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The Map of Standards for English Learners

A Tool for Integrating Instruction and Assessment of English Language Development
and English Language Arts Standards in California

Fourth Edition

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About WestEd

WestEd is a nonprofit research, development, and service agency that works with education and other communities to promote excellence, achieve equity, and improve learning for children, youth, and adults. While WestEd serves the states of Arizona, California, Nevada, and Utah as one of the nation's Regional Educational Laboratories, our agency's work extends throughout the United States and abroad. It has 16 offices nationwide, from Washington and Boston to Arizona, Southern California, and its headquarters in San Francisco.

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Table of Contents

Introduction	1
Grades K–2: Listening and Speaking	1
Grades K–2: Reading Word Analysis	4
Grades K–2: Reading Fluency and Systematic Vocabulary Development	9
Grades K–2: Reading Comprehension	13
Grades K–2: Literary Response and Analysis	15
Grades K–2: Writing Strategies and Applications	16
Grades K–2: Writing Conventions	18
Grades 3–5: Listening and Speaking	1
Grades 3–5: Reading Word Analysis	5
Grades 3–5: Reading Fluency and Systematic Vocabulary Development	6
Grades 3–5: Reading Comprehension	9
Grades 3–5: Literary Response and Analysis	12
Grades 3–5: Writing Strategies and Applications	15
Grades 3–5: Writing Conventions	19
Grades 6–8: Listening and Speaking	1
Grades 6–8: Reading Word Analysis	5
Grades 6–8: Reading Fluency and Systematic Vocabulary Development	6
Grades 6–8: Reading Comprehension	9
Grades 6–8: Literary Response and Analysis	12
Grades 6–8: Writing Strategies and Applications	15
Grades 6–8: Writing Conventions	21
Grades 9–12: Listening and Speaking	1
Grades 9–12: Reading Word Analysis	6
Grades 9–12: Reading Fluency and Systematic Vocabulary Development	7
Grades 9–12: Reading Comprehension	10
Grades 9–12: Literary Response and Analysis	13
Grades 9–12: Writing Strategies and Applications	17
Grades 9–12: Writing Conventions	22
Appendix: Starter Set of Essential ELA and ELD Standards	

Introduction

Purpose

The purpose of this document is to help teachers, schools, and districts clearly see the relationship between California’s English Language Development (ELD) and English Language Arts (ELA) standards and to help them design and implement an *articulated* and *integrated* system of instruction and assessment for English learners (ELs). Teachers need a “roadmap” that displays ELD and ELA standards in such a way that they can clearly see relationships and plan integrated lessons. All of California’s ELD and ELA standards are contained in this map.

The map clusters together related ELD standards from beginning to advanced levels to show the stages of language development. These ELD clusters are matched with ELA standards at each grade level, reflecting the intent of ELD standards to be the “onramp” to ELA standards. This format is especially useful for the teacher who has a mixture of English learners and native English speaking students and wants to plan integrated lessons targeting both ELD and ELA standards within a single thematic unit or piece of literature.

At the district level, instead of two separate assessment systems for ELD and ELA standards, a common set of local assessments can be modified to address the needs and standards for all students.

Instruction: Teaching ELD Standards as the Onramp to ELA Standards

ELD standards are the onramp to the ELA standards. As English learners progress from beginning to higher English proficiency levels, they acquire the concepts and skills to be able to access the state’s rigorous ELA standards. ELD standards were developed with achievement of the ELA standards as the ultimate objective. Many ELD standards at the early advanced and advanced levels contain wording similar to or exactly the same as ELA standards, reflecting this very goal. The intent is for EL students to progress through the ELD levels to acquire the English language skills in reading, writing, listening, and speaking necessary to function proficiently at their grade levels on California’s rigorous ELA standards.

One might ask, “Why can’t teachers just use ELA standards from an earlier grade level for EL students, rather than the ELD standards?” The answer is that the ELA standards across grade levels are not designed to follow the progression of second language acquisition that is supported by research. The ELD standards do follow a research-based progression from beginning to advanced language skills. As just one example, the ELA standards in primary grades expect students to answer comprehension questions – period. The ELD standards expect students to answer questions about language-appropriate reading materials beginning with gestures and/or oral one- or two-word responses, and progress to phrases, simple sentences, and, finally, detailed sentences for grade-appropriate materials.

Assessment: Serving Instruction, Improvement, and Diversity

California began implementing the annual California ELD Test (CELDT) in spring 2001. However, many districts and teachers would like more frequent assessments and quicker feedback to monitor student progress and plan and revise lessons. The ELD clusters in this map can serve as informal rubrics for classroom assessment.

A hallmark of truly improving schools is the *immediate* and *frequent* use of student results to inform program decisions *throughout* the school year. When schools and districts want this kind of local assessment system in addition to the state ELD test, this map can help. Not only is it instructionally targeted, but it allows districts to design common, not separate, assessments that measure ELD standards up through ELA standards. Some teachers feel overburdened by testing requirements, especially for English learners. There should be enough assessment at critical times during the year to inform instruction, not overwhelm it. The shift is away from the isolated use of one set of assessments for ELD standards (e.g., LAS, BSM, or IPT) and a separate set for ELA standards toward the use of assessments that are modified to accurately measure both ELA standards and ELD standards.

Teachers are expected to use diverse instructional strategies to make the academic content areas comprehensible to all students. That same notion transfers to assessment. Teachers must use diverse strategies to provide equitable assessment opportunities for diverse students to allow students to accurately demonstrate what they have learned. Modifications to assessments allow all students equal access to show their true achievement of the content standards.

Appropriate accommodations and alternatives that meet the needs of a diverse population of students have the intent of producing accurate results for all students. A district should define the accommodations and alternatives and provide professional development to ensure that all teachers accurately assess all students within a consistent scoring system.

Format of the Map

The California ELA standards were written for each grade level (except for the combined standards for grades 9-10 and for 11-12) by domain (e.g., reading), strand (e.g., reading comprehension), and substrand (e.g., comprehension and analysis of grade-level-appropriate text). In contrast, the ELD standards were written by grade span (K-2, 3-5, 6-8, and 9-12) but are linked to ELA domains, strands, and substrands.

The map groups ELD standards by strands within the three domains of listening and speaking, reading, and writing, as shown in the following table.

ELD Standards Alignment with ELA Standards	
ELD	ELA
Listening & Speaking	
Strategies & Applications	[Written &] Oral English Language Conventions
Reading	
Word Analysis	Word Analysis, Fluency & Systematic Vocabulary Development
Fluency & Systematic Vocabulary Development	
Reading Comprehension	Reading Comprehension
	Expository Critique (grade 5 and up)
Literary Response & Analysis	Literary Response & Analysis
Writing	
Strategies & Applications	Strategies
	Applications
Conventions	Written [& Oral] English Language Conventions

The ELD standards include symbols for proficiency levels and are defined at the bottom of each page (B = Beginning, EI = Early Intermediate, I = Intermediate, EA = Early Advanced, and A = Advanced). Some clusters contain ELD standards for all five levels; others only address one or some levels. A numbering system is assigned to the clusters of ELD standards for easy reference (see Example 1, leftmost numbers 1 and 2). California English Language Arts standards maintain their original number system assignments (e.g., 1.1, 1.2).

Example 1 shows two simple clusters of ELD standards matched with ELA standards. Heavy horizontal lines are used to separate clusters of matching standards. The first cluster contains beginning (B) to advanced (A) ELD standards matched with ELA standard 1.1 at kindergarten, standards 1.1 and 1.2

at first grade, and standards 1.1, 1.2, and 1.3 at second grade. The second cluster contains intermediate to advanced ELD standards matched with ELA standard 1.5 at first grade and 1.6 at second grade.

Example 1

ELD Standards			ELA Standards		
Cluster	Level	K–2	K	1	2
1 ES	Cluster Label				
	B	[text]	[1.1 text]	[1.1 text]	[1.1 text]
	EI	[text]		[1.2 text] (ES)	[1.2 text] (ES)
	I	[text]			[1.3 text]
	EA	[text] (2)			
A	[text] (2)				
2	Cluster Label				
	I	[text]		[1.5 text]	[1.6 text]
	EA	[text]			
	A	[text] (2)			

Parentheses at the end of ELD standards identify those appropriate for that grade and perhaps the next lower grade but certainly inappropriate for the lowest grade in the span. In Example 1, the first cluster shows early advanced (EA) and advanced (A) standards appropriate at the second grade (2) and perhaps first grade but definitely inappropriate at the kindergarten level.

The designation “ES,” which appears with some ELD cluster numbers and ELA standards, refers to essential standards. This designation is explained in the Appendix. In Example 1, ELD cluster 1 is marked as an essential cluster for English learners, matched with ELA standards 1.2 for first grade and 1.2 for second grade.

Example 2 shows a more complex match of clusters. Two clusters of ELD standards (1 and 2) are matched to a set of ELA standards in kindergarten

through second grade. The heavy horizontal line between clusters 2 and 3 designates a break between the set of matching standards in clusters 1 and 2 and the next set in cluster 3.

