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
Authors of the Fourth Edition
John Carr and Rachel Lagunoff, WestEd, are co-authors of the fourth edition.

Contributors to Fourth and Earlier Editions
Nanette Koelsch, WestEd, made invaluable contributions to each edition. Workshop participants have offered insightful suggestions. Fredrika Baer is the document’s desktop publisher, and Christian Holden designed the cover.

First Edition Contributors
A review panel of education experts gave advice that led to the basic organizational structure and approved the original format of the ELD clusters and matching ELA standards (contributors may no longer be at these locations):

- Cecil Anison, San Jose USD
- Ana Aquilar, Atwater USD
- Judith Bodenhausen, Berkeley High School
- Eva Chapman, San Jose USD
- Susan Dunlap, West Contra Costa USD
- Karen Fetter, San Juan USD
- Christy Fischer, Woodland JUSD
- Jeanne Herrick, Alisal SD
- Kathy Idoine, Pajaro Valley USD
- Natalie Kuhlman, San Diego State University
- Robert Linquanti, WestEd
- Claudia Lockwood, San Joaquin COE
- Norma Martinez, San Jose USD
- Maria Elena Messina, Santa Clara USD
- Mary Mulholland, Santa Clara COE
- Yee Wan, Santa Clara COE

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.
# 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.

© 2003 WestEd
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.

<table>
<thead>
<tr>
<th>ELD Standards Alignment with ELA Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ELD</strong></td>
</tr>
<tr>
<td><strong>Listening &amp; Speaking</strong></td>
</tr>
<tr>
<td>Strategies &amp; Applications</td>
</tr>
<tr>
<td><strong>Reading</strong></td>
</tr>
<tr>
<td>Word Analysis</td>
</tr>
<tr>
<td>Fluency &amp; Systematic Vocabulary Development</td>
</tr>
<tr>
<td>Reading Comprehension</td>
</tr>
<tr>
<td>Literary Response &amp; Analysis</td>
</tr>
<tr>
<td><strong>Writing</strong></td>
</tr>
<tr>
<td>Strategies &amp; Applications</td>
</tr>
<tr>
<td>Applications</td>
</tr>
<tr>
<td>Conventions</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>ELD Standards</th>
<th>ELA Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cluster</td>
<td>Level</td>
</tr>
<tr>
<td>1 ES</td>
<td>Cluster Label</td>
</tr>
<tr>
<td>B</td>
<td>[text]</td>
</tr>
<tr>
<td>EI</td>
<td>[text]</td>
</tr>
<tr>
<td>I</td>
<td>[text]</td>
</tr>
<tr>
<td>EA</td>
<td>{text} (2)</td>
</tr>
<tr>
<td>A</td>
<td>{text} (2)</td>
</tr>
</tbody>
</table>

Example 2

<table>
<thead>
<tr>
<th>ELD Standards</th>
<th>ELA Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cluster</td>
<td>Level</td>
</tr>
<tr>
<td>1</td>
<td>Cluster Label</td>
</tr>
<tr>
<td>B</td>
<td>[text]</td>
</tr>
<tr>
<td>EI</td>
<td>[text]</td>
</tr>
<tr>
<td>I</td>
<td>[text]</td>
</tr>
<tr>
<td>EA</td>
<td>[text]</td>
</tr>
<tr>
<td>A</td>
<td>[text]</td>
</tr>
</tbody>
</table>

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.

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-ELA Standards Map

### Grades K–2: Listening & Speaking

<table>
<thead>
<tr>
<th>Cluster</th>
<th>Level</th>
<th>ELD Standards</th>
<th>ELA Standards</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td><strong>Follow Directions</strong></td>
<td>1.1 Understand and follow one- and two-step directions.</td>
<td>1.3 Give, restate, and follow simple two-step directions.</td>
</tr>
<tr>
<td></td>
<td>B</td>
<td>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*)</td>
<td></td>
<td>1.4 Give and follow three- and four-step directions.</td>
</tr>
<tr>
<td>2</td>
<td>I</td>
<td><strong>Listen Attentively</strong></td>
<td>1.1 Listen attentively.</td>
<td>1.1 Determine the purpose or purposes for listening (e.g., to obtain information, to solve problems, for enjoyment).</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Listen attentively to stories and information and identify important details and concepts by using both verbal and nonverbal responses. (ES*)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>EA</td>
<td>Listen attentively to stories and information and orally identify key details and concepts. (ES*)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>A</td>
<td>Listen attentively to stories and information on new topics and identify both orally and in writing key details and concepts. (2)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td><strong>Speak to be Understood</strong></td>
<td>1.1 Recognize and use complete, coherent sentences when speaking. [from Written and Oral English Language Conventions]</td>
<td>1.4 Stay on topic when speaking.</td>
</tr>
<tr>
<td></td>
<td>B</td>
<td>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*)</td>
<td>1.5 Use descriptive words when speaking about people, places, things, and events.</td>
<td>1.6 Speak clearly and at an appropriate pace for the type of communication (e.g., informal discussion, report to class).</td>
</tr>
<tr>
<td></td>
<td>EI</td>
<td>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 he or she).</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>I</td>
<td>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).</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>EA</td>
<td>Make oneself understood when speaking by using consistent standard English grammatical forms, sounds, intonation, pitch, and modulation, but may make random errors.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>A</td>
<td>Speak clearly and comprehensibly by using standard English grammatical forms, sounds, intonation, pitch, and modulation.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

---

**Important copyright information:** Please download no more than one copy of this product. Note also that the WestEd copyright applies to the downloaded version of this document, and it may not be further reproduced.

---

**Legend:**

- **K** = Heavy line separates clusters of standards
- **B** = Beginning
- **EA** = Early Advanced
- **EI** = Early Intermediate
- **I** = Intermediate
- **A** = Advanced
- **ES** = Essential ELA and matching ELD standards (major emphasis in CST and CAHSEE)
- **ES** = Essential ELD standards on CELDT
<table>
<thead>
<tr>
<th>Cluster</th>
<th>Level</th>
<th>ELD Standards</th>
<th>ELA Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td></td>
<td><strong>Vary Ways of Speaking</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>EA</td>
<td>Recognize appropriate ways of speaking that vary according to the purpose, audience, and subject matter.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>A</td>
<td>Consistently use appropriate ways of speaking and writing that vary according to the purpose, audience, and subject matter. (2)</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>B</td>
<td><strong>Participate in Social Conversations</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Independently use common social greetings and simple repetitive phrases (e.g., “Thank you.” “You’re welcome.”).</td>
<td></td>
</tr>
<tr>
<td></td>
<td>EI</td>
<td>Orally communicate basic needs (e.g., “May I get a drink?”).</td>
<td>1.3 Paraphrase information that has been shared orally by others.</td>
</tr>
<tr>
<td></td>
<td>I</td>
<td>Participate in social conversations with peers and adults on familiar topics by asking and answering questions and soliciting information.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>EA</td>
<td>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.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>A</td>
<td>Negotiate and initiate social conversations by questioning, restating, soliciting information and paraphrasing the communication of others.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>A</td>
<td>Demonstrate understanding of idiomatic expressions (e.g., “Give me a hand”) by responding to such expressions and using them appropriately. (ES*)</td>
<td></td>
</tr>
</tbody>
</table>

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

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

© 2003 WestEd
<table>
<thead>
<tr>
<th>Cluster</th>
<th>Level</th>
<th>ELD Standards</th>
<th>ELA Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 ES</td>
<td></td>
<td><strong>Understand Concepts about Print</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>I</td>
<td>Identify the front cover, back cover, and title page of a book.</td>
<td>1.1 Same as ELD standard.</td>
</tr>
<tr>
<td></td>
<td>I</td>
<td>Follow the words from left to right and from top to bottom on the printed page.</td>
<td>1.2 Same as ELD standard.</td>
</tr>
<tr>
<td></td>
<td>I</td>
<td>Understand that printed materials provide information.</td>
<td>1.3 Same as ELD standard.</td>
</tr>
<tr>
<td></td>
<td>I</td>
<td>Recognize that sentences in print are made up of separate words.</td>
<td>1.4 Same as ELD standard.</td>
</tr>
<tr>
<td></td>
<td>I</td>
<td>Distinguish letters from words.</td>
<td>1.5 Same as ELD standard.</td>
</tr>
<tr>
<td></td>
<td>I</td>
<td>Identify letters, words, and sentences.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>I</td>
<td>Match spoken words to printed words.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>I</td>
<td>Recognize and name all uppercase and lowercase letters of the alphabet. (ES)</td>
<td>1.6 Same as ELD standard. (ES)</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>ES</strong> = Essential ELA and matching ELD standards (major emphasis in CST and CAHSEE)</td>
<td></td>
</tr>
<tr>
<td>2 ES</td>
<td></td>
<td><strong>Recognize and Produce Phonemes</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>B</td>
<td>Recognize English phonemes that correspond to phonemes students already hear and produce in their primary language. (ES*)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>EI</td>
<td>Recognize English phonemes that do not correspond to sounds students hear and produce (e.g., “a” in “cat” and final consonants). (ES*)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>EI</td>
<td>Produce English phonemes that correspond to phonemes students already hear and produce, including long and short vowels and initial and final consonants.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>EI</td>
<td>Identify and produce rhyming words in response to an oral prompt.</td>
<td>1.10 Same as ELD standard.</td>
</tr>
<tr>
<td></td>
<td>I</td>
<td>Create and say a series of rhyming words, including consonant blends. (ES)</td>
<td>1.6 Same as ELD standard. (ES)</td>
</tr>
<tr>
<td>Cluster</td>
<td>Level</td>
<td>K–2</td>
<td>ELA Standards</td>
</tr>
<tr>
<td>---------</td>
<td>-------</td>
<td>-----</td>
<td>---------------</td>
</tr>
<tr>
<td>3 ES</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EI</td>
<td>EI</td>
<td></td>
<td>1.4 Same as ELD standard. (ES)</td>
</tr>
<tr>
<td>I</td>
<td>I</td>
<td></td>
<td>1.5 Same as ELD standard. (ES)</td>
</tr>
<tr>
<td>I</td>
<td>I</td>
<td></td>
<td>1.7 Same as ELD standard. (ES)</td>
</tr>
<tr>
<td>I</td>
<td>I</td>
<td></td>
<td>1.8 Same as ELD standard. (ES)</td>
</tr>
<tr>
<td>I/EA</td>
<td>I/EA</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EA</td>
<td>EA</td>
<td></td>
<td>1.9 Same as ELD standard. (ES)</td>
</tr>
<tr>
<td>EA/A</td>
<td>EA/A</td>
<td></td>
<td>1.14 Same as ELD standard. (ES)</td>
</tr>
<tr>
<td>EA/A</td>
<td>EA/A</td>
<td></td>
<td>1.16 Same as ELD standard. (ES)</td>
</tr>
<tr>
<td>EA/A</td>
<td>EA/A</td>
<td></td>
<td>1.10 Same as ELD standard. (ES)</td>
</tr>
</tbody>
</table>

