict phenomena.</p>		
<p><b>Science &amp; Engineering Practices</b></p>	<p>6. Constructing explanations 2. Developing and using models* 3. Planning and carrying out investigations* 4. Analyzing and interpreting data*</p>		
<p><b>Sample Science Content Example</b></p>	<p>Students work in small groups and as a class to make observations (firsthand or from media) to construct an evidence-based account for Earth events that occur quickly (e.g., earthquakes) or slowly (e.g., rock erosion) (2-ESS1-1). Students participate in collaborative investigations tumbling various types of rocks in plastic tupperware with water to see if any changes occur, and compare these to a water table mode of erosion (using different soil types and/or different amounts of water) and/or video footage of mud slides, volcanoes, quakes, and beach erosion. Students have conversations where they engage in detailed descriptions and analysis of their observations of text and images, as well as class collaborative and individually recorded ideas, to formulate clarification questions, provide summaries, and share results.</p>		
<p><b>Notes</b></p>	<p>*An asterisk after a SEP indicates the SEP is related to engaging in the activities described in the content example, but is not directly associated with the referenced PE.</p>		
	<p>The sample content example can be adapted for science content at grades K, 1, and 2.</p>		
	<p>Refer to the CA NGSS for the complete set of science standards to use along with the CA ELD Standards to plan curriculum and instruction for English learners.</p>		

CA ELD Standards Augmentation for Science 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.
<b>Applying ELD Standards to Science</b>	When critiquing others' presentations on scientific 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><b>Science &amp; Engineering Practices</b></p>	<p>3. Planning and carrying out investigations (make observations)                      4. Analyzing and interpreting data*                      8. Obtaining, evaluating, and communicating information*</p>
<p><b>Sample Science Content Example</b></p>	<p>Students use observations and daily firsthand recordkeeping of the sun (where it is in the sky at different times of the day; the changes in a shadow throughout the day) and moon (where it is in the night sky in relation to their house), and use media and observations about the stars to describe patterns that can be predicted (1-ESS1-1). They share the recorded information via charts, pictures, and writings to compare predictions and analyze the patterns of these phenomena.</p> <p>As students report patterns of motion of the sun, moon, and stars in the sky, they select specific language needed for clarity, and can analyze other writers' use of language. For example, when the sun and moon move across the sky, they "appear to <i>rise</i> on one part of the sky, and <i>move across</i> the sky, to <i>set</i> on another part of the sky."</p>
<p><b>Notes</b></p>	<p>*An asterisk after a SEP indicates the SEP is related to engaging in the activities described in the content example, but is not directly associated with the referenced PE.</p> <p>The sample content example can be adapted for science content at grades K, 1, and 2.</p> <p>Refer to the CA NGSS for the complete set of science standards to use along with the CA ELD Standards to plan curriculum and instruction for English learners.</p>

CA ELD Standards Augmentation for Science 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.
<b>Applying ELD Standards to Science</b>	When reading or listening to others' presentations on scientific topics, students can distinguish how the writer's or speaker's selection of different words or phrases with related meanings (e.g., <i>rough</i> versus <i>rainy</i> versus <i>bumpy</i> ) affects the audience's understanding.		

<p><b>Science &amp; Engineering Practices</b></p>	<p>3. Planning and carrying out investigations                      4. Analyzing and interpreting data*                      8. Obtaining, evaluating, and communicating information*</p>
<p><b>Sample Science Content Example</b></p>	<p>As small groups of students engage in analysis of different kinds of materials, they record their observable properties and communicate their findings with others (2-PS1-1). For example, as students observe different textured soil materials, they may cluster them by the texture, color, size, and type of materials they contain. During the process, they may encounter multiple ways to describe the texture of a rough sandy soil as they compare it to the texture of planting soil, which is softer; when given varied types of sand grain types, they may need to further identify words with similar meanings to more accurately describe their samples. During a gallery walk to view how other groups have organized their information, students identify words their team had not used to add to their own group's glossary.</p>
<p><b>Notes</b></p>	<p>*An asterisk after a SEP indicates the SEP is related to engaging in the activities described in the content example, but is not directly associated with the referenced PE.</p> <p>The sample content example can be adapted for science content at grades K, 1, and 2.</p> <p>Refer to the CA NGSS for the complete set of science standards to use along with the CA ELD Standards to plan curriculum and instruction for English learners.</p>

CA ELD Standards Augmentation for Science 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).
<b>Applying ELD Standards to Science</b>	Students plan and deliver oral presentations on scientific topics.		

<p><b>Science &amp; Engineering Practices</b></p>	<p>4. Analyzing and interpreting data          3. Planning and carrying out investigations*          5. Using mathematics and computational thinking*          6. Constructing explanations*          7. Engaging in argument from evidence*          8. Obtaining, evaluating, and communicating information*</p>
<p><b>Sample Science Content Example</b></p>	<p>Students conduct permeability investigations to determine which soil type (sand, clay, or loam) would be most suitable for the garden path in the school, for planting, and for making ceramic signs to identify the plants (2-PS1-2). They make observations (firsthand and with additional support evidence from media) and record measurements of the soils' permeability. Through pictures, drawings, and/or charting their observations, students prepare their assigned group soil findings to present to others. Collectively, they synthesize a class chart and summary concluding statements, using sentence starters such as: "The finer the grain size, the more _____" or "The larger the grain size, the more _____."</p>
<p><b>Notes</b></p>	<p>*An asterisk after a SEP indicates the SEP is related to engaging in the activities described in the content example, but is not directly associated with the referenced PE.</p> <hr/> <p>The sample content example can be adapted for science content at grades K, 1, and 2.</p> <hr/> <p>Refer to the CA NGSS for the complete set of science standards to use along with the CA ELD Standards to plan curriculum and instruction for English learners.</p>

CA ELD Standards Augmentation for Science Grades K, 1, and 2			
Part I: Interacting in Meaningful Ways C. Productive			
10. Composing/Writing			
Grade	Emerging	Expanding	Bridging
<b>K</b>	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.
<b>1</b>	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><b>Applying ELD Standards to Science</b></p>	<p>Students write a variety of science texts, such as explanatory reports or descriptive paragraphs, and create charts, tables, and diagrams as relevant to the task.</p>		
<p><b>Science &amp; Engineering Practices</b></p>	<p>4. Analyzing and interpreting data (use observations to describe patterns)                      1. Asking questions*                      3. Planning and carrying out investigations*                      5. Using mathematics and computational thinking*                      6. Constructing explanations*</p>		
<p><b>Sample Science Content Example</b></p>	<p>Students view and explore what plants and animals (including humans) need to survive (K-LS1-1) and record their observations and write their analyses. For example, students observe how plants in different environments grow (e.g., one plant near a window and another in a dark corner), recording their observations on a T chart and writing a summary of their conclusions.</p>		
<p><b>Notes</b></p>	<p>*An asterisk after a SEP indicates the SEP is related to engaging in the activities described in the content example, but is not directly associated with the referenced PE.</p> <p>The sample content example can be adapted for science content at grades K, 1, and 2.</p> <p>Refer to the CA NGSS for the complete set of science standards to use along with the CA ELD Standards to plan curriculum and instruction for English learners.</p>		

CA ELD Standards Augmentation for Science 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., My favorite book is X because X.) referring to the text or to relevant background knowledge.	Offer opinions and provide good reasons and some textual evidence or relevant background knowledge (e.g., paraphrased examples from text or knowledge of content).	Offer opinions and provide good reasons with detailed textual evidence or relevant background knowledge (e.g., specific examples from text or knowledge of content).
1	Offer opinions and provide good reasons (e.g., My favorite book is X because X) referring to the text or to relevant background knowledge.	Offer opinions and provide good reasons and some textual evidence or relevant background knowledge (e.g., paraphrased examples from text or knowledge of content).	Offer opinions and provide good reasons with detailed textual evidence or relevant background knowledge (e.g., specific examples from text or knowledge of content).
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.
<b>Applying ELD Standards to Science</b>	Students construct and support arguments in science with evidence, data, and/or a model. They compare and refine arguments based on evaluation of the evidence presented.		
<b>Science &amp; Engineering Practices</b>	2. Developing and using models 7. Engaging in argument from evidence*		

<p><b>Sample Science Content Example</b></p>	<p>In small groups, students engage in developing models to represent the shapes and kinds of land and bodies of water in an area (2-ESS2-2). Each group examines graphics of a different type of landscape, labeling and writing brief text explanations on the location and characteristics of the area. Students collaborate and plan with their peers, utilizing the image and text evidence to support their choices for the materials, size, and process to develop their models.</p>
<p><b>Notes</b></p>	<p>*An asterisk after a SEP indicates the SEP is related to engaging in the activities described in the content example, but is not directly associated with the referenced PE.</p>
	<p>The sample content example can be adapted for science content at grades K, 1, and 2.</p>
	<p>Refer to the CA NGSS for the complete set of science standards to use along with the CA ELD Standards to plan curriculum and instruction for English learners.</p>

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

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

**12. Selecting language resources**

Grade	Emerging	Expanding	Bridging
<b>K</b>	<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><b>Applying ELD Standards to Science</b></p>	<p>Students use general academic and domain-specific vocabulary and select appropriate affixes, synonyms, and antonyms when writing or speaking about science content.</p>		

<p><b>Science &amp; Engineering Practices</b></p>	<p>4. Analyzing and interpreting data                      1. Asking questions (for science) and defining problems (for engineering)*                      3. Planning and carrying out investigations*                      6. Constructing explanations and designing solutions*                      8. Obtaining, evaluating, and communicating information*</p>
<p><b>Sample Science Content Example</b></p>	<p>Students design solutions to change the direction and speed of objects rolling on a ramp (K-PS2-2), and determine if the solutions worked as intended. As they design the solutions and gather data on the results, they recount observations (e.g., "The marble rolled faster when the end of the ramp was higher") and use general academic and domain-specific words and phrases specific to the task (e.g., <i>speed, direction, distance, increase, decrease</i>).</p>
<p><b>Notes</b></p>	<p>*An asterisk after a SEP indicates the SEP is related to engaging in the activities described in the content example, but is not directly associated with the referenced PE.</p> <p>The sample content example can be adapted for science content at grades K, 1, and 2.</p> <p>Refer to the CA NGSS for the complete set of science standards to use along with the CA ELD Standards to plan curriculum and instruction for English learners.</p>

**CA ELD Standards Augmentation for Science  
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) 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><b>Applying ELD Standards to Science</b></p>	<p>Text types in science include simulations, videos, diagrams, charts, tables, informational narratives, graphics, and labeled illustrations depicting processes, structures, and relationships—among others. Students increase understanding of text by using it in context with the content and investigations, and by having explicit instruction about the organization of the text and its purpose.</p>		

<p><b>Science &amp; Engineering Practices</b></p>	<p>2. Developing and using models                  3. Planning and carrying out investigations*                  4. Analyzing and interpreting data*                  7. Engaging in argument from evidence*</p>
<p><b>Sample Science Content Example</b></p>	<p>Students develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem (K-2-ETS1-2). For example, teams of students may explore how to refine a boat design using aluminum foil, and test how many pennies it can hold before it sinks. Each team of students can learn from the previous design as they take turns to test them. They use different text formats during the process: e.g., a table to record the number of pennies; an illustration with labels to indicate the boat designs; and a descriptive narrative to summarize the process.</p>
<p><b>Notes</b></p>	<p>*An asterisk after a SEP indicates the SEP is related to engaging in the activities described in the content example, but is not directly associated with the referenced PE.</p> <p>The sample content example can be adapted for science content at grades K, 1, and 2.</p> <p>Refer to the CA NGSS for the complete set of science standards to use along with the CA ELD Standards to plan curriculum and instruction for English learners.</p>

CA ELD Standards Augmentation for Science 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><b>Applying ELD Standards to Science</b></p>	<p>Students apply understanding of how ideas, events, or reasons are linked throughout science texts using a variety of connecting words or phrases (e.g., <i>for example, after that, first/second/third</i>) to comprehending and writing science texts.</p>		
<p><b>Science &amp; Engineering Practices</b></p>	<p>2. Developing and using models 3. Planning and carrying out investigations* 4. Analyzing and interpreting data* 7. Engaging in argument from evidence*</p>		
<p><b>Sample Science Content Example</b></p>	<p>Upon completion of testing boat, bridge, or tower designs, students may dictate and/or independently write a narrative of their exploration in their science notebooks, or as a whole class on a chart with teacher assistance (K-2-ETS1-2). They may use connecting words and phrases in narratives such as the following: <i>At first, we each had a job to do—to count marbles, to build the boat, to observe the level of the water, and to list the steps we took. Then, we rotated these jobs, so everyone got to test their own boat. We all helped each other. Each time we tried a new boat design, we knew what not to do. Finally, the last boat design held the most pennies.</i></p>		

<b>Notes</b>	*An asterisk after a SEP indicates the SEP is related to engaging in the activities described in the content example, but is not directly associated with the referenced PE.
	The sample content example can be adapted for science content at grades K, 1, and 2.
	Refer to the CA NGSS for the complete set of science standards to use along with the CA ELD Standards to plan curriculum and instruction for English learners.

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

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

**3. Using verbs and verb phrases**

<b>Grade</b>	<b>Emerging</b>	<b>Expanding</b>	<b>Bridging</b>
<b>K</b>	<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>
----------	---	--	---

<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><b>Applying ELD Standards to Science</b></p>	<p>Students use a variety of verb types and appropriate verb tenses to express their understanding of scientific concepts and phenomena.</p>		
<p><b>Science &amp; Engineering Practices</b></p>	<p>4. Analyzing and interpreting data                  2. Developing and using models*                  6. Constructing explanations (for science) and designing solutions (for engineering)*                  8. Obtaining, evaluating, and communicating information*</p>		
<p><b>Sample Science Content Example</b></p>	<p>Students working in small groups to create boat models (K-2-ETS1-3) provide feedback to their peers, using appropriate verb tenses (e.g., <i>At first, we all <u>wanted</u> to make our own boats, but we <u>learned</u> the jobs. We <u>waited</u> for our turns</i>).</p>		

<b>Notes</b>	*An asterisk after a SEP indicates the SEP is related to engaging in the activities described in the content example, but is not directly associated with the referenced PE.
	The sample content example can be adapted for science content at grades K, 1, and 2.
	Refer to the CA NGSS for the complete set of science standards to use along with the CA ELD Standards to plan curriculum and instruction for English learners.