Example 2

ELD Standards			ELA Standards		
Cluster	Level	K–2	K	1	2
1	Cluster Label				
	B	[text]	[1.1 text]	[1.1 text]	[1.1 text]
	EI	[text]		[1.2 text]	[1.4 text]
	I	[text]			
	EA	[text]			
A	[text]				
2	Cluster Label				
	I	[text]			[1.6 text]
	EA	[text]			
A	[text]				
3	B <i>(continued)</i>	[text] <i>(continued)</i>	[2.1 text]	[2.2 text]	[2.2 text]

At first glance, this format for matching clusters may appear confusing. But after reading through several sets or pages of clusters, it becomes apparent how standards form logical clusters. Keep in mind that an English learner is expected to progress through higher ELD levels to successfully learn and show proficiency on the ELA standards. So it is the cluster of ELD standards that matches with one or more ELA standards. Also, a particular ELD standard does not necessarily match up to a particular ELA standard. Do not take too literally when ELD and ELA standards are typed in the same row; for instance, in Example 2, kindergarten ELA standard 1.1 is matched with ELD clusters 1 and 2, not only to the beginning level standard that appears in the same row. The cluster of

beginning to advanced ELD standards prepares an English learner to master the matching ELA standard(s).

Workshops in Support of the Map

Districts are encouraged to give this *Map of Standards for English Learners* to teachers as part of professional development on integrating instruction and assessment. Teachers will need ongoing support, collaborative practice, and accountability to understand the map and use it to plan integrated, standards-based lessons. WestEd provides an interactive, practical workshop to support teachers in using the map to differentiate as well as integrate instruction and assessment for English learners.

As teachers deepen their understanding, many expand their approach of integrating standards and design lesson plans that target a comprehensive set of standards spanning listening/speaking, reading, and writing.

What's Different About the Fourth Edition

The fourth edition reflects the California Department of Education's 2002 publication of California's ELD standards. There are revisions in matching ELD

clusters to ELA standards, some of which were made in response to suggestions from educators who use this tool.

WestEd offers "filler" ELD standards in a few instances where there is a gap in ELD levels (e.g., no Intermediate between the two lower and two higher levels). Filler standards are noted by the tag line, "addition by WestEd." In other words, the map contains all California ELA and ELD standards plus a few additional ELD standards offered by WestEd for completeness.

Labels for each ELD cluster were added to this edition to help teachers quickly identify the content of the standards and write standards-based lesson plans. A district might consider using these labels, or perhaps a subset of the essential ELD clusters, for a student achievement profile form or standards-based report card.

The Appendix contains a revised version of the starter set of essential ELA standards and matching ELD clusters that was introduced in the third edition. The Appendix has two figures showing ELA and ELD reference numbers. The fourth edition adds the symbols "ES" and "ES*" to the ELA and ELD essential standards in the map so teachers can "see" them more easily within the map itself. The starter set contains those standards most heavily assessed on the California Standards Tests, High School Exit Exam, and all standards assessed on the English Language Development Test.

		ELD Standards	ELA Standards		
Cluster	Level	K–2	K	1	2
1	B	<p>Follow Directions</p> <p>Respond to simple directions and questions by using physical actions and other means of nonverbal communication (e.g., matching objects, pointing to an answer, drawing pictures). (ES*)</p>	1.1 Understand and follow one- and two-step directions.	1.3 Give, restate, and follow simple two-step directions.	1.4 Give and follow three- and four-step directions.
2	I EA A	<p>Listen Attentively</p> <p>Listen attentively to stories and information and identify important details and concepts by using both verbal and nonverbal responses. (ES*)</p> <p>Listen attentively to stories and information and orally identify key details and concepts. (ES*)</p> <p>Listen attentively to stories and information on new topics and identify both orally and in writing key details and concepts. (2)</p>		1.1 Listen attentively.	1.1 Determine the purpose or purposes for listening (e.g., to obtain information, to solve problems, for enjoyment).
3	B EI I EA A	<p>Speak to be Understood</p> <p>Begin to speak a few words or sentences by using some English phonemes and rudimentary English grammatical forms (e.g., single words or phrases). (ES*)</p> <p>Begin to be understood when speaking but may have some inconsistent use of standard English grammatical forms and sounds (e.g., plurals, simple past tense, pronouns such as <i>he</i> or <i>she</i>).</p> <p>Make oneself understood when speaking by using consistent standard English grammatical forms and sounds; however, some rules may not be followed (e.g., third-person singular, male and female pronouns).</p> <p>Make oneself understood when speaking by using consistent standard English grammatical forms, sounds, intonation, pitch, and modulation, but may make random errors.</p> <p>Speak clearly and comprehensibly by using standard English grammatical forms, sounds, intonation, pitch, and modulation.</p>	<p>1.1 Recognize and use complete, coherent sentences when speaking. [from Written and Oral English Language Conventions]</p> <p>1.2 Share information and ideas, speaking audibly in complete, coherent sentences.</p>	<p>1.4 Stay on topic when speaking.</p> <p>1.5 Use descriptive words when speaking about people, places, things, and events.</p>	1.6 Speak clearly and at an appropriate pace for the type of communication (e.g., informal discussion, report to class).

— = Heavy line separates clusters of standards
 B = Beginning EA = Early Advanced
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 ES* = Essential ELD standards on CELDT

		ELD Standards	ELA Standards		
Cluster	Level	K–2	K	1	2
4		Vary Ways of Speaking			
	EA	Recognize appropriate ways of speaking that vary according to the purpose, audience, and subject matter.			
	A	Consistently use appropriate ways of speaking and writing that vary according to the purpose, audience, and subject matter. (2)			
5		Participate in Social Conversations			
	B	Independently use common social greetings and simple repetitive phrases (e.g., “Thank you.” “You’re welcome.”).			1.3 Paraphrase information that has been shared orally by others.
	EI	Orally communicate basic needs (e.g., “May I get a drink?”).			
	I	Participate in social conversations with peers and adults on familiar topics by asking and answering questions and soliciting information.			
	EA	Participate in and initiate more extended social conversations with peers and adults on unfamiliar topics by asking and answering questions and restating and soliciting information.			
	A	Negotiate and initiate social conversations by questioning, restating, soliciting information and paraphrasing the communication of others.			
A	Demonstrate understanding of idiomatic expressions (e.g., “Give me a hand”) by responding to such expressions and using them appropriately. (ES*)				

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ELD Standards		ELA Standards			
Cluster	Level	K–2	K	1	2
6		Retell Stories and Summarize Main Idea			
	EI	Retell familiar stories and short conversations by using appropriate gestures, expressions, and illustrative objects.	2.3 Relate an experience or creative story in a logical sequence.	2.2 Retell stories using basic story grammar and relating the sequence of story events by answering <i>who</i> , <i>what</i> , <i>when</i> , <i>where</i> , and <i>how</i> questions. 2.3 Relate an important life event or personal experience in a simple sequence. 2.4 Provide descriptions with careful attention to sensory detail.	1.7 Recount experiences in a logical sequence. 2.1 Recount experiences or present stories. 1.8 Retell stories, including characters, setting, and plot.
	I	Retell stories and talk about school-related activities by using expanded vocabulary, descriptive words, and paraphrasing.			
	EA	Retell stories in greater detail by including the characters, setting, and plot. (ES*)			
A	Narrate and paraphrase events in greater detail by using more extended vocabulary. (2)				
7		Recite Rhymes and Stories			
	EI	Recite familiar rhymes, songs, and simple stories.	2.2 Recite short poems, rhymes, and songs.	2.1 Recite poems, rhymes, songs, and stories.	
8		Ask and Answer Questions			
	B	Answer simple questions with one- to two-word responses.	2.1 Describe people, places, things (e.g., size, color, shape), locations, and actions.	1.2 Ask questions for clarification and understanding.	1.2 Ask for clarification and explanation of stories and ideas. 1.5 Organize presentations to maintain a clear focus. 1.9 Report on a topic with supportive facts and details. 2.2 Report on a topic with facts and details, drawing from several sources of information.
	EI	Ask and answer questions by using phrases or simple sentences. (ES*)			
	I	Ask and answer instructional questions by using simple sentences.			
EA	Ask and answer instructional questions with more extensive supporting elements (e.g., “Which part of the story was the most important?”).				

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		ELD Standards	ELA Standards		
Cluster	Level	K–2	K	1	2
1 ES		Understand Concepts about Print			
	I	Identify the front cover, back cover, and title page of a book.	1.1 Same as ELD standard.	1.2 Identify the title and author of a reading selection.	
	I	Follow the words from left to right and from top to bottom on the printed page.	1.2 Same as ELD standard.		
	I	Understand that printed materials provide information.	1.3 Same as ELD standard.		
	I	Recognize that sentences in print are made up of separate words.	1.4 Same as ELD standard.		
	I	Distinguish letters from words.	1.5 Same as ELD standard.	1.3 Same as ELD standard.	
	I	Identify letters, words, and sentences.		1.1 Same as ELD standard.	
	I	Match spoken words to printed words.			
I	Recognize and name all uppercase and lowercase letters of the alphabet. (ES)	1.6 Same as ELD standard. (ES)			
2 ES		Recognize and Produce Phonemes			
	B	Recognize English phonemes that correspond to phonemes students already hear and produce in their primary language. (ES*)			
	EI	Recognize English phonemes that do not correspond to sounds students hear and produce (e.g., “a” in “cat” and final consonants). (ES*)			
	EI	Produce English phonemes that correspond to phonemes students already hear and produce, including long and short vowels and initial and final consonants.			
	EI	Identify and produce rhyming words in response to an oral prompt.	1.10 Same as ELD standard.		
I	Create and say a series of rhyming words, including consonant blends. (ES)		1.6 Same as ELD standard. (ES)		

