



Correlations to the California ELD Standards Map and California CCSS for ELA Standards Map

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Grades 4-8

California



Standards Map for Program 5 Specialized ELD, Grades Four Through Eight
California English Language Development Standards
California Common Core State Standards for English Language Arts

Standards labeling key:

ELA Standards are identified by their strand, grade, and number.

RL.4.3 = reading literature, grade 4, standard 3; W.5.1a = writing, grade 5, standard 1a.

ELD Standards are identified by part, grade level, number, and proficiency level

PI.4.1.Ex = part I, grade 4, standard 1, expanding proficiency level

[XX.] = Indicates corresponding ELA standard number

Standard	Standard Language	Publisher Citations for CA ELD Standards	Meets Standard		Reviewer Comments, Citations, and Questions
			Y	N	
	ENGLISH LANGUAGE DEVELOPMENT				
	Part I: A. Collaborative				
Grade 4	1. Exchanging Information/Ideas				
PI.4.1.Ex	Contribute to class, group, and partner discussions, including sustained dialogue, by following turn-taking rules, asking relevant questions, affirming others, and adding relevant information.	Grade 4 SE: pp. 142, 210, 234 Grade 4 TE: Vol. 1 pp. 94, 224, 231; Vol. 2 pp. 639, 731			
PI.4.1.Br	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.	Grade 4 SE: pp. 2, 210, 234 Grade 4 TE: Vol. 1 pp. 94, 224, 231; Vol. 2 pp. 639, 731			
	CORRESPONDING CA CCSS for ELA For Reference Only: No Citations Needed				
	[1.] Speaking and Listening: Comprehension and Collaboration				
SL.4.1a	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.				

Standard	Standard Language	Publisher Citations for CA ELD Standards	Meets Standard		Reviewer Comments, Citations, and Questions
			Y	N	
SL.4.1b	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly. Follow agreed-upon rules for discussions and carry out assigned roles.				
SL.4.1c	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.				
SL.4.1d	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.				
	ENGLISH LANGUAGE DEVELOPMENT				
Grade 5	[1.] Exchanging Information/Ideas				
PI.5.1.Ex	Contribute to class, group, and partner discussions, including sustained dialogue, by following turn-taking rules, asking relevant questions, affirming others, and adding relevant information.	Grade 5 SE: pp. 39, 69, 125 Grade 5 TE: Vol. 1 pp. 122, 418; Vol. 2 pp. 523, 645, 847			
PI.5.1.Br	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.	Grade 5 SE: pp. 39, 69, 125 Grade 5 TE: Vol. 1 pp. 122, 418; Vol. 2 pp. 523, 645, 847			
	CORRESPONDING CA CCSS for ELA For Reference Only: No Citations Needed				

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RL.4.3 = reading literature, grade 4, standard 3; W.5.1a = writing, grade 5, standard 1a.

ELD Standards are identified by part, grade level, number, and proficiency level

PI.4.1.Ex = part I, grade 4, standard 1, expanding proficiency level

[XX.] = Indicates corresponding ELA standard number

		Publisher Citations for CA ELD Standards	Meets Standard		Reviewer Comments, Citations, and Questions
Standard	Standard Language		Y	N	
	[1.] Speaking and Listening: Comprehension and Collaboration				
SL.5.1a	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others’ ideas and expressing their own clearly. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.				
SL.5.1b	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others’ ideas and expressing their own clearly. Follow agreed-upon rules for discussions and carry out assigned roles.				
SL.5.1c	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others’ ideas and expressing their own clearly. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.				
SL.5.1d	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others’ ideas and expressing their own clearly. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.				
	ENGLISH LANGUAGE DEVELOPMENT				
Grade 6	1. Exchanging Information/Ideas				
PI.6.1.Ex	Contribute to class, group, and partner discussions by following turn-taking rules, asking relevant questions, affirming others, adding relevant information, and paraphrasing key ideas.	Grade 6 SE: pp. 33, 87, 196 Grade 6 TE: Vol. 1 pp. 102, 367, 386; Vol. 2 pp. 524, 551			
PI.6.1.Br	Contribute to class, group, and partner	Grade 6 SE: pp. 33, 87,			

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Standard	Standard Language	Publisher Citations for CA ELD Standards	Meets Standard		Reviewer Comments, Citations, and Questions
			Y	N	
	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.	196 Grade 6 TE: Vol. 1 pp. 102, 367, 386; Vol. 2 pp. 524, 551			
	CORRESPONDING CA CCSS for ELA For Reference Only: No Citations Needed				
	[1.] Speaking and Listening: Comprehension and Collaboration				
SL.6.1a	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.				
SL.6.1b	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.				
SL.6.1c	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.				
SL.6.1d	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.				
	ENGLISH LANGUAGE DEVELOPMENT				

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PI.4.1.Ex = part I, grade 4, standard 1, expanding proficiency level

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Standard	Standard Language	Publisher Citations for CA ELD Standards	Meets Standard		Reviewer Comments, Citations, and Questions
			Y	N	
Grade 7	1. Exchanging Information/Ideas				
PI.7.1.Ex	Contribute to class, group, and partner discussions by following turn-taking rules, asking relevant questions, affirming others, adding relevant information, and paraphrasing key ideas.	Grade 7 SE: pp. 13, 160, 277 Grade 7 TE: Vol. 1 pp. 14; Vol. 2 pp. 442, 452, 474, 810–811			
PI.7.1.Br	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.	Grade 7 SE: pp. 13, 160, 277 Grade 7 TE: Vol. 1 pp. 14; Vol. 2 pp. 442, 452, 474, 810–811			
	CORRESPONDING CA CCSS for ELA For Reference Only: No Citations Needed				
	[1.] Speaking and Listening: Comprehension and Collaboration				
SL.7.1a	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.				
SL.7.1b	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.				
SL.7.1c	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others'				

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			Y	N	
	ideas and expressing their own clearly. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.				
SL.7.1d	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. Acknowledge new information expressed by others and, when warranted, modify their own views.				
	ENGLISH LANGUAGE DEVELOPMENT				
Grade 8	1. Exchanging Information/Ideas				
PI.8.1.Ex	Contribute to class, group, and partner discussions by following turn-taking rules, asking relevant questions, affirming others, adding relevant information, and paraphrasing key ideas.	Grade 8 SE: pp. 43, 75, 235 Grade 8 TE: Vol. 1 pp. 4, 61, 148, 291, 406			
PI.8.1.Br	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.	Grade 8 SE: pp. 43, 75, 235 Grade 8 TE: Vol. 1 pp. 4, 61, 148, 291, 406			
	CORRESPONDING CA CCSS for ELA For Reference Only: No Citations Needed				
	[1.] Speaking and Listening: Comprehension and Collaboration				
SL.8.1a	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.				

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PI.4.1.Ex = part I, grade 4, standard 1, expanding proficiency level

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			Y	N	
SL.8.1b	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.				
SL.8.1c	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.				
SL.8.1d	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.				
	ENGLISH LANGUAGE DEVELOPMENT				
	Part I: A. Collaborative				
Grade 4	2. Interacting via Written English				
PI.4.2.Ex	Collaborate with peers on joint writing projects of longer informational and literary texts, using technology where appropriate for publishing, graphics, etc.	Grade 4 SE: pp. 177, 198–199, 246–247 Grade 4 TE: Vol. 1 pp. 20, 82, 162; Vol. 2 pp. 744, 791			
PI.4.2.Br	Collaborate with peers on joint writing projects of a variety of longer informational and literary texts, using technology where appropriate for publishing, graphics, etc.	Grade 4 SE: pp. 177, 198–199, 246–247 Grade 4 TE: Vol. 1 pp. 20, 82, 162; Vol. 2 pp. 744, 791			
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		Publisher Citations for CA ELD Standards	Meets Standard		Reviewer Comments, Citations, and Questions
Standard	Standard Language		Y	N	
	[2.] Writing: Text Types and Purposes				
W.4.6	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.				
	[2.] Language: Conventions of Standard English				
L.4.1a	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Use interrogative , relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why). CA				
L.4.1b	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.				
L.4.1c	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Use modal auxiliaries (e.g., can, may, must) to convey various conditions.				
L.4.1d	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).				
L.4.1e	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Form and use prepositional phrases.				
L.4.1f	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.* [Beginning in grade 3, skills and understandings that are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking are marked with an asterisk (*).]				

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Standard	Standard Language	Publisher Citations for CA ELD Standards	Meets Standard		Reviewer Comments, Citations, and Questions
			Y	N	
L.4.1g	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Correctly use frequently confused words (e.g., to, too, two; there, their).*				
L.4.1h	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. h. Write fluidly and legibly in cursive or joined italics. CA				
	[2.] Language: Knowledge of Language				
L.4.3a	Use knowledge of language and its conventions when writing, speaking, reading, or listening. Choose words and phrases to convey ideas precisely.*				
L.4.3b	Use knowledge of language and its conventions when writing, speaking, reading, or listening. Choose punctuation for effect.*				
L.4.3c	Use knowledge of language and its conventions when writing, speaking, reading, or listening. Differentiate between contexts that call for formal English (e.g., <i>presenting ideas</i>) and situations where informal discourse is appropriate (e.g., <i>small-group discussion</i>).				
	[2.] Language: Vocabulary Acquisition and Use				
L.4.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., <i>quizzed, whined, stammered</i>) and that are basic to a particular topic (e.g., <i>wildlife, conservation, and endangered when discussing animal preservation</i>).				
	ENGLISH LANGUAGE DEVELOPMENT				
	Part I: A. Collaborative				
Grade 5	2. Interacting via Written English				
PI.5.2.Ex	Collaborate with peers on joint writing projects of longer informational and literary texts, using technology where appropriate for publishing, graphics, etc.	Grade 5 SE: pp. 60, 102, 165 Grade 5 TE: Vol. 1 pp. 21; Vol. 2 pp. 499, 605, 754, 865			

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Standard	Standard Language	Publisher Citations for CA ELD Standards	Meets Standard		Reviewer Comments, Citations, and Questions
			Y	N	
PI.5.2.Br	Collaborate with peers on joint writing projects of a variety of longer informational and literary texts, using technology where appropriate for publishing, graphics, etc.	Grade 5 SE: pp. 60, 102, 165 Grade 5 TE: Vol. 1 pp. 21; Vol. 2 pp. 499, 605, 754, 865			
	CORRESPONDING CA CCSS for ELA For Reference Only: No Citations Needed				
	[2.] Writing: Text Types and Purposes				
W.5.6	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.				
	[2.] Language: Conventions of Standard English				
L.5.1a	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.				
L.5.1b	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Form and use the perfect (e.g., <i>I had walked</i> ; <i>I have walked</i> ; <i>I will have walked</i>) verb tenses.				
L.5.1c	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Use verb tense to convey various times, sequences, states, and conditions.				
L.5.1d	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Recognize and correct inappropriate shifts in verb tense.* [Beginning in grade 3, skills and understandings that are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking are marked with an asterisk (*).]				

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			Y	N	
L.5.1e	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Use correlative conjunctions (e.g., <i>either/or</i> , <i>neither/nor</i>).				
	[2.] Language: Knowledge of Language				
L.5.3a	Use knowledge of language and its conventions when writing, speaking, reading, or listening. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.				
L.5.3b	Use knowledge of language and its conventions when writing, speaking, reading, or listening. Compare and contrast the varieties of English (e.g., <i>dialects</i> , <i>registers</i>) used in stories, dramas, or poems.				
	[2.] Language: Vocabulary Acquisition and Use				
L.5.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., <i>however</i> , <i>although</i> , <i>nevertheless</i> , <i>similarly</i> , <i>moreover</i> , <i>in addition</i>).				
	ENGLISH LANGUAGE DEVELOPMENT				
	Part I: A. Collaborative				
Grade 6	2. Interacting via Written English				
PI.6.2.Ex	Engage in longer written exchanges with peers and collaborate on more detailed written texts on a variety of topics, using technology when appropriate.	Grade 6 SE: pp. 8, 52, 125 Grade 6 TE: Vol. 1 pp. 17, 18; Vol. 2 pp. 447, 448, 590			
PI.6.2.Br	Engage in extended written exchanges with peers and collaborate on complex written texts on a variety of topics, using technology when appropriate.	Grade 6 SE: pp. 8, 52, 125 Grade 6 TE: Vol. 1 pp. 17, 18; Vol. 2 pp. 447, 448, 590			
	CORRESPONDING CA CCSS for ELA For Reference Only: No Citations Needed				
	[2.] Writing: Text Types and Purposes				
W.6.6	Use technology, including the Internet, to produce and publish writing as well as to interact				

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	and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.				
	[2.] Language: Knowledge of Language				
L.6.3a	Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Vary sentence patterns for meaning, reader/listener interest, and style.* [Beginning in grade 3, skills and understandings that are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking are marked with an asterisk (*).]				
L.6.3b	Use knowledge of language and its conventions when writing, speaking, reading, or listening. b. Maintain consistency in style and tone.*				
	[2.] Language: Vocabulary Acquisition and Use				
L.6.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.				
	ENGLISH LANGUAGE DEVELOPMENT				
	Part I: A. Collaborative				
Grade 7	2. Interacting via Written English				
PI.7.2.Ex	Engage in longer written exchanges with peers and collaborate on more detailed written texts on a variety of topics, using technology when appropriate.	Grade 7 SE: pp. 8–9, 204–205, 252–253 Grade 7 TE: Vol. 1 pp. 17–18, 159, 309; Vol. 2 pp. 455, 599–600			
PI.7.2.Br	Engage in extended written exchanges with peers and collaborate on complex written texts on a variety of topics, using technology when appropriate.	Grade 7 SE: pp. 8–9, 204–205, 252–253 Grade 7 TE: Vol. 1 pp. 17–18, 159, 309; Vol. 2 pp. 455, 599–600			
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	[2.] Writing: Text Types and Purposes				
W.7.6	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.				
	[2.] Language: Knowledge of Language				
L.7.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.* [Beginning in grade 3, skills and understandings that are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking are marked with an asterisk (*).]				
	[2.] Language: Vocabulary Acquisition and Use				
L.7.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.				
	ENGLISH LANGUAGE DEVELOPMENT				
	Part I: A. Collaborative				
Grade 8	2. Interacting via Written English				
PI.8.2.Ex	Engage in longer written exchanges with peers and collaborate on more detailed written texts on a variety of topics, using technology when appropriate.	Grade 8 SE: pp. 54–55, 142–143, 187 Grade 8 TE: Vol. 1 pp. 18, 162, 304; Vol. 2 pp. 449, 731			
PI.8.2.Br	Engage in extended written exchanges with peers and collaborate on complex written texts on a variety of topics, using technology when appropriate.	Grade 8 SE: pp. 54–55, 142–143, 187 Grade 8 TE: Vol. 1 pp. 18, 162, 304; Vol. 2 pp. 449, 731			

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			Y	N	
	CORRESPONDING CA CCSS for ELA For Reference Only: No Citations Needed				
	[2.] Writing: Text Types and Purposes				
W.8.6	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.				
	[2.] Language: Knowledge of Language				
L.8.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., <i>emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact</i>).				
	2. Language: Vocabulary Acquisition and Use				
L.8.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.				
	ENGLISH LANGUAGE DEVELOPMENT				
	Part I: A. Collaborative				
Grade 4	3. Offering Opinions				
PI.4.3.Ex	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 counter-arguments, etc.	Grade 4 SE: pp. 15, 40, 273 Grade 4 TE: Vol. 1 pp. 94, 101, 116; Vol. 2 pp. 560, 826			
PI.4.3.Br	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 counter-arguments, elaborate on an	Grade 4 SE: pp. 15, 40, 273 Grade 4 TE: Vol. 1 pp. 94, 101, 116; Vol. 2 pp. 560, 826			

Standards labeling key:

ELA Standards are identified by their strand, grade, and number.

RL.4.3 = reading literature, grade 4, standard 3; W.5.1a = writing, grade 5, standard 1a.

ELD Standards are identified by part, grade level, number, and proficiency level

PI.4.1.Ex = part I, grade 4, standard 1, expanding proficiency level

[XX.] = Indicates corresponding ELA standard number

Standard	Standard Language	Publisher Citations for CA ELD Standards	Meets Standard		Reviewer Comments, Citations, and Questions
			Y	N	
	idea, etc.				
	CORRESPONDING CA CCSS for ELA For Reference Only: No Citations Needed				
	[3.] Speaking and Listening: Comprehension and Collaboration				
SL.4.1a	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.				
SL.4.1b	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly. Follow agreed-upon rules for discussions and carry out assigned roles.				
SL.4.1c	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.				
SL.4.1d	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.				
SL.4.6	Differentiate between contexts that call for formal English (e.g., <i>presenting ideas</i>) and situations where informal discourse is appropriate (e.g., <i>small-group discussion</i>); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 and 3 for specific expectations.)				
	[3.] Language: Conventions of Standard English				

Standards labeling key:

ELA Standards are identified by their strand, grade, and number.

RL.4.3 = reading literature, grade 4, standard 3; W.5.1a = writing, grade 5, standard 1a.

ELD Standards are identified by part, grade level, number, and proficiency level

PI.4.1.Ex = part I, grade 4, standard 1, expanding proficiency level

[XX.] = Indicates corresponding ELA standard number

Standard	Standard Language	Publisher Citations for CA ELD Standards	Meets Standard		Reviewer Comments, Citations, and Questions
			Y	N	
L.4.1a	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Use interrogative , relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why). CA				
L.4.1b	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Form and use the progressive (e.g., <i>I was walking; I am walking; I will be walking</i>) verb tenses.				
L.4.1c	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Use modal auxiliaries (e.g., <i>can, may, must</i>) to convey various conditions.				
L.4.1d	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Order adjectives within sentences according to conventional patterns (e.g., <i>a small red bag rather than a red small bag</i>).				
L.4.1e	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Form and use prepositional phrases.				
L.4.1f	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.* [Beginning in grade 3, skills and understandings that are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking are marked with an asterisk (*).]				
L.4.1g	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Correctly use frequently confused words (e.g., <i>to, too, two; there, their</i>).*				
L.4.1h	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Write fluidly and legibly in cursive or joined italics. CA				

Standards labeling key:

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RL.4.3 = reading literature, grade 4, standard 3; W.5.1a = writing, grade 5, standard 1a.

ELD Standards are identified by part, grade level, number, and proficiency level

PI.4.1.Ex = part I, grade 4, standard 1, expanding proficiency level

[XX.] = Indicates corresponding ELA standard number

Standard	Standard Language	Publisher Citations for CA ELD Standards	Meets Standard		Reviewer Comments, Citations, and Questions
			Y	N	
L.4.3a	Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Choose words and phrases to convey ideas precisely.*				
L.4.3b	Use knowledge of language and its conventions when writing, speaking, reading, or listening. b. Choose punctuation for effect.* [Beginning in grade 3, skills and understandings that are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking are marked with an asterisk (*).]				
L.4.3c	Use knowledge of language and its conventions when writing, speaking, reading, or listening. c. Differentiate between contexts that call for formal English (e.g., <i>presenting ideas</i>) and situations where informal discourse is appropriate (e.g., <i>small-group discussion</i>).				
L.4.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., <i>quizzed, whined, stammered</i>) and that are basic to a particular topic (e.g., <i>wildlife, conservation, and endangered when discussing animal preservation</i>).				
	ENGLISH LANGUAGE DEVELOPMENT				
	Part I: A. Collaborative				
Grade 5	3. Offering Opinions				
PI.5.3.Ex	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 counter-arguments, etc.	Grade 5 SE: pp. 69, 75, 238–240 Grade 5 TE: Vol. 1 pp. 224; Vol. 2 pp. 628, 692–693, 720–721, 724			
PI.5.3.Br	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 counter-arguments, elaborate on an idea, etc.	Grade 5 SE: pp. 69, 75, 238–240 Grade 5 TE: Vol. 1 pp. 224; Vol. 2 pp. 628, 692–693, 720–721, 724			
	CORRESPONDING CA CCSS for ELA				

Standards labeling key:

ELA Standards are identified by their strand, grade, and number.

RL.4.3 = reading literature, grade 4, standard 3; W.5.1a = writing, grade 5, standard 1a.

ELD Standards are identified by part, grade level, number, and proficiency level

PI.4.1.Ex = part I, grade 4, standard 1, expanding proficiency level

[XX.] = Indicates corresponding ELA standard number

Standard	Standard Language	Publisher Citations for CA ELD Standards	Meets Standard		Reviewer Comments, Citations, and Questions
			Y	N	
	For Reference Only: No Citations Needed				
	[3.] Speaking and Listening: Comprehension and Collaboration				
SL.5.1a	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.				
SL.5.1b	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly. Follow agreed-upon rules for discussions and carry out assigned roles.				
SL.5.1c	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.				
SL.5.1d	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.				
SL.5.3	Summarize the points a speaker or media source makes and explain how each claim is supported by reasons and evidence, and identify and analyze any logical fallacies. CA				
	[3.] Speaking and Listening: Comprehension and Collaboration				
SL.5.6	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 for specific expectations.)				
	ENGLISH LANGUAGE DEVELOPMENT				
	Part I: A. Collaborative				

Standards labeling key:

ELA Standards are identified by their strand, grade, and number.

RL.4.3 = reading literature, grade 4, standard 3; W.5.1a = writing, grade 5, standard 1a.

ELD Standards are identified by part, grade level, number, and proficiency level

PI.4.1.Ex = part I, grade 4, standard 1, expanding proficiency level

[XX.] = Indicates corresponding ELA standard number

Standard	Standard Language	Publisher Citations for CA ELD Standards	Meets Standard		Reviewer Comments, Citations, and Questions
			Y	N	
Grade 6	[3.] Supporting Opinions and Persuading Others				
PI.6.3.Ex	Negotiate with or persuade others in conversations (e.g., <i>to provide counter-arguments</i>) using an expanded set of learned phrases (I agree with X, but . . .), as well as open responses.	Grade 6 SE: pp. 15, 33, 196 Grade 6 TE: Vol. 1 pp. 38, 102; Vol. 2 pp. 608, 669, 789			
PI.6.3.Br	Negotiate with or persuade others in conversations using appropriate register (e.g., <i>to reflect on multiple perspectives</i>) 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.	Grade 6 SE: pp. 15, 33, 196 Grade 6 TE: Vol. 1 pp. 38, 102; Vol. 2 pp. 608, 669, 789			
	CORRESPONDING CA CCSS for ELA For Reference Only: No Citations Needed				
	[3.] Speaking and Listening: Comprehension and Collaboration				
SL.6.1d	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.				
SL.6.4	Present claims and findings (e.g., argument, narrative, informative, response to literature presentations), sequencing ideas logically and using pertinent descriptions, facts, and details and nonverbal elements to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation. CA a. Plan and deliver an informative/explanatory presentation that: develops a topic with relevant facts, definitions, and concrete details; uses appropriate transitions to clarify relationships; uses precise language and domain specific vocabulary; and provides a strong conclusion. CA				

Standards labeling key:

ELA Standards are identified by their strand, grade, and number.

RL.4.3 = reading literature, grade 4, standard 3; W.5.1a = writing, grade 5, standard 1a.