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

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

**4. Using nouns and noun phrases**

<b>Grade</b>	<b>Emerging</b>	<b>Expanding</b>	<b>Bridging</b>
<b>K</b>	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.
<b>1</b>	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>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><b>Applying ELD Standards to Science</b></p>	<p>In science and engineering, oral and written texts 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><b>Science &amp; Engineering Practices</b></p>	<p>6. Constructing explanations (for science) and designing solutions (for engineering)          4. Analyzing and interpreting data*          8. Obtaining, evaluating, and communicating information*</p>		
<p><b>Sample Science Content Example</b></p>	<p>Students explore the use of tools and materials to design and build a structure that will reduce the warming effect of sunlight on an area (K-PS3-2 and K-2ETS2-1-2). They may use expanded noun phrases such as the following:  <i>The <u>largest model</u> we have is <u>a canopy in our playground</u>. The <u>smallest model to block the sunlight</u> we see in our classroom is <u>a sun cap</u>. Can you think of a <u>medium-size sun blocker</u>? When you are out in a pool, what blocks the sun? What might we build or use that does the same?</i></p>		
<p><b>Notes</b></p>	<p>*An asterisk after a SEP indicates the SEP is related to engaging in the activities described in the content example, but is not directly associated with the referenced PE.</p> <p>The sample content example can be adapted for science content at grades K, 1, and 2.</p> <p>Refer to the CA NGSS for the complete set of science standards to use along with the CA ELD Standards to plan curriculum and instruction for English learners.</p>		

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

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

**5. Modifying to add details**

<b>Grade</b>	<b>Emerging</b>	<b>Expanding</b>	<b>Bridging</b>
<b>K</b>	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.
<b>1</b>	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><b>Applying ELD Standards to Science</b></p>	<p>Students use modifying words and phrases to express their understanding of scientific concepts and phenomena.</p>		
<p><b>Science &amp; Engineering Practices</b></p>	<p>8. Obtaining, evaluating, and communicating information 4. Analyzing data* 6. Constructing explanations*</p>		
<p><b>Sample Science Content Example</b></p>	<p>Students have been exploring how plants and animals' structures are similar between parent and young (offspring), and the teacher invites the children to explore the patterns in the behavior of parents and offspring that help offspring survive (1-LS1-2) by reading texts and using media, modeling the use of adverbials: "When animals are young [time], they signal their needs to their parents by calling loudly [manner] or softly [manner]. Depending on how many [quantity] babies there are, and the distance from their parent [place]. Some [quantity] animals cry, others chirp, and others make all sorts [quantity] of sounds. Usually [manner] the parents feed and comfort their young."</p>		
<p><b>Notes</b></p>	<p>*An asterisk after a SEP indicates the SEP is related to engaging in the activities described in the content example, but is not directly associated with the referenced PE. The sample content example can be adapted for science content at grades K, 1, and 2. Refer to the CA NGSS for the complete set of science standards to use along with the CA ELD Standards to plan curriculum and instruction for English learners.</p>		

CA ELD Standards Augmentation for Science 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. -&gt; 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. -&gt; The boy was hungry so he ate a sandwich</i> ) in shared language activities guided by the teacher and independently.

<p>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</i> . -&gt; <i>The boy was hungry so he ate a sandwich</i>) independently.</p>
<p><b>Applying ELD Standards to Science</b></p>	<p>Students combine clauses in a variety of ways to express ideas about scientific concepts and phenomena.</p>		
<p><b>Science &amp; Engineering Practices</b></p>	<p>6. Constructing explanations (for science) and designing solutions (for engineering)                  7. Engaging in argument from evidence*                  8. Obtaining, evaluating, and communicating information*</p>		
<p><b>Sample Science Content Example</b></p>	<p>Students use materials to design a solution to a human problem by mimicking how plants and/or animals use their external parts to help them survive, grow, and meet their needs (1-LS1-1). As they investigate mimicking solutions for clothing or equipment inspired by nature, they may combine clauses in the following ways:  <i>A turtle hides under its shell when threatened by a predator.</i> [time]  <i>Although the turtle may be turned upside down, the shell provides protection.</i> [concession]  <i>Because we design biking helmets to resemble turtle shells, they protect us.</i> [reason]</p>		
<p><b>Notes</b></p>	<p>*An asterisk after a SEP indicates the SEP is related to engaging in the activities described in the content example, but is not directly associated with the referenced PE.                  The sample content example can be adapted for science content at grades K, 1, and 2.                  Refer to the CA NGSS for the complete set of science standards to use along with the CA ELD Standards to plan curriculum and instruction for English learners.</p>		

CA ELD Standards Augmentation for Science 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.

<p>2</p>	<p>Condense clauses in simple ways (e.g., changing: <i>It's green. It's red. -&gt; It's green and red</i>) to create precise and detailed sentences in shared language activities guided by the teacher and sometimes independently.</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. -&gt; It's a green and red plant that's found in the rain forest</i>) to create precise and detailed sentences with increasing independence.</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. -&gt; It's a green and red plant that's found in the tropical rain forest</i>) to create precise and detailed sentences independently.</p>
<p><b>Applying ELD Standards to Science</b></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><b>Science &amp; Engineering Practices</b></p>	<p>3. Planning and carrying out investigations 4. Analyzing and interpreting data* 6. Constructing explanations*</p>		
<p><b>Sample Science Content Example</b></p>	<p>With guidance, students plan and conduct an investigation in collaboration with peers by doing observations to determine the effects of sunlight on Earth's surface (K-PS3-1). They place pieces of white or black paper with thermometers on them in a sunny area of the playground. At intervals for a period of time, the teacher and students measure the temperature in each area and chart it on a table.</p> <p>For example: <i>The white paper is colder. The black paper is warmer. The temperature is different. This morning it was colder. This afternoon it was warmer.</i></p> <p>With support from the teacher, students can then condense clauses, summarizing as follows: <i>This morning we put the white and black paper in the sun, and the temperatures measured the same when we started. Later, the black paper was warmer, and the white was cooler. By the end of the day, the black paper was the warmest.</i></p>		

<b>Notes</b>	*An asterisk after a SEP indicates the SEP is related to engaging in the activities described in the content example, but is not directly associated with the referenced PE.
	The sample content example can be adapted for science content at grades K, 1, and 2.
	Refer to the CA NGSS for the complete set of science 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 Science 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.

<b>Applying ELD Standards to Science</b>	Students engage in class, small group, and partner conversations where they ask and respond to questions, build on others' ideas, and work collaboratively to define problems, plan and carry out investigations, construct explanations, and design solutions.
<b>Science &amp; Engineering Practices</b>	1. Asking questions (for science) and defining problems (for engineering) 3. Planning and carrying out investigations* 6. Constructing explanations (for science) and designing solutions (for engineering)*
<b>Sample Science Content Example</b>	Students work in small groups to observe phenomena related to magnetic interactions between two objects not in contact with each other (3-PS2-3). They must predict and then determine if a small broken magnet will work as a latch for a classroom supplies box. The students ask questions about the properties of magnets and other materials, and about the magnet's magnetic forces and the forces' effect on the various materials. During the collaborative conversation, the students ask and respond to questions; build on, affirm, and provide feedback on one another's ideas; add relevant information; and collectively make predictions. After experimentation and analysis of data, students collectively propose a design for using the broken magnet piece as a latch for the supply box (3-PS2-4).
<b>Notes</b>	*An asterisk after a SEP indicates the SEP is related to engaging in the activities described in the content example, but is not directly associated with the referenced PE.
	The sample content example can be adapted for science content at grades 3, 4, and 5.
	Refer to the CA NGSS for the complete set of science standards to use along with the CA ELD Standards to plan curriculum and instruction for English learners.

<b>CA ELD Standards Augmentation for Science Grades 3, 4, and 5</b>			
<b>Part I: Interacting in Meaningful Ways A. Collaborative</b>			
<b>2. Interacting via written English</b>			
<b>Grade</b>	<b>Emerging</b>	<b>Expanding</b>	<b>Bridging</b>
<b>3</b>	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.
<b>4</b>	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.
<b>5</b>	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.
<b>Applying ELD Standards to Science</b>	Students conduct short research projects to build knowledge through investigation. They recall relevant information from experiences or gather relevant information from print and digital sources, take notes and categorize information, use credible and relevant sources to provide evidence, and represent their research in writing and through multimedia.		

<p><b>Science &amp; Engineering Practices</b></p>	<p>8. Obtaining, evaluating, and communicating information                      1. Asking questions (science) and defining problems (engineering)*                      6. Constructing explanations (science) and designing solutions (engineering)*                      7. Engaging in argument from evidence*</p>
<p><b>Sample Science Content Example</b></p>	<p>Students have been engaged in the phenomena of energy transformation (4-ESS3-1). Students work in small groups to conduct a short research project on different aspects of human impact on Earth's resources. They obtain and combine information to explain how energy and fuels are derived from natural resources and how their uses affect the environment. The students use books, Internet sources, and other reliable media to work together to construct a coherent explanation of how human uses of energy derived from natural resources have effects on the environment in multiple ways, how some resources are renewable while others are not, and possible actions humans could take in the future. The small group co-constructs the written explanation and prepares a digital presentation with relevant graphics to present their research.</p>
<p><b>Notes</b></p>	<p>*An asterisk after a SEP indicates the SEP is related to engaging in the activities described in the content example, but is not directly associated with the referenced PE.</p> <p>The sample content example can be adapted for science content at grades 3, 4, and 5.</p> <p>Refer to the CA NGSS for the complete set of science standards to use along with the CA ELD Standards to plan curriculum and instruction for English learners.</p>

CA ELD Standards Augmentation for Science 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><b>Applying ELD Standards to Science</b></p>	<p>Students participate in collaborative conversations where they engage in design and use of models about phenomena, process solutions, and collect evidence. During these conversations, they construct claims and support them with reasons and evidence, working collaboratively to critique explanations or solutions proposed by their peers by citing relevant evidence. In order to persuade others that their arguments are reasonable and supported by evidence, they may gain and/or hold the floor, provide counterarguments respectfully, or elaborate on a peer's ideas.</p>		
<p><b>Science &amp; Engineering Practices</b></p>	<p>7. Engaging in argument from evidence 2. Developing and using models*</p>		
<p><b>Sample Science Content Example</b></p>	<p>Students have observed, through pictures and simulations, some representations of the movement of matter within ecosystems. The students build on those experiences by using their science texts and notes as they collaboratively construct their models. Each group constructs an argument about its model, focusing on the movement of matter among plants, animals, decomposers, and the environment. Groups share their models, providing feedback to other teams' models, through co-constructing criteria on the effectiveness, types of materials and representations used, and whether the cycling of matter is accurate (5-LS2-1). During their conversations, the students refer to a large chart on the classroom wall that contains several options for language functions, such as entering a conversation (e.g., <i>One/another piece of evidence that supports our argument is . . .</i> ); agreeing and disagreeing (e.g., <i>I can see your design has "X". . . however, . . .</i> ); or elaborating on an idea (e.g., <i>That's a good choice for . . . , and I'd like to add that . . .</i> ).</p>		

<b>Notes</b>	<p>*An asterisk after a SEP indicates the SEP is related to engaging in the activities described in the content example, but is not directly associated with the referenced PE.</p>
	<p>The sample content example can be adapted for science content at grades 3, 4, and 5.</p>
	<p>Refer to the CA NGSS for the complete set of science standards to use along with the CA ELD Standards to plan curriculum and instruction for English learners.</p>

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

<b>Science &amp; Engineering Practices</b>	8. Obtaining, evaluating, and communicating information
<b>Sample Science Content Example</b>	<p>Students have observed hazardous phenomena (e.g., earthquakes, tornadoes). They next work in small groups to conduct a short research project on reducing the impacts of natural Earth processes on humans with a culminating task of a written explanation and an oral presentation using multimedia (4-ESS3-1, 3-5-ETS1-2). When they engage in collaborative conversations about the information they are gathering in their research, they choose to use more everyday English, strategically selecting some domain-specific vocabulary that they are learning through the research (e.g., nonrenewable energy resources, fossil and fissile materials). As they prepare their written explanation report, they co-construct the explanation orally, using everyday English, and then, as they collaboratively construct the written explanation, they discuss which language is most appropriate and powerful to use, based on purpose (to explain multiple solutions to the design problem), task (providing clear and coherent information in written form, using topic-relevant technical terms), and audience (their peers and teacher).</p>
<b>Notes</b>	*An asterisk after a SEP indicates the SEP is related to engaging in the activities described in the content example, but is not directly associated with the referenced PE.
	The sample content example can be adapted for science content at grades 3, 4, and 5.
	Refer to the CA NGSS for the complete set of science standards to use along with the CA ELD Standards to plan curriculum and instruction for English learners.

CA ELD Standards Augmentation for Science 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.
<b>Applying ELD Standards to Science</b>	Students listen to oral presentations about science and engineering topics and teacher read-alouds of science informational texts. They demonstrate their active listening by asking and answering detailed questions about what they heard.		

<b>Science &amp; Engineering Practices</b>	1. Asking questions (for science) and defining problems (for engineering) 8. Obtaining, evaluating, and communicating information*
<b>Sample Science Content Example</b>	Students have experimented with magnets, and have observed videos of various inventions using magnets and electricity. They then listen to a teacher read aloud from an informational text about cause and effect relationships of electrical and magnetic interactions between two objects and how inventors design solutions to problems using these scientific principles (3PS2-3, 3PS2-4). At strategic points during the teacher read-aloud, students discuss in pairs open-ended, detailed questions designed to promote extended discourse (e.g., In what ways does a magnet affect a compass? How do we know? / What changes would you make to X design to make it better?).
<b>Notes</b>	*An asterisk after a SEP indicates the SEP is related to engaging in the activities described in the content example, but is not directly associated with the referenced PE.
	The sample content example can be adapted for science content at grades 3, 4, and 5.
	Refer to the CA NGSS for the complete set of science standards to use along with the CA ELD Standards to plan curriculum and instruction for English learners.