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		ELD Standards	ELA Standards		
Cluster	Level	K–2	K	1	2
3	ES	Understand Sound-Symbol Relationships			
	EI	Distinguish initial, medial, and final sounds in single-syllable words.		1.4 Same as ELD standard. (ES)	
	I	Distinguish long- and short-vowel sounds in orally stated single-syllable words (e.g., bit/bite).		1.5 Same as ELD standard. (ES)	
	I	Add, delete, or change target sounds to change words (e.g., change cow to how, pan to an).		1.7 Same as ELD standard. (ES)	
	I	Blend two to four phonemes into recognizable words (e.g., /c/a/t/ = cat; /f/l/a/t/ = flat).		1.8 Same as ELD standard. (ES)	
	I/EA	Recognize sound/symbol relationships and basic word-formation rules in phrases, simple sentences, or simple text. (ES*)			
	EA	Blend vowel-consonant sounds orally to make words or syllables.	1.9 Same as ELD standard. (ES)		
	EA/A	Match all consonant and short-vowel sounds to appropriate letters.	1.14 Same as ELD standard. (ES)		
	EA/A	Understand that as letters of words change, so do the sounds (i.e., the alphabetic principle).	1.16 Same as ELD standard. (ES)		
EA/A	Generate the sounds from all the letters and letter patterns, including consonant blends and long- and short-vowel patterns (i.e., phonograms), and blend those sounds into recognizable words.		1.10 Same as ELD standard. (ES)		

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ELD Standards			ELA Standards		
Cluster	Level	K–2	K	1	2
4	ES	Segment Sounds in Words			
	I	Segment single-syllable words into their components (e.g., /c/a/t/ = cat; /s/p/l/a/t/ = splat; /r/i/ch/ = rich). (ES)		1.9 Same as ELD standard. (ES)	
	EA	Distinguish orally stated one-syllable words and separate into beginning or ending sounds. (ES)	1.11 Same as ELD standard. (ES)		
	EA	Count the number of sounds in syllables and syllables in words.	1.13 Same as ELD standard.		
5		Track Sounds in Words			
	EI/I	Track (move sequentially from sound to sound) and represent the number, sameness/difference, and order of two and three isolated phonemes (e.g., /f/, s, th/, /j, d, j/).	1.7 Same as ELD standard.		
	EA	Track (move sequentially from sound to sound) and represent changes in simple syllables and words with two and three sounds as one sound is added, substituted, omitted, shifted, or repeated (e.g., vowel-consonant, consonant-vowel, or consonant-vowel-consonant).	1.8 Same as ELD standard.		
	EA	Track auditorily each word in a sentence and each syllable in a word.	1.12 Same as ELD standard.		

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		ELD Standards	ELA Standards		
Cluster	Level	K–2	K	1	2
6	ES	Read Sight Words and Apply Knowledge of Word Parts			
	EA/A	Read simple one-syllable and high-frequency words (i.e., sight words).	1.15 Same as ELD standard. (ES)		
	EA/A	Read common, irregular sight words (e.g., <i>the, have, said, come, give, of</i>).		1.11 Same as ELD standard. (ES)	
	EA/A	Use knowledge of vowel digraphs and r-controlled letter-sound associations to read words.		1.12 Same as ELD standard. (ES)	
	EA/A	Read compound words and contractions. (2)		1.13 Same as ELD standard. (ES)	
	EA/A	Read inflectional forms (e.g., <i>-s, -ed, -ing</i>) and root words (e.g., <i>look, looked, looking</i>).		1.14 Same as ELD standard. (ES)	
	EA/A	Read common word families (e.g., <i>-ite, -ate</i>).		1.15 Same as ELD standard. (ES)	
	EA/A	Recognize and use knowledge of spelling patterns (e.g., diphthongs, special vowel spellings) when reading. (2)			1.1 Same as ELD standard. (ES)
	EA/A	Apply knowledge of basic syllabication rules when reading (e.g., vowel-consonant-vowel = <i>su/per</i> , vowel-consonant/consonant-vowel = <i>sup/per</i>). (2)			1.2 Same as ELD standard. (ES)
	EA/A	Decode two-syllable nonsense words and regular multisyllable words. (2)			1.3 Same as ELD standard. (ES)
	EA/A	Identify and correctly use regular plurals (e.g., <i>-s, -es, -ies</i>) and irregular plurals (e.g., <i>fly/flies, wife/wives</i>). (2)			1.5 Same as ELD standard. (ES)
		EA	Use common English morphemes to derive meaning in oral and silent reading (e.g., basic syllabication rules, regular and irregular plurals, and basic phonics). (ES*)		
	A	Apply knowledge of common morphemes to derive meaning in oral and silent reading (e.g., basic syllabication rules, regular and irregular plurals, and basic phonics). (2)			

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ELD Standards			ELA Standards		
Cluster	Level	K–2	K	1	2
7 ES	I/A	Read Abbreviations Recognize common abbreviations (e.g., <i>Jan.</i> , <i>Sun.</i> , <i>Mr.</i> , <i>St.</i>). (2)			1.4 Same as ELD standard. (ES)
8	I	Read Aloud Pronounce most English phonemes correctly while reading aloud.			
	EA/A	Read aloud with fluency in a manner that sounds like natural speech.		1.16 Same as ELD standard.	
	EA	Read aloud fluently and accurately and with appropriate intonation and expression. (2)			1.6 Same as ELD standard.

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		ELD Standards	ELA Standards		
Cluster	Level	K–2	K	1	2
1 ES		Use Vocabulary for Communication			
	B	Retell simple stories by using drawings, words, or phrases.		(See Listening & Speaking, Speaking Applications.)	(See Listening & Speaking Applications.)
	B	Respond appropriately to some social and academic interactions (e.g., simple question/answer, negotiate play).			
	B	Demonstrate comprehension of simple vocabulary with an appropriate action. (ES*)			
	B	Produce simple vocabulary (single words or short phrases) to communicate basic needs in social and academic settings (e.g., locations, greetings, classroom objects).			
	EI	Produce vocabulary, phrases, and simple sentences to communicate basic needs in social and academic settings.			
	I	Use more complex vocabulary and sentences to communicate needs and express ideas in a wider variety of social and academic settings (e.g., classroom discussions, mediation of conflicts).			
	I	Apply knowledge of content-related vocabulary to discussions and reading. (ES*)			
	I	Describe common objects and events in both general and specific language. (ES)	1.18 Same as ELD standard. (ES)		
2 ES		Use Social and Academic Vocabulary			
	B	Read aloud simple words (e.g., nouns and adjectives) in stories or games.			
	EI	Read simple vocabulary, phrases, and sentences independently. (ES*)			
	EI	Read aloud an increasing number of English words.			
	I	Use decoding skills to read more complex words independently.			
	EA	Use decoding skills and knowledge of academic and social vocabulary to begin independent reading.			
	A	Apply knowledge of academic and social vocabulary to achieve independent reading. (2)			
	A	Use knowledge of individual words in unknown compound words to predict their meaning. (2) (ES)			1.8 Same as ELD standard. (ES)

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ELD Standards			ELA Standards		
Cluster	Level	K–2	K	1	2
3		Correct Errors			
	El	Demonstrate internalization of English grammar, usage, and word choice by recognizing and correcting some errors when speaking or reading aloud.			
	I	Demonstrate internalization of English grammar, usage, and word choice by recognizing and correcting errors when speaking or reading aloud.			
4		Read Words			
	A	Read simple one-syllable and high-frequency words (i.e., sight words).	1.15 Same as ELD standard.		
	A	Read common, irregular sight words (e.g., <i>the, have, said, come, give, of</i>).		1.11 Same as ELD standard.	
	A	Read compound words and contractions.		1.13 Same as ELD standard.	
5		Read Sounds and Word Families			
	A	Match all consonant and short-vowel sounds to appropriate letters.	1.14 Same as ELD standard.		
	A	Understand that as letters change, so do the sounds (i.e., the alphabetic principle).	1.16 Same as ELD standard.		
	A	Generate the sounds from all the letters and letter patterns, including consonant blends and long- and short-vowel patterns (i.e., phonograms), and blend those sounds into recognizable words.		1.10 Same as ELD standard.	
	A	Use knowledge of vowel digraphs and r-controlled letter-sound associations to read words.		1.12 Same as ELD standard.	
	A	Read inflectional forms (e.g., <i>-s, -ed, -ing</i>) and root words (e.g., <i>look, looked, looking</i>).		1.14 Same as ELD standard.	
	A	Read common word families (e.g., <i>-ite, -ate</i>).		1.15 Same as ELD standard.	