ELD Standards are identified by part, grade level, number, and proficiency level

PI.4.1.Ex = part I, grade 4, standard 1, expanding proficiency level

[XX.] = Indicates corresponding ELA standard number

Standard	Standard Language	Publisher Citations for CA ELD Standards	Meets Standard		Reviewer Comments, Citations, and Questions
			Y	N	
	ENGLISH LANGUAGE DEVELOPMENT				
	Part I: A. Collaborative				
Grade 7	3. Supporting Opinions and Persuading Others				
PI.7.3.Ex	Negotiate with or persuade others in conversations (e.g., <i>to provide counter-arguments</i>) using learned phrases (I agree with X, but . . .), and open responses.	Grade 7 SE: pp. 74, 94, 285 Grade 7 TE: Vol. 1 pp. 191, 222; Vol. 2 pp. 641, 728, 830–831			
PI.7.3.Br	Negotiate with or persuade others in conversations using appropriate register (e.g., <i>to acknowledge new information</i>) 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.	Grade 7 SE: pp. 74, 94, 285 Grade 7 TE: Vol. 1 pp. 191, 222; Vol. 2 pp. 641, 728, 830–831			
	CORRESPONDING CA CCSS for ELA For Reference Only: No Citations Needed				
	[3.] Writing: Text Types and Purposes				
W.7.1a	Write arguments to support claims with clear reasons and relevant evidence. a. Introduce claim(s), acknowledge and address alternate or opposing claims, and organize the reasons and evidence logically. CA				
W.7.1b	Write arguments to support claims with clear reasons and relevant evidence. b. Support claim(s) or counterarguments with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. CA				
	[3.] Speaking and Listening: Comprehension and Collaboration				
SL.7.1d	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. Acknowledge new information expressed by others and, when warranted, modify their own				

Standards labeling key:

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ELD Standards are identified by part, grade level, number, and proficiency level

PI.4.1.Ex = part I, grade 4, standard 1, expanding proficiency level

[XX.] = Indicates corresponding ELA standard number

Standard	Standard Language	Publisher Citations for CA ELD Standards	Meets Standard		Reviewer Comments, Citations, and Questions
			Y	N	
	views.				
	[3.] Speaking and Listening: Presentation of Knowledge and Ideas				
SL.7.4	Present claims and findings (e.g., argument, narrative, summary presentations), emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation. CA a. Plan and present an argument that: supports a claim, acknowledges counterarguments, organizes evidence logically, uses words and phrases to create cohesion, and provides a concluding statement that supports the argument presented. CA				
	ENGLISH LANGUAGE DEVELOPMENT				
	Part I: A. Collaborative				
Grade 8	3. Supporting Opinions and Persuading Others				
PI.8.3.Ex	Negotiate with or persuade others in conversations (e.g., <i>to provide counter-arguments</i>) using learned phrases (<i>I agree with X, but . . .</i>) and open responses.	Grade 8 SE: pp. 29, 240, 255 Grade 8 TE: Vol. 1 pp. 14, 162, 388; Vol. 2 pp. 790, 831			
PI.8.3.Br	Negotiate with or persuade others in conversations using an appropriate register (e.g., <i>to acknowledge new information and justify views</i>) 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.	Grade 8 SE: pp. 29, 240, 255 Grade 8 TE: Vol. 1 pp. 14, 162, 388; Vol. 2 pp. 790, 831			
	CORRESPONDING CA CCSS for ELA For Reference Only: No Citations Needed				
	[3.] Writing: Text Types and Purposes				

Standards labeling key:

ELA Standards are identified by their strand, grade, and number.

RL.4.3 = reading literature, grade 4, standard 3; W.5.1a = writing, grade 5, standard 1a.

ELD Standards are identified by part, grade level, number, and proficiency level

PI.4.1.Ex = part I, grade 4, standard 1, expanding proficiency level

[XX.] = Indicates corresponding ELA standard number

Standard	Standard Language	Publisher Citations for CA ELD Standards	Meets Standard		Reviewer Comments, Citations, and Questions
			Y	N	
W.8.1a	Write arguments to support claims with clear reasons and relevant evidence. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.				
W.8.1b	Write arguments to support claims with clear reasons and relevant evidence. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.				
W.8.1c	Write arguments to support claims with clear reasons and relevant evidence. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.				
	[3.] Speaking and Listening: Text Types and Purposes				
SL.8.1d	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.				
	[3.] Speaking and Listening: Presentation of Knowledge and Ideas				
SL.8.4	Present claims and findings (e.g., argument, narrative, response to literature presentations), emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation. CA a. Plan and present a narrative that: establishes a context and point of view, presents a logical sequence, uses narrative techniques (e.g., dialogue, pacing, description, sensory language), uses a variety of transitions, and provides a conclusion that reflects the experience. CA				
	ENGLISH LANGUAGE DEVELOPMENT				
	Part I: B. Interpretive				
Grade 4	6. Reading/Viewing Closely				
PI.4.6.Ex	a) Describe ideas, phenomena (e.g., <i>animal migration</i>), and text elements (main idea, central	Grade 4 SE: pp. 107, 136, 267			

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ELD Standards are identified by part, grade level, number, and proficiency level

PI.4.1.Ex = part I, grade 4, standard 1, expanding proficiency level

[XX.] = Indicates corresponding ELA standard number

Standard	Standard Language	Publisher Citations for CA ELD Standards	Meets Standard		Reviewer Comments, Citations, and Questions
			Y	N	
	message, etc.) in greater detail based on close reading of a variety of grade-level texts with moderate support. b) Use knowledge of morphology (e.g., <i>affixes, roots, and base words</i>), linguistic context, and reference materials to determine the meaning of unknown words on familiar topics.	Grade 4 TE: Vol. 1 pp. 64, 81, 114, 361; Vol. 2 pp. 530			
PI.4.6.Br	a) Describe ideas, phenomena (e.g., <i>pollination</i>), and text elements (main idea, character traits, event sequence, etc.) in detail based on close reading of a variety of grade-level texts with light support. b) Use knowledge of morphology (e.g., <i>affixes, roots, and base words</i>) and linguistic context to determine the meaning of unknown and multiple-meaning words on familiar and new topics.	Grade 4 SE: pp. 107, 136, 267 Grade 4 TE: Vol. 1 pp. 64, 81, 114, 361; Vol. 2 pp. 530			
	CORRESPONDING CA CCSS for ELA For Reference Only: No Citations Needed				
	[6.] Reading Literature: Key Ideas and Details				
RL.4.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.				
RL.4.2	Determine a theme of a story, drama, or poem from details in the text; summarize the text.				
RL.4.3	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., <i>a character's thoughts, words, or actions</i>).				
	[6.] Reading Literature: Craft and Structure				
RL.4.4	Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., <i>Herculean</i>). (See grade 4 Language standards 4–6 for additional expectations.) CA				
	[6.] Reading Literature: Integration of Knowledge and Ideas				

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ELD Standards are identified by part, grade level, number, and proficiency level

PI.4.1.Ex = part I, grade 4, standard 1, expanding proficiency level

[XX.] = Indicates corresponding ELA standard number

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			Y	N	
RL.4.7	Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.				
RL.4.9	Compare and contrast the treatment of similar themes and topics (e.g., <i>opposition of good and evil</i>) and patterns of events (e.g., <i>the quest</i>) in stories, myths, and traditional literature from different cultures.				
	[6.] Reading Informational Text: Key Ideas and Details				
RI.4.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.				
RI.4.2	Determine the main idea of a text and explain how it is supported by key details; summarize the text.				
RI.4.3	Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.				
	[6.] Reading Informational Text: Craft and Structure				
RI.4.4	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area. (See grade 4 Language standards 4–6 for additional expectations.) CA				
	[6.] Reading Informational Text: Integration of Knowledge and Ideas				
RI.4.7	Interpret information presented visually, orally, or quantitatively (e.g., <i>in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages</i>) and explain how the information contributes to an understanding of the text in which it appears.				
RI.4.9	Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.				
	[6.] Reading Informational Text: Comprehension and Collaboration				
SL.4.2	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.				
	[6.] Reading Informational Text: Vocabulary Acquisition and Use				
L.4.4a	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies. Use context (e.g., <i>definitions, examples, or restatements in text</i>) as a clue to the meaning of a				

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RL.4.3 = reading literature, grade 4, standard 3; W.5.1a = writing, grade 5, standard 1a.

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PI.4.1.Ex = part I, grade 4, standard 1, expanding proficiency level

[XX.] = Indicates corresponding ELA standard number

Standard	Standard Language	Publisher Citations for CA ELD Standards	Meets Standard		Reviewer Comments, Citations, and Questions
			Y	N	
	word or phrase.				
L.4.4b	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>telegraph</i> , <i>photograph</i> , <i>autograph</i>).				
L.4.4c	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies. Consult reference materials (e.g., <i>dictionaries</i> , <i>glossaries</i> , <i>thesauruses</i>), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases and to identify alternate word choices in all content areas. CA				
L.4.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., <i>quizzed</i> , <i>whined</i> , <i>stammered</i>) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).				
	ENGLISH LANGUAGE DEVELOPMENT				
	Part I: B. Interpretive				
Grade 5	6. Reading/Viewing Closely				
PI.5.6.Ex	a) Explain ideas, phenomena, processes, and text relationships (e.g., <i>compare/contrast</i> , <i>cause/effect</i> , <i>problem/solution</i>) based on close reading of a variety of grade-level texts and viewing of multimedia with moderate support. b) Use knowledge of morphology (e.g., <i>affixes</i> , <i>roots</i> , and <i>base words</i>), linguistic context, and reference materials to determine the meaning of unknown words on familiar and new topics.	Grade 5 SE: pp. 38, 125, 142 Grade 5 TE: Vol. 1 pp. 104, 241, 375; Vol. 2 pp. 459, 624			
PI.5.6.Br	a) Explain ideas, phenomena, processes, and text relationships (e.g., <i>compare/contrast</i> , <i>cause/effect</i> , <i>problem/solution</i>) based on close reading of a variety of grade-level texts and	Grade 5 SE: pp. 38, 125, 142 Grade 5 TE: Vol. 1 pp. 104, 241, 375; Vol. 2 pp. 459,			

Standards labeling key:

ELA Standards are identified by their strand, grade, and number.

RL.4.3 = reading literature, grade 4, standard 3; W.5.1a = writing, grade 5, standard 1a.

ELD Standards are identified by part, grade level, number, and proficiency level

PI.4.1.Ex = part I, grade 4, standard 1, expanding proficiency level

[XX.] = Indicates corresponding ELA standard number

Standard	Standard Language	Publisher Citations for CA ELD Standards	Meets Standard		Reviewer Comments, Citations, and Questions
			Y	N	
	viewing of multimedia with light support. b) Use knowledge of morphology (e.g., <i>affixes, roots, and base words</i>), linguistic context, and reference materials to determine the meaning of unknown words on familiar and new topics.	624			
	CORRESPONDING CA CCSS for ELA For Reference Only: No Citations Needed				
	[6.] Reading Literature: Key Ideas and Details				
RL.5.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.				
RL.5.2	Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.				
RL.5.3	Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., <i>how characters interact</i>).				
	[6.] Reading Literature: Craft and Structure				
RL.5.4	Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. (See grade 5 Language standards 4–6 for additional expectations.) CA				
RL.5.5	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.				
	[6.] Reading Literature: Integration of Knowledge and Ideas				
RL.5.7	Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., <i>graphic novel, multimedia presentation of fiction, folktale, myth, poem</i>).				
RL.5.9	Compare and contrast stories in the same genre (e.g., <i>mysteries and adventure stories</i>) on their approaches to similar themes and topics.				
	[6.] Reading Informational Text: Key Ideas and Details				
RI.5.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.				

Standards labeling key:

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RL.4.3 = reading literature, grade 4, standard 3; W.5.1a = writing, grade 5, standard 1a.

ELD Standards are identified by part, grade level, number, and proficiency level

PI.4.1.Ex = part I, grade 4, standard 1, expanding proficiency level

[XX.] = Indicates corresponding ELA standard number

Standard	Standard Language	Publisher Citations for CA ELD Standards	Meets Standard		Reviewer Comments, Citations, and Questions
			Y	N	
RI.5.2	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.				
RI.5.3	Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.				
RI.5.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. (See grade 5 Language standards 4–6 for additional expectations.) CA				
RI.5.5	Compare and contrast the overall structure (e.g., <i>chronology, comparison, cause/effect, problem/solution</i>) of events, ideas, concepts, or information in two or more texts.				
	[6.] Reading Informational Text: Integration of Knowledge and Ideas				
RI.5.7	Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.				
RI.5.9	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.				
	[6.] Reading Informational Text: Comprehension and Collaboration				
SL.5.2	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.				
SL.5.3	Summarize the points a speaker or media source makes and explain how each claim is supported by reasons and evidence, and identify and analyze any logical fallacies. CA				
	[6.] Reading Informational Text: Vocabulary Acquisition and Use				
L.5.4a	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. a. Use context (e.g., <i>cause/effect relationships and comparisons in text</i>) as a clue to the meaning of a word or phrase.				
L.5.4b	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>photograph, photosynthesis</i>).				
L.5.4c	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based				

Standards labeling key:

ELA Standards are identified by their strand, grade, and number.

RL.4.3 = reading literature, grade 4, standard 3; W.5.1a = writing, grade 5, standard 1a.

ELD Standards are identified by part, grade level, number, and proficiency level

PI.4.1.Ex = part I, grade 4, standard 1, expanding proficiency level

[XX.] = Indicates corresponding ELA standard number

Standard	Standard Language	Publisher Citations for CA ELD Standards	Meets Standard		Reviewer Comments, Citations, and Questions
			Y	N	
	on grade 5 reading and content, choosing flexibly from a range of strategies. c. Consult reference materials (e.g., <i>dictionaries, glossaries, thesauruses</i>), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases and to identify alternate word choices in all content areas. CA				
L.5.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., <i>however, although, nevertheless, similarly, moreover, in addition</i>).				
	ENGLISH LANGUAGE DEVELOPMENT				
	Part I: B. Interpretive				
Grade 6	6. Reading/Viewing Closely				
PI.6.6.Ex	a) Explain ideas, phenomena, processes, and text relationships (e.g., <i>compare/contrast, cause/effect, problem/solution</i>) based on close reading of a variety of grade-level texts and viewing of multimedia with moderate support. 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>). c) Use knowledge of morphology (e.g., <i>affixes, roots, and base words</i>), context, reference materials, and visual cues to determine the meaning of unknown and multiple-meaning words on familiar and new topics.	Grade 6 SE: pp. 16, 60, 72, Grade 6 TE: Vol. 1 pp. 93, 228, 230, 354; Vol. 2 pp. 545			
PI.6.6.Br	a) Explain ideas, phenomena, processes, and text relationships (e.g., <i>compare/contrast, cause/effect, problem/solution</i>) based on close reading of a variety of grade-level texts and viewing of multimedia with light support. b) Express inferences and conclusions drawn based on close reading of grade-level texts and	Grade 6 SE: pp. 16, 60, 72, Grade 6 TE: Vol. 1 pp. 93, 228, 230, 354; Vol. 2 pp. 545			

Standards labeling key:

ELA Standards are identified by their strand, grade, and number.

RL.4.3 = reading literature, grade 4, standard 3; W.5.1a = writing, grade 5, standard 1a.

ELD Standards are identified by part, grade level, number, and proficiency level

PI.4.1.Ex = part I, grade 4, standard 1, expanding proficiency level

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			Y	N	
	viewing of multimedia using a variety of precise academic verbs (e.g., <i>indicates that, influences</i>). c) Use knowledge of morphology (e.g., <i>affixes, roots, and base words</i>), 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.				
	CORRESPONDING CA CCSS for ELA For Reference Only: No Citations Needed				
	[6.] Reading Literature: Key Ideas and Details				
RL.6.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.				
RL.6.2	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.				
RL.6.3	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.				
RL.6.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone. (See grade 6 Language standards 4–6 for additional expectations.) CA				
	[6.] Reading Literature: Integration of Knowledge and Ideas				
RL.6.7	Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch.				
RL.6.9	Compare and contrast texts in different forms or genres (e.g., <i>stories and poems; historical novels and fantasy stories</i>) in terms of their approaches to similar themes and topics.				
	[6.] Reading Informational Text: Key Ideas and Details				
RI.6.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.				

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RL.4.3 = reading literature, grade 4, standard 3; W.5.1a = writing, grade 5, standard 1a.

ELD Standards are identified by part, grade level, number, and proficiency level

PI.4.1.Ex = part I, grade 4, standard 1, expanding proficiency level

[XX.] = Indicates corresponding ELA standard number

Standard	Standard Language	Publisher Citations for CA ELD Standards	Meets Standard		Reviewer Comments, Citations, and Questions
			Y	N	
RI.6.2	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.				
RI.6.3	Analyze how complex characters (e.g., <i>those with multiple or conflicting motivations</i>) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.				
RI.6.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., <i>how the language evokes a sense of time and place; how it sets a formal or informal tone</i>). (See grade 9–10 Language standards 4–6 for additional expectations.) CA				
	[6.] Reading Informational Text: Integration of Knowledge and Ideas				
RI.6.7	Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch.				
RI.6.9	Compare and contrast texts in different forms or genres (e.g., <i>stories and poems; historical novels and fantasy stories</i>) in terms of their approaches to similar themes and topics.				
	[6.] Language: Vocabulary Acquisition and Use				
L.6.4a	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. Use context (e.g., <i>the overall meaning of a sentence or paragraph; a word’s position or function in a sentence</i>) as a clue to the meaning of a word or phrase.				
L.6.4b	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>audience, auditory, audible</i>).				
L.6.4c	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. Consult reference materials (e.g., <i>dictionaries, glossaries, thesauruses</i>), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of				

Standards labeling key:

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RL.4.3 = reading literature, grade 4, standard 3; W.5.1a = writing, grade 5, standard 1a.

ELD Standards are identified by part, grade level, number, and proficiency level

PI.4.1.Ex = part I, grade 4, standard 1, expanding proficiency level

[XX.] = Indicates corresponding ELA standard number

Standard	Standard Language	Publisher Citations for CA ELD Standards	Meets Standard		Reviewer Comments, Citations, and Questions
			Y	N	
	speech.				
L.6.4d	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. Verify the preliminary determination of the meaning of a word or phrase (e.g., <i>by checking the inferred meaning in context or in a dictionary</i>).				
L.6.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.				
	ENGLISH LANGUAGE DEVELOPMENT				
	Part I: B. Interpretive				
Grade 7	6. Reading/Viewing Closely				
PI.7.6.Ex	a) Explain ideas, phenomena, processes, and text relationships (e.g., <i>compare/contrast, cause/effect, problem/solution</i>) based on close reading of a variety of grade-level texts and viewing of multimedia with moderate support. 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>). c) Use knowledge of morphology (e.g., <i>affixes, roots, and base words</i>), context, reference materials, and visual cues to determine the meaning of unknown and multiple-meaning words on familiar and new topics.	Grade 7 SE: pp. 64–67, 162–169, 262–271 Grade 7 TE: Vol. 1 pp. 184–188; Vol. 2 pp. 477–483, 507–509, 693–699, 800–805			
PI.7.6.Br	a) Explain ideas, phenomena, processes, and text relationships (e.g., <i>compare/contrast, cause/effect, problem/solution</i>) based on close reading of a variety of grade-level texts and viewing of multimedia with light support.	Grade 7 SE: pp. 64–67, 162–169, 262–271 Grade 7 TE: Vol. 1 pp. 184–188; Vol. 2 pp. 477–483, 507–509, 693–699, 800–805			

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ELA Standards are identified by their strand, grade, and number.

RL.4.3 = reading literature, grade 4, standard 3; W.5.1a = writing, grade 5, standard 1a.

ELD Standards are identified by part, grade level, number, and proficiency level

PI.4.1.Ex = part I, grade 4, standard 1, expanding proficiency level

[XX.] = Indicates corresponding ELA standard number

Standard	Standard Language	Publisher Citations for CA ELD Standards	Meets Standard		Reviewer Comments, Citations, and Questions
			Y	N	
	b) Express inferences and conclusions drawn based on close reading of grade-level texts and viewing of multimedia using a variety of precise academic verbs (e.g., <i>indicates that, influences</i>). c) Use knowledge of morphology (e.g., <i>affixes, roots, and base words</i>), 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.				
	CORRESPONDING CA CCSS for ELA For Reference Only: No Citations Needed				
	[6.] Reading Literature: Key Ideas and Details				
RL.7.1	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.				
RL.7.2	Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.				
RL.7.3	Analyze how particular elements of a story or drama interact (e.g., <i>how setting shapes the characters or plot</i>).				
RL.7.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., <i>alliteration</i>) on a specific verse or stanza of a poem or section of a story or drama. (See grade 7 Language standards 4–6 for additional expectations.) CA				
	[6.] Reading Literature: Integration of Knowledge and Ideas				
RL.7.7	Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., <i>lighting, sound, color, or camera focus and angles in a film</i>).				
RL.7.9	Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.				

Standards labeling key:

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ELD Standards are identified by part, grade level, number, and proficiency level

PI.4.1.Ex = part I, grade 4, standard 1, expanding proficiency level

[XX.] = Indicates corresponding ELA standard number

		Publisher Citations for CA ELD Standards	Meets Standard		Reviewer Comments, Citations, and Questions
Standard	Standard Language		Y	N	
	[6.] Reading Informational Text: Key Ideas and Details				
RI.7.1	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.				
RI.7.2	Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.				
RI.7.3	Analyze the interactions between individuals, events, and ideas in a text (e.g., <i>how ideas influence individuals or events, or how individuals influence ideas or events</i>).				
RI.7.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone. (See grade 7 Language standards 4–6 for additional expectations.) CA				
	[6.] Reading Informational Text: Integration of Knowledge and Ideas				
RI.7.7	Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium’s portrayal of the subject (e.g., <i>how the delivery of a speech affects the impact of the words</i>).				
RI.7.9	Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.				
	[6.] Language: Vocabulary Acquisition and Use				
L.7.4a	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies. Use context (e.g., <i>the overall meaning of a sentence or paragraph; a word’s position or function in a sentence</i>) as a clue to the meaning of a word or phrase.				
L.7.4b	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>belligerent, bellicose, rebel</i>).				
L.7.4c	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies. Consult general and specialized reference materials (e.g., <i>dictionaries, glossaries,</i>				

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RL.4.3 = reading literature, grade 4, standard 3; W.5.1a = writing, grade 5, standard 1a.

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PI.4.1.Ex = part I, grade 4, standard 1, expanding proficiency level

[XX.] = Indicates corresponding ELA standard number

Standard	Standard Language	Publisher Citations for CA ELD Standards	Meets Standard		Reviewer Comments, Citations, and Questions
			Y	N	
	<i>thesauruses</i>), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech or trace the etymology of words. CA				
L.7.4d	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies. Verify the preliminary determination of the meaning of a word or phrase (e.g., <i>by checking the inferred meaning in context or in a dictionary</i>).				
L.7.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.				
	ENGLISH LANGUAGE DEVELOPMENT				
	Part I: B. Interpretive				
Grade 8	6. Reading/Viewing Closely				
PI.8.6.Ex	a) Explain ideas, phenomena, processes, and text relationships (e.g., <i>compare/contrast, cause/effect, problem/solution</i>) based on close reading of a variety of grade-appropriate texts and viewing of multimedia with moderate support. 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>). c) Use knowledge of morphology (e.g., <i>affixes, roots, and base words</i>), context, reference materials, and visual cues to determine the meanings of unknown and multiple-meaning words on familiar and new topics.	Grade 8 SE: pp. 14, 149, 242 Grade 8 TE: Vol. 1 pp. 50, 307; Vol. 2 pp. 469, 672, 804			
PI.8.6.Br	a) Explain ideas, phenomena, processes, and text relationships (e.g., <i>compare/contrast, cause/effect, problem/solution</i>) based on close reading of a variety of grade-level texts and	Grade 8 SE: pp. 14, 149, 242 Grade 8 TE: Vol. 1 pp. 50, 307; Vol. 2 pp. 469, 672, 804			

Standards labeling key:

ELA Standards are identified by their strand, grade, and number.