CA ELD Standards Augmentation for Science 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>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><b>Applying ELD Standards to Science</b></p>	<p>Students obtain and combine information from print and digital sources to explain phenomena and to support analysis, reflection, and research. They observe experiences and read closely to evaluate the merit and accuracy of ideas and methods and to explain the variables that describe and predict phenomena.</p>		
<p><b>Science &amp; Engineering Practices</b></p>	<p>4. Analyzing and interpreting data 8. Obtaining, evaluating, and communicating information</p>		

<p><b>Sample Science Content Example</b></p>	<p>In order to better explain the phenomena of renewable and nonrenewable energy resources, students work in small groups to conduct a short research project. They read texts closely and analyze and interpret data from maps to identify land features of Earth that may hold or harness natural resources, and to explain how energy and fuels are derived from natural resources (e.g. wind energy, water in dams, nonrenewable energy resources, fossil and fissile materials) and how their uses affect the environment (e.g. loss of habitat by use of dams or surface mining, or air pollution by use of fossil fuels) (4-ESS2-2 and 4-ESS3-1). The students gather evidence and draw inferences from books, Internet sources, and other reliable media as they work together to construct a coherent explanation of how human uses of energy derived from natural resources have effects on the environment in multiple ways, how some resources are renewable while others are not, locations on Earth where large-scale system interactions take place, and where possible low-environmental-impact actions by humans could be taken for the future (e.g., harnessing thermal heat, harnessing wind currents on mountain ranges). The small group co-constructs the written explanation and prepares a digital presentation with relevant graphics to present its careful reading and interpretation of the textual sources used in its research.</p>
<p><b>Notes</b></p>	<p>*An asterisk after a SEP indicates the SEP is related to engaging in the activities described in the content example, but is not directly associated with the referenced PE.</p> <p>The sample content example can be adapted for science content at grades 3, 4, and 5.</p> <p>Refer to the CA NGSS for the complete set of science standards to use along with the CA ELD Standards to plan curriculum and instruction for English learners.</p>

CA ELD Standards Augmentation for Science 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.

<p>5</p>	<p>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.</p>	<p>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.</p>	<p>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>
<p><b>Applying ELD Standards to Science</b></p>	<p>When critiquing others' presentations on scientific 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><b>Science &amp; Engineering Practices</b></p>	<p>2. Developing and using models 6. Constructing explanations (for science) and designing solutions (for engineering)*</p>		
<p><b>Sample Science Content Example</b></p>	<p>Students have been observing matter that is made of parts (e.g., table made of wood and legs; coat made of sleeves, buttons; clock made of hands, gears). The students are presented with a large LEGO structure and asked to describe its component parts (smaller pieces). Finally they respond to an odor (perfume) moving across a room and observe food coloring in heated water. As a next step, they are asked to create a model on their whiteboards to describe what matter is made of (5-PS1-1). In preparation for their presentation, the class generates a rubric by which to judge the models: components are labeled; the model explains relationships of the components; and the model can be used to make predictions/explanations. In addition, the class decides that they will look for how clearly the presenters share their models.</p>		

<b>Notes</b>	<p>*An asterisk after a SEP indicates the SEP is related to engaging in the activities described in the content example, but is not directly associated with the referenced PE.</p>
	<p>The sample content example can be adapted for science content at grades 3, 4, and 5.</p>
	<p>Refer to the CA NGSS for the complete set of science standards to use along with the CA ELD Standards to plan curriculum and instruction for English learners.</p>

CA ELD Standards Augmentation for Science 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 an <i>expert</i> ) and figurative language (e.g., <i>as big as a whale</i> ) 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.
5	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> ).	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., she ran <i>like a cheetah</i> ) produce shades of meaning and different effects on the audience.	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><b>Applying ELD Standards to Science</b></p>	<p>When reading or listening to others' presentations on scientific topics, students can distinguish how the writer's or speaker's selection of different words or phrases with related meanings (e.g., <i>clear</i> versus <i>transparent</i> versus <i>translucent</i>) affects the audience's understanding.</p>
<p><b>Science &amp; Engineering Practices</b></p>	<p>2. Developing and using models 1. Asking questions (science) and identifying problems (engineering)*</p>
<p><b>Sample Science Content Example</b></p>	<p>Using flashlights and various materials (mirror, Mylar, report covers of different colors, plates, paper, cardboard, and fabric), students draw patterns of the way light travels, reflecting and/or being absorbed or refracted by the different materials (4-PS4-2). As the conversations take place, students refer to a Word Wall concurrently created as the teacher listens to students' conversations and incorporates it into the instructional process. This visual cue helps to remind students of the slight differences in terms for describing how the light travels through or reflects off the materials. Students remind each other when to use <i>opaque</i>, <i>dark</i>, or <i>blocking</i> vs. <i>clear</i>, <i>translucent</i>, <i>see-through</i>, or <i>transparent</i> throughout the investigations. They record in their journals the material used and its "quality or characteristic opacity," as well as make a model drawing of the light pathway.</p>
<p><b>Notes</b></p>	<p>*An asterisk after a SEP indicates the SEP is related to engaging in the activities described in the content example, but is not directly associated with the referenced PE.</p>
	<p>The sample content example can be adapted for science content at grades 3, 4, and 5.</p>
	<p>Refer to the CA NGSS for the complete set of science standards to use along with the CA ELD Standards to plan curriculum and instruction for English learners.</p>

CA ELD Standards Augmentation for Science 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>
----------	---	--	---

<p>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. 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. 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><b>Applying ELD Standards to Science</b></p>	<p>a. Students write a variety of science texts, such as explanatory reports or descriptions of procedures, data, and observations, and create charts, tables, diagrams, and graphics as relevant to the task.</p>		
<p><b>Science &amp; Engineering Practices</b></p>	<p>3. Planning and conducting an investigation          6. Constructing explanations (for science) and designing solutions (for engineering)          7. Constructing an argument          2. Developing a model</p>		

<p><b>Sample Science Content Example</b></p>	<p>a. When students are observing and explaining the phenomenon of energy transformations, they may begin by categorizing the varying forms of energy (light, sound, heat, electric current, mechanical and chemical) and creating a list of existing examples for each, accessing experiential knowledge and language reservoirs (4-PS3-2). Ultimately, to emphasize energy transference from one place to another for the purposes of communication, students prepare a written report to generate, analyze, interpret, and describe multiple solutions that use patterns to transfer information (e.g., coded information through sound of drumming, Morse code, binary number encoding such as DVD and pricing tags, as well as simplified computer programming software/gaming) (4-PS4-3).</p> <p>b. Students notice that a car light shining on an animal at night reveals the animal's glowing eyes. To explain this phenomenon, students observe the structure and function of the human eye, and compare it to those of other organisms (4-LS1-1, 4-PS4-2). They create tables with brief descriptions that characterize the placement of each organism's eyes and the rationale for such placement (e.g., side placement allows animals to see both in front and behind, so as to be aware of predators).</p>
<p><b>Notes</b></p>	<p>*An asterisk after a SEP indicates the SEP is related to engaging in the activities described in the content example, but is not directly associated with the referenced PE.</p> <p>The sample content example can be adapted for science content at grades 3, 4, and 5.</p> <p>Refer to the CA NGSS for the complete set of science standards to use along with the CA ELD Standards to plan curriculum and instruction for English learners.</p>

<b>CA ELD Standards Augmentation for Science Grades 3, 4, and 5</b>			
<b>Part I: Interacting in Meaningful Ways C. Productive</b>			
<b>9. Presenting</b>			
<b>Grade</b>	<b>Emerging</b>	<b>Expanding</b>	<b>Bridging</b>
<b>3</b>	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).
<b>4</b>	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.
<b>5</b>	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.

<p><b>Applying ELD Standards to Science</b></p>	<p>Students plan and deliver oral presentations on scientific topics.</p>
<p><b>Science &amp; Engineering Practices</b></p>	<p>2. Developing and using models 6. Constructing explanations (for science) and designing solutions (for engineering) 8. Obtaining, evaluating, and communicating information*</p>
<p><b>Sample Science Content Example</b></p>	<p>Students have been studying the concept that organisms have unique and diverse life cycles but all have in common birth, growth, reproduction, and death (3-LS1-1). Their study has included research, investigations, and looking for patterns in various examples of life cycles. Students are ready to plan and deliver an oral presentation of their findings, using pictures or realia for a drama representation of assigned organisms as evidence to explain how the variations in characteristics among individuals of the same species may provide advantages in surviving, finding mates, and reproducing (e.g., plants with thorns vs. not; camouflage) (3-LS4-2). The teacher has modeled, with one example, some of the characteristics and built, with student input, a Word Wall with illustrations for student reference. The teacher lists clear goals for the presentations and discusses them with the students. As students work in their groups, they identify, in their text and visual resources, the patterns for the life cycle of their group's organism and use materials provided (e.g., cotton, yarn, colors, tape, cardboard, chart paper) to build, refine, and prepare their models of the life cycle to share with their peers. They compare their information with groups having a similar organism, to discuss patterns they find (e.g., birds have eggs --&gt; chicks--&gt; adult bird / moth and butterfly (all insects) have eggs--&gt; larva (caterpillar stage) --&gt; pupa --&gt; adult insect). With teacher facilitation, students chart the emergent patterns and discuss which organisms have better chances of living, growing, and surviving.</p> <p>Once the model of the life cycle is drawn/built, each team is ready to give its oral presentation. Peers listen and get insight on their peers' presentations and gain teacher/student feedback to refine their own.</p>

<b>Notes</b>	*An asterisk after a SEP indicates the SEP is related to engaging in the activities described in the content example, but is not directly associated with the referenced PE.
	The sample content example can be adapted for science content at grades 3, 4, and 5.
	Refer to the CA NGSS for the complete set of science standards to use along with the CA ELD Standards to plan curriculum and instruction for English learners.

CA ELD Standards Augmentation for Science 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><b>Applying ELD Standards to Science</b></p>	<p>Students construct and support arguments in science with evidence, data, and/or a model. They compare and refine arguments based on evaluation of the evidence presented.</p>		
<p><b>Science &amp; Engineering Practices</b></p>	<p>4. Analyzing and interpreting data 7. Engaging in argument from evidence</p>		
<p><b>Sample Science Content Example</b></p>	<p>Students gather and represent data in tables and graphical displays to describe typical weather conditions expected during a particular season (e.g., winter) (3-ESS2-1) in order to reveal patterns that indicate relationships. Students further analyze data to make sense of phenomena, through the use of logical reasoning, mathematics, and/or computation. They use the data to persuade others with quantitative details and background on the effect of heavy rains in specific locations vulnerable to flooding.</p> <p>Then they make a claim about the merit of a design solution that reduces the impacts of a hazard. Students collect information to write and support their claim that a barrier would prevent flooding during heavy storms ( e.g., The levee would probably prevent flooding if . . . ) (3-ESS3-1).</p>		

<b>Notes</b>	<p>*An asterisk after a SEP indicates the SEP is related to engaging in the activities described in the content example, but is not directly associated with the referenced PE.</p>
	<p>The sample content example can be adapted for science content at grades 3, 4, and 5.</p>
	<p>Refer to the CA NGSS for the complete set of science standards to use along with the CA ELD Standards to plan curriculum and instruction for English learners.</p>

**CA ELD Standards Augmentation for Science  
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>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><b>Applying ELD Standards to Science</b></p>	<p>Students use a variety of vocabulary and select appropriate affixes when writing or speaking about science content.</p>		
<p><b>Science &amp; Engineering Practices</b></p>	<p>4. Analyzing and interpreting data                  7. Engaging in argument from evidence 1. Asking questions (for science) and defining problems (for engineering)*                  2. Developing and using models*</p>		
<p><b>Sample Science Content Example</b></p>	<p>Students ask questions that can be investigated to graphically represent patterns of the relationship among the light of the sun and the length and direction of shadows, day and night, and the seasonal appearance of stars in the night sky (5-ESS1-2). Later, students develop models using an analogy, example, or abstract representation to support an argument that differences in the apparent brightness of the sun compared to other stars are due to their relative distances from Earth (5-ESS1-1). Collaboratively, students develop and/or revise the model based on evidence that shows the relationships between light and distance.</p> <p>The conversations, gathering of information, and explanations might include statements such as:                  In the morning the shadow was ___ centimeters long; in the afternoon, it's longer by ___ cm.                  When the light beam goes through the hole to the target white paper, it changes according to the distance. The closer the light is, the brighter it gets. The farther, the dimmer.</p>		

<b>Notes</b>	*An asterisk after a SEP indicates the SEP is related to engaging in the activities described in the content example, but is not directly associated with the referenced PE.
	The sample content example can be adapted for science content at grades 3, 4, and 5.
	Refer to the CA NGSS for the complete set of science standards to use along with the CA ELD Standards to plan curriculum and instruction for English learners.

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

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

**1. Understanding text structure**

<b>Grade</b>	<b>Emerging</b>	<b>Expanding</b>	<b>Bridging</b>
<b>3</b>	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.
<b>4</b>	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><b>Applying ELD Standards to Science</b></p>	<p>Text types in science include simulations, videos, diagrams, charts, tables, informational narratives, graphics, and labeled illustrations depicting processes, structures, and relationships, among others. Students increase understanding of text by using it in context with the content and investigations, and by having explicit instruction about the organization of the text and its purpose.</p>		
<p><b>Science &amp; Engineering Practices</b></p>	<p>7. Engaging in argument from evidence 8. Obtaining, evaluating, and communicating information*</p>		
<p><b>Sample Science Content Example</b></p>	<p>To prepare for writing a text with chronological organization, students observe images of various types of animals to identify features for survival (4-LS1-1). They write the name of the animal in one column of a T-chart, and write descriptive characteristics for each animal in the other column. Their task is to create instructions for a model of an organism that meets certain criteria. Students must write an expository text in chronological organization so that their model can be replicated by others. For example: <i>First, you cut . . . ; then, you use . . . to make . . . ; finally, put together . . . in order to represent . . . of the organism.</i></p>		

<b>Notes</b>	*An asterisk after a SEP indicates the SEP is related to engaging in the activities described in the content example, but is not directly associated with the referenced PE.
	The sample content example can be adapted for science content at grades 3, 4, and 5.
	Refer to the CA NGSS for the complete set of science standards to use along with the CA ELD Standards to plan curriculum and instruction for English learners.