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

© 2003 WestEd
### ELD Standards Map

#### Grades K–2: Reading Word Analysis

<table>
<thead>
<tr>
<th>Cluster</th>
<th>Level</th>
<th>K–2 Standards</th>
<th>ELA Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 ES</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4 ES</td>
<td>I</td>
<td>Segment Sounds in Words</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Segment single-syllable words into their components (e.g., /c/a/t/ = cat; /s/p/l/a/t/ = splat; /t/i/ch/ = rich). (ES)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>ES*</td>
<td></td>
</tr>
<tr>
<td>4 ES</td>
<td>EA</td>
<td>Distinguish orally stated one-syllable words and separate into beginning or ending sounds. (ES)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>EA</td>
<td></td>
</tr>
<tr>
<td>4 ES</td>
<td></td>
<td>ES*</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>EI/I</td>
<td>ES*</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
<td>Track Sounds in Words</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Track (move sequentially from sound to sound) and represent the number, sameness/difference, and order of two and three isolated phonemes (e.g., /l, s, th/, /j, d, j/).</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>EI</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
<td>ES*</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>EA</td>
<td>ES*</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Track Sounds in Words</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>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).</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>EA</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
<td>ES*</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Track auditorily each word in a sentence and each syllable in a word.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>EA</td>
<td></td>
</tr>
</tbody>
</table>

**Legend**

- **ES** = Essential ELA and matching ELD standards (major emphasis in CST and CAHSEE)
- **ES* = Essential ELD standards on CELDT**
<table>
<thead>
<tr>
<th>Cluster</th>
<th>Level</th>
<th>ELD Standards</th>
<th>ELA Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>6 ES</td>
<td></td>
<td><strong>Read Sight Words and Apply Knowledge of Word Parts</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>EA/A</td>
<td>Read simple one-syllable and high-frequency words (i.e., sight words).</td>
<td>1.15 Same as ELD standard. (ES)</td>
</tr>
<tr>
<td></td>
<td>EA/A</td>
<td>Read common, irregular sight words (e.g., the, have, said, come, give, of).</td>
<td>1.11 Same as ELD standard. (ES)</td>
</tr>
<tr>
<td></td>
<td>EA/A</td>
<td>Use knowledge of vowel digraphs and r-controlled letter-sound associations to read words.</td>
<td>1.12 Same as ELD standard. (ES)</td>
</tr>
<tr>
<td></td>
<td>EA/A</td>
<td>Read compound words and contractions. (2)</td>
<td>1.13 Same as ELD standard. (ES)</td>
</tr>
<tr>
<td></td>
<td>EA/A</td>
<td>Read inflectional forms (e.g., -s, -ed, -ing) and root words (e.g., look, looked, looking).</td>
<td>1.14 Same as ELD standard. (ES)</td>
</tr>
<tr>
<td></td>
<td>EA/A</td>
<td>Read common word families (e.g., -ite, -ate).</td>
<td>1.15 Same as ELD standard. (ES)</td>
</tr>
<tr>
<td></td>
<td>EA/A</td>
<td>Recognize and use knowledge of spelling patterns (e.g., diphthongs, special vowel spellings) when reading. (2)</td>
<td>1.1 Same as ELD standard. (ES)</td>
</tr>
<tr>
<td></td>
<td>EA/A</td>
<td>Apply knowledge of basic syllabication rules when reading (e.g., vowel-consonant-vowel = super, vowel-consonant-consonant-vowel = sup/pe). (2)</td>
<td>1.2 Same as ELD standard. (ES)</td>
</tr>
<tr>
<td></td>
<td>EA/A</td>
<td>Decode two-syllable nonsense words and regular multisyllable words. (2)</td>
<td>1.3 Same as ELD standard. (ES)</td>
</tr>
<tr>
<td></td>
<td>EA/A</td>
<td>Identify and correctly use regular plurals (e.g., -s, -es, -ies) and irregular plurals (e.g., fly/flies, wife/wives). (2)</td>
<td>1.5 Same as ELD standard. (ES)</td>
</tr>
<tr>
<td></td>
<td>EA/A</td>
<td>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*)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>A</td>
<td>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)</td>
<td></td>
</tr>
</tbody>
</table>

**Legend:**
- **ES** = Essential ELA and matching ELD standards (major emphasis in CST and CAHSEE)
- **ES* = Essential ELD standards on CELDT**
<table>
<thead>
<tr>
<th>Cluster</th>
<th>Level</th>
<th>ELD Standards</th>
<th>ELA Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>I/A</td>
<td><strong>Read Abbreviations</strong>&lt;br&gt;Recognize common abbreviations (e.g., Jan., Sun., Mr., St.). (2)</td>
<td>K</td>
</tr>
<tr>
<td>8</td>
<td>I</td>
<td><strong>Read Aloud</strong>&lt;br&gt;Pronounce most English phonemes correctly while reading aloud.&lt;br&gt;EA/A&lt;br&gt;Read aloud with fluency in a manner that sounds like natural speech.&lt;br&gt;EA&lt;br&gt;Read aloud fluently and accurately and with appropriate intonation and expression. (2)</td>
<td></td>
</tr>
<tr>
<td>Cluster</td>
<td>Level</td>
<td>ELD Standards</td>
<td>ELA Standards</td>
</tr>
<tr>
<td>---------</td>
<td>-------</td>
<td>-------------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>1 ES</td>
<td></td>
<td><strong>Use Vocabulary for Communication</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>B</td>
<td>Retell simple stories by using drawings, words, or phrases.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>B</td>
<td>Respond appropriately to some social and academic interactions (e.g., simple question/answer, negotiate play).</td>
<td></td>
</tr>
<tr>
<td></td>
<td>B</td>
<td>Demonstrate comprehension of simple vocabulary with an appropriate action. (ES*)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>B</td>
<td>Produce simple vocabulary (single words or short phrases) to communicate basic needs in social and academic settings (e.g., locations, greetings, classroom objects).</td>
<td></td>
</tr>
<tr>
<td></td>
<td>EI</td>
<td>Produce vocabulary, phrases, and simple sentences to communicate basic needs in social and academic settings.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>I</td>
<td>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).</td>
<td></td>
</tr>
<tr>
<td></td>
<td>I</td>
<td>Apply knowledge of content-related vocabulary to discussions and reading. (ES*)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>I</td>
<td>Describe common objects and events in both general and specific language. (ES)</td>
<td>1.18 Same as ELD standard. (ES)</td>
</tr>
<tr>
<td>2 ES</td>
<td></td>
<td><strong>Use Social and Academic Vocabulary</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>B</td>
<td>Read aloud simple words (e.g., nouns and adjectives) in stories or games.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>EI</td>
<td>Read simple vocabulary, phrases, and sentences independently. (ES*)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>EI</td>
<td>Read aloud an increasing number of English words.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>I</td>
<td>Use decoding skills to read more complex words independently.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>EA</td>
<td>Use decoding skills and knowledge of academic and social vocabulary to begin independent reading.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>A</td>
<td>Apply knowledge of academic and social vocabulary to achieve independent reading. (2)</td>
<td>1.8 Same as ELD standard. (ES)</td>
</tr>
<tr>
<td></td>
<td>A</td>
<td>Use knowledge of individual words in unknown compound words to predict their meaning. (2) (ES)</td>
<td></td>
</tr>
</tbody>
</table>

**Legend:**

- **B** = Beginning
- **EI** = Early Intermediate
- **I** = Intermediate
- **EA** = Early Advanced
- **A** = Advanced
- **B** = Essential ELA and matching ELD standards (major emphasis in CST and CAHSEE)
- **ES** = Essential ELA and matching ELD standards
- **B** = Essential ELD standards on CELDT

