

# Correspondence Study Report

**California English Language Development Standards,  
Common Core State Standards for Mathematics, and  
Next Generation Science Standards: Correspondence  
Study and Augmentation Document Project**

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## Correspondence Study Report

### California English Language Development Standards, Common Core State Standards for Mathematics, and Next Generation Science Standards: Correspondence Study and Augmentation Document Project

#### I. Background and Project Overview

In recent years, the state of California has adopted new K–12 college- and career-ready standards for English language arts (ELA), mathematics, and science. These include (respectively) the California Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects (CA CCSS for ELA/Literacy); the California Common Core State Standards for Mathematics (CA CCSSM); and the Next Generation Science Standards for California Public Schools, Kindergarten through Grade Twelve (CA NGSS). In accordance with California State Assembly Bill (AB) 124, in 2012 California also adopted new California English Language Development Standards (CA ELD Standards). As required by AB 124, the CA ELD Standards were designed to correspond to the CA CCSS for ELA/Literacy in order to support the language development of English learners (ELs) toward attaining English language proficiency (ELP) and accessing the core academic content for ELA that all students are expected to master. However, under the federal Elementary and Secondary Education Act, currently authorized as the No Child Left Behind Act of 2001 (NCLB 2002), the CA ELD Standards must also adequately correspond to the language demands found within the academic content standards in mathematics and science (NCLB, s.3113(b)(2)).

In October 2013, the Governor signed Assembly Bill AB 899, requiring that the CA ELD Standards be comparable in rigor and specificity to the standards for mathematics and science. Added to the Education Code as Section 60811.4, the legislation calls for the State Superintendent of Public Instruction (SSPI) to recommend to the State Board of Education (SBE) any “modifications” to the CA ELD Standards that are needed to link them with the academic content standards for mathematics and science. In order to make these recommendations, the SSPI is required by AB 899 to convene a group of experts to review the mathematics and science academic content standards and ensure that the language demands inherent in these content standards are adequately addressed by the CA ELD Standards.

As a result, the California Department of Education (CDE) contracted WestEd to: (1) conduct a study of correspondence (linkage)<sup>1</sup> between the CA ELD Standards and the standards for mathematics and science; and (2) develop materials to represent any modifications (augmentation)<sup>2</sup> to the CA ELD Standards that are necessary based on the findings of the correspondence study.

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<sup>1</sup> “Correspond” and “link” are used interchangeably in AB 899, and NCLB speaks of the need for ELD standards to “align” to academic content standards. The term “correspond” has been recommended by the Council of Chief State School Officers (CCSSO, 2012) to refer to standards-to-standards relationships, as the term has fewer technical associations than either “link” or “align,” which typically refer to the relationship of standards to assessments. In fact, “correspondence” is used in the CA ELD Standards documents to refer to the many-to-many correspondences between the CA ELD Standards and the CA CCSS for ELA/Literacy (CCSSO 2012). Therefore, this report uses the term “correspondence.”

<sup>2</sup> AB 899 uses the term “modifications” in referring to a possible augmentation to the CA ELD Standards; WestEd and the CDE have agreed to use the term “augmentation” so as not to suggest that the CA ELD Standards, which were developed in a transparent and inclusive statewide process and unanimously approved by the SBE, will be altered. Rather, any unaddressed language demands from mathematics and science will be incorporated into the CA ELD Standards through augmentation.

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WestEd is completing three major tasks to assist the CDE in meeting the requirements of AB 899 for determining the extent to which the CA ELD Standards correspond to the language demands in the CA CCSSM and the CA NGSS, and for making any necessary augmentations to the CA ELD Standards. These three tasks—two for Year 1 and one for Year 2 of the contract—are outlined in Table 1.

**Table 1: AB 899 Project Tasks and Timeline**

<b>Year 1</b> <b>October 1, 2014–June 30, 2015</b>	
<b>Task 1:</b> Conduct a correspondence study between the CA ELD Standards and the CA CCSSM and the CA NGSS	
October 2014–March 2015	WestEd conducts correspondence study and writes report.
April 2, 2015	Public Meeting #1 held for expert panel review of correspondence study and public comment.
<b>Task 2:</b> Develop draft augmentation document that shows the correspondence between the CA ELD Standards and the CA CCSSM and the CA NGSS	
February–May 2015	WestEd develops draft augmentation document based on correspondence study report, as well as on expert panel feedback and public input from Public Meeting #1.
May 28, 2015	Public Meeting #2 held for expert panel review of draft augmentation document and public comment.
June 2015	WestEd writes a summary of the feedback from the expert panel members and public input.
<b>Year 2</b> <b>July 1, 2015–January 31, 2016</b>	
<b>Task 1:</b> Present, revise, and finalize the augmentation document that shows the correspondence between the CA ELD Standards and the CA CCSSM and the CA NGSS	
July 8–9, 2015	SBE meeting; SSPI makes recommendation to augment the CA ELD Standards.
August 2015	Potential public review period.
September–October 2015	WestEd revises augmentation document, incorporating all feedback.
November 4–5, 2015	SBE meeting to review revised augmentation document.
November–December 2015	WestEd finalizes augmentation document, incorporating any SBE feedback as needed.
January 2016	SBE meeting to review and approve final augmentation document.

## II. Qualifications of Staff Conducting the Correspondence Study

WestEd staff conducting the correspondence study have deep expertise and experience in the content areas of ELD, mathematics, and science, as well as in K–12 educational research, development, and service. Collectively, they also have deep knowledge of the CA ELD Standards (having directly assisted the CDE in the standards’ development), the CA CCSSM, and the CA NGSS. Details of staff experience by role follow.

**English Language Development Leads and Analysts have collective expertise and experience in:**

- ELD standards development (including the CA ELD Standards)
- ELA/ELD framework development (including the CA ELA/ELD Framework)
- ELD and ELA correspondence studies
- ELD standards and assessment alignment
- ELD assessment development
- Teaching K–12 and adult ELs

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- Teaching mathematics and science to ELs and non-ELs
- Developing mathematics and science curriculum for ELs
- Implementing the CA ELD Standards
- Theories of second language acquisition
- Approaches to teaching English as an additional language
- Professional development for educators of ELs
- State and national policy development for EL assessment and accountability, including federal peer review guidance (Title III)

**The Mathematics Content Lead has expertise and experience in:**

- Teaching K–12 mathematics
- Implementing the CA CCSSM
- Professional development for mathematics educators
- Leadership for mathematics education and professional development
- Mathematics standards and assessment development
- Mathematics content, curriculum, and instruction (including for ELs)

**The Science Content Lead has expertise and experience in:**

- Teaching K–12 and college-level science
- Implementing the CA NGSS
- Professional development for science educators
- Leadership for science education and professional development
- Development of science standards and assessments
- Science content, curriculum, and instructional strategies
- Science educational reform

**Mathematics and Science Content Analysts have collective expertise and experience in:**

- Teaching K–12 mathematics and science
- K–12 mathematics and science content and disciplinary literacy
- K–12 mathematics and science curriculum and instruction
- ELD content and instruction related to mathematics and science
- Mathematics and science standards development and alignment
- Mathematics and science assessment development and alignment

### III. Correspondence Study Protocols

Due to differences in the organization and content of the CA CCSSM and the CA NGSS, separate protocols were developed for conducting the analysis of each academic content area. This section provides an overview of the study design, including reference materials consulted and level of analysis for each set of standards. It also provides a description of the protocols used for analyzing correspondence to the mathematics and science standards, including training and calibration procedures; analysis, rating, and review procedures.

## A. Reference Materials

The following materials were consulted by the ELD Leads and the Mathematics and Science Content Leads as they developed the correspondence study design and protocols, and by the leads and content analysts during training and analysis, in order to inform their coding decisions.

### ELD Materials

*California English Language Development Standards: Kindergarten through Grade 12* (CDE 2014a)

*English Language Arts/English Language Development Framework for California Public Schools: Transitional Kindergarten through Twelfth Grade* (CDE 2014b)

### Mathematics Materials

*California Common Core State Standards: Mathematics* (CDE 2013a)

*Standards for Mathematical Practice: Commentary and Elaborations for K–5* (Illustrative Mathematics 2014a)

*Standards for Mathematical Practice: Commentary and Elaborations for 6–8* (Illustrative Mathematics 2014b)

*Mathematics Framework for California Public Schools: Kindergarten Through Twelfth Grade* (CDE 2015)

### Science Materials

*Next Generation Science Standards for California Public Schools, Kindergarten through Grade Twelve* (CDE 2013b, pre-publication version)

*A Framework for K–12 Science Education: Practices, Crosscutting Concepts, and Core Ideas* (Committee on Conceptual Framework for the New K-12 Science Education Standards; Board on Science Education; Division of Behavioral and Social Sciences and Education; National Research Council 2012)

During protocol development, the ELD Leads also consulted two publications summarizing previous studies of correspondence between specific ELD standards (or discipline-specific language demands more generally) and the CA CCSSM and the CA NGSS:

*The Framework for English Language Proficiency Development Standards Corresponding to the Common Core State Standards and Next Generation Science Standards* (ELPD Framework) (CCSSO 2012)

*English Language Proficiency Standards with Correspondences to K–12 English Language Arts (ELA), Mathematics, and Science Practices, K–12 ELA Standards, and 6–12 Literacy Standards* (ELPA 21 Consortium ELP Standards) (CCSSO 2014)

Both of these documents provided useful ideas and insights regarding the conceptualization of correspondence between language and content standards; the analytic framework in which to undertake a correspondence study; and practical display of correspondences between two sets of standards that, although potentially corresponding, are very different in their focus and purpose.

## B. Level of Analysis of the Standards

For each set of content standards, the ELD and content leads determined the appropriate level of analysis for the correspondence study. The CA CCSSM and CA NGSS are substantially different in their organization and structure. Each set of standards was developed to represent the knowledge, skills, and abilities of the respective content area, as well as to describe the particular practices and processes

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relevant to engaging with the content in a rigorous and comprehensive way. In addition, a study of correspondence between standards for an academic subject-matter area and standards for ELD necessarily requires some interpretation and professional judgment in order to determine the extent of connections between them. Therefore, a first step was to define the parameters of comparison. The relevant levels of analysis for each set of standards are summarized in the following sections.

## California English Language Development Standards

The CA ELD Standards are organized into two parts, with strands that are consistent (yet developmentally appropriate) across grade levels<sup>3</sup> (see Table 2). At each grade level, the strands are detailed in standards that have descriptors for what students know and can do at each proficiency level.

**Table 2: CA ELD Standards—Parts and Strands**

<b>Part I: Interacting in Meaningful Ways</b>
<b>A. Collaborative (engagement in dialogue with others)</b>
1. Exchanging information/ideas via oral communication and conversations
2. Interacting via written English (print and multimedia)
3. Offering opinions and negotiating with/persuading others
4. Adapting language choices to various contexts
<b>B. Interpretive (comprehension and analysis of written and spoken texts)</b>
5. Listening actively and asking/answering questions about what was heard
6. Reading closely and explaining interpretations/ideas from reading
7. Evaluating how well writers and speakers use language to present or support ideas
8. Analyzing how writers use vocabulary and other language resources
<b>C. Productive (creation of oral presentations and written texts)</b>
9. Expressing information and ideas in oral presentations
10. Composing/writing literary and informational texts
11. Supporting opinions or justifying arguments and evaluating others' opinions or arguments
12. Selecting and applying varied and precise vocabulary and other language resources
<b>Part II: Learning About How English Works</b>
<b>A. Structuring Cohesive Texts</b>
1. Understanding text structure and organization based on purpose, text type, and discipline
2. Understanding cohesion and how language resources across a text contribute to the way a text unfolds and flows
<b>B. Expanding and Enriching Ideas</b>
3. Using verbs and verb phrases to create precision and clarity in different text types
4. Using nouns and noun phrases to expand ideas and provide more detail
5. Modifying to add details to provide more information and create precision
<b>C. Connecting and Condensing Ideas</b>
6. Connecting ideas within sentences by combining clauses
7. Condensing ideas within sentences using a variety of language resources

<sup>3</sup> For purposes of display, wordings that are slightly different between grades K–5 and 6–12, representing varying cognitive and linguistic capacities at the elementary and secondary levels, have been combined in Table 2.

Each grade-level ELD standard has descriptors for each of the three proficiency levels: Emerging, Expanding, and Bridging. Although analysts looked across all three proficiency levels to determine the range of language demands for the given ELD standard, correspondence to the mathematics and science standards' language demands was rated only for the Bridging level. (The "bridge" alluded to is the transition to full engagement in grade-level academic tasks and activities in a variety of content areas without the need for specialized ELD instructional support.) At the Bridging level, ELs continue to learn and apply a range of high-level English language skills in a wide variety of contexts, including comprehension and production of highly technical texts. Confirming the ELD standards' correspondence at the Bridging level ensures that the CA ELD Standards will adequately address the language demands of mathematics and science content standards at grade level.

After reviewing the previously mentioned materials and engaging in deliberation, the ELD Leads determined that analysis of correspondence of the ELD standards to the mathematics and science standards would be most effectively and usefully entered into via Part I of the CA ELD Standards: "Interacting in Meaningful Ways." There are two key reasons for this. First, Part I of the CA ELD Standards addresses collaborative, interpretive, and productive language uses and purposes (explaining, presenting, arguing, etc.) for which there are direct correspondences to the mathematics and science and engineering practices; these language uses and purposes may also be explicitly described and identifiable in the content standards themselves.

Second, Part II of the CA ELD Standards, "Learning About How English Works," is not designed or intended to be implemented in isolation from Part I. As the CA ELD Standards publication explains:

It is critical to understand that, although Part II is presented separately in order to draw educators' attention to it, the focus in Part II on understanding how English works is integral to and inseparable from EL students' development of meaning-making and purposeful interaction as delineated in Part I, "Interacting in Meaningful Ways." (CDE 2014a, 161)

Part II specifies particular *elements of language structures* that apply to using language in a variety of contexts and for a variety of purposes described in Part I. These standards (Understanding Cohesion, Using Verbs and Verb Phrases, etc.) do not have any explicit equivalents in the mathematics and science content standards or practices. Nevertheless, since Part II of the CA ELD Standards is intended to apply across Part I of the CA ELD Standards, any correspondence of Part I CA ELD Standards to mathematics and science standards would necessarily involve application of Part II CA ELD Standards *at the same time*. Thus, correspondences to Part I CA ELD Standards implicitly represent correspondences to Part II CA ELD Standards.

It should be noted that the proposed CA ELD Standards augmentation document will be based on this correspondence analysis and, when produced, will include descriptions of applications, in mathematics and science, of both the Part I and Part II CA ELD Standards. This will explicitly exemplify, for teachers and students, the connections that are only implicit between Part II and the mathematics and science standards.

## California Common Core State Standards for Mathematics

The mathematical content standards are organized by domain for grades K–8 (e.g., Number and Operations in Base Ten) and by conceptual category for courses in higher mathematics (e.g., Functions). The standards typically describe cognitive understanding (e.g., 4.NF.4a: “Understand a fraction  $a/b$  as a multiple of  $1/b$ ”) or mathematical processes (e.g., N-RN.2: “Rewrite expressions involving radicals and rational exponents using the properties of exponents”). A smaller number of standards include descriptors that explicitly involve language uses and purposes (e.g., 7.G.3: “Describe the two-dimensional figures that result from slicing three-dimensional figures . . .”). Thus, in order to determine correspondences between each mathematics standard and each ELD standard, it would first be necessary to infer the various ways in which language would be used in teaching and learning each mathematics standard in the classroom.

Importantly, the mathematics standards are intended to connect to a set of mathematical practices (MPs) that apply across all standards at all grade levels. As noted in the introduction to the CA CCSSM, “Designers of curricula, assessments, and professional development should all attend to the need to connect the mathematical practices to mathematical content in mathematics instruction” (CDE 2013a, 8). The MPs focus on “processes and proficiencies” that include explicit wording specific to language uses and purposes, such as “explain” (MP.1 and MP.6) and “communicate” (MP.3 and MP.6). In fact, the two previous correspondence studies used as references for this study—the CCSSO ELPD Framework and the ELPA 21 Consortium ELP Standards—both utilize the MPs to identify the language demands inherent in the content standards and to discern the level of correspondence of the CA ELD Standards to the content standards.

Thus, after careful review and discussion of the options, and after consultation with the CDE, the ELD and content leads agreed that the MPs would constitute the best entry point for determining the relevant level for correspondence of the CA ELD Standards. In order to take into account the mathematics content at each grade level to which the practices apply, content analysts also looked across the mathematics standards for each grade level to ensure all language demands were accounted for by the CA ELD Standards, and selected at least one sample mathematics standard that best exemplified the language demands entailed in the mathematics standards that are explicit in the CA ELD Standards.

### Mathematical Practices

Standards for Mathematical Practice (CDE 2013a 6–8; see Appendix A for a full description of each practice):

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

## Next Generation Science Standards for California Public Schools, Kindergarten through Grade Twelve

The CA NGSS are designed around three interrelated dimensions: Science and Engineering Practices (SEPs), Disciplinary Core Ideas (DCIs), and Crosscutting Concepts (CCCs). For this section of the correspondence study, the science analysts determined that the best leverage point for discerning the correspondence of the CA ELD Standards to the language demands of the CA NGSS should be the performance expectations (PEs), which embody these three dimensions. (The PEs are the equivalent level of granularity to the grade-level standards in the CA CCSSM and the grade-level standards across proficiency levels in the CA ELD Standards.) In addition, each set of PEs organized by the three dimensions includes a list of the prerequisite or connected CCSS for ELA/Literacy for the set of PEs. Thus, the analysts could use these ELA/literacy connections as another resource for determining correspondence between the CA ELD Standards and the PEs. (Note that, although both the CA ELD Standards and the CA NGSS provide lists of corresponding CCSS for ELA/Literacy, ELD and science leads and analysts agreed that a simple cross-comparison by CCSS for ELA/Literacy correspondence would not provide the comprehensive science content analysis needed for this study. The teams decided to directly examine the CA ELD Standards in relation to science PEs, using the CCSS for ELA/Literacy as a guide.) In addition, each PE is associated with a CA NGSS SEP. The Science Content Lead and science analysts determined that it was essential to leverage the SEPs in examining correspondence of the ELD standards to the CA NGSS, since, as noted in CA NGSS Appendix F:

Engagement in [science and engineering] practices is language intensive and requires students to participate in classroom science discourse. . . . When supported appropriately, these [EL] students are capable of learning science through their emerging language and comprehending and carrying out sophisticated language purposes (e.g., arguing from evidence, providing explanations, developing models) using less-than-perfect English. By engaging in such practices, moreover, they simultaneously build on their understanding of science and their language proficiency (i.e., capacity to do more with language). (CDE 2013b, Appendix F, 3)

As also noted in Appendix F of the CA NGSS, “the eight practices are not separate; they intentionally overlap and interconnect” (p. 3). After discussion among the project team and consultation with the CDE, the team undertook an examination of correspondence of the CA ELD Standards to the CA NGSS by indicating the SEP for each PE corresponding to each ELD Standard at each grade level.

### Science and Engineering Practices

Appendix F—Science and Engineering Practices in the NGSS (CDE 2013b; see Appendix B of this report for a full description of each practice):

1. Ask questions and define problems.
2. Develop and use models.
3. Plan and carry out investigations.
4. Analyze and interpret data.
5. Use mathematics and computational thinking.
6. Construct explanations and design solutions.
7. Engage in argument from evidence.
8. Obtain, evaluate, and communicate information.

## C. Mathematics Protocol

As previously noted, the relevant level of analysis for the CA CCSSM was determined to be best entered via the mathematical practices (MPs). For each grade level, analysts identified correspondences between the grade-level ELD standards (with a focus on the Bridging proficiency level) and the MPs, considering specific statements within the full text of the MP (e.g., for MP.3, “Students at all grades can listen [to] or read the arguments of others”). The correspondence was completed for each grade level K–8 and for grades 9–12. (Since there is only one set of CA CCSSM for the 9–12 grade span [arranged by conceptual category], correspondences are the same for the ELD 9–10 and 11–12 grade spans, whose standards descriptors differ only slightly.)

### Training and Calibration of Mathematics Analysts

The following list summarizes the steps involved in training the mathematics analysts to engage in using the mathematics protocol to analyze the correspondence of the CA ELD Standards to the language demands of the mathematics standards.

1. ELD lead/project manager provided overview of project, staffing, and timeline.
2. Mathematics lead and analysts determined grade-level assignments.
3. ELD lead provided overview of the organization and content of the CA ELD Standards.
4. Mathematics lead and analysts reviewed CA CCSSM and determined relevant levels of analysis.
5. Mathematics lead and analysts conducted sample correspondence ratings of ELD strands to MPs and mathematics standards at different grade levels.
6. Mathematics team discussed ratings.
7. Each content analyst continued rating initial set of standards at assigned grade level.
8. Mathematics team discussed ratings.
9. Steps 5 through 8 repeated until initial calibration appeared assured.

### Correspondence Rating Procedure

The following list summarizes the steps that the analysts undertook in the correspondence rating procedure.

1. Read the CA ELD Standards and identified possible corresponding MPs.
2. Identified specific statements within the MPs that correspond to the ELD standard language uses or purposes. (A document with the statements in each MP bulleted out was provided for this purpose.)
3. Read through all mathematics standards for the grade level and identified a sample standard that would best exemplify application of this ELD standard during classroom instruction.
4. Wrote comments about the MP and mathematics ratings where relevant.

### Analysis and Ongoing Calibration

The following list summarizes the steps that the mathematics lead and analysts undertook in the analysis of the correspondence of the CA ELD Standards to the mathematics standards, as well as ongoing calibration.

1. Analysts continued rating at the grade level(s) assigned during training.
2. After each grade level was completed (or at regular intervals as determined during training), the mathematics content lead reviewed the analysts’ ratings, and discussed calibration with analysts as needed.
3. When all analysts had completed rating and calibration, the content lead reviewed all grade levels for completeness, accuracy, and consistency.
4. The correspondence ratings then moved to ELD review for final analysis (see section E below).

## D. Science Protocol

As previously noted, the relevant levels of analysis for the CA NGSS were determined to be the PE and the SEP. For each grade level, analysts identified correspondences between the grade-level ELD standards (with a focus on the Bridging proficiency level) and the PEs, categorized under the relevant SEP. The correspondence was completed for each grade level K–8 (using the SBE’s preferred Integrated Model for grades 6, 7, and 8) and for grades 9–12. (Since there is only one set of CA NGSS for the 9–12 grade span, correspondences are the same for the ELD 9–10 and 11–12 grade spans, whose standards descriptors differ only slightly.)

### Training and Calibration of Science Analysts

The following list summarizes the steps involved in training the science analysts to engage in using the science protocol to analyze the correspondence of the CA ELD Standards to the language demands of the science standards.

1. ELD lead provided overview of project, staffing, and timeline.
2. Science lead and analysts determined grade-level assignments.
3. ELD lead provided overview of the organization and content of the CA ELD Standards.
4. Science lead and analysts reviewed CA NGSS and determined relevant levels of analysis.
5. Science lead and analysts conducted sample correspondence ratings of ELD strands to PEs and SEPs at different grade levels.
6. Science team discussed ratings.
7. Each content analyst continued rating initial set of standards at assigned grade level.
8. Science team discussed ratings.
9. Steps 5 through 8 repeated until initial calibration appeared assured.

### Correspondence Rating Procedure

The following list summarizes the steps that the analysts undertook in the correspondence rating procedure.

1. Identified the PE that would be analyzed (e.g., 5–LSI–1: “Support an argument that plants get the materials they need for growth chiefly from air and water”) and the three dimensions (e.g., SEP–Support an argument; DCI–Plants need air and water; CCC–Energy and Matter) that are found in the PE.
2. Identified the practice descriptor bulleted in the SEP foundation box (e.g., “Support an argument with evidence, data, or a model”).
3. Identified with a brief description the CCSS for ELA/Literacy connections for insights into connections and possible corroborating evidence of correspondence (e.g., R1.5.1–Quote from text; R1.5.9–Integrate information from several texts to write or speak; W5.1–Write opinion pieces, supporting point of view).
4. Read ELD standards and identified corresponding standards (e.g., A.3–Offering opinions; A.4–Adapting word choices; B.6–Reading/viewing closely; B.7–Evaluating language choices; B.8–Analyzing language choices; C.9–Presenting; C.11a–b–Supporting opinions; C.12a–Selecting language resources/academic language).
5. Wrote comments about PE and SEP ratings where relevant.

## **Analysis and Ongoing Calibration**

The following list summarizes the steps that the science content lead and analysts undertook in the analysis of the correspondence of the CA ELD Standards to the science standards, as well as ongoing calibration.

1. Analysts continued rating at the grade level(s) assigned during training.
2. After each grade level was completed (or at regular intervals as determined during training), the science content lead reviewed the analysts' ratings, and discussed calibration with analysts as needed.
3. When all analysts had completed ratings and calibration, the content lead reviewed all grade levels for completeness, accuracy, and consistency.
4. The correspondence ratings then moved to ELD review for final analysis.

## **E. ELD Review**

Once the mathematics and science leads and analysts had completed the analysis and calibration for all grade levels, the ELD leads and analysts reviewed the correspondence ratings to ensure that the ratings accurately reflected the intent and linguistic focus of each ELD standard as related to the language demands identified in the corresponding mathematics or science practices and content standards.

### **Calibration of ELD Analysts**

The following list summarizes the steps involved in calibrating the ELD leads and analysts to engage in using the ELD review protocol to analyze the correspondence of the CA ELD Standards to the language demands of the mathematics and science standards.

1. ELD leads and analysts reviewed mathematics and science correspondence ratings for two representative grade levels (4 and 9–10) for each content area and discussed the accuracy of the ratings for each ELD standard, given the intent and focus of the ELD standard.
2. ELD leads and analysts conducted sample correspondence ratings of ELD strands at the representative grade levels.
3. ELD team discussed ratings.
4. ELD analysts continued rating standards for the representative grade levels.
5. ELD team discussed ratings.
6. Continued steps 2 through 5 until initial calibration appeared assured.

### **Analysis and Ongoing Calibration**

The following list summarizes the steps that the ELD leads and analysts undertook in the analysis of the correspondence of the CA ELD Standards to the mathematics and science standards, as well as ongoing calibration.

1. ELD leads and analysts continued rating the remaining grade level(s).
2. After each grade level (or at regular intervals as determined during calibration), the ELD leads and analysts reviewed each other's ratings and discussed calibration as needed.
3. When all leads and analysts had completed rating and calibration, an ELD lead reviewed all grade levels for completeness, accuracy, and consistency.

## IV. Summary of Correspondence

This section summarizes the results of correspondences of the CA ELD Standards to the CCSSM and the CA NGSS. The overall results are summarized for all grades, K–12, and for the numbered strands of the CA ELD Standards. Detailed correspondences by grade or grade span for each grade-level ELD standard are provided in Appendices C and D.

### A. Summary of Correspondence between CA ELD Standards and CA CCSSM

Overall, the mathematics and ELD analysts determined that the CA ELD Standards address the full range and rigor of language demands required by the CA CCSSM across all grade levels, as represented in the MPs. Charts detailing correspondences of the CA ELD Standards for each grade level to the CA CCSSM are provided in Appendix C.

As shown in Table 3, three MPs—MP.1, MP.3, and MP.6—were determined to provide for explicit correspondence of the CA ELD Standards to the CCSSM. The remaining five MPs focus on mathematical cognitive skills and have no explicit wording related to language demands that would allow analysts to determine correspondence of a particular ELD standard to a particular mathematics standard. The language demands inherent in MP.2, MP.4, MP.5, MP.7, and MP.8 would depend on the instructional context (e.g., grade level, content domain, course configuration) in which these practices are used to support students’ content development. Thus, they were not coded as corresponding to individual ELD standards.

**Table 3: Summary of Correspondence between CA ELD Standards and CA CCSSM**

ELD Standard (Part I)	MP.1 Make sense of problems and persevere in solving them	MP.3 Construct viable arguments and critique the reasoning of others	MP.6 Attend to precision
<b>Collaborative Mode</b>			
1	X	X	X
2	X	X	X
3	X	X	X
4	X	X	X
<b>Interpretive Mode</b>			
5	X	X	-
6	X	X	X
7	X	X	-
8	X	-	X
<b>Productive Mode</b>			
9	X	X	X
10	X	X	X
11	X	X	X
12	X	-	X

MP.1 (“Make sense of problems and persevere in solving them”) and MP.6 (“Attend to precision”) describe overarching habits of mind that teachers seek to instill in the mathematics classroom. The mathematics team decided that MP.1 serves as an umbrella for problem solving within the other practice standards, and that it includes aspects of language demands to which all of the ELD standards correspond. As teachers develop students’ capacity to “make sense of problems and persevere in solving them,” they need to attend to framing mathematical challenges that are clear and explicit, and



to providing structures and supports that help students clarify and communicate their thinking and processes.

The mathematics team determined correspondences of particular ELD standards to mathematics standards represented by MP.6 and based on its focus on both computational precision and precision of mathematical language. MP.3 (“Construct viable arguments and critique the reasoning of others”) clearly describes the specific practices of arguing and critiquing; both the analytic practices and the language demands for engaging in these practices are explicit in MP.3, and particular ELD standards directly correspond to standards exemplified by this MP. The following list (from CDE 2013a, 6–8) provides an overview of each MP, with bulleted phrases showing the focus on language demands or cognitive skills.

**1. Make sense of problems and persevere in solving them.**

Language demands explicit in MP.1:

Mathematically proficient students start by

- explaining to themselves the meaning of a problem and looking for entry points to its solution.

They

- make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt.

Mathematically proficient students can

- explain correspondences between equations, verbal descriptions, tables, and graphs.

They can

- understand the approaches of others to solving complex problems and identify correspondences between different approaches.

**2. Reason abstractly and quantitatively.**

While the teaching and learning of abstract and quantitative reasoning practices requires use of language, language demands are not explicitly described in MP.2.

**3. Construct viable arguments and critique the reasoning of others.**

Language demands explicit in MP.3:

Mathematically proficient students

- understand and use stated assumptions, definitions, and previously established results in constructing arguments.

They

- make conjectures and build a logical progression of statements to explore the truth of their conjectures.
- justify their conclusions, communicate them to others, and respond to the arguments of others.

Mathematically proficient students are also able to

- compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—
- explain what it is.

Elementary students can

- construct arguments using concrete referents such as objects, drawings, diagrams, and actions.

Students at all grades can

- listen to or read the arguments of others, decide whether they make sense, and
- ask useful questions to clarify or improve the arguments.

**4. Model with mathematics.**

While the teaching and learning of modeling with mathematics requires use of language, language demands are not explicitly described in MP.4.

**5. Use appropriate tools strategically.**

While the teaching and learning of the use of tools requires use of language, language demands are not explicitly described in MP.5.

**6. Attend to precision.**

Language demands explicit in MP.6:

Mathematically proficient students try to

- communicate precisely to others.
- use clear definitions in discussion with others and in their own reasoning.

They

- state the meaning of the symbols they choose, including using the equal sign consistently and appropriately.

In the elementary grades, students

- give carefully formulated explanations to each other.

By the time they reach high school, they have learned to

- examine claims, and
- make explicit use of definitions.

**7. Look for and make use of structure.**

While teaching and learning about the use of mathematical structure requires use of language, language demands are not explicitly described in MP.7.

**8. Look for and express regularity in repeated reasoning.**

While teaching and learning about expressing regularity in repeated reasoning requires use of language, language demands are not explicitly described in MP.8.

## **B. Summary of Correspondence between CA ELD Standards and CA NGSS**

Overall, the science and ELD analysts determined that the CA ELD Standards address the full range and rigor of language demands required by the CA NGSS across all grade levels, as represented in the SEPs and the PEs. Charts detailing correspondences of the CA ELD Standards for each grade level to the CA NGSS PEs and SEPs are provided in Appendix D.

One or more ELD standards was found to correspond to each of the PEs for grades K–8, and at least one ELD standard was found to correspond to all almost all of the PEs for high school (grades 9–12). There were five PEs for which the CA ELD Standards provided no correspondence; these PEs address the skills of using mathematical computational representations (HS-ESS1-4, HS-ESS3-6), designing a device (HS-PS2-3, HS-PS3-3), and using a computer simulation (HS-ETS1-4). Notably, none of these PEs has a CCSS for ELA/Literacy connection, confirming that these PEs address cognitive and processing skills for which language demands would have to be inferred, rather than being apparent in the descriptors and connections for the PEs.

Table 4 summarizes the correspondences by SEP for each CA ELD Standards strand, across all grades, K–12.

**Table 4: Summary of Correspondence between CA ELD Standards and CA NGSS**

ELD Standard (Part I)	Science and Engineering Practices Identified for Corresponding Performance Expectations							
	1	2	3	4	5	6	7	8
<b>Collaborative Mode</b>								
1	X	X	X	X	X	X	X	X
2	X	X	X	-	X	X	X	X
3	X	X	X	-	X	X	X	X
4	(X)	(X)	(X)	(X)	(X)	(X)	(X)	(X)
<b>Interpretive Mode</b>								
5	X	X	-	X	-	X	X	X
6	X	X	X	X	X	X	X	X
7	(X)	(X)	(X)	(X)	(X)	(X)	(X)	(X)
8	(X)	(X)	(X)	(X)	(X)	(X)	(X)	(X)
<b>Productive Mode</b>								
9	X	X	X	X	X	X	X	X
10	X	X	X	X	X	X	X	X
11	X	X	X	X	X	X	X	X
12	(X)	(X)	(X)	(X)	(X)	(X)	(X)	(X)

The science analysts concluded that ELD Part I standard 1 (exchanging information and ideas with others) has correspondence to all of the PEs because of the nature of science as a social endeavor. As noted in the *Framework for K–12 Science Education*, “science is fundamentally a social enterprise and science knowledge advances through collaboration and in the context of a social system with well developed norms” (NRC 2012, 27). Notes for ELD Part I standard 1 in the correspondence charts in Appendix D reinforce this emphasis.

The ELD reviewers noted that the language processes described in ELD Part I standards 4, 7, 8, and 12 would apply to all of the PEs corresponding to the other ELD standards in the same mode. For example, students would apply standard 4 (adapting language choices to various contexts) as they engaged in the collaborative exchanges described in ELD standards 1–3, and thus, all of the PEs that correspond across standards 1–3 would also correspond to standard 4. This cross-application is represented by an “(X)” in Table 4 and by explanatory notes in the correspondence charts in Appendix D.

## V. Conclusions and Next Steps

The results of the correspondence analyses show that the CA ELD Standards address the full range and rigor of language demands required by the CA CCSSM and the CA NGSS across all grade levels. The only area where augmentation of the CA ELD Standards might be called for in order to ensure that the ELD standards correspond as closely as possible to the language demands of the CA CCSSM and the CA NGSS is in the application of particular ELD standards in the context of mathematics or science instruction. Analysis of the CA CCSSM and the CA NGSS made apparent that many language demands—especially those related to specific elements of selecting language resources (such as affixes and modals); adapting language to task, purpose, and audience; or analyzing the structure of texts and sentences—are implicit, rather than explicit, in the mathematics and science standards. In order to clarify for mathematics and science educators how the CA ELD Standards correspond to these implicit language demands, WestEd proposes to develop augmentation documents that provide additional notes and examples, appended to the CA ELD Standards, that explain how the knowledge, skills, and abilities described in the ELD standards can be applied within teaching and learning mathematics and science. Samples of these augmentation documents—one for mathematics and one for science—are provided in Appendix E. WestEd’s recommendation is to develop augmentation documents for each content area, organized by grade level groupings (K–5, 3–5, 6–8 and 9–12). These two augmentation documents would complement what is currently provided in the CA science, mathematics, and ELA/ELD curriculum frameworks. In addition, the augmentation documents would refer readers to additional examples of the tandem implementation of CA science, mathematics, and ELA/literacy standards with the CA ELD Standards.

At the public expert panel meeting convened by the CDE on April 2, 2015, experts in ELD and mathematics and science education reviewed this correspondence study report and the sample augmentation documents. Based on feedback from the CDE, feedback from expert panel members, and public input, WestEd developed a format and organization for a complete draft augmentation document, to be reviewed by the CDE and by expert panel members at a public meeting on May 28, 2015.

## VI. References

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## Appendix A: Standards for Mathematical Practice

Taken from:

California Department of Education. *California Common Core State Standards: Mathematics*.  
Sacramento: California Department of Education, 2013.

### **1) Make sense of problems and persevere in solving them.**

Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, “Does this make sense?” They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.

### **2) Reason abstractly and quantitatively.**

Mathematically proficient students make sense of quantities and their relationships in problem situations. They bring two complementary abilities to bear on problems involving quantitative relationships: the ability to *decontextualize*—to abstract a given situation and represent it symbolically and manipulate the representing symbols as if they have a life of their own, without necessarily attending to their referents—and the ability to *contextualize*, to pause as needed during the manipulation process in order to probe into the referents for the symbols involved. Quantitative reasoning entails habits of creating a coherent representation of the problem at hand; considering the units involved; attending to the meaning of quantities, not just how to compute them; and knowing and flexibly using different properties of operations and objects.

### **3) Construct viable arguments and critique the reasoning of others.**

Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen to or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments. Students build proofs by induction and proofs by contradiction. CA 3.1 (for higher mathematics only).

June 3, 2015

#### **4) Model with mathematics.**

Mathematically proficient students can apply the mathematics they know to solve problems arising in everyday life, society, and the workplace. In early grades, this might be as simple as writing an addition equation to describe a situation. In middle grades, a student might apply proportional reasoning to plan a school event or analyze a problem in the community. By high school, a student might use geometry to solve a design problem or use a function to describe how one quantity of interest depends on another. Mathematically proficient students who can apply what they know are comfortable making assumptions and approximations to simplify a complicated situation, realizing that these may need revision later. They are able to identify important quantities in a practical situation and map their relationships using such tools as diagrams, two-way tables, graphs, flowcharts and formulas. They can analyze those relationships mathematically to draw conclusions. They routinely interpret their mathematical results in the context of the situation and reflect on whether the results make sense, possibly improving the model if it has not served its purpose.

#### **5) Use appropriate tools strategically.**

Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

#### **6) Attend to precision.**

Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.

### **7) Look for and make use of structure.**

Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see  $7 \times 8$  equals the well-remembered  $7 \times 5 + 7 \times 3$ , in preparation for learning about the distributive property. In the expression  $x^2 + 9x + 14$ , older students can see the 14 as  $2 \times 7$  and the 9 as  $2 + 7$ . They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see  $5 - 3(x - y)^2$  as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers  $x$  and  $y$ .

### **8) Look for and express regularity in repeated reasoning.**

Mathematically proficient students notice if calculations are repeated, and look both for general methods and for shortcuts. Upper elementary students might notice when dividing 25 by 11 that they are repeating the same calculations over and over again, and conclude they have a repeating decimal. By paying attention to the calculation of slope as they repeatedly check whether points are on the line through  $(1, 2)$  with slope 3, middle school students might abstract the equation  $(y - 2)/(x - 1) = 3$ . Noticing the regularity in the way terms cancel when expanding  $(x - 1)(x + 1)$ ,  $(x - 1)(x^2 + x + 1)$ , and  $(x - 1)(x^3 + x^2 + x + 1)$  might lead them to the general formula for the sum of a geometric series. As they work to solve a problem, mathematically proficient students maintain oversight of the process, while attending to the details. They continually evaluate the reasonableness of their intermediate results.



## Appendix B: Science and Engineering Practices in the NGSS

Taken from:

California Department of Education. *Next Generation Science Standards for California Public Schools, Kindergarten through Grade Twelve*. Sacramento: California Department of Education, 2013 (pre-publication version).

### **Practice 1: Asking Questions and Defining Problems**

Scientific questions arise in a variety of ways. They can be driven by curiosity about the world, inspired by the predictions of a model, theory, or findings from previous investigations, or they can be stimulated by the need to solve a problem. Scientific questions are distinguished from other types of questions in that the answers lie in explanations supported by empirical evidence, including evidence gathered by others or through investigation.

While science begins with questions, engineering begins with defining a problem to solve. However, engineering may also involve asking questions to define a problem, such as: What is the need or desire that underlies the problem? What are the criteria for a successful solution? Other questions arise when generating ideas, or testing possible solutions, such as: What are the possible tradeoffs? What evidence is necessary to determine which solution is best?

Asking questions and defining problems also involves asking questions about data, claims that are made, and proposed designs. It is important to realize that asking a question also leads to involvement in another practice. A student can ask a question about data that will lead to further analysis and interpretation. Or a student might ask a question that leads to planning and design, an investigation, or the refinement of a design.

Whether engaged in science or engineering, the ability to ask good questions and clearly define problems is essential for everyone.

### **Practice 2: Developing and Using Models**

Models include diagrams, physical replicas, mathematical representations, analogies, and computer simulations. Although models do not correspond exactly to the real world, they bring certain features into focus while obscuring others. All models contain approximations and assumptions that limit the range of validity and predictive power, so it is important for students to recognize their limitations.

In science, models are used to represent a system (or parts of a system) under study, to aid in the development of questions and explanations, to generate data that can be used to make predictions, and to communicate ideas to others. Students can be expected to evaluate and refine models through an iterative cycle of comparing their predictions with the real world and then adjusting them to gain insights into the phenomenon being modeled. As such, models are based upon evidence. When new evidence is uncovered that the models can't explain, models are modified.

In engineering, models may be used to analyze a system to see where or under what conditions flaws might develop, or to test possible solutions to a problem. Models can also be used to visualize and refine a design, to communicate a design's features to others, and as prototypes for testing design performance.

### **Practice 3: Planning and Carrying Out Investigations**

Scientific investigations may be undertaken to describe a phenomenon, or to test a theory or model for how the world works. The purpose of engineering investigations might be to find out how to fix or improve the functioning of a technological system or to compare different solutions to see which best solves a problem. Whether students are doing science or engineering, it is always important for them to state the goal of an investigation, predict outcomes, and plan a course of action that will provide the best evidence to support their conclusions. Students should design investigations that generate data to provide evidence to support claims they make about phenomena. Data aren't evidence until used in the process of supporting a claim. Students should use reasoning and scientific ideas, principles, and theories to show why data can be considered evidence.

Over time, students are expected to become more systematic and careful in their methods. In laboratory experiments, students are expected to decide which variables should be treated as results or outputs, which should be treated as inputs and intentionally varied from trial to trial, and which should be controlled, or kept the same across trials. In the case of field observations, planning involves deciding how to collect different samples of data under different conditions, even though not all conditions are under the direct control of the investigator. Planning and carrying out investigations may include elements of all of the other practices.