RL.4.3 = reading literature, grade 4, standard 3; W.5.1a = writing, grade 5, standard 1a.

ELD Standards are identified by part, grade level, number, and proficiency level

PI.4.1.Ex = part I, grade 4, standard 1, expanding proficiency level

[XX.] = Indicates corresponding ELA standard number

Standard	Standard Language	Publisher Citations for CA ELD Standards	Meets Standard		Reviewer Comments, Citations, and Questions
			Y	N	
	viewing of multimedia with light support. b) Express inferences and conclusions drawn based on close reading of grade-level texts and viewing of multimedia using a variety of precise academic verbs (e.g., <i>indicates that, influences</i>). c) Use knowledge of morphology (e.g., <i>affixes, roots, and base words</i>), 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.				
	CORRESPONDING CA CCSS for ELA For Reference Only: No Citations Needed				
	[6.] Reading Literature: Key Ideas and Details				
RL.8.1	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.				
RL.8.2	Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.				
RL.8.3	Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.				
RL.8.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. (See grade 8 Language standards 4–6 for additional expectations.) CA				
	[6.] Reading Literature: Integration of Knowledge and Ideas				
RL.8.7	Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.				
RL.8.9	Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how				

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PI.4.1.Ex = part I, grade 4, standard 1, expanding proficiency level

[XX.] = Indicates corresponding ELA standard number

Standard	Standard Language	Publisher Citations for CA ELD Standards	Meets Standard		Reviewer Comments, Citations, and Questions
			Y	N	
	the material is rendered new.				
	[6.] Reading Informational Text: Key Ideas and Details				
RI.8.1	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.				
RI.8.2	Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.				
RI.8.3	Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., <i>through comparisons, analogies, or categories</i>).				
RI.8.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. (See grade 8 Language standards 4–6 for additional expectations.) CA				
	[6.] Reading Informational Text: Integration of Knowledge and Ideas				
RI.8.7	Evaluate the advantages and disadvantages of using different mediums (e.g., <i>print or digital text, video, multimedia</i>) to present a particular topic or idea.				
RI.8.9	Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.				
	[6.] Language: Vocabulary Acquisition and Use				
L.8.4a	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.				
L.8.4b	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).				
L.8.4c	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify				

Standards labeling key:

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RL.4.3 = reading literature, grade 4, standard 3; W.5.1a = writing, grade 5, standard 1a.

ELD Standards are identified by part, grade level, number, and proficiency level

PI.4.1.Ex = part I, grade 4, standard 1, expanding proficiency level

[XX.] = Indicates corresponding ELA standard number

Standard	Standard Language	Publisher Citations for CA ELD Standards	Meets Standard		Reviewer Comments, Citations, and Questions
			Y	N	
	its precise meaning or its part of speech or trace the etymology of words. CA				
L.8.4d	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).				
L.8.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.				
	ENGLISH LANGUAGE DEVELOPMENT				
	Part I: B. Interpretive				
Grade 4	7. Evaluating Language Choices				
PI.4.7.Ex	Describe how well writers or speakers use specific language resources to support an opinion or present an idea (e.g., <i>whether the vocabulary or phrasing used to provide evidence is strong enough</i>) with prompting and moderate support.	Grade 4 SE: pp. 10, 54, 82 Grade 4 TE: Vol. 1 pp. 39, 157, 175–176; Vol. 2 pp. 556, 779			
PI.4.7.Br	Describe how well writers and speakers use specific language resources to support an opinion or present an idea (e.g., <i>the clarity or appealing nature of language used to present evidence</i>) with prompting and light support.	Grade 4 SE: pp. 10, 54, 82 Grade 4 TE: Vol. 1 pp. 39, 157, 175–176; Vol. 2 pp. 556, 779			
	CORRESPONDING CA CCSS for ELA For Reference Only: No Citations Needed				
	[7.] Reading Literature: Key Ideas and Details				
RL.4.4	Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean). (See grade 4 Language standards 4–6 for additional expectations.) CA				
	[7.] Reading Informational Text: Key Ideas and Details				
RI.4.2	Determine the main idea of a text and explain how it is supported by key details; summarize				

Standards labeling key:

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RL.4.3 = reading literature, grade 4, standard 3; W.5.1a = writing, grade 5, standard 1a.

ELD Standards are identified by part, grade level, number, and proficiency level

PI.4.1.Ex = part I, grade 4, standard 1, expanding proficiency level

[XX.] = Indicates corresponding ELA standard number

Standard	Standard Language	Publisher Citations for CA ELD Standards	Meets Standard		Reviewer Comments, Citations, and Questions
			Y	N	
	the text.				
	[7.] Reading Informational Text: Integration of Knowledge and Ideas				
RI.4.8	Explain how an author uses reasons and evidence to support particular points in a text.				
	[7.] Speaking and Listening: Comprehension and Collaboration				
SL.4.3	Identify the reasons and evidence a speaker or media source provides to support particular points. CA				
	[7.] Language: Vocabulary Acquisition and Use				
L.4.3a	Use knowledge of language and its conventions when writing, speaking, reading, or listening. Choose words and phrases to convey ideas precisely.* [Beginning in grade 3, skills and understandings that are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking are marked with an asterisk (*).]				
L.4.3b	Use knowledge of language and its conventions when writing, speaking, reading, or listening. Choose punctuation for effect.*				
L.4.3c	Use knowledge of language and its conventions when writing, speaking, reading, or listening. Differentiate between contexts that call for formal English (e.g., <i>presenting ideas</i>) and situations where informal discourse is appropriate (e.g., <i>small-group discussion</i>).				
	[7.] Language: Vocabulary Acquisition and Use				
L.4.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., <i>quizzed</i> , <i>whined</i> , <i>stammered</i>) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).				
	ENGLISH LANGUAGE DEVELOPMENT				
	Part I: B. Interpretive				
Grade 5	7. Evaluating Language Choices				
PI.5.7.Ex	Explain how well writers and speakers use language resources to support an opinion or present an idea (e.g., whether the vocabulary	Grade 5 SE: pp. 82, 150, 165 Grade 5 TE: Vol. 1 pp. 253,			

Standards labeling key:

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RL.4.3 = reading literature, grade 4, standard 3; W.5.1a = writing, grade 5, standard 1a.

ELD Standards are identified by part, grade level, number, and proficiency level

PI.4.1.Ex = part I, grade 4, standard 1, expanding proficiency level

[XX.] = Indicates corresponding ELA standard number

Standard	Standard Language	Publisher Citations for CA ELD Standards	Meets Standard		Reviewer Comments, Citations, and Questions
			Y	N	
	used to provide evidence is strong enough, or if the phrasing used to signal a shift in meaning does this well) with moderate support.	376; Vol. 2 pp. 449, 715, 869			
PI.5.7.Br	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.	Grade 5 SE: pp. 82, 150, 165 Grade 5 TE: Vol. 1 pp. 253, 376; Vol. 2 pp. 449, 715, 869			
	CORRESPONDING CA CCSS for ELA For Reference Only: No Citations Needed				
	[7.] Reading Literature: Key Ideas and Details				
RL.5.3	Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).				
	[7.] Reading Literature: Craft and Structure				
RL.5.4	Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. (See grade 5 Language standards 4–6 for additional expectations.) CA				
	[7.] Reading Informational Text: Key Ideas and Details				
RI.5.2	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.				
	[7.] Reading Informational Text: Integration of Knowledge and Ideas				
RI.5.8	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).				
	[7.] Speaking and Listening: Comprehension and Collaboration				
SL.5.3	Summarize the points a speaker or media source makes and explain how each claim is supported by reasons and evidence, and identify and analyze any logical fallacies. CA				
	[7.] Language: Knowledge of Language				
L.5.3a	Use knowledge of language and its conventions when writing, speaking, reading, or listening.				

Standards labeling key:

ELA Standards are identified by their strand, grade, and number.

RL.4.3 = reading literature, grade 4, standard 3; W.5.1a = writing, grade 5, standard 1a.

ELD Standards are identified by part, grade level, number, and proficiency level

PI.4.1.Ex = part I, grade 4, standard 1, expanding proficiency level

[XX.] = Indicates corresponding ELA standard number

Standard	Standard Language	Publisher Citations for CA ELD Standards	Meets Standard		Reviewer Comments, Citations, and Questions
			Y	N	
	a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style				
L.5.3b	Use knowledge of language and its conventions when writing, speaking, reading, or listening. b. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.				
	[7.] Language: Vocabulary Acquisition and Use				
L.5.5a	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figurative language, including similes and metaphors, in context.				
L.5.5b	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. b. Recognize and explain the meaning of common idioms, adages, and proverbs.				
L.5.5c	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.				
L.5.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).				
	ENGLISH LANGUAGE DEVELOPMENT				
	Part I: B. Interpretive				
Grade 6	7. Evaluating Language Choices				
PI.6.7.Ex	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.	Grade 6 SE: pp. 168, 204–205, 219 Grade 6 TE: Vol. 2 pp. 510, 520, 524, 581, 631			
PI.6.7.Br	Explain how well writers and speakers use specific language resources to present ideas or support arguments and provide detailed evidence	Grade 6 SE: pp. 168, 204–205, 219 Grade 6 TE: Vol. 2 pp. 510,			

Standards labeling key:

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RL.4.3 = reading literature, grade 4, standard 3; W.5.1a = writing, grade 5, standard 1a.

ELD Standards are identified by part, grade level, number, and proficiency level

PI.4.1.Ex = part I, grade 4, standard 1, expanding proficiency level

[XX.] = Indicates corresponding ELA standard number

Standard	Standard Language	Publisher Citations for CA ELD Standards	Meets Standard		Reviewer Comments, Citations, and Questions
			Y	N	
	(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.	520, 524, 581, 631			
	CORRESPONDING CA CCSS for ELA For Reference Only: No Citations Needed				
	[7.] Reading Literature: Craft and Structure				
RL.6.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone. (See grade 6 Language standards 4–6 for additional expectations.) CA				
	[7.] Reading Informational Text: Craft and Structure				
RI.6.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. (See grade 6 Language standards 4–6 for additional expectations.) CA				
	[7.] Reading Informational Text: Integration of Knowledge and Ideas				
RI.6.8	Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.				
	[7.] Speaking and Listening: Comprehension and Collaboration				
SL.6.3	Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.				
	[7.] Language: Knowledge of Language				
L.6.4a	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.				
L.6.4b	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).				

Standards labeling key:

ELA Standards are identified by their strand, grade, and number.

RL.4.3 = reading literature, grade 4, standard 3; W.5.1a = writing, grade 5, standard 1a.

ELD Standards are identified by part, grade level, number, and proficiency level

PI.4.1.Ex = part I, grade 4, standard 1, expanding proficiency level

[XX.] = Indicates corresponding ELA standard number

Standard	Standard Language	Publisher Citations for CA ELD Standards	Meets Standard		Reviewer Comments, Citations, and Questions
			Y	N	
L.6.4c	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.				
L.6.4d	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).				
L.6.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.				
	ENGLISH LANGUAGE DEVELOPMENT				
	Part I: B. Interpretive				
Grade 7	7. Evaluating Language Choices				
PI.7.7.Ex	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.	Grade 7 SE: pp. 128–133, 209, 224 Grade 7 TE: Vol. 1 pp. 93–95, 386, 390, 396; Vol. 2 pp. 661			
PI.7.7.Br	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.	Grade 7 SE: pp. 128–133, 209, 224 Grade 7 TE: Vol. 1 pp. 93–95, 386, 390, 396; Vol. 2 pp. 661			
	CORRESPONDING CA CCSS for ELA For Reference Only: No Citations Needed				

Standards labeling key:

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RL.4.3 = reading literature, grade 4, standard 3; W.5.1a = writing, grade 5, standard 1a.

ELD Standards are identified by part, grade level, number, and proficiency level

PI.4.1.Ex = part I, grade 4, standard 1, expanding proficiency level

[XX.] = Indicates corresponding ELA standard number

		Publisher Citations for CA ELD Standards	Meets Standard		Reviewer Comments, Citations, and Questions
Standard	Standard Language		Y	N	
	[7.] Reading Literature: Craft and Structure				
RL.7.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama. (See grade 7 Language standards 4–6 for additional expectations.) CA				
	[7.] Reading Informational Text: Craft and Structure				
RI.7.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone. (See grade 7 Language standards 4–6 for additional expectations.) CA				
	[7.] Reading Informational Text: Integration of Knowledge and Ideas				
RI.7.8	Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.				
	[7.] Speaking and Listening: Comprehension and Collaboration				
SL.7.3	Delineate a speaker’s argument and specific claims, and attitude toward the subject , evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence. CA				
	[7.] Language: Knowledge of Language				
L.7.4a	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 7 reading and content</i> , choosing flexibly from a range of strategies. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.				
L.7.4b	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>belligerent</i> , <i>bellicose</i> , <i>rebel</i>).				
L.7.4c	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies. Consult general and specialized reference materials (e.g., dictionaries, glossaries,				

Standards labeling key:

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RL.4.3 = reading literature, grade 4, standard 3; W.5.1a = writing, grade 5, standard 1a.

ELD Standards are identified by part, grade level, number, and proficiency level

PI.4.1.Ex = part I, grade 4, standard 1, expanding proficiency level

[XX.] = Indicates corresponding ELA standard number

Standard	Standard Language	Publisher Citations for CA ELD Standards	Meets Standard		Reviewer Comments, Citations, and Questions
			Y	N	
	thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech or trace the etymology of words. CA				
L.7.4d	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).				
L.7.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.				
	ENGLISH LANGUAGE DEVELOPMENT				
	Part I: B. Interpretive				
Grade 8	7. Evaluating Language Choices				
PI.8.7.Ex	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.	Grade 8 SE: pp. 24, 183, 226 Grade 8 TE: Vol. 1 pp. 14, 264, 345; Vol. 2 pp. 585, 764			
PI.8.7.Br	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.	Grade 8 SE: pp. 24, 183, 226 Grade 8 TE: Vol. 1 pp. 14, 264, 345; Vol. 2 pp. 585, 764			
	CORRESPONDING CA CCSS for ELA For Reference Only: No Citations Needed				
	[7.] Reading Literature: Craft and Structure				
RL.8.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone,				

Standards labeling key:

ELA Standards are identified by their strand, grade, and number.

RL.4.3 = reading literature, grade 4, standard 3; W.5.1a = writing, grade 5, standard 1a.

ELD Standards are identified by part, grade level, number, and proficiency level

PI.4.1.Ex = part I, grade 4, standard 1, expanding proficiency level

[XX.] = Indicates corresponding ELA standard number

		Publisher Citations for CA ELD Standards	Meets Standard		Reviewer Comments, Citations, and Questions
Standard	Standard Language		Y	N	
	including analogies or allusions to other texts. (See grade 8 Language standards 4–6 for additional expectations.) CA				
	[7.] Reading Informational Text: Craft and Structure				
RI.8.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. (See grade 8 Language standards 4–6 for additional expectations.) CA				
	[7.] Reading Informational Text: Integration of Knowledge and Ideas				
RI.8.8	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.				
	[7.] Speaking and Listening: Comprehension and Collaboration				
SL.8.3	Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.				
	[7.] Language: Knowledge of Language				
L.8.4a	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.				
L.8.4b	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on <i>grade 8 reading and content</i> , choosing flexibly from a range of strategies. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>precede</i> , <i>recede</i> , <i>secede</i>).				
L.8.4c	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech or trace the etymology of words. CA				

Standards labeling key:

ELA Standards are identified by their strand, grade, and number.

RL.4.3 = reading literature, grade 4, standard 3; W.5.1a = writing, grade 5, standard 1a.

ELD Standards are identified by part, grade level, number, and proficiency level

PI.4.1.Ex = part I, grade 4, standard 1, expanding proficiency level

[XX.] = Indicates corresponding ELA standard number

Standard	Standard Language	Publisher Citations for CA ELD Standards	Meets Standard		Reviewer Comments, Citations, and Questions
			Y	N	
L.8.4d	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).				
L.8.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.				
	ENGLISH LANGUAGE DEVELOPMENT				
	Part I: B. Interpretive				
Grade 4	8. Analyzing Language Choices				
PI.4.8.Ex	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.	Grade 4 SE: pp. 49, 61, 243 Grade 4 TE: Vol. 1 pp. 83, 159, 380, 388; Vol. 2 pp. 445			
PI.4.8.Br	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.	Grade 4 SE: pp. 49, 61, 243 Grade 4 TE: Vol. 1 pp. 83, 159, 380, 388; Vol. 2 pp. 445			
	CORRESPONDING CA CCSS for ELA For Reference Only: No Citations Needed				
	[8.] Reading Literature: Craft and Structure				
RL.4.4	Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean). (See grade 4 Language standards 4–6 for additional expectations.) CA				
	[8.] Reading Informational Text: Craft and Structure				

Standards labeling key:

ELA Standards are identified by their strand, grade, and number.

RL.4.3 = reading literature, grade 4, standard 3; W.5.1a = writing, grade 5, standard 1a.

ELD Standards are identified by part, grade level, number, and proficiency level

PI.4.1.Ex = part I, grade 4, standard 1, expanding proficiency level

[XX.] = Indicates corresponding ELA standard number

Standard	Standard Language	Publisher Citations for CA ELD Standards	Meets Standard		Reviewer Comments, Citations, and Questions
			Y	N	
RI.4.4	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. (See grade 1 Language standards 4–6 for additional expectations.) CA				
	[8.] Language: Vocabulary Acquisition and Use				
L.4.5a	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Explain the meaning of simple similes and metaphors (e.g., <i>as pretty as a picture</i>) in context.				
L.4.5b	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Recognize and explain the meaning of common idioms, adages, and proverbs.				
L.4.5c	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).				
L.4.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., <i>quizzed, whined, stammered</i>) and that are basic to a particular topic (e.g., <i>wildlife, conservation, and endangered</i> when discussing animal preservation).				
	ENGLISH LANGUAGE DEVELOPMENT				
	Part I: B. Interpretive				
Grade 5	8. Analyzing Language Choices				
PI.5.8.Ex	Distinguish how different words with similar meanings (e.g., describing an event as sad versus tragic) and figurative language (e.g., she ran like a cheetah) produce shades of meaning and different effects on the audience.	Grade 5 SE: pp. 57, 151, 237 Grade 5 TE: Vol. 1 pp. 253; Vol. 2 pp. 449, 664, 672, 774			
PI.5.8.Br	Distinguish how different words with related meanings (e.g., fun versus thrilling, possibly versus certainly) and figurative language (e.g., the stream slithered through the parched land)	Grade 5 SE: pp. 57, 151, 237 Grade 5 TE: Vol. 1 pp. 253; Vol. 2 pp. 449, 664, 672,			

Standards labeling key:

ELA Standards are identified by their strand, grade, and number.

RL.4.3 = reading literature, grade 4, standard 3; W.5.1a = writing, grade 5, standard 1a.

ELD Standards are identified by part, grade level, number, and proficiency level

PI.4.1.Ex = part I, grade 4, standard 1, expanding proficiency level

[XX.] = Indicates corresponding ELA standard number

Standard	Standard Language	Publisher Citations for CA ELD Standards	Meets Standard		Reviewer Comments, Citations, and Questions
			Y	N	
	produce shades of meaning and different effects on the audience.	774			
	CORRESPONDING CA CCSS for ELA For Reference Only: No Citations Needed				
	[8.] Reading Literature: Craft and Structure				
RL.5.4	Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. (See grade 5 Language standards 4–6 for additional expectations.) CA				
	[8.] Reading Informational Text: Craft and Structure				
RI.5.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. (See grade 5 Language standards 4–6 for additional expectations.) CA				
	[8.] Language: Vocabulary Acquisition and Use				
L.5.5a	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Interpret figurative language, including similes and metaphors, in context.				
L.5.5b	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Recognize and explain the meaning of common idioms, adages, and proverbs.				
L.5.5c	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Use the relationship between particular words (e.g., <i>synonyms</i> , <i>antonyms</i> , <i>homographs</i>) to better understand each of the words.				
L.5.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., <i>however</i> , <i>although</i> , <i>nevertheless</i> , <i>similarly</i> , <i>moreover</i> , <i>in addition</i>).				
	ENGLISH LANGUAGE DEVELOPMENT				
	Part I: B. Interpretive				

Standards labeling key:

ELA Standards are identified by their strand, grade, and number.

RL.4.3 = reading literature, grade 4, standard 3; W.5.1a = writing, grade 5, standard 1a.

ELD Standards are identified by part, grade level, number, and proficiency level

PI.4.1.Ex = part I, grade 4, standard 1, expanding proficiency level

[XX.] = Indicates corresponding ELA standard number

Standard	Standard Language	Publisher Citations for CA ELD Standards	Meets Standard		Reviewer Comments, Citations, and Questions
			Y	N	
Grade 6	8. Analyzing Language Choices				
PI.6.8.Ex	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 depressed and gloomy.) produce shades of meaning and different effects on the audience.	Grade 6 SE: pp. 204, 250, 269 Grade 6 TE: Vol. 2 pp. 591, 626, 669, 770, 787			
PI.6.8.Br	Explain how phrasing, different words with similar meaning (e.g., stingy-economical-unwasteful-thrifty), or figurative language (e.g., The room was depressed and gloomy.) produce shades of meaning, nuances, and different effects on the audience.	Grade 6 SE: pp. 204, 250, 269 Grade 6 TE: Vol. 2 pp. 591, 626, 669, 770, 787			
	CORRESPONDING CA CCSS for ELA For Reference Only: No Citations Needed				
	[8.] Reading Literature: Craft and Structure				
RL.6.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone. (See grade 6 Language standards 4–6 for additional expectations.) CA				
	[8.] Reading Informational Text: Craft and Structure				
RI.6.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. (See grade 6 Language standards 4–6 for additional expectations.) CA				
	[8.] Language: Vocabulary Acquisition and Use				
L.6.5b	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.				
L.6.5c	Demonstrate understanding of figurative language, word relationships, and nuances in word				

Standards labeling key:

ELA Standards are identified by their strand, grade, and number.

RL.4.3 = reading literature, grade 4, standard 3; W.5.1a = writing, grade 5, standard 1a.