---

© 2003 WestEd

Grades K–2: Reading Fluency & Systematic Vocabulary Development

Grades K–2: Page 9
<table>
<thead>
<tr>
<th>Cluster</th>
<th>Level</th>
<th>ELD Standards</th>
<th>ELA Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>EI</td>
<td><strong>Correct Errors</strong></td>
<td>K-2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Demonstrate internalization of English grammar, usage, and word choice by recognizing and correcting some errors when speaking or reading aloud.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>I</td>
<td>Demonstrate internalization of English grammar, usage, and word choice by recognizing and correcting errors when speaking or reading aloud.</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>A</td>
<td><strong>Read Words</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Read simple one-syllable and high-frequency words (i.e., sight words).</td>
<td>1.15 Same as ELD standard.</td>
</tr>
<tr>
<td></td>
<td>A</td>
<td>Read common, irregular sight words (e.g., the, have, said, come, give, of).</td>
<td>1.11 Same as ELD standard.</td>
</tr>
<tr>
<td></td>
<td>A</td>
<td>Read compound words and contractions.</td>
<td>1.13 Same as ELD standard.</td>
</tr>
<tr>
<td>5</td>
<td>A</td>
<td><strong>Read Sounds and Word Families</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Match all consonant and short-vowel sounds to appropriate letters.</td>
<td>1.14 Same as ELD standard.</td>
</tr>
<tr>
<td></td>
<td>A</td>
<td>Understand that as letters change, so do the sounds (i.e., the alphabetic principle).</td>
<td>1.16 Same as ELD standard.</td>
</tr>
<tr>
<td></td>
<td>A</td>
<td>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.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>A</td>
<td>Use knowledge of vowel digraphs and r-controlled letter-sound associations to read words.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>A</td>
<td>Read inflectional forms (e.g., -s, -ed, -ing) and root words (e.g., look, looked, looking).</td>
<td></td>
</tr>
<tr>
<td></td>
<td>A</td>
<td>Read common word families (e.g., -ite, -ate).</td>
<td></td>
</tr>
</tbody>
</table>

---

B = Beginning  
EI = Early Intermediate  
A = Advanced  
EI = Early Intermediate  
A = Advanced
<table>
<thead>
<tr>
<th>Cluster</th>
<th>Level</th>
<th>ELD Standards</th>
<th>ELA Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>A</td>
<td><strong>Apply Knowledge of Word Parts</strong>&lt;br&gt;Recognize and use knowledge of spelling patterns (e.g., diphthongs, special vowel spellings) when reading. (2)</td>
<td>1.1 Same as ELD standard.</td>
</tr>
<tr>
<td></td>
<td>A</td>
<td>Apply knowledge of basic syllabication rules when reading (e.g., vowel-consonant-vowel = su/per, vowel-consonant/vowel = sup/er). (2)</td>
<td>1.2 Same as ELD standard.</td>
</tr>
<tr>
<td></td>
<td>A</td>
<td>Decode two-syllable nonsense words and regular multisyllable words. (2)</td>
<td>1.3 Same as ELD standard.</td>
</tr>
<tr>
<td></td>
<td>A</td>
<td>Identify and correctly use regular plurals (e.g., -s, -es, -ies) and irregular plurals (e.g., fly/flies, wife/wives). (2)</td>
<td>1.5 Same as ELD standard.</td>
</tr>
<tr>
<td>7 ES</td>
<td>I</td>
<td><strong>Understand Synonyms and Antonyms</strong>&lt;br&gt;Recognize simple antonyms and synonyms (e.g., good, bad; blend, mix) in stories and games. (2)</td>
<td>1.7 Same as ELD standard. (ES)</td>
</tr>
<tr>
<td></td>
<td>EA</td>
<td>Explain common antonyms and synonyms. (2)</td>
<td>1.8 Same as ELD standard.</td>
</tr>
<tr>
<td></td>
<td>A</td>
<td>Understand and explain common antonyms and synonyms. (2) (ES)</td>
<td>1.9 Same as ELD standard. (ES)</td>
</tr>
<tr>
<td></td>
<td>A</td>
<td>Recognize words that have multiple meanings in texts. (2)</td>
<td>1.10 Same as ELD standard. (ES)</td>
</tr>
<tr>
<td></td>
<td>A</td>
<td>Identify simple multiple-meaning words. (2) (ES)</td>
<td></td>
</tr>
<tr>
<td>8 ES</td>
<td>I</td>
<td><strong>Understand Prefixes and Suffixes</strong>&lt;br&gt;Recognize simple prefixes and suffixes when they are attached to known vocabulary (e.g., remove, jumping).</td>
<td>1.9 Same as ELD standard. (ES)</td>
</tr>
<tr>
<td></td>
<td>EA</td>
<td>Use simple prefixes and suffixes when they are attached to known vocabulary. (ES*)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>EA</td>
<td>Know the meaning of simple prefixes and suffixes (e.g., over-, un-, -ing, -ly). (2) (ES)</td>
<td></td>
</tr>
</tbody>
</table>

**Legend**

- = 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
<table>
<thead>
<tr>
<th>Cluster</th>
<th>Level</th>
<th>ELD Standards</th>
<th>ELA Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>K–2</td>
<td>K</td>
</tr>
<tr>
<td>9</td>
<td>A</td>
<td>Recognize Abbreviations</td>
<td>Recognize common abbreviations (e.g., Jan., Sun., Mr., Sr.). (2)</td>
</tr>
<tr>
<td>10 ES</td>
<td>B</td>
<td>Categorize Words</td>
<td>Identify and sort common words in basic categories (e.g., colors, shapes, foods).</td>
</tr>
<tr>
<td></td>
<td>EI</td>
<td></td>
<td>Identify and sort known words into concrete categories. [addition by WestEd]</td>
</tr>
<tr>
<td></td>
<td>I</td>
<td></td>
<td>Classify grade-appropriate categories of words (e.g., concrete collections of animals, foods, toys).</td>
</tr>
<tr>
<td>11</td>
<td>A</td>
<td>Read Aloud</td>
<td>Read aloud with fluency in a manner that sounds like natural speech.</td>
</tr>
<tr>
<td></td>
<td>A</td>
<td></td>
<td>Read narrative and texts aloud with appropriate pacing, intonation, and expression. (2)</td>
</tr>
<tr>
<td>Cluster</td>
<td>Level</td>
<td>ELD Standards</td>
<td>ELA Standards</td>
</tr>
<tr>
<td>---------</td>
<td>-------</td>
<td>---------------</td>
<td>---------------</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Follow Directions</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>B</td>
<td>Understand and follow simple one-step directions for classroom activities.</td>
<td>2.1 Identify text that uses sequence or other logical order.</td>
</tr>
<tr>
<td></td>
<td>EI</td>
<td>Understand and follow simple two-step directions for classroom activities.</td>
<td>2.3 Follow one-step written directions.</td>
</tr>
<tr>
<td></td>
<td>I</td>
<td>Understand and follow some multiple-step directions for classroom-related activities.</td>
<td>2.8 Follow two-step written instructions.</td>
</tr>
<tr>
<td>2</td>
<td>I</td>
<td>While reading aloud in a group, point out basic text features such as the title, table of contents, and chapter headings.</td>
<td>2.1 Locate the title, table of contents, name of author, and name of illustrator.</td>
</tr>
<tr>
<td></td>
<td>EA</td>
<td>Read and use basic text features, such as the title, table of contents, and chapter headings.</td>
<td>2.1 Use titles, tables of content, and chapter headings to locate information in expository text.</td>
</tr>
<tr>
<td></td>
<td>A</td>
<td>Locate and use text features, such as the title, table of contents, chapter headings, diagrams, and index. (2)</td>
<td></td>
</tr>
<tr>
<td>3 ES</td>
<td>B</td>
<td>Identify using key words or pictures the basic sequence of events in stories read aloud. (ES*)</td>
<td>2.4 Retell familiar stories. (ES)</td>
</tr>
<tr>
<td></td>
<td>EI</td>
<td>Orally identify, using key words or phrases, the basic sequence of events in text read aloud.</td>
<td>2.7 Retell the central ideas of simple expository or narrative passages. (ES)</td>
</tr>
<tr>
<td></td>
<td>I</td>
<td>Write captions or phrases for drawings related to a story.</td>
<td>2.5 Restate facts and details in the text to clarify and organize ideas. (ES)</td>
</tr>
<tr>
<td></td>
<td>EA</td>
<td>Write a brief summary (three or four complete sentences) of a story.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>A</td>
<td>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.</td>
<td></td>
</tr>
</tbody>
</table>