### **Practice 4: Analyzing and Interpreting Data**

As students mature, they are expected to expand their capabilities to use a range of tools for tabulation, graphical representation, visualization, and statistical analysis. Students are also expected to improve their abilities to interpret data by identifying significant features and patterns, use mathematics to represent relationships between variables, and take into account sources of error. When possible and feasible, students should use digital tools to analyze and interpret data. Whether analyzing data for the purpose of science or engineering, it is important students present data as evidence to support their conclusions.

### **Practice 5: Using Mathematics and Computational Thinking**

Students are expected to use mathematics to represent physical variables and their relationships, and to make quantitative predictions. Other applications of mathematics in science and engineering include logic, geometry, and at the highest levels, calculus. Computers and digital tools can enhance the power of mathematics by automating calculations, approximating solutions to problems that cannot be calculated precisely, and analyzing large data sets available to identify meaningful patterns. Students are expected to use laboratory tools connected to computers for observing, measuring, recording, and processing data. Students are also expected to engage in computational thinking, which involves strategies for organizing and searching data, creating sequences of steps called algorithms, and using and developing new simulations of natural and designed systems. Mathematics is a tool that is key to understanding science. As such, classroom instruction must include critical skills of mathematics. The NGSS displays many of those skills through the performance expectations, but classroom instruction should enhance all of science through the use of quality mathematical and computational thinking.

### **Practice 6: Constructing Explanations and Designing Solutions**

The goal of science is to construct explanations for the causes of phenomena. Students are expected to construct their own explanations, as well as apply standard explanations they learn about from their teachers or reading.

An explanation includes a claim that relates how a variable or variables relate to another variable or a set of variables. A claim is often made in response to a question and in the process of answering the question, scientists often design investigations to generate data.

The goal of engineering is to solve problems. Designing solutions to problems is a systematic process that involves defining the problem, then generating, testing, and improving solutions.

### **Practice 7: Engaging in Argument from Evidence**

Argumentation is a process for reaching agreements about explanations and design solutions. In science, reasoning and argument based on evidence are essential in identifying the best explanation for a natural phenomenon. In engineering, reasoning and argument are needed to identify the best solution to a design problem. Student engagement in scientific argumentation is critical if students are to understand the culture in which scientists live, and how to apply science and engineering for the benefit of society. As such, argument is a process based on evidence and reasoning that leads to explanations acceptable by the scientific community and design solutions acceptable by the engineering community.

Argument in science goes beyond reaching agreements in explanations and design solutions. Whether investigating a phenomenon, testing a design, or constructing a model to provide a mechanism for an explanation, students are expected to use argumentation to listen to, compare, and evaluate competing ideas and methods based on their merits. Scientists and engineers engage in argumentation when investigating a phenomenon, testing a design solution, resolving questions about measurements, building data models, and using evidence to evaluate claims.

### **Practice 8: Obtaining, Evaluating, and Communicating Information**

Being able to read, interpret, and produce scientific and technical text are fundamental practices of science and engineering, as is the ability to communicate clearly and persuasively. Being a critical consumer of information about science and engineering requires the ability to read or view reports of scientific or technological advances or applications (whether found in the press, the Internet, or in a town meeting) and to recognize the salient ideas, identify sources of error and methodological flaws, distinguish observations from inferences, arguments from explanations, and claims from evidence. Scientists and engineers employ multiple sources to obtain information used to evaluate the merit and validity of claims, methods, and designs. Communicating information, evidence, and ideas can be done in multiple ways: using tables, diagrams, graphs, models, interactive displays, and equations as well as orally, in writing, and through extended discussions.



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## Appendix C: Correspondence between CA ELD Standards and CA CCSSM



CA ELD Standards - Kindergarten / Part I - Interacting in Meaningful Ways								
	ELD Standard	Emerging	Expanding	Bridging	Math Practice 1	Math Practice 3	Math Practice 6	Sample Math Content Standards
<b>A. Collaborative</b>	1. Exchanging information and ideas	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. Make sense of problems and persevere in solving them.	3. Construct viable arguments and critique the reasoning of others. • Justify their conclusions, communicate them to others, and respond to the arguments of others.	6. Attend to precision. • Try to communicate precisely to others.	K.CC.4b Understand the relationship between numbers and quantities; connect counting to cardinality. Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.
	2. Interacting via written English	Collaborate with the teacher and peers on joint composing projects of short informational and literary texts that include minimal writing (labeling with a few words), using technology, where appropriate, for publishing, graphics, and the like.	Collaborate with the teacher and peers on joint composing projects of informational and literary texts that include some writing (e.g., short sentences), using technology, where appropriate, for publishing, graphics, and the like.	Collaborate with the teacher and peers on joint composing projects of informational and literary texts that include a greater amount of writing (e.g., a very short story), using technology, where appropriate, for publishing, graphics, and the like.	1. Make sense of problems and persevere in solving them.	3. Construct viable arguments and critique the reasoning of others. • Listen to or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve arguments. • Compare the effectiveness of plausible arguments. • Justify their conclusions, communicate them to others, and respond to the arguments of others.	6. Attend to precision. • Try to communicate precisely to others. • Try to use clear definitions in discussion with others and in their own reasoning.	K.OA.3 Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., $5 = 2 + 3$ and $5 = 4 + 1$ ).
	3. Offering opinions	Offer opinions and ideas in conversations using a small set of learned phrases (e.g., <i>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. Make sense of problems and persevere in solving them.	3. Construct viable arguments and critique the reasoning of others. • Understand and use stated assumptions, definitions, and previously established results in constructing arguments. • Justify their conclusions, communicate them to others, and respond to the arguments of others.	6. Attend to precision. • Try to use clear definitions in discussion with others and in their own reasoning.	K.G.4 Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/ "corners") and other attributes (e.g., having sides of equal length).
	4. Adapting language choices	No standard for kindergarten.	No standard for kindergarten.	No standard for kindergarten.	n/a	n/a	n/a	n/a
<b>B. Interpretive</b>	5. Listening actively	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 questions with minimal prompting and light support.	1. Make sense of problems and persevere in solving them.	3. Construct viable arguments and critique the reasoning of others. • Listen to or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve arguments.	6. Attend to precision. • Try to communicate precisely to others.	K.OA.2 Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.

CA ELD Standards - Kindergarten / Part I - Interacting in Meaningful Ways								
	ELD Standard	Emerging	Expanding	Bridging	Math Practice 1	Math Practice 3	Math Practice 6	Sample Math Content Standards
B. Interpretive	6. Reading/viewing closely	Describe ideas, phenomena (e.g., parts of a plant), and text elements (e.g., characters) based on understanding of a select set of grade-level texts and viewing of multimedia, with substantial support.	Describe ideas, phenomena (e.g., how butterflies eat), and text elements (e.g., setting, characters) in greater detail based on understanding of a variety of grade-level texts and viewing of multimedia, with moderate support.	Describe ideas, phenomena (e.g., insect metamorphosis), and text elements (e.g., major events, characters, setting) using key details based on understanding of a variety of grade-level texts and viewing of multimedia, with light support.	1. Make sense of problems and persevere in solving them.	3. Construct viable arguments and critique the reasoning of others. • Understand and use stated assumptions, definitions, and previously established results in constructing arguments. • Make conjectures and build a logical progression of statements to explore the truth of their conjectures.	6. Attend to precision. • Try to communicate precisely to others. • Try to use clear definitions in discussion with others and in their own reasoning.	K.G.5 Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.
	7. Evaluating language choices	Describe the language an author uses to present an idea (e.g., the words and phrases used when a character is introduced), with prompting and substantial support.	Describe the language an author uses to present an idea (e.g., the adjectives used to describe a character), with prompting and moderate support.	Describe the language an author uses to present or support an idea (e.g., the vocabulary used to describe people and places), with prompting and light support.	1. Make sense of problems and persevere in solving them.	3. Construct viable arguments and critique the reasoning of others. • Understand and use stated assumptions, definitions, and previously established results in constructing arguments. • Make conjectures and build a logical progression of statements to explore the truth of their conjectures.	6. Attend to precision. • Try to use clear definitions in discussion with others and in their own reasoning.	K.MD.2 Directly compare two objects with a measurable attribute in common, to see which object has "more of"/"less of" the attribute, and describe the difference. <i>For example, directly compare the heights of two children and describe one child as taller/shorter.</i>
	8. Analyzing language choices	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. Make sense of problems and persevere in solving them.	3. Construct viable arguments and critique the reasoning of others. • Understand and use stated assumptions, definitions, and previously established results in constructing arguments. • Make conjectures and build a logical progression of statements to explore the truth of their conjectures.	6. Attend to precision. • Try to use clear definitions in discussion with others and in their own reasoning.	[No Corresponding standard]
C. Productive	9. Presenting	Plan and deliver very brief oral presentations (e.g., show and tell, describing a picture).	Plan and deliver brief oral presentations on a variety of topics (e.g., show and tell, author's chair, recounting an experience, describing an animal).	Plan and deliver longer oral presentations on a variety of topics in a variety of content areas (e.g., retelling a story, describing a science experiment).	1. Make sense of problems and persevere in solving them.	3. Construct viable arguments and critique the reasoning of others. • Understand and use stated assumptions, definitions, and previously established results in constructing arguments. • Make conjectures and build a logical progression of statements to explore the truth of their conjectures.	6. Attend to precision. • Try to communicate precisely to others.	K.OA.1 Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.



CA ELD Standards - Kindergarten / Part I - Interacting in Meaningful Ways								
	ELD Standard	Emerging	Expanding	Bridging	Math Practice 1	Math Practice 3	Math Practice 6	Sample Math Content Standards
C. Productive	10. Composing/ Writing	Draw, dictate, and write to compose very short literary texts (e.g., story) and informational texts (e.g., a description of a dog), using familiar vocabulary collaboratively in shared language activities with an adult (e.g., joint construction of texts), with peers, and sometimes independently.	Draw, dictate, and write to compose short literary texts (e.g., story) and informational texts (e.g., a description of dogs), collaboratively with an adult (e.g., joint construction of texts), with peers, and with increasing independence.	Draw, dictate, and write to compose longer literary texts (e.g., story) and informational texts (e.g., an information report on dogs), collaboratively with an adult (e.g., joint construction of texts), with peers, and independently using appropriate text organization.	1. Make sense of problems and persevere in solving them.	3. Construct viable arguments and critique the reasoning of others. • Understand and use stated assumptions, definitions, and previously established results in constructing arguments. • Make conjectures and build a logical progression of statements to explore the truth of their conjectures.	6. Attend to precision. • Try to communicate precisely to others.	K.NBT.1 Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (e.g., $18 = 10 + 8$ ); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.
	11. Supporting opinions	Offer opinions <i>and provide good reasons</i> (e.g., <i>My favorite book is X because X.</i> ) referring to the text or to relevant background knowledge.	Offer opinions and provide good reasons and some textual evidence or relevant background knowledge (e.g., paraphrased examples from text or knowledge of content).	Offer opinions and provide good reasons with detailed textual evidence or relevant background knowledge (e.g., specific examples from text or knowledge of content).	1. Make sense of problems and persevere in solving them.	3. Construct viable arguments and critique the reasoning of others. • Understand and use stated assumptions, definitions, and previously established results in constructing arguments. • Make conjectures and build a logical progression of statements to explore the truth of their conjectures.	6. Attend to precision. • Try to communicate precisely to others.	K.CC.6 Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies.
	12. Selecting language resources	a. Retell texts and recount experiences using a select set of key words.  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.	a. Retell texts and recount experiences using complete sentences and key words.  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.	a. Retell texts and recount experiences using increasingly detailed complete sentences and key words.  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 as <i>white as snow</i> ) while speaking and composing.	1. Make sense of problems and persevere in solving them.	3. Construct viable arguments and critique the reasoning of others. • Understand and use stated assumptions, definitions, and previously established results in constructing arguments. • Make conjectures and build a logical progression of statements to explore the truth of their conjectures.	6. Attend to precision. • Try to communicate precisely to others.	K.G.1 Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as <i>above</i> , <i>below</i> , <i>beside</i> , <i>in front of</i> , <i>behind</i> , and <i>next to</i> .  K.G.3 Identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid").

CA ELD Standards - Grade 1 / Part I - Interacting in Meaningful Ways								
	ELD Standard	Emerging	Expanding	Bridging	Math Practice 1	Math Practice 3	Math Practice 6	Sample Math Content Standards
<b>A. Collaborative</b>	1. Exchanging information and ideas	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. Make sense of problems and persevere in solving them.	3. Construct viable arguments and critique the reasoning of others. • Justify their conclusions, communicate them to others, and respond to the arguments of others.	6. Attend to precision. • Try to communicate precisely to others.	1.NBT.4 Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.
	2. Interacting via written English	Collaborate with teacher and peers on joint writing projects of short informational and literary texts, using technology where appropriate for publishing, graphics, and the like.	Collaborate with peers on joint writing projects of longer informational and literary texts, using technology where appropriate for publishing, graphics, and the like.	Collaborate with peers on joint writing projects of longer informational and literary texts, using technology where appropriate for publishing, graphics, and the like.	1. Make sense of problems and persevere in solving them.	3. Construct viable arguments and critique the reasoning of others. • Listen to or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve arguments. • Compare the effectiveness of plausible arguments. • Justify their conclusions, communicate them to others, and respond to the arguments of others.	6. Attend to precision. • Try to communicate precisely to others. • Try to use clear definitions in discussion with others and in their own reasoning.	1.OA.1 Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.
	3. Offering opinions	Offer opinions and ideas in conversations using a small set of learned phrases (e.g., <i>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.	1. Make sense of problems and persevere in solving them.	3. Construct viable arguments and critique the reasoning of others. • Understand and use stated assumptions, definitions, and previously established results in constructing arguments. • Justify their conclusions, communicate them to others, and respond to the arguments of others.	6. Attend to precision. • Try to use clear definitions in discussion with others and in their own reasoning.	1.MD.4 Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.
	4. Adapting language choices	No standard for grade 1.	No standard for grade 1.	No standard for grade 1.	n/a	n/a	n/a	n/a
<b>B. Interpretive</b>	5. Listening actively	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. Make sense of problems and persevere in solving them.	3. Construct viable arguments and critique the reasoning of others. • Listen to or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve arguments.	6. Attend to precision. • Try to communicate precisely to others.	1.G.3 Partition circles and rectangles into two and four equal shares, describe the shares using the words <i>halves</i> , <i>fourths</i> , and <i>quarters</i> , and use the phrases <i>half of</i> , <i>fourth of</i> , and <i>quarter of</i> . Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares.

CA ELD Standards - Grade 1 / Part I - Interacting in Meaningful Ways								
	ELD Standard	Emerging	Expanding	Bridging	Math Practice 1	Math Practice 3	Math Practice 6	Sample Math Content Standards
B. Interpretive	6. Reading/viewing closely	Describe ideas, phenomena (e.g., plant life cycle), and text elements (e.g., characters) based on understanding of a select set of grade-level texts and viewing of multimedia, with substantial support.	Describe ideas, phenomena (e.g., how earthworms eat), and text elements (e.g., setting, main idea) in greater detail based on understanding of a variety of grade-level texts and viewing of multimedia, with moderate support.	Describe ideas, phenomena (e.g., erosion), and text elements (e.g., central message, character traits) using key details based on understanding of a variety of grade-level texts and viewing of multimedia, with light support.	1. Make sense of problems and persevere in solving them.	3. Construct viable arguments and critique the reasoning of others. • Understand and use stated assumptions, definitions, and previously established results in constructing arguments. • Make conjectures and build a logical progression of statements to explore the truth of their conjectures.	6. Attend to precision. • Try to communicate precisely to others. • Try to use clear definitions in discussion with others and in their own reasoning.	1.NBT.6 Subtract multiples of 10 in the range 10–90 from multiples of 10 in the range 10–90 (positive or zero differences), using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.
	7. Evaluating language choices	Describe the language writers or speakers use to present an idea (e.g., the words and phrases used to describe a character), with prompting and substantial support.	Describe the language writers or speakers use to present or support an idea (e.g., the adjectives used to describe people and places), with prompting and moderate support.	Describe the language writers or speakers use to present or support an idea (e.g., the author’s choice of vocabulary to portray characters, places, or real people) with prompting and light support.	1. Make sense of problems and persevere in solving them.	3. Construct viable arguments and critique the reasoning of others. • Understand and use stated assumptions, definitions, and previously established results in constructing arguments. • Make conjectures and build a logical progression of statements to explore the truth of their conjectures.	6. Attend to precision. • Try to use clear definitions in discussion with others and in their own reasoning.	1.MD.4 Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.
	8. Analyzing language choices	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</i> , <i>large</i> , <i>huge</i> , <i>enormous</i> , <i>gigantic</i> ) produce shades of meaning and a different effect on the audience.	1. Make sense of problems and persevere in solving them.	3. Construct viable arguments and critique the reasoning of others. • Understand and use stated assumptions, definitions, and previously established results in constructing arguments. • Make conjectures and build a logical progression of statements to explore the truth of their conjectures.	6. Attend to precision. • Try to use clear definitions in discussion with others and in their own reasoning.	[No corresponding standard]
C. Productive	9. Presenting	Plan and deliver very brief oral presentations (e.g., show and tell, describing a picture).	Plan and deliver brief oral presentations on a variety of topics (e.g., show and tell, author’s chair, recounting an experience, describing an animal, and the like).	Plan and deliver longer oral presentations on a variety of topics in a variety of content areas (e.g., retelling a story, describing a science experiment).	1. Make sense of problems and persevere in solving them.	3. Construct viable arguments and critique the reasoning of others. • Understand and use stated assumptions, definitions, and previously established results in constructing arguments. • Make conjectures and build a logical progression of statements to explore the truth of their conjectures.	6. Attend to precision. • Try to communicate precisely to others.	1.MD.2 Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps. <i>Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps.</i>

CA ELD Standards - Grade 1 / Part I - Interacting in Meaningful Ways								
	ELD Standard	Emerging	Expanding	Bridging	Math Practice 1	Math Practice 3	Math Practice 6	Sample Math Content Standards
C. Productive	10. Writing	Write very short literary texts (e.g., story) and informational texts (e.g., a description of an insect) using familiar vocabulary collaboratively with an adult (e.g., joint construction of texts), with peers, and sometimes independently.	Write short literary texts (e.g., a story) and informational texts (e.g., an informative text on the life cycle of an insect) collaboratively with an adult (e.g., joint construction of texts), with peers, and with increasing independence.	Write longer literary texts (e.g., a story) and informational texts (e.g., an informative text on the life cycle of insects) collaboratively with an adult (e.g., joint construction), with peers, and independently.	1. Make sense of problems and persevere in solving them.	3. Construct viable arguments and critique the reasoning of others. • Understand and use stated assumptions, definitions, and previously established results in constructing arguments. • Make conjectures and build a logical progression of statements to explore the truth of their conjectures.	6. Attend to precision. • Try to communicate precisely to others.	1.OA.2 Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.
	11. Supporting opinions	Offer opinions and provide good reasons (e.g., My favorite book is X because X) referring to the text or to relevant background knowledge.	Offer opinions and provide good reasons and some textual evidence or relevant background knowledge (e.g., paraphrased examples from text or knowledge of content).	Offer opinions and provide good reasons with detailed textual evidence or relevant background knowledge (e.g., specific examples from text or knowledge of content).	1. Make sense of problems and persevere in solving them.	3. Construct viable arguments and critique the reasoning of others. • Understand and use stated assumptions, definitions, and previously established results in constructing arguments. • Make conjectures and build a logical progression of statements to explore the truth of their conjectures.	6. Attend to precision. • Try to communicate precisely to others.	1.NBT.5 Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.
	12. Selecting language resources	a. Retell texts and recount experiences, using key words.  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.	a. Retell texts and recount experiences, using complete sentences and key words.  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.	a. Retell texts and recount experiences using increasingly detailed complete sentences and key words.  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.	1. Make sense of problems and persevere in solving them.	3. Construct viable arguments and critique the reasoning of others. • Understand and use stated assumptions, definitions, and previously established results in constructing arguments. • Make conjectures and build a logical progression of statements to explore the truth of their conjectures.	6. Attend to precision. • Try to communicate precisely to others.	1.G.1 Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes.

CA ELD Standards - 2nd Grade / Part I - Interacting in Meaningful Ways								
	ELD Standard	Emerging	Expanding	Bridging	Math Practice 1	Math Practice 3	Math Practice 6	Sample Math Content Standards
<b>A. Collaborative</b>	1. Exchanging information and ideas	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.	1. Make sense of problems and persevere in solving them.	3. Construct viable arguments and critique the reasoning of others. • Justify their conclusions, communicate them to others, and respond to the arguments of others.	6. Attend to precision. • Try to communicate precisely to others.	2.NBT.2 Count within 1000; skip-count by 2s, 5s, 10s, and 100s.
	2. Interacting via written English	Collaborate with peers on joint writing projects of short informational and literary texts, using technology where appropriate for publishing, graphics, and the like.	Collaborate with peers on joint writing projects of longer informational and literary texts, using technology where appropriate for publishing, graphics, and the like.	Collaborate with peers on joint writing projects of a variety of longer informational and literary texts, using technology where appropriate for publishing, graphics, and the like.	1. Make sense of problems and persevere in solving them.	3. Construct viable arguments and critique the reasoning of others. • Listen to or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve arguments. • Compare the effectiveness of plausible arguments. • Justify their conclusions, communicate them to others, and respond to the arguments of others.	6. Attend to precision. • Try to communicate precisely to others. • Try to use clear definitions in discussion with others and in their own reasoning.	2.MD.7 Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m. Know relationship of time (e.g., minutes in an hour, days in a month, weeks in a year).
	3. Offering opinions	Offer opinions and negotiate with others in conversations using learned phrases (e.g., <i>I think X.</i> ), as well as open responses, in order to gain and/or hold the floor.	Offer opinions and negotiate with others in conversations using an expanded set of learned phrases (e.g., <i>I agree with X, but X.</i> ), as well as open responses, in order to gain and/or hold the floor, provide counterarguments, and the like.	Offer opinions and negotiate with others in conversations using a variety of learned phrases (e.g., <i>That's a good idea, but X.</i> ), as well as open responses, in order to gain and/or hold the floor, provide counterarguments, elaborate on an idea, and the like.	1. Make sense of problems and persevere in solving them.	3. Construct viable arguments and critique the reasoning of others. • Understand and use stated assumptions, definitions, and previously established results in constructing arguments. • Justify their conclusions, communicate them to others, and respond to the arguments of others.	6. Attend to precision. • Try to use clear definitions in discussion with others and in their own reasoning.	2.MD.2 Measure the length of an object twice, using length units of different lengths for the two measurements; describe how the two measurements relate to the size of the unit chosen.
	4. Adapting language choices	Recognize that language choices (e.g., vocabulary) vary according to social setting (e.g., playground versus classroom), with substantial support from peers or adults.	Adjust language choices (e.g., vocabulary, use of dialogue, and so on) according to purpose (e.g., persuading, entertaining), task, and audience (e.g., peers versus adults), with moderate support from peers or adults.	Adjust language choices according to purpose (e.g., persuading, entertaining), task, and audience (e.g., peer-to-peer versus peer-to-teacher), with light support from peers or adults.	1. Make sense of problems and persevere in solving them.	3. Construct viable arguments and critique the reasoning of others. • Justify their conclusions, communicate them to others, and respond to the arguments of others.	6. Attend to precision. • Try to communicate precisely to others. • Try to use clear definitions in discussion with others and in their own reasoning.	2.NBT.9 Explain why addition and subtraction strategies work, using place value and the properties of operations.
<b>B. Interpretive</b>	5. Listening actively	Demonstrate active listening to read-alouds and oral presentations by asking and answering basic questions, with oral sentence frames and substantial prompting and support.	Demonstrate active listening to read-alouds and oral presentations by asking and answering detailed questions, with oral sentence frames and occasional prompting and support.	Demonstrate active listening to read-alouds and oral presentations by asking and answering detailed questions, with minimal prompting and light support.	1. Make sense of problems and persevere in solving them.	3. Construct viable arguments and critique the reasoning of others. • Listen to or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve arguments.	6. Attend to precision. • Try to communicate precisely to others.	2.MD.8 Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately. <i>Example: If you have 2 dimes and 3 pennies, how many cents do you have?</i>

CA ELD Standards - 2nd Grade / Part I - Interacting in Meaningful Ways								
	ELD Standard	Emerging	Expanding	Bridging	Math Practice 1	Math Practice 3	Math Practice 6	Sample Math Content Standards
B. Interpretive	6. Reading/viewing closely	Describe ideas, phenomena (e.g., plant life cycle), and text elements (e.g., main idea, characters, events) based on understanding of a select set of grade-level texts and viewing of multimedia, with substantial support.	Describe ideas, phenomena (e.g., how earthworms eat), and text elements (e.g., setting, events) in greater detail based on understanding of a variety of grade-level texts and viewing of multimedia, with moderate support.	Describe ideas, phenomena (e.g., erosion), and text elements (e.g., central message, character traits) using key details based on understanding of a variety of grade-level texts and viewing of multimedia, with light support.	1. Make sense of problems and persevere in solving them.	3. Construct viable arguments and critique the reasoning of others. • Understand and use stated assumptions, definitions, and previously established results in constructing arguments. • Make conjectures and build a logical progression of statements to explore the truth of their conjectures.	6. Attend to precision. • Try to communicate precisely to others. • Try to use clear definitions in discussion with others and in their own reasoning.	2.OA.1 Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.
	7. Evaluating language choices	Describe the language writers or speakers use to present an idea (e.g., the words and phrases used to describe a character), with prompting and substantial support.	Describe the language writers or speakers use to present or support an idea (e.g., the author's choice of vocabulary or phrasing to portray characters, places, or real people), with prompting and moderate support.	Describe how well writers or speakers use specific language resources to support an opinion or present an idea (e.g., whether the vocabulary used to present evidence is strong enough), with light support.	1. Make sense of problems and persevere in solving them.	3. Construct viable arguments and critique the reasoning of others. • Understand and use stated assumptions, definitions, and previously established results in constructing arguments. • Make conjectures and build a logical progression of statements to explore the truth of their conjectures.	6. Attend to precision. • Try to use clear definitions in discussion with others and in their own reasoning.	2.OA.3 Determine whether a group of objects (up to 20) has an odd or even number of members, e.g., by pairing objects or counting them by 2s; write an equation to express an even number as a sum of two equal addends.
	8. Analyzing language choices	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</i> , <i>heard</i> or <i>knew</i> versus <i>believed</i> ) produce shades of meaning and different effects on the audience.	1. Make sense of problems and persevere in solving them.	3. Construct viable arguments and critique the reasoning of others. • Understand and use stated assumptions, definitions, and previously established results in constructing arguments. • Make conjectures and build a logical progression of statements to explore the truth of their conjectures.	6. Attend to precision. • Try to use clear definitions in discussion with others and in their own reasoning.	[No corresponding standard]
C. Productive	9. Presenting	Plan and deliver very brief oral presentations (e.g., recounting an experience, retelling a story, describing a picture).	Plan and deliver brief oral presentations on a variety of topics (e.g., retelling a story, describing an animal).	Plan and deliver longer oral presentations on a variety of topics and content areas (e.g., retelling a story, recounting a science experiment, describing how to solve a mathematics problem).	1. Make sense of problems and persevere in solving them.	3. Construct viable arguments and critique the reasoning of others. • Understand and use stated assumptions, definitions, and previously established results in constructing arguments. • Make conjectures and build a logical progression of statements to explore the truth of their conjectures.	6. Attend to precision. • Try to communicate precisely to others.	2.NBT.9 Explain why addition and subtraction strategies work, using place value and the properties of operations.

CA ELD Standards - 2nd Grade / Part I - Interacting in Meaningful Ways								
	ELD Standard	Emerging	Expanding	Bridging	Math Practice 1	Math Practice 3	Math Practice 6	Sample Math Content Standards
C. Productive	10. Writing	Write very short literary texts (e.g., story) and informational texts (e.g., a description of a volcano) using familiar vocabulary collaboratively with an adult (e.g., joint construction of texts), with peers, and sometimes independently.	Write short literary texts (e.g., a story) and informational texts (e.g., an explanatory text explaining how a volcano erupts) collaboratively with an adult (e.g., joint construction of texts), with peers, and with increasing independence.	Write longer literary texts (e.g., a story) and informational texts (e.g., an explanatory text explaining how a volcano erupts) collaboratively with an adult (e.g., joint construction), with peers and independently.	1. Make sense of problems and persevere in solving them.	3. Construct viable arguments and critique the reasoning of others. • Understand and use stated assumptions, definitions, and previously established results in constructing arguments. • Make conjectures and build a logical progression of statements to explore the truth of their conjectures.	6. Attend to precision. • Try to communicate precisely to others.	2.G.3 Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words <i>halves</i> , <i>thirds</i> , <i>half of</i> , <i>a third of</i> , etc., and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape.
	11. Supporting opinions	Support opinions by providing good reasons and some textual evidence or relevant background knowledge (e.g., referring to textual evidence or knowledge of content).	Support opinions by providing good reasons and increasingly detailed textual evidence (e.g., providing examples from the text) or relevant background knowledge about the content.	Support opinions or persuade others by providing good reasons and detailed textual evidence (e.g., specific events or graphics from text) or relevant background knowledge about the content.	1. Make sense of problems and persevere in solving them.	3. Construct viable arguments and critique the reasoning of others. • Understand and use stated assumptions, definitions, and previously established results in constructing arguments. • Make conjectures and build a logical progression of statements to explore the truth of their conjectures.	6. Attend to precision. • Try to communicate precisely to others.	2.NBT.7 Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.
	12. Selecting language resources	a. Retell texts and recount experiences by using key words.  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.	a. Retell texts and recount experiences using complete sentences and key words.  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.	a. Retell texts and recount experiences using increasingly detailed complete sentences and key words.  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.	1. Make sense of problems and persevere in solving them.  1. Make sense of problems and persevere in solving them.	3. Construct viable arguments and critique the reasoning of others. • Understand and use stated assumptions, definitions, and previously established results in constructing arguments. • Make conjectures and build a logical progression of statements to explore the truth of their conjectures.	6. Attend to precision. • Try to communicate precisely to others.	2.MD.3 Estimate lengths using units of inches, feet, centimeters, and meters.  2.NBT.4 Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using $>$ , $=$ , and $<$ symbols to record the results of comparisons.

CA ELD Standards - 3rd Grade / Part I - Interacting in Meaningful Ways								
	ELD Standard	Emerging	Expanding	Bridging	Math Practice 1	Math Practice 3	Math Practice 6	Sample Math Content Standards
<b>A. Collaborative</b>	1. Exchanging information and ideas	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.	1. Make sense of problems and persevere in solving them.	3. Construct viable arguments and critique the reasoning of others. • Justify their conclusions, communicate them to others, and respond to the arguments of others.	6. Attend to precision. • Try to communicate precisely to others.	3.OA.1 Interpret products of whole numbers, e.g., interpret $5 \times 7$ as the total number of objects in 5 groups of 7 objects each. <i>For example, describe a context in which a total number of objects can be expressed as <math>5 \times 7</math>.</i> [3.OA.2 would also apply; chose this item because of the "describe" wording, which seems to fit the oral context of the ELD standard.]
	2. Interacting via written English	Collaborate with peers on joint writing projects of short informational and literary texts, using technology where appropriate for publishing, graphics, and the like.	Collaborate with peers on joint writing projects of longer informational and literary texts, using technology where appropriate for publishing, graphics, and the like.	Collaborate with peers on joint writing projects of a variety of longer informational and literary texts, using technology where appropriate for publishing, graphics, and the like.	1. Make sense of problems and persevere in solving them.	3. Construct viable arguments and critique the reasoning of others. • Listen to or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve arguments. • Justify their conclusions, communicate them to others, and respond to the arguments of others.	6. Attend to precision. • Try to communicate precisely to others. • Try to use clear definitions in discussion with others and in their own reasoning.	3.MD.1 Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram.
	3. Offering opinions	Offer opinions and negotiate with others in conversations using basic learned phrases (e.g., <i>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.	1. Make sense of problems and persevere in solving them.	3. Construct viable arguments and critique the reasoning of others. • Understand and use stated assumptions, definitions, and previously established results in constructing arguments. • Justify their conclusions, communicate them to others, and respond to the arguments of others.	6. Attend to precision. • Try to use clear definitions in discussion with others and in their own reasoning.	3.OA.9 Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations. <i>For example, observe that 4 times a number is always even, and explain why 4 times a number can be decomposed into two equal addends.</i>
	4. Adapting language choices	Recognize that language choices (e.g., vocabulary) vary according to social setting (e.g., playground versus classroom), with substantial support from peers or adults.	Adjust language choices (e.g., vocabulary, use of dialogue, and the like) according to purpose (e.g., persuading, entertaining), social setting, and audience (e.g., peers versus adults), with moderate support from peers or adults.	Adjust language choices according to purpose (e.g., persuading, entertaining), task, and audience (e.g., peer-to-peer versus peer-to-teacher), with light support from peers or adults.	1. Make sense of problems and persevere in solving them.	3. Construct viable arguments and critique the reasoning of others. • Justify their conclusions, communicate them to others, and respond to the arguments of others.	6. Attend to precision. • Try to communicate precisely to others. • Try to use clear definitions in discussion with others and in their own reasoning.	3.MD.2 Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l).6 Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units, e.g., by using drawings (such as a beaker with a measurement scale) to represent the problem.
<b>B. Interpretive</b>	5. Listening actively	Demonstrate active listening to read-alouds and oral presentations by asking and answering basic questions, with prompting and substantial support.	Demonstrate active listening to read-alouds and oral presentations by asking and answering detailed questions, with occasional prompting and moderate support.	Demonstrate active listening to read-alouds and oral presentations by asking and answering detailed questions, with minimal prompting and light support.	1. Make sense of problems and persevere in solving them.	3. Construct viable arguments and critique the reasoning of others. • Listen to or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve arguments.	6. Attend to precision. • Try to communicate precisely to others.	3.OA.2 Interpret whole-number quotients of whole numbers, e.g., interpret $56 \div 8$ as the number of objects in each share when 56 objects are partitioned equally into 8 shares, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each. <i>For example, describe a context in which a number of shares or a number of groups can be expressed as <math>56 \div 8</math>.</i>



CA ELD Standards - 3rd Grade / Part I - Interacting in Meaningful Ways								
	ELD Standard	Emerging	Expanding	Bridging	Math Practice 1	Math Practice 3	Math Practice 6	Sample Math Content Standards
B. Interpretive	6. Reading/viewing closely	Describe ideas, phenomena (e.g., insect metamorphosis), and text elements (e.g., main idea, characters, setting) based on understanding of a select set of grade-level texts and viewing of multimedia, with substantial support.	Describe ideas, phenomena (e.g., how cows digest food), and text elements (e.g., main idea, characters, events) in greater detail based on understanding of a variety of grade-level texts and viewing of multimedia, with moderate support.	Describe ideas, phenomena (e.g., volcanic eruptions), and text elements (e.g., central message, character traits, major events) using key details based on understanding of a variety of grade-level texts and viewing of multimedia, with light support.	1. Make sense of problems and persevere in solving them.	3. Construct viable arguments and critique the reasoning of others. • Compare the effectiveness of plausible arguments.	6. Attend to precision. • Try to communicate precisely to others. • Try to use clear definitions in discussion with others and in their own reasoning. • Calculate accurately and efficiently and express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other.	3.G.1 Understand that shapes in different categories (e.g., rhombuses, rectangles, and others) may share attributes (e.g., having four sides), and that the shared attributes can define a larger category (e.g., quadrilaterals). Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories.
	7. Evaluating language choices	Describe the language writers or speakers use to support an opinion or present an idea (e.g., by identifying the phrases or words in the text that provide evidence), with prompting and substantial support.	Describe the specific language writers or speakers use to present or support an idea (e.g., the specific vocabulary or phrasing used to provide evidence), with prompting and moderate support.	Describe how well writers or speakers use specific language resources to support an opinion or present an idea (e.g., whether the vocabulary or phrasing used to provide evidence is strong enough), with light support.	1. Make sense of problems and persevere in solving them.	3. Construct viable arguments and critique the reasoning of others. • Listen to or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve arguments. • Distinguish correct logic or reasoning from that which is flawed and, if there is a flaw, explain what it is.	6. Attend to precision. • Try to use clear definitions in discussion with others and in their own reasoning.	3.MD.5 Recognize area as an attribute of plane figures and understand concepts of area measurement. a. A square with side length 1 unit, called "a unit square," is said to have "one square unit" of area, and can be used to measure area. b. A plane figure which can be covered without gaps or overlaps by $n$ unit squares is said to have an area of $n$ square units.
	8. Analyzing language choices	Distinguish how different words produce different effects on the audience (e.g., describing a character as <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.	1. Make sense of problems and persevere in solving them.	3. Construct viable arguments and critique the reasoning of others. • Listen to or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve arguments.	6. Attend to precision. • Try to use clear definitions in discussion with others and in their own reasoning.	[No corresponding standard]
C. Productive	9. Presenting	Plan and deliver very brief oral presentations (e.g., retelling a story, describing an animal, and the like).	Plan and deliver brief oral presentations on a variety of topics and content areas (e.g., retelling a story, explaining a science process, and the like).	Plan and deliver longer oral presentations on a variety of topics and content areas (e.g., retelling a story, explaining a science process or historical event, and the like).	1. Make sense of problems and persevere in solving them.	3. Construct viable arguments and critique the reasoning of others. • Understand and use stated assumptions, definitions, and previously established results in constructing arguments. • Make conjectures and build a logical progression of statements to explore the truth of their conjectures.	6. Attend to precision. • Try to communicate precisely to others.	3.NF.3 Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size.

CA ELD Standards - 3rd Grade / Part I - Interacting in Meaningful Ways								
	ELD Standard	Emerging	Expanding	Bridging	Math Practice 1	Math Practice 3	Math Practice 6	Sample Math Content Standards
C. Productive	10. Writing	<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>	1. Make sense of problems and persevere in solving them.	3. Construct viable arguments and critique the reasoning of others. • Understand and use stated assumptions, definitions, and previously established results in constructing arguments. • Justify their conclusions, communicate them to others, and respond to the arguments of others.	6. Attend to precision. • Try to communicate precisely to others.	<p>3.OA.9 Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations. For example, observe that 4 times a number is always even, and explain why 4 times a number can be decomposed into two equal addends.</p> <p>3.OA.8 Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.</p>
	11. Supporting opinions	Support opinions by providing good reasons and some textual evidence or relevant background knowledge (e.g., referring to textual evidence or knowledge of content).	Support opinions by providing good reasons and increasingly detailed textual evidence (e.g., providing examples from the text) or relevant background knowledge about the content.	Support opinions or persuade others by providing good reasons and detailed textual evidence (e.g., specific events or graphics from text) or relevant background knowledge about the content.	1. Make sense of problems and persevere in solving them.	3. Construct viable arguments and critique the reasoning of others. • Understand and use stated assumptions, definitions, and previously established results in constructing arguments. • Justify their conclusions, communicate them to others, and respond to the arguments of others.	6. Attend to precision. • Try to use clear definitions in discussion with others and in their own reasoning.	3.MD.7 Relate area to the operations of multiplication and addition.
	12. Selecting language resources	Use a select number of general academic and domain-specific words to add detail (e.g., adding the word <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.	1. Make sense of problems and persevere in solving them.	3. Construct viable arguments and critique the reasoning of others. • Justify their conclusions, communicate them to others, and respond to the arguments of others.	6. Attend to precision. • Try to communicate precisely to others. • Try to use clear definitions in discussion with others and in their own reasoning. In the elementary grades, students give carefully formulated explanations to each other.	3.OA.3 Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.

CA ELD Standards - 4th Grade / Part I - Interacting in Meaningful Ways								
	ELD Standard	Emerging	Expanding	Bridging	Math Practice 1	Math Practice 3	Math Practice 6	Sample Math Content Standards
A. Collaborative	1. Exchanging information and ideas	Contribute to conversations and express ideas by asking and answering <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.	1. Make sense of problems and persevere in solving them.	3. Construct viable arguments and critique the reasoning of others. • Justify their conclusions, communicate them to others, and respond to the arguments of others.	6. Attend to precision. • Try to communicate precisely to others.	4.NF.2 Compare two fractions with different numerators and different denominators, e.g., by creating common denominators or numerators, or by comparing to a benchmark fraction such as $\frac{1}{2}$ . Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with symbols $>$ , $=$ , or $<$ , and justify the conclusions, e.g., by using a visual fraction model.
	2. Interacting via written English	Collaborate with peers on joint writing projects of short informational and literary texts, using technology where appropriate for publishing, graphics, and the like.	Collaborate with peers on joint writing projects of longer informational and literary texts, using technology where appropriate for publishing, graphics, and the like.	Collaborate with peers on joint writing projects of a variety of longer informational and literary texts, using technology where appropriate for publishing, graphics, and the like.	1. Make sense of problems and persevere in solving them.	3. Construct viable arguments and critique the reasoning of others. • Listen to or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve arguments. • Justify their conclusions, communicate them to others, and respond to the arguments of others.	6. Attend to precision. • Try to communicate precisely to others. • Try to use clear definitions in discussion with others and in their own reasoning.	4.OA.5 Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself. <i>For example, given the rule "Add 3" and the starting number 1, generate terms in the resulting sequence and observe that the terms appear to alternate between odd and even numbers. Explain informally why the numbers will continue to alternate in this way.</i>
	3. Offering opinions	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.	1. Make sense of problems and persevere in solving them.	3. Construct viable arguments and critique the reasoning of others. • Understand and use stated assumptions, definitions, and previously established results in constructing arguments. • Justify their conclusions, communicate them to others, and respond to the arguments of others.	6. Attend to precision. • Try to use clear definitions in discussion with others and in their own reasoning.	4.NF.1 Explain why a fraction $\frac{a}{b}$ is equivalent to a fraction $(n \times a)/(n \times b)$ by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions.
	4. Adapting language choices	Adjust language choices according to social setting (e.g., playground, classroom) and audience (e.g., peers, teacher), with substantial support.	Adjust language choices according to purpose (e.g., persuading, entertaining), task (e.g., telling a story versus explaining a science experiment), and audience, with moderate support.	Adjust language choices according to purpose, task (e.g., facilitating a science experiment), and audience, with light support.	1. Make sense of problems and persevere in solving them.	3. Construct viable arguments and critique the reasoning of others. • Justify their conclusions, communicate them to others, and respond to the arguments of others.	6. Attend to precision. • Try to communicate precisely to others. • Try to use clear definitions in discussion with others and in their own reasoning.	4.MD.1 Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two-column table. <i>For example, know that 1 ft is 12 times as long as 1 in. Express the length of a 4 ft snake as 48 in. Generate a conversion table for feet and inches listing the number pairs (1, 12), (2, 24), (3, 36), ...</i>
B. Interpretive	5. Listening actively	Demonstrate active listening of read-alouds and oral presentations by asking and answering basic questions, with prompting and substantial support.	Demonstrate active listening of read-alouds and oral presentations by asking and answering detailed questions, with occasional prompting and moderate support.	Demonstrate active listening of read-alouds and oral presentations by asking and answering detailed questions, with minimal prompting and light support.	1. Make sense of problems and persevere in solving them.	3. Construct viable arguments and critique the reasoning of others. • Listen to or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve arguments.	6. Attend to precision. • Try to communicate precisely to others.	4.OA.1 Interpret a multiplication equation as a comparison, e.g., interpret $35 = 5 \times 7$ as a statement that 35 is 5 times as many as 7 and 7 times as many as 5. Represent verbal statements of multiplicative comparisons as multiplication equations.