ELD Standards are identified by part, grade level, number, and proficiency level

PI.4.1.Ex = part I, grade 4, standard 1, expanding proficiency level

[XX.] = Indicates corresponding ELA standard number

Standard	Standard Language	Publisher Citations for CA ELD Standards	Meets Standard		Reviewer Comments, Citations, and Questions
			Y	N	
	meanings. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty).				
L.6.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.				
	ENGLISH LANGUAGE DEVELOPMENT				
	Part I: B. Interpretive				
Grade 7	8. Analyzing Language Choices				
PI.7.8.Ex	Explain how phrasing, different words with similar meaning (e.g., describing a character as diplomatic versus respectful) or figurative language (e.g., The wind whispered through the night.) produce shades of meaning and different effects on the audience.	Grade 7 SE: pp. 42–43, 103, 156 Grade 7 TE: Vol. 1 pp. 301; Vol. 2 pp. 471, 474, 591, 780–781			
PI.7.8.Br	Explain how phrasing, different words with similar meaning (e.g., refined-respectful-polite-diplomatic), or figurative language (e.g., The wind whispered through the night.) produce shades of meaning, nuances, and different effects on the audience.	Grade 7 SE: pp. 42–43, 103, 156 Grade 7 TE: Vol. 1 pp. 301; Vol. 2 pp. 471, 474, 591, 780–781			
	CORRESPONDING CA CCSS for ELA For Reference Only: No Citations Needed				
	[8.] Reading Literature: Craft and Structure				
RL.7.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama. (See grade 7 Language standards 4–6 for additional expectations.) CA				
	[8.] Reading Informational Text: Craft and Structure				

Standards labeling key:

ELA Standards are identified by their strand, grade, and number.

RL.4.3 = reading literature, grade 4, standard 3; W.5.1a = writing, grade 5, standard 1a.

ELD Standards are identified by part, grade level, number, and proficiency level

PI.4.1.Ex = part I, grade 4, standard 1, expanding proficiency level

[XX.] = Indicates corresponding ELA standard number

Standard	Standard Language	Publisher Citations for CA ELD Standards	Meets Standard		Reviewer Comments, Citations, and Questions
			Y	N	
RI.7.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone. (See grade 7 Language standards 4–6 for additional expectations.) CA				
	[8.] Language: Vocabulary Acquisition and Use				
L.7.5b	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.				
L.7.5c	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).				
L.7.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.				
	ENGLISH LANGUAGE DEVELOPMENT				
	Part I: B. Interpretive				
Grade 8	8. Analyzing Language Choices				
PI.8.8.Ex	Explain how phrasing or different words with similar meanings (e.g., describing a character as stubborn versus persistent) or figurative language (e.g., Let me throw some light onto the topic.) produce shades of meaning and different effects on the audience.	Grade 8 SE: pp. 51, 93, 221 Grade 8 TE: Vol. 1 pp. 153, 209, 326, 408; Vol. 2 pp. 724			
PI.8.8.Br	Explain how phrasing or different words with similar meanings (e.g., cunning versus smart, stammer versus say) or figurative language (e.g., Let me throw some light onto the topic.) produce shades of meaning, nuances, and different effects	Grade 8 SE: pp. 51, 93, 221 Grade 8 TE: Vol. 1 pp. 153, 209, 326, 408; Vol. 2 pp. 724			

Standards labeling key:

ELA Standards are identified by their strand, grade, and number.

RL.4.3 = reading literature, grade 4, standard 3; W.5.1a = writing, grade 5, standard 1a.

ELD Standards are identified by part, grade level, number, and proficiency level

PI.4.1.Ex = part I, grade 4, standard 1, expanding proficiency level

[XX.] = Indicates corresponding ELA standard number

Standard	Standard Language	Publisher Citations for CA ELD Standards	Meets Standard		Reviewer Comments, Citations, and Questions
			Y	N	
	on the audience.				
	CORRESPONDING CA CCSS for ELA For Reference Only: No Citations Needed				
	[8.] Reading Literature: Craft and Structure				
RL.8.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. (See grade 8 Language standards 4–6 for additional expectations.) CA				
	[8.] Reading Informational Text: Craft and Structure				
RI.8.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. (See grade 8 Language standards 4–6 for additional expectations.) CA				
	[8.] Language: Vocabulary Acquisition and Use				
L.8.5b	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Use the relationship between particular words to better understand each of the words.				
L.8.5c	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).				
L.8.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.				
	ENGLISH LANGUAGE DEVELOPMENT				
	Part I: C. Productive				
Grade 4	9. Presenting				
PI.4.9.Ex	Plan and deliver longer oral presentations on a variety of topics and content areas (e.g., retelling	Grade 4 SE: pp. 91, 122, 282–285			

Standards labeling key:

ELA Standards are identified by their strand, grade, and number.

RL.4.3 = reading literature, grade 4, standard 3; W.5.1a = writing, grade 5, standard 1a.

ELD Standards are identified by part, grade level, number, and proficiency level

PI.4.1.Ex = part I, grade 4, standard 1, expanding proficiency level

[XX.] = Indicates corresponding ELA standard number

Standard	Standard Language	Publisher Citations for CA ELD Standards	Meets Standard		Reviewer Comments, Citations, and Questions
			Y	N	
	a story, explaining a science process, reporting on a current event, recounting a memorable experience, etc.) with moderate support.	Grade 4 TE: Vol. 1 pp. 375; Vol. 2 pp. 852–853, 856–857, 860–861, 868			
PI.4.9.Br	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, etc.) with light support.	Grade 4 SE: pp. 91, 122, 282–285 Grade 4 TE: Vol. 1 pp. 375; Vol. 2 pp. 852–853, 856–857, 860–861, 868			
	CORRESPONDING CA CCSS for ELA For Reference Only: No Citations Needed				
	[9.] Speaking and Listening: Presentation of Knowledge and Ideas				
SL.4.4	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. a. Plan and deliver a narrative presentation that: relates ideas, observations, or recollections; provides a clear context; and includes clear insight into why the event or experience is memorable. CA				
SL.4.6	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 and 3 for specific expectations.)				
	[9.] Language: Conventions of Standard English				
L.4.1a	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Use interrogative , relative pronouns (<i>who, whose, whom, which, that</i>) and relative adverbs (<i>where, when, why</i>). CA				
L.4.1b	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Form and use the progressive (e.g., <i>I was walking; I am walking; I will be walking</i>) verb tenses.				

Standards labeling key:

ELA Standards are identified by their strand, grade, and number.

RL.4.3 = reading literature, grade 4, standard 3; W.5.1a = writing, grade 5, standard 1a.

ELD Standards are identified by part, grade level, number, and proficiency level

PI.4.1.Ex = part I, grade 4, standard 1, expanding proficiency level

[XX.] = Indicates corresponding ELA standard number

Standard	Standard Language	Publisher Citations for CA ELD Standards	Meets Standard		Reviewer Comments, Citations, and Questions
			Y	N	
L.4.1c	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Use modal auxiliaries (e.g., <i>can, may, must</i>) to convey various conditions.				
L.4.1d	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Order adjectives within sentences according to conventional patterns (e.g., <i>a small red bag rather than a red small bag</i>).				
L.4.1e	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Form and use prepositional phrases.				
L.4.1f	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.*				
L.4.1g	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Correctly use frequently confused words (e.g., <i>to, too, two; there, their</i>).* [Beginning in grade 3, skills and understandings that are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking are marked with an asterisk (*).]				
L.4.1h	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Write fluidly and legibly in cursive or joined italics. CA				
	[9.] Language: Vocabulary Acquisition and Use				
L.4.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).				
	ENGLISH LANGUAGE DEVELOPMENT				

Standards labeling key:

ELA Standards are identified by their strand, grade, and number.

RL.4.3 = reading literature, grade 4, standard 3; W.5.1a = writing, grade 5, standard 1a.

ELD Standards are identified by part, grade level, number, and proficiency level

PI.4.1.Ex = part I, grade 4, standard 1, expanding proficiency level

[XX.] = Indicates corresponding ELA standard number

Standard	Standard Language	Publisher Citations for CA ELD Standards	Meets Standard		Reviewer Comments, Citations, and Questions
			Y	N	
	Part I: C. Productive				
Grade 5	9. Presenting				
PI.5.9.Ex	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.	Grade 5 SE: pp. 206–207, 227, 238–241 Grade 5 TE: Vol. 1 pp. 148, 311; Vol. 2 pp. 628, 720–721, 724–725			
PI.5.9.Br	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.	Grade 5 SE: pp. 206–207, 227, 238–241 Grade 5 TE: Vol. 1 pp. 148, 311; Vol. 2 pp. 628, 720–721, 724–725			
	CORRESPONDING CA CCSS for ELA For Reference Only: No Citations Needed				
	[9.] Speaking and Listening: Presentation of Knowledge and Ideas				
SL.5.4	Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. a. Plan and deliver an opinion speech that: states an opinion, logically sequences evidence to support the speaker’s position, uses transition words to effectively link opinions and evidence (e.g., consequently and therefore), and provides a concluding statement related to the speaker’s position. CA b. Memorize and recite a poem or section of a speech or historical document using rate, expression, and gestures appropriate to the selection. CA				
SL.5.6	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 for specific expectations.)				
	[9.] Language: Conventions of Standard English				

Standards labeling key:

ELA Standards are identified by their strand, grade, and number.

RL.4.3 = reading literature, grade 4, standard 3; W.5.1a = writing, grade 5, standard 1a.

ELD Standards are identified by part, grade level, number, and proficiency level

PI.4.1.Ex = part I, grade 4, standard 1, expanding proficiency level

[XX.] = Indicates corresponding ELA standard number

Standard	Standard Language	Publisher Citations for CA ELD Standards	Meets Standard		Reviewer Comments, Citations, and Questions
			Y	N	
L.5.1a	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.				
L.5.1b	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.				
L.5.1c	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Use verb tense to convey various times, sequences, states, and conditions.				
L.5.1d	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Recognize and correct inappropriate shifts in verb tense.* [Beginning in grade 3, skills and understandings that are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking are marked with an asterisk (*).]				
L.5.1e	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Use correlative conjunctions (e.g., either/or, neither/nor).				
L.5.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).				
	ENGLISH LANGUAGE DEVELOPMENT				
	Part I: C. Productive				
Grade 6	9. Presenting				
PI.6.9.Ex	Plan and deliver longer oral presentations on a variety of topics and content areas, using details and evidence to support ideas.	Grade 6 SE: pp. 103, 229, 136–139 Grade 6 TE: Vol. 1 pp. 414–415, 418–419, 422–423; Vol. 2 pp. 820, 862			

Standards labeling key:

ELA Standards are identified by their strand, grade, and number.

RL.4.3 = reading literature, grade 4, standard 3; W.5.1a = writing, grade 5, standard 1a.

ELD Standards are identified by part, grade level, number, and proficiency level

PI.4.1.Ex = part I, grade 4, standard 1, expanding proficiency level

[XX.] = Indicates corresponding ELA standard number

Standard	Standard Language	Publisher Citations for CA ELD Standards	Meets Standard		Reviewer Comments, Citations, and Questions
			Y	N	
PI.6.9.Br	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.	Grade 6 SE: pp. 103, 229, 136–139 Grade 6 TE: Vol. 1 pp. 414–415, 418–419, 422–423; Vol. 2 pp. 820, 862			
	CORRESPONDING CA CCSS for ELA For Reference Only: No Citations Needed				
	[9.] Speaking and Listening: Presentation of Knowledge and Ideas				
SL.6.4	Present claims and findings (e.g., argument, narrative, informative, response to literature presentations), sequencing ideas logically and using pertinent descriptions, facts, and details and nonverbal elements to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation. CA a. Plan and deliver an informative/explanatory presentation that: develops a topic with relevant facts, definitions, and concrete details; uses appropriate transitions to clarify relationships; uses precise language and domain specific vocabulary; and provides a strong conclusion. CA				
SL.6.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 for specific expectations.)				
	[9.] Language: Conventions of Standard English				
L.6.1a	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Ensure that pronouns are in the proper case (subjective, objective, possessive).				
L.6.1b	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Use all pronouns, including intensive pronouns (e.g., <i>myself, ourselves</i>) correctly. CA				
L.6.1c	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.				

Standards labeling key:

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RL.4.3 = reading literature, grade 4, standard 3; W.5.1a = writing, grade 5, standard 1a.

ELD Standards are identified by part, grade level, number, and proficiency level

PI.4.1.Ex = part I, grade 4, standard 1, expanding proficiency level

[XX.] = Indicates corresponding ELA standard number

Standard	Standard Language	Publisher Citations for CA ELD Standards	Meets Standard		Reviewer Comments, Citations, and Questions
			Y	N	
	Recognize and correct inappropriate shifts in pronoun number and person.* [Beginning in grade 3, skills and understandings that are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking are marked with an asterisk (*).]				
L.6.1d	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).*				
L.6.1e	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.*				
	[9.] Language: Vocabulary Acquisition and Use				
L.6.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.				
	ENGLISH LANGUAGE DEVELOPMENT				
	Part I: C. Productive				
Grade 7	9. Presenting				
PI.7.9.Ex	Plan and deliver longer oral presentations on a variety of topics, using details and evidence to support ideas.	Grade 7 SE: pp. 74, 126, 296–299 Grade 7 TE: Vol. 2 pp. 862–863, 866–867, 870–871, 874–875, 878			
PI.7.9.Br	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.	Grade 7 SE: pp. 74, 126, 296–299 Grade 7 TE: Vol. 2 pp. 862–863, 866–867, 870–871, 874–875, 878			
	CORRESPONDING CA CCSS for ELA For Reference Only: No Citations Needed				

Standards labeling key:

ELA Standards are identified by their strand, grade, and number.

RL.4.3 = reading literature, grade 4, standard 3; W.5.1a = writing, grade 5, standard 1a.

ELD Standards are identified by part, grade level, number, and proficiency level

PI.4.1.Ex = part I, grade 4, standard 1, expanding proficiency level

[XX.] = Indicates corresponding ELA standard number

		Publisher Citations for CA ELD Standards	Meets Standard		Reviewer Comments, Citations, and Questions
Standard	Standard Language		Y	N	
	[9.] Speaking and Listening: Presentation of Knowledge and Ideas				
SL.7.4	Present claims and findings (e.g., argument, narrative, summary presentations), emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation. CA a. Plan and present an argument that: supports a claim, acknowledges counterarguments, organizes evidence logically, uses words and phrases to create cohesion, and provides a concluding statement that supports the argument presented. CA				
SL.7.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 7 Language standards 1 and 3 for specific expectations.)				
	[9.] Language: Conventions of Standard English				
L.7.1a	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Explain the function of phrases and clauses in general and their function in specific sentences.				
L.7.1b	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.				
L.7.1c	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.* [Beginning in grade 3, skills and understandings that are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking are marked with an asterisk (*).]				
	[9.] Language: Vocabulary Acquisition and Use				
L.7.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to				

Standards labeling key:

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RL.4.3 = reading literature, grade 4, standard 3; W.5.1a = writing, grade 5, standard 1a.

ELD Standards are identified by part, grade level, number, and proficiency level

PI.4.1.Ex = part I, grade 4, standard 1, expanding proficiency level

[XX.] = Indicates corresponding ELA standard number

Standard	Standard Language	Publisher Citations for CA ELD Standards	Meets Standard		Reviewer Comments, Citations, and Questions
			Y	N	
	comprehension or expression.				
	ENGLISH LANGUAGE DEVELOPMENT				
	Part I: C. Productive				
Grade 8	9. Presenting				
PI.8.9.Ex	Plan and deliver longer oral presentations on a variety of topics using details and evidence to support ideas.	Grade 8 SE: pp. 21, 155, 176–179 Grade 8 TE: Vol. 1 pp. 286; Vol. 2 pp. 491, 564–565, 568–569, 572–573			
PI.8.9.Br	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.	Grade 8 SE: pp. 21, 155, 176–179 Grade 8 TE: Vol. 1 pp. 286; Vol. 2 pp. 491, 564–565, 568–569, 572–573			
	CORRESPONDING CA CCSS for ELA For Reference Only: No Citations Needed				
	[9.] Speaking and Listening: Presentation of Knowledge and Ideas				
SL.8.4	Present claims and findings (e.g., argument, narrative, response to literature presentations), emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation. CA a. Plan and present a narrative that: establishes a context and point of view, presents a logical sequence, uses narrative techniques (e.g., dialogue, pacing, description, sensory language), uses a variety of transitions, and provides a conclusion that reflects the experience. CA				
SL.8.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 8 Language standards 1 and 3 for specific expectations.)				

Standards labeling key:

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RL.4.3 = reading literature, grade 4, standard 3; W.5.1a = writing, grade 5, standard 1a.

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PI.4.1.Ex = part I, grade 4, standard 1, expanding proficiency level

[XX.] = Indicates corresponding ELA standard number

		Publisher Citations for CA ELD Standards	Meets Standard		Reviewer Comments, Citations, and Questions
Standard	Standard Language		Y	N	
	[9.] Language: Knowledge of Language				
L.8.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).				
	[9.] Language: Vocabulary Acquisition and Use				
L.8.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.				
	ENGLISH LANGUAGE DEVELOPMENT				
	Part I: C. Productive				
Grade 4	10. Writing				
PI.4.10.Ex	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. b) Write increasingly concise summaries of texts and experiences using complete sentences and key words (e.g., from notes or graphic organizers).	Grade 4 SE: pp. 92–95, 138–141, 236–239 Grade 4 TE: Vol. 1 pp. 278–279, 420–421; Vol. 2 pp. 477, 566–567, 710–711			
PI.4.10.Br	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. b) Write clear and coherent summaries of texts and experiences using complete and concise	Grade 4 SE: pp. 92–95, 138–141, 236–239 Grade 4 TE: Vol. 1 pp. 278–279, 420–421; Vol. 2 pp. 477, 566–567, 710–711			

Standards labeling key:

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RL.4.3 = reading literature, grade 4, standard 3; W.5.1a = writing, grade 5, standard 1a.

ELD Standards are identified by part, grade level, number, and proficiency level

PI.4.1.Ex = part I, grade 4, standard 1, expanding proficiency level

[XX.] = Indicates corresponding ELA standard number

Standard	Standard Language	Publisher Citations for CA ELD Standards	Meets Standard		Reviewer Comments, Citations, and Questions
			Y	N	
	sentences and key words (e.g., from notes or graphic organizers).				
	CORRESPONDING CA CCSS for ELA For Reference Only: No Citations Needed				
	[10.] Writing: Text Types and Purposes				
W.4.1a	Write opinion pieces on topics or texts, supporting a point of view with reasons and information. a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.				
W.4.1b	Write opinion pieces on topics or texts, supporting a point of view with reasons and information. b. Provide reasons that are supported by facts and details.				
W.4.1c	Write opinion pieces on topics or texts, supporting a point of view with reasons and information. c. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).				
W.4.1d	Write opinion pieces on topics or texts, supporting a point of view with reasons and information. d. Provide a concluding statement or section related to the opinion presented.				
	[10.] Writing: Text Types and Purposes				
W.4.2a	Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.				
W.4.2b	Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.				
W.4.2e	Write informative/explanatory texts to examine a topic and convey ideas and information				

Standards labeling key:

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PI.4.1.Ex = part I, grade 4, standard 1, expanding proficiency level

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			Y	N	
	clearly. Provide a concluding statement or section related to the information or explanation presented.				
	[10.] Writing: Production and Distribution of Writing				
W.4.4	Produce clear and coherent writing (including multiple-paragraph texts) in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) CA				
	[10.] Language: Conventions of Standard English				
L.4.1a	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Use interrogative , relative pronouns (<i>who, whose, whom, which, that</i>) and relative adverbs (<i>where, when, why</i>). CA				
L.4.1b	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Form and use the progressive (e.g., <i>I was walking; I am walking; I will be walking</i>) verb tenses.				
L.4.1c	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Use modal auxiliaries (e.g., <i>can, may, must</i>) to convey various conditions.				
L.4.1d	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Order adjectives within sentences according to conventional patterns (e.g., <i>a small red bag rather than a red small bag</i>).				
L.4.1e	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Form and use prepositional phrases.				
L.4.1f	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.* [Beginning in grade 3, skills and understandings that are particularly likely to require				

Standards labeling key:

ELA Standards are identified by their strand, grade, and number.

RL.4.3 = reading literature, grade 4, standard 3; W.5.1a = writing, grade 5, standard 1a.

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PI.4.1.Ex = part I, grade 4, standard 1, expanding proficiency level

[XX.] = Indicates corresponding ELA standard number

Standard	Standard Language	Publisher Citations for CA ELD Standards	Meets Standard		Reviewer Comments, Citations, and Questions
			Y	N	
	continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking are marked with an asterisk (*).]				
L.4.1g	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Correctly use frequently confused words (e.g., <i>to, too, two; there, their</i>).*				
L.4.1h	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Write fluidly and legibly in cursive or joined italics. CA				
	[10.] Language: Knowledge of Language				
L.4.3a	Use knowledge of language and its conventions when writing, speaking, reading, or listening. Choose words and phrases to convey ideas precisely.* [Beginning in grade 3, skills and understandings that are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking are marked with an asterisk (*).]				
L.4.3c	Use knowledge of language and its conventions when writing, speaking, reading, or listening. Use a comma before a coordinating conjunction in a compound sentence.				
	[10.] Language: Vocabulary Acquisition and Use				
L.4.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).				
	ENGLISH LANGUAGE DEVELOPMENT				
	Part I: C. Productive				
Grade 5	10. Writing				
PI.5.10.Ex	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 using appropriate text	Grade 5 SE: pp. 50–53, 133, 144–147 Grade 5 TE: Vol. 1 pp. 85, 132–133, 136–137; Vol. 2 pp. 572–573, 576–577			

Standards labeling key:

ELA Standards are identified by their strand, grade, and number.

RL.4.3 = reading literature, grade 4, standard 3; W.5.1a = writing, grade 5, standard 1a.

ELD Standards are identified by part, grade level, number, and proficiency level

PI.4.1.Ex = part I, grade 4, standard 1, expanding proficiency level

[XX.] = Indicates corresponding ELA standard number

Standard	Standard Language	Publisher Citations for CA ELD Standards	Meets Standard		Reviewer Comments, Citations, and Questions
			Y	N	
	organization. b) Write increasingly concise summaries of texts and experiences using complete sentences and key words (e.g., from notes or graphic organizers).				
PI.5.10.Br	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 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).	Grade 5 SE: pp. 50–53, 133, 144–147 Grade 5 TE: Vol. 1 pp. 85, 132–133, 136–137; Vol. 2 pp. 572–573, 576–577			
	CORRESPONDING CA CCSS for ELA For Reference Only: No Citations Needed				
	[10.] Writing: Text Types and Purposes				
W.5.1a	Write opinion pieces on topics or texts, supporting a point of view with reasons and information. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.				
W.5.1b	Write opinion pieces on topics or texts, supporting a point of view with reasons and information. Provide logically ordered reasons that are supported by facts and details.				
W.5.1c	Write opinion pieces on topics or texts, supporting a point of view with reasons and information. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).				
W.5.1d	Write opinion pieces on topics or texts, supporting a point of view with reasons and				

Standards labeling key:

ELA Standards are identified by their strand, grade, and number.

RL.4.3 = reading literature, grade 4, standard 3; W.5.1a = writing, grade 5, standard 1a.

ELD Standards are identified by part, grade level, number, and proficiency level

PI.4.1.Ex = part I, grade 4, standard 1, expanding proficiency level

[XX.] = Indicates corresponding ELA standard number

Standard	Standard Language	Publisher Citations for CA ELD Standards	Meets Standard		Reviewer Comments, Citations, and Questions
			Y	N	
	information. Provide a concluding statement or section related to the opinion presented.				
W.5.2a	Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.				
W.5.2b	Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.				
W.5.2e	Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Provide a concluding statement or section related to the information or explanation presented.				
	[10.] Writing: Production and Distribution of Writing				
W.5.4	Produce clear and coherent writing (including multiple paragraph texts) in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) CA				
	[10.] Language: Conventions of Standard English				
L.5.1a	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.				
L.5.1b	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Form and use the perfect (e.g., <i>I had walked</i> ; <i>I have walked</i> ; <i>I will have walked</i>) verb tenses.				
L.5.1c	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Use verb tense to convey various times, sequences, states, and conditions.				