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ELD Standards			ELA Standards		
Cluster	Level	K–2	K	1	2
6		Apply Knowledge of Word Parts			
	A	Recognize and use knowledge of spelling patterns (e.g., diphthongs, special vowel spellings) when reading. (2)			1.1 Same as ELD standard.
	A	Apply knowledge of basic syllabication rules when reading (e.g., vowel-consonant-vowel = su/per, vowel-consonant/consonant-vowel = sup/per). (2)			1.2 Same as ELD standard.
	A	Decode two-syllable nonsense words and regular multisyllable words. (2)			1.3 Same as ELD standard.
	A	Identify and correctly use regular plurals (e.g., -s, -es, -ies) and irregular plurals (e.g., fly/flies, wife/wives). (2)			1.5 Same as ELD standard.
7 ES		Understand Synonyms and Antonyms			
	EA	Recognize simple antonyms and synonyms (e.g., good, bad; blend, mix) in stories and games. (2)			
	A	Explain common antonyms and synonyms. (2)			
	A	Understand and explain common antonyms and synonyms. (2) (ES)			1.7 Same as ELD standard. (ES)
	A	Recognize words that have multiple meanings in texts. (2)			
	A	Identify simple multiple-meaning words. (2) (ES)			1.10 Same as ELD standard. (ES)
8 ES		Understand Prefixes and Suffixes			
	I	Recognize simple prefixes and suffixes when they are attached to known vocabulary (e.g., remove, jumping).			
	EA	Use simple prefixes and suffixes when they are attached to known vocabulary. (ES*)			
	EA	Know the meaning of simple prefixes and suffixes (e.g., over-, un-, -ing, -ly). (2) (ES)			1.9 Same as ELD standard. (ES)

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ELD Standards			ELA Standards		
Cluster	Level	K–2	K	1	2
9	A	Recognize Abbreviations Recognize common abbreviations (e.g., <i>Jan.</i> , <i>Sun.</i> , <i>Mr.</i> , <i>St.</i>). (2)			1.4 Same as ELD standard.
10 ES	B	Categorize Words Identify and sort common words in[to] basic categories (e.g., colors, shapes, foods).	1.17 Same as ELD standard. (ES)		
	EI	Identify and sort known words into concrete categories. [addition by WestEd]			
	I	Classify grade-appropriate categories of words (e.g., concrete collections of animals, foods, toys).			
11	A	Read Aloud Read aloud with fluency in a manner that sounds like natural speech.		1.16 Same as ELD standard.	1.6 Read aloud fluently and accurately and with appropriate intonation and expression.
	A	Read narrative and texts aloud with appropriate pacing, intonation, and expression. (2)			

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ELD Standards			ELA Standards		
Cluster	Level	K–2	K	1	2
1		Follow Directions			
	B	Understand and follow simple one-step directions for classroom activities.		2.1 Identify text that uses sequence or other logical order.	2.8 Follow two-step written instructions.
	EI	Understand and follow simple two-step directions for classroom activities.		2.3 Follow one-step written directions.	
I	Understand and follow some multiple-step directions for classroom-related activities.				
2		Interpret Text Features			
	I	While reading aloud in a group, point out basic text features such as the title, table of contents, and chapter headings.	2.1 Locate the title, table of contents, name of author, and name of illustrator.		2.1 Use titles, tables of content, and chapter headings to locate information in expository text.
	EA	Read and use basic text features, such as the title, table of contents, and chapter headings.			
A	Locate and use text features, such as the title, table of contents, chapter headings, diagrams, and index. (2)				
3 ES		Identify Sequence of Events			
	B	Identify using key words or pictures the basic sequence of events in stories read aloud. (ES*)	2.4 Retell familiar stories. (ES)	2.7 Retell the central ideas of simple expository or narrative passages. (ES)	2.5 Restate facts and details in the text to clarify and organize ideas. (ES)
	EI	Orally identify, using key words or phrases, the basic sequence of events in text read aloud.			
	I	Write captions or phrases for drawings related to a story.			
	EA	Write a brief summary (three or four complete sentences) of a story.			
A	Prepare an oral or a written summary by using various comprehension strategies (e.g., generate and respond to questions, draw inferences, compare information from several sources), with literature and content area texts.				

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ELD Standards			ELA Standards		
Cluster	Level	K–2	K	1	2
4 ES	B EI I	<p>Draw and Label Pictures</p> <p>Draw pictures from one’s own experience related to a story or topic (e.g., community in social studies).</p> <p>Draw and label pictures related to a story topic or one’s own experience.</p> <p>Write captions or phrases for drawings related to a story.</p>	<p>2.2 Use pictures and context to make predictions about story content. (ES)</p> <p>2.3 Connect to life experiences the information and events in texts.</p>	<p>2.6 Relate prior knowledge to textual information.</p>	
5 ES	B B EI I EA EA	<p>Respond to Comprehension Questions</p> <p>Respond orally to stories read aloud, using physical actions and other means of nonverbal communication (e.g., matching objects, pointing to an answer, drawing pictures).</p> <p>Respond orally to stories read aloud, one- or two-word responses (e.g., “brown bear”) to factual comprehension questions.</p> <p>Respond orally to simple stories read aloud, using phrases or simple sentences to answer factual comprehension questions. (ES*)</p> <p>Read stories and respond orally in simple sentences to factual comprehension questions about the stories. (ES*)</p> <p>Read stories and texts from content areas and respond orally to them by restating facts and details to clarify ideas. (2) (ES*)</p> <p>Read stories and orally respond to them by answering factual comprehension questions about cause-and-effect relationships. (2) (ES*)</p>	<p>2.5 Ask and answer questions about essential elements of a text. (ES)</p>	<p>2.2 Respond to <i>who, what, when, where, and how</i> questions. (ES)</p> <p>2.4 Use context to resolve ambiguities about word and sentence meanings.</p>	<p>2.2 State the purpose in reading (i.e., tell what information is sought).</p> <p>2.3 Use knowledge of the author’s purpose(s) to comprehend informational text.</p> <p>2.7 Interpret information from diagrams, charts and graphs.</p> <p>2.6 Recognize cause-and-effect relationships in a text. (ES)</p>
6 ES	EI I EA	<p>Draw Inferences</p> <p>Draw logical inferences from a story read aloud. (ES*)</p> <p>Draw inferences about stories read aloud and use simple phrases or sentences to communicate the inferences made. (ES*)</p> <p>Read text and use detailed sentences to identify orally the main idea and use the idea to draw inferences about the text. (2)</p>		<p>2.5 Confirm predictions about what will happen next in a text by identifying key words (i.e., signpost words). (ES)</p>	<p>2.4 Ask clarifying questions about essential textual elements of exposition (e.g., <i>why, what, if, how</i>). (ES)</p>

ELD Standards			ELA Standards		
Cluster	Level	K–2	K	1	2
1		Describe Elements of Poetry			
	EI	Recite simple poems.	3.2 Identify types of everyday print materials (e.g., storybooks, poems, newspapers, signs, labels).		3.4 Identify the use of rhythm, rhyme, and alliteration in poetry.
	I	Read simple poetry and use simple sentences in answering factual comprehension questions. (2)			
	EA	Read short poems and orally identify the basic elements (e.g., rhythm and rhyme). (2)			
A	Describe the elements of poetry (e.g., rhythm, rhyme, alliteration). (2)				
2 ES		Identify Setting and Characters			
	B	Draw pictures related to a work of literature identifying setting and characters.	3.3 Identify characters, settings, and important events. (ES)	3.1 Identify and describe the elements of plot, setting, and character(s) in a story, as well as the story's beginning, middle, and ending. (ES)	3.1 Compare and contrast plots, settings, and characters presented by different authors. (ES) 3.2 Generate alternative endings to plots and identify the reason or reasons for, and the impact of, alternatives.
	EI	Identify orally the setting and characters by using simple sentences and vocabulary.			
	EA	Read a literary selection and orally identify the literary elements of plot, setting, and characters. (2)			
A	Compare and contrast different authors' use of literary elements.				
3 ES		Respond to Comprehension Questions			
	B	Listen to a story and respond orally in one or two words to factual comprehension questions.	3.1 Distinguish fantasy from realistic text.	3.2 Describe the roles of authors and illustrators and their contributions to print materials. 3.3 Recollect, talk, and write about books read during the school year. (ES)	3.3 Compare and contrast different versions of the same stories that reflect different cultures. (ES)
	EI	Respond orally to factual comprehension questions about stories by answering in simple sentences.			
	I	Use expanded vocabulary and descriptive words in oral and written responses to simple texts.			
	EA	Read a story and identify the beginning, middle, and end.			
A	Read a variety of children's literature and respond to it both orally and in writing. (2)				

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ELD Standards			ELA Standards		
Cluster	Level	K–2	K	1	2
1 ES		Write Sentences			
	B	Copy words posted and commonly used in the classrooms (e.g., labels, number names, days of the week).	1.1 Use letters and phonetically spelled words to write about experiences, stories, people, objects, or events. (ES)	2.2 Write brief expository descriptions of a real object, person, place, or event, using sensory details. (ES)	
	B	Write a phrase or simple sentence about an experience generated from a group story.			
	EI	Write simple sentences by using key words posted and commonly used in the classroom (e.g., labels, numbers, names, days of the week, and months: “Today is Tuesday.”).			
	I	Produce independent writing that is understood when read, but may include inconsistent use of standard grammatical forms. (2)			
EA	Produce independent writing with consistent use of standard grammatical forms. (Some rules may not be followed.)				
2 ES		Write Narratives			
	B	Write a few words or phrases about an event or character from a story read by the teacher.	1.3 Write by moving from left to right and from top to bottom.	2.1 Write brief narratives (e.g., fictional, autobiographical) describing an experience. (ES)	2.1 Write brief narratives based on their experience: move through a logical sequence of events; describe the setting, characters, objects, and events in detail. (ES)
	EI	Write simple sentences about events or characters from familiar stories read aloud by the teacher.			
	I	Write short narrative stories that include the elements of setting and characters. (2) (ES*)			
	EA	Write short narratives that include elements of setting, characters, and events. (2)			
A	Write short narratives that describe the setting, characters, objects, and events. (2)				