**Legend:**

- **ES** = Essential ELA and matching ELD standards (major emphasis in CST and CAHSEE)
- **ES* = Essential ELD standards on CELDT**
<table>
<thead>
<tr>
<th>ELD Standards</th>
<th>ELA Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Cluster</strong></td>
<td><strong>Level</strong></td>
</tr>
<tr>
<td>4 ES</td>
<td></td>
</tr>
<tr>
<td>B</td>
<td><strong>Draw and Label Pictures</strong></td>
</tr>
<tr>
<td>EI</td>
<td></td>
</tr>
<tr>
<td>I</td>
<td></td>
</tr>
<tr>
<td>5 ES</td>
<td></td>
</tr>
<tr>
<td>B</td>
<td><strong>Respond to Comprehension Questions</strong></td>
</tr>
<tr>
<td>B</td>
<td></td>
</tr>
<tr>
<td>EI</td>
<td></td>
</tr>
<tr>
<td>I</td>
<td></td>
</tr>
<tr>
<td>EA</td>
<td></td>
</tr>
<tr>
<td>EA</td>
<td></td>
</tr>
<tr>
<td>6 ES</td>
<td></td>
</tr>
<tr>
<td>EI</td>
<td><strong>Draw Inferences</strong></td>
</tr>
<tr>
<td>I</td>
<td></td>
</tr>
<tr>
<td>EA</td>
<td></td>
</tr>
<tr>
<td>Cluster</td>
<td>Level</td>
</tr>
<tr>
<td>---------</td>
<td>-------</td>
</tr>
<tr>
<td>1</td>
<td>EI</td>
</tr>
<tr>
<td></td>
<td>I</td>
</tr>
<tr>
<td></td>
<td>EA</td>
</tr>
<tr>
<td></td>
<td>A</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>2 ES</td>
<td>B</td>
</tr>
<tr>
<td></td>
<td>EI</td>
</tr>
<tr>
<td></td>
<td>I</td>
</tr>
<tr>
<td></td>
<td>EA</td>
</tr>
<tr>
<td></td>
<td>A</td>
</tr>
<tr>
<td>3 ES</td>
<td>B</td>
</tr>
<tr>
<td></td>
<td>EI</td>
</tr>
<tr>
<td></td>
<td>I</td>
</tr>
<tr>
<td></td>
<td>EA</td>
</tr>
<tr>
<td></td>
<td>A</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

= Heavy line separates clusters of standards  
B = Beginning  
EI = Early Intermediate  
I = Intermediate  
EA = Early Advanced  
A = Advanced  
ES = Essential ELA and matching ELD standards (major emphasis in CST and CAHSEE)  
ES* = Essential ELD standards on CELDT
<table>
<thead>
<tr>
<th>Cluster</th>
<th>Level</th>
<th>ELD Standards</th>
<th>ELA Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 ES</td>
<td>K–2</td>
<td>Write Sentences</td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>B</td>
<td>Copy words posted and commonly used in the classrooms (e.g., labels, number names, days of the week).</td>
<td>1.1 Use letters and phonetically spelled words to write about experiences, stories, people, objects, or events. (ES)</td>
</tr>
<tr>
<td>B</td>
<td>B</td>
<td>Write a phrase or simple sentence about an experience generated from a group story.</td>
<td>2.2 Write brief expository descriptions of a real object, person, place, or event, using sensory details. (ES)</td>
</tr>
<tr>
<td>EI</td>
<td>EI</td>
<td>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.”).</td>
<td></td>
</tr>
<tr>
<td>I</td>
<td>I</td>
<td>Produce independent writing that is understood when read, but may include inconsistent use of standard grammatical forms. (2)</td>
<td></td>
</tr>
<tr>
<td>EA</td>
<td>EA</td>
<td>Produce independent writing with consistent use of standard grammatical forms. (Some rules may not be followed.)</td>
<td></td>
</tr>
<tr>
<td>2 ES</td>
<td>K–2</td>
<td>Write Narratives</td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>B</td>
<td>Write a few words or phrases about an event or character from a story read by the teacher.</td>
<td>1.3 Write by moving from left to right and from top to bottom.</td>
</tr>
<tr>
<td>EI</td>
<td>EI</td>
<td>Write simple sentences about events or characters from familiar stories read aloud by the teacher.</td>
<td>2.1 Write brief narratives (e.g., fictional, autobiographical) describing an experience. (ES)</td>
</tr>
<tr>
<td>I</td>
<td>I</td>
<td>Write short narrative stories that include the elements of setting and characters. (2) (ES*)</td>
<td>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)</td>
</tr>
<tr>
<td>EA</td>
<td>EA</td>
<td>Write short narratives that include elements of setting, characters, and events. (2)</td>
<td></td>
</tr>
<tr>
<td>A</td>
<td>A</td>
<td>Write short narratives that describe the setting, characters, objects, and events. (2)</td>
<td></td>
</tr>
</tbody>
</table>

- **ES** = Essential ELA and matching ELD standards (major emphasis in CST and CAHSEE)
- **ES** = Essential ELD standards on CELDT
- **B** = Beginning
- **EI** = Early Intermediate
- **A** = Advanced
- **EA** = Early Advanced
- Heavy line separates clusters of standards

© 2003 WestEd
## ELD-ELA Standards Map

**Grades K–2: Writing Strategies & Applications**

<table>
<thead>
<tr>
<th>Cluster</th>
<th>Level</th>
<th>ELD Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 ES</td>
<td>B</td>
<td>Write in Content Areas</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Copy the English alphabet legibly.</td>
</tr>
<tr>
<td></td>
<td>EI</td>
<td>Write one to two simple sentences (e.g., “I went to the park”). (ES*)</td>
</tr>
<tr>
<td></td>
<td>I</td>
<td>Write simple sentences appropriate for language arts and other content areas (e.g., math, science, social studies).</td>
</tr>
<tr>
<td></td>
<td>EA</td>
<td>Use complex vocabulary and sentences appropriate for language arts and other content areas (e.g., math, science, social studies). (2)</td>
</tr>
<tr>
<td></td>
<td>A</td>
<td>Write short narratives that include examples of writing appropriate for language arts and other content areas (e.g., math, science, social studies). (2)</td>
</tr>
<tr>
<td></td>
<td>A</td>
<td>Produce independent writing by using correct grammatical forms. (2)</td>
</tr>
</tbody>
</table>

| 4       |       | Write a Letter |
|         | I     | Write a friendly letter of a few lines. (2) |
|         | EA    | Write a formal letter. (2) |

| 5 ES    | I     | Use the Writing Process |
|         |       | Following a model, proceed through the writing process to independently write short paragraphs of at least three lines. (2) |
|         | EA    | Proceed through the writing process to write short paragraphs that maintain a consistent focus. (2) |
|         | A     | Proceed through the writing process to write clear and coherent sentences and paragraphs that maintain a consistent focus. (2) |

<table>
<thead>
<tr>
<th>ELA Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>K 1 2</td>
</tr>
<tr>
<td>1.4 Write uppercase and lowercase letters of the alphabet independently, attending to the form and proper spacing of the letters.</td>
</tr>
<tr>
<td>1.3 Print legibly and space letters, words, and sentences appropriately.</td>
</tr>
<tr>
<td>1.1 Select a focus when writing. (ES)</td>
</tr>
<tr>
<td>1.2 Use descriptive words when writing.</td>
</tr>
<tr>
<td>1.2 Create readable documents with legible handwriting.</td>
</tr>
<tr>
<td>1.1 Group related ideas and maintain a consistent focus. (ES)</td>
</tr>
<tr>
<td>2.2 Write a friendly letter complete with the date, salutation, body, closing, and signature.</td>
</tr>
<tr>
<td>1.3 Understand the purposes of various reference materials.</td>
</tr>
<tr>
<td>1.4 Revise original drafts to improve sequence and provide more descriptive detail. (ES)</td>
</tr>
</tbody>
</table>

---

| = 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

© 2003 WestEd

Grades K–2: Page 17
## ELD-ELA Standards Map

**Grades K–2: Writing Conventions**

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

---

**Legend**

- **B** = Beginning  
- **EI** = Early Intermediate  
- **I** = Intermediate  
- **EA** = Early Advanced  
- **A** = Advanced  
- **ES** = Essential ELA and matching ELD standards (major emphasis in CST and CAHSEE)  
- **ES* = Essential ELD standards on CELDT**

© 2003 WestEd  

*Grades K–2: Page 18*
<table>
<thead>
<tr>
<th>Cluster</th>
<th>Level</th>
<th>ELD Standards</th>
<th>ELA Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>ES</td>
<td></td>
<td>1.1 Recognize and use complete, coherent sentences when speaking. (ES)</td>
</tr>
<tr>
<td></td>
<td>I</td>
<td>Use Correct Grammar</td>
<td>1.1 Write and speak in complete, coherent sentences. (ES)</td>
</tr>
<tr>
<td></td>
<td>EA</td>
<td>Use standard word order but may have some inconsistent grammatical forms (e.g., subject/verb without inflections).</td>
<td>1.2 Identify and correctly use singular and plural nouns. (ES)</td>
</tr>
<tr>
<td></td>
<td>A</td>
<td>Use standard word order with some inconsistent grammar forms (e.g., subject/verb agreement).</td>
<td>1.3 Identify and correctly use contractions (e.g., isn’t, aren’t, can’t, won’t) and singular possessive pronouns (e.g., my/mine, his/her, hers, yours) in writing and speaking. (ES)</td>
</tr>
<tr>
<td></td>
<td>A</td>
<td>Use complete sentences and correct word order.</td>
<td>1.3 Identify and correctly use contractions (e.g., isn’t, aren’t, can’t, won’t) and singular possessive pronouns (e.g., my/mine, his/her, hers, yours) in writing and speaking. (ES)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Use correct parts of speech, including correct subject/verb agreement. (2) (ES*)</td>
<td>1.3 Identify and correctly use contractions (e.g., isn’t, aren’t, can’t, won’t) and singular possessive pronouns (e.g., my/mine, his/her, hers, yours) in writing and speaking. (ES)</td>
</tr>
<tr>
<td>3</td>
<td>EI</td>
<td>Edit Writing</td>
<td>1.1 Distinguish between complete and incomplete sentences. (ES)</td>
</tr>
<tr>
<td></td>
<td>I/EI</td>
<td>Edit writing for basic conventions (e.g., capitalization and use of periods) and make some corrections. (2)</td>
<td>1.2 Recognize and use the correct word order in written sentences.</td>
</tr>
<tr>
<td></td>
<td>A</td>
<td>Edit writing to check some of the mechanics of writing (e.g., capitalization and periods). (2) [“I” added by WestEd]</td>
<td>1.3 Identify and correctly use various parts of speech, including nouns and verbs, in writing and speaking. (ES)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Edit writing for punctuation, capitalization, and spelling. (2) (ES*)</td>
<td>1.3 Identify and correctly use various parts of speech, including nouns and verbs, in writing and speaking. (ES)</td>
</tr>
</tbody>
</table>