CA ELD Standards - 4th Grade / Part I - Interacting in Meaningful Ways								
	ELD Standard	Emerging	Expanding	Bridging	Math Practice 1	Math Practice 3	Math Practice 6	Sample Math Content Standards
B. Interpretive	6. Reading/viewing closely	<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>	1. Make sense of problems and persevere in solving them.	3. Construct viable arguments and critique the reasoning of others. <ul style="list-style-type: none"> <li>Compare the effectiveness of plausible arguments.</li> </ul>	6. Attend to precision. <ul style="list-style-type: none"> <li>Try to communicate precisely to others.</li> <li>Try to use clear definitions in discussion with others and in their own reasoning.</li> <li>Calculate accurately and efficiently and express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other.</li> </ul>	<p>4.NBT.2 Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using <math>&gt;</math>, <math>=</math>, and <math>&lt;</math> symbols to record the results of comparisons.</p> <p>4.MD.2 Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.</p>
	7. Evaluating language choices	Describe the specific language writers or speakers use to present or support an idea (e.g., the specific vocabulary or phrasing used to provide evidence), with prompting and substantial support.	Describe how well writers or speakers use specific language resources to support an opinion or present an idea (e.g., whether the vocabulary or phrasing used to provide evidence is strong enough), with prompting and moderate support.	Describe how well writers and speakers use specific language resources to support an opinion or present an idea (e.g., the clarity or appealing nature of language used to present evidence), with prompting and light support.	1. Make sense of problems and persevere in solving them.	3. Construct viable arguments and critique the reasoning of others. <ul style="list-style-type: none"> <li>Listen to or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve arguments.</li> <li>Distinguish correct logic or reasoning from that which is flawed and, if there is a flaw, explain what it is.</li> </ul>	6. Attend to precision. <ul style="list-style-type: none"> <li>Try to use clear definitions in discussion with others and in their own reasoning.</li> </ul>	4.NF.3d Solve word problems involving addition and subtraction of fractions referring to the same whole and having like denominators, e.g., by using visual fraction models and equations to represent the problem.
	8. Analyzing language choices	Distinguish how different words with similar meanings produce different effects on the audience (e.g., describing a character's actions as <i>whined</i> versus <i>said</i> ).	Distinguish how different words with similar meanings (e.g., describing a character as <i>smart</i> versus <i>an expert</i> ) and figurative language (e.g., <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.	1. Make sense of problems and persevere in solving them.	3. Construct viable arguments and critique the reasoning of others. <ul style="list-style-type: none"> <li>Listen to or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve arguments.</li> </ul>	6. Attend to precision. <ul style="list-style-type: none"> <li>Try to use clear definitions in discussion with others and in their own reasoning.</li> </ul>	[No corresponding standard]
C. Productive	9. Presenting	Plan and deliver brief oral presentations on a variety of topics and content areas (e.g., retelling a story, explaining a science process, reporting on a current event, recounting a memorable experience, and so on), with substantial support.	Plan and deliver longer oral presentations on a variety of topics and content areas (e.g., retelling a story, explaining a science process, reporting on a current event, recounting a memorable experience, and so on), with moderate support.	Plan and deliver oral presentations on a variety of topics in a variety of content areas (e.g., retelling a story, explaining a science process, reporting on a current event, recounting a memorable experience, and so on), with light support.	1. Make sense of problems and persevere in solving them.	3. Construct viable arguments and critique the reasoning of others. <ul style="list-style-type: none"> <li>Understand and use stated assumptions, definitions, and previously established results in constructing arguments.</li> <li>Make conjectures and build a logical progression of statements to explore the truth of their conjectures.</li> </ul>	6. Attend to precision. <ul style="list-style-type: none"> <li>Try to communicate precisely to others.</li> </ul>	4.OA.5 Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself. <i>For example, given the rule "Add 3" and the starting number 1, generate terms in the resulting sequence and observe that the terms appear to alternate between odd and even numbers. Explain informally why the numbers will continue to alternate in this way.</i>

CA ELD Standards - 4th Grade / Part I - Interacting in Meaningful Ways								
	ELD Standard	Emerging	Expanding	Bridging	Math Practice 1	Math Practice 3	Math Practice 6	Sample Math Content Standards
C. Productive	10. Writing	a. Write short literary and informational texts (e.g., a description of a flashlight) collaboratively (e.g., joint construction of texts with an adult or with peers) and sometimes independently.	a. Write longer literary and informational texts (e.g., an explanatory text on how flashlights work) collaboratively (e.g., joint construction of texts with an adult or with peers) and with increasing independence using appropriate text organization.	a. Write longer and more detailed literary and informational texts (e.g., an explanatory text on how flashlights work) collaboratively (e.g., joint construction of texts with an adult or with peers) and independently using appropriate text organization and growing understanding of register.	1. Make sense of problems and persevere in solving them.	3. Construct viable arguments and critique the reasoning of others. • Understand and use stated assumptions, definitions, and previously established results in constructing arguments. • Justify their conclusions, communicate them to others, and respond to the arguments of others.	6. Attend to precision. • Try to communicate precisely to others.	4.NBT.6 Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.
		b. Write brief summaries of texts and experiences using complete sentences and key words (e.g., from notes or graphic organizers).	b. Write increasingly concise summaries of texts and experiences using complete sentences and key words (e.g., from notes or graphic organizers).	b. Write clear and coherent summaries of texts and experiences using complete and concise sentences and key words (e.g., from notes or graphic organizers).				4.MD.1 Know relative sizes of measurement units within one system of units including km, m, cm; g; lb, oz.; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two-column table. <i>For example, know that 1 ft is 12 times as long as 1 in. Express the length of a 4 ft snake as 48 in. Generate a conversion table for feet and inches listing the number pairs (1, 12), (2, 24), (3, 36), ...</i>
	11. Supporting opinions	a. Support opinions by expressing appropriate/accurate reasons using textual evidence (e.g., referring to text) or relevant background knowledge about content, with substantial support.	a. Support opinions or persuade others by expressing appropriate/accurate reasons using some textual evidence (e.g., paraphrasing facts) or relevant background knowledge about content, with moderate support.	a. Support opinions or persuade others by expressing appropriate/accurate reasons using detailed textual evidence (e.g., quotations or specific events from text) or relevant background knowledge about content, with light support.	1. Make sense of problems and persevere in solving them.	3. Construct viable arguments and critique the reasoning of others. • Understand and use stated assumptions, definitions, and previously established results in constructing arguments. • Justify their conclusions, communicate them to others, and respond to the arguments of others.	6. Attend to precision. • Try to use clear definitions in discussion with others and in their own reasoning.	4.NF.7 Compare two decimals to hundredths by reasoning about their size. Recognize that comparisons are valid only when the two decimals refer to the same whole. Record the results of comparisons with the symbols $>$ , $=$ , or $<$ , and justify the conclusions, e.g., by using the number line or another visual model.
		b. Express ideas and opinions or temper statements using basic modal expressions (e.g., <i>can, will, maybe</i> ).	b. Express attitude and opinions or temper statements with familiar modal expressions (e.g., <i>maybe/probably, can/must</i> ).	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> ).				4.OA.3 Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.
	12. Selecting language resources	a. Use a select number of general academic and domain-specific words to create precision while speaking and writing.	a. Use a growing number of general academic and domain-specific words, synonyms, and antonyms to create precision and shades of meaning while speaking and writing.	a. Use a wide variety of general academic and domain-specific words, synonyms, antonyms, and figurative language to create precision and shades of meaning while speaking and writing.	1. Make sense of problems and persevere in solving them.	3. Construct viable arguments and critique the reasoning of others. • Justify their conclusions, communicate them to others, and respond to the arguments of others.	6. Attend to precision. • Try to communicate precisely to others. • Try to use clear definitions in discussion with others and in their own reasoning. In the elementary grades, students give carefully formulated explanations to each other.	4.NF.1 Explain why a fraction $a/b$ is equivalent to a fraction $(n \times a)/(n \times b)$ by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions.
		b. Select a few frequently used affixes for accuracy and precision (e.g., She walks, I'm <i>un</i> happy).	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).	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).				4.MD.1: Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two-column table. <i>For example, know that 1 ft is 12 times as long as 1 in. Express the length of a 4 ft snake as 48 in. Generate a conversion table for feet and inches listing the number pairs (1, 12), (2, 24), (3, 36), ...</i>

CA ELD Standards - 5th Grade / Part I - Interacting in Meaningful Ways								
	ELD Standard	Emerging	Expanding	Bridging	Math Practice 1	Math Practice 3	Math Practice 6	Sample Math Content Standards
A. Collaborative	1. Exchanging information and ideas	Contribute to conversations and express ideas by asking and answering <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.	1. Make sense of problems and persevere in solving them.	3. Construct viable arguments and critique the reasoning of others. • Justify their conclusions, communicate them to others, and respond to the arguments of others.	6. Attend to precision. • Try to communicate precisely to others.	5.NBT.2 Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10.
	2. Interacting via written English	Collaborate with peers on joint writing projects of short informational and literary texts, using technology where appropriate for publishing, graphics, and the like.	Collaborate with peers on joint writing projects of longer informational and literary texts, using technology where appropriate for publishing, graphics, and the like.	Collaborate with peers on joint writing projects of a variety of longer informational and literary texts, using technology where appropriate for publishing, graphics, and the like.	1. Make sense of problems and persevere in solving them.	3. Construct viable arguments and critique the reasoning of others. • Listen to or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve arguments. • Justify their conclusions, communicate them to others, and respond to the arguments of others.	6. Attend to precision. • Try to communicate precisely to others. • Try to use clear definitions in discussion with others and in their own reasoning.	5.G.3 Understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category. <i>For example, all rectangles have four right angles and squares are rectangles, so all squares have four right angles.</i>  5.G.4 Classify two-dimensional figures in a hierarchy based on properties.
	3. Offering opinions	Negotiate with or persuade others in conversations using basic learned phrases (e.g., <i>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 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.	1. Make sense of problems and persevere in solving them.	3. Construct viable arguments and critique the reasoning of others. • Understand and use stated assumptions, definitions, and previously established results in constructing arguments. • Justify their conclusions, communicate them to others, and respond to the arguments of others.	6. Attend to precision. • Try to use clear definitions in discussion with others and in their own reasoning.	5.NF.7 Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions. a. Interpret division of a unit fraction by a non-zero whole number, and compute such quotients. <i>For example, create a story context for <math>(1/3) \div 4</math>, and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that <math>(1/3) \div 4 = 1/12</math> because <math>(1/12) \times 4 = 1/3</math>.</i>
	4. Adapting language choices	Adjust language choices according to social setting (e.g., playground, classroom) and audience (e.g., peers, teacher), with substantial support.	Adjust language choices according to purpose (e.g., persuading, entertaining), task (e.g., telling a story versus explaining a science experiment), and audience, with moderate support.	Adjust language choices according to purpose, task (e.g., facilitating a science experiment), and audience, with light support.	1. Make sense of problems and persevere in solving them.	3. Construct viable arguments and critique the reasoning of others. • Justify their conclusions, communicate them to others, and respond to the arguments of others.	6. Attend to precision. • Try to communicate precisely to others. • Try to use clear definitions in discussion with others and in their own reasoning.	5.OA.2 Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them. <i>For example, express the calculation "add 8 and 7, then multiply by 2" as <math>2 \times (8 + 7)</math>. Recognize that <math>3 \times (18932 + 921)</math> is three times as large as <math>18932 + 921</math>, without having to calculate the indicated sum or product.</i>
B. Interpretive	5. Listening actively	Demonstrate active listening of read-alouds and oral presentations by asking and answering basic questions, with prompting and substantial support.	Demonstrate active listening of read-alouds and oral presentations by asking and answering detailed questions, with occasional prompting and moderate support.	Demonstrate active listening of read-alouds and oral presentations by asking and answering detailed questions, with minimal prompting and light support.	1. Make sense of problems and persevere in solving them.	3. Construct viable arguments and critique the reasoning of others. • Listen to or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve arguments.	6. Attend to precision. • Try to communicate precisely to others.	5.NF.5 Interpret multiplication as scaling (resizing), by: a. Comparing the size of a product to the size of one factor on the basis of the size of the other factor, without performing the indicated multiplication. b. Explaining why multiplying a given number by a fraction greater than 1 results in a product greater than the given number (recognizing multiplication by whole numbers greater than 1 as a familiar case).

CA ELD Standards - 5th Grade / Part I - Interacting in Meaningful Ways								
	ELD Standard	Emerging	Expanding	Bridging	Math Practice 1	Math Practice 3	Math Practice 6	Sample Math Content Standards
B. Interpretive	6. Reading/viewing closely	a. Explain ideas, phenomena, processes, and text relationships (e.g., compare/contrast, cause/effect, problem/solution) based on close reading of a variety of grade-level texts and viewing of multimedia, with substantial support.	a. Explain ideas, phenomena, processes, and text relationships (e.g., compare/contrast, cause/effect, problem/solution) based on close reading of a variety of grade-level texts and viewing of multimedia, with moderate support.	a. Explain ideas, phenomena, processes, and text relationships (e.g., compare/contrast, cause/effect, problem/solution) based on close reading of a variety of grade-level texts and viewing of multimedia, with light support.	1. Make sense of problems and persevere in solving them.	3. Construct viable arguments and critique the reasoning of others. • Compare the effectiveness of plausible arguments.	6. Attend to precision. • Try to communicate precisely to others. • Try to use clear definitions in discussion with others and in their own reasoning. • Calculate accurately and efficiently and express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other.	5.OA.3 Generate two numerical patterns using two given rules. Identify apparent relationships between corresponding terms. Form ordered pairs consisting of corresponding terms from the two patterns, and graph the ordered pairs on a coordinate plane. <i>For example, given the rule "Add 3" and the starting number 0, and given the rule "Add 6" and the starting number 0, generate terms in the resulting sequences, and observe that the terms in one sequence are twice the corresponding terms in the other sequence. Explain informally why this is so.</i>  5.NBT.3 - Read, write, and compare decimals to thousandths.
		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.	b. Use knowledge of morphology (e.g., affixes, roots, and base words), linguistic context, and reference materials to determine the meaning of unknown words on familiar and new topics.	b. Use knowledge of morphology (e.g., affixes, roots, and base words), linguistic context, and reference materials to determine the meaning of unknown words on familiar and new topics.				
	7. Evaluating language choices	Describe the specific language writers or speakers use to present or support an idea (e.g., the specific vocabulary or phrasing used to provide evidence), with prompting and substantial support.	Explain how well writers and speakers use language resources to support an opinion or present an idea (e.g., whether the vocabulary used to provide evidence is strong enough, or if the phrasing used to signal a shift in meaning does this well), with moderate support.	Explain how well writers and speakers use specific language resources to support an opinion or present an idea (e.g., the clarity or appealing nature of language used to provide evidence or describe characters, or if the phrasing used to introduce a topic is appropriate), with light support.		1. Make sense of problems and persevere in solving them.	3. Construct viable arguments and critique the reasoning of others. • Listen to or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve arguments. • Distinguish correct logic or reasoning from that which is flawed and, if there is a flaw, explain what it is.	6. Attend to precision. • Try to use clear definitions in discussion with others and in their own reasoning.
	8. Analyzing language choices	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., <i>she ran 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.	1. Make sense of problems and persevere in solving them.	3. Construct viable arguments and critique the reasoning of others. • Listen to or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve arguments.	6. Attend to precision. • Try to use clear definitions in discussion with others and in their own reasoning.	[No corresponding standard]
C. Productive	9. Presenting	Plan and deliver brief oral presentations on a variety of topics and content areas (e.g., providing a report on a current event, reciting a poem, recounting an experience, explaining a science process), with moderate support, such as graphic organizers.	Plan and deliver longer oral presentations on a variety of topics and content areas (e.g., providing an opinion speech on a current event, reciting a poem, recounting an experience, explaining a science process), with moderate support.	Plan and deliver oral presentations on a variety of topics in a variety of content areas (e.g., providing an opinion speech on a current event, reciting a poem, recounting an experience, explaining a science process), with light support.	1. Make sense of problems and persevere in solving them.	3. Construct viable arguments and critique the reasoning of others. • Understand and use stated assumptions, definitions, and previously established results in constructing arguments. • Make conjectures and build a logical progression of statements to explore the truth of their conjectures.	6. Attend to precision. • Try to communicate precisely to others.	5.NBT.2 Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10.

CA ELD Standards - 5th Grade / Part I - Interacting in Meaningful Ways								
	ELD Standard	Emerging	Expanding	Bridging	Math Practice 1	Math Practice 3	Math Practice 6	Sample Math Content Standards
C. Productive	10. Writing	a. Write short literary and informational texts (e.g., a description of a camel) collaboratively (e.g., joint construction of texts with an adult or with peers) and sometimes independently.	a. Write longer literary and informational texts (e.g., an informative report on different kinds of camels) collaboratively (e.g., joint construction of texts with an adult or with peers) and with increasing independence by using appropriate text organization.	a. Write longer and more detailed literary and informational texts (e.g., an explanation of how camels survive without water for a long time) collaboratively (e.g., joint construction of texts with an adult or with peers) and independently by using appropriate text organization and growing understanding of register.	1. Make sense of problems and persevere in solving them.	3. Construct viable arguments and critique the reasoning of others. • Understand and use stated assumptions, definitions, and previously established results in constructing arguments. • Justify their conclusions, communicate them to others, and respond to the arguments of others.	6. Attend to precision. • Try to communicate precisely to others.	5.NF.5b Explaining why multiplying a given number by a fraction greater than 1 results in a product greater than the given number (recognizing multiplication by whole numbers greater than 1 as a familiar case); explaining why multiplying a given number by a fraction less than 1 results in a product smaller than the given number; and relating the principle of fraction equivalence $a/b = (n \times a)/(n \times b)$ to the effect of multiplying $a/b$ by 1.
		b. Write brief summaries of texts and experiences using complete sentences and key words (e.g., from notes or graphic organizers).	b. Write increasingly concise summaries of texts and experiences using complete sentences and key words (e.g., from notes or graphic organizers).	b. Write clear and coherent summaries of texts and experiences using complete and concise sentences and key words (e.g., from notes or graphic organizers).				5.G.4 Classify two-dimensional figures in a hierarchy based on properties.
	11. Supporting opinions	a. Support opinions by expressing appropriate/accurate reasons using textual evidence (e.g., referring to text) or relevant background knowledge about content, with substantial support.	a. Support opinions or persuade others by expressing appropriate/accurate reasons using some textual evidence (e.g., paraphrasing facts from a text) or relevant background knowledge about content, with moderate support.	a. Support opinions or persuade others by expressing appropriate/accurate reasons using detailed textual evidence (e.g., quoting the text directly or specific events from text) or relevant background knowledge about content, with mild support.	1. Make sense of problems and persevere in solving them.	3. Construct viable arguments and critique the reasoning of others. • Understand and use stated assumptions, definitions, and previously established results in constructing arguments. • Justify their conclusions, communicate them to others, and respond to the arguments of others.	6. Attend to precision. • Try to use clear definitions in discussion with others and in their own reasoning.	5.NBT.7 Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.
		b. Express ideas and opinions or temper statements using basic modal expressions (e.g., <i>can, has to, maybe</i> ).	b. Express attitude and opinions or temper statements with familiar modal expressions (e.g., <i>maybe/probably, can/must</i> ).	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> ).				5.G.3 Understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category. <i>For example, all rectangles have four right angles and squares are rectangles, so all squares have four right angles.</i>
	12. Selecting language resources	a. Use a select number of general academic and domain-specific words to create precision while speaking and writing.	a. Use a growing number of general academic and domain-specific words, synonyms, and antonyms to create precision and shades of meaning while speaking and writing.	a. Use a wide variety of general academic and domain-specific words, synonyms, antonyms, and figurative language to create precision and shades of meaning while speaking and writing.	1. Make sense of problems and persevere in solving them.	3. Construct viable arguments and critique the reasoning of others. • Justify their conclusions, communicate them to others, and respond to the arguments of others.	6. Attend to precision. • Try to communicate precisely to others. • Try to use clear definitions in discussion with others and in their own reasoning. In the elementary grades, students give carefully formulated explanations to each other.	5.NF.5 Interpret multiplication as scaling (resizing), by: a. Comparing the size of a product to the size of one factor on the basis of the size of the other factor, without performing the indicated multiplication.
		b. Select a few frequently used affixes for accuracy and precision (e.g., She walks, I'm <i>un</i> happy).	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).	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).				5.NBT.2 Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10.



CA ELD Standards - 6th Grade / Part I - Interacting in Meaningful Ways								
	ELD Standard	Emerging	Expanding	Bridging	Math Practice 1	Math Practice 3	Math Practice 6	Sample Math Content Standards
A. Collaborative	1. Exchanging information and ideas	Engage in conversational exchanges and express ideas on familiar topics by asking and answering <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.	1. Make sense of problems and persevere in solving them.	3. Construct viable arguments and critique the reasoning of others. • Justify their conclusions, communicate them to others, and respond to the arguments of others. • Listen to or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve arguments.	6. Attend to precision. • Try to communicate precisely to others. • Try to use clear definitions in discussion with others and in their own reasoning.	6.SP.1 Recognize a statistical question as one that anticipates variability in the data related to the question and accounts for it in the answers. <i>For example, "How old am I?" is not a statistical question, but "How old are the students in my school?" is a statistical question because one anticipates variability in students' ages.</i>
	2. Interacting via written English	Engage in short written exchanges with peers and collaborate on simple written texts on familiar topics, using technology when appropriate.	Engage in longer written exchanges with peers and collaborate on more detailed written texts on a variety of topics, using technology when appropriate.	Engage in extended written exchanges with peers and collaborate on complex written texts on a variety of topics, using technology when appropriate.	1. Make sense of problems and persevere in solving them.	3. Construct viable arguments and critique the reasoning of others. • Listen to or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve arguments. • Justify their conclusions, communicate them to others, and respond to the arguments of others.	6. Attend to precision. • Try to communicate precisely to others. • Try to use clear definitions in discussion with others and in their own reasoning.	6.EE.2a Write, read, and evaluate expressions in which letters stand for numbers. a. Write expressions that record operations with numbers and with letters standing for numbers. <i>For example, express the calculation "Subtract y from 5" as <math>5 - y</math>.</i>
	3. Offering opinions	Negotiate with or persuade others in conversations (e.g., to gain and hold the floor or ask for clarification) using basic learned phrases (e.g., <i>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.	1. Make sense of problems and persevere in solving them.	3. Construct viable arguments and critique the reasoning of others. • Understand and use stated assumptions, definitions, and previously established results in constructing arguments. • Listen to or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve arguments. • Compare the effectiveness of plausible arguments. • Justify their conclusions, communicate them to others, and respond to the arguments of others.	6. Attend to precision. • Try to use clear definitions in discussion with others and in their own reasoning.	6.NS.5 Understand that positive and negative numbers are used together to describe quantities having opposite directions or values (e.g., temperature above/below zero, elevation above/below sea level, credits/debits, positive/negative electric charge); use positive and negative numbers to represent quantities in real-world contexts, explaining the meaning of 0 in each situation.

CA ELD Standards - 6th Grade / Part I - Interacting in Meaningful Ways								
	ELD Standard	Emerging	Expanding	Bridging	Math Practice 1	Math Practice 3	Math Practice 6	Sample Math Content Standards
A. Collaborative	4. Adapting language choices	Adjust language choices according to social setting (e.g., classroom, break time) and audience (e.g., peers, teacher).	Adjust language choices according to purpose (e.g., explaining, persuading, entertaining), task, and audience.	Adjust language choices according to task (e.g., facilitating a science experiment, providing peer feedback on a writing assignment), purpose, task, and audience.	1. Make sense of problems and persevere in solving them.	3. Construct viable arguments and critique the reasoning of others. <ul style="list-style-type: none"> <li>• Understand and use stated assumptions, definitions, and previously established results in constructing arguments.</li> <li>• Justify their conclusions, communicate them to others, and respond to the arguments of others.</li> </ul>	6. Attend to precision. <ul style="list-style-type: none"> <li>• Try to communicate precisely to others.</li> <li>• Try to use clear definitions in discussion with others and in their own reasoning.</li> </ul>	6.EE.2b Write, read, and evaluate expressions in which letters stand for numbers. b. Identify parts of an expression using mathematical terms (sum, term, product, factor, quotient, coefficient); view one or more parts of an expression as a single entity. <i>For example, describe the expression <math>2(8 + 7)</math> as a product of two factors; view <math>(8 + 7)</math> as both a single entity and a sum of two terms.</i>
	5. Listening actively	Demonstrate active listening in oral presentation activities by asking and answering basic questions, with prompting and substantial support.	Demonstrate active listening in oral presentation activities by asking and answering detailed questions, with occasional prompting and moderate support.	Demonstrate active listening in oral presentation activities by asking and answering detailed questions, with minimal prompting and support.	1. Make sense of problems and persevere in solving them.	3. Construct viable arguments and critique the reasoning of others. <ul style="list-style-type: none"> <li>• Listen to or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve arguments.</li> </ul>	6. Attend to precision. <ul style="list-style-type: none"> <li>• Try to communicate precisely to others.</li> <li>• Try to use clear definitions in discussion with others and in their own reasoning.</li> </ul>	6.EE.7 Solve real-world and mathematical problems by writing and solving equations of the form $x + p = q$ and $px = q$ for cases in which $p$ , $q$ , and $x$ are all nonnegative rational numbers.
B. Interpretive	6. Reading/viewing closely	a. Explain ideas, phenomena, processes, and text relationships (e.g., compare/contrast, cause/effect, problem/solution) based on close reading of a variety of grade-level texts and viewing of multimedia, with substantial support.	a. Explain ideas, phenomena, processes, and text relationships (e.g., compare/contrast, cause/effect, problem/solution) based on close reading of a variety of grade-level texts and viewing of multimedia, with moderate support.	a. Explain ideas, phenomena, processes, and text relationships (e.g., compare/contrast, cause/effect, problem/solution) based on close reading of a variety of grade-level texts and viewing of multimedia, with light support.	1. Make sense of problems and persevere in solving them.	3. Construct viable arguments and critique the reasoning of others. <ul style="list-style-type: none"> <li>• Understand and use stated assumptions, definitions, and previously established results in constructing arguments.</li> <li>• Make conjectures and build a logical progression of statements to explore the truth of their conjectures.</li> <li>• Analyze situations by breaking them into cases.</li> </ul>	6. Attend to precision. <ul style="list-style-type: none"> <li>• Try to communicate precisely to others.</li> <li>• Try to use clear definitions in discussion with others and in their own reasoning.</li> </ul>	6.SP.5 Summarize numerical data sets in relation to their context, such as by: a. Reporting the number of observations. b. Describing the nature of the attribute under investigation, including how it was measured and its units of measurement. c. Giving quantitative measures of center (median and/or mean) and variability (interquartile range and/or mean absolute deviation), as well as describing any overall pattern and any striking deviations from the overall pattern with reference to the context in which the data were gathered. d. Relating the choice of measures of center and variability to the shape of the data distribution and the context in which the data were gathered.
		b. Express inferences and conclusions drawn based on close reading of grade-level texts and viewing of multimedia using some frequently used verbs (e.g., <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> ).				6.NS.7a Understand ordering and absolute value of rational numbers. a. Interpret statements of inequality as statements about the relative position of two numbers on a number line diagram. <i>For example, interpret <math>-3 &gt; -7</math> as a statement that <math>-3</math> is located to the right of <math>-7</math> on a number line oriented from left to right.</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.				6.EE.2b Write, read, and evaluate expressions in which letters stand for numbers. b. Identify parts of an expression using mathematical terms (sum, term, product, factor, quotient, coefficient); view one or more parts of an expression as a single entity. <i>For example, describe the expression <math>2(8 + 7)</math> as a product of two factors; view <math>(8 + 7)</math> as both a single entity and a sum of two terms.]</i>

CA ELD Standards - 6th Grade / Part I - Interacting in Meaningful Ways								
	ELD Standard	Emerging	Expanding	Bridging	Math Practice 1	Math Practice 3	Math Practice 6	Sample Math Content Standards
B. Interpretive	7. Evaluating language choices	Explain how well writers and speakers use language to support ideas and arguments with detailed evidence (e.g., identifying the precise vocabulary used to present evidence, or the phrasing used to signal a shift in meaning) with substantial support.	Explain how well writers and speakers use specific language to present ideas or support arguments and provide detailed evidence (e.g., showing the clarity of the phrasing used to present an argument) with moderate support.	Explain how well writers and speakers use specific language resources to present ideas or support arguments and provide detailed evidence (e.g., identifying the specific language used to present ideas and claims that are well supported and distinguishing them from those that are not) with light support.	1. Make sense of problems and persevere in solving them.	3. Construct viable arguments and critique the reasoning of others. • Listen to or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve arguments.	6. Attend to precision. • Try to communicate precisely to others. • Try to use clear definitions in discussion with others and in their own reasoning.	6.RP.1 Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities. <i>For example, "The ratio of wings to beaks in the bird house at the zoo was 2:1, because for every 2 wings there was 1 beak."</i> "For every vote candidate A received, candidate C received nearly three votes.
	8. Analyzing language choices	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.	1. Make sense of problems and persevere in solving them.	3. Construct viable arguments and critique the reasoning of others. • Listen to or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve arguments. • Analyze situations by breaking them into cases.	6. Attend to precision. • Try to communicate precisely to others. • Try to use clear definitions in discussion with others and in their own reasoning.	[No corresponding standard]
C. Productive	9. Presenting	Plan and deliver brief oral presentations on a variety of topics and content areas.	Plan and deliver longer oral presentations on a variety of topics and content areas, using details and evidence to support ideas.	Plan and deliver longer oral presentations on a variety of topics and content areas, using reasoning and evidence to support ideas, as well as growing understanding of register.	1. Make sense of problems and persevere in solving them.	3. Construct viable arguments and critique the reasoning of others. • Understand and use stated assumptions, definitions, and previously established results in constructing arguments. • Make conjectures and build a logical progression of statements to explore the truth of their conjectures. • Analyze situations by breaking them into cases.	6. Attend to precision. • Try to communicate precisely to others. • Try to use clear definitions in discussion with others and in their own reasoning.	6.SP.5 Summarize numerical data sets in relation to their context, such as by: a. Reporting the number of observations. b. Describing the nature of the attribute under investigation, including how it was measured and its units of measurement. c. Giving quantitative measures of center (median and/or mean) and variability (interquartile range and/or mean absolute deviation), as well as describing any overall pattern and any striking deviations from the overall pattern with reference to the context in which the data were gathered. d. Relating the choice of measures of center and variability to the shape of the data distribution and the context in which the data were gathered.
	10. Writing	a. Write short literary and informational texts (e.g., an argument for protecting the rain forests) collaboratively (e.g., with peers) and independently.  b. Write brief summaries of texts and experiences using complete sentences and key words (e.g., from notes or graphic organizers).	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.  b. Write increasingly concise summaries of texts and experiences using complete sentences and key words (e.g., from notes or graphic organizers).	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.  b. Write clear and coherent summaries of texts and experiences using complete and concise sentences and key words (e.g., from notes or graphic organizers).	1. Make sense of problems and persevere in solving them.	3. Construct viable arguments and critique the reasoning of others. • Understand and use stated assumptions, definitions, and previously established results in constructing arguments. • Justify their conclusions, communicate them to others, and respond to the arguments of others.	6. Attend to precision. • Try to communicate precisely to others. • Try to use clear definitions in discussion with others and in their own reasoning.	6.NS.7b Write, interpret, and explain statements of order for rational numbers in real-world contexts. <i>For example, write <math>-3^{\circ}C &gt; -7^{\circ}C</math> to express the fact that <math>-3^{\circ}C</math> is warmer than <math>-7^{\circ}C</math>.</i>  6.RP.3 Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations.

CA ELD Standards - 6th Grade / Part I - Interacting in Meaningful Ways											
	ELD Standard	Emerging	Expanding	Bridging	Math Practice 1	Math Practice 3	Math Practice 6	Sample Math Content Standards			
C. Productive	11. Justifying/arguing	a. Justify opinions by providing some textual evidence (e.g., quoting from the text) or relevant background knowledge, with substantial support.	a. Justify opinions or persuade others by providing relevant textual evidence (e.g., quoting from the text or referring to what the text says) or relevant background knowledge, with moderate support.	a. Justify opinions or persuade others by providing detailed and relevant textual evidence (e.g., quoting from the text directly or referring to specific textual evidence) or relevant background knowledge, with light support.	1. Make sense of problems and persevere in solving them.	3. Construct viable arguments and critique the reasoning of others. • Understand and use stated assumptions, definitions, and previously established results in constructing arguments. • Make conjectures and build a logical progression of statements to explore the truth of their conjectures.	6. Attend to precision. • Try to communicate precisely to others. • Try to use clear definitions in discussion with others and in their own reasoning.	6.EE.4 Identify when two expressions are equivalent (i.e., when the two expressions name the same number regardless of which value is substituted into them). <i>For example, the expressions <math>y + y + y</math> and <math>3y</math> are equivalent because they name the same number regardless of which number <math>y</math> stands for.</i>			
		b. Express attitude and opinions or temper statements with some basic modal expressions (e.g., <i>can, has to</i> ).	b. Express attitude and opinions or temper statements with a variety of familiar modal expressions (e.g., <i>maybe/probably, can/could, must</i> ).	b. Express attitude and opinions or temper statements with nuanced modal expressions (e.g., <i>probably/certainly/definitely, should/would, might</i> ) and phrasing (e.g., <i>In my opinion . . .</i> ).				6.SP.1 Recognize a statistical question as one that anticipates variability in the data related to the question and accounts for it in the answers. <i>For example, "How old am I?" is not a statistical question, but "How old are the students in my school?" is a statistical question because one anticipates variability in students' ages.</i>			
	12. Selecting language resources	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.	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.	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.				1. Make sense of problems and persevere in solving them.	3. Construct viable arguments and critique the reasoning of others. • Understand and use stated assumptions, definitions, and previously established results in constructing arguments.	6. Attend to precision. • Try to communicate precisely to others. • Try to use clear definitions in discussion with others and in their own reasoning.	6.EE.2b Identify parts of an expression using mathematical terms (sum, term, product, factor, quotient, coefficient); view one or more parts of an expression as a single entity. <i>For example, describe the expression <math>2(8 + 7)</math> as a product of two factors; view <math>(8 + 7)</math> as both a single entity and a sum of two terms.</i>
		b. Use knowledge of morphology to appropriately select affixes in basic ways (e.g., <i>She likes X</i> ).	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> ).	b. Use knowledge of morphology to appropriately select affixes in a variety of ways to manipulate language (e.g., changing <i>observe</i> -> <i>observation, reluctant</i> -> <i>reluctantly, produce</i> -> <i>production</i> , and so on).							6.RP.2. Understand the concept of a unit rate $a/b$ associated with a ratio $a:b$ with $b \neq 0$ , and use rate language in the context of a ratio relationship. <i>For example, "This recipe has a ratio of 3 cups of flour to 4 cups of sugar, so there is <math>3/4</math> cup of flour for each cup of sugar." "We paid \$75 for 15 hamburgers, which is a rate of \$5 per hamburger."</i>

CA ELD Standards - 7th Grade / Part I - Interacting in Meaningful Ways								
	ELD Standard	Emerging	Expanding	Bridging	Math Practice 1	Math Practice 3	Math Practice 6	Sample Math Content Standards
A. Collaborative	1. Exchanging information and ideas	Engage in conversational exchanges and express ideas on familiar topics by asking and answering <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.	1. Make sense of problems and persevere in solving them.	3. Construct viable arguments and critique the reasoning of others. • Justify their conclusions, communicate them to others, and respond to the arguments of others. • Listen to or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve arguments.	6. Attend to precision. • Try to communicate precisely to others. • Try to use clear definitions in discussion with others and in their own reasoning.	7.NS.1a Describe situations in which opposite quantities combine to make 0. <i>For example, a hydrogen atom has 0 charge because its two constituents are oppositely charged.</i>
	2. Interacting via written English	Engage in short written exchanges with peers and collaborate on simple written texts on familiar topics, using technology when appropriate.	Engage in longer written exchanges with peers and collaborate on more detailed written texts on a variety of topics, using technology when appropriate.	Engage in extended written exchanges with peers and collaborate on complex written texts on a variety of topics, using technology when appropriate.	1. Make sense of problems and persevere in solving them.	3. Construct viable arguments and critique the reasoning of others. • Listen to or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve arguments. • Justify their conclusions, communicate them to others, and respond to the arguments of others.	6. Attend to precision. • Try to communicate precisely to others. • Try to use clear definitions in discussion with others and in their own reasoning.	7.SP.8c Design and use a simulation to generate frequencies for compound events. <i>For example, use random digits as a simulation tool to approximate the answer to the question: If 40% of donors have type A blood, what is the probability that it will take at least 4 donors to find one with type A blood?</i>
	3. Supporting opinions and persuading others	Negotiate with or persuade others in conversations (e.g., to gain and hold the floor or ask for clarification) using learned phrases (e.g., <i>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.	1. Make sense of problems and persevere in solving them.	3. Construct viable arguments and critique the reasoning of others. • Understand and use stated assumptions, definitions, and previously established results in constructing arguments. • Listen to or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve arguments. • Compare the effectiveness of plausible arguments. • Justify their conclusions, communicate them to others, and respond to the arguments of others.	6. Attend to precision. • Try to use clear definitions in discussion with others and in their own reasoning.	7.NS.1b Understand $p + q$ as the number located a distance $ q $ from $p$ , in the positive or negative direction depending on whether $q$ is positive or negative. Show that a number and its opposite have a sum of 0 (are additive inverses). Interpret sums of rational numbers by describing real-world contexts.  7.NS.1c Understand subtraction of rational numbers as adding the additive inverse, $p - q = p + (-q)$ . Show that the distance between two rational numbers on the number line is the absolute value of their difference, and apply this principle in real-world contexts.

CA ELD Standards - 7th Grade / Part I - Interacting in Meaningful Ways								
	ELD Standard	Emerging	Expanding	Bridging	Math Practice 1	Math Practice 3	Math Practice 6	Sample Math Content Standards
<b>A. Collaborative</b>	4. Adapting language choices	Adjust language choices according to social setting (e.g., classroom, break time) and audience (e.g., peers, teacher).	Adjust language choices according to purpose (e.g., explaining, persuading, entertaining), task, and audience.	Adjust language choices according to task (e.g., facilitating a science experiment, providing peer feedback on a writing assignment), purpose, task, and audience.	1. Make sense of problems and persevere in solving them.	3. Construct viable arguments and critique the reasoning of others. • Understand and use stated assumptions, definitions, and previously established results in constructing arguments. • Justify their conclusions, communicate them to others, and respond to the arguments of others.	6. Attend to precision. • Try to communicate precisely to others. • Try to use clear definitions in discussion with others and in their own reasoning.	7.RP.2d Explain what a point $(x, y)$ on the graph of a proportional relationship means in terms of the situation, with special attention to the points $(0, 0)$ and $(1, r)$ where $r$ is the unit rate.
	5. Listening actively	Demonstrate active listening in oral presentation activities by asking and answering basic questions, with prompting and substantial support.	Demonstrate active listening in oral presentation activities by asking and answering detailed questions, with occasional prompting and moderate support.	Demonstrate active listening in oral presentation activities by asking and answering detailed questions, with minimal prompting and support.	1. Make sense of problems and persevere in solving them.	3. Construct viable arguments and critique the reasoning of others. • Listen to or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve arguments.	6. Attend to precision. • Try to communicate precisely to others. • Try to use clear definitions in discussion with others and in their own reasoning.	7.G.6 Solve real-world and mathematical problems involving area, volume and surface area of two- and three-dimensional objects composed of triangles, quadrilaterals, polygons, cubes, and right prisms.
<b>B. Interpretive</b>	6. Reading/viewing closely	a. Explain ideas, phenomena, processes, and text relationships (e.g., compare/contrast, cause/effect, problem/solution) based on close reading of a variety of grade-appropriate texts and viewing of multimedia, with substantial support.	a. Explain ideas, phenomena, processes, and text relationships (e.g., compare/contrast, cause/effect, problem/solution) based on close reading of a variety of grade-level texts and viewing of multimedia, with moderate support.	a. Explain ideas, phenomena, processes, and text relationships (e.g., compare/contrast, cause/effect, problem/solution) based on close reading of a variety of grade-level texts and viewing of multimedia, with light support.	1. Make sense of problems and persevere in solving them.	3. Construct viable arguments and critique the reasoning of others. • Understand and use stated assumptions, definitions, and previously established results in constructing arguments. • Make conjectures and build a logical progression of statements to explore the truth of their conjectures. • Analyze situations by breaking them into cases.	6. Attend to precision. • Try to communicate precisely to others. • Try to use clear definitions in discussion with others and in their own reasoning.	7.RP.2b Identify the constant of proportionality (unit rate) in tables, graphs, equations, diagrams, and verbal descriptions of proportional relationships.
		b. Express inferences and conclusions drawn based on close reading of grade-appropriate texts and viewing of multimedia using some frequently used verbs (e.g., <i>shows that, based on</i> ).	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> ).	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> ).				7.G.3 Describe the two-dimensional figures that result from slicing three dimensional figures, as in plane sections of right rectangular prisms and right rectangular pyramids.
		c. Use knowledge of morphology (e.g., affixes, roots, and base words), context, reference materials, and visual cues to determine the meaning of unknown and multiple-meaning words on familiar topics.	c. Use knowledge of morphology (e.g., affixes, roots, and base words), context, reference materials, and visual cues to determine the meaning of unknown and multiple-meaning words on familiar and new topics.	c. Use knowledge of morphology (e.g., affixes, roots, and base words), context, reference materials, and visual cues to determine the meaning, including figurative and connotative meanings, of unknown and multiple-meaning words on a variety of new topics.				7.G.5 Use facts about supplementary, complementary, vertical, and adjacent angles in a multi-step problem to write and solve simple equations for an unknown angle in a figure.
	7. Evaluating language choices	Explain how well writers and speakers use language to support ideas and arguments with detailed evidence (e.g., identifying the precise vocabulary used to present evidence, or the phrasing used to signal a shift in meaning) when provided with substantial support.	Explain how well writers and speakers use specific language to present ideas of support arguments and provide detailed evidence (e.g., showing the clarity of the phrasing used to present an argument) when provided with moderate support.	Explain how well writers and speakers use specific language resources to present ideas or support arguments and provide detailed evidence (e.g., identifying the specific language used to present ideas and claims that are well supported and distinguishing them from those that are not) when provided with light support.	1. Make sense of problems and persevere in solving them.	3. Construct viable arguments and critique the reasoning of others. • Listen to or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve arguments.	6. Attend to precision. • Try to communicate precisely to others. • Try to use clear definitions in discussion with others and in their own reasoning.	7.SP.1 Understand that statistics can be used to gain information about a population by examining a sample of the population; generalizations about a population from a sample are valid only if the sample is representative of that population. Understand that random sampling tends to produce representative samples and support valid inferences.