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PI.4.1.Ex = part I, grade 4, standard 1, expanding proficiency level

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Standard	Standard Language	Publisher Citations for CA ELD Standards	Meets Standard		Reviewer Comments, Citations, and Questions
			Y	N	
L.5.1d	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Recognize and correct inappropriate shifts in verb tense.* [Beginning in grade 3, skills and understandings that are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking are marked with an asterisk (*).]				
L.5.1e	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Use correlative conjunctions (e.g., <i>either/or</i> , <i>neither/nor</i>).				
	[10.] Language: Knowledge of Language				
L.5.3a	Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.				
L.5.3b	Use knowledge of language and its conventions when writing, speaking, reading, or listening. b. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.				
	[10.] Language: Vocabulary Acquisition and Use				
L.5.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., <i>however</i> , <i>although</i> , <i>nevertheless</i> , <i>similarly</i> , <i>moreover</i> , <i>in addition</i>).				
	ENGLISH LANGUAGE DEVELOPMENT				
	Part I: C. Productive				
Grade 6	10. Writing				
PI.6.10.Ex	a) Write longer literary and informational texts (e.g., an argument for protecting the rainforests) 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	Grade 6 SE: pp. 88–91, 125, 180–183 Grade 6 TE: Vol. 1 pp. 270–271, 274–275; Vol. 2 pp. 556–557, 560–561, 846–847			

Standards labeling key:

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RL.4.3 = reading literature, grade 4, standard 3; W.5.1a = writing, grade 5, standard 1a.

ELD Standards are identified by part, grade level, number, and proficiency level

PI.4.1.Ex = part I, grade 4, standard 1, expanding proficiency level

[XX.] = Indicates corresponding ELA standard number

Standard	Standard Language	Publisher Citations for CA ELD Standards	Meets Standard		Reviewer Comments, Citations, and Questions
			Y	N	
	organizers).				
PI.6.10.Br	a) Write longer and more detailed literary and informational texts (e.g., an argument for protecting the rainforests) 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).	Grade 6 SE: pp. 88–91, 125, 180–183 Grade 6 TE: Vol. 1 pp. 270–271, 274–275; Vol. 2 pp. 556–557, 560–561, 846–847			
	CORRESPONDING CA CCSS for ELA For Reference Only: No Citations Needed				
	[10.] Writing: Text Types and Purposes				
W.6.1a	Write arguments to support claims with clear reasons and relevant evidence. Introduce claim(s) and organize the reasons and evidence clearly.				
W.6.1b	Write arguments to support claims with clear reasons and relevant evidence. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.				
W.6.1c	Write arguments to support claims with clear reasons and relevant evidence. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.				
W.6.1d	Write arguments to support claims with clear reasons and relevant evidence. Establish and maintain a formal style.				
W.6.1e	Write arguments to support claims with clear reasons and relevant evidence. Provide a concluding statement or section that follows from the argument presented.				
W.6.2a	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. Introduce a topic or thesis statement ; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include				

Standards labeling key:

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ELD Standards are identified by part, grade level, number, and proficiency level

PI.4.1.Ex = part I, grade 4, standard 1, expanding proficiency level

[XX.] = Indicates corresponding ELA standard number

Standard	Standard Language	Publisher Citations for CA ELD Standards	Meets Standard		Reviewer Comments, Citations, and Questions
			Y	N	
	formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. CA				
W.6.2b	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.				
W.6.2e	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. Establish and maintain a formal style.				
	[10.] Writing: Production and Distribution of Writing				
W.6.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)				
	[10.] Language: Knowledge of Language				
L.6.3a	Use knowledge of language and its conventions when writing, speaking, reading, or listening. Vary sentence patterns for meaning, reader/listener interest, and style.* [Beginning in grade 3, skills and understandings that are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking are marked with an asterisk (*).]				
L.6.3b	Use knowledge of language and its conventions when writing, speaking, reading, or listening. Maintain consistency in style and tone.*				
	[10.] Language: Vocabulary Acquisition and Use				
L.6.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.				
	ENGLISH LANGUAGE DEVELOPMENT				
	Part I: C. Productive				
Grade 7	10. Writing				

Standards labeling key:

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RL.4.3 = reading literature, grade 4, standard 3; W.5.1a = writing, grade 5, standard 1a.

ELD Standards are identified by part, grade level, number, and proficiency level

PI.4.1.Ex = part I, grade 4, standard 1, expanding proficiency level

[XX.] = Indicates corresponding ELA standard number

Standard	Standard Language	Publisher Citations for CA ELD Standards	Meets Standard		Reviewer Comments, Citations, and Questions
			Y	N	
PI.7.10.Ex	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. b) Write increasingly concise summaries of texts and experiences using complete sentences and key words (e.g., from notes or graphic organizers).	Grade 7 SE: pp. 44–47, 96–99, 194–197 Grade 7 TE: Vol. 1 pp. 126–127, 130–131, 276–277, 280–281; Vol. 2 pp. 716–717			
PI.7.10.Br	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. 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).	Grade 7 SE: pp. 44–47, 96–99, 194–197 Grade 7 TE: Vol. 1 pp. 126–127, 130–131, 276–277, 280–281; Vol. 2 pp. 716–717			
	CORRESPONDING CA CCSS for ELA For Reference Only: No Citations Needed				
	[10.] Writing: Text Types and Purposes				
W.7.1a	Write arguments to support claims with clear reasons and relevant evidence. Introduce claim(s), acknowledge and address alternate or opposing claims, and organize the reasons and evidence logically. CA				
W.7.1b	Write arguments to support claims with clear reasons and relevant evidence. Support claim(s) or counterarguments with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. CA				
W.7.1c	Write arguments to support claims with clear reasons and relevant evidence. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.				

Standards labeling key:

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RL.4.3 = reading literature, grade 4, standard 3; W.5.1a = writing, grade 5, standard 1a.

ELD Standards are identified by part, grade level, number, and proficiency level

PI.4.1.Ex = part I, grade 4, standard 1, expanding proficiency level

[XX.] = Indicates corresponding ELA standard number

Standard	Standard Language	Publisher Citations for CA ELD Standards	Meets Standard		Reviewer Comments, Citations, and Questions
			Y	N	
W.7.1d	Write arguments to support claims with clear reasons and relevant evidence. Establish and maintain a formal style.				
W.7.1e	Write arguments to support claims with clear reasons and relevant evidence. Provide a concluding statement or section that follows from and supports the argument presented.				
W.7.2a	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. Introduce a topic or thesis statement clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. CA				
W.7.2b	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.				
W.7.2e	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. Establish and maintain a formal style.				
	[10.] Writing: Production and Distribution of Writing				
W.7.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)				
	[10.] Language: Knowledge of Language				
L.7.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.* [Beginning in grade 3, skills and understandings that are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking are marked with an asterisk (*).]				
	[10.] Language: Vocabulary Acquisition and Use				

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PI.4.1.Ex = part I, grade 4, standard 1, expanding proficiency level

[XX.] = Indicates corresponding ELA standard number

Standard	Standard Language	Publisher Citations for CA ELD Standards	Meets Standard		Reviewer Comments, Citations, and Questions
			Y	N	
L.7.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.				
	ENGLISH LANGUAGE DEVELOPMENT				
	Part I: C. Productive				
Grade 8	10. Writing				
PI.8.10.Ex	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. b) Write increasingly concise summaries of texts and experiences using complete sentences and key words (e.g., from notes or graphic organizers).	Grade 8 SE: pp. 44–47, 132–135, 256–259 Grade 8 TE: Vol. 1 pp. 128–129, 132–133, 416–417, 420–421; Vol. 2 pp. 702–703			
PI.8.10.Br	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. 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).	Grade 8 SE: pp. 44–47, 132–135, 256–259 Grade 8 TE: Vol. 1 pp. 128–129, 132–133, 416–417, 420–421; Vol. 2 pp. 702–703			
	CORRESPONDING CA CCSS for ELA For Reference Only: No Citations Needed				
	[10.] Writing: Text Types and Purposes				
W.8.1a	Write arguments to support claims with clear reasons and relevant evidence.				

Standards labeling key:

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PI.4.1.Ex = part I, grade 4, standard 1, expanding proficiency level

[XX.] = Indicates corresponding ELA standard number

Standard	Standard Language	Publisher Citations for CA ELD Standards	Meets Standard		Reviewer Comments, Citations, and Questions
			Y	N	
	Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.				
W.8.1b	Write arguments to support claims with clear reasons and relevant evidence. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.				
W.8.1c	Write arguments to support claims with clear reasons and relevant evidence. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.				
W.8.1d	Write arguments to support claims with clear reasons and relevant evidence. Establish and maintain a formal style.				
W.8.1e	Write arguments to support claims with clear reasons and relevant evidence. Provide a concluding statement or section that follows from and supports the argument presented.				
W.8.2a	Write informative/explanatory texts, including career development documents (e.g., simple business letters and job applications) , to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. CA Introduce a topic or thesis statement clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. CA				
W.8.2b	Write informative/explanatory texts, including career development documents (e.g., simple business letters and job applications) , to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. CA Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.				
W.8.2e	Write informative/explanatory texts, including career development documents (e.g., simple business letters and job applications) , to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. CA				

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RL.4.3 = reading literature, grade 4, standard 3; W.5.1a = writing, grade 5, standard 1a.

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			Y	N	
	Establish and maintain a formal style.				
	[10.] Writing: Production and Distribution of Writing				
W.8.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)				
	[10.] Language: Knowledge of Language				
L.8.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).				
	[10.] Language: Vocabulary Acquisition and Use				
L.8.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.				
	ENGLISH LANGUAGE DEVELOPMENT				
	Part I: C. Productive				
Grade 4	11. Supporting opinion				
PI.4.11.Ex	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. b) Express attitude and opinions or temper statements with familiar modal expressions (e.g., maybe/probably, can/must).	Grade 4 SE: pp. 43–44, 123, 186 Grade 4 TE: Vol. 1 pp. 101, 124–125, 128–129, 132–133, 378			
PI.4.11.Br	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	Grade 4 SE: pp. 43–44, 123, 186 Grade 4 TE: Vol. 1 pp. 101, 124–125, 128–129, 132–			

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Standard	Standard Language	Publisher Citations for CA ELD Standards	Meets Standard		Reviewer Comments, Citations, and Questions
			Y	N	
	knowledge about content with light support. 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 . . .).	133, 378			
	CORRESPONDING CA CCSS for ELA For Reference Only: No Citations Needed				
	[11.] Writing: Text Types and Purposes				
W.4.1a	Write opinion pieces on topics or texts, supporting a point of view with reasons and information. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.				
W.4.1b	Write opinion pieces on topics or texts, supporting a point of view with reasons and information. Provide reasons that are supported by facts and details.				
W.4.1c	Write opinion pieces on topics or texts, supporting a point of view with reasons and information. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).				
W.4.1d	Write opinion pieces on topics or texts, supporting a point of view with reasons and information. d. Provide a concluding statement or section related to the opinion presented.				
	[11.] Writing: Production and Distribution of Writing				
W.4.4	Produce clear and coherent writing (including multiple-paragraph texts) in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) CA				
	[11.] Writing: Research to Build and Present Knowledge				
W.4.9a	Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grade 4 Reading standards to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts,				

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			Y	N	
	words, or actions].”).				
W.4.9b	Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grade 4 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).				
	[11.] Writing: Range of Writing				
W.4.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.				
	[11.] Speaking and Listening: Presentation of Knowledge and Ideas				
SL.4.4	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. a. Plan and deliver a narrative presentation that: relates ideas, observations, or recollections; provides a clear context; and includes clear insight into why the event or experience is memorable. CA				
SL.4.6	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 and 3 for specific expectations.)				
	[11.] Language: Knowledge of Language				
L.4.3a	Use knowledge of language and its conventions when writing, speaking, reading, or listening. Choose words and phrases to convey ideas precisely.* [Beginning in grade 3, skills and understandings that are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking are marked with an asterisk (*).]				
L.4.3b	Use knowledge of language and its conventions when writing, speaking, reading, or listening. Choose punctuation for effect.*				
L.4.3c	Use knowledge of language and its conventions when writing, speaking, reading, or listening. Differentiate between contexts that call for formal English (e.g., presenting ideas) and				

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PI.4.1.Ex = part I, grade 4, standard 1, expanding proficiency level

[XX.] = Indicates corresponding ELA standard number

Standard	Standard Language	Publisher Citations for CA ELD Standards	Meets Standard		Reviewer Comments, Citations, and Questions
			Y	N	
	situations where informal discourse is appropriate (e.g., small-group discussion).				
	[11.] Language: Vocabulary Acquisition and Use				
L.4.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).				
	ENGLISH LANGUAGE DEVELOPMENT				
	Part I: C. Productive				
Grade 5	11. Supporting Opinion				
PI.5.11.Ex	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. b) Express attitude and opinions or temper statements with familiar modal expressions (e.g., maybe/probably, can/must).	Grade 5 SE: pp. 82, 92–95, 238–240 Grade 5 TE: Vol. 1 pp. 247, 274–275; Vol. 2 pp. 522, 720–721, 724–725			
PI.5.11.Br	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. 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 . . .).	Grade 5 SE: pp. 82, 92–95, 238–240 Grade 5 TE: Vol. 1 pp. 247, 274–275; Vol. 2 pp. 522, 720–721, 724–725			
	CORRESPONDING CA CCSS for ELA For Reference Only: No Citations Needed				
	[11.] Writing: Text Types and Purposes				

Standards labeling key:

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ELD Standards are identified by part, grade level, number, and proficiency level

PI.4.1.Ex = part I, grade 4, standard 1, expanding proficiency level

[XX.] = Indicates corresponding ELA standard number

Standard	Standard Language	Publisher Citations for CA ELD Standards	Meets Standard		Reviewer Comments, Citations, and Questions
			Y	N	
W.5.1a	Write opinion pieces on topics or texts, supporting a point of view with reasons and information. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.				
W.5.1b	Write opinion pieces on topics or texts, supporting a point of view with reasons and information. Provide logically ordered reasons that are supported by facts and details.				
W.5.1c	Write opinion pieces on topics or texts, supporting a point of view with reasons and information. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).				
W.5.1d	Write opinion pieces on topics or texts, supporting a point of view with reasons and information. Provide a concluding statement or section related to the opinion presented.				
	[11.] Writing: Production and Distribution of Writing				
W.5.4	Produce clear and coherent writing (including multiple-paragraph texts) in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) CA				
	[11.] Writing: Research to Build and Present Knowledge				
W.5.9a	Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grade 5 Reading standards to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]").				
W.5.9b	Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grade 5 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").				
	[11.] Writing: Range of Writing				
W.5.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks,				

Standards labeling key:

ELA Standards are identified by their strand, grade, and number.

RL.4.3 = reading literature, grade 4, standard 3; W.5.1a = writing, grade 5, standard 1a.

ELD Standards are identified by part, grade level, number, and proficiency level

PI.4.1.Ex = part I, grade 4, standard 1, expanding proficiency level

[XX.] = Indicates corresponding ELA standard number

Standard	Standard Language	Publisher Citations for CA ELD Standards	Meets Standard		Reviewer Comments, Citations, and Questions
			Y	N	
	purposes, and audiences.				
	[11.] Speaking and Listening:				
SL.5.4	Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. a. Plan and deliver an opinion speech that: states an opinion, logically sequences evidence to support the speaker's position, uses transition words to effectively link opinions and evidence (e.g., consequently and therefore), and provides a concluding statement related to the speaker's position. CA b. Memorize and recite a poem or section of a speech or historical document using rate, expression, and gestures appropriate to the selection. CA				
SL.5.6	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 for specific expectations.)				
	[11.] Language: Knowledge of Language				
L.5.3a	Use knowledge of language and its conventions when writing, speaking, reading, or listening. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.				
L.5.3b	Use knowledge of language and its conventions when writing, speaking, reading, or listening. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.				
	[11.] Language: Language Acquisition and Use				
L.5.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., <i>however, although, nevertheless, similarly, moreover, in addition</i>).				
	ENGLISH LANGUAGE DEVELOPMENT				
	Part I: C. Productive				
Grade 6	11. Justifying/Arguing				
PI.6.11.Ex	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	Grade 6 SE: pp. 192, 180–184, 232 Grade 6 TE: Vol. 2 pp. 468,			

Standards labeling key:

ELA Standards are identified by their strand, grade, and number.

RL.4.3 = reading literature, grade 4, standard 3; W.5.1a = writing, grade 5, standard 1a.

ELD Standards are identified by part, grade level, number, and proficiency level

PI.4.1.Ex = part I, grade 4, standard 1, expanding proficiency level

[XX.] = Indicates corresponding ELA standard number

Standard	Standard Language	Publisher Citations for CA ELD Standards	Meets Standard		Reviewer Comments, Citations, and Questions
			Y	N	
	relevant background knowledge with moderate support. b) Express attitude and opinions or temper statements with a variety of familiar modal expressions (e.g., maybe/probably, can/could, must).	525, 556–557, 560–561, 602			
PI.6.11.Br	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. 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 . . .).	Grade 6 SE: pp. 192, 180–184, 232 Grade 6 TE: Vol. 2 pp. 468, 525, 556–557, 560–561, 602			
	CORRESPONDING CA CCSS for ELA For Reference Only: No Citations Needed				
	[11.] Writing: Text Types and Purposes				
W.6.1a	Write arguments to support claims with clear reasons and relevant evidence. Introduce claim(s) and organize the reasons and evidence clearly.				
W.6.1b	Write arguments to support claims with clear reasons and relevant evidence. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.				
W.6.1c	Write arguments to support claims with clear reasons and relevant evidence. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.				
W.6.1d	Write arguments to support claims with clear reasons and relevant evidence. Establish and maintain a formal style.				
W.6.1e	Write arguments to support claims with clear reasons and relevant evidence. Provide a concluding statement or section that follows from the argument presented.				

Standards labeling key:

ELA Standards are identified by their strand, grade, and number.

RL.4.3 = reading literature, grade 4, standard 3; W.5.1a = writing, grade 5, standard 1a.

ELD Standards are identified by part, grade level, number, and proficiency level

PI.4.1.Ex = part I, grade 4, standard 1, expanding proficiency level

[XX.] = Indicates corresponding ELA standard number

		Publisher Citations for CA ELD Standards	Meets Standard		Reviewer Comments, Citations, and Questions
Standard	Standard Language		Y	N	
	[11.] Writing: Production and Distribution of Writing				
W.6.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)				
	[11.] Writing: Research to Build and Present Knowledge				
W.6.8	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.				
W.6.9a	Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grade 6 Reading standards to literature (e.g., “Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics”).				
W.6.9b	Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grade 6 Reading standards to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”).				
	[11.] Writing: Range of Writing				
W.6.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.				
	[11.] Speaking and Listening: Comprehension and Collaboration				
SL.6.3	Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.				
	ENGLISH LANGUAGE DEVELOPMENT				
	Part I: C. Productive				
Grade 7	11. Justifying/Arguing				
PI.7.11.Ex	a) Justify opinions or persuade others by providing relevant textual evidence or relevant	Grade 7 SE: pp. 26, 144–147, 242–245			

Standards labeling key:

ELA Standards are identified by their strand, grade, and number.

RL.4.3 = reading literature, grade 4, standard 3; W.5.1a = writing, grade 5, standard 1a.

ELD Standards are identified by part, grade level, number, and proficiency level

PI.4.1.Ex = part I, grade 4, standard 1, expanding proficiency level

[XX.] = Indicates corresponding ELA standard number

Standard	Standard Language	Publisher Citations for CA ELD Standards	Meets Standard		Reviewer Comments, Citations, and Questions
			Y	N	
	background knowledge with moderate support. b) Express attitude and opinions or temper statements with a variety of familiar modal expressions (e.g., possibly/likely, could/would/should).	Grade 7 TE: Vol. 2 pp. 661, 712–713, 716–717, 720–721, 724–725			
PI.7.11.Br	a) Justify opinions or persuade others by providing detailed and relevant textual evidence or relevant background knowledge with light support. b) Express attitude and opinions or temper statements with nuanced modal expressions (e.g., possibly/potentially/absolutely, should/might).	Grade 7 SE: pp. 26, 144–147, 242–245 Grade 7 TE: Vol. 2 pp. 661, 712–713, 716–717, 720–721, 724–725			
	CORRESPONDING CA CCSS for ELA For Reference Only: No Citations Needed				
	[11.] Writing: Text Types and Purposes				
W.7.1a	Write arguments to support claims with clear reasons and relevant evidence. Introduce claim(s), acknowledge and address alternate or opposing claims, and organize the reasons and evidence logically. CA				
W.7.1b	Write arguments to support claims with clear reasons and relevant evidence. Support claim(s) or counterarguments with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. CA				
W.7.1c	Write arguments to support claims with clear reasons and relevant evidence. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.				
W.7.1d	Write arguments to support claims with clear reasons and relevant evidence. Establish and maintain a formal style.				
W.7.1e	Write arguments to support claims with clear reasons and relevant evidence. Provide a concluding statement or section that follows from and supports the argument presented.				
	[11.] Writing: Production and Distribution of Writing				

Standards labeling key:

ELA Standards are identified by their strand, grade, and number.

RL.4.3 = reading literature, grade 4, standard 3; W.5.1a = writing, grade 5, standard 1a.

ELD Standards are identified by part, grade level, number, and proficiency level

PI.4.1.Ex = part I, grade 4, standard 1, expanding proficiency level

[XX.] = Indicates corresponding ELA standard number

Standard	Standard Language	Publisher Citations for CA ELD Standards	Meets Standard		Reviewer Comments, Citations, and Questions
			Y	N	
W.7.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)				
	[11.] Writing: Research to Build and Present Knowledge				
W.7.8	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.				
W.7.9a	Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grade 7 Reading standards to literature (e.g., “Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history”).				
W.7.9b	Draw evidence from literary or informational texts to support analysis, reflection, and research. b. Apply grade 7 Reading standards to literary nonfiction (e.g. “Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims”).				
	[11.] Writing: Range of Writing				
W.7.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.				
	[11.] Speaking and Listening: Comprehension and Collaboration				
SL.7.3	Delineate a speaker’s argument and specific claims, and attitude toward the subject , evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence. CA				
	ENGLISH LANGUAGE DEVELOPMENT				
	Part I: C. Productive				
Grade 8	11. Justifying/Arguing				
PI.8.11.Ex	a) Justify opinions or persuade others by providing relevant textual evidence or relevant	Grade 8 SE: pp. 241, 247, 255			

Standards labeling key:

ELA Standards are identified by their strand, grade, and number.

RL.4.3 = reading literature, grade 4, standard 3; W.5.1a = writing, grade 5, standard 1a.