**Legends:**
- **ES** = Essential ELA and matching ELD standards (major emphasis in CST and CAHSEE)
- **ES*” = Essential ELD standards on CELDT
- **ES =** Essential ELA and matching ELD standards (major emphasis in CST and CAHSEE)
<table>
<thead>
<tr>
<th>Cluster</th>
<th>Level</th>
<th>ELD Standards</th>
<th>ELA Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>EI</td>
<td>Follow Directions</td>
<td>1.4 Give precise directions and instructions.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Restate and execute multiple-step oral directions. (<strong>ES</strong>)</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>I</td>
<td>Listen Attentively</td>
<td>1.2 Summarize major ideas and supporting evidence presented in spoken messages and formal presentations.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Listen attentively to stories and information and identify important details and concepts by using both verbal and nonverbal responses. (<strong>ES</strong>)</td>
<td>2.3 Deliver oral summaries of articles and books that contain the main ideas of the event or article and the most significant details.</td>
</tr>
<tr>
<td></td>
<td>EA</td>
<td>Listen attentively to more complex stories and information on new topics across content areas and identify the main points and supporting details. (<strong>ES</strong>)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>A</td>
<td>Listen attentively to stories and information on topics; identify the main points and supporting details.</td>
<td></td>
</tr>
</tbody>
</table>

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

**ES** = Essential ELD standards on CELDT
<table>
<thead>
<tr>
<th>Cluster</th>
<th>Level</th>
<th>ELD Standards</th>
<th>ELA Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td></td>
<td>Speak to be Understood</td>
<td>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.</td>
</tr>
<tr>
<td></td>
<td>B</td>
<td>Begin to speak a few words or sentences by using some English phonemes and rudimentary English grammatical forms (e.g., single words or phrases).</td>
<td>1.7 Use clear and specific vocabulary to communicate ideas and establish tone.</td>
</tr>
<tr>
<td></td>
<td>EI</td>
<td>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 <em>he</em> or <em>she</em>).</td>
<td>1.8 Clarify and enhance oral presentations through the use of appropriate props (e.g., objects, charts).</td>
</tr>
<tr>
<td></td>
<td>I</td>
<td>Recite familiar rhymes, songs, and simple stories.</td>
<td>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.</td>
</tr>
<tr>
<td></td>
<td>EI</td>
<td>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).</td>
<td>2.2 Plan and present dramatic interpretations of experiences, stories, poems, or plays with clear diction, pitch, tempo, and tone.</td>
</tr>
<tr>
<td></td>
<td>EA</td>
<td>Make oneself understood when speaking by using consistent standard English grammatical forms, sounds, intonation, pitch, and modulation, but may make random errors.</td>
<td>2.3 Make descriptive presentations that use concrete sensory details to set forth and support unified impressions of people, places, things, or experiences.</td>
</tr>
<tr>
<td></td>
<td>A</td>
<td>Speak clearly and comprehensibly by using standard English grammatical forms, sounds, intonation, pitch, and modulation.</td>
<td>1.9 Use volume, pitch, phrasing, pace, modulation, and gestures appropriately to enhance meaning.</td>
</tr>
<tr>
<td>4</td>
<td></td>
<td>Vary Ways of Speaking</td>
<td>2.1 Make informative 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).</td>
</tr>
<tr>
<td></td>
<td>EA</td>
<td>Recognize appropriate ways of speaking that vary according to the purpose, audience, and subject matter.</td>
<td>2.4 Recite brief poems (i.e., two or three stanzas), soliloquies, or dramatic dialogues, using clear diction, tempo, volume, and phrasing.</td>
</tr>
<tr>
<td></td>
<td>A</td>
<td>Consistently use appropriate ways of speaking and writing that vary according to the purpose, audience, and subject matter.</td>
<td>1.6 Engage the audience with appropriate verbal cues, facial expressions, and gestures.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>= Heavy line separates clusters of standards</td>
<td>1.4 Select a focus, organizational structure, and point of view for an oral presentation.</td>
</tr>
</tbody>
</table>

**Legend:**
- B = Beginning
- EI = Early Intermediate
- A = Advanced
- EA = Early Advanced
- I = Intermediate
- ES* = Essential ELD standards on CELDT
- ES = Essential ELA and matching ELD standards (major emphasis in CST and CAHSEE)

© 2003 WestEd
<table>
<thead>
<tr>
<th>Cluster</th>
<th>Level</th>
<th>ELD Standards</th>
<th>ELA Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>EA</td>
<td><strong>Use Figurative Language</strong>&lt;br&gt;Use simple figurative language and idiomatic expressions (e.g., “It's raining cats and dogs”) to communicate ideas to a variety of audiences.</td>
<td>1.2 Connect and relate prior experiences, insights, and ideas to those of a speaker.</td>
</tr>
<tr>
<td></td>
<td>A</td>
<td><em><em>Demonstrate an understanding of idiomatic expressions (e.g., “It’s pouring outside”) by responding to such expressions and using them appropriately. (ES</em>)</em>*</td>
<td>1.3 Identify how language usages (e.g., sayings, expressions) reflect regions and cultures.</td>
</tr>
<tr>
<td>6</td>
<td>B</td>
<td><strong>Participate in Social Conversations</strong>&lt;br&gt;Independently use common social greetings and simple repetitive phrases (e.g., “May I go and play?”).</td>
<td>1.5 Clarify and support spoken ideas with evidence and examples.</td>
</tr>
<tr>
<td></td>
<td>EI</td>
<td><em><em>Orally communicate basic needs (e.g., “May I get a drink of water?”). (ES</em>)</em>*</td>
<td></td>
</tr>
<tr>
<td></td>
<td>I</td>
<td><strong>Participate in social conversations with peers and adults on familiar topics by asking and answering questions and soliciting information.</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>EA</td>
<td><strong>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.</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>A</td>
<td><strong>Negotiate and initiate social conversations by questioning, restating, soliciting information, and paraphrasing the communication of others.</strong></td>
<td></td>
</tr>
</tbody>
</table>

| = Heavy line separates clusters of standards | = Essential ELA and matching ELD standards (major emphasis in CST and CAHSEE) | = Essential ELD standards on CELDT |
| B = Beginning | EA = Early Advanced | ES = Essential ELA and matching ELD standards (major emphasis in CST and CAHSEE) |
| EI = Early Intermediate | A = Advanced | ES* = Essential ELD standards on CELDT |

© 2003 WestEd
<table>
<thead>
<tr>
<th>ELD Standards</th>
<th>ELA Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>7</strong></td>
<td><strong>3–5</strong></td>
</tr>
<tr>
<td><strong>Retell Stories and Summarize Main Idea</strong></td>
<td><strong>Retell, paraphrase, and explain what has been said by a speaker.</strong></td>
</tr>
<tr>
<td><strong>B</strong></td>
<td>Retell familiar stories and participate in short conversations by using appropriate gestures, expressions, and illustrative objects.</td>
</tr>
<tr>
<td><strong>EI</strong></td>
<td>Orally identify the main points of simple conversations and stories that are read aloud by using phrases or simple sentences.</td>
</tr>
<tr>
<td><strong>I</strong></td>
<td>Retell stories and talk about school-related activities by using expanded vocabulary, descriptive words, and paraphrasing.</td>
</tr>
<tr>
<td><strong>EA</strong></td>
<td>Summarize major ideas and retell stories in greater detail by including the characters, setting, and plot. (ES*)</td>
</tr>
<tr>
<td><strong>A</strong></td>
<td>Identify the main ideas and points of view, and distinguish fact from fiction in broadcast and print media.</td>
</tr>
<tr>
<td><strong>8</strong></td>
<td><strong>Ask and Answer Questions</strong></td>
</tr>
<tr>
<td><strong>B</strong></td>
<td>Answer simple questions with one- to two-word responses.</td>
</tr>
<tr>
<td><strong>EI</strong></td>
<td>Ask and answer questions by using phrases or simple sentences. (ES*)</td>
</tr>
<tr>
<td><strong>I</strong></td>
<td>Ask and answer instructional questions with some supporting elements (e.g., “Is it your turn to go to the computer lab?”).</td>
</tr>
<tr>
<td><strong>EA</strong></td>
<td>Ask and answer instructional questions with more extensive supporting elements (e.g., “Which part of the story was the most important?”)</td>
</tr>
</tbody>
</table>