CA ELD Standards - 7th Grade / Part I - Interacting in Meaningful Ways								
	ELD Standard	Emerging	Expanding	Bridging	Math Practice 1	Math Practice 3	Math Practice 6	Sample Math Content Standards
B. Interpretive	8. Analyzing language choices	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.	1. Make sense of problems and persevere in solving them.	3. Construct viable arguments and critique the reasoning of others. • Listen to or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve arguments. • Analyze situations by breaking them into cases.	6. Attend to precision. • Try to communicate precisely to others. • Try to use clear definitions in discussion with others and in their own reasoning.	[No corresponding standard]
	9. Presenting	Plan and deliver brief informative oral presentations on familiar topics.	Plan and deliver longer oral presentations on a variety of topics, using details and evidence to support ideas.	Plan and deliver longer oral presentations on a variety of topics in a variety of disciplines, using reasoning and evidence to support ideas, as well as growing understanding of register.	1. Make sense of problems and persevere in solving them.	3. Construct viable arguments and critique the reasoning of others. • Understand and use stated assumptions, definitions, and previously established results in constructing arguments. • Make conjectures and build a logical progression of statements to explore the truth of their conjectures. • Analyze situations by breaking them into cases.	6. Attend to precision. • Try to communicate precisely to others. • Try to use clear definitions in discussion with others and in their own reasoning.	7.RP.3 Use proportional relationships to solve multistep ratio and percent problems. <i>Examples: simple interest, tax, markups and markdowns, gratuities and commissions, fees, percent increase and decrease, percent error.</i>
C. Productive	10. Writing	a. Write short literary and informational texts (e.g., an argument for wearing school uniforms) collaboratively (e.g., with peers) and independently.	a. Write longer literary and informational texts (e.g., an argument for wearing school uniforms) collaboratively (e.g., with peers) and independently using appropriate text organization.	a. Write longer and more detailed literary and informational texts (e.g., an argument for wearing school uniforms) collaboratively (e.g., with peers) and independently using appropriate text organization and growing understanding of register.	1. Make sense of problems and persevere in solving them.	3. Construct viable arguments and critique the reasoning of others. • Understand and use stated assumptions, definitions, and previously established results in constructing arguments. • Justify their conclusions, communicate them to others, and respond to the arguments of others.	6. Attend to precision. • Try to communicate precisely to others. • Try to use clear definitions in discussion with others and in their own reasoning.	7.G.3 Describe the two-dimensional figures that result from slicing three-dimensional figures, as in plane sections of right rectangular prisms and right rectangular pyramids.
		b. Write brief summaries of texts and experiences using complete sentences and key words (e.g., from notes or graphic organizers).	b. Write increasingly concise summaries of texts and experiences using complete sentences and key words (e.g., from notes or graphic organizers).	b. Write clear and coherent summaries of texts and experiences using complete and concise sentences and key words (e.g., from notes or graphic organizers).				7.EE.4 Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities.
	11. Justifying/arguing	a. Justify opinions by providing some textual evidence or relevant background knowledge, with substantial support.	a. Justify opinions or persuade others by providing relevant textual evidence or relevant background knowledge, with moderate support.	a. Justify opinions or persuade others by providing detailed and relevant textual evidence or relevant background knowledge, with light support.	1. Make sense of problems and persevere in solving them.	3. Construct viable arguments and critique the reasoning of others. • Understand and use stated assumptions, definitions, and previously established results in constructing arguments. • Make conjectures and build a logical progression of statements to explore the truth of their conjectures.	6. Attend to precision. • Try to communicate precisely to others. • Try to use clear definitions in discussion with others and in their own reasoning.	7.SP.2 Use data from a random sample to draw inferences about a population with an unknown characteristic of interest. Generate multiple samples (or simulated samples) of the same size to gauge the variation in estimates or predictions. <i>For example, estimate the mean word length in a book by randomly sampling words from the book; predict the winner of a school election based on randomly sampled survey data. Gauge how far off the estimate or prediction might be.</i>
b. Express attitude and opinions or temper statements with familiar modal expressions (e.g., <i>can, may</i> ).		b. Express attitude and opinions or temper statements with a variety of familiar modal expressions (e.g., <i>possibly/likely, could/would/should</i> ).	b. Express attitude and opinions or temper statements with nuanced modal expressions (e.g., <i>possibly/potentially/absolutely, should/might</i> ).	7.SP.7 Develop a probability model and use it to find probabilities of events. Compare probabilities from a model to observed frequencies; if the agreement is not good, explain possible sources of the discrepancy.				

CA ELD Standards - 7th Grade / Part I - Interacting in Meaningful Ways								
	ELD Standard	Emerging	Expanding	Bridging	Math Practice 1	Math Practice 3	Math Practice 6	Sample Math Content Standards
C. Productive	12. Selecting language resources	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.	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.	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.	1. Make sense of problems and persevere in solving them.	3. Construct viable arguments and critique the reasoning of others. • Understand and use stated assumptions, definitions, and previously established results in constructing arguments.	6. Attend to precision. • Try to communicate precisely to others. • Try to use clear definitions in discussion with others and in their own reasoning.	7.NS.2 Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers.
		b. Use knowledge of morphology to appropriately select affixes in basic ways (e.g., <i>She likes X. He walked to school</i> ).	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> ).	b. Use knowledge of morphology to appropriately select affixes in a variety of ways to manipulate language (e.g., changing <i>destroy -&gt; destruction, probably -&gt; probability, reluctant -&gt; reluctantly</i> ).				7.NS.1a. Describe situations in which opposite quantities combine to make 0. <i>For example, a hydrogen atom has 0 charge because its two constituents are oppositely charged.</i>



CA ELD Standards - 8th Grade / Part I - Interacting in Meaningful Ways								
	ELD Standard	Emerging	Expanding	Bridging	Math Practice 1	Math Practice 3	Math Practice 6	Sample Math Content Standards
A. Collaborative	1. Exchanging information and ideas	Engage in conversational exchanges and express ideas on familiar topics by asking and answering <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.	1. Make sense of problems and persevere in solving them.	3. Construct viable arguments and critique the reasoning of others. • Justify their conclusions, communicate them to others, and respond to the arguments of others. • Listen to or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve arguments.	6. Attend to precision. • Try to communicate precisely to others. • Try to use clear definitions in discussion with others and in their own reasoning.	8.SP.1 Construct and interpret scatter plots for bivariate measurement data to investigate patterns of association between two quantities. Describe patterns such as clustering, outliers, positive or negative association, linear association, and nonlinear association.
	2. Interacting via written English	Engage in short written exchanges with peers and collaborate on simple written texts on familiar topics, using technology when appropriate.	Engage in longer written exchanges with peers and collaborate on more detailed written texts on a variety of topics, using technology when appropriate.	Engage in extended written exchanges with peers and collaborate on complex written texts on a variety of topics, using technology when appropriate.	1. Make sense of problems and persevere in solving them.	3. Construct viable arguments and critique the reasoning of others. • Listen to or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve arguments. • Justify their conclusions, communicate them to others, and respond to the arguments of others.	6. Attend to precision. • Try to communicate precisely to others. • Try to use clear definitions in discussion with others and in their own reasoning.	8.F.5 Describe qualitatively the functional relationship between two quantities by analyzing a graph (e.g., where the function is increasing or decreasing, linear or nonlinear). Sketch a graph that exhibits the qualitative features of a function that has been described verbally.
	3. Supporting opinions and persuading others	Negotiate with or persuade others in conversations (e.g., to gain and hold the floor or to ask for clarification) using learned phrases (e.g., <i>I think . . . 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 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.	1. Make sense of problems and persevere in solving them.	3. Construct viable arguments and critique the reasoning of others. • Understand and use stated assumptions, definitions, and previously established results in constructing arguments. • Listen to or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve arguments. • Compare the effectiveness of plausible arguments. • Justify their conclusions, communicate them to others, and respond to the arguments of others.	6. Attend to precision. • Try to use clear definitions in discussion with others and in their own reasoning.	8.EE.6 Use similar triangles to explain why the slope $m$ is the same between any two distinct points on a non-vertical line in the coordinate plane; derive the equation $y = mx$ for a line through the origin and the equation $y = mx + b$ for a line intercepting the vertical axis at $b$ .

CA ELD Standards - 8th Grade / Part I - Interacting in Meaningful Ways								
	ELD Standard	Emerging	Expanding	Bridging	Math Practice 1	Math Practice 3	Math Practice 6	Sample Math Content Standards
<b>A. Collaborative</b>	4. Adapting language choices	Adjust language choices according to social setting (e.g., classroom, break time) and audience (e.g., peers, teacher).	Adjust language choices according to purpose (e.g., explaining, persuading, entertaining), task, and audience.	Adjust language choices according to task (e.g., facilitating a science experiment, providing peer feedback on a writing assignment), purpose, and audience.	1. Make sense of problems and persevere in solving them.	3. Construct viable arguments and critique the reasoning of others. • Understand and use stated assumptions, definitions, and previously established results in constructing arguments. • Justify their conclusions, communicate them to others, and respond to the arguments of others.	6. Attend to precision. • Try to communicate precisely to others. • Try to use clear definitions in discussion with others and in their own reasoning.	8.SP.1 Construct and interpret scatter plots for bivariate measurement data to investigate patterns of association between two quantities. Describe patterns such as clustering, outliers, positive or negative association, linear association, and nonlinear association.
	5. Listening actively	Demonstrate active listening in oral presentation activities by asking and answering basic questions, with prompting and substantial support.	Demonstrate active listening in oral presentation activities by asking and answering detailed questions, with occasional prompting and moderate support.	Demonstrate active listening in oral presentation activities by asking and answering detailed questions, with minimal prompting and support.	1. Make sense of problems and persevere in solving them.	3. Construct viable arguments and critique the reasoning of others. • Listen to or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve arguments.	6. Attend to precision. • Try to communicate precisely to others. • Try to use clear definitions in discussion with others and in their own reasoning.	8.SP.3 Use the equation of a linear model to solve problems in the context of bivariate measurement data, interpreting the slope and intercept. <i>For example, in a linear model for a biology experiment, interpret a slope of 1.5 cm/hr as meaning that an additional hour of sunlight each day is associated with an additional 1.5 cm in mature plant height.</i>
<b>B. Interpretive</b>	6. Reading/viewing closely	a. Explain ideas, phenomena, processes, and text relationships (e.g., compare/contrast, cause/effect, problem/solution) based on close reading of a variety of grade-appropriate texts and viewing of multimedia, with substantial support.	a. Explain ideas, phenomena, processes, and text relationships (e.g., compare/contrast, cause/effect, problem/solution) based on close reading of a variety of grade-appropriate texts and viewing of multimedia, with moderate support.	a. Explain ideas, phenomena, processes, and text relationships (e.g., compare/contrast, cause/effect, problem/solution) based on close reading of a variety of grade-level texts and viewing of multimedia, with light support.	1. Make sense of problems and persevere in solving them.	3. Construct viable arguments and critique the reasoning of others. • Understand and use stated assumptions, definitions, and previously established results in constructing arguments. • Make conjectures and build a logical progression of statements to explore the truth of their conjectures. • Analyze situations by breaking them into cases.	6. Attend to precision. • Try to communicate precisely to others. • Try to use clear definitions in discussion with others and in their own reasoning.	8.F.2 Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). <i>For example, given a linear function represented by a table of values and a linear function represented by an algebraic expression, determine which function has the greater rate of change.</i>
		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> ).	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> ).	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> ).				8.EE.7a Give examples of linear equations in one variable with one solution, infinitely many solutions, or no solutions. Show which of these possibilities is the case by successively transforming the given equation into simpler forms, until an equivalent equation of the form $x = a$ , $a = a$ , or $a = b$ results (where $a$ and $b$ are different numbers).
		c. Use knowledge of morphology (e.g., affixes, roots, and base words), context, reference materials, and visual cues to determine the meanings of unknown and multiple-meaning words on familiar topics.	c. Use knowledge of morphology (e.g., affixes, roots, and base words), context, reference materials, and visual cues to determine the meanings of unknown and multiple-meaning words on familiar and new topics.	c. Use knowledge of morphology (e.g., affixes, roots, and base words), context, reference materials, and visual cues to determine the meanings, including figurative and connotative meanings, of unknown and multiple-meaning words on a variety of new topics.				8.G.4 Understand that a two-dimensional figure is similar to another if the second can be obtained from the first by a sequence of rotations, reflections, translations, and dilations; given two similar twodimensional figures, describe a sequence that exhibits the similarity between them.
	7. Evaluating language choices	Explain how well writers and speakers use language to support ideas and arguments with detailed evidence (e.g., identifying the precise vocabulary used to present evidence, or the phrasing used to signal a shift in meaning) when provided with substantial support.	Explain how well writers and speakers use specific language to present ideas or support arguments and provide detailed evidence (e.g., showing the clarity of the phrasing used to present an argument) when provided with moderate support.	Explain how well writers and speakers use specific language resources to present ideas or support arguments and provide detailed evidence (e.g., identifying the specific language used to present ideas and claims that are well supported and distinguishing them from those that are not) when provided with light support.	1. Make sense of problems and persevere in solving them.	3. Construct viable arguments and critique the reasoning of others. • Listen to or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve arguments.	6. Attend to precision. • Try to communicate precisely to others. • Try to use clear definitions in discussion with others and in their own reasoning.	8.F.2 Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). <i>For example, given a linear function represented by a table of values and a linear function represented by an algebraic expression, determine which function has the greater rate of change.</i>

CA ELD Standards - 8th Grade / Part I - Interacting in Meaningful Ways								
	ELD Standard	Emerging	Expanding	Bridging	Math Practice 1	Math Practice 3	Math Practice 6	Sample Math Content Standards
B. Interpretive	8. Analyzing language choices	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.	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.	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.	1. Make sense of problems and persevere in solving them.	3. Construct viable arguments and critique the reasoning of others. • Listen to or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve arguments. • Analyze situations by breaking them into cases.	6. Attend to precision. • Try to communicate precisely to others. • Try to use clear definitions in discussion with others and in their own reasoning.	[No corresponding standard]
	9. Presenting	Plan and deliver brief informative oral presentations on concrete topics.	Plan and deliver longer oral presentations on a variety of topics using details and evidence to support ideas.	Plan and deliver longer oral presentations on a variety of concrete and abstract topics using reasoning and evidence to support ideas and using a growing understanding of register.	1. Make sense of problems and persevere in solving them.	3. Construct viable arguments and critique the reasoning of others. • Understand and use stated assumptions, definitions, and previously established results in constructing arguments. • Make conjectures and build a logical progression of statements to explore the truth of their conjectures. • Analyze situations by breaking them into cases.	6. Attend to precision. • Try to communicate precisely to others. • Try to use clear definitions in discussion with others and in their own reasoning.	8.G.6 Explain a proof of the Pythagorean Theorem and its converse.
C. Productive	10. Writing	a. Write short literary and informational texts (e.g., an argument about whether the government should fund research using stem cells) collaboratively (e.g., with peers) and independently.	a. Write longer literary and informational texts (e.g., an argument about whether the government should fund research using stem cells) collaboratively (e.g., with peers) and independently using appropriate text organization.	a. Write longer and more detailed literary and informational texts (e.g., an argument about whether the government should fund research using stem cells) collaboratively (e.g., with peers) and independently using appropriate text organization and growing understanding of register.	1. Make sense of problems and persevere in solving them.	3. Construct viable arguments and critique the reasoning of others. • Understand and use stated assumptions, definitions, and previously established results in constructing arguments. • Justify their conclusions, communicate them to others, and respond to the arguments of others.	6. Attend to precision. • Try to communicate precisely to others. • Try to use clear definitions in discussion with others and in their own reasoning.	8.G.2 Understand that a two-dimensional figure is congruent to another if the second can be obtained from the first by a sequence of rotations, reflections, and translations; given two congruent figures, describe a sequence that exhibits the congruence between them.
		b. Write brief summaries of texts and experiences using complete sentences and key words (e.g., from notes or graphic organizers).	b. Write increasingly concise summaries of texts and experiences using complete sentences and key words (e.g., from notes or graphic organizers).	b. Write clear and coherent summaries of texts and experiences using complete and concise sentences and key words (e.g., from notes or graphic organizers).				8.F.4 Construct a function to model a linear relationship between two quantities. Determine the rate of change and initial value of the function from a description of a relationship or from two (x, y) values, including reading these from a table or from a graph. Interpret the rate of change and initial value of a linear function in terms of the situation it models, and in terms of its graph or a table of values.

CA ELD Standards - 8th Grade / Part I - Interacting in Meaningful Ways								
	ELD Standard	Emerging	Expanding	Bridging	Math Practice 1	Math Practice 3	Math Practice 6	Sample Math Content Standards
C. Productive	11. Justifying/arguing	a. Justify opinions by providing some textual evidence or relevant background knowledge, with substantial support.	a. Justify opinions or persuade others by providing relevant textual evidence or relevant background knowledge, with moderate support.	a. Justify opinions or persuade others by providing detailed and relevant textual evidence or relevant background knowledge, with light support.	1. Make sense of problems and persevere in solving them.	3. Construct viable arguments and critique the reasoning of others. • Understand and use stated assumptions, definitions, and previously established results in constructing arguments.	6. Attend to precision. • Try to communicate precisely to others. • Try to use clear definitions in discussion with others and in their own reasoning.	8.EE.5 Graph proportional relationships, interpreting the unit rate as the slope of the graph. Compare two different proportional relationships represented in different ways. <i>For example, compare a distance-time graph to a distance-time equation to determine which of two moving objects has greater speed.</i>
		b. Express attitude and opinions or temper statements with familiar modal expressions (e.g., <i>can, may</i> ).	b. Express attitude and opinions or temper statements with a variety of familiar modal expressions (e.g., <i>possibly/likely, could/would</i> ).	b. Express attitude and opinions or temper statements with nuanced modal expressions (e.g., <i>potentially/certainly/absolutely, should/might</i> ).				8.SP.1 Construct and interpret scatter plots for bivariate measurement data to investigate patterns of association between two quantities. Describe patterns such as clustering, outliers, positive or negative association, linear association, and nonlinear association.
	12. Selecting language resources	a. Use a select number of general academic words (e.g., <i>specific, contrast</i> ) and domain-specific words (e.g., <i>scene, cell, fraction</i> ) to create some precision while speaking and writing.	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.	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.	1. Make sense of problems and persevere in solving them.	3. Construct viable arguments and critique the reasoning of others. • Understand and use stated assumptions, definitions, and previously established results in constructing arguments.	6. Attend to precision. • Try to communicate precisely to others. • Try to use clear definitions in discussion with others and in their own reasoning.	8.F.1 Understand that a function is a rule that assigns to each input exactly one output. The graph of a function is the set of ordered pairs consisting of an input and the corresponding output.
		b. Use knowledge of morphology to appropriately select affixes in basic ways (e.g., <i>She likes X. He walked to school</i> ).	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> ).	b. Use knowledge of morphology to appropriately select affixes in a variety of ways to manipulate language (e.g., changing <i>destroy</i> -> <i>destruction</i> , <i>probably</i> -> <i>probability</i> , <i>reluctant</i> -> <i>reluctantly</i> ).				8.G.6 Explain a proof of the Pythagorean Theorem and its converse.

CA ELD Standards - 9th-10th Grade / Part I - Interacting in Meaningful Ways								
	ELD Standard	Emerging	Expanding	Bridging	Math Practice 1	Math Practice 3	Math Practice 6	Sample Math Content Standards
A. Collaborative	1. Exchanging information and ideas	Engage in conversational exchanges and express ideas on familiar current events and academic topics by asking and answering <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.	1. Make sense of problems and persevere in solving them.	3. Construct viable arguments and critique the reasoning of others. • Justify their conclusions, communicate them to others, and respond to the arguments of others. • Listen to or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve arguments.	6. Attend to precision. • Try to communicate precisely to others. • Try to use clear definitions in discussion with others and in their own reasoning.	G.MG.1 Use geometric shapes, their measures, and their properties to describe objects (e.g., modeling a tree trunk or a human torso as a cylinder).  F.TF.2 Explain how the unit circle in the coordinate plane enables the extension of trigonometric functions to all real numbers, interpreted as radian measures of angles traversed counterclockwise around the unit circle.
	2. Interacting via written English	Collaborate with peers to engage in short, grade-appropriate written exchanges and writing projects, using technology as appropriate.	Collaborate with peers to engage in increasingly complex grade-appropriate written exchanges and writing projects, using technology as appropriate.	Collaborate with peers to engage in a variety of extended written exchanges and complex grade-appropriate writing projects, using technology as appropriate.	1. Make sense of problems and persevere in solving them.	3. Construct viable arguments and critique the reasoning of others. • Listen to or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve arguments. • Compare the effectiveness of plausible arguments. • Justify their conclusions, communicate them to others, and respond to the arguments of others.	6. Attend to precision. • Try to communicate precisely to others. • Try to use clear definitions in discussion with others and in their own reasoning.	G.CO.12 Make formal geometric constructions with a variety of tools and methods (compass and straightedge, string, reflective devices, paper folding, dynamic geometric software, etc.). <i>Copying a segment; copying an angle; bisecting a segment; bisecting an angle; constructing perpendicular lines, including the perpendicular bisector of a line segment; and constructing a line parallel to a given line through a point not on the line.</i>  S.ID.4 Use the mean and standard deviation of a data set to fit it to a normal distribution and to estimate population percentages. Recognize that there are data sets for which such a procedure is not appropriate. Use calculators, spreadsheets, and tables to estimate areas under the normal curve.
	3. Supporting opinions and persuading others	Negotiate with or persuade others in conversations using learned phrases (e.g., <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.	1. Make sense of problems and persevere in solving them.	3. Construct viable arguments and critique the reasoning of others. • Understand and use stated assumptions, definitions, and previously established results in constructing arguments. • Listen to or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve arguments. • Compare the effectiveness of plausible arguments. • Justify their conclusions, communicate them to others, and respond to the arguments of others.	6. Attend to precision. • Try to use clear definitions in discussion with others and in their own reasoning.	A.APR.4 Prove polynomial identities and use them to describe numerical relationships. <i>For example, the polynomial identity <math>(x^2 + y^2)^2 = (x^2 - y^2)^2 + (2xy)^2</math> can be used to generate Pythagorean triples.</i>  N.RN.1 Explain how the definition of the meaning of rational exponents follows from extending the properties of integer exponents to those values, allowing for a notation for radicals in terms of rational exponents. <i>For example, we define <math>5^{1/3}</math> to be the cube root of 5 because we want <math>(5^{1/3})^3 = 5^{(1/3)3}</math> to hold, so <math>(5^{1/3})^3</math> must equal 5.</i>

CA ELD Standards - 9th-10th Grade / Part I - Interacting in Meaningful Ways								
	ELD Standard	Emerging	Expanding	Bridging	Math Practice 1	Math Practice 3	Math Practice 6	Sample Math Content Standards
<b>A. Collaborative</b>	4. Adapting language choices	Adjust language choices according to the context (e.g., classroom, community) and audience (e.g., peers, teachers).	Adjust language choices according to the context (e.g., classroom, community), purpose (e.g., to persuade, to provide arguments or counterarguments), task, and audience (e.g., peers, teachers, guest lecturer).	Adjust language choices according to the task (e.g., group presentation of research project), context (e.g., classroom, community), purpose (e.g., to persuade, to provide arguments or counterarguments), and audience (e.g., peers, teachers, college recruiter).	1. Make sense of problems and persevere in solving them.	3. Construct viable arguments and critique the reasoning of others. • Understand and use stated assumptions, definitions, and previously established results in constructing arguments. • Justify their conclusions, communicate them to others, and respond to the arguments of others.	6. Attend to precision. • Try to communicate precisely to others. • Try to use clear definitions in discussion with others and in their own reasoning. • In high school, students have learned to examine claims and make explicit use of definitions.	N.CN.7 Solve quadratic equations with real coefficients that have complex solutions.  G.GMD.4 Identify the shapes of two-dimensional cross-sections of three-dimensional objects, and identify three-dimensional objects generated by rotations of two-dimensional objects.
	5. Listening actively	Demonstrate comprehension of oral presentations and discussions on familiar social and academic topics by asking and answering questions, with prompting and substantial support.	Demonstrate comprehension of oral presentations and discussions on a variety of social and academic topics by asking and answering questions that show thoughtful consideration of the ideas or arguments with moderate support.	Demonstrate comprehension of oral presentations and discussions on a variety of social and academic topics by asking and answering detailed and complex questions that show thoughtful consideration of the ideas or arguments, with light support.	1. Make sense of problems and persevere in solving them.	3. Construct viable arguments and critique the reasoning of others. • Listen to or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve arguments.	6. Attend to precision. • Try to communicate precisely to others. • Try to use clear definitions in discussion with others and in their own reasoning.	F.IF.9 Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). <i>For example, given a graph of one quadratic function and an algebraic expression for another, say which has the larger maximum.</i>  S.CP.5 Recognize and explain the concepts of conditional probability and independence in everyday language and everyday situations. <i>For example, compare the chance of having lung cancer if you are a smoker with the chance of being a smoker if you have lung cancer.</i>
<b>B. Interpretive</b>	6. Reading/viewing closely	a. Explain ideas, phenomena, processes, and text relationships (e.g., compare/contrast, cause/effect, evidence-based argument) based on close reading of a variety of grade-appropriate texts, presented in various print and multimedia formats, using short sentences and a select set of general academic and domain-specific words.	a. Explain ideas, phenomena, processes, and relationships within and across texts (e.g., compare/contrast, cause/effect, themes, evidence-based argument) based on close reading of a variety of grade-appropriate texts, presented in various print and multimedia formats, using increasingly detailed sentences, and an increasing variety of general academic and domain-specific words.	a. Explain ideas, phenomena, processes, and relationships within and across texts (e.g., compare/contrast, cause/effect, themes, evidence-based argument) based on close reading of a variety of grade-level texts, presented in various print and multimedia formats, using a variety of detailed sentences and a range of general academic and domain-specific words.	1. Make sense of problems and persevere in solving them.	3. Construct viable arguments and critique the reasoning of others. • Understand and use stated assumptions, definitions, and previously established results in constructing arguments. • Make conjectures and build a logical progression of statements to explore the truth of their conjectures. • Analyze situations by breaking them into cases.	6. Attend to precision. • Try to communicate precisely to others. • Try to use clear definitions in discussion with others and in their own reasoning. • In high school, students have learned to examine claims and make explicit use of definitions.	S.MD.5b Evaluate and compare strategies on the basis of expected values. <i>For example, compare a high-deductible versus a low-deductible automobile insurance policy using various, but reasonable, chances of having a minor or a major accident.</i>
		b. Explain inferences and conclusions drawn from close reading of grade-appropriate texts and viewing of multimedia using familiar verbs (e.g., <i>seems that</i> ).	b. Explain inferences and conclusions drawn from close reading of grade-appropriate texts and viewing of multimedia using an increasing variety of verbs and adverbials (e.g., <i>indicates that, suggests, as a result</i> ).	b. Explain inferences and conclusions drawn from close reading of grade-level texts and viewing of multimedia using a variety of verbs and adverbials (e.g., <i>creates the impression that, consequently</i> ).				G.MG.3 Apply geometric methods to solve design problems (e.g., designing an object or structure to satisfy physical constraints or minimize cost; working with typographic grid systems based on ratios).
		c. Use knowledge of morphology (e.g., common prefixes and suffixes), context, reference materials, and visual cues to determine the meaning of unknown and multiple-meaning words on familiar topics.	c. Use knowledge of morphology (e.g., affixes, Greek and Latin roots), context, reference materials, and visual cues to determine the meaning of unknown and multiple-meaning words on familiar and new topics.	c. Use knowledge of morphology (e.g., derivational suffixes), context, reference materials, and visual cues to determine the meaning, including figurative and connotative meanings, of unknown and multiple-meaning words on a variety of new topics.				S.ID.3 Interpret differences in shape, center, and spread in the context of the data sets, accounting for possible effects of extreme data points (outliers).
								F.IF.9 Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). <i>For example, given a graph of one quadratic function and an algebraic expression for another, say which has the larger maximum.</i>

CA ELD Standards - 9th-10th Grade / Part I - Interacting in Meaningful Ways								
	ELD Standard	Emerging	Expanding	Bridging	Math Practice 1	Math Practice 3	Math Practice 6	Sample Math Content Standards
<b>B. Interpretive</b>	7. Evaluating language choices	Explain how successfully writers and speakers structure texts and use language (e.g., specific word or phrasing choices) to persuade the reader (e.g., by providing evidence to support claims or connecting points in an argument) or create other specific effects, with substantial support.	Explain how successfully writers and speakers structure texts and use language (e.g., specific word or phrasing choices) to persuade the reader (e.g., by providing well-worded evidence to support claims or connecting points in an argument in specific ways) or create other specific effects, with moderate support.	Explain how successfully writers and speakers structure texts and use language (e.g., specific word or phrasing choices) to persuade the reader (e.g., by providing well-worded evidence to support claims or connecting points in an argument in specific ways) or create other specific effects, with light support.	1. Make sense of problems and persevere in solving them.	3. Construct viable arguments and critique the reasoning of others. • Listen to or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve arguments.	6. Attend to precision. • Try to communicate precisely to others. • Try to use clear definitions in discussion with others and in their own reasoning.	G.SRT.2 Given two figures, use the definition of similarity in terms of similarity transformations to decide if they are similar; explain using similarity transformations the meaning of similarity for triangles as the equality of all corresponding pairs of angles and the proportionality of all corresponding pairs of sides.  S.CP.5 Recognize and explain the concepts of conditional probability and independence in everyday language and everyday situations.
	8. Analyzing language choices	Explain how a writer's or speaker's choice of phrasing or specific words (e.g., describing a character or action as <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.	1. Make sense of problems and persevere in solving them.	3. Construct viable arguments and critique the reasoning of others. • Listen to or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve arguments. • Analyze situations by breaking them into cases.	6. Attend to precision. • Try to communicate precisely to others. • Try to use clear definitions in discussion with others and in their own reasoning.	[No corresponding standard]
<b>C. Productive</b>	9. Presenting	Plan and deliver brief oral presentations and reports on grade-appropriate topics that present evidence and facts to support ideas.	Plan and deliver a variety of oral presentations and reports on grade-appropriate topics that present evidence and facts to support ideas by using growing understanding of register.	Plan and deliver a variety of oral presentations and reports on grade-appropriate topics that express complex and abstract ideas well supported by evidence and sound reasoning, and are delivered using an appropriate level of formality and understanding of register.	1. Make sense of problems and persevere in solving them.	3. Construct viable arguments and critique the reasoning of others. • Understand and use stated assumptions, definitions, and previously established results in constructing arguments. • Make conjectures and build a logical progression of statements to explore the truth of their conjectures. • Analyze situations by breaking them into cases.	6. Attend to precision. • Try to communicate precisely to others. • Try to use clear definitions in discussion with others and in their own reasoning.	G.CO.3 Given a rectangle, parallelogram, trapezoid, or regular polygon, describe the rotations and reflections that carry it onto itself.  S.IC.3 Recognize the purposes of and differences among sample surveys, experiments, and observational studies; explain how randomization relates to each.

CA ELD Standards - 9th-10th Grade / Part I - Interacting in Meaningful Ways								
	ELD Standard	Emerging	Expanding	Bridging	Math Practice 1	Math Practice 3	Math Practice 6	Sample Math Content Standards
C. Productive	10. Writing	a. Write short literary and informational texts (e.g., an argument about water rights) collaboratively (e.g., with peers) and independently.	a. Write longer literary and informational texts (e.g., an argument about water rights) collaboratively (e.g., with peers) and independently by using appropriate text organization and growing understanding of register.	a. Write longer and more detailed literary and informational texts (e.g., an argument about water rights) collaboratively (e.g., with peers) and independently using appropriate text organization and register.	1. Make sense of problems and persevere in solving them.	3. Construct viable arguments and critique the reasoning of others. • Understand and use stated assumptions, definitions, and previously established results in constructing arguments. • Justify their conclusions, communicate them to others, and respond to the arguments of others.	6. Attend to precision. • Try to communicate precisely to others. • Try to use clear definitions in discussion with others and in their own reasoning. • In high school, students have learned to examine claims and make explicit use of definitions.	F.BF.1b Combine standard function types using arithmetic operations. <i>For example, build a function that models the temperature of a cooling body by adding a constant function to a decaying exponential, and relate these functions to the model.</i>
		b. Write brief summaries of texts and experiences by using complete sentences and key words (e.g., from notes or graphic organizers).	b. Write increasingly concise summaries of texts and experiences by using complete sentences and key words (e.g., from notes or graphic organizers).	b. Write clear and coherent summaries of texts and experiences by using complete and concise sentences and key words (e.g., from notes or graphic organizers).				F.IF.7a Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases. a. Graph linear and quadratic functions and show intercepts, maxima, and minima.  S.ID.6a Represent data on two quantitative variables on a scatter plot, and describe how the variables are related. a. Fit a function to the data; use functions fitted to data to solve problems in the context of the data. <i>Use given functions or choose a function suggested by the context. Emphasize linear, quadratic, and exponential models.</i>
	11. Justifying/arguing	a. Justify opinions by articulating some relevant textual evidence or background knowledge, with visual support.	a. Justify opinions and positions or persuade others by making connections between ideas and articulating relevant textual evidence or background knowledge.	a. Justify opinions or persuade others by making connections and distinctions between ideas and texts and articulating sufficient, detailed, and relevant textual evidence or background knowledge, using appropriate register.	1. Make sense of problems and persevere in solving them.	3. Construct viable arguments and critique the reasoning of others. • Understand and use stated assumptions, definitions, and previously established results in constructing arguments. • Make conjectures and build a logical progression of statements to explore the truth of their conjectures.	6. Attend to precision. • Try to communicate precisely to others. • Try to use clear definitions in discussion with others and in their own reasoning. • In high school, students have learned to examine claims and make explicit use of definitions.	A.REI.1 Explain each step in solving a simple equation as following from the equality of numbers asserted at the previous step, starting from the assumption that the original equation has a solution. Construct a viable argument to justify a solution method.
		b. Express attitude and opinions or temper statements with familiar modal expressions (e.g., <i>can, may</i> ).	b. Express attitude and opinions or temper statements with a variety of familiar modal expressions (e.g., <i>possibly/likely, could/would</i> ).	b. Express attitude and opinions or temper statements with nuanced modal expressions (e.g., <i>possibly/potentially/certainly/absolutely, should/might</i> ).				S.IC.6 Evaluate reports based on data.  N.Q.2 Define appropriate quantities for the purpose of descriptive modeling.  A.SSE.1a Interpret expressions that represent a quantity in terms of its context. a. Interpret parts of an expression, such as terms, factors, and coefficients.



CA ELD Standards - 9th-10th Grade / Part I - Interacting in Meaningful Ways								
	ELD Standard	Emerging	Expanding	Bridging	Math Practice 1	Math Practice 3	Math Practice 6	Sample Math Content Standards
C. Productive	12. Selecting language resources	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.	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.	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.	1. Make sense of problems and persevere in solving them.	3. Construct viable arguments and critique the reasoning of others. • Understand and use stated assumptions, definitions, and previously established results in constructing arguments. • Make conjectures and build a logical progression of statements to explore the truth of their conjectures.	6. Attend to precision. • Try to communicate precisely to others. • Try to use clear definitions in discussion with others and in their own reasoning.	N.RN.3 Explain why the sum or product of two rational numbers is rational; that the sum of a rational number and an irrational number is irrational; and that the product of a nonzero rational number and an irrational number is irrational.
		b. Use knowledge of morphology to appropriately select basic affixes (e.g., The skull protects the brain).	b. Use knowledge of morphology to appropriately select affixes in a growing number of ways to manipulate language (e.g., diplomatic, stems are branched or <i>un</i> branched).	b. Use knowledge of morphology to appropriately select affixes in a variety of ways to manipulate language (e.g., changing <i>humiliate</i> to <i>humiliation</i> or <i>incredible</i> to <i>incredibly</i> ).				F.IF.8a Write a function defined by an expression in different but equivalent forms to reveal and explain different properties of the function. a. Use the process of factoring and completing the square in a quadratic function to show zeros, extreme values, and symmetry of the graph, and interpret these in terms of a context.  G.CO.1 Know precise definitions of angle, circle, perpendicular line, parallel line, and line segment, based on the undefined notions of point, line, distance along a line, and distance around a circular arc.