**CA ELD Standards Augmentation for Science  
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>
----------	--	--	---

<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><b>Applying ELD Standards to Science</b></p>	<p>a. Students apply increasing 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 cohesive science texts.</p>		
<p><b>Science &amp; Engineering Practices</b></p>	<p>6. Constructing explanations (for science) and designing solutions (for engineering)          3. Planning and carrying out investigations          4. Analyzing and interpreting data*</p>		

<p><b>Sample Science Content Example</b></p>	<p>Students identify the evidence that supports particular points in an explanation about the patterns in rock formations and fossils in rock layers as evidence of change in a landscape over time (4-ESS1-1). They conduct investigations to observe and measure erosion by water, exposing a built model with buried fossils and layered rocks/soils at different angles of slope (4-ESS2-1). They research articles of mud slides and other erosion by water hazards to refine their explanations of fast and slow changes on Earth. As they collaborate to describe the processes and write in their journals, they use narrative with sequential language (e.g., Our first trial in a flat surface caused less erosion than the tilted model. When we set it to a higher angle (30°), a lot more soil and sand moved. Consequently, rocks hidden inside were exposed . . . Over time, Earth has deposited sand and soil from rivers in lakes and the ocean, forming layers of rocks. Some animals got buried there. When earthquakes happen, Earth's landmasses crash and push up to form mountains. After a long time (in millions of years), animals once under ocean layers are now visible on sides of mountains that erode away.).</p>
<p><b>Notes</b></p>	<p>*An asterisk after a SEP indicates the SEP is related to engaging in the activities described in the content example, but is not directly associated with the referenced PE.</p>
	<p>The sample content example can be adapted for science content at grades 3, 4, and 5.</p>
	<p>Refer to the CA NGSS for the complete set of science standards to use along with the CA ELD Standards to plan curriculum and instruction for English learners.</p>

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

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

**3. Using verbs and verb phrases**

<b>Grade</b>	<b>Emerging</b>	<b>Expanding</b>	<b>Bridging</b>
<b>3</b>	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).
<b>4</b>	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><b>Applying ELD Standards to Science</b></p>	<p>Students use a variety of verb types and appropriate verb tenses to express their understanding of scientific concepts and phenomena.</p>		
<p><b>Science &amp; Engineering Practices</b></p>	<p>2. Developing and using models</p>		
<p><b>Sample Science Content Example</b></p>	<p>Students who had worked in small groups to create models about the cycling of matter in ecosystems provide feedback to their peers, using appropriate verb tenses (e.g., At first, the arrows you drew were pointing toward the soil. Now you have changed them, so I understand that materials from the water and air go into the plant.) (5-LS2-1).</p>		
<p><b>Notes</b></p>	<p>*An asterisk after a SEP indicates the SEP is related to engaging in the activities described in the content example, but is not directly associated with the referenced PE.</p>		
	<p>The sample content example can be adapted for science content at grades 3, 4, and 5.</p>		
	<p>Refer to the CA NGSS for the complete set of science standards to use along with the CA ELD Standards to plan curriculum and instruction for English learners.</p>		

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

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

**4. Using nouns and noun phrases**

<b>Grade</b>	<b>Emerging</b>	<b>Expanding</b>	<b>Bridging</b>
<b>3</b>	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.
<b>4</b>	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><b>Applying ELD Standards to Science</b></p>	<p>In science and engineering, oral and written texts 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><b>Science &amp; Engineering Practices</b></p>	<p>6. Constructing explanations (for science) and designing solutions (for engineering) 5. Mathematical and computational thinking*</p>		
<p><b>Sample Science Content Example</b></p>	<p>While looking at the Mercalli scale of damage to buildings according to how much evidence of damage exists, students may refer to the Richter scale value for comparison, and describe and compare the data (4-ESS3-2): <i>A <u>weaker quake</u>, like on a scale of 2 in the Richter, causes <u>little damage</u>. A <u>stronger quake</u>, within <u>the range in the Richter of 6–8</u>, causes <u>major damage</u>. The <u>strongest quake in Alaska</u> did not do <u>too much damage</u> because <u>not many people</u> lived there.</i></p>		
<p><b>Notes</b></p>	<p>*An asterisk after a SEP indicates the SEP is related to engaging in the activities described in the content example, but is not directly associated with the referenced PE.</p> <p>The sample content example can be adapted for science content at grades 3, 4, and 5.</p> <p>Refer to the CA NGSS for the complete set of science standards to use along with the CA ELD Standards to plan curriculum and instruction for English learners.</p>		

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

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

**5. Modifying to add details**

<b>Grade</b>	<b>Emerging</b>	<b>Expanding</b>	<b>Bridging</b>
<b>3</b>	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 to the soccer field).	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 quietly; they ran across the soccer field).	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 quietly all night in their room).
<b>4</b>	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 to the soccer field).	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 quietly. They ran across the soccer field).	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 quietly all night in their room).

<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><b>Applying ELD Standards to Science</b></p>	<p>Students use modifying words and phrases to express their understanding of scientific concepts and phenomena.</p>		
<p><b>Science &amp; Engineering Practices</b></p>	<p>6. Constructing explanations (for science) and designing solutions (for engineering) 3. Planning and carrying out investigations* 4. Analyzing and interpreting data* 5. Using mathematics and computational thinking*</p>		
<p><b>Sample Science Content Example</b></p>	<p>Students are building and testing a mechanical model to test how the speed of an object relates to the energy in the object (4-PS3-1). The teacher has given them a set of materials and constraints for their design, and guides the students to identify specific details in sections of the design and their purpose by using descriptive language (e.g., <i>when we pushed the car gently</i> [manner], <i>it only</i> [manner] <i>traveled 5 ft.</i> [quantity]. <i>Then</i> [time], <i>when we pushed the car harder</i> [manner], <i>it traveled 10 ft.</i> [quantity]. <i>We marked on the ground the starting and finishing location with tape so we could measure how much</i> [quantity] <i>distance there was from here to there</i> [place, on an illustration showing the starting and ending locations]. <i>We decided to try it again</i> [time] <i>on carpeting</i> [circumstance] <i>to compare the results.</i> ).</p>		
<p><b>Notes</b></p>	<p>*An asterisk after a SEP indicates the SEP is related to engaging in the activities described in the content example, but is not directly associated with the referenced PE.</p> <p>The sample content example can be adapted for science content at grades 3, 4, and 5.</p> <p>Refer to the CA NGSS for the complete set of science standards to use along with the CA ELD Standards to plan curriculum and instruction for English learners.</p>		

**CA ELD Standards Augmentation for Science  
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>
----------	--	---	---

5	<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., X is an <i>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><b>Applying ELD Standards to Science</b></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><b>Science &amp; Engineering Practices</b></p>	<p>3. Planning and carrying out investigations          4. Analyzing and interpreting data*          6. Constructing explanations (for science) and designing solutions (for engineering)*          7. Engaging in argument from evidence*</p>		

<p><b>Sample Science Content Example</b></p>	<p>Students are providing evidence that energy can be transferred from place to place by sound, light, heat, and electric currents (4-PS3-2). As they investigate circuits and build a model to make a doorbell ring, they may combine clauses in the following ways:</p> <p><i>The doorbell did not ring, even though the switch was closed.</i> [concession]</p> <p><i>We put two batteries on the circuit because one barely made it work.</i> [reason]</p> <p><i>We tested how long it would last on, while we wrote our notes.</i> [simultaneity]</p> <p><i>When we connect all the wires, the battery, the switch, and the bell, then it rings.</i> [cause/effect]</p>
<p><b>Notes</b></p>	<p>*An asterisk after a SEP indicates the SEP is related to engaging in the activities described in the content example, but is not directly associated with the referenced PE.</p> <p>The sample content example can be adapted for science content at grades 3, 4, and 5.</p> <p>Refer to the CA NGSS for the complete set of science standards to use along with the CA ELD Standards to plan curriculum and instruction for English learners.</p>

CA ELD Standards Augmentation for Science 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	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.	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 tropical rain forest</i> ) to create precise and detailed sentences.	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.
4	Condense clauses in simple ways (e.g., through simple embedded clauses, as in, <i>The woman is a doctor. She helps children.</i> -> <i>The woman is a doctor who helps children</i> ) to create precise and detailed sentences.	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.</i> -> <i>The dog ate so quickly that it choked</i> ) to create precise and detailed sentences.	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.</i> -> <i>The Gold Rush that began in the 1850s brought a lot of people to California</i> ) to create precise and detailed sentences.

<p>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> -&gt; <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> -&gt; <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> -&gt; Their strength helped them crush their numerous enemies) to create precise and detailed sentences.</p>
<p><b>Applying ELD Standards to Science</b></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><b>Science &amp; Engineering Practices</b></p>	<p>7. Engaging in argument from evidence              3. Planning and carrying out investigations*              4. Analyzing and interpreting data*              6. Constructing explanations (for science) and designing solutions (for engineering)*              8. Obtaining, evaluating, and communicating information*</p>		

<p><b>Sample Science Content Example</b></p>	<p>Students construct and/or support an argument that in a particular habitat some organisms can survive well, some survive less well, and some cannot survive at all (3-LS4-3). They investigate whether an earthworm stays in a dark and humid environment or a bright and dry one by placing the earthworm in each environment and observing its behavior. As they conduct the investigation and collect data, students may create clauses such as: <i>The earthworm liked the moisture. It liked the darkness. It did not like the light. We did three trials .</i></p> <p>As students prepare their argument, they condense clauses to build an evidence-based argument; for example: <i>The earthworm stayed in the the moist and dark environment more than the one with light. In the three trials, the earthworm always moved toward the dark and humid side of the model. When the rain stopped, we found dried earthworms on the playground. The text said . . . about the living habitat of this type of organism.</i></p>
<p><b>Notes</b></p>	<p>*An asterisk after a SEP indicates the SEP is related to engaging in the activities described in the content example, but is not directly associated with the referenced PE.</p> <p>The sample content example can be adapted for science content at grades 3, 4, and 5.</p> <p>Refer to the CA NGSS for the complete set of science 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 Science 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><b>Applying ELD Standards to Science</b></p>	<p>Students engage in class, small group, and partner conversations where they ask and respond to questions, build on others' ideas, and work collaboratively to define problems, plan and carry out investigations, construct explanations, and design solutions.</p>		
<p><b>Science &amp; Engineering Practices</b></p>	<p>7. Engaging in argument from evidence 2. Developing and using models* 6. Constructing explanations (for science) and designing solutions (for engineering)*</p>		
<p><b>Sample Science Content Example</b></p>	<p>Students work in small groups to brainstorm and illustrate models as a mechanism for explaining the relationship of parts to a whole in a system such as a car, a school, or a house made of LEGO pieces. These analogous system representations support an argument for how the body is a system of interacting subsystems composed of organs and cells (MS-LS1-3). They use argumentation to listen to, compare, and evaluate competing ideas and the accuracy of their models. Further microscopic investigations of cheek cell tissue and other plant and animal tissue from a slide collection provide context into the scale of cells and an opportunity to further refine their models and systems' representations and claims. Each team evaluates and gives and receives feedback on the models.</p>		
<p><b>Notes</b></p>	<p>*An asterisk after a SEP indicates the SEP is related to engaging in the activities described in the content example, but is not directly associated with the referenced PE.</p>		
	<p>The sample content example can be adapted for science content at grades 6, 7, and 8.</p>		
	<p>Refer to the CA NGSS for the complete set of science standards to use along with the CA ELD Standards to plan curriculum and instruction for English learners.</p>		

<b>CA ELD Standards Augmentation for Science Grades 6, 7, and 8</b>			
<b>Part I: Interacting in Meaningful Ways A. Collaborative</b>			
<b>2. Interacting via written English</b>			
<b>Grade</b>	<b>Emerging</b>	<b>Expanding</b>	<b>Bridging</b>
<b>6</b>	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.
<b>7</b>	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.
<b>8</b>	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.
<b>Applying ELD Standards to Science</b>	Students conduct short research projects to build knowledge through investigation. They recall relevant information from experiences or gather relevant information from print and digital sources, take notes and categorize information, use credible and relevant sources to provide evidence, and represent their research in writing and through multimedia.		
<b>Science &amp; Engineering Practices</b>	6. Constructing explanations (for science) and designing solutions (for engineering) 3.Planning and carrying out investigations* 4. Analyzing and interpreting data*		

<p><b>Sample Science Content Example</b></p>	<p>Students observe the phenomenon of a species of plants that have different traits and wonder if these traits are in response to environmental or genetic factors (MS-LS1-5). The students conduct investigations to test environmental conditions on the plants (e.g., light, space, fertilizer, and water), and analyze their data in writing. Next, students read a text about environmental and genetic factors and their impact on plant characteristics. Finally, students construct a written explanation based on data from these investigations and text supports.</p>
<p><b>Notes</b></p>	<p>*An asterisk after a SEP indicates the SEP is related to engaging in the activities described in the content example, but is not directly associated with the referenced PE.</p>
	<p>The sample content example can be adapted for science content at grades 6, 7, and 8.</p>
	<p>Refer to the CA NGSS for the complete set of science standards to use along with the CA ELD Standards to plan curriculum and instruction for English learners.</p>

CA ELD Standards Augmentation for Science 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><b>Applying ELD Standards to Science</b></p>	<p>Students participate in collaborative conversations where they engage in argument from evidence. During these conversations, they construct arguments and support them with reasons and evidence, and they critique the scientific methodology and explanations or solutions proposed by their peers, by citing relevant evidence.</p>		
<p><b>Science &amp; Engineering Practices</b></p>	<p>4. Analyzing and interpreting data 3. Planning and carrying out investigations* 8. Obtaining, evaluating, and communicating information*</p>		
<p><b>Sample Science Content Example</b></p>	<p>Students work collaboratively and independently, developing logical and conceptual connections between evidence and explanations about energy. They construct, use, and present arguments to support the claim that when the kinetic energy of an object changes, energy is transferred to or from the object (MS-PS3-5). As part of the integrated model for middle school, students conduct investigations about the transfer of energy as it applies to weather and climate. Students engage in argument about predicting weather patterns, to indicate agreement or disagreement based on evidence found in texts, investigations, and digital media sources.</p>		