ELD Standards are identified by part, grade level, number, and proficiency level

PI.4.1.Ex = part I, grade 4, standard 1, expanding proficiency level

[XX.] = Indicates corresponding ELA standard number

Standard	Standard Language	Publisher Citations for CA ELD Standards	Meets Standard		Reviewer Comments, Citations, and Questions
			Y	N	
	background knowledge with moderate support. b) Express attitude and opinions or temper statements with a variety of familiar modal expressions (e.g., possibly/likely, could/would).	Grade 8 TE: Vol. 2 pp. 814, 834, 840–841, 844–845, 848–849			
PI.8.11.Br	a) Justify opinions or persuade others by providing detailed and relevant textual evidence or relevant background knowledge with light support. b) Express attitude and opinions or temper statements with nuanced modal expressions (e.g., potentially/certainly/absolutely, should/might).	Grade 8 SE: pp. 241, 247, 255 Grade 8 TE: Vol. 2 pp. 814, 834, 840–841, 844–845, 848–849			
	CORRESPONDING CA CCSS for ELA For Reference Only: No Citations Needed				
	[11.] Writing: Text Types and Purposes				
W.8.1a	Write arguments to support claims with clear reasons and relevant evidence. a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.				
W.8.1b	Write arguments to support claims with clear reasons and relevant evidence. b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.				
W.8.1c	Write arguments to support claims with clear reasons and relevant evidence. c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.				
W.8.1d	Write arguments to support claims with clear reasons and relevant evidence. d. Establish and maintain a formal style.				
W.8.1e	Write arguments to support claims with clear reasons and relevant evidence. e. Provide a concluding statement or section that follows from and supports the argument presented.				
	[11.] Writing: Production and Distribution of Writing				

Standards labeling key:

ELA Standards are identified by their strand, grade, and number.

RL.4.3 = reading literature, grade 4, standard 3; W.5.1a = writing, grade 5, standard 1a.

ELD Standards are identified by part, grade level, number, and proficiency level

PI.4.1.Ex = part I, grade 4, standard 1, expanding proficiency level

[XX.] = Indicates corresponding ELA standard number

Standard	Standard Language	Publisher Citations for CA ELD Standards	Meets Standard		Reviewer Comments, Citations, and Questions
			Y	N	
W.8.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)				
	[11.] Writing: Research to Build and Present Knowledge				
W.8.8	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.				
W.8.9a	Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grade 8 Reading standards to literature (e.g., “Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new”).				
W.8.9b	Draw evidence from literary or informational texts to support analysis, reflection, and research. b. Apply grade 8 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced”).				
	[11.] Writing: Range of Writing				
W.8.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.				
	[11.] Speaking and Listening: Comprehension and Collaboration				
SL.8.3	Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.				
	ENGLISH LANGUAGE DEVELOPMENT				
	Part I: C. Productive				
Grade 4	12. Selecting Language Resources				
PI.4.12.Ex	a) Use a growing number of general academic and domain-specific words, synonyms, and	Grade 4 SE: pp. 82, 99, 145			

Standards labeling key:

ELA Standards are identified by their strand, grade, and number.

RL.4.3 = reading literature, grade 4, standard 3; W.5.1a = writing, grade 5, standard 1a.

ELD Standards are identified by part, grade level, number, and proficiency level

PI.4.1.Ex = part I, grade 4, standard 1, expanding proficiency level

[XX.] = Indicates corresponding ELA standard number

Standard	Standard Language	Publisher Citations for CA ELD Standards	Meets Standard		Reviewer Comments, Citations, and Questions
			Y	N	
	antonyms to create precision and shades of meaning while speaking and writing. b) Select a growing number of frequently used affixes for accuracy and precision (e.g., She walked. He likes . . . , I'm unhappy.).	Grade 4 TE: Vol. 1 pp. 65, 149; Vol. 2 pp. 720, 828, 854			
PI.4.12.Br	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. b) Select a variety of appropriate affixes for accuracy and precision (e.g., She's walking. I'm uncomfortable. They left reluctantly.).	Grade 4 SE: pp. 82, 99, 145 Grade 4 TE: Vol. 1 pp. 65, 149; Vol. 2 pp. 720, 828, 854			
	CORRESPONDING CA CCSS for ELA For Reference Only: No Citations Needed				
	[12.] Speaking and Listening: Presentation of Knowledge and Ideas				
SL.4.4	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. a. Plan and deliver a narrative presentation that: relates ideas, observations, or recollections; provides a clear context; and includes clear insight into why the event or experience is memorable. CA				
SL.4.6	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 and 3 for specific expectations.)				
	[12.] Language: Vocabulary Acquisition and Use				
L.4.4a	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 4 reading and content</i> , choosing flexibly from a range of strategies. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.				

Standards labeling key:

ELA Standards are identified by their strand, grade, and number.

RL.4.3 = reading literature, grade 4, standard 3; W.5.1a = writing, grade 5, standard 1a.

ELD Standards are identified by part, grade level, number, and proficiency level

PI.4.1.Ex = part I, grade 4, standard 1, expanding proficiency level

[XX.] = Indicates corresponding ELA standard number

Standard	Standard Language	Publisher Citations for CA ELD Standards	Meets Standard		Reviewer Comments, Citations, and Questions
			Y	N	
L.4.4b	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 4 reading and content</i> , choosing flexibly from a range of strategies. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).				
L.4.4c	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 4 reading and content</i> , choosing flexibly from a range of strategies. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases and to identify alternate word choices in all content areas. CA				
L.4.5a	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.				
L.4.5b	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Recognize and explain the meaning of common idioms, adages, and proverbs.				
L.4.5c	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).				
L.4.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).				
	ENGLISH LANGUAGE DEVELOPMENT				
	Part I: C. Productive				
Grade 5	12. Selecting Language Resources				
PI.5.12.Ex	a) Use a growing number of general academic and domain-specific words, synonyms, and antonyms to create precision and shades of	Grade 5 SE: pp. 99, 245, 255 Grade 5 TE: Vol. 1 pp. 134, 266; Vol. 2 pp. 598, 742,			

Standards labeling key:

ELA Standards are identified by their strand, grade, and number.

RL.4.3 = reading literature, grade 4, standard 3; W.5.1a = writing, grade 5, standard 1a.

ELD Standards are identified by part, grade level, number, and proficiency level

PI.4.1.Ex = part I, grade 4, standard 1, expanding proficiency level

[XX.] = Indicates corresponding ELA standard number

Standard	Standard Language	Publisher Citations for CA ELD Standards	Meets Standard		Reviewer Comments, Citations, and Questions
			Y	N	
	meaning while speaking and writing. b) Select a growing number of frequently used affixes for accuracy and precision (e.g., She walked. He likes . . . , I'm unhappy.).	778			
PI.5.12.Br	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. b) Select a variety of appropriate affixes for accuracy and precision (e.g., She's walking. I'm uncomfortable. They left reluctantly.).	Grade 5 SE: pp. 99, 245, 255 Grade 5 TE: Vol. 1 pp. 134, 266; Vol. 2 pp. 598, 742, 778			
	CORRESPONDING CA CCSS for ELA For Reference Only: No Citations Needed				
	[12.] Speaking and Listening: Presentation of Knowledge and Ideas				
SL.5.4	Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. a. Plan and deliver an opinion speech that: states an opinion, logically sequences evidence to support the speaker's position, uses transition words to effectively link opinions and evidence (e.g., consequently and therefore), and provides a concluding statement related to the speaker's position. CA b. Memorize and recite a poem or section of a speech or historical document using rate, expression, and gestures appropriate to the selection. CA				
	[12.] Language: Vocabulary Acquisition and Use				
L.5.4a	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 5 reading and content</i> , choosing flexibly from a range of strategies. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.				
L.5.4b	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 5 reading and content</i> , choosing flexibly from a range of strategies.				

Standards labeling key:

ELA Standards are identified by their strand, grade, and number.

RL.4.3 = reading literature, grade 4, standard 3; W.5.1a = writing, grade 5, standard 1a.

ELD Standards are identified by part, grade level, number, and proficiency level

PI.4.1.Ex = part I, grade 4, standard 1, expanding proficiency level

[XX.] = Indicates corresponding ELA standard number

Standard	Standard Language	Publisher Citations for CA ELD Standards	Meets Standard		Reviewer Comments, Citations, and Questions
			Y	N	
	Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).				
L.5.4c	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 5 reading and content</i> , choosing flexibly from a range of strategies. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases and to identify alternate word choices in all content areas. CA				
L.5.5a	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Interpret figurative language, including similes and metaphors, in context.				
L.5.5b	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Recognize and explain the meaning of common idioms, adages, and proverbs.				
L.5.5c	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.				
L.5.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).				
	ENGLISH LANGUAGE DEVELOPMENT				
	Part I: C. Productive				
Grade 6	12. Selecting Language Resources				
PI.6.12.Ex	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. b) Use knowledge of morphology to appropriately	Grade 6 SE: pp. 57, 95, 157 Grade 6 TE: Vol. 1 pp. 161, 308; Vol. 2 pp. 533, 640, 790			

Standards labeling key:

ELA Standards are identified by their strand, grade, and number.

RL.4.3 = reading literature, grade 4, standard 3; W.5.1a = writing, grade 5, standard 1a.

ELD Standards are identified by part, grade level, number, and proficiency level

PI.4.1.Ex = part I, grade 4, standard 1, expanding proficiency level

[XX.] = Indicates corresponding ELA standard number

Standard	Standard Language	Publisher Citations for CA ELD Standards	Meets Standard		Reviewer Comments, Citations, and Questions
			Y	N	
	select affixes in a growing number of ways to manipulate language (e.g., She likes X. That's impossible.).				
PI.6.12.Br	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. 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, etc.).	Grade 6 SE: pp. 57, 95, 157 Grade 6 TE: Vol. 1 pp. 161, 308; Vol. 2 pp. 533, 640, 790			
	CORRESPONDING CA CCSS for ELA For Reference Only: No Citations Needed				
	[12.] Reading Literature: Craft and Structure				
RL.6.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.) (See grade 11–12 Language standards 4–6 for additional expectations.) CA				
	[12.] Reading Informational Text: Craft and Structure				
RI.6.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. (See grade 8 Language standards 4–6 for additional expectations.) CA				
	[12.] Language: Vocabulary Acquisition and Use				
L.6.4a	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based				

Standards labeling key:

ELA Standards are identified by their strand, grade, and number.

RL.4.3 = reading literature, grade 4, standard 3; W.5.1a = writing, grade 5, standard 1a.

ELD Standards are identified by part, grade level, number, and proficiency level

PI.4.1.Ex = part I, grade 4, standard 1, expanding proficiency level

[XX.] = Indicates corresponding ELA standard number

Standard	Standard Language	Publisher Citations for CA ELD Standards	Meets Standard		Reviewer Comments, Citations, and Questions
			Y	N	
	on <i>grade 6 reading and content</i> , choosing flexibly from a range of strategies. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.				
L.6.4b	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 6 reading and content</i> , choosing flexibly from a range of strategies. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>audience</i> , <i>auditory</i> , <i>audible</i>).				
L.6.4c	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 6 reading and content</i> , choosing flexibly from a range of strategies. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.				
L.6.4d	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 6 reading and content</i> , choosing flexibly from a range of strategies. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).				
L.6.5a	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Interpret figures of speech (e.g., personification) in context.				
L.6.5b	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.				
L.6.5c	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>stingy</i> , <i>scrimping</i> , <i>economical</i> , <i>unwasteful</i> , <i>thrifty</i>).				
L.6.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.				

Standards labeling key:

ELA Standards are identified by their strand, grade, and number.

RL.4.3 = reading literature, grade 4, standard 3; W.5.1a = writing, grade 5, standard 1a.

ELD Standards are identified by part, grade level, number, and proficiency level

PI.4.1.Ex = part I, grade 4, standard 1, expanding proficiency level

[XX.] = Indicates corresponding ELA standard number

Standard	Standard Language	Publisher Citations for CA ELD Standards	Meets Standard		Reviewer Comments, Citations, and Questions
			Y	N	
	ENGLISH LANGUAGE DEVELOPMENT				
	Part I: C. Productive				
Grade 7	12. Selecting Language Resources				
PI.7.12.Ex	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. b) Use knowledge of morphology to appropriately select affixes in a growing number of ways to manipulate language (e.g., She likes walking to school. That's impossible.).	Grade 7 SE: pp. 5, 22, 122 Grade 7 TE: Vol. 1 pp. 64, 70, 80, 122, 366; Vol. 2 pp. 447			
PI.7.12.Br	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. b) Use knowledge of morphology to appropriately select affixes in a variety of ways to manipulate language (e.g., changing destroy -> destruction, probably -> probability, reluctant -> reluctantly).	Grade 7 SE: pp. 5, 22, 122 Grade 7 TE: Vol. 1 pp. 64, 70, 80, 122, 366; Vol. 2 pp. 447			
	CORRESPONDING CA CCSS for ELA For Reference Only: No Citations Needed				
	[12.] Reading Literature: Craft and Structure				
RL.7.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama. (See				

Standards labeling key:

ELA Standards are identified by their strand, grade, and number.

RL.4.3 = reading literature, grade 4, standard 3; W.5.1a = writing, grade 5, standard 1a.

ELD Standards are identified by part, grade level, number, and proficiency level

PI.4.1.Ex = part I, grade 4, standard 1, expanding proficiency level

[XX.] = Indicates corresponding ELA standard number

		Publisher Citations for CA ELD Standards	Meets Standard		Reviewer Comments, Citations, and Questions
Standard	Standard Language		Y	N	
	grade 7 Language standards 4–6 for additional expectations.) CA				
	[12.] Reading Informational Text: Craft and Structure				
RI.7.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone. (See grade 7 Language standards 4–6 for additional expectations.) CA				
	[12.] Language: Vocabulary Acquisition and Use				
L.7.4a	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 7 reading and content</i> , choosing flexibly from a range of strategies. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.				
L.7.4b	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 7 reading and content</i> , choosing flexibly from a range of strategies. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>belligerent</i> , <i>bellicose</i> , <i>rebel</i>).				
L.7.4c	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 7 reading and content</i> , choosing flexibly from a range of strategies. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech or trace the etymology of words. CA				
L.7.4d	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 7 reading and content</i> , choosing flexibly from a range of strategies. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).				
L.7.5a	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.				
L.7.5b	Demonstrate understanding of figurative language, word relationships, and nuances in word				

Standards labeling key:

ELA Standards are identified by their strand, grade, and number.

RL.4.3 = reading literature, grade 4, standard 3; W.5.1a = writing, grade 5, standard 1a.

ELD Standards are identified by part, grade level, number, and proficiency level

PI.4.1.Ex = part I, grade 4, standard 1, expanding proficiency level

[XX.] = Indicates corresponding ELA standard number

Standard	Standard Language	Publisher Citations for CA ELD Standards	Meets Standard		Reviewer Comments, Citations, and Questions
			Y	N	
	meanings. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.				
L.7.5c	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).				
L.7.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.				
	ENGLISH LANGUAGE DEVELOPMENT				
	Part I: C. Productive				
Grade 8	12. Selecting Language Resources				
PI.8.12.Ex	a) Use a growing set of academic words (e.g., specific, contrast, significant, function), domain-specific words (e.g., scene, irony, suspense, analogy, cell membrane, fraction), synonyms, and antonyms to create precision and shades of meaning while speaking and writing. b) Use knowledge of morphology to appropriately select affixes in a growing number of ways to manipulate language (e.g., She likes walking to school. That's impossible.).	Grade 8 SE: pp. 121, 139, 246 Grade 8 TE: Vol. 1 pp. 66, 79, 102, 244; Vol. 2 pp. 492			
PI.8.12.Br	a) Use an expanded set of general academic words (e.g., specific, contrast, significant, function, adequate, analysis), domain-specific words (e.g., scene, irony, suspense, analogy, cell membrane, fraction), synonyms, antonyms, and figurative language to create precision and shades of meaning while speaking and writing.	Grade 8 SE: pp. 121, 139, 246 Grade 8 TE: Vol. 1 pp. 66, 79, 102, 244; Vol. 2 pp. 492			

Standards labeling key:

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RL.4.3 = reading literature, grade 4, standard 3; W.5.1a = writing, grade 5, standard 1a.

ELD Standards are identified by part, grade level, number, and proficiency level

PI.4.1.Ex = part I, grade 4, standard 1, expanding proficiency level

[XX.] = Indicates corresponding ELA standard number

Standard	Standard Language	Publisher Citations for CA ELD Standards	Meets Standard		Reviewer Comments, Citations, and Questions
			Y	N	
	b) Use knowledge of morphology to appropriately select affixes in a variety of ways to manipulate language (e.g., changing destroy -> destruction, probably -> probability, reluctant -> reluctantly).				
	CORRESPONDING CA CCSS for ELA For Reference Only: No Citations Needed				
	[12.] Reading Literature: Craft and Structure				
RL.8.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. (See grade 8 Language standards 4–6 for additional expectations.) CA				
	[12.] Reading Informational Text: Craft and Structure				
RI.8.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. (See grade 8 Language standards 4–6 for additional expectations.) CA				
	[12.] Language: Vocabulary Acquisition and Use				
L.8.4a	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on <i>grade 8 reading and content</i> , choosing flexibly from a range of strategies. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.				
L.8.4b	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>precede</i> , <i>recede</i> , <i>secede</i>).				
L.8.4c	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on <i>grade 8 reading and content</i> , choosing flexibly from a range of strategies. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech or trace the etymology of words. CA				

Standards labeling key:

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RL.4.3 = reading literature, grade 4, standard 3; W.5.1a = writing, grade 5, standard 1a.

ELD Standards are identified by part, grade level, number, and proficiency level

PI.4.1.Ex = part I, grade 4, standard 1, expanding proficiency level

[XX.] = Indicates corresponding ELA standard number

Standard	Standard Language	Publisher Citations for CA ELD Standards	Meets Standard		Reviewer Comments, Citations, and Questions
			Y	N	
L.8.4d	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies. d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).				
L.8.5a	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Interpret figures of speech (e.g. verbal irony, puns) in context.				
L.8.5b	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Use the relationship between particular words to better understand each of the words.				
L.8.5c	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).				
L.8.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.				
	ENGLISH LANGUAGE DEVELOPMENT				
	Part II: A. Structuring Cohesive Text				
Grade 4	1. Understanding Text Structure				
PII.4.1.Ex	Apply increasing understanding of how different text types are organized to express ideas (e.g., how a narrative is organized sequentially with predictable stages versus how an explanation is organized around ideas) to comprehending texts and writing texts with increasing cohesion.	Grade 4 SE: pp. 64, 94, 238 Grade 4 TE: Vol. 1 pp. 128, 208, 424; Vol. 2 pp. 714, 752			
PII.4.1.Br	Apply understanding of how different text types are organized to express ideas (e.g., how a narrative is organized sequentially with predictable stages versus how	Grade 4 SE: pp. 64, 94, 238 Grade 4 TE: Vol. 1 pp. 128, 208, 424; Vol. 2 pp. 714,			

Standards labeling key:

ELA Standards are identified by their strand, grade, and number.

RL.4.3 = reading literature, grade 4, standard 3; W.5.1a = writing, grade 5, standard 1a.

ELD Standards are identified by part, grade level, number, and proficiency level

PI.4.1.Ex = part I, grade 4, standard 1, expanding proficiency level

[XX.] = Indicates corresponding ELA standard number

Standard	Standard Language	Publisher Citations for CA ELD Standards	Meets Standard		Reviewer Comments, Citations, and Questions
			Y	N	
	opinions/arguments are structured logically, grouping related ideas) to comprehending texts and writing cohesive texts.	752			
	CORRESPONDING CA CCSS for ELA For Reference Only: No Citations Needed				
	[1.] Reading Literature: Craft and Structure				
RL.4.5	Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.				
	[1.] Reading Informational Text: Craft and Structure				
RI.4.5	Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.				
	[1.] Writing: Text Types and Purposes				
W.4.1a	Write opinion pieces on topics or texts, supporting a point of view with reasons and information. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.				
W.4.1b	Write opinion pieces on topics or texts, supporting a point of view with reasons and information. Provide reasons that are supported by facts and details.				
W.4.1c	Write opinion pieces on topics or texts, supporting a point of view with reasons and information. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).				
W.4.1d	Write opinion pieces on topics or texts, supporting a point of view with reasons and information. Provide a concluding statement or section related to the opinion presented.				
W.4.2a	Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Introduce a topic clearly and group related information in paragraphs and sections; include				

Standards labeling key:

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RL.4.3 = reading literature, grade 4, standard 3; W.5.1a = writing, grade 5, standard 1a.

ELD Standards are identified by part, grade level, number, and proficiency level

PI.4.1.Ex = part I, grade 4, standard 1, expanding proficiency level

[XX.] = Indicates corresponding ELA standard number

Standard	Standard Language	Publisher Citations for CA ELD Standards	Meets Standard		Reviewer Comments, Citations, and Questions
			Y	N	
	formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.				
W.4.2b	Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.				
W.4.2c	Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).				
W.4.2d	Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Use precise language and domain-specific vocabulary to inform about or explain the topic.				
W.4.2e	Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Provide a concluding statement or section related to the information or explanation presented.				
W.4.3a	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.				
W.4.3b	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Use dialogue and description to develop experiences and events or show the responses of characters to situations.				
W.4.3c	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Use a variety of transitional words and phrases to manage the sequence of events.				
W.4.3d	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Use concrete words and phrases and sensory details to convey experiences and events precisely.				

Standards labeling key:

ELA Standards are identified by their strand, grade, and number.

RL.4.3 = reading literature, grade 4, standard 3; W.5.1a = writing, grade 5, standard 1a.

ELD Standards are identified by part, grade level, number, and proficiency level

PI.4.1.Ex = part I, grade 4, standard 1, expanding proficiency level

[XX.] = Indicates corresponding ELA standard number

Standard	Standard Language	Publisher Citations for CA ELD Standards	Meets Standard		Reviewer Comments, Citations, and Questions
			Y	N	
W.4.3e	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Provide a conclusion that follows from the narrated experiences or events.				
	[1.] Writing: Production and Distribution of Writing				
W.4.4	Produce clear and coherent writing (including multiple-paragraph texts) in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) CA				
W.4.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4.)				
	[1.] Writing: Range of Writing				
W.4.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.				
	ENGLISH LANGUAGE DEVELOPMENT				
	Part II: A. Structuring Cohesive Text				
Grade 5	1. Understanding Text Structure				
PII.5.1.Ex	Apply growing understanding of how different text types are organized to express ideas (e.g., how a narrative is organized sequentially with predictable stages versus how opinions/arguments are structured logically around reasons and evidence) to comprehending texts and writing texts with increasing cohesion.	Grade 5 SE: pp. 52, 65, 146 Grade 5 TE: Vol. 1 pp. 132, 229, 371, 428; Vol. 2 pp. 576			
PII.5.1.Br	Apply increasing understanding of how different text types are organized to express ideas (e.g., how a historical account is organized chronologically versus how opinions/arguments are structured logically around reasons and evidence) to comprehending texts and writing	Grade 5 SE: pp. 52, 65, 146 Grade 5 TE: Vol. 1 pp. 132, 229, 371, 428; Vol. 2 pp. 576			

Standards labeling key:

ELA Standards are identified by their strand, grade, and number.

RL.4.3 = reading literature, grade 4, standard 3; W.5.1a = writing, grade 5, standard 1a.