CA ELD Standards - 11th-12th Grade / Part I - Interacting in Meaningful Ways								
	ELD Standard	Emerging	Expanding	Bridging	Math Practice 1	Math Practice 3	Math Practice 6	Sample Math Content Standards
A. Collaborative	1. Exchanging information and ideas	Engage in conversational exchanges and express ideas on familiar current events and academic topics by asking and answering <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.	1. Make sense of problems and persevere in solving them.	3. Construct viable arguments and critique the reasoning of others. • Justify their conclusions, communicate them to others, and respond to the arguments of others. • Listen to or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve arguments.	6. Attend to precision. • Try to communicate precisely to others. • Try to use clear definitions in discussion with others and in their own reasoning.	G.MG.1 Use geometric shapes, their measures, and their properties to describe objects (e.g., modeling a tree trunk or a human torso as a cylinder).  F.TF.2 Explain how the unit circle in the coordinate plane enables the extension of trigonometric functions to all real numbers, interpreted as radian measures of angles traversed counterclockwise around the unit circle.
	2. Interacting via written English	Collaborate with peers to engage in short, grade-appropriate written exchanges and writing projects, using technology as appropriate.	Collaborate with peers to engage in increasingly complex grade-appropriate written exchanges and writing projects, using technology as appropriate.	Collaborate with peers to engage in a variety of extended written exchanges and complex grade-appropriate writing projects, using technology as appropriate.	1. Make sense of problems and persevere in solving them.	3. Construct viable arguments and critique the reasoning of others. • Listen to or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve arguments. • Compare the effectiveness of plausible arguments. • Justify their conclusions, communicate them to others, and respond to the arguments of others.	6. Attend to precision. • Try to communicate precisely to others. • Try to use clear definitions in discussion with others and in their own reasoning.	G.CO.12 Make formal geometric constructions with a variety of tools and methods (compass and straightedge, string, reflective devices, paper folding, dynamic geometric software, etc.). <i>Copying a segment; copying an angle; bisecting a segment; bisecting an angle; constructing perpendicular lines, including the perpendicular bisector of a line segment; and constructing a line parallel to a given line through a point not on the line.</i>  S.ID.4 Use the mean and standard deviation of a data set to fit it to a normal distribution and to estimate population percentages. Recognize that there are data sets for which such a procedure is not appropriate. Use calculators, spreadsheets, and tables to estimate areas under the normal curve.
	3. Supporting opinions and persuading others	Negotiate with or persuade others in conversations (e.g., ask for clarification or repetition) using learned phrases (e.g., <i>Could you repeat that please? I believe . . .</i> ) and open responses to express and defend opinions.	Negotiate with and persuade others (e.g., by presenting counter-arguments) in discussions and conversations using learned phrases (e.g., <i>You make a valid point, but my view is . . .</i> ) and open responses to express and defend nuanced opinions.	Negotiate with or persuade others in discussions and conversations in appropriate registers (e.g., to acknowledge new information and politely offer a counterpoint) using a variety of learned phrases (e.g., <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.	1. Make sense of problems and persevere in solving them.	3. Construct viable arguments and critique the reasoning of others. • Understand and use stated assumptions, definitions, and previously established results in constructing arguments. • Listen to or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve arguments. • Compare the effectiveness of plausible arguments. • Justify their conclusions, communicate them to others, and respond to the arguments of others.	6. Attend to precision. • Try to use clear definitions in discussion with others and in their own reasoning.	A.APR.4 Prove polynomial identities and use them to describe numerical relationships. <i>For example, the polynomial identity <math>(x^2 + y^2)^2 = (x^2 - y^2)^2 + (2xy)^2</math> can be used to generate Pythagorean triples.</i>  N.RN.1 Explain how the definition of the meaning of rational exponents follows from extending the properties of integer exponents to those values, allowing for a notation for radicals in terms of rational exponents. <i>For example, we define <math>5^{1/3}</math> to be the cube root of 5 because we want <math>(5^{1/3})^3 = 5^{(1/3)3}</math> to hold, so <math>(5^{1/3})^3</math> must equal 5.</i>

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	ELD Standard	Emerging	Expanding	Bridging	Math Practice 1	Math Practice 3	Math Practice 6	Sample Math Content Standards
A. Collaborative	4. Adapting language choices	Adjust language choices according to the context (e.g., classroom, community) and audience (e.g., peers, teachers).	Adjust language choices according to the context (e.g., classroom, community), purpose (e.g., to persuade, to provide arguments or counterarguments), task, and audience (e.g., peers, teachers, guest lecturer).	Adjust language choices according to the task (e.g., group presentation of research project), context (e.g., classroom, community), purpose (e.g., to persuade, to provide arguments or counterarguments), and audience (e.g., peers, teachers, college recruiter).	1. Make sense of problems and persevere in solving them.	3. Construct viable arguments and critique the reasoning of others. • Understand and use stated assumptions, definitions, and previously established results in constructing arguments. • Justify their conclusions, communicate them to others, and respond to the arguments of others.	6. Attend to precision. • Try to communicate precisely to others. • Try to use clear definitions in discussion with others and in their own reasoning. • In high school, students have learned to examine claims and make explicit use of definitions.	N.CN.7 Solve quadratic equations with real coefficients that have complex solutions.  G.GMD.4 Identify the shapes of two-dimensional cross-sections of three-dimensional objects, and identify three-dimensional objects generated by rotations of two-dimensional objects.
B. Interpretive	5. Listening actively	Demonstrate comprehension of oral presentations and discussions on familiar social and academic topics by asking and answering questions with prompting and substantial support.	Demonstrate comprehension of oral presentations and discussions on a variety of social and academic topics by asking and answering questions that show thoughtful consideration of the ideas or arguments with moderate support.	Demonstrate comprehension of oral presentations and discussions on a variety of social and academic topics by asking and answering detailed and complex questions that show thoughtful consideration of the ideas or arguments with light support.	1. Make sense of problems and persevere in solving them.	3. Construct viable arguments and critique the reasoning of others. • Listen to or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve arguments.	6. Attend to precision. • Try to communicate precisely to others. • Try to use clear definitions in discussion with others and in their own reasoning.	F.IF.9 Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). <i>For example, given a graph of one quadratic function and an algebraic expression for another, say which has the larger maximum.</i>  S.CP.5 Recognize and explain the concepts of conditional probability and independence in everyday language and everyday situations. <i>For example, compare the chance of having lung cancer if you are a smoker with the chance of being a smoker if you have lung cancer.</i>
	6. Reading/viewing closely	a. Explain ideas, phenomena, processes, and text relationships (e.g., compare/contrast, cause/effect, evidence-based argument) based on close reading of a variety of grade-appropriate texts, presented in various print and multimedia formats, using phrases, short sentences, and a select set of general academic and domain-specific words.	a. Explain ideas, phenomena, processes, and relationships within and across texts (e.g., compare/contrast, cause/effect, themes, evidence-based argument) based on close reading of a variety of grade-appropriate texts, presented in various print and multimedia formats, using increasingly detailed sentences, and a range of general academic and domain-specific words.	a. Explain ideas, phenomena, processes, and relationships within and across texts (e.g., compare/contrast, cause/effect, themes, evidence-based argument) based on close reading of a variety of grade-level texts, presented in various print and multimedia formats, using a variety of detailed sentences and precise general academic and domain-specific words.	1. Make sense of problems and persevere in solving them.	3. Construct viable arguments and critique the reasoning of others. • Understand and use stated assumptions, definitions, and previously established results in constructing arguments. • Make conjectures and build a logical progression of statements to explore the truth of their conjectures. • Analyze situations by breaking them into cases.	6. Attend to precision. • Try to communicate precisely to others. • Try to use clear definitions in discussion with others and in their own reasoning. • In high school, students have learned to examine claims and make explicit use of definitions.	S.MD.5b Evaluate and compare strategies on the basis of expected values. <i>For example, compare a high-deductible versus a low-deductible automobile insurance policy using various, but reasonable, chances of having a minor or a major accident.</i>  S.IC.3 Recognize the purposes of and differences among sample surveys, experiments, and observational studies; explain how randomization relates to each.
		b. Explain inferences and conclusions drawn from close reading of grade-appropriate texts and viewing of multimedia, using familiar verbs (e.g., <i>seems that</i> ).	b. Explain inferences and conclusions drawn from close reading of grade-appropriate texts and viewing of multimedia using a variety of verbs and adverbials (e.g., <i>indicates that, suggests, as a result</i> ).	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> ).	3. Construct viable arguments and critique the reasoning of others. • Analyze situations by breaking them into cases.	G.MG.3 Apply geometric methods to solve design problems (e.g., designing an object or structure to satisfy physical constraints or minimize cost; working with typographic grid systems based on ratios).  S.ID.3 Interpret differences in shape, center, and spread in the context of the data sets, accounting for possible effects of extreme data points (outliers).		
c. Use knowledge of morphology (e.g., common prefixes and suffixes), context, reference materials, and visual cues to determine the meaning of unknown and multiple-meaning words on familiar topics.		c. Use knowledge of morphology (e.g., affixes, Greek and Latin roots), context, reference materials, and visual cues to determine the meaning of unknown and multiple-meaning words on familiar and new topics.	c. Use knowledge of morphology (e.g., derivational suffixes), context, reference materials, and visual cues to determine the meaning, including figurative and connotative meanings, of unknown and multiple-meaning words on a variety of new topics.	6. Attend to precision. • Try to communicate precisely to others. • Try to use clear definitions in discussion with others and in their own reasoning. • In high school, students have learned to examine claims and make explicit use of definitions.	F.IF.9 Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). <i>For example, given a graph of one quadratic function and an algebraic expression for another, say which has the larger maximum.</i>			

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B. Interpretive	7. Evaluating language choices	Explain how successfully writers and speakers structure texts and use language (e.g., specific word or phrasing choices) to persuade the reader (e.g., by providing evidence to support claims or connecting points in an argument) or create other specific effects.	Explain how successfully writers and speakers structure texts and use language (e.g., specific word or phrasing choices) to persuade the reader (e.g., by providing well-worded evidence to support claims or connecting points in an argument in specific ways) or create other specific effects, with moderate support.	Explain how successfully writers and speakers structure texts and use language (e.g., specific word or phrasing choices) to persuade the reader (e.g., by providing well-worded evidence to support claims or connecting points in an argument in specific ways) or create other specific effects, with light support.	1. Make sense of problems and persevere in solving them.	3. Construct viable arguments and critique the reasoning of others. • Listen to or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve arguments.	6. Attend to precision. • Try to communicate precisely to others. • Try to use clear definitions in discussion with others and in their own reasoning.	G.SRT.2 Given two figures, use the definition of similarity in terms of similarity transformations to decide if they are similar; explain using similarity transformations the meaning of similarity for triangles as the equality of all corresponding pairs of angles and the proportionality of all corresponding pairs of sides.  S.CP.5 Recognize and explain the concepts of conditional probability and independence in everyday language and everyday situations.
	8. Analyzing language choices	Explain how a writer's or speaker's choice of phrasing or specific words (e.g., describing a character or action as <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.	1. Make sense of problems and persevere in solving them.	3. Construct viable arguments and critique the reasoning of others. • Listen to or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve arguments. • Analyze situations by breaking them into cases.	6. Attend to precision. • Try to communicate precisely to others. • Try to use clear definitions in discussion with others and in their own reasoning.	[No corresponding standard]
C. Productive	9. Presenting	Plan and deliver brief oral presentations and reports on grade-appropriate topics that present evidence and facts to support ideas.	Plan and deliver a variety of oral presentations and reports on grade-appropriate topics that present evidence and facts to support ideas using growing understanding of register.	Plan and deliver a variety of oral presentations and reports on grade-appropriate topics that express complex and abstract ideas, well supported by evidence and reasoning, and are delivered using an appropriate level of formality and understanding of register.	1. Make sense of problems and persevere in solving them.	3. Construct viable arguments and critique the reasoning of others. • Understand and use stated assumptions, definitions, and previously established results in constructing arguments. • Make conjectures and build a logical progression of statements to explore the truth of their conjectures. • Analyze situations by breaking them into cases.	6. Attend to precision. • Try to communicate precisely to others. • Try to use clear definitions in discussion with others and in their own reasoning.	G.CO.3 Given a rectangle, parallelogram, trapezoid, or regular polygon, describe the rotations and reflections that carry it onto itself.  S.IC.3 Recognize the purposes of and differences among sample surveys, experiments, and observational studies; explain how randomization relates to each.

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C. Productive	10. Writing	a. Write short literary and informational texts (e.g., an argument about free speech) collaboratively (e.g., with peers) and independently.	a. Write longer literary and informational texts (e.g., an argument about free speech) collaboratively (e.g., with peers) and independently using appropriate text organization and growing understanding of register.	a. Write longer and more detailed literary and informational texts (e.g., an argument about free speech) collaboratively (e.g., with peers) and independently using appropriate text organization and register.	1. Make sense of problems and persevere in solving them.	3. Construct viable arguments and critique the reasoning of others. • Understand and use stated assumptions, definitions, and previously established results in constructing arguments. • Justify their conclusions, communicate them to others, and respond to the arguments of others.	6. Attend to precision. • Try to communicate precisely to others. • Try to use clear definitions in discussion with others and in their own reasoning. • In high school, students have learned to examine claims and make explicit use of definitions.	F.BF.1b Combine standard function types using arithmetic operations. <i>For example, build a function that models the temperature of a cooling body by adding a constant function to a decaying exponential, and relate these functions to the model.</i>
		b. Write brief summaries of texts and experiences using complete sentences and key words (e.g., from notes or graphic organizers).	b. Write increasingly concise summaries of texts and experiences using complete sentences and key words (e.g., from notes or graphic organizers).	b. Write clear and coherent summaries of texts and experiences using complete and concise sentences and key words (e.g., from notes or graphic organizers).				S.CP.4 Construct and interpret two-way frequency tables of data when two categories are associated with each object being classified. Use the two-way table as a sample space to decide if events are independent and to approximate conditional probabilities. <i>For example, collect data from a random sample of students in your school on their favorite subject among math, science, and English. Estimate the probability that a randomly selected student from your school will favor science given that the student is in tenth grade. Do the same for other subjects and compare the results.</i>
	11. Justifying/arguing	a. Justify opinions by articulating some textual evidence or background knowledge with visual support.	a. Justify opinions and positions or persuade others by making connections between ideas and articulating relevant textual evidence or background knowledge.	a. Justify opinions or persuade others by making connections and distinctions between ideas and texts and articulating sufficient, detailed, and relevant textual evidence or background knowledge, using appropriate register.	1. Make sense of problems and persevere in solving them.	3. Construct viable arguments and critique the reasoning of others. • Understand and use stated assumptions, definitions, and previously established results in constructing arguments. • Make conjectures and build a logical progression of statements to explore the truth of their conjectures.	6. Attend to precision. • Try to communicate precisely to others. • Try to use clear definitions in discussion with others and in their own reasoning. • In high school, students have learned to examine claims and make explicit use of definitions.	A.REI.1 Explain each step in solving a simple equation as following from the equality of numbers asserted at the previous step, starting from the assumption that the original equation has a solution. Construct a viable argument to justify a solution method.
		b. Express attitude and opinions or temper statements with familiar modal expressions (e.g., <i>can, may</i> ).	b. Express attitude and opinions or temper statements with a variety of familiar modal expressions (e.g., <i>possibly/likely, could/would</i> ).	b. Express attitude and opinions or temper statements with nuanced modal expressions (e.g., <i>possibly/potentially/certainly/absolutely, should/might</i> ).				S.IC.6 Evaluate reports based on data.
								N.Q.2 Define appropriate quantities for the purpose of descriptive modeling.
								A.SSE.1a Interpret expressions that represent a quantity in terms of its context. a. Interpret parts of an expression, such as terms, factors, and coefficients.

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C. Productive	12. Selecting language resources	a. Use familiar general academic (e.g., <i>temperature, document</i> ) and domain-specific (e.g., <i>cell, the Depression</i> ) words to create clear spoken and written texts.	a. Use an increasing variety of grade-appropriate general academic (e.g., <i>fallacy, dissuade</i> ) and domain-specific (e.g., <i>chromosome, federalism</i> ) academic words accurately and appropriately when producing increasingly complex written and spoken texts.	a. Use a variety of grade-appropriate general (e.g., <i>alleviate, salutary</i> ) and domain-specific (e.g., <i>soliloquy, microorganism</i> ) academic words and phrases, including persuasive language, accurately and appropriately when producing complex written and spoken texts.	1. Make sense of problems and persevere in solving them.	3. Construct viable arguments and critique the reasoning of others. • Understand and use stated assumptions, definitions, and previously established results in constructing arguments. • Make conjectures and build a logical progression of statements to explore the truth of their conjectures.	6. Attend to precision. • Try to communicate precisely to others. • Try to use clear definitions in discussion with others and in their own reasoning.	N.RN.3 Explain why the sum or product of two rational numbers is rational; that the sum of a rational number and an irrational number is irrational; and that the product of a nonzero rational number and an irrational number is irrational.
		b. Use knowledge of morphology to appropriately select basic affixes (e.g., <i>The news media relies on official sources.</i> ).	b. Use knowledge of morphology to appropriately select affixes in a growing number of ways to manipulate language (e.g., <i>The cardiac muscle works continuously.</i> ).	b. Use knowledge of morphology to appropriately select affixes in a variety of ways to manipulate language (e.g., <i>changing inaugurate to inauguration</i> ).				F.IF.8a Write a function defined by an expression in different but equivalent forms to reveal and explain different properties of the function. a. Use the process of factoring and completing the square in a quadratic function to show zeros, extreme values, and symmetry of the graph, and interpret these in terms of a context.
								G.CO.1 Know precise definitions of angle, circle, perpendicular line, parallel line, and line segment, based on the undefined notions of point, line, distance along a line, and distance around a circular arc.

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





CA ELD Standards - Kindergarten / Part I - Interacting in Meaningful Ways												
ELD Standard	Emerging	Expanding	Bridging	SEP 1	SEP 2	SEP 3	SEP 4	SEP 5	SEP 6	SEP 7	SEP 8	
				1. Asking questions (for science) and defining problems (for engineering)	2. Developing and using models	3. Planning and carrying out investigations	4. Analyzing and interpreting data	5. Using mathematics and computational thinking	6. Constructing explanations (for science) and designing solutions (for engineering)	7. Engaging in argument from evidence	8. Obtaining, evaluating, and communicating information	
<b>A. Collaborative</b>	1. Exchanging information and ideas	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.	[Part I ELD Standard 1 corresponds to all 8 practices.]							
	2. Interacting via written English	Collaborate with the teacher and peers on joint composing projects of short informational and literary texts that include minimal writing (labeling with a few words), using technology, where appropriate, for publishing, graphics, and the like.	Collaborate with the teacher and peers on joint composing projects of informational and literary texts that include some writing (e.g., short sentences), using technology, where appropriate, for publishing, graphics, and the like.	Collaborate with the teacher and peers on joint composing projects of informational and literary texts that include a greater amount of writing (e.g., a very short story), using technology, where appropriate, for publishing, graphics, and the like.		K-ESS3-1	K-PS2-1		K-ESS2-1	K-LS1-1 K-PS3-2	K-ESS2-2	K-ESS3-3 K-2-ETS1-1 K-2-ETS1-2
	3. Offering opinions	Offer opinions and ideas in conversations using a small set of learned phrases (e.g., <i>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.	K-ESS3-2 K-2ETS1-1						K-ESS2-2	
	4. Adapting language choices	No standard for kindergarten.	No standard for kindergarten.	No standard for kindergarten.	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
<b>B. Interpretive</b>	5. Listening actively	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.	K-ESS3-2 K-2-ETS1-1			K-ESS2-1 K-PS2-2			K-ESS2-2	K-LS 1-1
	6. Reading/viewing closely	Describe ideas, phenomena (e.g., parts of a plant), and text elements (e.g., characters) based on understanding of a select set of grade-level texts and viewing of multimedia, with substantial support.	Describe ideas, phenomena (e.g., how butterflies eat), and text elements (e.g., setting, characters) in greater detail based on understanding of a variety of grade-level texts and viewing of multimedia, with moderate support.	Describe ideas, phenomena (e.g., insect metamorphosis), and text elements (e.g., major events, characters, setting) using key details based on understanding of a variety of grade-level texts and viewing of multimedia, with light support.	K-ESS3-2			K-LS1-1 K-ESS2-1 K-PS2-2	K-PS3-2	K-PS3-2		
	7. Evaluating language choices	Describe the language an author uses to present an idea (e.g., the words and phrases used when a character is introduced), with prompting and substantial support.	Describe the language an author uses to present an idea (e.g., the adjectives used to describe a character), with prompting and moderate support.	Describe the language an author uses to present or support an idea (e.g., the vocabulary used to describe people and places), with prompting and light support.	Students adjust, evaluate, and analyze language choices in carrying out all PEs above when they are communicating about science.							
	8. Analyzing language choices	Distinguish how two different frequently used words (e.g., describing an action with the verb <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.	Students adjust, evaluate, and analyze language choices in carrying out all PEs above when they are communicating about science.							

CA ELD Standards - Kindergarten / Part I - Interacting in Meaningful Ways													
ELD Standard	Emerging	Expanding	Bridging	SEP 1	SEP 2	SEP 3	SEP 4	SEP 5	SEP 6	SEP 7	SEP 8		
				1. Asking questions (for science) and defining problems (for engineering)	2. Developing and using models	3. Planning and carrying out investigations	4. Analyzing and interpreting data	5. Using mathematics and computational thinking	6. Constructing explanations (for science) and designing solutions (for engineering)	7. Engaging in argument from evidence	8. Obtaining, evaluating, and communicating information		
C. Productive	9. Presenting	Plan and deliver very brief oral presentations (e.g., show and tell, describing a picture).	Plan and deliver brief oral presentations on a variety of topics (e.g., show and tell, author's chair, recounting an experience, describing an animal).	Plan and deliver longer oral presentations on a variety of topics in a variety of content areas (e.g., retelling a story, describing a science experiment).			K-LS1-1 K-ESS2-1				K-ESS2-2		
	10. Composing/ Writing	Draw, dictate, and write to compose very short literary texts (e.g., story) and informational texts (e.g., a description of a dog), using familiar vocabulary collaboratively in shared language activities with an adult (e.g., joint construction of texts), with peers, and sometimes independently.	Draw, dictate, and write to compose short literary texts (e.g., story) and informational texts (e.g., a description of dogs), collaboratively with an adult (e.g., joint construction of texts), with peers, and with increasing independence.	Draw, dictate, and write to compose longer literary texts (e.g., story) and informational texts (e.g., an information report on dogs), collaboratively with an adult (e.g., joint construction of texts), with peers, and independently using appropriate text organization.		K-ESS3-1	K-LS1-1 K-ESS2-1		K-PS3-1 K-PS3-2		K-ESS2-2	K-ESS3-3 K-ETS1-2	
	11. Supporting opinions	Offer opinions and provide good reasons (e.g., <i>My favorite book is X because X.</i> ) referring to the text or to relevant background knowledge.	Offer opinions and provide good reasons and some textual evidence or relevant background knowledge (e.g., paraphrased examples from text or knowledge of content).	Offer opinions and provide good reasons with detailed textual evidence or relevant background knowledge (e.g., specific examples from text or knowledge of content).						K-LS1-1 K-2-ETS1-1 K-2-ETS1-2		K-ESS2-2	K-ESS2-1
	12. Selecting language resources	a. Retell texts and recount experiences using a select set of key words.  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.	a. Retell texts and recount experiences using complete sentences and key words.  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.	a. Retell texts and recount experiences using increasingly detailed complete sentences and key words.  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 as white as snow) while speaking and composing.		K-ESS3-2 K-ESS3-1		K-LS1-1 K-ESS2-1 K-PS2-2	K-ESS2-1	K-2ETS1-3	K-LS1-1 K-ESS2-2		K-ESS3-2

CA ELD Standards - 1st Grade / Part 1 - Interacting in Meaningful Ways													
	ELD Standard	Emerging	Expanding	Bridging	SEP 1	SEP 2	SEP 3	SEP 4	SEP 5	SEP 6	SEP 7	SEP 8	
					1. Asking questions (for science) and defining problems (for engineering)	2. Developing and using models	3. Planning and carrying out investigations	4. Analyzing and interpreting data	5. Using mathematics and computational thinking	6. Constructing explanations (for science) and designing solutions (for engineering)	7. Engaging in argument from evidence	8. Obtaining, evaluating, and communicating information	
A. Collaborative	1. Exchanging information and ideas	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-ESS1-1 K-2-ETS1-1	[Part I ELD Standard 1 corresponds to all 8 practices.]	1-PS4-1 1-PS4-3	[Part I ELD Standard 1 corresponds to all 8 practices.]					
	2. Interacting via written English	Collaborate with teacher and peers on joint writing projects of short informational and literary texts, using technology where appropriate for publishing, graphics, and the like.	Collaborate with peers on joint writing projects of longer informational and literary texts, using technology where appropriate for publishing, graphics, and the like.	Collaborate with peers on joint writing projects of longer informational and literary texts, using technology where appropriate for publishing, graphics, and the like.		K-2-ETS1-2	1-ESS1-1		1-ESS1-1 1-ESS1-2			1-LS1-1 1-LS1-2 1-LS3-1 1-PS4-2 K-2-ETS1-1	
	3. Offering opinions	Offer opinions and ideas in conversations using a small set of learned phrases (e.g., <i>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.		K-2-ETS1-1		1-PS4-2					1-PS4-1 1-PS4-2
	4. Adapting language choices	No standard for grade 1.	No standard for grade 1.	No standard for grade 1.	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
B. Interpretive	5. Listening actively	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-ETS1-1								
	6. Reading/viewing closely	Describe ideas, phenomena (e.g., plant life cycle), and text elements (e.g., characters) based on understanding of a select set of grade-level texts and viewing of multimedia, with substantial support.	Describe ideas, phenomena (e.g., how earthworms eat), and text elements (e.g., setting, main idea) in greater detail based on understanding of a variety of grade-level texts and viewing of multimedia, with moderate support.	Describe ideas, phenomena (e.g., erosion), and text elements (e.g., central message, character traits) using key details based on understanding of a variety of grade-level texts and viewing of multimedia, with light support.			1-LS1-2 1-LS3-1	K-2-ETS1-3				1-LS1-2 1-LS3-1	
	7. Evaluating language choices	Describe the language writers or speakers use to present an idea (e.g., the words and phrases used to describe a character), with prompting and substantial support.	Describe the language writers or speakers use to present or support an idea (e.g., the adjectives used to describe people and places), with prompting and moderate support.	Describe the language writers or speakers use to present or support an idea (e.g., the author's choice of vocabulary to portray characters, places, or real people) with prompting and light support.	Students adjust, evaluate, and analyze language choices in carrying out all PEs above when they are communicating about science.								
	8. Analyzing language choices	Distinguish how two different frequently used words (e.g., <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</i> , <i>large</i> , <i>huge</i> , <i>enormous</i> , <i>gigantic</i> ) produce shades of meaning and a different effect on the audience.	Students adjust, evaluate, and analyze language choices in carrying out all PEs above when they are communicating about science.								

CA ELD Standards - 1st Grade / Part 1 - Interacting in Meaningful Ways													
ELD Standard	Emerging	Expanding	Bridging	SEP 1	SEP 2	SEP 3	SEP 4	SEP 5	SEP 6	SEP 7	SEP 8		
				1. Asking questions (for science) and defining problems (for engineering)	2. Developing and using models	3. Planning and carrying out investigations	4. Analyzing and interpreting data	5. Using mathematics and computational thinking	6. Constructing explanations (for science) and designing solutions (for engineering)	7. Engaging in argument from evidence	8. Obtaining, evaluating, and communicating information		
C. Productive	9. Presenting	Plan and deliver very brief oral presentations (e.g., show and tell, describing a picture).	Plan and deliver brief oral presentations on a variety of topics (e.g., show and tell, author's chair, recounting an experience, describing an animal, and the like).	Plan and deliver longer oral presentations on a variety of topics in a variety of content areas (e.g., retelling a story, describing a science experiment).						1-PS4-2			
	10. Writing	Write very short literary texts (e.g., story) and informational texts (e.g., a description of an insect) using familiar vocabulary collaboratively with an adult (e.g., joint construction of texts), with peers, and sometimes independently.	Write short literary texts (e.g., a story) and informational texts (e.g., an informative text on the life cycle of an insect) collaboratively with an adult (e.g., joint construction of texts), with peers, and with increasing independence.	Write longer literary texts (e.g., a story) and informational texts (e.g., an informative text on the life cycle of insects) collaboratively with an adult (e.g., joint construction), with peers, and independently.			1-PS4-1 1-PS4-2 1-PS4-3 1-PS4-4			1-LS3-1		1-LS1-1 1-LS1-2 1-LS3-1 1-ESS1-1 1-ESS1-2 1-PS4-1 1-PS4-2 1-PS4-3 1-PS4-4	
	11. Supporting opinions	Offer opinions and provide good reasons (e.g., <i>My favorite book is X because X</i> ) referring to the text or to relevant background knowledge.	Offer opinions and provide good reasons and some textual evidence or relevant background knowledge (e.g., paraphrased examples from text or knowledge of content).	Offer opinions and provide good reasons with detailed textual evidence or relevant background knowledge (e.g., specific examples from text or knowledge of content).						1-LS1-1 K-2-ETS1-1 K-2ETS1-2	1-ESS2-2		1-ESS2-1
	12. Selecting language resources	a. Retell texts and recount experiences, using key words.	a. Retell texts and recount experiences, using complete sentences and key words.	a. Retell texts and recount experiences using increasingly detailed complete sentences and key words.	1-ESS1-1 K-2-ETS1-1			1-ESS1-1 K-2-ETS1-3					
		b. Use a select number of general academic and domain-specific words to add detail (e.g., adding the word <i>scrumptious</i> to describe a favorite food, using the word <i>thorax</i> to refer to insect anatomy) while speaking and writing.	b. Use a growing number of general academic and domain-specific words in order to add detail, create an effect (e.g., using the word <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.	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.				1-ESS1-1 K-2-ETS1-3 K-2-ETS1-1					

CA ELD Standards - 2nd Grade / Part 1 - Interacting in Meaningful Ways											
ELD Standard	Emerging	Expanding	Bridging	SEP 1	SEP 2	SEP 3	SEP 4	SEP 5	SEP 6	SEP 7	SEP 8
				1. Asking questions (for science) and defining problems (for engineering)	2. Developing and using models	3. Planning and carrying out investigations	4. Analyzing and interpreting data	5. Using mathematics and computational thinking	6. Constructing explanations (for science) and designing solutions (for engineering)	7. Engaging in argument from evidence	8. Obtaining, evaluating, and communicating information
<b>A. Collaborative</b>	1. Exchanging information and ideas	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.	K-2-ETS1-1	[Part I ELD Standard 1 corresponds to all 8 practices.]	2-LS2-1 2-LS2-2 2-PS1-1	[Part I ELD Standard 1 corresponds to all 8 practices.]	2-PS1-4	2-LS4-1 2-ESS2-3	
	2. Interacting via written English	Collaborate with peers on joint writing projects of short informational and literary texts, using technology where appropriate for publishing, graphics, and the like.	Collaborate with peers on joint writing projects of longer informational and literary texts, using technology where appropriate for publishing, graphics, and the like.	Collaborate with peers on joint writing projects of a variety of longer informational and literary texts, using technology where appropriate for publishing, graphics, and the like.		2-ESS2-2	2-LS2-1 2-ESS1-1 2-ESS2-3 2-PS1-1 2-PS1-3 K-2-ETS1-1 K-2-ETS1-2	2-LS2-2 2-LS4-1	2-PS1-4		
	3. Offering opinions	Offer opinions and negotiate with others in conversations using learned phrases (e.g., <i>I think X.</i> ), as well as open responses, in order to gain and/or hold the floor.	Offer opinions and negotiate with others in conversations using an expanded set of learned phrases (e.g., <i>I agree with X, but X.</i> ), as well as open responses, in order to gain and/or hold the floor, provide counterarguments, and the like.	Offer opinions and negotiate with others in conversations using a variety of learned phrases (e.g., <i>That's a good idea, but X.</i> ), as well as open responses, in order to gain and/or hold the floor, provide counterarguments, elaborate on an idea, and the like.	K-2-ETS1-1			2-LS4-1	2-PS1-4		
	4. Adapting language choices	Recognize that language choices (e.g., vocabulary) vary according to social setting (e.g., playground versus classroom), with substantial support from peers or adults.	Adjust language choices (e.g., vocabulary, use of dialogue, and so on) according to purpose (e.g., persuading, entertaining), task, and audience (e.g., peers versus adults), with moderate support from peers or adults.	Adjust language choices according to purpose (e.g., persuading, entertaining), task, and audience (e.g., peer-to-peer versus peer-to-teacher), with light support from peers or adults.	Students adjust, evaluate, and analyze language choices in carrying out all PEs above when they are communicating about science.						
<b>B. Interpretive</b>	5. Listening actively	Demonstrate active listening to read-alouds and oral presentations by asking and answering basic questions, with oral sentence frames and substantial prompting and support.	Demonstrate active listening to read-alouds and oral presentations by asking and answering detailed questions, with oral sentence frames and occasional prompting and support.	Demonstrate active listening to read-alouds and oral presentations by asking and answering detailed questions, with minimal prompting and light support.	K-2-ETS1-1						2-ESS2-3
	6. Reading/viewing closely	Describe ideas, phenomena (e.g., plant life cycle), and text elements (e.g., main idea, characters, events) based on understanding of a select set of grade-level texts and viewing of multimedia, with substantial support.	Describe ideas, phenomena (e.g., how earthworms eat), and text elements (e.g., setting, events) in greater detail based on understanding of a variety of grade-level texts and viewing of multimedia, with moderate support.	Describe ideas, phenomena (e.g., erosion), and text elements (e.g., central message, character traits) using key details based on understanding of a variety of grade-level texts and viewing of multimedia, with light support.	K-2-ETS1-1		2-LS2-1 2-ESS1-1 2-PS1-1 2-PS1-2 2-PS1-3	2-PS1-2 K-2-ETS1-3			2-ESS2-1
	7. Evaluating language choices	Describe the language writers or speakers use to present an idea (e.g., the words and phrases used to describe a character), with prompting and substantial support.	Describe the language writers or speakers use to present or support an idea (e.g., the author's choice of vocabulary or phrasing to portray characters, places, or real people), with prompting and moderate support.	Describe how well writers or speakers use specific language resources to support an opinion or present an idea (e.g., whether the vocabulary used to present evidence is strong enough), with light support.	Students adjust, evaluate, and analyze language choices in carrying out all PEs above when they are communicating about science.						

CA ELD Standards - 2nd Grade / Part 1 - Interacting in Meaningful Ways													
	ELD Standard	Emerging	Expanding	Bridging	SEP 1	SEP 2	SEP 3	SEP 4	SEP 5	SEP 6	SEP 7	SEP 8	
B. Interpretive	8. Analyzing language choices	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</i> , <i>heard</i> or <i>knew</i> versus <i>believed</i> ) produce shades of meaning and different effects on the audience.	1. Asking questions (for science) and defining problems (for engineering)	2. Developing and using models	3. Planning and carrying out investigations	4. Analyzing and interpreting data	5. Using mathematics and computational thinking	6. Constructing explanations (for science) and designing solutions (for engineering)	7. Engaging in argument from evidence	8. Obtaining, evaluating, and communicating information	
	Students adjust, evaluate, and analyze language choices in carrying out all PEs above when they are communicating about science.												
C. Productive	9. Presenting	Plan and deliver very brief oral presentations (e.g., recounting an experience, retelling a story, describing a picture).	Plan and deliver brief oral presentations on a variety of topics (e.g., retelling a story, describing an animal).	Plan and deliver longer oral presentations on a variety of topics and content areas (e.g., retelling a story, recounting a science experiment, describing how to solve a mathematics problem).						2-PS1-3	2-PS1-4		
	10. Writing	Write very short literary texts (e.g., story) and informational texts (e.g., a description of a volcano) using familiar vocabulary collaboratively with an adult (e.g., joint construction of texts), with peers, and sometimes independently.	Write short literary texts (e.g., a story) and informational texts (e.g., an explanatory text explaining how a volcano erupts) collaboratively with an adult (e.g., joint construction of texts), with peers, and with increasing independence.	Write longer literary texts (e.g., a story) and informational texts (e.g., an explanatory text explaining how a volcano erupts) collaboratively with an adult (e.g., joint construction), with peers and independently.		2-LS2-2 2-ESS2-2	2-LS2-1 2-ESS1-1 2-ESS2-3 2-PS1-1 2-PS1-3 K-2-ETS1-1 K-2-ETS1-2	K-2-ETS1-3			2-PS1-4		
	11. Supporting opinions	Support opinions by providing good reasons and some textual evidence or relevant background knowledge (e.g., referring to textual evidence or knowledge of content).	Support opinions by providing good reasons and increasingly detailed textual evidence (e.g., providing examples from the text) or relevant background knowledge about the content.	Support opinions or persuade others by providing good reasons and detailed textual evidence (e.g., specific events or graphics from text) or relevant background knowledge about the content.								2-ESS2-2	
	12. Selecting language resources	a. Retell texts and recount experiences by using key words.  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.	a. Retell texts and recount experiences using complete sentences and key words.  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.	a. Retell texts and recount experiences using increasingly detailed complete sentences and key words.  b. Use a wide variety of general academic and domain-specific words, synonyms, antonyms, and non-literal language (e.g., He was as <i>quick as a cricket</i> ) to create an effect, precision, and shades of meaning while speaking and writing.	K-2-ETS1-1	2-LS2-2 2-ESS2-2 2-ETS1-2	2-LS2-1 2-PS1-1 2-PS1-3						
					K-2-ETS1-1	2-LS2-2 2-ESS2-2 2-ETS1-2							

CA ELD Standards - 3rd Grade / Part I - Interacting in Meaningful Ways												
	ELD Standard	Emerging	Expanding	Bridging	SEP 1	SEP 2	SEP 3	SEP 4	SEP 5	SEP 6	SEP 7	SEP 8
					1. Asking questions (for science) and defining problems (for engineering)	2. Developing and using models	3. Planning and carrying out investigations	4. Analyzing and interpreting data	5. Using mathematics and computational thinking	6. Constructing explanations (for science) and designing solutions (for engineering)	7. Engaging in argument from evidence	8. Obtaining, evaluating, and communicating information
A. Collaborative	1. Exchanging information and ideas	Contribute to conversations and express ideas by asking and answering <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.	3-PS2-3 3-PS2-4	[Part I ELD Standard 1 corresponds to all 8 practices.]	3-PS2-1 3-PS2-3	[Part I ELD Standard 1 corresponds to all 8 practices.]	3-LS2-1 3-LS3-2 3-LS4-2	3-LS4 -2 3-LS4-3 3-LS4-4	3-ESS2-2 3-PS2-2 3-PS2-3	
	2. Interacting via written English	Collaborate with peers on joint writing projects of short informational and literary texts, using technology where appropriate for publishing, graphics, and the like.	Collaborate with peers on joint writing projects of longer informational and literary texts, using technology where appropriate for publishing, graphics, and the like.	Collaborate with peers on joint writing projects of a variety of longer informational and literary texts, using technology where appropriate for publishing, graphics, and the like.	3-PS2-3 3-PS2-4 3-ETS1-1	LS1-1	3-5ETS1-1-3			3-LS4-2 3-5-ETS1-2	3-LS2-1 3-ESS3-1	3-PS2-1
	3. Offering opinions	Offer opinions and negotiate with others in conversations using basic learned phrases (e.g., <i>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.	3-PS2-3 3-PS2-4	3-LS1-1	3-PS2-1				3-LS2-1 3-ESS3-1	
	4. Adapting language choices	Recognize that language choices (e.g., vocabulary) vary according to social setting (e.g., playground versus classroom), with substantial support from peers or adults.	Adjust language choices (e.g., vocabulary, use of dialogue, and the like) according to purpose (e.g., persuading, entertaining), social setting, and audience (e.g., peers versus adults), with moderate support from peers or adults.	Adjust language choices according to purpose (e.g., persuading, entertaining), task, and audience (e.g., peer-to-peer versus peer-to-teacher), with light support from peers or adults.	Students adjust, evaluate, and analyze language choices in carrying out all PEs above when they are communicating about science.							
B. Interpretive	5. Listening actively	Demonstrate active listening to read-alouds and oral presentations by asking and answering basic questions, with prompting and substantial support.	Demonstrate active listening to read-alouds and oral presentations by asking and answering detailed questions, with occasional prompting and moderate support.	Demonstrate active listening to read-alouds and oral presentations by asking and answering detailed questions, with minimal prompting and light support.	3-PS2-3 3-PS2-4			3-LS3-1		3-LS4-2	3-LS2-1 3-ESS3-1	3-ESS2-2
	6. Reading/viewing closely	Describe ideas, phenomena (e.g., insect metamorphosis), and text elements (e.g., main idea, characters, setting) based on understanding of a select set of grade-level texts and viewing of multimedia, with substantial support.	Describe ideas, phenomena (e.g., how cows digest food), and text elements (e.g., main idea, characters, events) in greater detail based on understanding of a variety of grade-level texts and viewing of multimedia, with moderate support.	Describe ideas, phenomena (e.g., volcanic eruptions), and text elements (e.g., central message, character traits, major events) using key details based on understanding of a variety of grade-level texts and viewing of multimedia, with light support.				3-LS3-1 3-LS4-1		3-LS3-2 3-LS4-4		
	7. Evaluating language choices	Describe the language writers or speakers use to support an opinion or present an idea (e.g., by identifying the phrases or words in the text that provide evidence), with prompting and substantial support.	Describe the specific language writers or speakers use to present or support an idea (e.g., the specific vocabulary or phrasing used to provide evidence), with prompting and moderate support.	Describe how well writers or speakers use specific language resources to support an opinion or present an idea (e.g., whether the vocabulary or phrasing used to provide evidence is strong enough), with light support.	Students adjust, evaluate, and analyze language choices in carrying out all PEs above when they are communicating about science.							

CA ELD Standards - 3rd Grade / Part I - Interacting in Meaningful Ways												
	ELD Standard	Emerging	Expanding	Bridging	SEP 1	SEP 2	SEP 3	SEP 4	SEP 5	SEP 6	SEP 7	SEP 8
					1. Asking questions (for science) and defining problems (for engineering)	2. Developing and using models	3. Planning and carrying out investigations	4. Analyzing and interpreting data	5. Using mathematics and computational thinking	6. Constructing explanations (for science) and designing solutions (for engineering)	7. Engaging in argument from evidence	8. Obtaining, evaluating, and communicating information
B. Interpretive	8. Analyzing language choices	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.	Students adjust, evaluate, and analyze language choices in carrying out all PEs above when they are communicating about science.							
C. Productive	9. Presenting	Plan and deliver very brief oral presentations (e.g., retelling a story, describing an animal, and the like).	Plan and deliver brief oral presentations on a variety of topics and content areas (e.g., retelling a story, explaining a science process, and the like).	Plan and deliver longer oral presentations on a variety of topics and content areas (e.g., retelling a story, explaining a science process or historical event, and the like).	3-5-ETS1-1	3-LS1-1				3-LS4-2		3-LS3-2
	10. Writing	a. Write short literary and informational texts (e.g., a description of a flashlight) collaboratively (e.g., joint construction of texts with an adult or with peers) and sometimes independently.	a. Write longer literary and informational texts (e.g., an explanatory text on how flashlights work) collaboratively (e.g., joint construction of texts with an adult or with peers) and with increasing independence using appropriate text organization.	a. Write longer and more detailed literary and informational texts (e.g., an explanatory text on how flashlights work) collaboratively (e.g., joint construction of texts with an adult or with peers) and independently using appropriate text organization and growing understanding of register.	3-PS2-3 3-PS2-4 3-5-ETS1-1				3-ESS2-1		3-LS2-1 3-LS4-3 3-LS4-4 3-ESS3-1	3-ESS2-2 3-5-ETS1-2
		b. Paraphrase texts and recount experiences using key words from notes or graphic organizers.	b. Paraphrase texts and recount experiences using complete sentences and key words from notes or graphic organizers.	b. Paraphrase texts and recount experiences using increasingly detailed complete sentences and key words from notes or graphic organizers.	3-PS2-3 3-PS2-4 3-5-ETS1-1				3-ETS1-2			
	11. Supporting opinions	Support opinions by providing good reasons and some textual evidence or relevant background knowledge (e.g., referring to textual evidence or knowledge of content).	Support opinions by providing good reasons and increasingly detailed textual evidence (e.g., providing examples from the text) or relevant background knowledge about the content.	Support opinions or persuade others by providing good reasons and detailed textual evidence (e.g., specific events or graphics from text) or relevant background knowledge about the content.	3-PS2-3 3-PS2-4 3-5-ETS1-1	3-LS1-1		3-LS4-1				
12. Selecting language resources	Use a select number of general academic and domain-specific words to add detail (e.g., adding the word <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.	3-PS2-3 3-PS2-4 3-5-ETS1-1	3-LS1-1		3-LS3-1 3-LS4-1 3-ESS2-1	3-5-ETS1-1				



CA ELD Standards - 4th Grade / Part I - Interacting in Meaningful Ways												
ELD Standard	Emerging	Expanding	Bridging	SEP 1	SEP 2	SEP 3	SEP 4	SEP 5	SEP 6	SEP 7	SEP 8	
				1. Asking questions (for science) and defining problems (for engineering)	2. Developing and using models	3. Planning and carrying out investigations	4. Analyzing and interpreting data	5. Using mathematics and computational thinking	6. Constructing explanations (for science) and designing solutions (for engineering)	7. Engaging in argument from evidence	8. Obtaining, evaluating, and communicating information	
<b>A. Collaborative</b>	1. Exchanging information and ideas	Contribute to conversations and express ideas by asking and answering <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-PS3-3	[Part I ELD Standard 1 corresponds to all 8 practices.]	3-5-ETS1-3	[Part I ELD Standard 1 corresponds to all 8 practices.]	4-ESS1-1 4-PS3-1	4-LS1-1	4-ESS3-1	
	2. Interacting via written English	Collaborate with peers on joint writing projects of short informational and literary texts, using technology where appropriate for publishing, graphics, and the like.	Collaborate with peers on joint writing projects of longer informational and literary texts, using technology where appropriate for publishing, graphics, and the like.	Collaborate with peers on joint writing projects of a variety of longer informational and literary texts, using technology where appropriate for publishing, graphics, and the like.		4-PS4-1	4-PS3-2 3-5-ETS1-3		4-PS3-4 3-5-ETS1-2	4-PS3-4	4-LS1-1 4-ESS3-1	
	3. Offering opinions	Negotiate with or persuade others in conversations using basic learned phrases (e.g., <i>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.	4-PS3-3					4-PS3-1	4-LS1-1	
	4. Adapting language choices	Adjust language choices according to social setting (e.g., playground, classroom) and audience (e.g., peers, teacher), with substantial support.	Adjust language choices according to purpose (e.g., persuading, entertaining), task (e.g., telling a story versus explaining a science experiment), and audience, with moderate support.	Adjust language choices according to purpose, task (e.g., facilitating a science experiment), and audience, with light support.	Students adjust, evaluate, and analyze language choices in carrying out all PEs above when they are communicating about science.							
<b>B. Interpretive</b>	5. Listening actively	Demonstrate active listening of read-alouds and oral presentations by asking and answering basic questions, with prompting and substantial support.	Demonstrate active listening of read-alouds and oral presentations by asking and answering detailed questions, with occasional prompting and moderate support.	Demonstrate active listening of read-alouds and oral presentations by asking and answering detailed questions, with minimal prompting and light support.	4-PS3-3							4-ESS3-1 4-PS3-2
	6. Reading/viewing closely	a. Describe ideas, phenomena (e.g., volcanic eruptions), and text elements (main idea, characters, events, and the like) based on close reading of a select set of grade-level texts, with substantial support.	a. Describe ideas, phenomena (e.g., animal migration), and text elements (main idea, central message, and the like) in greater detail based on close reading of a variety of grade-level texts, with moderate support.	a. Describe ideas, phenomena (e.g., pollination), and text elements (main idea, character traits, event sequence, and the like) in detail based on close reading of a variety of grade-level texts, with light support.			4-ESS1-1	4-ESS2-2				4-ESS3-1 4-PS3-2
		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.	b. Use knowledge of morphology (e.g., affixes, roots, and base words), linguistic context, and reference materials to determine the meaning of unknown words on familiar topics.	b. Use knowledge of morphology (e.g., affixes, roots, and base words) and linguistic context to determine the meaning of unknown and multiple-meaning words on familiar and new topics.	Students apply knowledge of morphology while listening actively and reading closely.							
7. Evaluating language choices	Describe the specific language writers or speakers use to present or support an idea (e.g., the specific vocabulary or phrasing used to provide evidence), with prompting and substantial support.	Describe how well writers or speakers use specific language resources to support an opinion or present an idea (e.g., whether the vocabulary or phrasing used to provide evidence is strong enough), with prompting and moderate support.	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.	Students adjust, evaluate, and analyze language choices in carrying out all PEs above when they are communicating about science.								