---

**Bold** = Heavy line separates clusters of standards  
**B** = Beginning  
**EA** = Early Advanced  
**EI** = Early Intermediate  
**I** = Intermediate  
**ES** = Essential ELA and matching ELD standards (major emphasis in CST and CAHSEE)  
**ES* = Essential ELD standards on CELDT**
<table>
<thead>
<tr>
<th>Cluster</th>
<th>Level</th>
<th>ELD Standards</th>
<th>ELA Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td><strong>Understand Sound-Symbol Relationships</strong></td>
<td>3</td>
</tr>
<tr>
<td>1</td>
<td>B</td>
<td>Recognize English phonemes that correspond to phonemes students already hear and produce while reading aloud. (ES*)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>B</td>
<td>Recognize sound/symbol relationships in one's own writing.</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>EI</td>
<td>While reading aloud, recognize and produce English phonemes that do not correspond to phonemes students already hear and produce (e.g., &quot;a&quot; in cat and final consonants). (ES*)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Pronounce most English phonemes correctly while reading aloud.</td>
<td>5</td>
</tr>
<tr>
<td>2</td>
<td>ES</td>
<td><strong>Apply Knowledge of Word Parts</strong></td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Recognize common English morphemes in phrases and simple sentences (e.g., basic syllabication rules and phonics). (ES*)</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Use common English morphemes in oral and silent reading.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Apply knowledge of common English morphemes in oral and silent reading to derive meaning from literature and texts in content areas.</td>
<td>ES</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Apply knowledge of word relationships, such as roots and affixes, to derive meaning from literature and texts in content areas. (ES*)</td>
<td>ES</td>
</tr>
</tbody>
</table>

1.2 Decode regular multisyllabic words. (ES)
<table>
<thead>
<tr>
<th>Cluster</th>
<th>Level</th>
<th>ELD Standards</th>
<th>ELA Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>ES</td>
<td><strong>Use Vocabulary for Communication</strong></td>
<td>3–5</td>
</tr>
<tr>
<td></td>
<td>B</td>
<td>Retell simple stories by using drawings, words, or phrases.</td>
<td>(See Listening &amp; Speaking, Speaking Applications.)</td>
</tr>
<tr>
<td></td>
<td>B</td>
<td>Produce simple vocabulary (single words or short phrases) to communicate basic needs in social and academic settings (e.g., locations, greetings, classroom objects).</td>
<td>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)</td>
</tr>
<tr>
<td></td>
<td>B</td>
<td>Respond appropriately to some social and academic interactions (e.g., simple question/answer, negotiate play).</td>
<td>(See Listening &amp; Speaking, Speaking Applications.)</td>
</tr>
<tr>
<td></td>
<td>EI</td>
<td>Apply knowledge of content-related vocabulary to discussions and reading.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>I</td>
<td>Use content-related vocabulary in discussions and reading. (ES*)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>EA</td>
<td>Use decoding skills and knowledge of academic and social vocabulary to achieve independent reading.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>A</td>
<td>Apply knowledge of academic and social vocabulary to achieve independent reading.</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td><strong>Correct Grammar</strong></td>
<td>3–5</td>
</tr>
<tr>
<td></td>
<td>B</td>
<td>Demonstrate comprehension of simple vocabulary with an appropriate action. (ES*)</td>
<td>(See Listening &amp; Speaking, Speaking Applications.)</td>
</tr>
<tr>
<td></td>
<td>EI</td>
<td>Demonstrate internalization of English grammar, usage, and word choice by recognizing and correcting some errors when speaking or reading aloud.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>I</td>
<td>Demonstrate internalization of English grammar, usage, and word choice by recognizing and correcting errors when speaking or reading aloud.</td>
<td></td>
</tr>
</tbody>
</table>

**Legend:**
- **ES** = Essential ELA and matching ELD standards (major emphasis in CST and CAHSEE)
- **ES** = Essential ELA and matching ELD standards on CELDT
- **ES** = Essential ELA and matching ELD standards
- **B** = Beginning
- **EI** = Early Intermediate
- **A** = Advanced
- **EA** = Early Advanced
- **I** = Intermediate

---

© 2003 WestEd

Grades 3–5: Page 6
<table>
<thead>
<tr>
<th>Cluster</th>
<th>Level</th>
<th>ELD Standards</th>
<th>3–5</th>
<th>ELA Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 ES</td>
<td>EI</td>
<td>Decode New Words</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Use knowledge of English morphemes, phonics, and syntax to decode and interpret the meaning of unfamiliar words in simple sentences. (ES*)</td>
<td>1.1</td>
<td>1.6 Distinguish and interpret words with multiple meanings. (ES)</td>
</tr>
<tr>
<td></td>
<td>I</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Use knowledge of English morphemes, phonics, and syntax to decode and interpret the meaning of unfamiliar words in texts.</td>
<td>1.4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>EA</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Use knowledge of English morphemes, phonics, and syntax to decode and interpret the meaning of unfamiliar words. (ES*)</td>
<td>1.6</td>
<td>1.3 Understand and explain frequently used synonyms, antonyms, and homographs. (ES)</td>
</tr>
<tr>
<td>4 ES</td>
<td>EA</td>
<td>Recognize Words with Multiple Meaning</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Recognize that some words have multiple meanings (e.g., present/gift, present/time) in literature and texts in content areas. (ES*)</td>
<td>1.6</td>
<td></td>
</tr>
<tr>
<td></td>
<td>A</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Recognize that some words have multiple meanings and apply this knowledge consistently.</td>
<td>1.3</td>
<td></td>
</tr>
<tr>
<td>5 ES</td>
<td>I</td>
<td>Apply Knowledge of Word Parts</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Recognize some common root words and affixes when they are attached to known vocabulary (e.g., speak, speaker). (ES*)</td>
<td>1.8</td>
<td>1.3 Use knowledge of root words to determine the meaning of unknown words within a passage. (ES)</td>
</tr>
<tr>
<td></td>
<td>EA</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Use some common root words and affixes when they are attached to known vocabulary (e.g., educate, education).</td>
<td>1.4</td>
<td>1.2 Use word origins to determine the meaning of unknown words. (ES)</td>
</tr>
<tr>
<td></td>
<td>A</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Apply knowledge of common root words and affixes when they are attached to known vocabulary.</td>
<td>1.4</td>
<td>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., controversial). (ES)</td>
</tr>
</tbody>
</table>

---

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

ES* = Essential ELD standards on CELDT

© 2003 WestEd
# ELD-ELA Standards Map

## Grades 3–5: Reading Fluency & Systematic Vocabulary Development

<table>
<thead>
<tr>
<th>Cluster</th>
<th>Level</th>
<th>ELD Standards</th>
<th>ELA Standards</th>
<th>Grades 3–5: Page 8</th>
</tr>
</thead>
<tbody>
<tr>
<td>6 ES</td>
<td></td>
<td><strong>Use Analogies and Metaphors</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EA</td>
<td></td>
<td>Recognize simple analogies (e.g., “fly like a bird”) and metaphors used in literature and texts in content areas. <em>(ES)</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EA</td>
<td></td>
<td>Recognize some common idioms (e.g., “scared silly”) in discussions and reading. <em>(ES)</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A</td>
<td></td>
<td>Use common idioms, some analogies, and some metaphors in discussion and reading.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td></td>
<td><strong>Use a Dictionary</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I</td>
<td></td>
<td>Create a simple dictionary of frequently used words.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EA</td>
<td></td>
<td>Use a standard dictionary to find the meanings of known vocabulary.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A</td>
<td></td>
<td>Use a standard dictionary to determine the meaning of unknown words.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td></td>
<td><strong>Read Aloud</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B</td>
<td></td>
<td>Read aloud simple words (e.g., nouns and adjectives) in stories or games.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EI</td>
<td></td>
<td>Read simple vocabulary, phrases, and sentences independently. <em>(ES)</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EI</td>
<td></td>
<td>Read aloud with some pacing, intonation, and expression one’s own writing of narrative and expository text.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I</td>
<td></td>
<td>Read grade-appropriate narrative and expository texts aloud with appropriate pacing, intonation, and expression.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EA</td>
<td></td>
<td>Read aloud with appropriate pacing, intonation, and expression increasingly complex narrative and expository texts.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A</td>
<td></td>
<td>Read aloud with appropriate pacing, intonation, and expression narrative and expository texts.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

© 2003 WestEd
<table>
<thead>
<tr>
<th>Cluster</th>
<th>Level</th>
<th>ELD Standards</th>
<th>ELA Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>B</td>
<td>Follow Directions</td>
<td>2.7 Follow simple multiple-step written instructions (e.g., how to assemble a product or play a board game).</td>
</tr>
<tr>
<td></td>
<td>EI</td>
<td>Understand and follow simple two-step directions for classroom activities.</td>
<td>2.7 Follow multiple-step instructions in a basic technical manual (e.g., how to use computer commands or video games).</td>
</tr>
<tr>
<td></td>
<td>I</td>
<td>Understand and follow some multiple-step directions for classroom-related activities.</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>B</td>
<td>Interpret Text Features</td>
<td>2.1 Use titles, tables of contents, chapter headings, glossaries, and indexes to locate information in text.</td>
</tr>
<tr>
<td></td>
<td>EI</td>
<td>Point out text features such as the title, table of contents, and chapter headings.</td>
<td>2.2 Use appropriate strategies when reading for different purposes (e.g., full comprehension, location of information, personal enjoyment).</td>
</tr>
<tr>
<td></td>
<td>I</td>
<td>Read and identify basic text features such as the title, table of contents, and chapter headings.</td>
<td>2.1 Understand how text features (e.g., format, graphics, sequence, diagrams, illustrations, charts, maps) make information accessible and usable.</td>
</tr>
<tr>
<td></td>
<td>EA</td>
<td>Read text and identify features such as the title, table of contents, chapter headings, diagrams, charts, glossaries, and indexes in written texts.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>A</td>
<td>Locate text features such as format, diagrams, charts, glossaries, and indexes and identify the functions.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Use text features such as format, diagrams, charts, glossaries, indexes, and the like, to locate and draw information from text.</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>B</td>
<td>Identify Sequence of Events</td>
<td>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.</td>
</tr>
<tr>
<td></td>
<td>EI</td>
<td>Identify, using key words or pictures, the basic sequence of events in stories read aloud. (ES*)</td>
<td>2.2 Analyze text that is organized in sequential or chronological order.</td>
</tr>
<tr>
<td></td>
<td>I</td>
<td>Orally identify, using simple sentences, the basic sequence of events in text that one reads.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>EA</td>
<td>Identify the sequential or chronological order in text. [addition by WestEd]</td>
<td></td>
</tr>
<tr>
<td></td>
<td>A</td>
<td>Identify some significant structural (organizational) patterns in text, such as sequential or chronological order and cause and effect.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Identify significant structural (organizational) patterns in text, such as compare and contrast, sequential or chronological order, and cause and effect.</td>
<td></td>
</tr>
</tbody>
</table>