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ELD Standards			ELA Standards		
Cluster	Level	K–2	K	1	2
3 ES		Write in Content Areas			
	B	Copy the English alphabet legibly.		1.3 Print legibly and space letters, words, and sentences appropriately.	1.2 Create readable documents with legible handwriting.
	EI	Write one to two simple sentences (e.g., “I went to the park”). (ES*)	1.4 Write uppercase and lowercase letters of the alphabet independently, attending to the form and proper spacing of the letters.	1.1 Select a focus when writing. (ES)	1.1 Group related ideas and maintain a consistent focus. (ES)
	I	Write simple sentences appropriate for language arts and other content areas (e.g., math, science, social studies).		1.2 Use descriptive words when writing.	
	EA	Use complex vocabulary and sentences appropriate for language arts and other content areas (e.g., math, science, social studies). (2)	1.2 Write consonant-vowel-consonant words (i.e., demonstrate the alphabetic principle).		
	A	Write short narratives that include examples of writing appropriate for language arts and other content areas (e.g., math, science, social studies). (2)			
	A	Produce independent writing by using correct grammatical forms. (2)			
4		Write a Letter			
	I	Write a friendly letter of a few lines. (2)			2.2 Write a friendly letter complete with the date, salutation, body, closing, and signature.
	EA	Write a formal letter. (2)			
5 ES		Use the Writing Process			
	I	Following a model, proceed through the writing process to independently write short paragraphs of at least three lines. (2)			1.3 Understand the purposes of various reference materials.
	EA	Proceed through the writing process to write short paragraphs that maintain a consistent focus. (2)			1.4 Revise original drafts to improve sequence and provide more descriptive detail. (ES)
	A	Proceed through the writing process to write clear and coherent sentences and paragraphs that maintain a consistent focus. (2)			

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		ELD Standards	ELA Standards		
Cluster	Level	K–2	K	1	2
1	ES	Use Correct Mechanics, Spelling, and Grammar			
	B	Use capitalization when writing one’s own name.	1.2 Spell independently by using pre-phonetic knowledge, sounds of the alphabet, and knowledge of letter names. (ES)	1.7 Capitalize the first word of a sentence, names of people, and the pronoun <i>I</i> . (ES) 1.5 Use a period, exclamation point, or question mark at the end of sentences. (ES) 1.4 Distinguish between declarative, exclamatory, and interrogative sentences. (ES) 1.6 Use knowledge of the basic rules of punctuation and capitalization when writing. (ES)	1.6 Capitalize all proper nouns, words at the beginning of sentences and greetings, months and days of the week, and titles and initials of people. (ES) 1.4 Use commas in the greeting and closure of a letter and with dates and items in a series. (ES) 1.5 Use quotation marks correctly. (ES) 1.8 Spell basic short-vowel, long-vowel, r-controlled, and consonant-blend patterns correctly. (ES)
	EI	Use capitalization to begin sentences and for proper nouns.			
	EI	Use a period or question mark at the end of a sentence.			
	I	Produce independent writing that may include some inconsistent use of capitalization, periods, and correct spelling. (2)			
	EA	Produce independent writing that may include some periods, correct spelling, and inconsistent capitalization. (2)			
	EA	Spell three- and four-letter short-vowel words and grade-level-appropriate sight words correctly.			
EA	Spell frequently used, irregular words correctly (e.g., <i>was, were, says, said, who, what, why</i>).				
A	Produce writing that demonstrates a command of the conventions of standard English. (2)		1.8 Same as ELD standard. (ES)	1.7 Same as ELD standard. (ES)	

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ELD Standards			ELA Standards		
Cluster	Level	K–2	K	1	2
2 ES		Use Correct Grammar			
	I	Use standard word order but may have some inconsistent grammatical forms (e.g., subject/verb without inflections).	1.1 Recognize and use complete, coherent sentences when speaking. (ES)	1.1 Write and speak in complete, coherent sentences. (ES)	1.1 Distinguish between complete and incomplete sentences. (ES)
	EA	Use standard word order with some inconsistent grammar forms (e.g., subject/verb agreement).		1.2 Identify and correctly use singular and plural nouns. (ES)	1.2 Recognize and use the correct word order in written sentences.
	A	Use complete sentences and correct word order.		1.3 Identify and correctly use contractions (e.g., <i>isn't</i> , <i>aren't</i> , <i>can't</i> , <i>won't</i>) and singular possessive pronouns (e.g., <i>my/mine</i> , <i>his/her</i> , <i>hers</i> , <i>yours</i>) in writing and speaking. (ES)	1.3 Identify and correctly use various parts of speech, including nouns and verbs, in writing and speaking. (ES)
A	Use correct parts of speech, including correct subject/verb agreement. (2) (ES*)				
3		Edit Writing			
	EI	Edit writing for basic conventions (e.g., capitalization and use of periods) and make some corrections. (2)			
	I/EA	Edit writing to check some of the mechanics of writing (e.g., capitalization and periods). (2) ["I" added by WestEd]			
	A	Edit writing for punctuation, capitalization, and spelling. (2) (ES*)			

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ELD Standards			ELA Standards		
Cluster	Level	3–5	3	4	5
1	EI	Follow Directions Restate and execute multiple-step oral directions. (ES*)		1.4 Give precise directions and instructions.	
2	I EA A	Listen Attentively Listen attentively to stories and information and identify important details and concepts by using both verbal and nonverbal responses. (ES*) Listen attentively to more complex stories and information on new topics across content areas and identify the main points and supporting details. (ES*) Listen attentively to stories and information on topics; identify the main points and supporting details.		1.2 Summarize major ideas and supporting evidence presented in spoken messages and formal presentations. 2.3 Deliver oral summaries of articles and books that contain the main ideas of the event or article and the most significant details.	2.3 Deliver oral responses to literature: summarize significant events and details; articulate an understanding of several ideas or images communicated by the literary work; use examples or textual evidence from the work to support conclusions.

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ELD Standards		ELA Standards			
Cluster	Level	3–5	3	4	5
3	B	Speak to be Understood Begin to speak a few words or sentences by using some English phonemes and rudimentary English grammatical forms (e.g., single words or phrases). (ES*)	1.9 Read prose and poetry aloud with fluency, rhythm, and pace, using appropriate intonation and vocal patterns to emphasize important passages of the text being read. 1.7 Use clear and specific vocabulary to communicate ideas and establish tone. 1.8 Clarify and enhance oral presentations through the use of appropriate props (e.g., objects, charts). 2.1 Make brief narrative presentations: provide a context for an incident that is the subject of the presentation; provide insight into why the selected incident is memorable; include well-chosen details to develop character, setting, and plot. 2.2 Plan and present dramatic interpretations of experiences, stories, poems, or plays with clear diction, pitch, tempo, and tone. 2.3 Make descriptive presentations that use concrete sensory details to set forth and support unified impressions of people, places, things, or experiences.	1.9 Use volume, pitch, phrasing, pace, modulation, and gestures appropriately to enhance meaning. 2.1 Make narrative presentations: relate ideas, observations, or recollections about an event or experience; provide a context that enables the listener to imagine the circumstances; provide insight into why the selected event or experience is memorable. 2.2 Make informational presentations: frame a key question; include facts and details that help listeners to focus; incorporate more than one source of information (e.g., speakers, books, newspapers, television, or radio reports). 2.4 Recite brief poems (i.e., two or three stanzas), soliloquies, or dramatic dialogues, using clear diction, tempo, volume, and phrasing.	1.6 Engage the audience with appropriate verbal cues, facial expressions, and gestures. 1.4 Select a focus, organizational structure, and point of view for an oral presentation. 2.1 Deliver narrative presentations: establish a situation, plot, point of view, and setting with descriptive words and phrases; show, rather than tell, the listener what happens. 2.2 Deliver informative presentations about an important idea, issue, or event by the following means: frame questions to direct the investigation; establish a controlling idea or topic; develop the topic with simple facts, details, examples, and explanations.
EA	Make oneself understood when speaking by using consistent standard English grammatical forms, sounds, intonation, pitch, and modulation, but may make random errors.				
A	Speak clearly and comprehensibly by using standard English grammatical forms, sounds, intonation, pitch, and modulation.				
4	EA	Vary Ways of Speaking Recognize appropriate ways of speaking that vary according to the purpose, audience, and subject matter.			