<b>Notes</b>	<p>*An asterisk after a SEP indicates the SEP is related to engaging in the activities described in the content example, but is not directly associated with the referenced PE.</p>
	<p>The sample content example can be adapted for science content at grades 6, 7, and 8.</p>
	<p>Refer to the CA NGSS for the complete set of science standards to use along with the CA ELD Standards to plan curriculum and instruction for English learners.</p>

<b>CA ELD Standards Augmentation for Science Grades 6, 7, and 8</b>			
<b>Part I: Interacting in Meaningful Ways A. Collaborative</b>			
<b>4. Adapting language choices</b>			
<b>Grade</b>	<b>Emerging</b>	<b>Expanding</b>	<b>Bridging</b>
<b>6</b>	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.
<b>7</b>	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.
<b>8</b>	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.
<b>Applying ELD Standards to Science</b>	Students adjust their language choices according to purpose and task (e.g., providing evidence to support reasoning used to defend scientific arguments, interpretations, and procedures).		
<b>Science &amp; Engineering Practices</b>	4. Analyzing and interpreting data 3. Planning and carrying out investigations* 8. Obtaining, evaluating, and communicating information*		

<p><b>Sample Science Content Example</b></p>	<p>Students work in small groups to develop a simple model based on evidence to represent and describe how unequal heating and rotation of the Earth cause patterns of atmospheric and oceanic circulation that determine regional climates (MS-ESS2-6). They build on their understanding of energy transfer (from physical science) and gather information from text and digital media in preparation to present their models to peers for evaluation and critique, before they are showcased for the school community at a family science event at the school. Students compare models to identify common features, so as to ground the conceptual discourse in the scientific phenomena (e.g., ocean temperature variations). They determine the type of model that would best represent patterns of variation in the hydrospheric and atmospheric systems of our planet.</p>
<p><b>Notes</b></p>	<p>*An asterisk after a SEP indicates the SEP is related to engaging in the activities described in the content example, but is not directly associated with the referenced PE.</p> <p>The sample content example can be adapted for science content at grades 6, 7, and 8.</p> <p>Refer to the CA NGSS for the complete set of science standards to use along with the CA ELD Standards to plan curriculum and instruction for English learners.</p>

CA ELD Standards Augmentation for Science 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.
<b>Applying ELD Standards to Science</b>	Students listen to oral presentations about science and engineering topics. They demonstrate their active listening by asking and answering detailed questions about what they heard.		
<b>Science &amp; Engineering Practices</b>	4. Analyzing and interpreting data 3. Planning and carrying out investigations* 8. Obtaining, evaluating, and communicating information*		

<b>Sample Science Content Example</b>	Students rotate in small groups through stations, analyzing and interpreting data on the properties of substances (e.g., physical and chemical changes, such as ripping a paper, baking soda and vinegar mix, and iron scrub pad and water) before and after the substances interact, to determine if a chemical reaction has occurred (MS-PS1-2). After presenting their findings orally, the class does a partner reading of photosynthesis to determine if it is a chemical or physical change in the properties of substances.
<b>Notes</b>	*An asterisk after a SEP indicates the SEP is related to engaging in the activities described in the content example, but is not directly associated with the referenced PE.
	The sample content example can be adapted for science content at grades 6, 7, and 8.
	Refer to the CA NGSS for the complete set of science standards to use along with the CA ELD Standards to plan curriculum and instruction for English learners.

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

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

**6. Reading/viewing closely**

<b>Grade</b>	<b>Emerging</b>	<b>Expanding</b>	<b>Bridging</b>
<b>6</b>	a. Explain ideas, phenomena, processes, and text relationships (e.g., compare/contrast, cause/effect, problem/solution) based on close reading of a variety of grade-level texts and viewing of multimedia, with substantial support.	a. Explain ideas, phenomena, processes, and text relationships (e.g., compare/contrast, cause/effect, problem/solution) based on close reading of a variety of grade-level texts and viewing of multimedia, with moderate support.	a. Explain ideas, phenomena, processes, and text relationships (e.g., compare/contrast, cause/effect, problem/solution) based on close reading of a variety of grade-level texts and viewing of multimedia, with light support.
	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> ).	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> ).	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> ).
	c. Use knowledge of morphology (e.g., affixes, roots, and base words), context, reference materials, and visual cues to determine the meaning of unknown and multiple-meaning words on familiar topics.	c. Use knowledge of morphology (e.g., affixes, roots, and base words), context, reference materials, and visual cues to determine the meaning of unknown and multiple-meaning words on familiar and new topics.	c. Use knowledge of morphology (e.g., affixes, roots, and base words), context, reference materials, and visual cues to determine the meaning, including figurative and connotative meanings, of unknown and multiple-meaning words on a variety of new topics.

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>

<b>8</b>	<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-appropriate 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 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><b>Applying ELD Standards to Science</b></p>	<p>a. Students obtain and combine information from print and digital sources to explain phenomena and to support analysis, reflection, and research. They observe experiences and read closely to evaluate the merit and accuracy of ideas and methods and to explain the variables that describe and predict phenomena.</p> <p>b. Students refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>c. Students refer to classroom-generated reference lists of frequently used words, roots and affixes in science, and examples of texts to recognize patterns in order to contextualize meaning of related words.</p>
<p><b>Science &amp; Engineering Practices</b></p>	<p>4. Analyzing and interpreting data          3. Planning and carrying out investigations*          8. Obtaining, evaluating, and communicating information*</p>
<p><b>Sample Science Content Example</b></p>	<p>Students analyze data on changes in populations due to the presence of the zebra mussel. They interpret the data in the context of resource availability on organisms and populations of organisms in an ecosystem (MS-LS2-1). After discussing the data, students read information and formulate questions or statements about how changes in the abiotic environment (ideas from Earth and physical science) impact resource availability for living organisms. Students distinguish between correlation and causation data, conduct basic statistical techniques of data and error analysis, and construct explanations based on these analyses.</p>
<p><b>Notes</b></p>	<p>*An asterisk after a SEP indicates the SEP is related to engaging in the activities described in the content example, but is not directly associated with the referenced PE.</p>
	<p>The sample content example can be adapted for science content at grades 6, 7, and 8.</p>
	<p>Refer to the CA NGSS for the complete set of science standards to use along with the CA ELD Standards to plan curriculum and instruction for English learners.</p>

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

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

**7. Evaluating language choices**

<b>Grade</b>	<b>Emerging</b>	<b>Expanding</b>	<b>Bridging</b>
<b>6</b>	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.
<b>7</b>	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;"><b>8</b></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><b>Applying ELD Standards to Science</b></p>	<p>When critiquing others' presentations on scientific 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><b>Science &amp; Engineering Practices</b></p>	<p>4. Analyzing and interpreting data 3. Planning and carrying out investigations* 8. Obtaining, evaluating, and communicating information*</p>		
<p><b>Sample Science Content Example</b></p>	<p>Students examine the differences between natural and synthetic resources (as an integrated topic for middle school that combines concepts from life science and earth and space science). They gather information from multiple sources and prepare a presentation that describes how synthetic materials come from natural resources and impact society (MS-PS1-3). Examples include medicine, food, and alternative fuels that are formed as natural resources undergo chemical processes. The students role-play becoming critical consumers by applying scientific reasoning to show why the data or evidence is adequate, accurate, and valid for their explanations. They engage in argument using evidence from multiple media and texts to support their claims.</p>		

<b>Notes</b>	*An asterisk after a SEP indicates the SEP is related to engaging in the activities described in the content example, but is not directly associated with the referenced PE.
	The sample content example can be adapted for science content at grades 6, 7, and 8.
	Refer to the CA NGSS for the complete set of science standards to use along with the CA ELD Standards to plan curriculum and instruction for English learners.

CA ELD Standards Augmentation for Science 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><b>Applying ELD Standards to Science</b></p>	<p>When reading or listening to others' presentations on scientific topics, students can distinguish how the writer's or speaker's selection of different words or phrases with related meanings (e.g., <i>clear</i> versus <i>transparent</i> versus <i>translucent</i>) affects the audience's understanding.</p>		
<p><b>Science &amp; Engineering Practices</b></p>	<p>4. Analyzing and interpreting data 3. Planning and carrying out investigations* 8. Obtaining, evaluating, and communicating information*</p>		
<p><b>Sample Science Content Example</b></p>	<p>Students work in small groups to investigate the effectiveness of various techniques to clean up an oil spill (Earth and space science concept) using various tools (e.g., salt, tweezers, paper towels, straws, sponges, a spatula, and Q-tips). They analyze data from tests to determine the best characteristics of each technique that can be combined into a new solution to better meet the criteria for success (MS-ETS1-3). Throughout this process, students utilize language with precision to describe the effectiveness of each technique. They develop clear criteria for specifying the success of each trial, avoiding ambiguous statements, such as "try harder to use the technique," and instead describing clearly the technique used, the sequence of use, and the quality of the clean-up effort. Their conversation incorporates the concept of "like dissolves like", meaning that a water-based substance can be cleaned with water, while an oil-based spill needs an oil-based solvent.</p>		

<b>Notes</b>	*An asterisk after a SEP indicates the SEP is related to engaging in the activities described in the content example, but is not directly associated with the referenced PE.
	The sample content example can be adapted for science content at grades 6, 7, and 8.
	Refer to the CA NGSS for the complete set of science standards to use along with the CA ELD Standards to plan curriculum and instruction for English learners.

CA ELD Standards Augmentation for Science 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.
<b>Applying ELD Standards to Science</b>	Students plan and deliver oral presentations on science topics.		

<p><b>Science &amp; Engineering Practices</b></p>	<p>4. Analyzing and interpreting data                      3. Planning and carrying out investigations*                      8. Obtaining, evaluating, and communicating information*</p>
<p><b>Sample Science Content Example</b></p>	<p>Students use satellite photos and other text to gather information about slow-changing processes on the Earth, such as sediment flow areas in the Mississippi Delta, erosion along coastlines, volcanic deposition in the Hawaiian islands, and the diverging Atlantic rift from Iceland south through the Atlantic. They compare these features and formulate explanations and develop a model to describe the cycling of Earth's materials and the flow of energy that drives the process (MS-ESS2-1). They deliver oral presentations of their models, connecting the model to what they understand about the conservation of matter and energy from physical science.</p>
<p><b>Notes</b></p>	<p>*An asterisk after a SEP indicates the SEP is related to engaging in the activities described in the content example, but is not directly associated with the referenced PE.</p>
	<p>The sample content example can be adapted for science content at grades 6, 7, and 8.</p>
	<p>Refer to the CA NGSS for the complete set of science standards to use along with the CA ELD Standards to plan curriculum and instruction for English learners.</p>

**CA ELD Standards Augmentation for Science  
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>
----------	--	--	--

<p style="text-align: center;"><b>8</b></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><b>Applying ELD Standards to Science</b></p>	<p>a. Students write a variety of science texts, such as explanatory reports or descriptions of procedures, data, and observations, and create charts, tables, diagrams, and graphics as relevant to the task.</p> <p>b. Students write summaries of: experiences with the natural world and phenomena; research from various sources (e.g., interviews, science book/magazine articles, news, digital media); and lab report narratives on the inquiry, steps, analyses, and investigation results.</p>		
<p><b>Science &amp; Engineering Practices</b></p>	<p>4. Analyzing and interpreting data              3. Planning and carrying out investigations*              8. Obtaining, evaluating, and communicating information*</p>		

<b>Sample Science Content Example</b>	<p>Students conduct investigations to measure the mass of substances before and after they undergo a chemical reaction. The students weigh ice packs and light sticks before and after they crack or twist them to unleash the chemical reaction in each pack, and compare the weights. Then, students develop and use a model to describe how the total number of atoms does not change in a chemical reaction and, thus, mass is conserved (MS-PS1-5). To emphasize the conservation of matter, students construct mental models that they revise as they investigate physical models (e.g., vinegar or milk plus baking soda) and digital representations, as well as gathering information from texts. Students write claim and evidence statements to summarize what they understand from their investigations and reading. They apply their model to photosynthesis as part of the integrated learning in middle school.</p>
<b>Notes</b>	<p>*An asterisk after a SEP indicates the SEP is related to engaging in the activities described in the content example, but is not directly associated with the referenced PE.</p>
	<p>The sample content example can be adapted for science content at grades 6, 7, and 8.</p>
	<p>Refer to the CA NGSS for the complete set of science standards to use along with the CA ELD Standards to plan curriculum and instruction for English learners.</p>

CA ELD Standards Augmentation for Science 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</i>, <i>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</i>, <i>can/could</i>, <i>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</i>, <i>should/would</i>, <i>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><b>Applying ELD Standards to Science</b></p>	<p>Students construct and support arguments in science with evidence, data, and/or a model. They compare and refine arguments based on evaluation of the evidence presented.</p>		
<p><b>Science &amp; Engineering Practices</b></p>	<p>4. Analyzing and interpreting data                  3. Planning and carrying out investigations*                  8. Obtaining, evaluating, and communicating information*</p>		

<p><b>Sample Science Content Example</b></p>	<p>Students view videos of Third World cities and countrysides as well as crowded cities in industrialized nations. They read informational texts about increases in animal and plant populations (life science) and their impact on resources (Earth science), including increases in human populations. They conduct experiments using rats and observe behavioral patterns of rats with limited resources. In class discussions, students link their learning from these activities, looking for patterns of the impact of increases in living populations on resources (MS-ESS3-4). Students create a claim, supported with evidence from text, video, and experimentation. They present their ideas and argue using their evidence. Students are given opportunities to revise their argument based on presentations of other students.</p>
<p><b>Notes</b></p>	<p>*An asterisk after a SEP indicates the SEP is related to engaging in the activities described in the content example, but is not directly associated with the referenced PE.</p> <p>The sample content example can be adapted for science content at grades 6, 7, and 8.</p> <p>Refer to the CA NGSS for the complete set of science standards to use along with the CA ELD Standards to plan curriculum and instruction for English learners.</p>