* = Essential ELA and matching ELD standards (major emphasis in CST and CAHSEE)
** = Essential ELD standards on CELDT
<table>
<thead>
<tr>
<th>Cluster</th>
<th>Level</th>
<th>ELD Standards</th>
<th>ELA Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 ES</td>
<td></td>
<td><strong>Relate Text to Experience</strong></td>
<td></td>
</tr>
<tr>
<td>B</td>
<td></td>
<td>Orally identify the relationship between simple text read aloud and one's own experience by using key words and/or phrases.</td>
<td>2.2 Ask questions and support answers by connecting prior knowledge with literal information found in, and inferred from, the text.</td>
</tr>
<tr>
<td>EI</td>
<td></td>
<td>Read and orally identify relationships between written text and one's own experience by using simple sentences.</td>
<td>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)</td>
</tr>
<tr>
<td>I</td>
<td></td>
<td>Read and use more detailed sentences to describe orally the relationships between text and one's own experiences.</td>
<td>2.4 Evaluate new information and hypotheses by testing them against several passages or articles. (ES)</td>
</tr>
<tr>
<td>EA</td>
<td></td>
<td>Describe relationships between the text and one's personal experience.</td>
<td></td>
</tr>
<tr>
<td>EA</td>
<td></td>
<td>Use the text (such as the ideas presented, illustrations, titles) to draw conclusions and make inferences. (ES*)</td>
<td>2.4 Draw inferences, conclusions, or generalizations about text and support them with textual evidence and prior knowledge. (ES)</td>
</tr>
<tr>
<td>A</td>
<td></td>
<td>Use the text (such as ideas, illustrations, titles) to draw inferences and conclusions and make generalizations.</td>
<td></td>
</tr>
<tr>
<td>5 ES</td>
<td></td>
<td><strong>Respond to Comprehension Questions</strong></td>
<td></td>
</tr>
<tr>
<td>B</td>
<td></td>
<td>Respond orally to stories read aloud by giving one- or two-word responses (e.g., “brown bear”) to factual comprehension questions.</td>
<td>2.3 Demonstrate comprehension by identifying answers in the text.</td>
</tr>
<tr>
<td>EI</td>
<td></td>
<td>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.”).</td>
<td>2.5 Compare and contrast information on the same topic after reading several passages or articles. (ES)</td>
</tr>
<tr>
<td>I</td>
<td></td>
<td>Use detailed sentences to respond orally to comprehension questions about text (e.g., “The brown bear lives with his family in the forest.”).</td>
<td></td>
</tr>
<tr>
<td>EA</td>
<td></td>
<td>Generate and respond to comprehension questions related to the text. (ES*)</td>
<td></td>
</tr>
</tbody>
</table>

---

**Legend:**
- ES = Essential ELA and matching ELD standards
  (major emphasis in CST and CAHSEE)
- ES* = Essential ELD standards on CELDT
- Heavy line separates clusters of standards

© 2003 WestEd

Grades 3–5: Page 10
<table>
<thead>
<tr>
<th>Cluster</th>
<th>Level</th>
<th>ELD Standards</th>
<th>ELA Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>6 ES</td>
<td>3–5</td>
<td>Describe Main Idea</td>
<td>2.4 Recall major points in the text and make and modify predictions about forthcoming information. (ES)</td>
</tr>
<tr>
<td></td>
<td>B</td>
<td>Identify, using key words and/or phrases, the main idea in a story read aloud. (ES*)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>EI</td>
<td>Read text and orally identify the main ideas by using simple sentences and drawing inferences about the text.</td>
<td>2.5 Distinguish the main idea and supporting details in expository text. (ES)</td>
</tr>
<tr>
<td></td>
<td>I</td>
<td>Read text and use detailed sentences to identify orally the main ideas and use them to make predictions and support them with details. (ES*)</td>
<td>2.6 Extract appropriate and significant information from the text, including problems and solutions. (ES)</td>
</tr>
<tr>
<td></td>
<td>EA</td>
<td>Describe the main ideas and supporting details of a text. (ES*)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>A</td>
<td>Describe main ideas and supporting details, including supporting evidence.</td>
<td></td>
</tr>
<tr>
<td>7 ES</td>
<td>Distinguish Fact and Opinion</td>
<td>2.6 Distinguish between cause and effect and between fact and opinion in expository text. (ES)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>EI</td>
<td>Orally identify examples of fact and opinion in familiar texts read aloud.</td>
<td>2.5 Distinguish facts, supported inferences, and opinions in text. (ES)</td>
</tr>
<tr>
<td></td>
<td>I</td>
<td>Read literature and content area texts and orally identify examples of fact and opinion and cause and effect.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>EA</td>
<td>Distinguish explicit examples of facts, opinions, inference, and cause and effect in texts.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>A</td>
<td>Distinguish fact from opinion and inference and cause from effect in text. (5)</td>
<td></td>
</tr>
</tbody>
</table>

**Notes:**
- B = Beginning
- EI = Early Intermediate
- I = Intermediate
- EA = Early Advanced
- A = Advanced
- ES = Essential ELD standards on CELDT
- ES* = Essential ELA and matching ELD standards (major emphasis in CST and CAHSEE)
## ELD-ELA Standards Map

### Grades 3–5: Literary Response & Analysis

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

---

EB = Essential ELA and matching ELD standards (major emphasis in CST and CAHSEE)  
ES* = Essential ELD standards on CELDT
### ELD-ELA Standards Map

**ELD Standards**

**Cluster** | **Level** | **3–5** |
---|---|---|
4 ES | B | **Describe Characters**
| | Identify orally different characters and settings in simple literary texts by using words or phrases. *(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.
| | 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.

| **ELA Standards** |
|---|---|---|
3 | 3.3 Determine what characters are like by what they say or do and by how the author or illustrator portrays them.
| 4 | 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.
| 5 | 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)*

3.4 Determine the underlying theme or author's message.

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.

---

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

© 2003 WestEd

Grades 3–5: Page 13
<table>
<thead>
<tr>
<th>Cluster</th>
<th>Level</th>
<th>ELD Standards</th>
<th>ELA Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>6 ES</td>
<td></td>
<td>Identify Point of View</td>
<td>3.6 Identify the speaker or narrator in a selection.</td>
</tr>
<tr>
<td>EA</td>
<td></td>
<td>Read a literary selection and orally identify the speaker or narrator by using simple sentences.</td>
<td>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)</td>
</tr>
<tr>
<td>EA</td>
<td></td>
<td>Recognize the difference between the first-person and third-person points of view in a literary text.</td>
<td>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.</td>
</tr>
<tr>
<td>A</td>
<td></td>
<td>Identify various techniques to influence readers’ perspectives and evaluate the author’s use of the techniques. (5)</td>
<td></td>
</tr>
<tr>
<td>Cluster</td>
<td>Level</td>
<td>ELD Standards</td>
<td>ELA Standards</td>
</tr>
<tr>
<td>---------</td>
<td>-------</td>
<td>---------------</td>
<td>---------------</td>
</tr>
<tr>
<td>1</td>
<td>B</td>
<td>Use models to write short narratives.</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>EI</td>
<td>Write short narrative stories that include elements of setting and characters.</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>I</td>
<td>Narrate with some detail a sequence of events.</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>EA</td>
<td>Write a detailed summary of a story.</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>A</td>
<td>Independently write simple responses to literature.</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Write narratives that describe the setting, characters, objects, and events. (ES*)</td>
<td>5</td>
</tr>
<tr>
<td>2 ES</td>
<td>B</td>
<td>Write in Content Areas</td>
<td>1.2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Label key parts of common objects.</td>
<td>1.4</td>
</tr>
<tr>
<td></td>
<td>EI</td>
<td>Write simple sentences and use drawings, pictures, lists, charts, and tables to respond to familiar literature.</td>
<td>Write fluidly and legibly in cursive or joined italic.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>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*)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>I</td>
<td>Use more complex vocabulary and sentences appropriate for language arts and other content areas (e.g., math, science, history-social science).</td>
<td>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.</td>
</tr>
<tr>
<td></td>
<td>EA</td>
<td>Use complex vocabulary and sentences appropriate for language arts and other content areas (e.g., math, science, social studies).</td>
<td>1.1 Create multiple-paragraph narrative compositions: establish and develop a situation or plot; describe the setting; present an ending. (ES)</td>
</tr>
<tr>
<td></td>
<td>A</td>
<td>Write short narratives that include examples of writing appropriate for language arts and other content areas (e.g., math, science, social studies).</td>
<td>1.3 Use traditional structures for conveying information.</td>
</tr>
</tbody>
</table>