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Cluster	Level	3–5	3	4	5
5	EA	Use Figurative Language Use simple figurative language and idiomatic expressions (e.g., “It’s raining cats and dogs”) to communicate ideas to a variety of audiences. Demonstrate an understanding of idiomatic expressions (e.g., “It’s pouring outside”) by responding to such expressions and using them appropriately. (ES*)	1.2 Connect and relate prior experiences, insights, and ideas to those of a speaker.	1.3 Identify how language usages (e.g., sayings, expressions) reflect regions and cultures.	1.5 Clarify and support spoken ideas with evidence and examples.
	A				
6	B	Participate in Social Conversations Independently use common social greetings and simple repetitive phrases (e.g., “May I go and play?”). Orally communicate basic needs (e.g., “May I get a drink of water?”). (ES*) Participate in social conversations with peers and adults on familiar topics by asking and answering questions and soliciting information. Participate in and initiate more extended social conversations with peers and adults on unfamiliar topics by asking and answering questions and restating and soliciting information. Negotiate and initiate social conversations by questioning, restating, soliciting information, and paraphrasing the communication of others.			
	EI				
	I				
	EA				
	A				

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		ELD Standards	ELA Standards		
Cluster	Level	3–5	3	4	5
7		Retell Stories and Summarize Main Idea			
	B	Retell familiar stories and participate in short conversations by using appropriate gestures, expressions, and illustrative objects.	1.1 Retell, paraphrase, and explain what has been said by a speaker.	1.5 Present effective introductions and conclusions that guide and inform the listener’s understanding of important ideas and evidence.	1.3 Make inferences or draw conclusions based on an oral report.
	EI	Orally identify the main points of simple conversations and stories that are read aloud by using phrases or simple sentences.	1.4 Identify the musical elements of literary language (e.g., rhymes, repeated sounds, instances of onomatopoeia).	1.6 Use traditional structures for conveying information (e.g., cause and effect, similarity and difference, and posing and answering questions).	
	I	Retell stories and talk about school-related activities by using expanded vocabulary, descriptive words, and paraphrasing.	1.5 Organize ideas chronologically or around major points of information.	1.7 Emphasize points in ways that help the listener or viewer to follow important ideas and concepts.	
	EA	Summarize major ideas and retell stories in greater detail by including the characters, setting, and plot. (ES*)	1.6 Provide a beginning, a middle, and an end, including concrete details that develop a central idea.	1.10 Evaluate the role of the media in focusing attention on events and in forming opinions on issues.	
A	Identify the main ideas and points of view, and distinguish fact from fiction in broadcast and print media.				
8		Ask and Answer Questions			
	B	Answer simple questions with one- to two-word responses.	1.3 Respond to questions with appropriate elaboration.	1.1 Ask thoughtful questions and respond to relevant questions with appropriate elaboration in oral settings.	1.7 Identify, analyze, and critique persuasive techniques; identify logical fallacies used in oral persuasions and media messages.
	EI	Ask and answer questions by using phrases or simple sentences. (ES*)	1.10 Compare ideas and points of views expressed in broadcast and print media.		1.8 Analyze media as sources for information, entertainment, persuasion, interpretation of events, and transmission of culture.
	I	Ask and answer instructional questions with some supporting elements (e.g., “Is it your turn to go to the computer lab?”).	1.11 Distinguish between the speaker’s opinions and verifiable facts.		
EA	Ask and answer instructional questions with more extensive supporting elements (e.g., “Which part of the story was the most important?”)				

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ELD Standards			ELA Standards		
Cluster	Level	3–5	3	4	5
1		Understand Sound-Symbol Relationships			
	B	Recognize English phonemes that correspond to phonemes students already hear and produce while reading aloud. (ES*)			
	B	Recognize sound/symbol relationships in one’s own writing.			
	EI	While reading aloud, recognize and produce English phonemes that do not correspond to phonemes students already hear and produce (e.g., “a” in cat and final consonants). (ES*)			
	I	Pronounce most English phonemes correctly while reading aloud.			
2 ES		Apply Knowledge of Word Parts	1.2 Decode regular multisyllabic words. (ES)		
	EI	Recognize common English morphemes in phrases and simple sentences (e.g., basic syllabication rules and phonics). (ES*)			
	I	Use common English morphemes in oral and silent reading.			
	EA	Apply knowledge of common English morphemes in oral and silent reading to derive meaning from literature and texts in content areas.			
	A	Apply knowledge of word relationships, such as roots and affixes, to derive meaning from literature and texts in content areas. (ES*)			

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		ELD Standards	ELA Standards		
Cluster	Level	3–5	3	4	5
1	ES	Use Vocabulary for Communication			
	B	Retell simple stories by using drawings, words, or phrases.	(See Listening & Speaking, Speaking Applications.)	(See Listening & Speaking, Speaking Applications.)	(See Listening & Speaking, Speaking Applications.)
	B	Produce simple vocabulary (single words or short phrases) to communicate basic needs in social and academic settings (e.g., locations, greetings, classroom objects).	1.5 Demonstrate knowledge of levels of specificity among grade-appropriate words and explain the importance of these relations (e.g., dog/mammal/animal/living things). (ES)		
	B	Respond appropriately to some social and academic interactions (e.g., simple question/answer, negotiate play).			
	EI	Apply knowledge of content-related vocabulary to discussions and reading.			
	I	Use content-related vocabulary in discussions and reading. (ES*)			
	EA	Use decoding skills and knowledge of academic and social vocabulary to achieve independent reading.			
	A	Apply knowledge of academic and social vocabulary to achieve independent reading.			
2		Correct Grammar			
	B	Demonstrate comprehension of simple vocabulary with an appropriate action. (ES*)	(See Listening & Speaking, Speaking Applications.)	(See Listening & Speaking, Speaking Applications.)	(See Listening & Speaking, Speaking Applications.)
	EI	Demonstrate internalization of English grammar, usage, and word choice by recognizing and correcting some errors when speaking or reading aloud.			
	I	Demonstrate internalization of English grammar, usage, and word choice by recognizing and correcting errors when speaking or reading aloud.			

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		ELD Standards	ELA Standards		
Cluster	Level	3–5	3	4	5
3 ES	EI	Decode New Words Use knowledge of English morphemes, phonics, and syntax to decode and interpret the meaning of unfamiliar words in simple sentences. (ES*)	1.1 Know and use complex word families when reading (e.g., <i>-ight</i>) to decode unfamiliar words. (ES) 1.4 Use knowledge of antonyms, synonyms, homophones, and homographs to determine the meanings of words. (ES) 1.6 Use sentence and word context to find the meaning of unknown words. (ES)	1.6 Distinguish and interpret words with multiple meanings. (ES)	1.3 Understand and explain frequently used synonyms, antonyms, and homographs. (ES)
	I	Use knowledge of English morphemes, phonics, and syntax to decode and interpret the meaning of unfamiliar words in texts.			
	EA	Use knowledge of English morphemes, phonics, and syntax to decode and interpret the meaning of unfamiliar words. (ES*)			
4 ES	EA	Recognize Words with Multiple Meaning Recognize that some words have multiple meanings (e.g., <i>present/gift, present/time</i>) in literature and texts in content areas. (ES*)	1.6 Use sentence and word context to find the meaning of unknown words. (ES)		
	A	Recognize that some words have multiple meanings and apply this knowledge consistently.			
5 ES	I	Apply Knowledge of Word Parts Recognize some common root words and affixes when they are attached to known vocabulary (e.g., <i>speak, speaker</i>). (ES*)	1.8 Use knowledge of prefixes (e.g., <i>un-, re-, pre-, bi-, mis-, dis-</i>) and suffixes (e.g., <i>-er, -est, -ful</i>) to determine the meaning of words. (ES)	1.3 Use knowledge of root words to determine the meaning of unknown words within a passage. (ES) 1.4 Know common roots and affixes derived from Greek and Latin and use this knowledge to analyze the meaning of complex words (e.g., <i>international</i>). (ES)	1.2 Use word origins to determine the meaning of unknown words. (ES) 1.4 Know abstract roots and affixes derived from Greek and Latin and use this knowledge to analyze the meaning of complex words (e.g., <i>controversial</i>). (ES)
	EA	Use some common root words and affixes when they are attached to known vocabulary (e.g., <i>educate, education</i>).			
	A	Apply knowledge of common root words and affixes when they are attached to known vocabulary.			

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Cluster	Level	3–5	3	4	5
6 ES		Use Analogies and Metaphors			
	EA	Recognize simple analogies (e.g., “fly like a bird”) and metaphors used in literature and texts in content areas. (ES*)		1.2 Apply knowledge of word origins, derivations, synonyms, antonyms, and idioms to determine the meaning of words and phrases. (ES)	1.5 Understand and explain the figurative and metaphorical use of words in context. (ES)
	EA	Recognize some common idioms (e.g., “scared silly”) in discussions and reading. (ES*)			
A	Use common idioms, some analogies, and some metaphors in discussion and reading. (5)				
7		Use a Dictionary			
	I	Create a simple dictionary of frequently used words.	1.7 Use a dictionary to learn the meaning and other features of unknown words.	1.5 Use a thesaurus to determine related words and concepts.	
	EA	Use a standard dictionary to find the meanings of known vocabulary.			
A	Use a standard dictionary to determine the meaning of unknown words.				
8		Read Aloud			
	B	Read aloud simple words (e.g., nouns and adjectives) in stories or games.	1.3 Read aloud narrative and expository text fluently and accurately and with appropriate pacing, intonation, and expression.	1.1 Read narrative and expository text aloud with grade-appropriate fluency and accuracy and with appropriate pacing, intonation, and expression.	1.1 Read aloud narrative and expository text fluently and accurately and with appropriate pacing, intonation, and expression.
	EI	Read simple vocabulary, phrases, and sentences independently. (ES*)			
	EI	Read aloud with some pacing, intonation, and expression one’s own writing of narrative and expository text.			
	I	Read grade-appropriate narrative and expository texts aloud with appropriate pacing, intonation, and expression.			
	EA	Read aloud with appropriate pacing, intonation, and expression increasingly complex narrative and expository texts.			
A	Read aloud with appropriate pacing, intonation, and expression narrative and expository texts.				