**CA ELD Standards Augmentation for Science  
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>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>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 basic ways (e.g., <i>She likes X</i>).</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>b. Use knowledge of morphology to appropriately select affixes in a variety of ways to manipulate language (e.g., changing <i>observe</i> -&gt; <i>observation, reluctant</i> -&gt; <i>reluctantly, produce</i> -&gt; <i>production</i>, and so on).</p>

7	<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>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>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 basic ways (e.g., <i>She likes X. He walked to school</i>).</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>b. Use knowledge of morphology to appropriately select affixes in a variety of ways to manipulate language (e.g., changing <i>destroy</i> -&gt; <i>destruction, probably</i> -&gt; <i>probability, reluctant</i> -&gt; <i>reluctantly</i>).</p>

8	<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>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>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 basic ways (e.g., <i>She likes X. He walked to school</i>).</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>b. Use knowledge of morphology to appropriately select affixes in a variety of ways to manipulate language (e.g., changing <i>destroy</i> -&gt; <i>destruction, probably</i> -&gt; <i>probability, reluctant</i> -&gt; <i>reluctantly</i>).</p>
<b>Applying ELD Standards to Science</b>	Students use a variety of vocabulary and select appropriate affixes when writing or speaking about science content.		
<b>Science &amp; Engineering Practices</b>	<p>4. Analyzing and interpreting data</p> <p>3. Planning and carrying out investigations*</p> <p>8. Obtaining, evaluating, and communicating information*</p>		

<p><b>Sample Science Content Example</b></p>	<p>Students view video footage of an archeological survey of an area rich with fossils, texts, and images of fossil-layered strata, and engage in constructing scientific explanations based on evidence obtained from varied sources. The students construct scientific explanations based on evidence from rock strata for how the geologic timescale is used to organize Earth's 4.6-billion-year-old history. The rich discussions involve using domain-specific language and appropriate affixes.</p> <p>For example, in describing layers, students will recognize the difference between an <i>earl<u>ier</u></i> layer and <i>earl<u>iest</u></i> evidence in the <i>strata</i> sample being analyzed.</p>
<p><b>Notes</b></p>	<p>*An asterisk after a SEP indicates the SEP is related to engaging in the activities described in the content example, but is not directly associated with the referenced PE.</p> <p>The sample content example can be adapted for science content at grades 6, 7, and 8.</p> <p>Refer to the CA NGSS for the complete set of science standards to use along with the CA ELD Standards to plan curriculum and instruction for English learners.</p>

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

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

**1. Understanding text structure**

<b>Grade</b>	<b>Emerging</b>	<b>Expanding</b>	<b>Bridging</b>
<b>6</b>	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.
<b>7</b>	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>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><b>Applying ELD Standards to Science</b></p>	<p>Text types in science include simulations, videos, diagrams, charts, tables, informational narratives, graphics, and labeled illustrations depicting processes, structures, and relationships, among others. Students increase understanding of text by using it in context with the content and investigations, and by having explicit instruction about the organization of the text and its purpose.</p>		
<p><b>Science &amp; Engineering Practices</b></p>	<p>4. Analyzing and interpreting data 3. Planning and carrying out investigations* 8. Obtaining, evaluating, and communicating information*</p>		
<p><b>Sample Science Content Example</b></p>	<p>Students work in small groups using a slinky or rope model attached to a spring scale to investigate a wave's amplitude in a wave. The students use mathematical representations to describe a simple model for waves that includes how the amplitude of a wave is related to the energy in a wave (MS-PS4-1). Using data from their investigations and informational text, digital representations of waves, and electronic data, students gather information to explain the relationship of a wave and its energy, using both quantitative and qualitative representations.</p> <p>For example, they may use illustrations of the wave and a table depicting varying amplitudes and the corresponding force (energy) measured for each trial, while they use narrative to explain the setup, process, and interpretation of their findings.</p>		

<b>Notes</b>	<p>*An asterisk after a SEP indicates the SEP is related to engaging in the activities described in the content example, but is not directly associated with the referenced PE.</p>
	<p>The sample content example can be adapted for science content at grades 6, 7, and 8.</p>
	<p>Refer to the CA NGSS for the complete set of science standards to use along with the CA ELD Standards to plan curriculum and instruction for English learners.</p>

**CA ELD Standards Augmentation for Science  
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>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>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 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>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>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>

7	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.	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.	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.
	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.	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.	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.
8	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.	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.	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>8</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., at the end, next) to comprehending and writing brief texts.</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>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><b>Applying ELD Standards to Science</b></p>	<p>a. Students apply increasing 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 cohesive science texts.</p> <p>b. Students apply understanding of how ideas, events, or reasons are linked throughout science texts, using a variety of connecting words or phrases (e.g., <i>consequently, specifically, however, moreover</i>) to comprehending and writing science texts.</p>		
<p><b>Science &amp; Engineering Practices</b></p>	<p>4. Analyzing and interpreting data              3. Planning and carrying out investigations*              8. Obtaining, evaluating, and communicating information*</p>		
<p><b>Sample Science Content Example</b></p>	<p>Students conduct an investigation and evaluate and revise the experimental design to produce data to serve as the basis for evidence that the change in an object's motion depends on the sum of the forces on the object and the mass of the object (MS-PS2-2). They map out a trajectory path over which they will push a chair and measure its mass, the force of the pull, and the time and radius of the trajectory to compare it to that of pushing the same chair with a load of books on it. As they conduct trials, their verbalizations go from everyday language explanations to contextualized use of academic language terms.</p> <p>For example, they may refer to <i>the empty chair</i> or <i>the chair with books</i>, and later they use the terms <i>smaller-mass object</i> or <i>larger-mass object</i>, and include the units for each type of measure and organize them on a table. The students' explanations of the sequence of events contribute to their writing a cohesive narrative of their investigation.</p>		

<b>Notes</b>	*An asterisk after a SEP indicates the SEP is related to engaging in the activities described in the content example, but is not directly associated with the referenced PE.
	The sample content example can be adapted for science content at grades 6, 7, and 8.
	Refer to the CA NGSS for the complete set of science standards to use along with the CA ELD Standards to plan curriculum and instruction for English learners.

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

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

**3. Using verbs and verb phrases**

<b>Grade</b>	<b>Emerging</b>	<b>Expanding</b>	<b>Bridging</b>
<b>6</b>	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.
<b>7</b>	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>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><b>Applying ELD Standards to Science</b></p>	<p>Students use a variety of verb types and appropriate verb tenses to express their understanding of scientific concepts and phenomena.</p>		
<p><b>Science &amp; Engineering Practices</b></p>	<p>4. Analyzing and interpreting data 3. Planning and carrying out investigations* 8. Obtaining, evaluating, and communicating information*</p>		
<p><b>Sample Science Content Example</b></p>	<p>In the context of study of the fossil record, students analyze and interpret data from various sources (e.g., digital videos and simulations; text, images, and models; or actual specimens), looking for patterns in the fossil record that document the existence, diversity, extinction, and change of life forms throughout the history of life on Earth, under the assumption that the natural laws operate today as in the past (MS-LS4-1). The students' oral discourse and written explanations reflect proper use of verb tenses.</p> <p>For example: <i>The older layer <u>shows</u> sea creature fossils, which <u>are</u> representative of the types of life in an earlier time.</i> <i>If today we <u>were to bury</u> a time capsule with artifacts, people in the future <u>might be able to study</u> it and <u>learn</u> about today's civilization as a type of fossil record.</i></p>		

<b>Notes</b>	*An asterisk after a SEP indicates the SEP is related to engaging in the activities described in the content example, but is not directly associated with the referenced PE.
	The sample content example can be adapted for science content at grades 6, 7, and 8.
	Refer to the CA NGSS for the complete set of science standards to use along with the CA ELD Standards to plan curriculum and instruction for English learners.

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

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

**4. Using nouns and noun phrases**

<b>Grade</b>	<b>Emerging</b>	<b>Expanding</b>	<b>Bridging</b>
<b>6</b>	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.
<b>7</b>	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.
<b>8</b>	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><b>Applying ELD Standards to Science</b></p>	<p>In science and engineering, oral and written texts 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><b>Science &amp; Engineering Practices</b></p>	<p>4. Analyzing and interpreting data          3. Planning and carrying out investigations*          8. Obtaining, evaluating, and communicating information*</p>
<p><b>Sample Science Content Example</b></p>	<p>Through the analysis of images, videos, and bone collections, groups of students apply scientific ideas to construct an explanation for the anatomical similarities and differences among modern organisms and between modern and fossil organisms to infer evolutionary relationships (MS-LS4-2). As they compare and reconstruct evolutionary history and infer lines of evolutionary descent, students formulate ideas and answers about the changes that organisms have had over time. By comparing the anatomical similarities between living organisms and fossilized ones, they use this understanding as evidence of evolution. Students incorporate expanded noun phrases in their discussion.</p> <p>For example: <i>We wondered whether <u>the arm of a human and the flipper of a whale</u> were similar by function or by sharing <u>a common ancestor</u>.</i></p>
<p><b>Notes</b></p>	<p>*An asterisk after a SEP indicates the SEP is related to engaging in the activities described in the content example, but is not directly associated with the referenced PE.</p>
	<p>The sample content example can be adapted for science content at grades 6, 7, and 8.</p>
	<p>Refer to the CA NGSS for the complete set of science standards to use along with the CA ELD Standards to plan curriculum and instruction for English learners.</p>

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

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

**5. Modifying to add details**

<b>Grade</b>	<b>Emerging</b>	<b>Expanding</b>	<b>Bridging</b>
<b>6</b>	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.
<b>7</b>	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.
<b>8</b>	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.

<b>Applying ELD Standards to Science</b>	Students use modifying words and phrases to express their understanding of scientific concepts and phenomena.
<b>Science &amp; Engineering Practices</b>	4. Analyzing and interpreting data 3. Planning and carrying out investigations* 8. Obtaining, evaluating, and communicating information*
<b>Sample Science Content Example</b>	<p>Through use of digital media and texts, students investigate and analyze real geoscience data to construct an explanation, based on evidence, for how geoscience processes have changed Earth's surface at varying time and spatial scales (MS-ESS2-2), using adverbials.</p> <p>For example: <i>The Hawaiian Islands are where [place] they are due to the fact that [cause] the Pacific Plate has moved slowly [manner] over a hot spot [place].</i></p>
<b>Notes</b>	*An asterisk after a SEP indicates the SEP is related to engaging in the activities described in the content example, but is not directly associated with the referenced PE.
	The sample content example can be adapted for science content at grades 6, 7, and 8.
	Refer to the CA NGSS for the complete set of science standards to use along with the CA ELD Standards to plan curriculum and instruction for English learners.

**CA ELD Standards Augmentation for Science  
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>
----------	---	---	---

<p style="text-align: center;"><b>8</b></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><b>Applying ELD Standards to Science</b></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><b>Science &amp; Engineering Practices</b></p>	<p>4. Analyzing and interpreting data                      3. Planning and carrying out investigations*                      8. Obtaining, evaluating, and communicating information*</p>		

<p><b>Sample Science Content Example</b></p>	<p>Students work in groups to produce written plans for an investigation to determine the relationships among the energy transferred, the type of matter, the mass, and the change in the average kinetic energy of particles as measured by the temperature of the sample (MS-PS3-4). Using different masses of ice to melt the same volume of water, with the same initial temperature, students record the temperature change in the system, and make predictions for samples of different materials with the same mass as they cool or heat the environment of the system. In their predictions, they connect ideas.</p> <p><i>For example: After putting the largest mass of ice on our last trial, the temperature of the water was much cooler than the previous trial. Consequently, the relationship of the temperature and the total energy of the system depends on the type, state, and amount of matter present in the system.</i></p>
<p><b>Notes</b></p>	<p>*An asterisk after a SEP indicates the SEP is related to engaging in the activities described in the content example, but is not directly associated with the referenced PE.</p> <p>The sample content example can be adapted for science content at grades 6, 7, and 8.</p> <p>Refer to the CA NGSS for the complete set of science standards to use along with the CA ELD Standards to plan curriculum and instruction for English learners.</p>

CA ELD Standards Augmentation for Science 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	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.	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.	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 rain forest led to <i>the death of many animals</i> ) to create precise and detailed sentences.

<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 -&gt; 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. -&gt; 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> -&gt; 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. -&gt; 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. -&gt; 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>. -&gt; The <i>destruction</i> of the rain forest led to <i>the death of many animals</i> ) to create precise and detailed sentences.</p>

<b>Applying ELD Standards to Science</b>	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.
<b>Science &amp; Engineering Practices</b>	4. Analyzing and interpreting data 3. Planning and carrying out investigations* 8. Obtaining, evaluating, and communicating information*
<b>Sample Science Content Example</b>	<p>Students conduct investigations, build models, and analyze data in texts and digital media about the relationship between biodiversity on our planet and human interaction with natural resources. Students evaluate competing design solutions for maintaining biodiversity and ecosystem services (MS-LS2-5). Then, they construct explanations about how changes in biodiversity can influence humans' resources, such as food, energy, and medicines, as well as ecosystem services that humans rely on, such as water purification, prevention of soil erosion, and recycling. Through engaging in argument from evidence, students build claims supported by the evidence in their texts, investigations, and research. Students may start with short sentences, and work on condensing them using structures more common to academic language.</p> <p>For example:</p> <p>Students' original language: <i>Trash and pollution are a big problem. Lots of trash ends up in the ocean. Many sea animals die by eating the trash. Birds starve to death with plastic around their necks. Medicines and pollutants also end up in the ocean. Fish and other organisms get contaminated from dumped chemicals. There are warnings on seashell foods from contamination.</i></p> <p>Students' revised, condensed language: <i>Trash and pollution of the oceans cause death of sea life by ingesting it or by starvation from being trapped within it (e.g., plastic rings around birds' necks). When we dump medications down the drain or industry dumps chemicals in water sources, living organisms in the water also get contaminated, affecting their survival and our food supply.</i></p>
<b>Notes</b>	*An asterisk after a SEP indicates the SEP is related to engaging in the activities described in the content example, but is not directly associated with the referenced PE.
	The sample content example can be adapted for science content at grades 6, 7, and 8.
	Refer to the CA NGSS for the complete set of science standards to use along with the CA ELD Standards to plan curriculum and instruction for English learners.