ELD Standards are identified by part, grade level, number, and proficiency level

PI.4.1.Ex = part I, grade 4, standard 1, expanding proficiency level

[XX.] = Indicates corresponding ELA standard number

Standard	Standard Language	Publisher Citations for CA ELD Standards	Meets Standard		Reviewer Comments, Citations, and Questions
			Y	N	
	cohesive texts.				
	CORRESPONDING CA CCSS for ELA For Reference Only: No Citations Needed				
	[1.] Reading Literature: Craft and Structure				
RL.5.5	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.				
	[1.] Reading Informational Text: Craft and Structure				
RI.5.5	Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.				
	[1.] Writing: Text Types and Purposes				
W.5.1a	Write opinion pieces on topics or texts, supporting a point of view with reasons and information. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.				
W.5.1b	Write opinion pieces on topics or texts, supporting a point of view with reasons and information. Provide logically ordered reasons that are supported by facts and details.				
W.5.1c	Write opinion pieces on topics or texts, supporting a point of view with reasons and information. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).				
W.5.1d	Write opinion pieces on topics or texts, supporting a point of view with reasons and information. Provide a concluding statement or section related to the opinion presented.				
W.5.2a	Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.				

Standards labeling key:

ELA Standards are identified by their strand, grade, and number.

RL.4.3 = reading literature, grade 4, standard 3; W.5.1a = writing, grade 5, standard 1a.

ELD Standards are identified by part, grade level, number, and proficiency level

PI.4.1.Ex = part I, grade 4, standard 1, expanding proficiency level

[XX.] = Indicates corresponding ELA standard number

Standard	Standard Language	Publisher Citations for CA ELD Standards	Meets Standard		Reviewer Comments, Citations, and Questions
			Y	N	
W.5.2b	Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.				
W.5.2c	Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).				
W.5.2d	Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Use precise language and domain-specific vocabulary to inform about or explain the topic.				
W.5.2e	Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Provide a concluding statement or section related to the information or explanation presented.				
W.5.3a	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.				
W.5.3b	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.				
W.5.3c	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.				
W.5.3d	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Use concrete words and phrases and sensory details to convey experiences and events precisely.				

Standards labeling key:

ELA Standards are identified by their strand, grade, and number.

RL.4.3 = reading literature, grade 4, standard 3; W.5.1a = writing, grade 5, standard 1a.

ELD Standards are identified by part, grade level, number, and proficiency level

PI.4.1.Ex = part I, grade 4, standard 1, expanding proficiency level

[XX.] = Indicates corresponding ELA standard number

Standard	Standard Language	Publisher Citations for CA ELD Standards	Meets Standard		Reviewer Comments, Citations, and Questions
			Y	N	
W.5.3e	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Provide a conclusion that follows from the narrated experiences or events.				
	[1.] Writing: Production and Distribution of Writing				
W.5.4	Produce clear and coherent writing (including multiple paragraph texts) in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) CA				
W.5.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.)				
	[1.] Writing: Range of Writing				
W.5.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.				
	ENGLISH LANGUAGE DEVELOPMENT				
	Part II: A. Structuring Cohesive Text				
Grade 6	1. Understanding Text Structure				
PII.6.1.Ex	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.	Grade 6 SE: pp. 44, 182, 258 Grade 6 TE: Vol. 1 pp. 103, 130, 274; Vol. 2 pp. 460, 560			
PII.6.1.Br	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	Grade 6 SE: pp. 44, 182, 258 Grade 6 TE: Vol. 1 pp. 103, 130, 274; Vol. 2 pp. 460, 560			

Standards labeling key:

ELA Standards are identified by their strand, grade, and number.

RL.4.3 = reading literature, grade 4, standard 3; W.5.1a = writing, grade 5, standard 1a.

ELD Standards are identified by part, grade level, number, and proficiency level

PI.4.1.Ex = part I, grade 4, standard 1, expanding proficiency level

[XX.] = Indicates corresponding ELA standard number

Standard	Standard Language	Publisher Citations for CA ELD Standards	Meets Standard		Reviewer Comments, Citations, and Questions
			Y	N	
	texts.				
	CORRESPONDING CA CCSS for ELA For Reference Only: No Citations Needed				
	[1.] Reading Literature: Craft and Structure				
RL.6.5	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.				
	[1.] Reading Informational Text: Craft and Structure				
RI.6.5	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas. a. Analyze the use of text features (e.g., graphics, headers, captions) in popular media. CA				
	[1.] Writing: Text Types and Purposes				
W.6.1a	Write arguments to support claims with clear reasons and relevant evidence. Introduce claim(s) and organize the reasons and evidence clearly.				
W.6.1b	Write arguments to support claims with clear reasons and relevant evidence. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.				
W.6.1c	Write arguments to support claims with clear reasons and relevant evidence. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.				
W.6.1d	Write arguments to support claims with clear reasons and relevant evidence. Establish and maintain a formal style.				
W.6.1e	Write arguments to support claims with clear reasons and relevant evidence. Provide a concluding statement or section that follows from the argument presented.				
W.6.2a	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. a. Introduce a topic or thesis statement ; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. CA				

Standards labeling key:

ELA Standards are identified by their strand, grade, and number.

RL.4.3 = reading literature, grade 4, standard 3; W.5.1a = writing, grade 5, standard 1a.

ELD Standards are identified by part, grade level, number, and proficiency level

PI.4.1.Ex = part I, grade 4, standard 1, expanding proficiency level

[XX.] = Indicates corresponding ELA standard number

Standard	Standard Language	Publisher Citations for CA ELD Standards	Meets Standard		Reviewer Comments, Citations, and Questions
			Y	N	
W.6.2b	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.				
W.6.2c	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. c. Use appropriate transitions to clarify the relationships among ideas and concepts.				
W.6.2d	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. d. Use precise language and domain-specific vocabulary to inform about or explain the topic.				
W.6.2e	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. e. Establish and maintain a formal style.				
W.6.2f	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. f. Provide a concluding statement or section that follows from the information or explanation presented.				
W.6.3a	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.				
W.6.3b	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.				
W.6.3c	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.				

Standards labeling key:

ELA Standards are identified by their strand, grade, and number.

RL.4.3 = reading literature, grade 4, standard 3; W.5.1a = writing, grade 5, standard 1a.

ELD Standards are identified by part, grade level, number, and proficiency level

PI.4.1.Ex = part I, grade 4, standard 1, expanding proficiency level

[XX.] = Indicates corresponding ELA standard number

Standard	Standard Language	Publisher Citations for CA ELD Standards	Meets Standard		Reviewer Comments, Citations, and Questions
			Y	N	
W.6.3d	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.				
W.6.3e	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. Provide a conclusion that follows from the narrated experiences or events.				
	[1.] Writing: Production and Distribution of Writing				
W.6.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)				
W.6.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.)				
	[1.] Writing: Range of Writing				
W.6.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.				
	ENGLISH LANGUAGE DEVELOPMENT				
	Part II: A. Structuring Cohesive Text				
Grade 7	1. Understanding Text Structure				
PII.7.1.Ex	Apply understanding of the organizational features of different text types (e.g., how narratives are organized by an event sequence that unfolds naturally versus how arguments are organized around reasons and evidence) to comprehending texts and to writing increasingly clear and coherent arguments, informative/explanatory texts and narratives.	Grade 7 SE: pp. 46, 56, 244 Grade 7 TE: Vol. 1 pp. 180, 280; Vol.2 pp. 595, 652, 716			

Standards labeling key:

ELA Standards are identified by their strand, grade, and number.

RL.4.3 = reading literature, grade 4, standard 3; W.5.1a = writing, grade 5, standard 1a.

ELD Standards are identified by part, grade level, number, and proficiency level

PI.4.1.Ex = part I, grade 4, standard 1, expanding proficiency level

[XX.] = Indicates corresponding ELA standard number

Standard	Standard Language	Publisher Citations for CA ELD Standards	Meets Standard		Reviewer Comments, Citations, and Questions
			Y	N	
PII.7.1.Br	Apply understanding of the organizational structure of different text types (e.g., how narratives are organized by an event sequence that unfolds naturally versus how arguments are organized around reasons and evidence) to comprehending texts and to writing clear and cohesive arguments, informative/explanatory texts and narratives.	Grade 7 SE: pp. 46, 56, 244 Grade 7 TE: Vol. 1 pp. 180, 280; Vol.2 pp. 595, 652, 716			
	CORRESPONDING CA CCSS for ELA For Reference Only: No Citations Needed				
	[1.] Reading Literature: Craft and Structure				
RL.7.5	Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.				
	[1.] Reading Informational Text: Craft and Structure				
RI.7.5	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas. a. Analyze the use of text features (e.g., graphics, headers, captions) in public documents. CA				
	[1.] Writing: Text Types and Purposes				
W.7.1a	Write arguments to support claims with clear reasons and relevant evidence. Introduce claim(s), acknowledge and address alternate or opposing claims, and organize the reasons and evidence logically. CA				
W.7.1b	Write arguments to support claims with clear reasons and relevant evidence. Support claim(s) or counterarguments with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. CA				
W.7.1c	Write arguments to support claims with clear reasons and relevant evidence. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.				
W.7.1d	Write arguments to support claims with clear reasons and relevant evidence.				

Standards labeling key:

ELA Standards are identified by their strand, grade, and number.

RL.4.3 = reading literature, grade 4, standard 3; W.5.1a = writing, grade 5, standard 1a.

ELD Standards are identified by part, grade level, number, and proficiency level

PI.4.1.Ex = part I, grade 4, standard 1, expanding proficiency level

[XX.] = Indicates corresponding ELA standard number

Standard	Standard Language	Publisher Citations for CA ELD Standards	Meets Standard		Reviewer Comments, Citations, and Questions
			Y	N	
	Establish and maintain a formal style.				
W.7.1e	Write arguments to support claims with clear reasons and relevant evidence. Provide a concluding statement or section that follows from and supports the argument presented.				
W.7.2a	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. a. Introduce a topic or thesis statement clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. CA				
W.7.2b	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.				
W.7.2c	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.				
W.7.2d	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. Use precise language and domain-specific vocabulary to inform about or explain the topic.				
W.7.2e	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. Establish and maintain a formal style.				
W.7.2f	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. Provide a concluding statement or section that follows from and supports the information or explanation presented.				
W.7.3a	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.				

Standards labeling key:

ELA Standards are identified by their strand, grade, and number.

RL.4.3 = reading literature, grade 4, standard 3; W.5.1a = writing, grade 5, standard 1a.

ELD Standards are identified by part, grade level, number, and proficiency level

PI.4.1.Ex = part I, grade 4, standard 1, expanding proficiency level

[XX.] = Indicates corresponding ELA standard number

Standard	Standard Language	Publisher Citations for CA ELD Standards	Meets Standard		Reviewer Comments, Citations, and Questions
			Y	N	
	Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.				
W.7.3b	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.				
W.7.3c	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.				
W.7.3d	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.				
W.7.3e	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. Provide a conclusion that follows from and reflects on the narrated experiences or events.				
	[1.] Writing: Production and Distribution of Writing				
W.7.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)				
W.7.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7.)				
	[1.] Writing: Range of Writing				
W.7.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.				
	ENGLISH LANGUAGE DEVELOPMENT				

Standards labeling key:

ELA Standards are identified by their strand, grade, and number.

RL.4.3 = reading literature, grade 4, standard 3; W.5.1a = writing, grade 5, standard 1a.

ELD Standards are identified by part, grade level, number, and proficiency level

PI.4.1.Ex = part I, grade 4, standard 1, expanding proficiency level

[XX.] = Indicates corresponding ELA standard number

Standard	Standard Language	Publisher Citations for CA ELD Standards	Meets Standard		Reviewer Comments, Citations, and Questions
			Y	N	
	Part II: A. Structuring Cohesive Text				
Grade 8	1. Understanding Text Structure				
PII.8.1.Ex	Apply understanding of the organizational features of different text types (e.g., how narratives are organized by an event sequence that unfolds naturally versus how arguments are organized around reasons and evidence) to comprehending texts and to writing increasingly clear and coherent arguments, informative/explanatory texts and narratives.	Grade 8 SE: pp. 88, 133, 178 Grade 8 TE: Vol. 1 pp. 355, 420–421; Vol. 2 pp. 564, 834, 844–845			
PII.8.1.Br	Apply understanding of the organizational structure of different text types (e.g., how narratives are organized by an event sequence that unfolds naturally versus how arguments are organized around reasons and evidence) to comprehending texts and to writing clear and cohesive arguments, informative/explanatory texts and narratives.	Grade 8 SE: pp. 88, 133, 178 Grade 8 TE: Vol. 1 pp. 355, 420–421; Vol. 2 pp. 564, 834, 844–845			
	CORRESPONDING CA CCSS for ELA For Reference Only: No Citations Needed				
	[1.] Reading Literature: Craft and Structure				
RL.8.5	Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.				
	[1.] Reading Informational Text: Craft and Structure				
RI.8.5	Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept. a. Analyze the use of text features (e.g., graphics, headers, captions) in consumer materials. CA				
	[1.] Writing: Text Types and Purposes				

Standards labeling key:

ELA Standards are identified by their strand, grade, and number.

RL.4.3 = reading literature, grade 4, standard 3; W.5.1a = writing, grade 5, standard 1a.

ELD Standards are identified by part, grade level, number, and proficiency level

PI.4.1.Ex = part I, grade 4, standard 1, expanding proficiency level

[XX.] = Indicates corresponding ELA standard number

Standard	Standard Language	Publisher Citations for CA ELD Standards	Meets Standard		Reviewer Comments, Citations, and Questions
			Y	N	
W.8.1a	Write arguments to support claims with clear reasons and relevant evidence. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.				
W.8.1b	Write arguments to support claims with clear reasons and relevant evidence. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.				
W.8.1c	Write arguments to support claims with clear reasons and relevant evidence. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.				
W.8.1d	Write arguments to support claims with clear reasons and relevant evidence. Establish and maintain a formal style.				
W.8.1e	Write arguments to support claims with clear reasons and relevant evidence. Provide a concluding statement or section that follows from and supports the argument presented.				
W.8.2a	Write informative/explanatory texts, including career development documents (e.g., simple business letters and job applications) , to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. CA Introduce a topic or thesis statement clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. CA				
W.8.2b	Write informative/explanatory texts, including career development documents (e.g., simple business letters and job applications) , to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. CA Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.				
W.8.2c	Write informative/explanatory texts, including career development documents (e.g., simple business letters and job applications) , to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant				

Standards labeling key:

ELA Standards are identified by their strand, grade, and number.

RL.4.3 = reading literature, grade 4, standard 3; W.5.1a = writing, grade 5, standard 1a.

ELD Standards are identified by part, grade level, number, and proficiency level

PI.4.1.Ex = part I, grade 4, standard 1, expanding proficiency level

[XX.] = Indicates corresponding ELA standard number

Standard	Standard Language	Publisher Citations for CA ELD Standards	Meets Standard		Reviewer Comments, Citations, and Questions
			Y	N	
	content. CA Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.				
W.8.2d	Write informative/explanatory texts, including career development documents (e.g., simple business letters and job applications) , to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. CA Use precise language and domain-specific vocabulary to inform about or explain the topic.				
W.8.2e	Write informative/explanatory texts, including career development documents (e.g., simple business letters and job applications) , to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. CA Establish and maintain a formal style.				
W.8.2f	Write informative/explanatory texts, including career development documents (e.g., simple business letters and job applications) , to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. CA Provide a concluding statement or section that follows from and supports the information or explanation presented.				
W.8.3a	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.				
W.8.3b	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.				
W.8.3c	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from				

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RL.4.3 = reading literature, grade 4, standard 3; W.5.1a = writing, grade 5, standard 1a.

ELD Standards are identified by part, grade level, number, and proficiency level

PI.4.1.Ex = part I, grade 4, standard 1, expanding proficiency level

[XX.] = Indicates corresponding ELA standard number

Standard	Standard Language	Publisher Citations for CA ELD Standards	Meets Standard		Reviewer Comments, Citations, and Questions
			Y	N	
	one time frame or setting to another, and show the relationships among experiences and events.				
W.8.3d	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.				
W.8.3e	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. Provide a conclusion that follows from and reflects on the narrated experiences or events.				
	[1.] Writing: Production and Distribution of Writing				
W.8.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)				
W.8.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.)				
	[1.] Writing: Range of Writing				
W.8.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.				
	ENGLISH LANGUAGE DEVELOPMENT				
	Part II: A. Structuring Cohesive Text				
Grade 4	2. Understanding Cohesion				
PII.4.2.Ex	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.	Grade 4 SE: pp. 93, 252, 283 Grade 4 TE: Vol. 1 pp. 171, 187, 237; Vol. 2 pp. 672, 714			

Standards labeling key:

ELA Standards are identified by their strand, grade, and number.

RL.4.3 = reading literature, grade 4, standard 3; W.5.1a = writing, grade 5, standard 1a.

ELD Standards are identified by part, grade level, number, and proficiency level

PI.4.1.Ex = part I, grade 4, standard 1, expanding proficiency level

[XX.] = Indicates corresponding ELA standard number

Standard	Standard Language	Publisher Citations for CA ELD Standards	Meets Standard		Reviewer Comments, Citations, and Questions
			Y	N	
	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., since, next, for example) to comprehending texts and writing texts with increasing cohesion.				
PII.4.2.Br	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 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., for instance, in addition, at the end) to comprehending texts and writing cohesive texts.	Grade 4 SE: pp. 93, 252, 283 Grade 4 TE: Vol. 1 pp. 171, 187, 237; Vol. 2 pp. 672, 714			
	CORRESPONDING CA CCSS for ELA For Reference Only: No Citations Needed				
	[2.] Reading Informational Text: Craft and Structure				
RI.4.5	Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.				
	[2.] Writing: Text Types and Purposes				
W.4.2c	Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).				
W.4.3c	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Use a variety of transitional words and phrases to manage the sequence of events.				
	ENGLISH LANGUAGE DEVELOPMENT				

Standards labeling key:

ELA Standards are identified by their strand, grade, and number.

RL.4.3 = reading literature, grade 4, standard 3; W.5.1a = writing, grade 5, standard 1a.

ELD Standards are identified by part, grade level, number, and proficiency level

PI.4.1.Ex = part I, grade 4, standard 1, expanding proficiency level

[XX.] = Indicates corresponding ELA standard number

Standard	Standard Language	Publisher Citations for CA ELD Standards	Meets Standard		Reviewer Comments, Citations, and Questions
			Y	N	
	Part II: A. Structuring Cohesive Text				
Grade 5	2. Understanding Cohesion				
PII.5.2.Ex	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. 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) to comprehending texts and writing texts with increasing cohesion.	Grade 5 SE: pp. 53, 193, 295 Grade 5 TE: Vol. 1 pp. 200, 204, 208; Vol. 2 pp. 576, 882			
PII.5.2.Br	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 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) to comprehending texts and writing cohesive texts.	Grade 5 TE: Vol. 1 pp. 200, 204, 208; Vol. 2 pp. 576, 882			
	CORRESPONDING CA CCSS for ELA For Reference Only: No Citations Needed				
	[2.] Reading Literature: Craft and Structure				
RL.5.5	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.				
	[2.] Reading Informational Text: Craft and Structure				

Standards labeling key:

ELA Standards are identified by their strand, grade, and number.

RL.4.3 = reading literature, grade 4, standard 3; W.5.1a = writing, grade 5, standard 1a.

ELD Standards are identified by part, grade level, number, and proficiency level

PI.4.1.Ex = part I, grade 4, standard 1, expanding proficiency level

[XX.] = Indicates corresponding ELA standard number

Standard	Standard Language	Publisher Citations for CA ELD Standards	Meets Standard		Reviewer Comments, Citations, and Questions
			Y	N	
RI.5.5	Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts				
	[2.] Writing: Text Types and Purposes				
W.5.2c	Write informative/explanatory texts to examine a topic and convey ideas and information clearly. c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).				
W.5.3c	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.				
	[2.] Language: Conventions of Standard English				
L.5.1a	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.				
L.5.1e	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Use correlative conjunctions (e.g., either/or, neither/nor).				
	ENGLISH LANGUAGE DEVELOPMENT				
	Part II: A. Structuring Cohesive Text				
Grade 6	2. Understanding Cohesion				
PII.6.2.Ex	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. b) Apply growing understanding of how ideas, events, or reasons are linked throughout a text	Grade 6 SE: pp. 89, 137, 233 Grade 6 TE: Vol. 1 pp. 92, 203, 221, 349; Vol. 2 pp. 415			

Standards labeling key:

ELA Standards are identified by their strand, grade, and number.

RL.4.3 = reading literature, grade 4, standard 3; W.5.1a = writing, grade 5, standard 1a.

ELD Standards are identified by part, grade level, number, and proficiency level

PI.4.1.Ex = part I, grade 4, standard 1, expanding proficiency level

[XX.] = Indicates corresponding ELA standard number

Standard	Standard Language	Publisher Citations for CA ELD Standards	Meets Standard		Reviewer Comments, Citations, and Questions
			Y	N	
	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.				
PII.6.2.Br	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 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.	Grade 6 SE: pp. 89, 137, 233 Grade 6 TE: Vol. 1 pp. 92, 203, 221, 349; Vol. 2 pp. 415			
	CORRESPONDING CA CCSS for ELA For Reference Only: No Citations Needed				
	[2.] Reading Informational Text: Craft and Structure				
RI.6.5	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas. a. Analyze the use of text features (e.g., graphics, headers, captions) in popular media. CA				
	[2.] Writing: Text Types and Purposes				
W.6.2c	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. Use appropriate transitions to clarify the relationships among ideas and concepts.				
W.6.3c	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts				

Standards labeling key:

ELA Standards are identified by their strand, grade, and number.

RL.4.3 = reading literature, grade 4, standard 3; W.5.1a = writing, grade 5, standard 1a.

ELD Standards are identified by part, grade level, number, and proficiency level

PI.4.1.Ex = part I, grade 4, standard 1, expanding proficiency level

[XX.] = Indicates corresponding ELA standard number

Standard	Standard Language	Publisher Citations for CA ELD Standards	Meets Standard		Reviewer Comments, Citations, and Questions
			Y	N	
	from one time frame or setting to another.				
	ENGLISH LANGUAGE DEVELOPMENT				
	Part II: A. Structuring Cohesive Text				
Grade 7	2. Understanding Cohesion				
PII.7.2.Ex	a) Apply knowledge of familiar language resources for referring to make texts more cohesive (e.g., how pronouns refer back to nouns in text, how using synonyms helps avoid repetition) to comprehending texts and writing texts with increasing cohesion. 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, as a result, on the other hand) to comprehending texts and writing texts with increasing cohesion.	Grade 7 SE: pp. 19, 209, 217 Grade 7 TE: Vol. 2 pp. 458, 473, 525, 642, 717			
PII.7.2.Br	a) Apply knowledge of familiar language resources for referring to make texts more cohesive (e.g., how pronouns, synonyms, or nominalizations are used to refer backward in a text) to comprehending texts and writing cohesive texts. b) Apply 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., for instance, in addition, consequently) to comprehending texts and writing texts with increasing cohesion.	Grade 7 SE: pp. 19, 209, 217 Grade 7 TE: Vol. 2 pp. 458, 473, 525, 642, 717			
	CORRESPONDING CA CCSS for ELA For Reference Only: No Citations Needed				

Standards labeling key:

ELA Standards are identified by their strand, grade, and number.

RL.4.3 = reading literature, grade 4, standard 3; W.5.1a = writing, grade 5, standard 1a.