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		ELD Standards	ELA Standards		
Cluster	Level	3–5	3	4	5
1		Follow Directions			
	B	Understand and follow simple one-step directions for classroom activities.		2.7 Follow simple multiple-step written instructions (e.g., how to assemble a product or play a board game).	2.7 Follow multiple-step instructions in a basic technical manual (e.g., how to use computer commands or video games).
	EI	Understand and follow simple two-step directions for classroom activities.			
I	Understand and follow some multiple-step directions for classroom-related activities.				
2		Interpret Text Features			
	B	Point out text features such as the title, table of contents, and chapter headings.	2.1 Use titles, tables of contents, chapter headings, glossaries, and indexes to locate information in text.	2.2 Use appropriate strategies when reading for different purposes (e.g., full comprehension, location of information, personal enjoyment).	2.1 Understand how text features (e.g., format, graphics, sequence, diagrams, illustrations, charts, maps) make information accessible and usable.
	EI	Read and identify basic text features such as the title, table of contents, and chapter headings.			
	I	Read text and identify features such as the title, table of contents, chapter headings, diagrams, charts, glossaries, and indexes in written texts.			
	EA	Locate text features such as format, diagrams, charts, glossaries, and indexes and identify the functions.			
A	Use text features such as format, diagrams, charts, glossaries, indexes, and the like, to locate and draw information from text. (5)				
3		Identify Sequence of Events			
	B	Identify, using key words or pictures, the basic sequence of events in stories read aloud. (ES*)		2.1 Identify structural patterns found in informational text (e.g., compare and contrast, cause and effect, sequential or chronological order, proposition and support) to strengthen comprehension.	2.2 Analyze text that is organized in sequential or chronological order.
	EI	Orally identify, using simple sentences, the basic sequence of events in text that one reads.			
	I	Identify the sequential or chronological order in text. [addition by WestEd]			
	EA	Identify some significant structural (organizational) patterns in text, such as sequential or chronological order and cause and effect.			
A	Identify significant structural (organizational) patterns in text, such as compare and contrast, sequential or chronological order, and cause and effect.				

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Cluster	Level	3–5	3	4	5
4 ES		Relate Text to Experience			
	B	Orally identify the relationship between simple text read aloud and one’s own experience by using key words and/or phrases.	2.2 Ask questions and support answers by connecting prior knowledge with literal information found in, and inferred from, the text.	2.3 Make and confirm predictions about text by using prior knowledge and ideas presented in the text itself, including illustrations, titles, topic sentences, important words, and foreshadowing clues. (ES)	2.4 Draw inferences, conclusions, or generalizations about text and support them with textual evidence and prior knowledge. (ES)
	EI	Read and orally identify relationships between written text and one’s own experience by using simple sentences.			
	I	Read and use more detailed sentences to describe orally the relationships between text and one’s own experiences.			
	EA	Describe relationships between the text and one’s personal experience.			
	EA	Use the text (such as the ideas presented, illustrations, titles) to draw conclusions and make inferences. (ES*)			
A	Use the text (such as ideas, illustrations, titles) to draw inferences and conclusions and make generalizations.				
5 ES		Respond to Comprehension Questions			
	B	Respond orally to stories read aloud by giving one- or two-word responses (e.g., “brown bear”) to factual comprehension questions.	2.3 Demonstrate comprehension by identifying answers in the text.	2.5 Compare and contrast information on the same topic after reading several passages or articles. (ES)	
	EI	Read and listen to simple stories and demonstrate understanding by using simple sentences to respond to explicit detailed questions (e.g., “The bear is brown.”).			
	I	Use detailed sentences to respond orally to comprehension questions about text (e.g., “The brown bear lives with his family in the forest.”).			
EA	Generate and respond to comprehension questions related to the text. (ES*)				

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		ELD Standards		ELA Standards		
Cluster	Level	3–5		3	4	5
6 ES		Describe Main Idea				
	B	Identify, using key words and/or phrases, the main idea in a story read aloud. (ES*)		2.4 Recall major points in the text and make and modify predictions about forthcoming information. (ES) 2.5 Distinguish the main idea and supporting details in expository text. (ES) 2.6 Extract appropriate and significant information from the text, including problems and solutions. (ES)		2.3 Discern main ideas and concepts presented in texts, identifying and assessing evidence that supports those ideas. (ES)
	EI	Read text and orally identify the main ideas by using simple sentences and drawing inferences about the text.				
	I	Read text and use detailed sentences to identify orally the main ideas and use them to make predictions and support them with details. (ES*)				
	EA	Describe the main ideas and supporting details of a text. (ES*)				
A	Describe main ideas and supporting details, including supporting evidence.					
7 ES		Distinguish Fact and Opinion				
	EI	Orally identify examples of fact and opinion in familiar texts read aloud.			2.6 Distinguish between cause and effect and between fact and opinion in expository text. (ES)	2.5 Distinguish facts, supported inferences, and opinions in text. (ES)
	I	Read literature and content area texts and orally identify examples of fact and opinion and cause and effect.				
	EA	Distinguish explicit examples of facts, opinions, inference, and cause and effect in texts.				
	A	Distinguish fact from opinion and inference and cause from effect in text. (5)				

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Cluster	Level	3–5	3	4	5
1		Describe Characteristics of Literary Texts			
	B	Distinguish between fiction and nonfiction by giving one- or two-word oral responses.	3.1 Distinguish common forms of literature (e.g., poetry, drama, fiction, nonfiction). 3.5 Recognize the similarity of sounds in words and rhythmic patterns (e.g., alliteration, onomatopoeia) in a selection.	3.1 Describe the structural differences of various imaginative forms of literature, including fantasies, fables, myths, legends, and fairy tales.	3.1 Identify and analyze the characteristics of poetry, drama, fiction, and nonfiction and explain the appropriateness of the literary forms chosen by the author for a specific purpose.
	B	Create pictures, lists, charts, and tables to identify the characteristics of fairy tales, folktales, myths, and legends.			
	EI	Recite simple poems.			
	EI	Distinguish orally between poetry, drama, and short stories by using simple sentences. (ES*)			
	I/EA	Describe the major differences between poetry, drama, and short stories. [addition by WestEd]			
A	Describe the major characteristics of poetry, drama, fiction, and nonfiction.				
2 ES		Describe Main Events			
	EI	Read literary texts and orally identify the main events of the plot by using simple sentences. (ES*)	3.2 Comprehend basic plots of classic fairy tales, myths, folktales, legends, and fables from around the world. (ES)	3.2 Determine the main events of the plot, their causes, and the influence of each event on future actions.	3.2 Identify the main problem or conflict of the plot and explain how it is resolved.
	I	Use expanded vocabulary and descriptive words in paraphrasing oral and written responses to texts.			
EA	Read a literary selection and orally identify the main conflict in the plot and its resolution.				
3		Describe Literary Elements			
	EA	Identify and describe figurative language (e.g., similes, metaphors, and personification).	3.5 Define figurative language (e.g., simile, metaphor, hyperbole, personification) and identify its use in literary works.	3.5 Describe the function and effect of common literary devices (e.g., imagery, metaphor, symbolism).	
	EA	Distinguish between literary connotations and symbols from culture to culture.			
EA	Read a literary selection and orally identify metaphors and similes.				

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ELD Standards			ELA Standards		
Cluster	Level	3–5	3	4	5
4 ES		Describe Characters			
	B	Identify orally different characters and settings in simple literary texts by using words or phrases. (ES*)	3.3 Determine what characters are like by what they say or do and by how the author or illustrator portrays them.	3.3 Use knowledge of the situation and setting and of a character's traits and motivation to determine the causes for that character's actions.	3.3 Contrast the actions, motives (e.g., loyalty, conscientiousness, selfishness), and appearances of characters in a work of fiction and discuss the importance of the contrasts to the plot or theme. (ES)
	EI	Describe orally in simple sentences a character in a literary selection according to his or her actions.			
	EI	Describe orally in simple sentences the setting of a piece of literature.			
	I	Describe in sentences the setting and main characters in a literary selection. [addition by WestEd]			
	EA	Identify the motives of characters in a work of fiction.			
A	Compare and contrast the motives of characters in a work of fiction. (ES*)				
5 ES		Describe Themes			
	B	Listen to a story and respond orally in one or two words to factual comprehension questions.	3.4 Determine the underlying theme or author's message in fiction and nonfiction text. (ES)	3.4 Determine the underlying theme or author's message in fiction and nonfiction text. (ES)	3.4 Understand that theme refers to the meaning or moral of a selection and recognize themes (whether implied or stated directly) in sample works.
	EI	Respond orally to factual comprehension questions about brief literary texts by answering in simple sentences.			
	I	Apply knowledge of language to derive meaning from literary texts and comprehend them.			
	EA	Recognize and describe themes stated directly in a text.			
	A	Recognize and describe themes stated directly or implied in literary texts.			

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Cluster	Level	3–5	3	4	5
6 ES		Identify Point of View			
	EA	Read a literary selection and orally identify the speaker or narrator by using simple sentences.	3.6 Identify the speaker or narrator in a selection.		3.6 Evaluate the meaning of archetypal patterns and symbols that are found in myth and tradition by using literature from different eras and cultures. (ES)
	A	Identify various techniques to influence readers' perspectives and evaluate the author's use of the techniques. (5)			3.7 Evaluate the author's use of various techniques (e.g., appeal of characters in a picture book, logic and credibility of plots and settings, use of figurative language) to influence readers' perspectives.