CA ELD Standards - 4th Grade / Part I - Interacting in Meaningful Ways												
	ELD Standard	Emerging	Expanding	Bridging	SEP 1	SEP 2	SEP 3	SEP 4	SEP 5	SEP 6	SEP 7	SEP 8
					1. Asking questions (for science) and defining problems (for engineering)	2. Developing and using models	3. Planning and carrying out investigations	4. Analyzing and interpreting data	5. Using mathematics and computational thinking	6. Constructing explanations (for science) and designing solutions (for engineering)	7. Engaging in argument from evidence	8. Obtaining, evaluating, and communicating information
B. Interpretive	8. Analyzing language choices	Distinguish how different words with similar meanings produce different effects on the audience (e.g., describing a character's actions as <i>whined</i> versus <i>said</i> ).	Distinguish how different words with similar meanings (e.g., describing a character as <i>smart</i> versus <i>an expert</i> ) and figurative language (e.g., <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.	Students adjust, evaluate, and analyze language choices in carrying out all PEs above when they are communicating about science.							
	9. Presenting	Plan and deliver brief oral presentations on a variety of topics and content areas (e.g., retelling a story, explaining a science process, reporting on a current event, recounting a memorable experience, and so on), with substantial support.	Plan and deliver longer oral presentations on a variety of topics and content areas (e.g., retelling a story, explaining a science process, reporting on a current event, recounting a memorable experience, and so on), with moderate support.	Plan and deliver oral presentations on a variety of topics in a variety of content areas (e.g., retelling a story, explaining a science process, reporting on a current event, recounting a memorable experience, and so on), with light support.		4-PS4-1 4-PS4-2						4-PS4-3
C. Productive	10. Writing	a. Write short literary and informational texts (e.g., a description of a flashlight) collaboratively (e.g., joint construction of texts with an adult or with peers) and sometimes independently.	a. Write longer literary and informational texts (e.g., an explanatory text on how flashlights work) collaboratively (e.g., joint construction of texts with an adult or with peers) and with increasing independence using appropriate text organization.	a. Write longer and more detailed literary and informational texts (e.g., an explanatory text on how flashlights work) collaboratively (e.g., joint construction of texts with an adult or with peers) and independently using appropriate text organization and growing understanding of register.	4-PS3-3		4-PS4-3				4-PS4-3	
		b. Write brief summaries of texts and experiences using complete sentences and key words (e.g., from notes or graphic organizers).	b. Write increasingly concise summaries of texts and experiences using complete sentences and key words (e.g., from notes or graphic organizers).	b. Write clear and coherent summaries of texts and experiences using complete and concise sentences and key words (e.g., from notes or graphic organizers).			4-PS3-2		4-LS1-2 4-PS3-1		4-ESS3-1	
	11. Supporting opinions	a. Support opinions by expressing appropriate/accurate reasons using textual evidence (e.g., referring to text) or relevant background knowledge about content, with substantial support.	a. Support opinions or persuade others by expressing appropriate/accurate reasons using some textual evidence (e.g., paraphrasing facts) or relevant background knowledge about content, with moderate support.	a. Support opinions or persuade others by expressing appropriate/accurate reasons using detailed textual evidence (e.g., quotations or specific events from text) or relevant background knowledge about content, with light support.	4-PS3-3			4-ESS2-1			4-LS1-1	
		b. Express ideas and opinions or temper statements using basic modal expressions (e.g., <i>can</i> , <i>will</i> , <i>maybe</i> ).	b. Express attitude and opinions or temper statements with familiar modal expressions (e.g., <i>maybe/probably</i> , <i>can/must</i> ).	b. Express attitude and opinions or temper statements with nuanced modal expressions (e.g., <i>probably/certainly</i> , <i>should/would</i> ) and phrasing (e.g., <i>In my opinion . . .</i> ).	Students select modal expressions and affixes while selecting and using words in various contexts.							
12. Selecting language resources	a. Use a select number of general academic and domain-specific words to create precision while speaking and writing.	a. Use a growing number of general academic and domain-specific words, synonyms, and antonyms to create precision and shades of meaning while speaking and writing.	a. Use a wide variety of general academic and domain-specific words, synonyms, antonyms, and figurative language to create precision and shades of meaning while speaking and writing.	4-PS3-3	4-PS4-1	4-PS3-1				4-ESS3-2		4-ESS3-1
	b. Select a few frequently used affixes for accuracy and precision (e.g., She walks, I'm <i>un</i> happy).	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).	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).	Students select modal expressions and affixes while selecting and using words in various contexts.								

CA ELD Standards - 5th Grade / Part I - Interacting in Meaningful Ways					SEP 1	SEP 2	SEP 3	SEP 4	SEP 5	SEP 6	SEP 7	SEP 8
ELD Standard	Emerging	Expanding	Bridging		1. Asking questions (for science) and defining problems (for engineering)	2. Developing and using models	3. Planning and carrying out investigations	4. Analyzing and interpreting data	5. Using mathematics and computational thinking	6. Constructing explanations (for science) and designing solutions (for engineering)	7. Engaging in argument from evidence	8. Obtaining, evaluating, and communicating information
<b>A. Collaborative</b>	1. Exchanging information and ideas	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.	3-5-ETS1-1	[Part I ELD Standard 1 corresponds to all 8 practices.]	5-PS1-4	[Part I ELD Standard 1 corresponds to all 8 practices.]			5-LS1-1 5-ESS2-2	3-5-ETS1-3
	2. Interacting via written English	Collaborate with peers on joint writing projects of short informational and literary texts, using technology where appropriate for publishing, graphics, and the like.	Collaborate with peers on joint writing projects of longer informational and literary texts, using technology where appropriate for publishing, graphics, and the like.	Collaborate with peers on joint writing projects of a variety of longer informational and literary texts, using technology where appropriate for publishing, graphics, and the like.	3-5-ETS1-1	5-LS2-1 5-ESS2-4 5-PS1-1 5-PS3-1	5-PS1-2 5-PS1-3 5-PS1-4		5-ESS1-2		5-LS1-1	
	3. Offering opinions	Negotiate with or persuade others in conversations using basic learned phrases (e.g., <i>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 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.	3-5-ETS1-1	5-LS2-1					5-ESS1-1	
	4. Adapting language choices	Adjust language choices according to social setting (e.g., playground, classroom) and audience (e.g., peers, teacher), with substantial support.	Adjust language choices according to purpose (e.g., persuading, entertaining), task (e.g., telling a story versus explaining a science experiment), and audience, with moderate support.	Adjust language choices according to purpose, task (e.g., facilitating a science experiment), and audience, with light support.	Students adjust, evaluate, and analyze language choices in carrying out all PEs above when they are communicating about science.							
<b>B. Interpretive</b>	5. Listening actively	Demonstrate active listening of read-alouds and oral presentations by asking and answering basic questions, with prompting and substantial support.	Demonstrate active listening of read-alouds and oral presentations by asking and answering detailed questions, with occasional prompting and moderate support.	Demonstrate active listening of read-alouds and oral presentations by asking and answering detailed questions, with minimal prompting and light support.	3-5-ETS1-1	5-LS2-1 5-PS1-1						5-ESS3-1
	6. Reading/viewing closely	a. Explain ideas, phenomena, processes, and text relationships (e.g., compare/contrast, cause/effect, problem/solution) based on close reading of a variety of grade-level texts and viewing of multimedia, with substantial support.	a. Explain ideas, phenomena, processes, and text relationships (e.g., compare/contrast, cause/effect, problem/solution) based on close reading of a variety of grade-level texts and viewing of multimedia, with moderate support.	a. Explain ideas, phenomena, processes, and text relationships (e.g., compare/contrast, cause/effect, problem/solution) based on close reading of a variety of grade-level texts and viewing of multimedia, with light support.				5-ESS1-2 5-PS1-3				5-ESS3-1
		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.	b. Use knowledge of morphology (e.g., affixes, roots, and base words), linguistic context, and reference materials to determine the meaning of unknown words on familiar and new topics.	b. Use knowledge of morphology (e.g., affixes, roots, and base words), linguistic context, and reference materials to determine the meaning of unknown words on familiar and new topics.	Students apply knowledge of morphology while listening actively and reading closely.							
7. Evaluating language choices	Describe the specific language writers or speakers use to present or support an idea (e.g., the specific vocabulary or phrasing used to provide evidence), with prompting and substantial support.	Explain how well writers and speakers use language resources to support an opinion or present an idea (e.g., whether the vocabulary used to provide evidence is strong enough, or if the phrasing used to signal a shift in meaning does this well), with moderate support.	Explain how well writers and speakers use specific language resources to support an opinion or present an idea (e.g., the clarity or appealing nature of language used to provide evidence or describe characters, or if the phrasing used to introduce a topic is appropriate), with light support.	Students adjust, evaluate, and analyze language choices in carrying out all PEs above when they are communicating about science.								

CA ELD Standards - 5th Grade / Part I - Interacting in Meaningful Ways												
	ELD Standard	Emerging	Expanding	Bridging	SEP 1	SEP 2	SEP 3	SEP 4	SEP 5	SEP 6	SEP 7	SEP 8
					1. Asking questions (for science) and defining problems (for engineering)	2. Developing and using models	3. Planning and carrying out investigations	4. Analyzing and interpreting data	5. Using mathematics and computational thinking	6. Constructing explanations (for science) and designing solutions (for engineering)	7. Engaging in argument from evidence	8. Obtaining, evaluating, and communicating information
<b>B. Interpretive</b>	8. Analyzing language choices	Distinguish how different words with similar meanings produce different effects on the audience (e.g., describing a character as <i>angry</i> versus <i>furios</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., <i>she ran 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.	Students adjust, evaluate, and analyze language choices in carrying out all PEs above when they are communicating about science.							
<b>C. Productive</b>	9. Presenting	Plan and deliver brief oral presentations on a variety of topics and content areas (e.g., providing a report on a current event, reciting a poem, recounting an experience, explaining a science process), with moderate support, such as graphic organizers.	Plan and deliver longer oral presentations on a variety of topics and content areas (e.g., providing an opinion speech on a current event, reciting a poem, recounting an experience, explaining a science process), with moderate support.	Plan and deliver oral presentations on a variety of topics in a variety of content areas (e.g., providing an opinion speech on a current event, reciting a poem, recounting an experience, explaining a science process), with light support.		5-LS2-1 5-PS1-1 5-PS3-1	5-ESS1-2		5-ESS1-2			
	10. Writing	a. Write short literary and informational texts (e.g., a description of a camel) collaboratively (e.g., joint construction of texts with an adult or with peers) and sometimes independently.	a. Write longer literary and informational texts (e.g., an informative report on different kinds of camels) collaboratively (e.g., joint construction of texts with an adult or with peers) and with increasing independence by using appropriate text organization.	a. Write longer and more detailed literary and informational texts (e.g., an explanation of how camels survive without water for a long time) collaboratively (e.g., joint construction of texts with an adult or with peers) and independently by using appropriate text organization and growing understanding of register.	3-5-ETS1-1	5-LS2-1 5-PS1-1 5-PS3-1					5-LS1-1 5-ESS1-1	
		b. Write brief summaries of texts and experiences using complete sentences and key words (e.g., from notes or graphic organizers).	b. Write increasingly concise summaries of texts and experiences using complete sentences and key words (e.g., from notes or graphic organizers).	b. Write clear and coherent summaries of texts and experiences using complete and concise sentences and key words (e.g., from notes or graphic organizers).			5-ESS2-2 5-PS1-2					
11. Supporting opinions	a. Support opinions by expressing appropriate/accurate reasons using textual evidence (e.g., referring to text) or relevant background knowledge about content, with substantial support.	a. Support opinions or persuade others by expressing appropriate/accurate reasons using some textual evidence (e.g., paraphrasing facts from a text) or relevant background knowledge about content, with moderate support.	a. Support opinions or persuade others by expressing appropriate/accurate reasons using detailed textual evidence (e.g., quoting the text directly or specific events from text) or relevant background knowledge about content, with mild support.	3-5-ETS1-1							5-LS1-1 5-ESS1-1 5-PS2-1	
	b. Express ideas and opinions or temper statements using basic modal expressions (e.g., <i>can</i> , <i>has to</i> , <i>maybe</i> ).	b. Express attitude and opinions or temper statements with familiar modal expressions (e.g., <i>maybe/probably</i> , <i>can/must</i> ).	b. Express attitude and opinions or temper statements with nuanced modal expressions (e.g., <i>probably/certainly</i> , <i>should/would</i> ) and phrasing (e.g., <i>In my opinion . . .</i> ).	Students select modal expressions and affixes while selecting and using words in various contexts.								

CA ELD Standards - 5th Grade / Part I - Interacting in Meaningful Ways												
	ELD Standard	Emerging	Expanding	Bridging	SEP 1	SEP 2	SEP 3	SEP 4	SEP 5	SEP 6	SEP 7	SEP 8
					1. Asking questions (for science) and defining problems (for engineering)	2. Developing and using models	3. Planning and carrying out investigations	4. Analyzing and interpreting data	5. Using mathematics and computational thinking	6. Constructing explanations (for science) and designing solutions (for engineering)	7. Engaging in argument from evidence	8. Obtaining, evaluating, and communicating information
C. Productive	12. Selecting language resources	a. Use a select number of general academic and domain-specific words to create precision while speaking and writing.	a. Use a growing number of general academic and domain-specific words, synonyms, and antonyms to create precision and shades of meaning while speaking and writing.	a. Use a wide variety of general academic and domain-specific words, synonyms, antonyms, and figurative language to create precision and shades of meaning while speaking and writing.	3-5-ETS1-1 3-5-ETS1-3	5-LS2-1 5-PS1-1 5-PS3-1					5-LS1-1 5-ESS1-1 5-PS2-1	
		b. Select a few frequently used affixes for accuracy and precision (e.g., She walks, I'm <i>un</i> happy).	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).	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).	Students select modal expressions and affixes while selecting and using words in various contexts.							

CA ELD Standards - 6th Grade / Part I - Interacting in Meaningful Ways														
ELD Standard	Emerging	Expanding	Bridging	SEP 1	SEP 2	SEP 3	SEP 4	SEP 5	SEP 6	SEP 7	SEP 8			
				1. Asking questions (for science) and defining problems (for engineering)	2. Developing and using models	3. Planning and carrying out investigations	4. Analyzing and interpreting data	5. Using mathematics and computational thinking	6. Constructing explanations (for science) and designing solutions (for engineering)	7. Engaging in argument from evidence	8. Obtaining, evaluating, and communicating information			
<b>A. Collaborative</b>	1. Exchanging information and ideas	Engage in conversational exchanges and express ideas on familiar topics by asking and answering <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.	MS-ESS3-5 MS-ETS1-1	[Part I ELD Standard 1 corresponds to all 8 practices.]	MS-LS1-1 MS-PS3-4	MS-ETS1-3	[Part I ELD Standard 1 corresponds to all 8 practices.]	MS-LS1-5 MS-ESS3-3 MS-PS3-3	MS-LS1-3 MS-LS1-4 MS-PS3-5 MS-ETS1-2	MS-LS1-8		
	2. Interacting via written English	Engage in short written exchanges with peers and collaborate on simple written texts on familiar topics, using technology when appropriate.	Engage in longer written exchanges with peers and collaborate on more detailed written texts on a variety of topics, using technology when appropriate.	Engage in extended written exchanges with peers and collaborate on complex written texts on a variety of topics, using technology when appropriate.	MS-ETS1-1	MS-LS1-2 MS-LS3-2 MS-ESS2-4 MS-ESS2-6 MS-ETS1-4	MS-PS3-4			MS-LS1-5 MS-ESS3-3 MS-PS3-3	MS-LS1-3 MS-LS1-4 MS-PS3-5 MS-ETS1-2	MS-LS1-8		
	3. Supporting opinions and persuading others	Negotiate with or persuade others in conversations (e.g., to gain and hold the floor or ask for clarification) using basic learned phrases (e.g., <i>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 (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.								MS-LS1-3 MS-LS1-4 MS-PS3-5 MS-ETS1-2		
	4. Adapting language choices	Adjust language choices according to social setting (e.g., classroom, break time) and audience (e.g., peers, teacher).	Adjust language choices according to purpose (e.g., explaining, persuading, entertaining), task, and audience.	Adjust language choices according to task (e.g., facilitating a science experiment, providing peer feedback on a writing assignment), purpose, task, and audience.	Students adjust, evaluate, and analyze language choices in carrying out all PEs above when they are communicating about science.									
<b>B. Interpretive</b>	5. Listening actively	Demonstrate active listening in oral presentation activities by asking and answering basic questions, with prompting and substantial support.	Demonstrate active listening in oral presentation activities by asking and answering detailed questions, with occasional prompting and moderate support.	Demonstrate active listening in oral presentation activities by asking and answering detailed questions, with minimal prompting and support.	MS-ESS3-5			MS-ESS2-5 MS-ETS1-3					MS-ESS2-5	
	6. Reading/viewing closely	a. Explain ideas, phenomena, processes, and text relationships (e.g., compare/contrast, cause/effect, problem/solution) based on close reading of a variety of grade-level texts and viewing of multimedia, with substantial support.	a. Explain ideas, phenomena, processes, and text relationships (e.g., compare/contrast, cause/effect, problem/solution) based on close reading of a variety of grade-level texts and viewing of multimedia, with moderate support.	a. Explain ideas, phenomena, processes, and text relationships (e.g., compare/contrast, cause/effect, problem/solution) based on close reading of a variety of grade-level texts and viewing of multimedia, with light support.		MS-LS3-2		MS-ESS2-5 MS-ETS1-3		MS-ESS3-3 MS-PS3-3		MS-LS1-8		
		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> ).		MS-LS3-2		MS-ESS2-5 MS-ETS1-3		MS-LS1-5 MS-ESS3-3 MS-PS3-3	MS-LS1-3 MS-LS1-4 MS-PS3-5 MS-ETS1-2	MS-LS1-8		
c. Use knowledge of morphology (e.g., affixes, roots, and base words), context, reference materials, and visual cues to determine the meaning of unknown and multiple-meaning words on familiar topics.	c. Use knowledge of morphology (e.g., affixes, roots, and base words), context, reference materials, and visual cues to determine the meaning of unknown and multiple-meaning words on familiar and new topics.	c. Use knowledge of morphology (e.g., affixes, roots, and base words), context, reference materials, and visual cues to determine the meaning, including figurative and connotative meanings, of unknown and multiple-meaning words on a variety of new topics.	Students apply knowledge of morphology while listening actively and reading closely.											

CA ELD Standards - 6th Grade / Part I - Interacting in Meaningful Ways													
	ELD Standard	Emerging	Expanding	Bridging	SEP 1	SEP 2	SEP 3	SEP 4	SEP 5	SEP 6	SEP 7	SEP 8	
					1. Asking questions (for science) and defining problems (for engineering)	2. Developing and using models	3. Planning and carrying out investigations	4. Analyzing and interpreting data	5. Using mathematics and computational thinking	6. Constructing explanations (for science) and designing solutions (for engineering)	7. Engaging in argument from evidence	8. Obtaining, evaluating, and communicating information	
B. Interpretive	7. Evaluating language choices	Explain how well writers and speakers use language to support ideas and arguments with detailed evidence (e.g., identifying the precise vocabulary used to present evidence, or the phrasing used to signal a shift in meaning) with substantial support.	Explain how well writers and speakers use specific language to present ideas or support arguments and provide detailed evidence (e.g., showing the clarity of the phrasing used to present an argument) with moderate support.	Explain how well writers and speakers use specific language resources to present ideas or support arguments and provide detailed evidence (e.g., identifying the specific language used to present ideas and claims that are well supported and distinguishing them from those that are not) with light support.	Students adjust, evaluate, and analyze language choices in carrying out all PEs above when they are communicating about science.								
	8. Analyzing language choices	Explain how phrasing or different common words with similar meaning (e.g., choosing to use the word <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</i> , <i>economical</i> , <i>frugal</i> , <i>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.	Students adjust, evaluate, and analyze language choices in carrying out all PEs above when they are communicating about science.								
C. Productive	9. Presenting	Plan and deliver brief oral presentations on a variety of topics and content areas.	Plan and deliver longer oral presentations on a variety of topics and content areas, using details and evidence to support ideas.	Plan and deliver longer oral presentations on a variety of topics and content areas, using reasoning and evidence to support ideas, as well as growing understanding of register.		MS-LS1-2 MS-LS3-2 MS-ESS2-4 MS-ESS2-6 MS-ETS1-4					MS-LS1-3 MS-LS1-4 MS-PS3-5		
	10. Writing	a. Write short literary and informational texts (e.g., an argument for protecting the rain forests) collaboratively (e.g., with peers) and independently.	a. Write longer literary and informational texts (e.g., an argument for protecting the rain forests) collaboratively (e.g., with peers) and independently using appropriate text organization.	a. Write longer and more detailed literary and informational texts (e.g., an argument for protecting the rain forests) collaboratively (e.g., with peers) and independently using appropriate text organization and growing understanding of register.	MS-ETS1-1	MS-LS3-2	MS-LS1-1 MS-PS3-4				MS-LS1-5 MS-ESS3-3 MS-PS3-3	MS-LS1-3 MS-LS1-4 MS-PS3-5 MS-ETS1-2	MS-LS1-8
		b. Write brief summaries of texts and experiences using complete sentences and key words (e.g., from notes or graphic organizers).	b. Write increasingly concise summaries of texts and experiences using complete sentences and key words (e.g., from notes or graphic organizers).	b. Write clear and coherent summaries of texts and experiences using complete and concise sentences and key words (e.g., from notes or graphic organizers).	MS-ETS1-1	MS-LS3-2	MS-LS1-1 MS-PS3-4				MS-LS1-5 MS-ESS3-3 MS-PS3-3		MS-LS1-8
	11. Justifying/arguing	a. Justify opinions by providing some textual evidence (e.g., quoting from the text) or relevant background knowledge, with substantial support.	a. Justify opinions or persuade others by providing relevant textual evidence (e.g., quoting from the text or referring to what the text says) or relevant background knowledge, with moderate support.	a. Justify opinions or persuade others by providing detailed and relevant textual evidence (e.g., quoting from the text directly or referring to specific textual evidence) or relevant background knowledge, with light support.								MS-LS1-3 MS-LS1-4 MS-PS3-5 MS-ETS1-2	
b. Express attitude and opinions or temper statements with some basic modal expressions (e.g., <i>can</i> , <i>has to</i> ).		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> ).	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> ).	Students select modal expressions and affixes while selecting and using words in various contexts.									

CA ELD Standards - 6th Grade / Part I - Interacting in Meaningful Ways													
	ELD Standard	Emerging	Expanding	Bridging	SEP 1	SEP 2	SEP 3	SEP 4	SEP 5	SEP 6	SEP 7	SEP 8	
					1. Asking questions (for science) and defining problems (for engineering)	2. Developing and using models	3. Planning and carrying out investigations	4. Analyzing and interpreting data	5. Using mathematics and computational thinking	6. Constructing explanations (for science) and designing solutions (for engineering)	7. Engaging in argument from evidence	8. Obtaining, evaluating, and communicating information	
C. Productive	12. Selecting language resources	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.	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.	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.	MS-ESS3-5 MS-ETS1-1	MS-LS3-2	MS-LS1-1 MS-PS3-4	MS-ESS2-5 MS-ETS1-3		MS-LS1-5 MS-ESS3-3 MS-PS3-3	MS-LS1-3 MS-LS1-4 MS-PS3-5 MS-ETS1-2	MS-LS1-8	
		b. Use knowledge of morphology to appropriately select affixes in basic ways (e.g., <i>She likes X</i> ).	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> ).	b. Use knowledge of morphology to appropriately select affixes in a variety of ways to manipulate language (e.g., changing <i>observe</i> -> <i>observation</i> , <i>reluctant</i> -> <i>reluctantly</i> , <i>produce</i> -> <i>production</i> , and so on).	Students select modal expressions and affixes while selecting and using words in various contexts.								



CA ELD Standards - 7th Grade / Part I - Interacting in Meaningful Ways												
ELD Standard	Emerging	Expanding	Bridging	SEP 1	SEP 2	SEP 3	SEP 4	SEP 5	SEP 6	SEP 7	SEP 8	
				1. Asking questions (for science) and defining problems (for engineering)	2. Developing and using models	3. Planning and carrying out investigations	4. Analyzing and interpreting data	5. Using mathematics and computational thinking	6. Constructing explanations (for science) and designing solutions (for engineering)	7. Engaging in argument from evidence	8. Obtaining, evaluating, and communicating information	
<b>A. Collaborative</b>	1. Exchanging information and ideas	Engage in conversational exchanges and express ideas on familiar topics by asking and answering <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.	MS-ETS1-1	[Part I ELD Standard 1 corresponds to all 8 practices.]				MS-LS1-6 MS-LS2-2 MS-ESS2-2 MS-ESS3-1 MS-PS1-6	MS-LS2-4 MS-LS2-5 MS-ETS1-2	MS-PS1-3
	2. Interacting via written English	Engage in short written exchanges with peers and collaborate on simple written texts on familiar topics, using technology when appropriate.	Engage in longer written exchanges with peers and collaborate on more detailed written texts on a variety of topics, using technology when appropriate.	Engage in extended written exchanges with peers and collaborate on complex written texts on a variety of topics, using technology when appropriate.	MS-ETS1-1	MS-LS1-7 MS-LS2-3 MS-PS1-1 MS-PS1-4 MS-PS1-5 MS-ETS 1-4	MS-PS1-6			MS-ESS2-2	MS-LS2-4 MS-ETS1-2	MS-PS1-3
	3. Supporting opinions and persuading others	Negotiate with or persuade others in conversations (e.g., to gain and hold the floor or ask for clarification) using learned phrases (e.g., <i>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.							MS-LS2-4 MS-LS2-5 MS-ETS1-2	
	4. Adapting language choices	Adjust language choices according to social setting (e.g., classroom, break time) and audience (e.g., peers, teacher).	Adjust language choices according to purpose (e.g., explaining, persuading, entertaining), task, and audience.	Adjust language choices according to task (e.g., facilitating a science experiment, providing peer feedback on a writing assignment), purpose, task, and audience.	Students adjust, evaluate, and analyze language choices in carrying out all PEs above when they are communicating about science.							
<b>B. Interpretive</b>	5. Listening actively	Demonstrate active listening in oral presentation activities by asking and answering basic questions, with prompting and substantial support.	Demonstrate active listening in oral presentation activities by asking and answering detailed questions, with occasional prompting and moderate support.	Demonstrate active listening in oral presentation activities by asking and answering detailed questions, with minimal prompting and support.				MS-LS2-1 MS-ESS2-3 MS-PS1-2 MS-ETS1-3				MS-PS1-3
	6. Reading/viewing closely	a. Explain ideas, phenomena, processes, and text relationships (e.g., compare/contrast, cause/effect, problem/solution) based on close reading of a variety of grade-appropriate texts and viewing of multimedia, with substantial support.	a. Explain ideas, phenomena, processes, and text relationships (e.g., compare/contrast, cause/effect, problem/solution) based on close reading of a variety of grade-level texts and viewing of multimedia, with moderate support.	a. Explain ideas, phenomena, processes, and text relationships (e.g., compare/contrast, cause/effect, problem/solution) based on close reading of a variety of grade-level texts and viewing of multimedia, with light support.	MS-ETS1-1			MS-LS2-1 MS-ESS2-3 MS-ESS3-2 MS-PS1-2 MS-ETS1-3			MS-ETS1-2	MS-PS1-3
		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> ).	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> ).	b. Express inferences and conclusions drawn based on close reading of grade-appropriate texts and viewing of multimedia using a variety of precise academic verbs (e.g., <i>indicates that, influences</i> ).	MS-ETS1-1			MS-LS2-1 MS-ESS2-3 MS-ESS3-2 MS-PS1-2 MS-ETS1-3			MS-ETS1-2	MS-PS1-3
		c. Use knowledge of morphology (e.g., affixes, roots, and base words), context, reference materials, and visual cues to determine the meaning of unknown and multiple-meaning words on familiar topics.	c. Use knowledge of morphology (e.g., affixes, roots, and base words), context, reference materials, and visual cues to determine the meaning of unknown and multiple-meaning words on familiar and new topics.	c. Use knowledge of morphology (e.g., affixes, roots, and base words), context, reference materials, and visual cues to determine the meaning, including figurative and connotative meanings, of unknown and multiple-meaning words on a variety of new topics.	Students apply knowledge of morphology while listening actively and reading closely.							

CA ELD Standards - 7th Grade / Part I - Interacting in Meaningful Ways					SEP 1	SEP 2	SEP 3	SEP 4	SEP 5	SEP 6	SEP 7	SEP 8
ELD Standard	Emerging	Expanding	Bridging		1. Asking questions (for science) and defining problems (for engineering)	2. Developing and using models	3. Planning and carrying out investigations	4. Analyzing and interpreting data	5. Using mathematics and computational thinking	6. Constructing explanations (for science) and designing solutions (for engineering)	7. Engaging in argument from evidence	8. Obtaining, evaluating, and communicating information
B. Interpretive	7. Evaluating language choices	Explain how well writers and speakers use language to support ideas and arguments with detailed evidence (e.g., identifying the precise vocabulary used to present evidence, or the phrasing used to signal a shift in meaning) when provided with substantial support.	Explain how well writers and speakers use specific language to present ideas of support arguments and provide detailed evidence (e.g., showing the clarity of the phrasing used to present an argument) when provided with moderate support.	Explain how well writers and speakers use specific language resources to present ideas or support arguments and provide detailed evidence (e.g., identifying the specific language used to present ideas and claims that are well supported and distinguishing them from those that are not) when provided with light support.	Students adjust, evaluate, and analyze language choices in carrying out all PEs above when they are communicating about science.							
	8. Analyzing language choices	Explain how phrasing or different common words with similar meaning (e.g., choosing to use the word <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.	Students adjust, evaluate, and analyze language choices in carrying out all PEs above when they are communicating about science.							
C. Productive	9. Presenting	Plan and deliver brief informative oral presentations on familiar topics.	Plan and deliver longer oral presentations on a variety of topics, using details and evidence to support ideas.	Plan and deliver longer oral presentations on a variety of topics in a variety of disciplines, using reasoning and evidence to support ideas, as well as growing understanding of register.		MS-LS1-7 MS-LS2-3 MS-ESS2-1 MS-PS1-1 MS-PS1-4 MS-PS1-5 MS-ETS1-4				MS-LS1-6 MS-LS2-2 MS-ESS2-2	MS-LS-2-4 MS-LS2-5 MS-ETS1-2	
	10. Writing	a. Write short literary and informational texts (e.g., an argument for wearing school uniforms) collaboratively (e.g., with peers) and independently.	a. Write longer literary and informational texts (e.g., an argument for wearing school uniforms) collaboratively (e.g., with peers) and independently using appropriate text organization.	a. Write longer and more detailed literary and informational texts (e.g., an argument for wearing school uniforms) collaboratively (e.g., with peers) and independently using appropriate text organization and growing understanding of register.		MS-LS1-7 MS-LS2-3 MS-PS1-1 MS-PS1-4 MS-PS1-5				MS-LS1-6 MS-LS2-2 MS-ESS2-2 MS-ESS3-1 MS-PS1-6	MS-LS-2-4 MS-LS2-5 MS-ETS1-2	MS-PS1-3
		b. Write brief summaries of texts and experiences using complete sentences and key words (e.g., from notes or graphic organizers).	b. Write increasingly concise summaries of texts and experiences using complete sentences and key words (e.g., from notes or graphic organizers).	b. Write clear and coherent summaries of texts and experiences using complete and concise sentences and key words (e.g., from notes or graphic organizers).		MS-LS1-7 MS-LS2-3 MS-ESS2-2 MS-PS1-1 MS-PS1-4 MS-PS1-5				MS-LS1-6 MS-LS2-2 MS-ESS2-2 MS-ESS3-1 MS-PS1-6	MS-LS-2-4 MS-LS2-5 MS-ETS1-2	MS-PS1-3
	11. Justifying/arguing	a. Justify opinions by providing some textual evidence or relevant background knowledge, with substantial support.	a. Justify opinions or persuade others by providing relevant textual evidence or relevant background knowledge, with moderate support.	a. Justify opinions or persuade others by providing detailed and relevant textual evidence or relevant background knowledge, with light support.					MS-LS2-1 MS-ESS2-3 MS-ESS3-2 MS-PS1-2 MS-ETS1-3			MS-LS-2-4 MS-LS-2-5 MS-ETS1-2
b. Express attitude and opinions or temper statements with familiar modal expressions (e.g., <i>can, may</i> ).		b. Express attitude and opinions or temper statements with a variety of familiar modal expressions (e.g., <i>possibly/likely, could/would/should</i> ).	b. Express attitude and opinions or temper statements with nuanced modal expressions (e.g., <i>possibly/potentially/absolutely, should/might</i> ).		Students select modal expressions and affixes while selecting and using words in various contexts.							

CA ELD Standards - 7th Grade / Part I - Interacting in Meaningful Ways													
	ELD Standard	Emerging	Expanding	Bridging	SEP 1	SEP 2	SEP 3	SEP 4	SEP 5	SEP 6	SEP 7	SEP 8	
					1. Asking questions (for science) and defining problems (for engineering)	2. Developing and using models	3. Planning and carrying out investigations	4. Analyzing and interpreting data	5. Using mathematics and computational thinking	6. Constructing explanations (for science) and designing solutions (for engineering)	7. Engaging in argument from evidence	8. Obtaining, evaluating, and communicating information	
C. Productive	12. Selecting language resources	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.	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.	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.	MS-ETS1-1	MS-LS1-7 MS-LS2-3 MS-ESS2-2		MS-LS2-1 MS-ESS2-3 MS-ESS3-2 MS-PS1-2 MS-ETS1-3		MS-LS1-6 MS-LS2-2 MS-ESS2-2 MS-ESS3-1 MS-PS1-6	MS-LS-2-4 MS-LS-2-5 MS-ETS1-2	MS-PS1-3	
		b. Use knowledge of morphology to appropriately select affixes in basic ways (e.g., <i>She likes X. He walked to school</i> ).	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> ).	b. Use knowledge of morphology to appropriately select affixes in a variety of ways to manipulate language (e.g., changing <i>destroy</i> -> <i>destruction</i> , <i>probably</i> -> <i>probability</i> , <i>reluctant</i> -> <i>reluctantly</i> ).	Students select modal expressions and affixes while selecting and using words in various contexts.								

CA ELD Standards - 8th Grade / Part I - Interacting in Meaningful Ways											
ELD Standard	Emerging	Expanding	Bridging	SEP 1	SEP 2	SEP 3	SEP 4	SEP 5	SEP 6	SEP 7	SEP 8
				1. Asking questions (for science) and defining problems (for engineering)	2. Developing and using models	3. Planning and carrying out investigations	4. Analyzing and interpreting data	5. Using mathematics and computational thinking	6. Constructing explanations (for science) and designing solutions (for engineering)	7. Engaging in argument from evidence	8. Obtaining, evaluating, and communicating information
<b>A. Collaborative</b>	1. Exchanging information and ideas	Engage in conversational exchanges and express ideas on familiar topics by asking and answering <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.	MS-PS2-3 MS-ETS1-1	[Part 1 ELD Standard 1 corresponds to all 8 practices.]	MS-PS2-2 MS-PS2-5	[Part I ELD Standard 1 corresponds to all 8 practices.]	MS-LS4-2 MS-LS4-4 MS-ESS1-4	MS-ESS3-4 MS-PS2-4 MS-ETS1-2	[Part 1 ELD Standard 1 corresponds to all 8 practices.]
	2. Interacting via written English	Engage in short written exchanges with peers and collaborate on simple written texts on familiar topics, using technology when appropriate.	Engage in longer written exchanges with peers and collaborate on more detailed written texts on a variety of topics, using technology when appropriate.	Engage in extended written exchanges with peers and collaborate on complex written texts on a variety of topics, using technology when appropriate.	MS-ETS1-1	MS-LS3-1	MS-PS2-2 MS-PS2-5		MS-LS4-2 MS-LS4-4 MS-ESS1-4	MS-ESS3-4 MS-PS2-4	MS-ETS1-2
	3. Supporting opinions and persuading others	Negotiate with or persuade others in conversations (e.g., to gain and hold the floor or to ask for clarification) using learned phrases (e.g., <i>I think . . . 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 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.						MS-ESS3-4 MS-PS2-4	
	4. Adapting language choices	Adjust language choices according to social setting (e.g., classroom, break time) and audience (e.g., peers, teacher).	Adjust language choices according to purpose (e.g., explaining, persuading, entertaining), task, and audience.	Adjust language choices according to task (e.g., facilitating a science experiment, providing peer feedback on a writing assignment), purpose, and audience.	Students adjust, evaluate, and analyze language choices in carrying out all PEs above when they are communicating about science.						
<b>B. Interpretive</b>	5. Listening actively	Demonstrate active listening in oral presentation activities by asking and answering basic questions, with prompting and substantial support.	Demonstrate active listening in oral presentation activities by asking and answering detailed questions, with occasional prompting and moderate support.	Demonstrate active listening in oral presentation activities by asking and answering detailed questions, with minimal prompting and support.	MS-PS2-3 MS-ETS1-1			MS-LS4-1 MS-LS4-3 MS-ESS1-3 MS-PS3-1 MS-ETS1-3	MS-PS4-1		
	6. Reading/viewing closely	a. Explain ideas, phenomena, processes, and text relationships (e.g., compare/contrast, cause/effect, problem/solution) based on close reading of a variety of grade-appropriate texts and viewing of multimedia, with substantial support.	a. Explain ideas, phenomena, processes, and text relationships (e.g., compare/contrast, cause/effect, problem/solution) based on close reading of a variety of grade-appropriate texts and viewing of multimedia, with moderate support.	a. Explain ideas, phenomena, processes, and text relationships (e.g., compare/contrast, cause/effect, problem/solution) based on close reading of a variety of grade-level texts and viewing of multimedia, with light support.			MS-LS4-1 MS-LS4-3 MS-ESS1-3 MS-PS3-1 MS-ETS1-3			MS-ESS3-4 MS-PS2-4 MS-ETS1-2	MS-LS4-5 MS-PS4-3
		b. Express inferences and conclusions drawn based on close reading of grade-appropriate texts and viewing of multimedia using some frequently used verbs (e.g., <i>shows that, based on</i> ).	b. Express inferences and conclusions drawn based on close reading grade-appropriate 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> ).			MS-LS4-1 MS-LS4-3 MS-ESS1-3 MS-PS3-1 MS-ETS1-3			MS-ESS3-4 MS-PS2-4 MS-ETS1-2	MS-LS4-5 MS-PS4-3
c. Use knowledge of morphology (e.g., affixes, roots, and base words), context, reference materials, and visual cues to determine the meanings of unknown and multiple-meaning words on familiar topics.		c. Use knowledge of morphology (e.g., affixes, roots, and base words), context, reference materials, and visual cues to determine the meanings of unknown and multiple-meaning words on familiar and new topics.	c. Use knowledge of morphology (e.g., affixes, roots, and base words), context, reference materials, and visual cues to determine the meanings, including figurative and connotative meanings, of unknown and multiple-meaning words on a variety of new topics.	Students apply knowledge of morphology while listening actively and reading closely.							