ELD Standards are identified by part, grade level, number, and proficiency level

PI.4.1.Ex = part I, grade 4, standard 1, expanding proficiency level

[XX.] = Indicates corresponding ELA standard number

		Publisher Citations for CA ELD Standards	Meets Standard		Reviewer Comments, Citations, and Questions
Standard	Standard Language		Y	N	
	[2.] Reading Informational Text: Craft and Structure				
RI.7.5	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas. a. Analyze the use of text features (e.g., graphics, headers, captions) in public documents. CA				
	[2.] Writing: Text Types and Purposes				
W.7.2c	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.				
W.7.3c	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.				
	ENGLISH LANGUAGE DEVELOPMENT				
	Part II: A. Structuring Cohesive Text				
Grade 8	2. Understanding Cohesion				
PII.8.2.Ex	a) Apply knowledge of familiar language resources for referring to make texts more cohesive (e.g., how pronouns refer back to nouns in text, how using synonyms helps avoid repetition) to comprehending and writing texts with increasing cohesion. 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, as a result, on the other hand) to comprehending and writing texts with increasing cohesion.	Grade 8 SE: pp. 46, 88–89, 217 Grade 8 TE: Vol. 1 pp. 31, 42, 133; Vol. 2 pp. 773, 778			

Standards labeling key:

ELA Standards are identified by their strand, grade, and number.

RL.4.3 = reading literature, grade 4, standard 3; W.5.1a = writing, grade 5, standard 1a.

ELD Standards are identified by part, grade level, number, and proficiency level

PI.4.1.Ex = part I, grade 4, standard 1, expanding proficiency level

[XX.] = Indicates corresponding ELA standard number

Standard	Standard Language	Publisher Citations for CA ELD Standards	Meets Standard		Reviewer Comments, Citations, and Questions
			Y	N	
PII.8.2.Br	a) Apply knowledge of familiar language resources for referring to make texts more cohesive (e.g., how pronouns, synonyms, or nominalizations are used to refer backward in a text) to comprehending texts and writing cohesive texts. b) Apply 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., for instance, in addition, consequently) to comprehending and writing texts with increasing cohesion.	Grade 8 SE: pp. 46, 88–89, 217 Grade 8 TE: Vol. 1 pp. 31, 42, 133; Vol. 2 pp. 773, 778			
	CORRESPONDING CA CCSS for ELA For Reference Only: No Citations Needed				
	[2.] Reading Informational Text: Craft and Structure				
RI.8.5	Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept. a. Analyze the use of text features (e.g., graphics, headers, captions) in consumer materials. CA				
	[2.] Writing: Text Types and Purposes				
W.8.2c	Write informative/explanatory texts, including career development documents (e.g., simple business letters and job applications), to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. CA Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.				
W.8.3c	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and				

Standards labeling key:

ELA Standards are identified by their strand, grade, and number.

RL.4.3 = reading literature, grade 4, standard 3; W.5.1a = writing, grade 5, standard 1a.

ELD Standards are identified by part, grade level, number, and proficiency level

PI.4.1.Ex = part I, grade 4, standard 1, expanding proficiency level

[XX.] = Indicates corresponding ELA standard number

Standard	Standard Language	Publisher Citations for CA ELD Standards	Meets Standard		Reviewer Comments, Citations, and Questions
			Y	N	
	events.				
	ENGLISH LANGUAGE DEVELOPMENT				
	Part II: C. Connecting and Condensing Ideas				
Grade 4	6. Connecting Ideas				
PII.4.6.Ex	Combine clauses in an increasing variety of ways (e.g., creating complex sentences using familiar subordinate conjunctions) to make connections between and join ideas in sentences, for example, to express cause/effect (e.g., <i>The deer ran because the mountain lion came.</i>) or to make a concession (e.g., She studied all night even though she wasn't feeling well.).	Grade 4 TE: Vol. 2 pp. 733, 742, 746, 841, 845			
PII.4.6.Br	Combine clauses in a wide variety of ways (e.g., creating complex sentences using a variety of subordinate conjunctions) to make connections between and join ideas, for example, to express cause/effect (e.g., <i>Since the lion was at the waterhole, the deer ran away.</i>), to make a concession, or to link two ideas that happen at the same time (e.g., <i>The cubs played while their mother hunted.</i>).	Grade 4 TE: Vol. 2 pp. 733, 742, 746, 841, 845			
	CORRESPONDING CA CCSS for ELA For Reference Only: No Citations Needed				
	[6.] Writing: Text Types and Purposes				
W.4.1c	Write opinion pieces on topics or texts, supporting a point of view with reasons and information. c. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).				
W.4.2c	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.				

Standards labeling key:

ELA Standards are identified by their strand, grade, and number.

RL.4.3 = reading literature, grade 4, standard 3; W.5.1a = writing, grade 5, standard 1a.

ELD Standards are identified by part, grade level, number, and proficiency level

PI.4.1.Ex = part I, grade 4, standard 1, expanding proficiency level

[XX.] = Indicates corresponding ELA standard number

Standard	Standard Language	Publisher Citations for CA ELD Standards	Meets Standard		Reviewer Comments, Citations, and Questions
			Y	N	
	Link ideas within categories of information using words and phrases (e.g., <i>another</i> , <i>for example</i> , <i>also</i> , <i>because</i>).				
W.4.3c	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Use a variety of transitional words and phrases to manage the sequence of events.				
	ENGLISH LANGUAGE DEVELOPMENT				
	Part II: C. Connecting and Condensing Ideas				
Grade 5	6. Connecting Ideas				
PII.5.6.Ex	Combine clauses in an increasing variety of ways (e.g., creating compound and complex sentences) to make connections between and join ideas, for example, to express cause/effect (e.g., The deer ran because the mountain lion came.), to make a concession (e.g., She studied all night even though she wasn't feeling well.), or to provide reasons to support ideas (e.g., X is an extremely good book because X.).	Grade 5 TE: Vol. 2 pp. 743, 756, 764, 775, 779			
PII.5.6.Br	Combine clauses in a wide variety of ways (e.g., creating compound and complex sentences) to make connections between and join ideas, for example, to express cause/effect (e.g., The deer ran because the mountain lion approached them.), to make a concession (e.g., She studied all night even though she wasn't feeling well.), to link two ideas that happen at the same time (e.g., The cubs played while their mother hunted.), or to provide reasons to support ideas (e.g., The author persuades the reader by X.).	Grade 5 TE: Vol. 2 pp. 743, 756, 764, 775, 779			
	CORRESPONDING CA CCSS for ELA For Reference Only: No Citations Needed				

Standards labeling key:

ELA Standards are identified by their strand, grade, and number.

RL.4.3 = reading literature, grade 4, standard 3; W.5.1a = writing, grade 5, standard 1a.

ELD Standards are identified by part, grade level, number, and proficiency level

PI.4.1.Ex = part I, grade 4, standard 1, expanding proficiency level

[XX.] = Indicates corresponding ELA standard number

		Publisher Citations for CA ELD Standards	Meets Standard		Reviewer Comments, Citations, and Questions
Standard	Standard Language		Y	N	
	[6.] Writing: Text Types and Purposes				
W.5.1c	Write opinion pieces on topics or texts, supporting a point of view with reasons and information. c. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).				
W.5.2c	Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).				
W.5.3c	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.				
	[6.] Language: Conventions of Standard English				
L.5.1a	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.				
L.5.1e	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Use correlative conjunctions (e.g., either/or, neither/nor).				
	ENGLISH LANGUAGE DEVELOPMENT				
	Part II: C. Connecting and Condensing Ideas				
Grade 6	6. Connecting Ideas				
PII.6.6.Ex	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	Grade 6 TE: Vol. 2 pp. 801, 805, 822, 837, 840			

Standards labeling key:

ELA Standards are identified by their strand, grade, and number.

RL.4.3 = reading literature, grade 4, standard 3; W.5.1a = writing, grade 5, standard 1a.

ELD Standards are identified by part, grade level, number, and proficiency level

PI.4.1.Ex = part I, grade 4, standard 1, expanding proficiency level

[XX.] = Indicates corresponding ELA standard number

Standard	Standard Language	Publisher Citations for CA ELD Standards	Meets Standard		Reviewer Comments, Citations, and Questions
			Y	N	
	even though she wasn't feeling well).				
PII.6.6.Br	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 to study for Monday's exam), 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).	Grade 6 TE: Vol. 2 pp. 801, 805, 822, 837, 840			
	CORRESPONDING CA CCSS for ELA For Reference Only: No Citations Needed				
	[6.] Writing: Text Types and Purposes				
W.6.1c	Write arguments to support claims with clear reasons and relevant evidence. c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.				
W.6.2c	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. Use appropriate transitions to clarify the relationships among ideas and concepts.				
W.6.3c	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.				
	ENGLISH LANGUAGE DEVELOPMENT				
	Part II: C. Connecting and Condensing Ideas				
Grade 7	6. Connecting Ideas				
PII.7.6.Ex	Combine clauses in an increasing variety of ways (e.g., creating compound and complex sentences) to make connections between and join ideas, for	Grade 7 TE: Vol. 1 pp. 281; Vol. 2 pp. 467, 473, 642, 702			

Standards labeling key:

ELA Standards are identified by their strand, grade, and number.

RL.4.3 = reading literature, grade 4, standard 3; W.5.1a = writing, grade 5, standard 1a.

ELD Standards are identified by part, grade level, number, and proficiency level

PI.4.1.Ex = part I, grade 4, standard 1, expanding proficiency level

[XX.] = Indicates corresponding ELA standard number

Standard	Standard Language	Publisher Citations for CA ELD Standards	Meets Standard		Reviewer Comments, Citations, and Questions
			Y	N	
	example, to express a reason (e.g., He stayed at home on Sunday in order to study for Monday's exam) or to make a concession (e.g., She studied all night even though she wasn't feeling well).				
PII.7.6.Br	Combine clauses in a wide variety of ways (e.g., creating compound, complex, and compound-complex sentences) to make connections between and join ideas, for example, to show the relationship between multiple events or ideas (e.g., After eating lunch, the students worked in groups while their teacher walked around the room.) or to evaluate an argument (e.g., The author claims X, although there is a lack of evidence to support this claim.).	Grade 7 TE: Vol. 1 pp. 281; Vol. 2 pp. 467, 473, 642, 702			
	CORRESPONDING CA CCSS for ELA For Reference Only: No Citations Needed				
	[6.] Writing: Text Types and Purposes				
W.7.1c	Write arguments to support claims with clear reasons and relevant evidence. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.				
W.7.2c	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.				
W.7.3c	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.				
	ENGLISH LANGUAGE DEVELOPMENT				
	Part II: C. Connecting and Condensing Ideas				

Standards labeling key:

ELA Standards are identified by their strand, grade, and number.

RL.4.3 = reading literature, grade 4, standard 3; W.5.1a = writing, grade 5, standard 1a.

ELD Standards are identified by part, grade level, number, and proficiency level

PI.4.1.Ex = part I, grade 4, standard 1, expanding proficiency level

[XX.] = Indicates corresponding ELA standard number

Standard	Standard Language	Publisher Citations for CA ELD Standards	Meets Standard		Reviewer Comments, Citations, and Questions
			Y	N	
Grade 8	6. Connecting Ideas				
PII.8.6.Ex	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.).	Grade 8 TE: Vol. 1 pp. 424; Vol. 2 pp. 743, 769, 821, 829			
PII.8.6.Br	Combine clauses in a wide variety of ways (e.g., creating compound and complex sentences, and compound-complex sentences) to make connections between and join ideas, for example, to show the relationship between multiple events or ideas (e.g., After eating lunch, the students worked in groups while their teacher walked around the room.) or to evaluate an argument (e.g., The author claims X, although there is a lack of evidence to support this claim.).	Grade 8 TE: Vol. 1 pp. 424; Vol. 2 pp. 743, 769, 821, 829			
	CORRESPONDING CA CCSS for ELA For Reference Only: No Citations Needed				
	[6.] Writing: Text Types and Purposes				
W.8.1c	Write arguments to support claims with clear reasons and relevant evidence. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.				
W.8.2c	Write informative/explanatory texts, including career development documents (e.g., simple business letters and job applications) , to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. CA Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.				
W.8.3c	Write narratives to develop real or imagined experiences or events using effective technique,				

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RL.4.3 = reading literature, grade 4, standard 3; W.5.1a = writing, grade 5, standard 1a.

ELD Standards are identified by part, grade level, number, and proficiency level

PI.4.1.Ex = part I, grade 4, standard 1, expanding proficiency level

[XX.] = Indicates corresponding ELA standard number

Standard	Standard Language	Publisher Citations for CA ELD Standards	Meets Standard		Reviewer Comments, Citations, and Questions
			Y	N	
	relevant descriptive details, and well-structured event sequences. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.				
	ENGLISH LANGUAGE DEVELOPMENT				
	Part II: C. Connecting and Condensing Ideas				
Grade 4	7. Condensing Ideas				
PII.4.7.Ex	Condense clauses in an increasing variety of ways (e.g., through a growing number of embedded clauses and other condensing as in, The dog ate quickly. The dog choked. -> The dog ate so quickly that it choked.) to create precise and detailed sentences.	Grade 4 TE: Vol. 2 pp. 645, 733, 746, 789, 793			
PII.4.7.Br	Condense clauses in a variety of ways (e.g., through various types of embedded clauses and other ways of condensing as in, There was a Gold Rush. It began in the 1850s. It brought a lot of people to California. -> The Gold Rush that began in the 1850s brought a lot of people to California.) to create precise and detailed sentences.	Grade 4 TE: Vol. 2 pp. 645, 733, 746, 789, 793			
	CORRESPONDING CA CCSS for ELA For Reference Only: No Citations Needed				
	[7.] Language: Knowledge of Language				
L.4.3a	Use knowledge of language and its conventions when writing, speaking, reading, or listening. Choose words and phrases to convey ideas precisely.* [Beginning in grade 3, skills and understandings that are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking are marked with an asterisk (*).]				
	[7.] Language: Vocabulary Acquisition and Use				

Standards labeling key:

ELA Standards are identified by their strand, grade, and number.

RL.4.3 = reading literature, grade 4, standard 3; W.5.1a = writing, grade 5, standard 1a.

ELD Standards are identified by part, grade level, number, and proficiency level

PI.4.1.Ex = part I, grade 4, standard 1, expanding proficiency level

[XX.] = Indicates corresponding ELA standard number

Standard	Standard Language	Publisher Citations for CA ELD Standards	Meets Standard		Reviewer Comments, Citations, and Questions
			Y	N	
L.4.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., <i>quizzed, whined, stammered</i>) and that are basic to a particular topic (e.g., <i>wildlife, conservation, and endangered</i> when discussing animal preservation).				
	ENGLISH LANGUAGE DEVELOPMENT				
	Part II: C. Connecting and Condensing Ideas				
Grade 5	7. Condensing Ideas				
PII.5.7.Ex	Condense clauses in an increasing variety of ways (e.g., through a growing number of types of embedded clauses and other condensing as in, The book is mine. The book is about science. The book is on the desk. -> The science book that's on the desk is mine.) to create precise and detailed sentences.	Grade 5 TE: Vol. 2 pp. 790, 794, 798, 802, 825			
PII.5.7.Br	Condense clauses in a variety of ways (e.g., through various types of embedded clauses and some nominalizations as in, They were a very strong army. They had a lot of enemies. They crushed their enemies because they were strong. -> Their strength helped them crush their numerous enemies.) to create precise and detailed sentences.	Grade 5 TE: Vol. 2 pp. 790, 794, 798, 802, 825			
	CORRESPONDING CA CCSS for ELA For Reference Only: No Citations Needed				
	[7.] Writing: Text Types and Purposes				
W.5.1c	Write opinion pieces on topics or texts, supporting a point of view with reasons and information. Link opinion and reasons using words, phrases, and clauses (e.g., <i>consequently, specifically</i>).				
W.5.2c	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.				

Standards labeling key:

ELA Standards are identified by their strand, grade, and number.

RL.4.3 = reading literature, grade 4, standard 3; W.5.1a = writing, grade 5, standard 1a.

ELD Standards are identified by part, grade level, number, and proficiency level

PI.4.1.Ex = part I, grade 4, standard 1, expanding proficiency level

[XX.] = Indicates corresponding ELA standard number

Standard	Standard Language	Publisher Citations for CA ELD Standards	Meets Standard		Reviewer Comments, Citations, and Questions
			Y	N	
	c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).				
W.5.3c	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.				
W.5.3d	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Use concrete words and phrases and sensory details to convey experiences and events precisely.				
	[7.] Language: Knowledge of Language				
L.5.3a	Use knowledge of language and its conventions when writing, speaking, reading, or listening. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.				
	[7.] Language: Vocabulary Acquisition and Use				
L.5.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., <i>however, although, nevertheless, similarly, moreover, in addition</i>).				
	ENGLISH LANGUAGE DEVELOPMENT				
	Part II: C. Connecting and Condensing Ideas				
Grade 6	7. Condensing Ideas				
PII.6.7.Ex	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.	Grade 6 TE: Vol. 2 pp. 664, 680, 689, 692, 696			
PII.6.7.Br	Condense ideas in a variety of ways (e.g., through	Grade 6 TE: Vol. 2 pp. 664,			

Standards labeling key:

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RL.4.3 = reading literature, grade 4, standard 3; W.5.1a = writing, grade 5, standard 1a.

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PI.4.1.Ex = part I, grade 4, standard 1, expanding proficiency level

[XX.] = Indicates corresponding ELA standard number

Standard	Standard Language	Publisher Citations for CA ELD Standards	Meets Standard		Reviewer Comments, Citations, and Questions
			Y	N	
	various types of embedded clauses, ways of condensing, and nominalization as in, They destroyed the rainforest. Lots of animals died. -> The destruction of the rainforest led to the death of many animals.) to create precise and detailed sentences.	680, 689, 692, 696			
	CORRESPONDING CA CCSS for ELA For Reference Only: No Citations Needed				
	[7.] Writing: Text Types and Purposes				
W.6.1c	Write arguments to support claims with clear reasons and relevant evidence. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.				
W.6.2d	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. Use precise language and domain-specific vocabulary to inform about or explain the topic.				
W.6.3c	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.				
W.6.3d	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.				
	[7.] Language: Knowledge of Language				
L.6.3a	Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Vary sentence patterns for meaning, reader/listener interest, and style.* [Beginning in grade 3, skills and understandings that are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking are marked with an asterisk (*).]				
	[7.] Language: Vocabulary Acquisition and Use				

Standards labeling key:

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RL.4.3 = reading literature, grade 4, standard 3; W.5.1a = writing, grade 5, standard 1a.

ELD Standards are identified by part, grade level, number, and proficiency level

PI.4.1.Ex = part I, grade 4, standard 1, expanding proficiency level

[XX.] = Indicates corresponding ELA standard number

Standard	Standard Language	Publisher Citations for CA ELD Standards	Meets Standard		Reviewer Comments, Citations, and Questions
			Y	N	
L.6.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.				
	ENGLISH LANGUAGE DEVELOPMENT				
	Part II: C. Connecting and Condensing Ideas				
Grade 7	7. Condensing Ideas				
PII.7.7.Ex	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.	Grade 7 TE: Vol. 2 pp. 545, 735, 771, 792, 799			
PII.7.7.Br	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 rainforest. Lots of animals died. -> The destruction of the rainforest led to the death of many animals.) to create precise and detailed sentences.	Grade 7 TE: Vol. 2 pp. 545, 735, 771, 792, 799			
	CORRESPONDING CA CCSS for ELA For Reference Only: No Citations Needed				
	[7.] Writing: Text Types and Purposes				
W.7.1c	Write arguments to support claims with clear reasons and relevant evidence. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.				
W.7.2d	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.				

Standards labeling key:

ELA Standards are identified by their strand, grade, and number.

RL.4.3 = reading literature, grade 4, standard 3; W.5.1a = writing, grade 5, standard 1a.

ELD Standards are identified by part, grade level, number, and proficiency level

PI.4.1.Ex = part I, grade 4, standard 1, expanding proficiency level

[XX.] = Indicates corresponding ELA standard number

Standard	Standard Language	Publisher Citations for CA ELD Standards	Meets Standard		Reviewer Comments, Citations, and Questions
			Y	N	
	Use precise language and domain-specific vocabulary to inform about or explain the topic.				
W.7.3c	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.				
W.7.3d	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.				
	[7.] Language: Knowledge of Language				
L.7.3a	Use knowledge of language and its conventions when writing, speaking, reading, or listening. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.* [Beginning in grade 3, skills and understandings that are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking are marked with an asterisk (*).]				
	[7.] Language: Vocabulary Acquisition and Use				
L.7.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.				
	ENGLISH LANGUAGE DEVELOPMENT				
	Part II: C. Connecting and Condensing Ideas				
Grade 8	7. Condensing Ideas				
PII.8.7.Ex	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	Grade 8 TE: Vol. 1 pp. 12; Vol. 2 pp. 472, 477, 501, 605			

Standards labeling key:

ELA Standards are identified by their strand, grade, and number.

RL.4.3 = reading literature, grade 4, standard 3; W.5.1a = writing, grade 5, standard 1a.

ELD Standards are identified by part, grade level, number, and proficiency level

PI.4.1.Ex = part I, grade 4, standard 1, expanding proficiency level

[XX.] = Indicates corresponding ELA standard number

Standard	Standard Language	Publisher Citations for CA ELD Standards	Meets Standard		Reviewer Comments, Citations, and Questions
			Y	N	
	sentences.				
PII.8.7.Br	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 rainforest. Lots of animals died. -> The destruction of the rainforest led to the death of many animals.) to create precise and detailed sentences.	Grade 8 TE: Vol. 1 pp. 12; Vol. 2 pp. 472, 477, 501, 605			
	CORRESPONDING CA CCSS for ELA For Reference Only: No Citations Needed				
	[7.] Writing: Text Types and Purposes				
W.8.1c	Write arguments to support claims with clear reasons and relevant evidence. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.				
W.8.2d	Write informative/explanatory texts, including career development documents (e.g., simple business letters and job applications), to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. CA Use precise language and domain-specific vocabulary to inform about or explain the topic.				
W.8.3c	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.				
W.8.3d	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.				
	[7.] Language: Knowledge of Language				
L.8.3a	Use knowledge of language and its conventions when writing, speaking, reading, or listening.				

Standards labeling key:

ELA Standards are identified by their strand, grade, and number.

RL.4.3 = reading literature, grade 4, standard 3; W.5.1a = writing, grade 5, standard 1a.

ELD Standards are identified by part, grade level, number, and proficiency level

PI.4.1.Ex = part I, grade 4, standard 1, expanding proficiency level

[XX.] = Indicates corresponding ELA standard number

Standard	Standard Language	Publisher Citations for CA ELD Standards	Meets Standard		Reviewer Comments, Citations, and Questions
			Y	N	
	Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).				
	[7.] Language: Vocabulary Acquisition and Use				
L.8.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.				
Appendix					

California Department of Education
 Revised 02/02/2015

Standards labeling key:

ELA Standards are identified by their strand, grade, and number.

RL.4.3 = reading literature, grade 4, standard 3; W.5.1a = writing, grade 5, standard 1a.

ELD Standards are identified by part, grade level, number, and proficiency level

PI.4.1.Ex = part I, grade 4, standard 1, expanding proficiency level

[XX.] = Indicates corresponding ELA standard number

For more information please visit
hmhco.com/CA-ELA-ELD-Submission

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