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		ELD Standards	ELA Standards		
Cluster	Level	3–5	3	4	5
1		Write Narratives			
	B	Use models to write short narratives.			
	EI	Write short narrative stories that include elements of setting and characters.			
	I	Narrate with some detail a sequence of events.			
	EA	Write a detailed summary of a story.			
	EA	Independently write simple responses to literature.			
	A	Write narratives that describe the setting, characters, objects, and events. (ES*)			
2 ES		Write in Content Areas			
	B	Write the English alphabet legibly.	1.2 Write legibly in cursive or joined italic, allowing margins and correct spacing between letters in a word and words in a sentence.	1.4 Write fluidly and legibly in cursive or joined italic. 1.2 Create multiple-paragraph compositions: provide an introductory paragraph; establish and support a central idea with a topic sentence at or near the beginning of the first paragraph; include supporting paragraphs with simple facts, details, and explanations; conclude with a paragraph that summarizes the points; use correct indentation. (ES)	1.2 Create multiple-paragraph expository compositions: establish a topic, important ideas, or events in sequence or chronological order; provide details and transitional expressions that link one paragraph to another in a clear line of thought; offer a concluding paragraph that summarizes important ideas and details. 1.1 Create multiple-paragraph narrative compositions: establish and develop a situation or plot; describe the setting; present an ending. (ES)
	B	Label key parts of common objects.			
	EI	Write simple sentences and use drawings, pictures, lists, charts, and tables to respond to familiar literature.			
	EI	Write an increasing number of words and simple sentences appropriate for language arts and other content areas (e.g., math, science, history-social science). (ES*)			
	I	Use more complex vocabulary and sentences appropriate for language arts and other content areas (e.g., math, science, history-social science).			
	EA	Use complex vocabulary and sentences appropriate for language arts and other content areas (e.g., math, science, social studies).			
A	Write short narratives that include examples of writing appropriate for language arts and other content areas (e.g., math, science, social studies).				

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ELD Standards		ELA Standards			
Cluster	Level	3–5	3	4	5
3 ES		Write in Different Genres			
	B	During group writing activities, write brief narratives and stories by using a few standard grammatical forms.	1.1 Create a single paragraph: develop a topic sentence; include simple supporting facts and details. (ES)	1.1 Select a focus, an organizational structure, and a point of view based upon purpose, audience, length, and format requirements.	2.1 Write narratives: establish plot, point of view, setting, and conflict; show, rather than tell, the events of the story. (ES)
	EI	Follow a model given by the teacher to independently write a short paragraph of at least four sentences.	2.1 Write narratives: provide a context within which an action takes place; include well-chosen details to develop the plot; provide insight into why the selected incident is memorable. (ES)	2.1 Write narratives: relate ideas, observations, or recollections of an event or experience; provide a context to enable the reader to imagine the world of the event or experience; use concrete sensory details; provide insight into why the selected event or experience is memorable. (ES)	2.2 Write responses to literature: demonstrate an understanding of a literary work; support judgments through references to the text and to prior knowledge; develop interpretations that exhibit careful reading and understanding. (ES)
	I	Begin to use a variety of genres in writing (e.g., expository, narrative, poetry).	2.2 Write descriptions that use concrete sensory details to present and support unified impressions of people, places, things, or experiences. (ES)	2.2 Write responses to literature: demonstrate an understanding of the literary work; support judgments through references to both the text and prior knowledge. (ES)	2.3 Write research reports about important ideas, issues, or events by using the following guidelines: frame questions that direct the investigation; establish a controlling idea or topic; develop the topic with simple facts, details, examples, and explanations. (ES)
	EA	Write multiple-paragraph narrative and expository compositions appropriate for content areas, with consistent use of standard grammatical forms. (5)		2.3 Write information reports: frame a central question about an issue or situation; include facts and details for focus; draw from more than one source of information. (ES)	
A	Write multiple-paragraph narrative and expository compositions by using standard grammatical forms. (5)		2.4 Write summaries that contain the main ideas of the reading selection and the most significant details.		

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Cluster	Level	3–5	3	4	5
4 ES		Write a Letter			
	EI	Follow a model to write a friendly letter.	2.3 Write personal and formal letters, thank-you notes, and invitations.		2.4 Write persuasive letters or compositions: state a clear position in support of a proposal; support a position with relevant evidence; follow a simple organizational pattern; address reader concerns. (ES)
	I	Write a letter independently by using detailed sentences.			
	EA	Independently write a persuasive letter with relevant evidence. (5)			
A	Write a persuasive composition by using standard grammatical forms. (5)				

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ELD Standards		ELA Standards			
Cluster	Level	3–5	3	4	5
5	ES	<p>Use the Writing Process</p> <p>B Create simple sentences or phrases with some assistance.</p> <p>EI/I Produce independent writing that is understood when read, but may include inconsistent use of standard grammatical forms.</p> <p>I Independently create cohesive paragraphs that develop a central idea with consistent use of standard English grammatical forms. (Some rules may not be followed.)</p> <p>EA Arrange compositions according to simple organizational patterns.</p> <p>A Independently use all the steps of the writing process.</p>	<p>1.3 Understand the structure and organization of various reference materials (e.g., dictionary, thesaurus, atlas, encyclopedia).</p> <p>1.4 Revise drafts to improve the coherence and logical progression of ideas by using an established rubric. (ES)</p>	<p>1.6 Locate information in reference texts by using organizational features (e.g., prefaces, appendices).</p> <p>1.7 Use various reference materials as an aid to writing.</p> <p>1.5 Quote or paraphrase information sources, citing them appropriately.</p> <p>1.8 Understand the organization of almanacs, newspapers, and periodicals and how to use those print materials.</p> <p>1.9 Demonstrate basic keyboarding skills and familiarity with computer technology.</p> <p>1.10 Edit and revise selected drafts to improve coherence and progression by adding, deleting, consolidating, and rearranging text. (ES)</p>	<p>1.3 Use organizational features of printed text to locate relevant information.</p> <p>1.5 Use a thesaurus to identify alternative word choices and meanings.</p> <p>1.4 Create simple documents by using electronic media and employing organizational features.</p> <p>1.6 Edit and revise manuscripts to improve the meaning and focus of writing by adding, deleting, consolidating, clarifying, and rearranging words and sentences. (ES)</p>

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Cluster	Level	3–5	3	4	5
1	ES	Use Correct Mechanics, Spelling, and Grammar			
	B	Use capitalization when writing one’s own name and at the beginning of sentences.	1.7 Capitalize geographical names, holidays, historical periods, and special events correctly. (ES)	1.6 Capitalize names of magazines, newspapers, works of art, musical compositions, organizations, and the first word in quotations when appropriate.	1.4 Use correct capitalization.
	B	Use a period at the end of a sentence and a question mark at the end of a question.	1.5 Punctuate dates, city and state, and titles of books correctly. (ES)	1.5 Use underlining, quotation marks, or italics to identify titles of documents. (ES)	1.3 Use a colon to separate hours and minutes and to introduce a list; use quotation marks around the exact words of a speaker and titles of poems, songs, short stories, etc. (ES)
	EI	Use capitalization to begin sentences and for proper nouns.	1.6 Use commas in dates, locations, and addresses and for items in a series. (ES)	1.4 Uses parentheses, commas in direct quotations, and apostrophes in the possessive case of nouns and in contractions. (ES)	1.5 Spell roots, inflections, suffixes and prefixes, and syllable constructions correctly.
	EI	Use a period at the end of a sentence and use some commas appropriately.	1.8 Same as ELD Standard. (ES)		
	I	Produce independent writing that may include some inconsistent use of capitalization, periods, and correct spelling.			
	EA	Spell correctly one-syllable words that have blends, contractions, compounds, orthographic patterns, and common homophones.			
	EA	Spell correctly roots, inflections, suffixes and prefixes, and syllable constructions.			
EA	Produce independent writing with consistent use of correct capitalization, punctuation, and spelling.				
A	Produce writing that demonstrates a command of the conventions of standard English.				

— = Heavy line separates clusters of standards
B = Beginning **EA** = Early Advanced
EI = Early Intermediate **A** = Advanced
I = Intermediate

ES = Essential ELA and matching ELD standards
 (major emphasis in CST and CAHSEE)
ES* = Essential ELD standards on CELDT

		ELD Standards	ELA Standards		
Cluster	Level	3–5	3	4	5
2 ES		Use Correct Grammar			
	I	Use standard word order but may have inconsistent grammatical forms (e.g., subject/verb agreement).	1.1 Understand and be able to use complete and correct declarative, interrogative, imperative, and exclamatory sentences in writing and speaking. (ES)	1.1 Use simple and compound sentences in writing and speaking.	1.1 Identify and correctly use prepositional phrases, appositives, and independent and dependent clauses; use transitions and conjunctions to connect ideas. (ES)
	EA	Arrange words in alphabetic order.	1.2 Identify subjects and verbs that are in agreement and identify and use pronouns, adjectives, compound words, and articles correctly in writing and speaking. (ES)	1.2 Combine short, related sentences with appositives, participial phrases, adjectives, adverbs, and prepositional phrases. (ES)	1.2 Identify and correctly use verbs that are often misused.
	EA	Use standard word order but may have more inconsistent grammatical forms, including inflections.	1.3 Identify and use past, present, and future verb tenses properly in writing and speaking. (ES)	1.3 Identify and use regular and irregular verbs, adverbs, prepositions, and coordinating conjunctions in writing and speaking.	
	A	Use complete sentences and correct word order.	1.4 Identify and use subjects and verbs correctly in speaking and writing simple sentences. (ES)		
A	Use correct parts of speech, including correct subject/verb agreement. (ES*)				
3		Edit Writing			
	EI	Edit writing for basic conventions (e.g., punctuation, capitalization, and spelling) and make some corrections.			
	I	Edit writing for conventions and make corrections. [addition by WestEd]			
	EA	Edit writing to check the basic mechanics of writing (e.g., punctuation, capitalization, and spelling).			
	A	Edit writing for punctuation, capitalization, and spelling. (ES*)			

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