CA ELD Standards - 8th Grade / Part I - Interacting in Meaningful Ways					SEP 1	SEP 2	SEP 3	SEP 4	SEP 5	SEP 6	SEP 7	SEP 8
ELD Standard	Emerging	Expanding	Bridging		1. Asking questions (for science) and defining problems (for engineering)	2. Developing and using models	3. Planning and carrying out investigations	4. Analyzing and interpreting data	5. Using mathematics and computational thinking	6. Constructing explanations (for science) and designing solutions (for engineering)	7. Engaging in argument from evidence	8. Obtaining, evaluating, and communicating information
B. Interpretive	7. Evaluating language choices	Explain how well writers and speakers use language to support ideas and arguments with detailed evidence (e.g., identifying the precise vocabulary used to present evidence, or the phrasing used to signal a shift in meaning) when provided with substantial support.	Explain how well writers and speakers use specific language to present ideas or support arguments and provide detailed evidence (e.g., showing the clarity of the phrasing used to present an argument) when provided with moderate support.	Explain how well writers and speakers use specific language resources to present ideas or support arguments and provide detailed evidence (e.g., identifying the specific language used to present ideas and claims that are well supported and distinguishing them from those that are not) when provided with light support.	Students adjust, evaluate, and analyze language choices in carrying out all PEs above when they are communicating about science.							
	8. Analyzing language choices	Explain how phrasing or different common words with similar meanings (e.g., choosing to use the word <i>persistent</i> versus the term <i>hard worker</i> ) produce different effects on the audience.	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.	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.	Students adjust, evaluate, and analyze language choices in carrying out all PEs above when they are communicating about science.							
C. Productive	9. Presenting	Plan and deliver brief informative oral presentations on concrete topics.	Plan and deliver longer oral presentations on a variety of topics using details and evidence to support ideas.	Plan and deliver longer oral presentations on a variety of concrete and abstract topics using reasoning and evidence to support ideas and using a growing understanding of register.	MS-ETS1-1	MS-LS3-1 MS-ESS1-1 MS-ESS1-2 MS-PS3-2 MS-PS4-2 MS-ETS1-4			MS-PS4-1	MS-LS4-2 MS-LS4-4 MS-ESS1-4 MS-PS2-1	MS-ESS3-4 MS-PS2-4	
	10. Writing	a. Write short literary and informational texts (e.g., an argument about whether the government should fund research using stem cells) collaboratively (e.g., with peers) and independently.	a. Write longer literary and informational texts (e.g., an argument about whether the government should fund research using stem cells) collaboratively (e.g., with peers) and independently using appropriate text organization.	a. Write longer and more detailed literary and informational texts (e.g., an argument about whether the government should fund research using stem cells) collaboratively (e.g., with peers) and independently using appropriate text organization and growing understanding of register.	MS-ETS1-1	MS-LS3-1	MS-PS2-2 MS-PS2-5		MS-LS4-6	MS-LS4-2 MS-LS4-4 MS-ESS1-4 MS-PS2-1	MS-ESS3-4 MS-PS2-4 MS-ETS1-2	MS-LS4-5 MS-PS4-3
		b. Write brief summaries of texts and experiences using complete sentences and key words (e.g., from notes or graphic organizers).	b. Write increasingly concise summaries of texts and experiences using complete sentences and key words (e.g., from notes or graphic organizers).	b. Write clear and coherent summaries of texts and experiences using complete and concise sentences and key words (e.g., from notes or graphic organizers).	MS-PS2-3 MS-ETS1-1	S-LS3-1	MS-PS2-2 MS-PS2-5	MS-LS4-1 MS-LS4-3 MS-ESS1-3 MS-PS3-1 MS-ETS1-3	MS-LS4-6	MS-LS4-2 MS-LS4-4 MS-ESS1-4 MS-PS2-1	MS-ESS3-4 MS-PS2-4 MS-ETS1-2	MS-LS4-5 MS-PS4-3
	11. Justifying/arguing	a. Justify opinions by providing some textual evidence or relevant background knowledge, with substantial support.	a. Justify opinions or persuade others by providing relevant textual evidence or relevant background knowledge, with moderate support.	a. Justify opinions or persuade others by providing detailed and relevant textual evidence or relevant background knowledge, with light support.				MS-LS4-1 MS-LS4-3 MS-ESS1-3 MS-PS3-1 MS-ETS1-3				MS-ESS3-4 MS-PS2-4 MS-ETS1-2
b. Express attitude and opinions or temper statements with familiar modal expressions (e.g., <i>can</i> , <i>may</i> ).		b. Express attitude and opinions or temper statements with a variety of familiar modal expressions (e.g., <i>possibly/likely</i> , <i>could/would</i> ).	b. Express attitude and opinions or temper statements with nuanced modal expressions (e.g., <i>potentially/certainly/absolutely</i> , <i>should/might</i> ).	Students select modal expressions and affixes while selecting and using words in various contexts.								

CA ELD Standards - 8th Grade / Part I - Interacting in Meaningful Ways												
	ELD Standard	Emerging	Expanding	Bridging	SEP 1	SEP 2	SEP 3	SEP 4	SEP 5	SEP 6	SEP 7	SEP 8
					1. Asking questions (for science) and defining problems (for engineering)	2. Developing and using models	3. Planning and carrying out investigations	4. Analyzing and interpreting data	5. Using mathematics and computational thinking	6. Constructing explanations (for science) and designing solutions (for engineering)	7. Engaging in argument from evidence	8. Obtaining, evaluating, and communicating information
C. Productive	12. Selecting language resources	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.	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.	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.	MS-PS2-3 MS-ETS1-1	MS-LS3-1	MS-PS2-2 MS-PS2-5	MS-LS4-1 MS-LS4-3 MS-ESS1-3 MS-PS3-1 MS-ETS1-3	MS-LS4-6	MS-LS4-2 MS-LS4-4 MS-ESS1-4 MS-PS2-1	MS-ESS3-4 MS-PS2-4 MS-ETS1-2	MS-LS4-5 MS-PS4-3
		b. Use knowledge of morphology to appropriately select affixes in basic ways (e.g., <i>She likes X. He walked to school</i> ).	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> ).	b. Use knowledge of morphology to appropriately select affixes in a variety of ways to manipulate language (e.g., changing <i>destroy</i> -> <i>destruction</i> , <i>probably</i> -> <i>probability</i> , <i>reluctant</i> -> <i>reluctantly</i> ).	Students select modal expressions and affixes while selecting and using words in various contexts.							

CA ELD Standards - 9th/10th Grade / Part I - Interacting in Meaningful Ways												
	ELD Standard	Emerging	Expanding	Bridging	SEP 1	SEP 2	SEP 3	SEP 4	SEP 5	SEP 6	SEP 7	SEP 8
					1. Asking questions (for science) and defining problems (for engineering)	2. Developing and using models	3. Planning and carrying out investigations	4. Analyzing and interpreting data	5. Using mathematics and computational thinking	6. Constructing explanations (for science) and designing solutions (for engineering)	7. Engaging in argument from evidence	8. Obtaining, evaluating, and communicating information
A. Collaborative	1. Exchanging information and ideas	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.	HS-LS3-1 HS-PS4-2 HS-ETS1-1	[Part I ELD Standard 1 corresponds to all 8 practices.]					HS-LS2-6 HS-ESS1-5 HS-PS4-3	[Part I ELD Standard 1 corresponds to all 8 practices.]
	2. Interacting via written English	Collaborate with peers to engage in short, grade-appropriate written exchanges and writing projects, using technology as appropriate.	Collaborate with peers to engage in increasingly complex grade-appropriate written exchanges and writing projects, using technology as appropriate.	Collaborate with peers to engage in a variety of extended written exchanges and complex grade-appropriate writing projects, using technology as appropriate.					HS-ESS1-1 HS-ESS1-2 HS-PS2-2		HS-ESS2-7	
	3. Supporting opinions and persuading others	Negotiate with or persuade others in conversations using learned phrases (e.g., <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 counterarguments) 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.		HS-ESS1-1 HS-ESS2-1 HS-ESS2-3 HS-ESS2-6			HS-LS2-7 HS-PS1-7 HS-PS4-1		HS-LS2-6 HS-ESS1-5 HS-PS4-3	
	4. Adapting language choices	Adjust language choices according to the context (e.g., classroom, community) and audience (e.g., peers, teachers).	Adjust language choices according to the context (e.g., classroom, community), purpose (e.g., to persuade, to provide arguments or counterarguments), task, and audience (e.g., peers, teachers, guest lecturer).	Adjust language choices according to the task (e.g., group presentation of research project), context (e.g., classroom, community), purpose (e.g., to persuade, to provide arguments or counterarguments), and audience (e.g., peers, teachers, college recruiter).	Students adjust, evaluate, and analyze language choices in carrying out all PEs above when they are communicating about science.							
B. Interpretive	5. Listening actively	Demonstrate comprehension of oral presentations and discussions on familiar social and academic topics by asking and answering questions, with prompting and substantial support.	Demonstrate comprehension of oral presentations and discussions on a variety of social and academic topics by asking and answering questions that show thoughtful consideration of the ideas or arguments with moderate support.	Demonstrate comprehension of oral presentations and discussions on a variety of social and academic topics by asking and answering detailed and complex questions that show thoughtful consideration of the ideas or arguments, with light support.	HS-LS-3-1 HS-PS4-2 HS-ETS-1-1							

CA ELD Standards - 9th/10th Grade / Part I - Interacting in Meaningful Ways					SEP 1	SEP 2	SEP 3	SEP 4	SEP 5	SEP 6	SEP 7	SEP 8
ELD Standard	Emerging	Expanding	Bridging		1. Asking questions (for science) and defining problems (for engineering)	2. Developing and using models	3. Planning and carrying out investigations	4. Analyzing and interpreting data	5. Using mathematics and computational thinking	6. Constructing explanations (for science) and designing solutions (for engineering)	7. Engaging in argument from evidence	8. Obtaining, evaluating, and communicating information
6. Reading/viewing closely	a. Explain ideas, phenomena, processes, and text relationships (e.g., compare/contrast, cause/effect, evidence-based argument) based on close reading of a variety of grade-appropriate texts, presented in various print and multimedia formats, using short sentences and a select set of general academic and domain-specific words.	a. Explain ideas, phenomena, processes, and relationships within and across texts (e.g., compare/contrast, cause/effect, themes, evidence-based argument) based on close reading of a variety of grade-appropriate texts, presented in various print and multimedia formats, using increasingly detailed sentences, and an increasing variety of general academic and domain-specific words.	a. Explain ideas, phenomena, processes, and relationships within and across texts (e.g., compare/contrast, cause/effect, themes, evidence-based argument) based on close reading of a variety of grade-level texts, presented in various print and multimedia formats, using a variety of detailed sentences and a range of general academic and domain-specific words.	HS-PS4-3	HS-ESS1-1 HS-ESS2-1 HS-ESS2-3 HS-ESS2-6 HS-PS1-1		HS-ESS2-2 HS-PS2-1	HS-ESS3-1 HS-ESS3-2 HS-PS1-2	HS-LS2-7	HS-ESS1-5	HS-LS2-6 HS-LS2-8 HS-LS4-5 HS-PS4-4 HS-ETS1-2 HS-ETS1-3	
	b. Explain inferences and conclusions drawn from close reading of grade-appropriate texts and viewing of multimedia using familiar verbs (e.g., <i>seems that</i> ).	b. Explain inferences and conclusions drawn from close reading of grade-appropriate texts and viewing of multimedia using an increasing variety of verbs and adverbials (e.g., <i>indicates that, suggests, as a result</i> ).	b. Explain inferences and conclusions drawn from close reading of grade-level texts and viewing of multimedia using a variety of verbs and adverbials (e.g., <i>creates the impression that, consequently</i> ).		HS-PS1-1				HS-LS4-7 HS-ESS1-6 HS-ESS3-4 HS-PS1-6 HS-ETS1-3		HS-ESS3-4	
	c. Use knowledge of morphology (e.g., common prefixes and suffixes), context, reference materials, and visual cues to determine the meaning of unknown and multiple-meaning words on familiar topics.	c. Use knowledge of morphology (e.g., affixes, Greek and Latin roots), context, reference materials, and visual cues to determine the meaning of unknown and multiple-meaning words on familiar and new topics.	c. Use knowledge of morphology (e.g., derivational suffixes), context, reference materials, and visual cues to determine the meaning, including figurative and connotative meanings, of unknown and multiple-meaning words on a variety of new topics.	Students apply knowledge of morphology while listening actively and reading closely.								
7. Evaluating language choices	Explain how successfully writers and speakers structure texts and use language (e.g., specific word or phrasing choices) to persuade the reader (e.g., by providing evidence to support claims or connecting points in an argument) or create other specific effects, with substantial support.	Explain how successfully writers and speakers structure texts and use language (e.g., specific word or phrasing choices) to persuade the reader (e.g., by providing well-worded evidence to support claims or connecting points in an argument in specific ways) or create other specific effects, with moderate support.	Explain how successfully writers and speakers structure texts and use language (e.g., specific word or phrasing choices) to persuade the reader (e.g., by providing well-worded evidence to support claims or connecting points in an argument in specific ways) or create other specific effects, with light support.	Students adjust, evaluate, and analyze language choices in carrying out all PEs above when they are communicating about science.								
8. Analyzing language choices	Explain how a writer's or speaker's choice of phrasing or specific words (e.g., describing a character or action as <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.	Students adjust, evaluate, and analyze language choices in carrying out all PEs above when they are communicating about science.								
9. Presenting	Plan and deliver brief oral presentations and reports on grade-appropriate topics that present evidence and facts to support ideas.	Plan and deliver a variety of oral presentations and reports on grade-appropriate topics that present evidence and facts to support ideas by using growing understanding of register.	Plan and deliver a variety of oral presentations and reports on grade-appropriate topics that express complex and abstract ideas well supported by evidence and sound reasoning, and are delivered using an appropriate level of formality and understanding of register		HS-LS1-2 HS-LS1-4 HS-LS1-5 HS-LS1-7 HS-LS2-5 HS-ESS1-1 HS-ESS2-1 HS-ESS2-3 HS-ESS2-4 HS-ESS2-6 HS-PS1-4 HS-PS3-2			HS-PS2-4 HS-PS3-1			HS-ESS1-3	

B. Interpretive

C. Productive



CA ELD Standards - 9th/10th Grade / Part I - Interacting in Meaningful Ways													
ELD Standard	Emerging	Expanding	Bridging	SEP 1	SEP 2	SEP 3	SEP 4	SEP 5	SEP 6	SEP 7	SEP 8		
				1. Asking questions (for science) and defining problems (for engineering)	2. Developing and using models	3. Planning and carrying out investigations	4. Analyzing and interpreting data	5. Using mathematics and computational thinking	6. Constructing explanations (for science) and designing solutions (for engineering)	7. Engaging in argument from evidence	8. Obtaining, evaluating, and communicating information		
C. Productive	10. Writing	a. Write short literary and informational texts (e.g., an argument about water rights) collaboratively (e.g., with peers) and independently.	a. Write longer literary and informational texts (e.g., an argument about water rights) collaboratively (e.g., with peers) and independently by using appropriate text organization and growing understanding of register.	a. Write longer and more detailed literary and informational texts (e.g., an argument about water rights) collaboratively (e.g., with peers) and independently using appropriate text organization and register.		HS-ESS1-1 HS-ESS2-1 HS-ESS2-3 HS-ESS2-6 HS-PS1-4 HS-PS1-8 HS-PS3-2 HS-PS3-5	HS-LS1-3 HS-ESS2-5 HS-PS1-3 HS-PS2-5 HS-PS3-4	HS-LS3-3 HS-LS4-3 HS-ESS3-3	HS-LS2-1 HS-LS2-2	HS-LS1-1 HS-LS1-6 HS-LS2-3 HS-LS2-7 HS-LS4-2 HS-LS4-4 HS-ESS1-2 HS-ESS1-6 HS-ESS3-1 HS-PS1-2 HS-PS1-5 HS-PS1-6	HS-LS3-2	HS-LS4-1 HS-PS2-6 HS-PS4-5	
		b. Write brief summaries of texts and experiences by using complete sentences and key words (e.g., from notes or graphic organizers).	b. Write increasingly concise summaries of texts and experiences by using complete sentences and key words (e.g., from notes or graphic organizers).	b. Write clear and coherent summaries of texts and experiences by using complete and concise sentences and key words (e.g., from notes or graphic organizers).	HS-ESS2-5					HS-PS1-2			
	11. Justifying/arguing	a. Justify opinions by articulating some relevant textual evidence or background knowledge, with visual support.	a. Justify opinions and positions or persuade others by making connections between ideas and articulating relevant textual evidence or background knowledge.	a. Justify opinions or persuade others by making connections and distinctions between ideas and texts and articulating sufficient, detailed, and relevant textual evidence or background knowledge, using appropriate register.		HS-LS1-2 HS-LS1-4 HS-LS1-5 HS-LS2-5 HS-LS1-7 HS-ESS1-1 HS-ESS2-1 HS-ESS2-3 HS-ESS2-6 HS-PS1-1 HS-PS1-4 HS-PS1-8 HS-PS3-2 HS-PS3-5			HS-LS2-4		HS-ESS2-7		
		b. Express attitude and opinions or temper statements with familiar modal expressions (e.g., <i>can, may</i> ).	b. Express attitude and opinions or temper statements with a variety of familiar modal expressions (e.g., <i>possibly/likely, could/would</i> ).	b. Express attitude and opinions or temper statements with nuanced modal expressions (e.g., <i>possibly/potentially/certainly/absolutely, should/might</i> ).	Students select modal expressions and affixes while selecting and using words in various contexts.								
	12. Selecting language resources	a. Use familiar general academic (e.g., temperature, document) and domain-specific (e.g., <i>characterization, photosynthesis, society, quadratic functions</i> ) words to create clear spoken and written texts.	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.	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.					HS-LS3-3 HS-LS4-3 HS-ESS1-6				
		b. Use knowledge of morphology to appropriately select basic affixes (e.g., The skull protects the brain).	b. Use knowledge of morphology to appropriately select affixes in a growing number of ways to manipulate language (e.g., diplomatic, stems are branched or unbranched).	b. Use knowledge of morphology to appropriately select affixes in a variety of ways to manipulate language (e.g., changing <i>humiliate</i> to <i>humiliation</i> or <i>incredible</i> to <i>incredibly</i> ).	Students select modal expressions and affixes while selecting and using words in various contexts.								

CA ELD Standards - 11th/12th Grade / Part I - Interacting in Meaningful Ways												
ELD Standard	Emerging	Expanding	Bridging	SEP 1	SEP 2	SEP 3	SEP 4	SEP 5	SEP 6	SEP 7	SEP 8	
				1. Asking questions (for science) and defining problems (for engineering)	2. Developing and using models	3. Planning and carrying out investigations	4. Analyzing and interpreting data	5. Using mathematics and computational thinking	6. Constructing explanations (for science) and designing solutions (for engineering)	7. Engaging in argument from evidence	8. Obtaining, evaluating, and communicating information	
<b>A. Collaborative</b>	1. Exchanging information and ideas	Engage in conversational exchanges and express ideas on familiar current events and academic topics by asking and answering <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.	HS-LS3-1 HS-PS4-2 HS-ETS1-1	[Part I ELD Standard 1 corresponds to all 8 practices.]					HS-LS2-6 HS-ESS1-5 HS-PS4-3	[Part I ELD Standard 1 corresponds to all 8 practices.]
	2. Interacting via written English	Collaborate with peers to engage in short, grade-appropriate written exchanges and writing projects, using technology as appropriate.	Collaborate with peers to engage in increasingly complex grade-appropriate written exchanges and writing projects, using technology as appropriate.	Collaborate with peers to engage in a variety of extended written exchanges and complex grade-appropriate writing projects, using technology as appropriate.				HS-ESS1-1 HS-ESS1-2 HS-PS2-2		HS-ESS2-7		
	3. Supporting opinions and persuading others	Negotiate with or persuade others in conversations (e.g., ask for clarification or repetition) using learned phrases (e.g., <i>Could you repeat that please? I believe . . .</i> ) and open responses to express and defend opinions.	Negotiate with and persuade others (e.g., by presenting counter-arguments) in discussions and conversations using learned phrases (e.g., <i>You make a valid point, but my view is . . .</i> ) and open responses to express and defend nuanced opinions.	Negotiate with or persuade others in discussions and conversations in appropriate registers (e.g., to acknowledge new information and politely offer a counterpoint) using a variety of learned phrases (e.g., <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.		HS-ESS1-1 HS-ESS2-1 HS-ESS2-3 HS-ESS2-6			HS-LS2-7 HS-PS1-7 HS-PS4-1		HS-LS2-6 HS-ESS1-5 HS-PS4-3	
	4. Adapting language choices	Adjust language choices according to the context (e.g., classroom, community) and audience (e.g., peers, teachers).	Adjust language choices according to the context (e.g., classroom, community), purpose (e.g., to persuade, to provide arguments or counterarguments), task, and audience (e.g., peers, teachers, guest lecturer).	Adjust language choices according to the task (e.g., group presentation of research project), context (e.g., classroom, community), purpose (e.g., to persuade, to provide arguments or counterarguments), and audience (e.g., peers, teachers, college recruiter).	Students adjust, evaluate, and analyze language choices in carrying out all PEs above when they are communicating about science.							
<b>B. Interpretive</b>	5. Listening actively	Demonstrate comprehension of oral presentations and discussions on familiar social and academic topics by asking and answering questions with prompting and substantial support.	Demonstrate comprehension of oral presentations and discussions on a variety of social and academic topics by asking and answering questions that show thoughtful consideration of the ideas or arguments with moderate support.	Demonstrate comprehension of oral presentations and discussions on a variety of social and academic topics by asking and answering detailed and complex questions that show thoughtful consideration of the ideas or arguments with light support.	HS-LS-3-1 HS-PS4-2 HS-ETS-1-1							

CA ELD Standards - 11th/12th Grade / Part I - Interacting in Meaningful Ways					SEP 1	SEP 2	SEP 3	SEP 4	SEP 5	SEP 6	SEP 7	SEP 8
ELD Standard	Emerging	Expanding	Bridging		1. Asking questions (for science) and defining problems (for engineering)	2. Developing and using models	3. Planning and carrying out investigations	4. Analyzing and interpreting data	5. Using mathematics and computational thinking	6. Constructing explanations (for science) and designing solutions (for engineering)	7. Engaging in argument from evidence	8. Obtaining, evaluating, and communicating information
B. Interpretive	6. Reading/viewing closely	a. Explain ideas, phenomena, processes, and text relationships (e.g., compare/contrast, cause/effect, evidence-based argument) based on close reading of a variety of grade-appropriate texts, presented in various print and multimedia formats, using phrases, short sentences, and a select set of general academic and domain-specific words.	a. Explain ideas, phenomena, processes, and relationships within and across texts (e.g., compare/contrast, cause/effect, themes, evidence-based argument) based on close reading of a variety of grade-appropriate texts, presented in various print and multimedia formats, using increasingly detailed sentences, and a range of general academic and domain-specific words.	a. Explain ideas, phenomena, processes, and relationships within and across texts (e.g., compare/contrast, cause/effect, themes, evidence-based argument) based on close reading of a variety of grade-level texts, presented in various print and multimedia formats, using a variety of detailed sentences and precise general academic and domain-specific words.	HS-PS4-3	HS-ESS1-1 HS-ESS2-1 HS-ESS2-3 HS-ESS2-6 HS-PS1-1		HS-ESS2-2 HS-PS2-1	HS-ESS3-1 HS-ESS3-2 HS-PS1-2	HS-LS2-7	HS-ESS1-5	HS-LS2-6 HS-LS2-8 HS-LS4-5 HS-PS4-4 HS-ETS1-2 HS-ETS1-3
		b. Explain inferences and conclusions drawn from close reading of grade-appropriate texts and viewing of multimedia, using familiar verbs (e.g., <i>seems that</i> ).	b. Explain inferences and conclusions drawn from close reading of grade-appropriate texts and viewing of multimedia using a variety of verbs and adverbials (e.g., <i>indicates that, suggests, as a result</i> ).	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> ).		HS-PS1-1				HS-LS4-7 HS-ESS1-6 HS-ESS3-4 HS-PS1-6 HS-ETS1-3		HS-ESS3-4
		c. Use knowledge of morphology (e.g., common prefixes and suffixes), context, reference materials, and visual cues to determine the meaning of unknown and multiple-meaning words on familiar topics.	c. Use knowledge of morphology (e.g., affixes, Greek and Latin roots), context, reference materials, and visual cues to determine the meaning of unknown and multiple-meaning words on familiar and new topics.	c. Use knowledge of morphology (e.g., derivational suffixes), context, reference materials, and visual cues to determine the meaning, including figurative and connotative meanings, of unknown and multiple-meaning words on a variety of new topics.	Students apply knowledge of morphology while listening actively and reading closely.							
	7. Evaluating language choices	Explain how successfully writers and speakers structure texts and use language (e.g., specific word or phrasing choices) to persuade the reader (e.g., by providing evidence to support claims or connecting points in an argument) or create other specific effects.	Explain how successfully writers and speakers structure texts and use language (e.g., specific word or phrasing choices) to persuade the reader (e.g., by providing well-worded evidence to support claims or connecting points in an argument in specific ways) or create other specific effects, with moderate support.	Explain how successfully writers and speakers structure texts and use language (e.g., specific word or phrasing choices) to persuade the reader (e.g., by providing well-worded evidence to support claims or connecting points in an argument in specific ways) or create other specific effects, with light support.	Students adjust, evaluate, and analyze language choices in carrying out all PEs above when they are communicating about science.							
	8. Analyzing language choices	Explain how a writer's or speaker's choice of phrasing or specific words (e.g., describing a character or action as <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.	Students adjust, evaluate, and analyze language choices in carrying out all PEs above when they are communicating about science.							
C. Productive	9. Presenting	Plan and deliver brief oral presentations and reports on grade-appropriate topics that present evidence and facts to support ideas.	Plan and deliver a variety of oral presentations and reports on grade-appropriate topics that present evidence and facts to support ideas using growing understanding of register.	Plan and deliver a variety of oral presentations and reports on grade-appropriate topics that express complex and abstract ideas, well supported by evidence and reasoning, and are delivered using an appropriate level of formality and understanding of register.		HS-LS1-2 HS-LS1-4 HS-LS1-5 HS-LS1-7 HS-LS2-5 HS-ESS1-1 HS-ESS2-1 HS-ESS2-3 HS-ESS2-4 HS-ESS2-6 HS-PS1-4 HS-PS3-2			HS-PS2-4 HS-PS3-1			HS-ESS1-3

CA ELD Standards - 11th/12th Grade / Part I - Interacting in Meaningful Ways															
ELD Standard	Emerging	Expanding	Bridging	SEP 1	SEP 2	SEP 3	SEP 4	SEP 5	SEP 6	SEP 7	SEP 8				
				1. Asking questions (for science) and defining problems (for engineering)	2. Developing and using models	3. Planning and carrying out investigations	4. Analyzing and interpreting data	5. Using mathematics and computational thinking	6. Constructing explanations (for science) and designing solutions (for engineering)	7. Engaging in argument from evidence	8. Obtaining, evaluating, and communicating information				
C. Productive	10. Writing	a. Write short literary and informational texts (e.g., an argument about free speech) collaboratively (e.g., with peers) and independently.	a. Write longer literary and informational texts (e.g., an argument about free speech) collaboratively (e.g., with peers) and independently using appropriate text organization and growing understanding of register.	a. Write longer and more detailed literary and informational texts (e.g., an argument about free speech) collaboratively (e.g., with peers) and independently using appropriate text organization and register.		HS-ESS1-1 HS-ESS2-1 HS-ESS2-3 HS-ESS2-6 HS-PS1-4 HS-PS1-8 HS-PS3-2 HS-PS3-5	HS-LS1-3 HS-ESS2-5 HS-PS1-3 HS-PS2-5 HS-PS3-4	HS-LS3-3 HS-LS4-3 HS-ESS3-3	HS-LS2-1 HS-LS2-2	HS-LS1-1 HS-LS1-6 HS-LS2-3 HS-LS2-7 HS-LS4-2 HS-LS4-4 HS-ESS1-2 HS-ESS1-6 HS-ESS3-1 HS-PS1-2 HS-PS1-5 HS-PS1-6	HS-LS3-2	HS-LS4-1 HS-PS2-6 HS-PS4-5			
		b. Write brief summaries of texts and experiences using complete sentences and key words (e.g., from notes or graphic organizers).	b. Write increasingly concise summaries of texts and experiences using complete sentences and key words (e.g., from notes or graphic organizers).	b. Write clear and coherent summaries of texts and experiences using complete and concise sentences and key words (e.g., from notes or graphic organizers).	HS-ESS2-5					HS-PS1-2					
	11. Justifying/arguing	a. Justify opinions by articulating some textual evidence or background knowledge with visual support.	a. Justify opinions and positions or persuade others by making connections between ideas and articulating relevant textual evidence or background knowledge.	a. Justify opinions or persuade others by making connections and distinctions between ideas and texts and articulating sufficient, detailed, and relevant textual evidence or background knowledge, using appropriate register.		HS-LS1-2 HS-LS1-4 HS-LS1-5 HS-LS2-5 HS-LS1-7 HS-ESS1-1 HS-ESS2-1 HS-ESS2-3 HS-ESS2-6 HS-PS1-1 HS-PS1-4 HS-PS1-8 HS-PS3-2 HS-PS3-5			HS-LS2-4			HS-ESS2-7			
		b. Express attitude and opinions or temper statements with familiar modal expressions (e.g., <i>can, may</i> ).	b. Express attitude and opinions or temper statements with a variety of familiar modal expressions (e.g., <i>possibly/likely, could/would</i> ).	b. Express attitude and opinions or temper statements with nuanced modal expressions (e.g., <i>possibly/potentially/certainly/absolutely, should/might</i> ).	Students select modal expressions and affixes while selecting and using words in various contexts.										
	12. Selecting language resources	a. Use familiar general academic (e.g., <i>temperature, document</i> ) and domain-specific (e.g., <i>cell, the Depression</i> ) words to create clear spoken and written texts.	a. Use an increasing variety of grade-appropriate general academic (e.g., <i>fallacy, dissuade</i> ) and domain-specific (e.g., <i>chromosome, federalism</i> ) academic words accurately and appropriately when producing increasingly complex written and spoken texts.	a. Use a variety of grade-appropriate general (e.g., <i>alleviate, salutary</i> ) and domain-specific (e.g., <i>soliloquy, microorganism</i> ) academic words and phrases, including persuasive language, accurately and appropriately when producing complex written and spoken texts.					HS-LS3-3 HS-LS4-3 HS-ESS1-6						
		b. Use knowledge of morphology to appropriately select basic affixes (e.g., The news media relies on official sources.).	b. Use knowledge of morphology to appropriately select affixes in a growing number of ways to manipulate language (e.g., The cardiac muscle works continuously.).	b. Use knowledge of morphology to appropriately select affixes in a variety of ways to manipulate language (e.g., changing <i>inaugurate</i> to <i>inauguration</i> ).	Students select modal expressions and affixes while selecting and using words in various contexts.										

## Appendix E: Sample Augmentation Documents



CA ELD Standards - Sample Grade Level (6) / Part I - Interacting in Meaningful Ways							
	ELD Standard	Emerging	Expanding	Bridging	Applying ELD Standards to Math	Math Practices	Sample Math Content Examples
<b>A. Collaborative</b>	1. Exchanging information and ideas	Engage in conversational exchanges and express ideas on familiar topics by asking and answering yes-no and wh-questions and responding using simple phrases.	Contribute to class, group, and partner discussions by following turn-taking rules, asking relevant questions, affirming others, adding relevant information, and paraphrasing key ideas.	Contribute to class, group, and partner discussions by following turn-taking rules, asking relevant questions, affirming others, adding relevant information and evidence, paraphrasing key ideas, building on responses, and providing useful feedback.	Working collaboratively provides students opportunities both to develop and to display understanding of important math concepts. While focusing on specific math content, students share perspectives, ask and answer questions, examine specific cases, and can address misconceptions.	1. Make sense of problems and persevere in solving them. 3. Construct viable arguments and critique the reasoning of others. 6. Attend to precision.	[No sample examples provided for Part I.]
	2. Interacting via written English	Engage in short written exchanges with peers and collaborate on simple written texts on familiar topics, using technology when appropriate.	Engage in longer written exchanges with peers and collaborate on more detailed written texts on a variety of topics, using technology when appropriate.	Engage in extended written exchanges with peers and collaborate on complex written texts on a variety of topics, using technology when appropriate.	Writing in math is often supported with graphs, sketches and drawings, or geometric constructions. Working collaboratively, students can generate several examples and create a better overall picture of various math situations. Sharing their work, they may make generalizations or justify their thinking with step-by-step reasoning.	1. Make sense of problems and persevere in solving them. 3. Construct viable arguments and critique the reasoning of others. 6. Attend to precision.	[No sample examples provided for Part I.]
	3. Offering opinions	Negotiate with or persuade others in conversations (e.g., to gain and hold the floor or ask for clarification) using basic learned phrases (e.g., I think . . . , Would you please repeat that?), as well as open responses.	Negotiate with or persuade others in conversations (e.g., to provide counter-arguments) using an expanded set of learned phrases (I agree with X, but . . . ), as well as open responses.	Negotiate with or persuade others in conversations using appropriate register (e.g., to reflect on multiple perspectives) using a variety of learned phrases, indirect reported speech (e.g., I heard you say X, and Gabriel just pointed out Y), as well as open responses.	In making mathematical arguments and critiquing the reasoning of others, students need to connect and/or counter others' ideas with mathematical justification. EL students need to learn the precise and appropriate vocabulary and sentence structures to actively engage in these kinds of interactions in the math classroom.	1. Make sense of problems and persevere in solving them. 3. Construct viable arguments and critique the reasoning of others. 6. Attend to precision.	[No sample examples provided for Part I.]
	4. Adapting language choices	Adjust language choices according to social setting (e.g., classroom, break time) and audience (e.g., peers, teacher).	Adjust language choices according to purpose (e.g., explaining, persuading, entertaining), task, and audience.	Adjust language choices according to task (e.g., facilitating a science experiment, providing peer feedback on a writing assignment), purpose, task, and audience.	Students need to use language relevant to the task, purpose, and audience when providing evidence to support reasoning used to defend mathematical arguments, interpretations, and procedures.	1. Make sense of problems and persevere in solving them. 3. Construct viable arguments and critique the reasoning of others. 6. Attend to precision.	[No sample examples provided for Part I.]
<b>B. Interpretive</b>	5. Listening actively	Demonstrate active listening in oral presentation activities by asking and answering basic questions, with prompting and substantial support.	Demonstrate active listening in oral presentation activities by asking and answering detailed questions, with occasional prompting and moderate support.	Demonstrate active listening in oral presentation activities by asking and answering detailed questions, with minimal prompting and support.	Students participate in discussions about math content, carefully listening to one another, questioning, and contributing their own insights and understandings.	1. Make sense of problems and persevere in solving them. 3. Construct viable arguments and critique the reasoning of others.	[No sample examples provided for Part I.]
	6. Reading/viewing closely	a. Explain ideas, phenomena, processes, and text relationships (e.g., compare/contrast, cause/effect, problem/solution) based on close reading of a variety of grade-level texts and viewing of multimedia, with substantial support.	a. Explain ideas, phenomena, processes, and text relationships (e.g., compare/contrast, cause/effect, problem/solution) based on close reading of a variety of grade-level texts and viewing of multimedia, with moderate support.	a. Explain ideas, phenomena, processes, and text relationships (e.g., compare/contrast, cause/effect, problem/solution) based on close reading of a variety of grade-level texts and viewing of multimedia, with light support.	In mathematics, close reading and viewing is often required in the context of examining, interpreting, and creating graphs and other models in real-world problem situations. Supporting EL students to describe with precision what they are examining, creating, or interpreting scaffolds both mathematical thinking and language development.	1. Make sense of problems and persevere in solving them. 3. Construct viable arguments and critique the reasoning of others. 6. Attend to precision.	[No sample examples provided for Part I.]
		b. Express inferences and conclusions drawn based on close reading of grade-level texts and viewing of multimedia using some frequently used verbs (e.g., shows that, based on).	b. Express inferences and conclusions drawn based on close reading of grade-level texts and viewing of multimedia using a variety of verbs (e.g., suggests that, leads to).	b. Express inferences and conclusions drawn based on close reading of grade-level texts and viewing of multimedia using a variety of precise academic verbs (e.g., indicates that, influences).	As students interpret or analyze mathematical content, they draw inferences and conclusions, and explain their reasoning.	1. Make sense of problems and persevere in solving them. 6. Attend to precision.	[No sample examples provided for Part I.]

CA ELD Standards - Sample Grade Level (6) / Part I - Interacting in Meaningful Ways							
	ELD Standard	Emerging	Expanding	Bridging	Applying ELD Standards to Math	Math Practices	Sample Math Content Examples
B. Interpretive		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.	Many terms have a different meaning in math than they do in ELA or everyday language. Multiple-meaning words, or words that take on new meaning in mathematics, include "product," "equal," "difference," or "proper/improper." Unknown words may include "segment," "parallel," or "pictograph." In a word problem or instructions, there may also be unknown words students need to figure out from context or morphological clues in order to do the math (e.g., [specimens] in an insect collection). EL students need to be able to use their morphological knowledge and context (the words or symbols around the unknown word) to derive the meaning of unknown words or multiple meaning words in mathematics. Implications for teaching include teaching morphology, teaching domain-specific and multiple-meaning words explicitly, and teaching students to use morphology and context to gain meaning of unknown terms.	1. Make sense of problems and persevere in solving them. 3. Construct viable arguments and critique the reasoning of others.	[No sample examples provided for Part I.]
	7. Evaluating language choices	Explain how well writers and speakers use language to support ideas and arguments with detailed evidence (e.g., identifying the precise vocabulary used to present evidence, or the phrasing used to signal a shift in meaning) with substantial support.	Explain how well writers and speakers use specific language to present ideas or support arguments and provide detailed evidence (e.g., showing the clarity of the phrasing used to present an argument) with moderate support.	Explain how well writers and speakers use specific language resources to present ideas or support arguments and provide detailed evidence (e.g., identifying the specific language used to present ideas and claims that are well supported and distinguishing them from those that are not) with light support.	In order to critique others' presentations and writing, students must be able to explain the concepts and defend their reasoning using appropriate and precise language.	1. Make sense of problems and persevere in solving them. 3. Construct viable arguments and critique the reasoning of others.	[No sample examples provided for Part I.]
	8. Analyzing language choices	Explain how phrasing or different common words with similar meaning (e.g., choosing to use the word cheap versus the phrase a good saver) produce different effects on the audience.	Explain how phrasing, different words with similar meaning (e.g., describing a character as stingy versus economical), or figurative language (e.g., The room was like a dank cave, littered with food wrappers, soda cans, and piles of laundry) produce shades of meaning and different effects on the audience.	Explain how phrasing, different words with similar meaning (e.g., stingy, economical, frugal, thrifty), or figurative language (e.g., The room was depressed and gloomy. The room was like a dank cave, littered with food wrappers, soda cans, and piles of laundry) produce shades of meaning, nuances, and different effects on the audience.	While analyzing language choices does not directly correspond to math practices or standards, understanding and analyzing the meaning of words and phrases is related to the types of describing, explaining, and critiquing students do in the other ELD interpretive mode standards above.	1. Make sense of problems and persevere in solving them. 6. Attend to precision.	[No sample examples provided for Part I.]
C. Productive	9. Presenting	Plan and deliver brief oral presentations on a variety of topics and content areas.	Plan and deliver longer oral presentations on a variety of topics and content areas, using details and evidence to support ideas.	Plan and deliver longer oral presentations on a variety of topics and content areas, using reasoning and evidence to support ideas, as well as growing understanding of register.	Students may plan and deliver formal oral presentations in order to share their thinking and findings by explaining or describing the math content, providing supporting evidence, and, in many cases, using graphics or demonstrations as part of an oral presentation.	1. Make sense of problems and persevere in solving them. 3. Construct viable arguments and critique the reasoning of others. 6. Attend to precision.	[No sample examples provided for Part I.]
	10. Writing	a. Write short literary and informational texts (e.g., an argument for protecting the rain forests) collaboratively (e.g., with peers) and independently.	a. Write longer literary and informational texts (e.g., an argument for protecting the rain forests) collaboratively (e.g., with peers) and independently using appropriate text organization.	a. Write longer and more detailed literary and informational texts (e.g., an argument for protecting the rain forests) collaboratively (e.g., with peers) and independently using appropriate text organization and growing understanding of register.	Students can write detailed informational text in mathematical settings to model relationships and solve problems in context, justifying steps in the process and verifying conclusions.	1. Make sense of problems and persevere in solving them. 3. Construct viable arguments and critique the reasoning of others. 6. Attend to precision.	[No sample examples provided for Part I.]
		b. Write brief summaries of texts and experiences using complete sentences and key words (e.g., from notes or graphic organizers).	b. Write increasingly concise summaries of texts and experiences using complete sentences and key words (e.g., from notes or graphic organizers).	b. Write clear and coherent summaries of texts and experiences using complete and concise sentences and key words (e.g., from notes or graphic organizers).	Students summarize and focus on being concise in a variety of mathematical contexts, particularly when modeling. Students analyze relationships and represent them symbolically, using appropriate quantities.	1. Make sense of problems and persevere in solving them. 6. Attend to precision.	[No sample examples provided for Part I.]



CA ELD Standards - Sample Grade Level (6) / Part I - Interacting in Meaningful Ways							
	ELD Standard	Emerging	Expanding	Bridging	Applying ELD Standards to Math	Math Practices	Sample Math Content Examples
C. Productive	11. Justifying/arguing	a. Justify opinions by providing some textual evidence (e.g., quoting from the text) or relevant background knowledge, with substantial support.	a. Justify opinions or persuade others by providing relevant textual evidence (e.g., quoting from the text or referring to what the text says) or relevant background knowledge, with moderate support.	a. Justify opinions or persuade others by providing detailed and relevant textual evidence (e.g., quoting from the text directly or referring to specific textual evidence) or relevant background knowledge, with light support.	Students provide textual evidence in mathematical contexts as they explain procedures, justify solutions grounded in mathematical concepts, and model situations using specified parameters.	1. Make sense of problems and persevere in solving them. 3. Construct viable arguments and critique the reasoning of others. 6. Attend to precision.	[No sample examples provided for Part I.]
		b. Express attitude and opinions or temper statements with some basic modal expressions (e.g., can, has to).	b. Express attitude and opinions or temper statements with a variety of familiar modal expressions (e.g., maybe/probably, can/could, must).	b. Express attitude and opinions or temper statements with nuanced modal expressions (e.g., probably/certainly/definitely, should/would, might) and phrasing (e.g., In my opinion . . .).	Students may need to use modal expressions when explaining their decisions based on reasonable estimates of known quantities to find unknown quantities.	1. Make sense of problems and persevere in solving them. 3. Construct viable arguments and critique the reasoning of others.	[No sample examples provided for Part I.]
	12. Selecting language resources	a. Use a select number of general academic words (e.g., author, chart) and domain-specific words (e.g., scene, cell, fraction) to create some precision while speaking and writing.	a. Use a growing set of academic words (e.g., author, chart, global, affect), domain-specific words (e.g., scene, setting, plot, point of view, fraction, cell membrane, democracy), synonyms, and antonyms to create precision and shades of meaning while speaking and writing.	a. Use an expanded set of general academic words (e.g., affect, evidence, demonstrate, reluctantly), domain-specific words (e.g., scene, setting, plot, point of view, fraction, cell membrane, democracy), synonyms, antonyms, and figurative language to create precision and shades of meaning while speaking and writing.	For precision in communicating about mathematics, students need to use math-specific terminology.	1. Make sense of problems and persevere in solving them. 6. Attend to precision.	[No sample examples provided for Part I.]
		b. Use knowledge of morphology to appropriately select affixes in basic ways (e.g., She likes X).	b. Use knowledge of morphology to appropriately select affixes in a growing number of ways to manipulate language (e.g., She likes X. That's impossible).	b. Use knowledge of morphology to appropriately select affixes in a variety of ways to manipulate language (e.g., changing observe -> observation, reluctant -> reluctantly, produce -> production, and so on).	EL students need to select appropriate forms of words to communicate precisely about mathematical concepts and explain their reasoning.	1. Make sense of problems and persevere in solving them. 6. Attend to precision.	[No sample examples provided for Part I.]