# Grades 9-10 and 11-12

DRAFT – June 3, 2015



CA ELD Standards Augmentation for Science Grades 9-10 and 11-12			
Part I: Interacting in Meaningful Ways A. Collaborative			
1. Exchanging information and ideas			
Grade	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.
<b>Applying ELD Standards to Science</b>	Students engage in class, small group, and partner conversations where they ask and respond to questions, build on others' ideas, and work collaboratively to define problems, plan and carry out investigations, construct explanations, and design solutions.		

<b>Science &amp; Engineering Practices</b>	<p>4. Analyzing and interpreting data          6. Constructing explanations*          8. Obtaining, evaluating, and communicating information*</p>
<b>Sample Science Content Example</b>	<p>Students develop a model that illustrates how Earth's internal and surface processes operate at different spatial and temporal scales to form continental and ocean-floor features (HS-ESS2-1). When explaining their understanding, they use modifying words and phrases explaining how the appearance of land features (such as mountains, valleys, and plateaus) and sea-floor features (such as trenches, ridges, and seamounts) are a result of both constructive forces (such as volcanism, tectonic uplift, and orogeny) and destructive mechanisms (such as weathering, mass wasting, and coastal erosion).</p>
<b>Notes</b>	<p>*An asterisk after a SEP indicates the SEP is related to engaging in the activities described in the content example, but is not directly associated with the referenced PE.</p>
	<p>The sample content example can be adapted for science content at grades 9-10 and 11-12.</p>
	<p>Refer to the CA NGSS for the complete set of science standards to use along with the CA ELD Standards to plan curriculum and instruction for English learners.</p>

CA ELD Standards Augmentation for Science Grades 9-10 and 11-12			
Part I: Interacting in Meaningful Ways			
2. Interacting via written English			
Grade	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.
<b>Applying ELD Standards to Science</b>	Students conduct short research projects to build knowledge through investigation. They recall relevant information from experiences or gather relevant information from print and digital sources, take notes and categorize information, use credible and relevant sources to provide evidence, and represent their research in writing and through multimedia.		
<b>Science &amp; Engineering Practices</b>	6. Constructing explanations 4. Analyzing and interpreting data* 5. Using mathematics and computational thinking* 7. Engaging in argument from evidence*		
<b>Sample Science Content Example</b>	Students collaborate to construct a written explanation of the Big Bang Theory (HS-ESS1-2) through researching astronomical evidence of the shift of light from galaxies as an indication that the universe is currently expanding, and that cosmic microwave background is remnant radiation from the Big Bang.		

<b>Notes</b>	*An asterisk after a SEP indicates the SEP is related to engaging in the activities described in the content example, but is not directly associated with the referenced PE.
	The sample content example can be adapted for science content at grades 9-10 and 11-12.
	Refer to the CA NGSS for the complete set of science standards to use along with the CA ELD Standards to plan curriculum and instruction for English learners.

CA ELD Standards Augmentation for Science Grades 9-10 and 11-12			
Part I: Interacting in Meaningful Ways A. Collaborative			
3. Supporting opinions and persuading others			
Grade	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><b>Applying ELD Standards to Science</b></p>	<p>Students participate in collaborative conversations where they engage in argument from evidence. During these conversations, they construct arguments and support them with reasons and evidence, and they critique the scientific methodology, and explanations or solutions, proposed by their peers, by citing relevant evidence.</p>		
<p><b>Science &amp; Engineering Practices</b></p>	<p>7. Engaging in argument from evidence 4. Analyzing and interpreting data*</p>		
<p><b>Sample Science Content Example</b></p>	<p>Students research experimental evidence (phenomena could include resonance, interference, diffraction, or photoelectric effect) and present the evidence to support a claim and to explain how a theory is generally modified in light of new evidence (HS-PS4-3). In order to persuade others that their ideas are reasonable and supported by appropriate evidence, gain and/or hold the floor, provide counterarguments respectfully, or elaborate on a peer's idea, students learn to use particular language that enables them to achieve these purposes in respectful and productive – and increasingly academic – ways.</p>		
<p><b>Notes</b></p>	<p>*An asterisk after a SEP indicates the SEP is related to engaging in the activities described in the content example, but is not directly associated with the referenced PE.</p>		
	<p>The sample content example can be adapted for science content at grades 9-10 and 11-12.</p>		
	<p>Refer to the CA NGSS for the complete set of science standards to use along with the CA ELD Standards to plan curriculum and instruction for English learners.</p>		

CA ELD Standards Augmentation for Science Grades 9-10 and 11-12			
Part I: Interacting in Meaningful Ways A. Collaborative			
4. Adapting language choices			
Grade	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).
<b>Applying ELD Standards to Science</b>	Students adjust their language choices according to purpose and task (e.g., providing evidence to support reasoning used to defend scientific arguments, interpretations, and procedures).		
<b>Science &amp; Engineering Practices</b>	7. Engaging in argument from evidence 4. Analyzing and interpreting data* 5. Using mathematics and computational thinking* 8. Obtaining, evaluating, and communicating information*		

<b>Sample Science Content Example</b>	Students research the reasons for different changes in an ecosystem. These changes might be modest biological or physical changes, such as hunting or a seasonal flood, or extreme changes, such as a fire, volcanic eruption, or sea-level rise (HS-LS2-6). They evaluate the claims, evidence, and reasoning behind currently accepted explanations or solutions, to determine the merits of the arguments, using precise language appropriate for the audience and purpose.
<b>Notes</b>	*An asterisk after a SEP indicates the SEP is related to engaging in the activities described in the content example, but is not directly associated with the referenced PE.
	The sample content example can be adapted for science content at grades 9-10 and 11-12.
	Refer to the CA NGSS for the complete set of science standards to use along with the CA ELD Standards to plan curriculum and instruction for English learners.

CA ELD Standards Augmentation for Science Grades 9-10 and 11-12			
Part I: Interacting in Meaningful Ways B. Interpretive			
5. Listening actively			
Grade	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.
<b>Applying ELD Standards to Science</b>	Students listen to oral presentations about science and engineering topics. They demonstrate their active listening by asking and answering detailed questions about what they heard.		
<b>Science &amp; Engineering Practices</b>	3. Planning and carrying out an investigation 1. Asking questions* 4. Analyzing and interpreting data* 7. Engaging in argument from evidence* 8. Obtaining, evaluating, and communicating information*		

<b>Sample Science Content Example</b>	Students plan and conduct investigations with water and a variety of solid materials to provide evidence for the connections between the hydrologic cycle and system interactions commonly known as the rock cycle (HS-ESS2-5). Students compile their data and communicate their findings to the class in oral presentations. Students in the class listen to the presentations and ask probing and clarifying questions of the presenters.
<b>Notes</b>	*An asterisk after a SEP indicates the SEP is related to engaging in the activities described in the content example, but is not directly associated with the referenced PE.
	The sample content example can be adapted for science content at grades 9-10 and 11-12.
	Refer to the CA NGSS for the complete set of science standards to use along with the CA ELD Standards to plan curriculum and instruction for English learners.

CA ELD Standards Augmentation for Science Grades 9-10 and 11-12			
Part I: Interacting in Meaningful Ways B. Interpretive			
6. Reading/viewing closely			
Grade	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.

<p><b>9-10</b></p>	<p>b. Explain inferences and conclusions drawn from close reading of grade-appropriate texts and viewing of multimedia using familiar verbs (e.g., <i>seems that</i>).</p> <p>c. Use knowledge of morphology (e.g., common prefixes and suffixes), context, reference materials, and visual cues to determine the meaning of unknown and multiple-meaning words on familiar topics.</p>	<p>b. Explain inferences and conclusions drawn from close reading of grade-appropriate texts and viewing of multimedia using an increasing variety of verbs and adverbials (e.g., <i>indicates that, suggests, as a result</i>).</p> <p>c. Use knowledge of morphology (e.g., affixes, Greek and Latin roots), context, reference materials, and visual cues to determine the meaning of unknown and multiple-meaning words on familiar and new topics.</p>	<p>b. Explain inferences and conclusions drawn from close reading of grade-level texts and viewing of multimedia using a variety of verbs and adverbials (e.g., <i>creates the impression that, consequently</i>).</p> <p>c. Use knowledge of morphology (e.g., derivational suffixes), context, reference materials, and visual cues to determine the meaning, including figurative and connotative meanings, of unknown and multiple-meaning words on a variety of new topics.</p>
<p><b>11-12</b></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>

<p><b>11-12</b></p>	<p>b. Explain inferences and conclusions drawn from close reading of grade-appropriate texts and viewing of multimedia, using familiar verbs (e.g., seems that).</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>b. Explain inferences and conclusions drawn from close reading of grade-appropriate texts and viewing of multimedia using a variety of verbs and adverbials (e.g., indicates that, suggests, as a result).</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>b. Explain inferences and conclusions drawn from close reading of grade-level texts and viewing of multimedia using a variety of verbs and adverbials (e.g., creates the impression that, consequently).</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><b>Applying ELD Standards to Science</b></p>	<p>a. Students obtain and combine information from print and digital sources to explain phenomena and to support analysis, reflection, and research. They observe experiences and read closely to evaluate the merit and accuracy of ideas and methods and to explain the variables that describe and predict phenomena.</p> <p>b. Students refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>c. Students refer to classroom-generated reference lists of frequently used words, roots and affixes in science, and examples of texts to recognize patterns in order to contextualize meaning of related words.</p>		
<p><b>Science &amp; Engineering Practices</b></p>	<p>8. Obtaining, evaluating, and communicating information 4. Analyzing and interpreting data*</p>		

<b>Sample Science Content Example</b>	Students research print and digital sources to explain phenomena (such as photons associated with different frequencies of light having different energies, or the damage of living tissue from electromagnetic radiation, depending on the energy of the radiation) (HS-PS4-4). Students explain the phenomena, as well as evaluate the merit and accuracy of the related possible negative effects to humans.
<b>Notes</b>	*An asterisk after a SEP indicates the SEP is related to engaging in the activities described in the content example, but is not directly associated with the referenced PE.
	The sample content example can be adapted for science content at grades 9-10 and 11-12.
	Refer to the CA NGSS for the complete set of science standards to use along with the CA ELD Standards to plan curriculum and instruction for English learners.

<b>CA ELD Standards Augmentation for Science Grades 9-10 and 11-12</b>			
<b>Part I: Interacting in Meaningful Ways B. Interpretive</b>			
<b>7. Evaluating language choices</b>			
<b>Grade</b>	<b>Emerging</b>	<b>Expanding</b>	<b>Bridging</b>
<b>9-10</b>	Explain how successfully writers and speakers structure texts and use language (e.g., specific word or phrasing choices) to persuade the reader (e.g., by providing evidence to support claims or connecting points in an argument) or create other specific effects, with substantial support.	Explain how successfully writers and speakers structure texts and use language (e.g., specific word or phrasing choices) to persuade the reader (e.g., by providing well-worded evidence to support claims or connecting points in an argument in specific ways) or create other specific effects, with moderate support.	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.
<b>11-12</b>	Explain how successfully writers and speakers structure texts and use language (e.g., specific word or phrasing choices) to persuade the reader (e.g., by providing evidence to support claims or connecting points in an argument) or create other specific effects.	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.

<p><b>Applying ELD Standards to Science</b></p>	<p>When critiquing others' presentations on scientific 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><b>Science &amp; Engineering Practices</b></p>	<p>5. Using mathematics and computational thinking            1. Asking questions*            2. Developing and using models*            4. Analyzing and interpreting data*            6. Constructing explanations*            8. Obtaining, evaluating, and communicating information*</p>
<p><b>Sample Science Content Example</b></p>	<p>Students create a simulation to illustrate the relationships among the management of natural resources, or the sustainability of human populations, and/or biodiversity (HS-ESS3-3), and present their findings to the class. Students critique the presentations, focusing on the particular vocabulary or phrasing used to explain their findings.</p>
<p><b>Notes</b></p>	<p>*An asterisk after a SEP indicates the SEP is related to engaging in the activities described in the content example, but is not directly associated with the referenced PE.</p>
	<p>The sample content example can be adapted for science content at grades 9-10 and 11-12.</p>
	<p>Refer to the CA NGSS for the complete set of science standards to use along with the CA ELD Standards to plan curriculum and instruction for English learners.</p>

CA ELD Standards Augmentation for Science Grades 9-10 and 11-12			
Part I: Interacting in Meaningful Ways B. Interpretive			
8. Analyzing language choices			
Grade	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.
<b>Applying ELD Standards to Science</b>	When reading or listening to others’ presentations on scientific topics, students can distinguish how the writer’s or speaker’s selection of different words or phrases with related meanings (e.g., <i>clear</i> versus <i>transparent</i> versus <i>translucent</i> ) affects the audience’s understanding.		
<b>Science &amp; Engineering Practices</b>	2. Developing and using models 6. Constructing explanations*		

<b>Sample Science Content Example</b>	Students have developed models that include molecular-level drawings and diagrams of reactions. As they present their models that illustrate that the release or absorption of energy from a chemical reaction system depends on the changes in the total bond energy (HS-PS1-4), students listen for phrases that indicate the idea that a chemical reaction is a system that affects energy change. Discussion includes mention of reactants and products and shows that energy is conserved.
<b>Notes</b>	*An asterisk after a SEP indicates the SEP is related to engaging in the activities described in the content example, but is not directly associated with the referenced PE.
	The sample content example can be adapted for science content at grades 9-10 and 11-12.
	Refer to the CA NGSS for the complete set of science standards to use along with the CA ELD Standards to plan curriculum and instruction for English learners.

CA ELD Standards Augmentation for Science Grades 9-10 and 11-12			
Part I: Interacting in Meaningful Ways C. Productive			
9. Presenting			
Grade	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.
<b>Applying ELD Standards to Science</b>	Students plan and deliver oral presentations on science topics.		
<b>Science &amp; Engineering Practices</b>	5. Using mathematics and computational thinking 4. Analyzing and interpreting data* 6. Constructing explanations* 8. Obtaining, evaluating, and communicating information*		

<b>Sample Science Content Example</b>	Students gather data and information and plan and deliver an oral presentation to explain the Law of Gravitation and Coulomb's Law to predict the gravitational and electrostatic forces between objects (HS-PS2-4). Information in the presentation explains both the quantitative and conceptual descriptions of gravitational and electrical fields, but is limited to systems with two objects.
<b>Notes</b>	*An asterisk after a SEP indicates the SEP is related to engaging in the activities described in the content example, but is not directly associated with the referenced PE.
	The sample content example can be adapted for science content at grades 9-10 and 11-12.
	Refer to the CA NGSS for the complete set of science standards to use along with the CA ELD Standards to plan curriculum and instruction for English learners.