CA ELD Standards - Sample Grade Level (6) / Part II - Learning How English Works							
	ELD Standard	Emerging	Expanding	Bridging	Applying ELD Standards to Math	Math Practices	Sample Math Content Examples
A. Structuring Cohesive Texts	1. Understanding text structure	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.	Students often participate in mathematical discussions involving questions including "How did you get that?", "Explain your thinking," and "Why is that true?" They explain their own thinking and also listen to others and ask questions. As they explain procedures, justify solutions grounded in mathematical concepts, describe concepts, etc., they use their understandings about how the language is structured (e.g., what information is needed first, what information is needed using mathematical symbols or words) so that their communication is clear to their audiences.	1. Make sense of problems and persevere in solving them. 3. Construct viable arguments and critique the reasoning of others. 6. Attend to precision.	For example, when students explain how they solved a word problem involving multiplication of a fraction by a whole number by using visual fraction models and equations to represent the problem (4.NF.4c), they need to show the visual model they used to solve the problem, explain how they used the visual model, and justify their solution/conclusion with the visual model. This needs to be structured in such a way that makes sense to a listener or reader (rather than merely providing the solution without the structured explanation).
	2. Understanding cohesion	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.	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.	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.			
		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., first/next, at the beginning) to comprehending texts and writing basic 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., for example, in the first place, as a result, on the other hand) 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., consequently, specifically, however, moreover) to comprehending texts and writing cohesive texts.			
B. Expanding and Enriching Texts	3. Using verbs and verb phrases	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.	In mathematics, oral and written problems 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.	1. Make sense of problems and persevere in solving them. 3. Construct viable arguments and critique the reasoning of others. 6. Attend to precision.	For example, when students read the following, "Use a visual fraction model to represent ...," they need to understand that the main thing (or noun) that they need to use is a "model" but that it's a special kind of model (a "visual fraction model"). They also need to expand their noun phrases in their own explanations. In other words, rather than merely calling something a "model," they can add precision by expanding the noun phrase into "a visual fraction model." (4.NF.4a)
	4. Using nouns and noun phrases	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.			
	5. Modifying to add details	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.			

CA ELD Standards - Sample Grade Level (6) / Part II - Learning How English Works							
	ELD Standard	Emerging	Expanding	Bridging	Applying ELD Standards to Math	Math Practices	Sample Math Content Examples
<b>C. Connecting and Condensing Ideas</b>	6. Connecting ideas	Combine clauses in a few basic ways to make connections between and join ideas (e.g., creating compound sentences using and, but, so).	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., He stayed at home on Sunday to study for Monday's exam) or to make a concession (e.g., She studied all night even though she wasn't feeling well).	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., He stayed at home on Sunday because he had an exam on Monday), to make a concession (e.g., She studied all night even though she wasn't feeling well), or to link two ideas that happen at the same time (e.g., The students worked in groups while their teacher walked around the room).	When explaining their thinking or listening to/reading the explanations or arguments of others, students need to understand how ideas are connected and condensed."	1. Make sense of problems and persevere in solving them. 3. Construct viable arguments and critique the reasoning of others. 6. Attend to precision.	For example, when explaining how they solved a problem using multiplication and fractions (4.NF.3d), a student needs to connect the ideas "This is 8 feet of wrapping paper," "That's the total amount of wrapping paper altogether," and "They have enough wrapping paper to do their packaging." These connected ideas are expressed in mathematics contexts as: "Altogether, this is 8 feet of wrapping paper, which means they have enough to do their packaging."
	7. Condensing ideas	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 who changed the world) 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 that are made without chemical fertilizers or insecticides) 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 destroyed the rain forest. Lots of animals died   The destruction of the rain forest led to the death of many animals) to create precise and detailed sentences.			

CA ELD Standards - Sample Grade Level (4) / Part I - Interacting in Meaningful Ways					
	ELD Standard	Emerging	Expanding	Bridging	Applying ELD Standards to Science
A. Collaborative	1. Exchanging information and ideas	Contribute to conversations and express ideas by asking and answering yes-no and wh- questions and responding using short phrases.	Contribute to class, group, and partner discussions, including sustained dialogue, by following turn-taking rules, asking relevant questions, affirming others, and adding relevant information.	Contribute to class, group, and partner discussions, including sustained dialogue, by following turn-taking rules, asking relevant questions, affirming others, adding relevant information, building on responses, and providing useful feedback.	<p><b>Applying ELD Standards to Science</b></p> <p>In science and engineering, EL 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. During these conversations, they refer to details and examples from scientific or technical texts, their notes and journals, or other sources to explain (and better understand through discussion) inferences they've made, events, procedures, ideas, and concepts.</p> <p><b>Sample Science Content Example</b></p> <p>Example: For example, EL students work in small groups to observe phenomena related to objects colliding. They ask questions about the collision and predict outcomes about the changes in energy that occur when objects collide. During the collaborative conversation, they ask and respond to questions; build on, affirm, and provide feedback on one another's ideas; add relevant information; and collectively make a prediction. After experimentation, in which they gathered and recorded observations and measurements in their science notebooks, EL students access relevant sections from the science texts they are reading. Then, using evidence from the experimentation and the text, the group collaboratively constructs an explanation about the relationship between the speed of an object to the energy of the object.</p> <p><b>Science and Engineering Practices</b></p> <ol style="list-style-type: none"> <li>Asking questions (for science) and defining problems (for engineering)</li> <li>Planning and carrying out investigations</li> <li>Constructing explanations (for science) and designing solutions (for engineering)</li> </ol> <p>Science and Engineering Performance Expectation: 4-PS3-1 and 4-PS-3</p>
	2. Interacting via written English	Collaborate with peers on joint writing projects of short informational and literary texts, using technology where appropriate for publishing, graphics, and the like.	Collaborate with peers on joint writing projects of longer informational and literary texts, using technology where appropriate for publishing, graphics, and the like.	Collaborate with peers on joint writing projects of a variety of longer informational and literary texts, using technology where appropriate for publishing, graphics, and the like.	<p><b>Applying ELD Standards to Science</b></p> <p>In science and engineering, EL 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> <p><b>Sample Science Content Example</b></p> <p>For example, students have been engaged in the phenomena of energy transformation. They are ready to explore natural resources used as sources of energy. 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 (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). 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 has 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>Science and Engineering Practices</b></p> <ol style="list-style-type: none"> <li>Asking questions (for science) and defining problems (for engineering)</li> <li>Constructing explanations (for science) and designing solutions (for engineering)</li> <li>Engaging in argument from evidence</li> <li>Obtaining, evaluating, and communicating information</li> </ol> <p>Science and Engineering Performance Expectation: 4-ESS3-1</p>
	3. Offering opinions	Negotiate with or persuade others in conversations using basic learned phrases (e.g., I think . . .), as well as open responses, in order to gain and/or hold the floor.	Negotiate with or persuade others in conversations using an expanded set of learned phrases (e.g., I agree with X, but . . .), as well as open responses, in order to gain and/or hold the floor, provide counterarguments, and so on.	Negotiate with or persuade others in conversations using a variety of learned phrases (e.g., That's a good idea. However . . .), as well as open responses, in order to gain and/or hold the floor, provide counterarguments, elaborate on an idea, and so on.	<p><b>Applying ELD Standards to Science</b></p> <p>In science and engineering, EL 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. In order to persuade others that their arguments are reasonable and supported by 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>Sample Science Content Example</b></p> <p>For example, students work in small groups to construct an argument that animals have internal and external structures that function to support survival, growth, behavior, and reproduction. The students have observed through pictures and realia different structures and functions. The students build on those experienced by using their science texts and notes as they collaboratively construct the argument, and they use evidence from all of these sources to support their claims. During their conversations, the students refer to a large chart on the classroom wall that contains several options for entering a conversation (e.g., One/another piece of evidence that supports our argument is . . .); agreeing and disagreeing (e.g., I can see your point, however, . . .); elaborating on an idea (e.g., That's a good point, and I'd like to add that . . .); etc.</p> <p><b>Science and Engineering Practices</b></p> <ol style="list-style-type: none"> <li>Engaging in argument from evidence</li> <li>Obtaining, evaluating, and communicating information</li> </ol> <p>Science and Engineering Performance Expectation: 4-LS1-1</p>

CA ELD Standards - Sample Grade Level (4) / Part I - Interacting in Meaningful Ways					
	ELD Standard	Emerging	Expanding	Bridging	Applying ELD Standards to Science
<b>A. Collaborative</b>	4. Adapting language choices	Adjust language choices according to social setting (e.g., playground, classroom) and audience (e.g., peers, teacher), with substantial support.	Adjust language choices according to purpose (e.g., persuading, entertaining), task (e.g., telling a story versus explaining a science experiment), and audience, with moderate support.	Adjust language choices according to purpose, task (e.g., facilitating a science experiment), and audience, with light support.	<p><b>Applying ELD Standards to Science</b>                      In science and engineering, EL students conduct short research projects to build knowledge through investigation. They engage in collaborative conversations about the topic, 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> <p><b>Sample Science Content Example</b>                      For example, 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 multi-media. 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 they are learning through the research (e.g., nonrenewable energy resources, fossil and fissile materials). As they prepare their written explanation report, first, the group uses more everyday English, again with strategically selected domain-specific vocabulary, to co-construct the explanation orally, which keeps them focused on the science and engineering concepts. As the small group begins to 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> <p><b>Science and Engineering Practices</b>                      6. Constructing explanations (for science) and designing solutions (for engineering)                      8. Obtaining, evaluating, and communicating information</p> <p>Science and Engineering Performance Expectation: 4-ESS3-1, 3-5-ETS1-2</p>
	<b>B. Interpretive</b>	5. Listening actively	Demonstrate active listening of read-alouds and oral presentations by asking and answering basic questions, with prompting and substantial support.	Demonstrate active listening of read-alouds and oral presentations by asking and answering detailed questions, with occasional prompting and moderate support.	Demonstrate active listening of read-alouds and oral presentations by asking and answering detailed questions, with minimal prompting and light support.

CA ELD Standards - Sample Grade Level (4) / Part I - Interacting in Meaningful Ways					
	ELD Standard	Emerging	Expanding	Bridging	Applying ELD Standards to Science
B. Interpretive	6. Reading/viewing closely	a. Describe ideas, phenomena (e.g., volcanic eruptions), and text elements (main idea, characters, events, and the like) based on close reading of a select set of grade-level texts, with substantial support.	a. Describe ideas, phenomena (e.g., animal migration), and text elements (main idea, central message, and the like) in greater detail based on close reading of a variety of grade-level texts, with moderate support.	a. Describe ideas, phenomena (e.g., pollination), and text elements (main idea, character traits, event sequence, and the like) in detail based on close reading of a variety of grade-level texts, with light support.	<p><b>Applying ELD Standards to Science</b>                      In science and engineering, EL students obtain and combine information from books and other reliable media to explain phenomena. They read closely to evaluate the merit and accuracy of ideas and methods and to explain the variables that describe and predict phenomena. They gather relevant information from print and digital sources, take notes and categorize information and provide a list of sources, and draw evidence from informational texts to support analysis, reflection and research. 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><b>Sample Science Content Example</b>                      For example, in order to better explain the phenomena of renewable and non renewable energy resources, students work in small groups to conduct a short research project. They read texts closely 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). 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 has 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 careful reading and interpretation of the textual sources used in their research.</p> <p><b>Science and Engineering Practices</b>                      4. Analyzing and interpreting data                      6. Constructing explanations (for science) and designing solutions (for engineering)                      8. Obtaining, evaluating, and communicating information</p> <p>Science and Engineering Performance Expectation: 4-ESS3-1</p>
		b. Use knowledge of frequently used affixes (e.g., un-, mis-) and linguistic context, reference materials, and visual cues to determine the meaning of unknown words on familiar topics.	b. Use knowledge of morphology (e.g., affixes, roots, and base words), linguistic context, and reference materials to determine the meaning of unknown words on familiar topics.	b. Use knowledge of morphology (e.g., affixes, roots, and base words) and linguistic context to determine the meaning of unknown and multiple-meaning words on familiar and new topics.	<p><b>Applying ELD Standards to Science</b>                      In science and engineering, students obtain and combine information from books and other reliable media to explain phenomena. They observe experiences and read closely to identify patterns in scientific practices and language as they analyze data and construct explanations. They gather relevant information from print and digital sources, take notes and categorize information to generate and compare multiple solutions to a problem, or to define a simple design to a need through reflection and research. 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>Sample Science Content Example</b>                      For example, 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 list of existing examples for each, accessing experiential knowledge and language reservoirs. To emphasize energy transference from one place to another, explorations with tangible materials (e.g., transform movement into sound, or chemical energy of batteries into electrical currents) allow for use of the terms, and explicit connections to related words, such as 'transport', 'transfer,' 'transform', 'transformer', and 'transferred' to identify the root meaning: "to move something from one place to another". As a cognate for Spanish speaking students, it also serves to facilitate meaning (i.e. transportar, transformar, transferir). Several students might have experienced 'being transferred schools', or playing with a 'transformer toy', which would allow for constructing explanations related to their lives and experiences; thus, allowing opportunities for bridging to new language used in context with science concepts.</p> <p><b>Science and 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)</p> <p>Cross Cutting Concept: Influence of Engineering, and Technology on Society and the Natural World.</p> <p>Science and Engineering Performance Expectation: 4-PS3-2</p>

CA ELD Standards - Sample Grade Level (4) / Part I - Interacting in Meaningful Ways					
	ELD Standard	Emerging	Expanding	Bridging	Applying ELD Standards to Science
<b>B. Interpretive</b>	7. Evaluating language choices	Describe the specific language writers or speakers use to present or support an idea (e.g., the specific vocabulary or phrasing used to provide evidence), with prompting and substantial support.	Describe how well writers or speakers use specific language resources to support an opinion or present an idea (e.g., whether the vocabulary or phrasing used to provide evidence is strong enough), with prompting and moderate support.	Describe how well writers and speakers use specific language resources to support an opinion or present an idea (e.g., the clarity or appealing nature of language used to present evidence), with prompting and light support.	<p><b>Applying ELD Standards to Science</b>                      In science and engineering students plan and carry out investigations, producing data as evidence for explanations of phenomena or for testing a designed solution. As part of the scientific practices, they ask questions, design and use models, use mathematical and computational thinking, and obtain, evaluate and communicate information about phenomena, processes and solutions. Emphasis on identifying evidence is key as the students engage in collecting data, analyzing it, and most importantly, presenting their findings, interpretations and understanding. Through ample opportunities for construction of explanations, nascent argumentation skills emerge through guided support, so claims can be grounded on evidence that is truly based on scientific and engineering principles and practices.</p> <p><b>Sample Science Content Example</b>                      For example, as students observe, discuss and build their models of how an energy glowing and buzzing ball toy (or a flashlight) works, they explore the concept of energy transformation. As students listen to others and work in pairs to record their initial ideas via illustrations, labels and written explanations on posters, they are negotiating one another's perspectives and constructing explanations. Further sharing and analysis of the posters through a 'museum walk' allows each student to compare information across models, give oral/written feedback to peers, and gain insight for further refinement on own pair's design. These steps, along with whole class debriefings and pair presentations of the model's design and final written poster review emulate scientific practices.</p> <p><b>Science and Engineering Practices</b>                      1. Asking questions (for science) and defining problems (for engineering)                      2. Developing and using models                      4. Analyzing and interpreting data                      6. Constructing explanations (for science) and designing solutions (for engineering)                      7. Engaging in argument from evidence                      8. Obtaining, evaluating, and communicating information.</p> <p>Cross Cutting Concept: Influence of Engineering, and Technology on Society and the Natural World.</p> <p>Science and Engineering Performance Expectation: 4-PS3-2</p>
	8. Analyzing language choices	Distinguish how different words with similar meanings produce different effects on the audience (e.g., describing a character's actions as whined versus said).	Distinguish how different words with similar meanings (e.g., describing a character as smart versus an expert) and figurative language (e.g., as big as a whale) produce shades of meaning and different effects on the audience.	Distinguish how different words with related meanings (e.g., fun versus entertaining versus thrilling, possibly versus certainly) and figurative language produce shades of meaning and different effects on the audience.	<p><b>Applying ELD Standards to Science</b>                      In science and engineering, students conduct investigations, gather data and analyze it, sharing information and conducting short research projects to delve deeper into specific content. They listen, collaborate and ask questions to refine their understanding and build new schema. The teacher provides plenty of opportunities for them to develop, use and explain their models about events and abstract representations. They also are given multiple and frequent opportunities to use language to identify and describe variables involved in their investigations. They use their creativity and inquisitive minds to ask questions and develop both their mental models of understanding and the scientific model representations of phenomena or processes being studied. They participate in small and whole group facilitated debrief discussions about process, content, accuracy and design. These opportunities build clarity, meaning and knowledge, helping them zero-in on ways to express evidence with accuracy, and to provide support for their explanations.</p> <p><b>Sample Science Content Example</b>                      For example, the use of a model to explain the phenomenon of light reflecting from objects allowing objects to be seen provides many opportunities to help students distinguish words with related meanings about light, shades of illumination and darkness, shadows, transparency and translucency. In order to build-in accuracy in the construction of their explanations, students need to be specific about the observations being made, and about the use of descriptors and variables in the light investigation. In considering the instructional piece using the words "model" and "light" (both homonyms) also requires careful attention and clarification with meaningful and contextual use throughout the investigations. The related-meaning words such as 'light', 'bright', 'dull', 'opaque', 'transparent', 'clear' and 'translucent' all serve to describe meaning without ambiguity and greater precision.</p> <p><b>Science and Engineering Practices</b>                      1. Asking questions (for science) and defining problems (for engineering)                      2. Develop and use models                      6. Constructing explanations (for science) and designing solutions (for engineering)</p> <p>Science and Engineering Performance Expectation: 4-PS4-2</p>

CA ELD Standards - Sample Grade Level (4) / Part I - Interacting in Meaningful Ways					
	ELD Standard	Emerging	Expanding	Bridging	Applying ELD Standards to Science
C. Productive	9. Presenting	Plan and deliver brief oral presentations on a variety of topics and content areas (e.g., retelling a story, explaining a science process, reporting on a current event, recounting a memorable experience, and so on), with substantial support.	Plan and deliver longer oral presentations on a variety of topics and content areas (e.g., retelling a story, explaining a science process, reporting on a current event, recounting a memorable experience, and so on), with moderate support.	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.	<p><b>Applying ELD Standards to Science</b></p> <p>In science and engineering, EL students are engaged in practices that involve both scientific sense-making and language use. Students participate in classroom science discourse, listening, speaking, reading, writing and visually representing models being developed and refined. Students utilize all mediums of communication as they develop, construct and share their explanations. By engaging in scientific practices, asking questions, arguing from evidence, analyzing and interpreting data, evaluating obtained information and communicating it to others through multiple mediums, ELs are simultaneously building on their understanding of science and their language capacity to do more with language. Opportunities to present information in small groups and as part of collaborative groups to the class promote language and content development. Classrooms that set up safe norms for risk-taking and growth mindset (Dweck, 2008), foment student efficacy and learning takes place. For ELs, it is essential to have a safe environment to present to the group using less-than-perfect English, yet to be acknowledged as a contributing member of the learning community.</p> <p><b>Sample Science Content Example</b></p> <p>For example, students work in small groups to investigate and collect evidence to explain the relationship of speed of an object to the energy of that object. Different teams are assigned a challenge to use given materials (i.e., a toy car, a ramp, timer and meter) under different conditions (i.e., different slopes), each team focuses on collecting data to be able to present it in an organized and clear manner to the class. As a whole group, the students interpret the collective information with teacher facilitation. In the process, terms such as 'force' and 'table' are used. Explaining the terms in the context of the small groups' investigation facilitates clarification of these multiple meaning words for ELs. "Force in everyday context has a connotation about physical power or effort; while in the scientific context, it is referred to as "something that causes an object to move or change speed or direction, such as the force of gravity." Likewise, using the term "table" in the context of constructing data organizers calls for context and use of terms such as putting information in rows and columns, or inside boxes. This clarifies its scientific meaning in context with the investigation. Mathematical thinking skills can also help to contextualize the use of graphic organizers for quantifiable data collection. If the students' strengths in this area can be tapped, it further reinforces this scientific practice, while providing an opportunity to further contribute to the collective work. When these types of supports are provided throughout the various investigation pieces, the recording of data (in writing), and in small group interactions, the ELs are better prepared to utilize the acquired language during presentations to the whole class and understand with greater meaning the presentations of others. Repetition and opportunities to move from concrete to abstract, and from pairs and quads to small group presentations to whole class presentations further support their ability to feel sufficiently confident to contribute with their ideas. Also, these practices support nascent argumentation, and understanding of opinion and the peer-review process during presentations.</p> <p><b>Science and Engineering Practices</b></p> <ol style="list-style-type: none"> <li>1. Asking questions (for science) and defining problems (for engineering)</li> <li>3. Planning and carrying out investigations</li> <li>4. Analyzing and interpreting data</li> <li>5. Using mathematics and computational thinking</li> <li>6. Constructing explanations (for science) and designing solutions (for engineering)</li> <li>7. Engaging in argument from evidence</li> <li>8. Obtaining, evaluating, and communicating information.</li> </ol> <p>Science and Engineering Performance Expectation: 4-PS3-1</p>



CA ELD Standards - Sample Grade Level (4) / Part I - Interacting in Meaningful Ways					
	ELD Standard	Emerging	Expanding	Bridging	Applying ELD Standards to Science
C. Productive	10. Writing	a. Write short literary and informational texts (e.g., a description of a flashlight) collaboratively (e.g., joint construction of texts with an adult or with peers) and sometimes independently.	a. Write longer literary and informational texts (e.g., an explanatory text on how flashlights work) collaboratively (e.g., joint construction of texts with an adult or with peers) and with increasing independence using appropriate text organization.	a. Write longer and more detailed literary and informational texts (e.g., an explanatory text on how flashlights work) collaboratively (e.g., joint construction of texts with an adult or with peers) and independently using appropriate text organization and growing understanding of register.	<p><b>Applying ELD Standards to Science</b></p> <p>In science and engineering, students engage in scientific investigations to describe a phenomenon, to collect data as evidence, or to test a theory or model of how the world works. They also engage in engineering investigations to improve a design or to compare solutions to a problem. As students plan investigations and hold discussions using texts or visual representations to advance inquiry, it is important that they state the goal of the investigation, predict outcomes and plan their course of action to generate and acquire the necessary data and evidence to support their conclusions.</p> <p>As opportunities to engage with a variety of science text representations take place, students are able to analyze existing models of scientific writing and illustrations, and begin emulating them. Throughout investigations, model building and attending to how scientific and technical information is organized, all serve to enhance their written skills and grow in understanding of this writing register.</p> <p><b>Sample Science Content Example</b></p> <p>For example in assigned groups, students look explanation of the earth's features by looking for patterns on Earth's features, recognizing the representation and distribution of mountains, volcanoes and earthquakes. Then, collectively, they overlay the information from each team, and independently write in their notebooks the team's process, the patterns found, and the debriefing whole group discoveries at the global scale, based on the localized assignments by type of feature, or by region.</p> <p><b>Science and Engineering Practices:</b></p> <p>4. Analyzing and interpreting data 6. Constructing explanations (for science) and designing solutions (for engineering) 8. Obtaining, evaluating, and communicating information.</p> <p>Science and Engineering Performance Expectation: 4-ESS2-2</p>
			b. Write brief summaries of texts and experiences using complete sentences and key words (e.g., from notes or graphic organizers).	b. Write increasingly concise summaries of texts and experiences using complete sentences and key words (e.g., from notes or graphic organizers).	b. Write clear and coherent summaries of texts and experiences using complete and concise sentences and key words (e.g., from notes or graphic organizers).

CA ELD Standards - Sample Grade Level (4) / Part I - Interacting in Meaningful Ways					
	ELD Standard	Emerging	Expanding	Bridging	Applying ELD Standards to Science
C. Productive	11. Supporting opinions	a. Support opinions by expressing appropriate/accurate reasons using textual evidence (e.g., referring to text) or relevant background knowledge about content, with substantial support.	a. Support opinions or persuade others by expressing appropriate/accurate reasons using some textual evidence (e.g., paraphrasing facts) or relevant background knowledge about content, with moderate support.	a. Support opinions or persuade others by expressing appropriate/accurate reasons using detailed textual evidence (e.g., quotations or specific events from text) or relevant background knowledge about content, with light support.	<p><b>Applying ELD Standards to Science</b>                      In science and engineering, students share information to ask questions and plan investigations, collect data and analyze it, while beginning to make claims about phenomena or conclusions using evidence from their investigation. These behaviors, modeled by the teacher and reinforced in a learning environment that acknowledges the value of making mistakes and having differences of opinion, allow for practice of nascent argumentation, and accuracy in evidence gathering to provide reasonable justifications to their claims. Teacher think-aloud further reinforces these practices.</p> <p><b>Sample Science Content Example</b>                      For example, examining layers of soil with different evidence of change through time, students ask questions about the layers. They work in pairs to determine the order of events in the layers and the type of evidence that each provides. Ensuing investigations and reading connects fossil fuel sources, their use and potential hazards to the environment, opening the discourse for argumentation and interpretations, engaging students in the art of persuasion, using evidence and gathering more information to corroborate their position and claims.</p> <p><b>Science and Engineering Practices</b>                      1. Asking questions (for science) and defining problems (for engineering)                      4. Analyzing and interpreting data                      6. Constructing explanations (for science) and designing solutions (for engineering)                      7. Engaging in argument from evidence                      8. Obtaining, evaluating, and communicating information.</p> <p>Science and Engineering Performance Expectations: 4-ESS1-1 and 4-ESS3-1</p>
		b. Express ideas and opinions or temper statements using basic modal expressions (e.g., can, will, maybe).	b. Express attitude and opinions or temper statements with familiar modal expressions (e.g., maybe/probably, can/must).	b. Express attitude and opinions or temper statements with nuanced modal expressions (e.g., probably/certainly, should/would) and phrasing (e.g., In my opinion . . .).	<p><b>Applying ELD Standards to Science</b>                      In science and engineering, students share information to ask questions and plan investigations, collect data and analyze it, while beginning to make claims about phenomena or conclusions using evidence from their investigation. These behaviors, modeled by the teacher and reinforced in a learning environment that acknowledges the value of making mistakes, allow for practice of nascent argumentation, and accuracy in evidence gathering to provide reasonable justifications to their claims. Teacher think-aloud further reinforces these practices.</p> <p><b>Sample Science Content Example</b>                      For example, following modeling of the Earth's layers, ensuing investigations and reading connected to fossil fuel sources, their use and potential hazards to the environment, opens the discourse for argumentation and interpretations, engaging students in the art of persuasion, using evidence and gathering more information, such as quantitative relative measures of impact from fossil fuel use to corroborate their position, express their ideas with the needed emphasis and expressions.</p> <p><b>Science and Engineering Practices</b>                      3. Planning and carrying out investigations                      4. Analyzing and interpreting data                      5. Using mathematics and computational thinking                      6. Constructing explanations (for science) and designing solutions (for engineering)                      7. Engaging in argument from evidence                      8. Obtaining, evaluating, and communicating information</p> <p>Science and Engineering Performance Expectation: 4-ESS3-1</p>

CA ELD Standards - Sample Grade Level (4) / Part I - Interacting in Meaningful Ways					
	ELD Standard	Emerging	Expanding	Bridging	Applying ELD Standards to Science
C. Productive	12. Selecting language resources	a. Use a select number of general academic and domain-specific words to create precision while speaking and writing.	a. Use a growing number of general academic and domain-specific words, synonyms, and antonyms to create precision and shades of meaning while speaking and writing.	a. Use a wide variety of general academic and domain-specific words, synonyms, antonyms, and figurative language to create precision and shades of meaning while speaking and writing.	<p><b>Applying ELD Standards to Science</b></p> <p>In science and engineering, EL students work collaboratively in teams developing models to quantify criteria that are not easy to quantify (e.g., energy efficiency of a house design, effectiveness of a water filter) and collect data. In small groups, students compare different design solutions as they analyze the data and information gathered through experiments, interviews from invited guests, or other trustworthy resources. Students would use these data to generate design solutions that meet the criteria or needs in order to optimize a given design. Students need to refer to details and examples from scientific resources and illustrated texts, their notes and journals, or other sources to explain with precision (and better understand through discussion) inferences they've made, events, procedures, ideas, and concepts.</p> <p><b>Sample Science Content Example</b></p> <p>For example, they may work on models of rates of erosion under different conditions, using erosion tables, real-world data from local mud slides after a storm, images of effects of weathering and erosion, and charts of collected data during their group investigations. They need to use specific language while measuring their tested models and results, and recording and discussing their ideas with others; such as to the slope of the table, the quantitative data units used for time, weight and volume of material being eroded by water. They clarify to others their ideas for the process, ensuring the team work is productive, accurate and testing the questions inherent in the investigation and in creating solutions to flood-related problems in their scenarios and/or local communities.</p> <p><b>Science and Engineering Practices</b></p> <ol style="list-style-type: none"> <li>Asking questions (for science) and defining problems (for engineering)</li> <li>Planning and carrying out investigations</li> <li>Analyzing and interpreting data</li> <li>Constructing explanations (for science) and designing solutions (for engineering)</li> <li>Obtaining, evaluating, and communicating information.</li> </ol> <p>Science and Engineering Performance Expectations: 3-5-ETS1-2 and 4ESS2-1</p>
		b. Select a few frequently used affixes for accuracy and precision (e.g., She walks, I'm unhappy).	b. Select a growing number of frequently used affixes for accuracy and precision (e.g., She walked. He likes . . . , I'm unhappy).	b. Select a variety of appropriate affixes for accuracy and precision (e.g., She's walking. I'm uncomfortable. They left reluctantly).	<p><b>Applying ELD Standards to Science</b></p> <p>In science and engineering students plan and carry out investigations, producing data as evidence for explanations of phenomena or for testing a designed solution. As part of the scientific practices, they ask questions, design and use models, use mathematical and computational thinking, and obtain, evaluate and communicate information about phenomena, processes and solutions both orally and in writing.</p> <p><b>Sample Science Content Example</b></p> <p>For example, as the teacher and students engage in engineering design, they need to identify the most critical criteria and constraints about a given challenge, such as building a sequence of moving objects that uses at least one of each of the types of simple machines - lever (ramp), wheel and axle and pulley - to make a bell ring. Students are given a set of the same materials: cardboard, toy cars, cups, string, balls and a bell. They design models and collaboratively analyze the trade-offs they may have to make in their designs. Throughout the process, students record data in their notebooks and prepare to make presentations to their peers. They also are required to explain who contributed to which part of the model. In so doing, they need to properly use affixes expressing actions and who did what portion of the task.</p> <p><b>Science and Engineering Practices</b></p> <ol style="list-style-type: none"> <li>Asking questions (for science) and defining problems (for engineering)</li> <li>Planning and carrying out investigations</li> <li>Constructing explanations (for science) and designing solutions (for engineering)</li> <li>Obtaining, evaluating, and communicating information.</li> </ol> <p>Science and Engineering Performance Expectations: 4-PS3-4 and 3-5-ETS1-2</p>

CA ELD Standards - Sample Grade Level (4) / Part II - Learning About How English Works					
ELD Standard	Emerging	Expanding	Bridging	Applying ELD Standards to Science	
A. Structuring Cohesive Texts	1. Understanding text structure	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.	<p><b>Applying ELD Standards to Science</b> In a science and engineering classroom, students conduct short research projects to build knowledge through investigations, while organizing their ideas in journals for reference, evidence gathering, refining of concepts and reporting. The different types of language representation in science may include simulations, videos, diagrams, charts, tables, informational narrative, graphics and labeled illustrations depicting processes, structures and relationships - among others. EL 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>Sample Science Content Example</b> For example, as students conduct observations of images of various types of animals to identify features for survival, the teacher may create a "T-chart" for students to write the name of the animal on one column, while writing descriptive characteristics for each animal on the other column. In this manner, students are able to reference evidence about a particular animal much quicker than if the text had been written in narrative format. Then, in completing a challenge to build a model of an organism that meets certain criteria, students would use a chronological writing format to be able to have their model replicated by others. "First, you cut...; then, you use ... to make...; finally, put together ... in order to represent... of the organism."</p> <p><b>Science and Engineering Practices</b> 4. Analyzing and interpreting data 6. Constructing explanations (for science) and designing solutions (for engineering) 8. Obtaining, evaluating, and communicating information.</p> <p>Science and Engineering Performance Expectation:4-LS1-1</p>
	2. Understanding cohesion	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.	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.	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><b>Applying ELD Standards to Science</b> In science and engineering classrooms, teachers facilitate close reading and inquiry with texts, by chunking paragraph texts –and distributing different sections to teams in order to "jigsaw" the information on the text. The selection of texts needs to have relevant and engaging events related to the concept, such as floods and erosion, and include data gathered and written through erosion investigations from their teams. Each pair of students analyzes the assigned section, and as a team, they re-construct orally their understanding, to then write a collective summary of the article or data interpretations in their journals.</p> <p><b>Sample Science Content Example</b> For example, they may read in the book: "the group conducted an investigation about erosion", while the teacher may restate, or bring to their attention that "the group investigated about erosion." To build more detail in their reporting about erosion tables with or without preventive strategies, students may say: "There was a lot of erosion on the model of land from flooding it without any preventive strategies" and as they compare models with those using preventing strategies, they may say and write: "The floods with preventive strategies eroded the model of land less".</p> <p><b>Science and Engineering Practices</b> 3. Planning and carrying out investigations 4. Analyzing and interpreting data 5. Using mathematics and computational thinking 6. Constructing explanations (for science) and designing solutions (for engineering) 8. Obtaining, evaluating, and communicating information.</p> <p>Science and Engineering Performance Expectation: 4-ESS2-1</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., first/next, at the beginning) to comprehending texts and writing basic 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., for example, in the first place, as a result, on the other hand) 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., consequently, specifically, however, moreover) to comprehending texts and writing cohesive texts.	<p><b>Applying ELD Standards to Science</b> In science and engineering classrooms, teachers make consistent and purposeful use of 'sentence frames' to facilitate visible language references, while modeling their use and the corresponding conditions under which each can be used. For example, to express cause: because, when...; to express condition, "if... then"; "provided that ..." or "what if we ...", to conclude: "In summary", etc. When reading text closely, the teacher explicitly identifies and models the use of transitional words or phrases, and posts them onto a word wall by utility categories as reference.</p> <p><b>Sample Science Content Example</b> For example, as students test how systematic increase of weights can affect the speed of an object sliding down a ramp, they also read about the engineering behind roads, with concepts such as comparing speeds posted on freeways that are fast vs. speed on hilly roads or mountain crossing freeways, opening opportunities for nascent argumentation and student interpretation of real-world scenarios in context with the science and engineering content they are learning. The students may ask: "what if we add one weight at a time?" Or, they may comment "If we change the slope, we need to keep the weight the same", or find a relationship and report: "because the weight increased, the car moved faster downhill on the flat ramp". Through frequent opportunities to use transitional words students are better prepared to negotiate which variables they need to control or manipulate, and how to interpret information to use it as evidence in their claim building, as well as to connect their models and investigations to real-world situations.</p>

CA ELD Standards - Sample Grade Level (4) / Part II - Learning About How English Works					
	ELD Standard	Emerging	Expanding	Bridging	Applying ELD Standards to Science
B. Expanding and Enriching Texts	3. Using verbs and verb phrases	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.	<p><b>Applying ELD Standards to Science</b> In science and engineering, EL students work in pairs or small groups to conduct investigations and brief research projects, sharing their findings, questions and interpretations with peers or the whole class via oral or written reports. The teacher models, the use of the present perfect form of the verb, as a format that more accurately describes investigations done over time and allows for more objective reporting in science.</p> <p><b>Sample Science Content Example</b> For example, as students report testing how to attach and secure a model of a house made of straws, clay and pins, to resist an 'earthquake' from a shake table built to test their designs, the teacher models and records on the board ways students may report their steps in their design process (i.e. our team has completed three trials. We have tested two types of attachments. So far, we have found that...)</p> <p><b>Science and Engineering Practices</b></p> <ol style="list-style-type: none"> <li>1. Asking questions (for science) and defining problems (for engineering)</li> <li>3. Planning and carrying out investigations</li> <li>4. Analyzing and interpreting data</li> <li>5. Using mathematics and computational thinking</li> <li>6. Constructing explanations (for science) and designing solutions (for engineering)</li> <li>8. Obtaining, evaluating, and communicating information.</li> </ol>
	4. Using nouns and noun phrases	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.	<p><b>Applying ELD Standards to Science</b> In science and engineering, EL students conduct short research projects to build knowledge through investigation. They engage in collaborative conversations about the topic, 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> <p><b>Sample Science Content Example</b> For example, while looking at the Mercalli scale of damage to buildings according to how much evidence of damage exists, the students may refer to the Richter scale value for comparison, and use their own language to describe and compare the data: "When the quake is weaker – like on a scale 2 in the Richter, there is no damage. When the quake is stronger, within the range in the Richter of 6-8, there is major damage. The strongest quake in Alaska did not do too much damage because not many people lived there."</p> <p><b>Science and Engineering Practices</b></p> <ol style="list-style-type: none"> <li>1. Asking questions (for science) and defining problems (for engineering)</li> <li>4. Analyzing and interpreting data</li> <li>5. Using mathematics and computational thinking</li> <li>6. Constructing explanations (for science) and designing solutions (for engineering)</li> <li>8. Obtaining, evaluating, and communicating information.</li> </ol> <p>Science and Engineering Performance Expectation: 4-ESS3-2</p>
	5. Modifying to add details	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.	<p><b>Applying ELD Standards to Science</b> In science and engineering students plan and carry out investigations, producing data as evidence for explanations of phenomena or for testing a designed solution. As part of the scientific practices, they ask questions, design and use models, use mathematical and computational thinking, and obtain, evaluate and communicate information about phenomena, processes and solutions both orally and in writing. In order to more accurately describe details in their investigations, or to interpret information in texts, the teacher models how to identify and use adverbs.</p> <p><b>Sample Science Content Example</b> For example, as students build and test a mechanical model to test how the speed of an object relates to the energy in the object, and they have been given a set of materials and constraints for their design, the teacher guides students to be able to identify specific details in sections of the design and their purpose by using descriptive language (i.e., when we pushed the car gently - (manner), it only-(manner) traveled 5 ft (quantity). Then (time), when we pushed the car harder (manner), it traveled 10 ft. (quantity). We marked on the ground the starting and finishing location with tape so we could measure how much (quantity) distance there was from here to there (place) (showing an illustration where the start and ending locations are). We decided to try it again (time) on carpeting (circumstance) to compare the results...</p> <p><b>Science and Engineering Practices</b></p> <ol style="list-style-type: none"> <li>1. Asking questions (for science) and defining problems (for engineering)</li> <li>4. Analyzing and interpreting data</li> <li>5. Using mathematics and computational thinking</li> <li>6. Constructing explanations (for science) and designing solutions (for engineering)</li> <li>8. Obtaining, evaluating, and communicating information.</li> </ol> <p>Science and Engineering Performance Expectation: 4-PS3-1</p>

CA ELD Standards - Sample Grade Level (4) / Part II - Learning About How English Works					
	ELD Standard	Emerging	Expanding	Bridging	Applying ELD Standards to Science
C. Connecting and Condensing Ideas	6. Connecting ideas	Combine clauses in a few basic ways to make connections between and join ideas (e.g., creating compound sentences using and, but, so).	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., He stayed at home on Sunday to study for Monday's exam) or to make a concession (e.g., She studied all night even though she wasn't feeling well).	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., He stayed at home on Sunday because he had an exam on Monday), to make a concession (e.g., She studied all night even though she wasn't feeling well), or to link two ideas that happen at the same time (e.g., The students worked in groups while their teacher walked around the room).	<p><b>Applying ELD Standards to Science</b>                      In science and engineering students plan and carry out investigations, producing data as evidence for explanations of phenomena or for testing a designed solution. As part of the scientific practices, they ask questions, design and use models, use mathematical and computational thinking, and obtain, evaluate and communicate information about phenomena, processes and solutions both orally and in writing. Also, as part of science and engineering practices, building connections and explaining to others how things relate to one another is part of the discourse. ELs at first might use oral language and common every day terminology to do so, but as they engage in use of the academic language through frequent and meaningful investigations, they can apply academic language to each new context in writing and with greater complexity. Modeling and think aloud by the teacher will facilitate this process, making explicit how ideas that show connectivity can be shared.</p> <p><b>Sample Science Content Example</b>                      For example, as students provide evidence that energy can be transferred from place to place by sound, light, heat, and electric currents, students discourse surrounding their investigations with circuits and building a model to make a doorbell ring may include combining clauses in the following ways:                      "The doorbell did not ring, even though the switch was closed." (concession building) "We put two batteries on the circuit because one barely made it work." (reason)                      "We tested how long it would last on, while we wrote our notes." (simultaneity)                      "When we connect all the wires, the battery, the switch and the bell, then it rings." (reason).</p> <p><b>Science and Engineering Practices</b>                      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                      8. Obtaining, evaluating, and communicating information.</p> <p>Science and Engineering Performance Expectation: 4-PS3-2</p>
	7. Condensing ideas	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 who changed the world) 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 that are made without chemical fertilizers or insecticides) 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 destroyed the rain forest. Lots of animals died □ The destruction of the rain forest led to the death of many animals) to create precise and detailed sentences.	[No sample examples provided for Standard 7.]