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

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

**10. Writing**

Grade	Emerging	Expanding	Bridging
<b>9-10</b>	<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><b>Applying ELD Standards to Science</b></p>	<p>a. Students write a variety of science texts, such as explanatory reports or descriptions of procedures, data, and observations, and create charts, tables, diagrams, and graphics as relevant to the task.</p> <p>b. Students write summaries of: experiences with the natural world and phenomena; research from various sources (e.g., interviews, science book/magazine articles, news, digital media); and lab report narratives on the inquiry, steps, analyses, and investigation results.</p>		
<p><b>Science &amp; Engineering Practices</b></p>	<p>3. Planning and conducting an investigation          4. Analyzing and interpreting data*          6. Constructing an explanation*</p>		
<p><b>Sample Science Content Example</b></p>	<p>Students research the phenomenon of hormonal imbalances in human beings. They want to investigate how homeostasis works in terms of feedback mechanisms (HS-LS1-3) and, in small groups, plan and conduct an investigation on this topic. One group investigates heart rate in response to exercise; another group investigates stomate response to moisture and temperature; and a third group investigates the effect of temperature on goldfish respiration. Each group analyzes its data and writes a summary of the results. The class as whole writes a generalization summary from the three different experiments.</p>		

<b>Notes</b>	*An asterisk after a SEP indicates the SEP is related to engaging in the activities described in the content example, but is not directly associated with the referenced PE.
	The sample content example can be adapted for science content at grades 9-10 and 11-12.
	Refer to the CA NGSS for the complete set of science standards to use along with the CA ELD Standards to plan curriculum and instruction for English learners.

CA ELD Standards Augmentation for Science Grades 9-10 and 11-12			
Part I: Interacting in Meaningful Ways C. Productive			
11. Justifying/arguing			
Grade	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><b>Applying ELD Standards to Science</b></p>	<p>Students construct and support arguments in science with evidence, data, and/or a model. They compare and refine arguments based on evaluation of the evidence presented.</p>		
<p><b>Science &amp; Engineering Practices</b></p>	<p>2. Developing and using models 6. Constructing an explanation* 7. Arguing from evidence*</p>		
<p><b>Sample Science Content Example</b></p>	<p>Students create a periodic table, either with common items that contain various elements or with pictures of items that contain the elements. They research how Mendeleev constructed the table based on patterns. They then use the periodic table as a model to predict the relative properties of elements, based on the patterns of electrons in the outermost energy level of atoms (HS-PS1-1). As they present their predictions, they critique one another's reasoning and line of logic.</p>		

<b>Notes</b>	*An asterisk after a SEP indicates the SEP is related to engaging in the activities described in the content example, but is not directly associated with the referenced PE.
	The sample content example can be adapted for science content at grades 9-10 and 11-12.
	Refer to the CA NGSS for the complete set of science standards to use along with the CA ELD Standards to plan curriculum and instruction for English learners.

CA ELD Standards Augmentation for Science Grades 9-10 and 11-12			
Part I: Interacting in Meaningful Ways C. Productive			
12. Selecting language resources			
Grade	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 relies 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 cardiac muscle works continuously.).</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><b>Applying ELD Standards to Science</b></p>	<p>Students use a variety of vocabulary and select appropriate affixes when writing or speaking about science content.</p>		
<p><b>Science &amp; Engineering Practices</b></p>	<p>5. Using mathematical and computational thinking. 6. Constructing an explanation.*</p>		
<p><b>Sample Science Content Example</b></p>	<p>Students have studied various Earth systems and are now ready to look at the interaction of all of the systems. They use a computational representation to illustrate the relationships among Earth systems and how those relationships are being modified due to human activity (HS-ESS3-6). In their writing, they distinguish among the hydrosphere, atmosphere, cryosphere, geosphere, and biosphere, paying attention to the meanings of the prefixes attached to the root <i>sphere</i> in each word. They also indicate the impact of human activity, considering the immediate, intermediary, and long-range impacts.</p>		

<b>Notes</b>	<p>*An asterisk after a SEP indicates the SEP is related to engaging in the activities described in the content example, but is not directly associated with the referenced PE.</p>
	<p>The sample content example can be adapted for science content at grades 9-10 and 11-12.</p>
	<p>Refer to the CA NGSS for the complete set of science standards to use along with the CA ELD Standards to plan curriculum and instruction for English learners.</p>

CA ELD Standards Augmentation for Science Grades 9-10 and 11-12			
Part II: Learning About How English Works A. Structuring Cohesive Texts			
1. Understanding text structure			
Grade	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><b>Applying ELD Standards to Science</b></p>	<p>Text types in science include simulations, videos, diagrams, charts, tables, informational narratives, graphics, and labeled illustrations depicting processes, structures and relationships, among others. Students increase understanding of text by using it in context with the content and investigations, and by having explicit instruction about the organization of the text and its purpose.</p>
<p><b>Science &amp; Engineering Practices</b></p>	<p>4. Analyzing and interpreting data                      5. Mathematical and computational thinking*                      6. Constructing an explanation*                      7. Arguing from evidence*</p>
<p><b>Sample Science Content Example</b></p>	<p>Students have observed finch beaks and black and white moths in England. They have researched variations in other organisms. They are given a data set and asked to apply the concept of statistics and probability to support an explanation that organisms with an advantageous heritable trait tend to increase in proportion to organisms lacking this trait (HS-LS4-3). Students use digital tools for the statistical analysis, and then construct an explanation of the concept, using evidence from at least three sources. They critique one another's explanations, using their data analysis.</p>
<p><b>Notes</b></p>	<p>*An asterisk after a SEP indicates the SEP is related to engaging in the activities described in the content example, but is not directly associated with the referenced PE.</p>
	<p>The sample content example can be adapted for science content at grades 9-10 and 11-12.</p>
	<p>Refer to the CA NGSS for the complete set of science standards to use along with the CA ELD Standards to plan curriculum and instruction for English learners.</p>

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

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

**2. Understanding cohesion**

Grade	Emerging	Expanding	Bridging
9-10	<p>a. Apply knowledge of familiar language resources for referring to make texts more cohesive (e.g., using pronouns to refer back to nouns in text) to comprehending and writing brief texts.</p>	<p>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 language resources for referring to make texts more cohesive (e.g., using nominalization, paraphrasing, or summaries to reference or recap an idea or explanation provided earlier) to comprehending grade-level texts and to writing clear and cohesive grade-level texts for specific purposes and audiences.</p>
	<p>b. Apply knowledge of familiar language resources for linking ideas, events, or reasons throughout a text (e.g., using connecting/transition words and phrases, such as <i>first</i>, <i>second</i>, <i>third</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 to writing cohesive texts for specific purposes and audiences.</p>

<b>11-12</b>	<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>
<b>Applying ELD Standards to Science</b>	<p>a. Students apply increasing 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 cohesive science texts.</p>		
<b>Science &amp; Engineering Practices</b>	<p>6. Constructing explanations (science) and designing solutions (engineering).</p>		

<b>Sample Science Content Example</b>	Students use modified historical data to construct models of DNA and read excerpts from <i>The Double Helix</i> , discussing how Watson and Crick made their discoveries. They construct an explanation of the DNA model and use evidence to explain how the structure of DNA determines the structure of proteins (HS-LS1-1). In their explanation, they link the concepts of replication, translation, and transcription.
<b>Notes</b>	*An asterisk after a SEP indicates the SEP is related to engaging in the activities described in the content example, but is not directly associated with the referenced PE.
	The sample content example can be adapted for science content at grades 9-10 and 11-12.
	Refer to the CA NGSS for the complete set of science standards to use along with the CA ELD Standards to plan curriculum and instruction for English learners.

CA ELD Standards Augmentation for Science Grades 9-10 and 11-12			
Part II: Learning About How English Works B. Expanding and Enriching Ideas			
3. Using verbs and verb phrases			
Grade	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.

<b>Applying ELD Standards to Science</b>	Students use a variety of verb types and appropriate verb tenses to express their understanding of scientific concepts and phenomena.
<b>Science &amp; Engineering Practices</b>	4. Analyzing and interpreting data
<b>Sample Science Content Example</b>	Students investigate everyday examples of Newton's Second Law of Motion, e.g., kicking a wall or kicking a ball. They analyze data to support the claim that the Second Law describes the mathematical relationships among the net force on an object, its mass, and its acceleration (HS-PS2-1). In their discussions, students describe, using appropriate verb tenses, how the law applies to things such as falling objects, objects rolling down a ramp, or moving objects being pulled by a constant force.
<b>Notes</b>	*An asterisk after a SEP indicates the SEP is related to engaging in the activities described in the content example, but is not directly associated with the referenced PE.
	The sample content example can be adapted for science content at grades 9-10 and 11-12.
	Refer to the CA NGSS for the complete set of science standards to use along with the CA ELD Standards to plan curriculum and instruction for English learners.

CA ELD Standards Augmentation for Science Grades 9-10 and 11-12			
Part II: Learning About How English Works B. Expanding and Enriching Ideas			
4. Using nouns and noun phrases			
Grade	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.

<p><b>Applying ELD Standards to Science</b></p>	<p>In science and engineering, oral and written texts 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><b>Science &amp; Engineering Practices</b></p>	<p>2. Developing and using models</p>
<p><b>Sample Science Content Example</b></p>	<p>Students have been developing and using a model to illustrate the hierarchical organization of interacting systems that provide specific functions with multicellular organisms (HS-LS1-2). A group of students is constructing and explaining a model that shows how the muscular system interacts with the circulatory system to move blood around the body. In their descriptions, students use expanded noun phrases such as <i>smooth involuntary muscles</i>, <i>thick-walled arteries contract</i>, and <i>autonomic neural stimuli</i>.</p>
<p><b>Notes</b></p>	<p>*An asterisk after a SEP indicates the SEP is related to engaging in the activities described in the content example, but is not directly associated with the referenced PE.</p>
	<p>The sample content example can be adapted for science content at grades 9-10 and 11-12.</p>
	<p>Refer to the CA NGSS for the complete set of science standards to use along with the CA ELD Standards to plan curriculum and instruction for English learners.</p>

CA ELD Standards Augmentation for Science Grades 9-10 and 11-12			
Part II: Learning About How English Works B. Expanding and Enriching Ideas			
5. Modifying to add details			
Grade	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.
<b>Applying ELD Standards to Science</b>	Students use modifying words and phrases to express their understanding of scientific concepts and phenomena.		
<b>Science &amp; Engineering Practices</b>	4. Analyzing and interpreting data 6. Constructing explanations* 8. Obtaining, evaluating, and communicating information*		

<b>Sample Science Content Example</b>	Students develop a model that illustrates how Earth's internal and surface processes operate at different spatial and temporal scales to form continental and ocean-floor features (HS-ESS2-1). When explaining their understanding, they use modifying words and phrases explaining how the appearance of land features (such as mountains, valleys, and plateaus) and sea-floor features (such as trenches, ridges, and seamounts) are a result of both constructive forces (such as volcanism, tectonic uplift, and orogeny) and destructive mechanisms (such as weathering, mass wasting, and coastal erosion).
<b>Notes</b>	*An asterisk after a SEP indicates the SEP is related to engaging in the activities described in the content example, but is not directly associated with the referenced PE.
	The sample content example can be adapted for science content at grades 9-10 and 11-12.
	Refer to the CA NGSS for the complete set of science standards to use along with the CA ELD Standards to plan curriculum and instruction for English learners.

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

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

**6. Connecting ideas**

Grade	Emerging	Expanding	Bridging
<b>9-10</b>	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><b>Applying ELD Standards to Science</b></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><b>Science &amp; Engineering Practices</b></p>	<p>6. Constructing explanations 4. Analyzing data* 8. Obtaining, evaluating, and communicating information*</p>		
<p><b>Sample Science Content Example</b></p>	<p>Students research how the availability of natural resources, occurrences of natural hazards, and changes in climate have influenced human activity (HS-ESS3-1). There are areas of Earth that are more densely populated than others, and they can be explained and related to natural resources, natural hazards, and climate. Using the data collected, students prepare and deliver oral reports explaining the reasons and rationale for populations clustered in specific areas.</p>		

<b>Notes</b>	*An asterisk after a SEP indicates the SEP is related to engaging in the activities described in the content example, but is not directly associated with the referenced PE.
	The sample content example can be adapted for science content at grades 9-10 and 11-12.
	Refer to the CA NGSS for the complete set of science standards to use along with the CA ELD Standards to plan curriculum and instruction for English learners.

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

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

**7. Condensing ideas**

Grade	Emerging	Expanding	Bridging
9-10	<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 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>).</p>	<p>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>

<p><b>11-12</b></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><b>Applying ELD Standards to Science</b></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><b>Science &amp; Engineering Practices</b></p>	<p>2. Developing and using models 4. Analyzing and interpreting data* 6. Constructing explanations* 8. Obtaining, evaluating, and communicating information*</p>		
<p><b>Sample Science Content Example</b></p>	<p>Students develop a model that describes how matter cycles and energy flows among the living and nonliving parts of an ecosystem (HS-LS2-3). Students research an aspect of an ecosystem and make a model and construct an explanation to share with the class. The emphasis of the model and explanation will be on describing the conservation of matter and the flow of energy into and out of the ecosystem and defining the boundaries of the ecosystem. Students present their models and explanations to the class.</p>		

<b>Notes</b>	*An asterisk after a SEP indicates the SEP is related to engaging in the activities described in the content example, but is not directly associated with the referenced PE.
	The sample content example can be adapted for science content at grades 9-10 and 11-12.
	Refer to the CA NGSS for the complete set of science standards to use along with the CA ELD Standards to plan curriculum and instruction for English learners.