---

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

© 2003 WestEd
<table>
<thead>
<tr>
<th>Cluster</th>
<th>Level</th>
<th>ELD Standards</th>
<th>ELA Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 ES</td>
<td>3–5</td>
<td>Write in Different Genres</td>
<td>3–5</td>
</tr>
<tr>
<td>B</td>
<td>Beginning</td>
<td>During group writing activities, write brief narratives and stories by using a few standard grammatical forms.</td>
<td>1.1 Create a single paragraph: develop a topic sentence; include simple supporting facts and details. (ES)</td>
</tr>
<tr>
<td>EI</td>
<td>Early Intermediate</td>
<td>Follow a model given by the teacher to independently write a short paragraph of at least four sentences.</td>
<td>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)</td>
</tr>
<tr>
<td>I</td>
<td>Intermediate</td>
<td>Begin to use a variety of genres in writing (e.g., expository, narrative, poetry).</td>
<td>2.2 Write descriptions that use concrete sensory details to present and support unified impressions of people, places, things, or experiences. (ES)</td>
</tr>
<tr>
<td>EA</td>
<td>Early Advanced</td>
<td>Write multiple-paragraph narrative and expository compositions appropriate for content areas, with consistent use of standard grammatical forms. (5)</td>
<td>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)</td>
</tr>
<tr>
<td>A</td>
<td>Advanced</td>
<td>Write multiple-paragraph narrative and expository compositions by using standard grammatical forms. (5)</td>
<td>2.4 Write summaries that contain the main ideas of the reading selection and the most significant details.</td>
</tr>
</tbody>
</table>

---

| = 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

© 2003 WestEd
<table>
<thead>
<tr>
<th>Cluster</th>
<th>Level</th>
<th>ELD Standards</th>
<th>3–5</th>
<th>ELA Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 ES</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EI</td>
<td>4 ES</td>
<td>Write a Letter</td>
<td>3</td>
<td>2.3 Write personal and formal letters, thank-you notes, and invitations.</td>
</tr>
<tr>
<td>I</td>
<td>3</td>
<td>Follow a model to write a friendly letter.</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>EA</td>
<td>5</td>
<td>Write a letter independently by using detailed sentences.</td>
<td>5</td>
<td>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)</td>
</tr>
<tr>
<td>A</td>
<td>5</td>
<td>Independently write a persuasive letter with relevant evidence. (5)</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Write a persuasive composition by using standard grammatical forms. (5)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

© 2003 WestEd
## ELD-ELA Standards Map

### Grades 3–5: Writing Strategies & Applications

<table>
<thead>
<tr>
<th>Cluster</th>
<th>Level</th>
<th>ELD Standards</th>
<th>3–5</th>
<th>ELA Standards</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 ES</td>
<td></td>
<td>Use the Writing Process</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>B</td>
<td>Create simple sentences or phrases with some assistance.</td>
<td></td>
<td></td>
<td>1.3 Understand the structure and organization of various reference materials (e.g., dictionary, thesaurus, atlas, encyclopedia).</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>EI/I</td>
<td>Produce independent writing that is understood when read, but may include inconsistent use of standard grammatical forms. (Some rules may not be followed.)</td>
<td></td>
<td></td>
<td>1.4 Revise drafts to improve the coherence and logical progression of ideas by using an established rubric.</td>
<td>ES</td>
<td></td>
</tr>
<tr>
<td></td>
<td>I</td>
<td>Independently create cohesive paragraphs that develop a central idea with consistent use of standard English grammatical forms.</td>
<td></td>
<td></td>
<td>1.5 Quote or paraphrase information sources, citing them appropriately.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>EA</td>
<td>Arrange compositions according to simple organizational patterns.</td>
<td></td>
<td></td>
<td>1.8 Understand the organization of almanacs, newspapers, and periodicals and how to use those print materials.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>A</td>
<td>Independently use all the steps of the writing process.</td>
<td></td>
<td></td>
<td>1.9 Demonstrate basic keyboarding skills and familiarity with computer technology.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

**ES** = Essential ELD standards on CELDT

© 2003 WestEd
<table>
<thead>
<tr>
<th>Cluster</th>
<th>Level</th>
<th>ELD Standards</th>
<th>ELA Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 ES</td>
<td>3–5</td>
<td>Use Correct Mechanics, Spelling, and Grammar</td>
<td>1.7 Capitalize geographical names, holidays, historical periods, and special events correctly. (ES)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>B Use capitalization when writing one's own name and at the beginning of sentences.</td>
<td>1.5 Punctuate dates, city and state, and titles of books correctly. (ES)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>B Use a period at the end of a sentence and a question mark at the end of a question.</td>
<td>1.6 Use commas in dates, locations, and addresses and for items in a series. (ES)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>EI Use capitalization to begin sentences and for proper nouns.</td>
<td>1.6 Capitalize names of magazines, newspapers, works of art, musical compositions, organizations, and the first word in quotations when appropriate.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>EI Use a period at the end of a sentence and use some commas appropriately.</td>
<td>1.5 Use underlining, quotation marks, or italics to identify titles of documents. (ES)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>I Produce independent writing that may include some inconsistent use of capitalization, periods, and correct spelling.</td>
<td>1.4 Uses parentheses, commas in direct quotations, and apostrophes in the possessive case of nouns and in contractions. (ES)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>EA Spell correctly one-syllable words that have blends, contractions, compounds, orthographic patterns, and common homophones.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>EA Spell correctly roots, inflections, suffixes and prefixes, and syllable constructions.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>EA Produce independent writing with consistent use of correct capitalization, punctuation, and spelling.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>A Produce writing that demonstrates a command of the conventions of standard English.</td>
<td>1.8 Same as ELD Standard. (ES)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>ES* Essential ELD standards on CELDT</td>
<td>1.4 Use correct capitalization.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>ES Essential ELA and matching ELD standards (major emphasis in CST and CAHSEE)</td>
<td>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)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>ES Essential ELA and matching ELD standards (major emphasis in CST and CAHSEE)</td>
<td>1.5 Spell roots, inflections, suffixes and prefixes, and syllable constructions correctly.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Notes:</th>
</tr>
</thead>
<tbody>
<tr>
<td>= Heavy line separates clusters of standards</td>
</tr>
<tr>
<td>B = Beginning</td>
</tr>
<tr>
<td>EA = Early Advanced</td>
</tr>
<tr>
<td>EI = Early Intermediate</td>
</tr>
<tr>
<td>I = Intermediate</td>
</tr>
<tr>
<td>A = Advanced</td>
</tr>
<tr>
<td>ES = Essential ELA and matching ELD standards (major emphasis in CST and CAHSEE)</td>
</tr>
<tr>
<td>ES* = Essential ELD standards on CELDT</td>
</tr>
</tbody>
</table>
## Grades 3–5: Writing Conventions

### ELD Standards

<table>
<thead>
<tr>
<th>Cluster</th>
<th>Level</th>
<th>3–5</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 ES</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>I</td>
<td>Use Correct Grammar</td>
<td>1.1 Understand and be able to use complete and correct declarative, interrogative, imperative, and exclamatory sentences in writing and speaking. (ES)</td>
<td>1.1 Use simple and compound sentences in writing and speaking.</td>
<td>1.1 Identify and correctly use prepositional phrases, appositives, and independent and dependent clauses; use transitions and conjunctions to connect ideas. (ES)</td>
</tr>
<tr>
<td></td>
<td>EA</td>
<td>Arranged words in alphabetic order.</td>
<td>1.2 Combine short, related sentences with appositives, participial phrases, adjectives, adverbs, and prepositional phrases. (ES)</td>
<td>1.2 Identify and correctly use adjectives, adverbs, and prepositional phrases.</td>
<td>1.2 Identify and correctly use verbs that are often misused.</td>
</tr>
<tr>
<td></td>
<td>EA</td>
<td>Use standard word order but may have more inconsistent grammatical forms, including inflections.</td>
<td>1.3 Identify and use regular and irregular verbs, adverbs, prepositions, and coordinating conjunctions in writing and speaking. (ES)</td>
<td>1.3 Identify and use regular and irregular verbs, adverbs, prepositions, and coordinating conjunctions in writing and speaking.</td>
<td>1.3 Identify and use regular and irregular verbs, adverbs, prepositions, and coordinating conjunctions in writing and speaking.</td>
</tr>
<tr>
<td></td>
<td>A</td>
<td>Use complete sentences and correct word order.</td>
<td>1.4 Identify and use subjects and verbs correctly in speaking and writing simple sentences. (ES)</td>
<td>1.4 Identify and use subjects and verbs correctly in speaking and writing simple sentences. (ES)</td>
<td>1.4 Identify and use subjects and verbs correctly in speaking and writing simple sentences. (ES)</td>
</tr>
<tr>
<td></td>
<td>A</td>
<td>Use correct parts of speech, including correct subject/verb agreement. (ES*)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### ELA Standards

<table>
<thead>
<tr>
<th>Cluster</th>
<th>Level</th>
<th>3–5</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>EI</td>
<td>Edit Writing</td>
<td>1.1 Use simple and compound sentences in writing and speaking.</td>
<td>1.1 Use simple and compound sentences in writing and speaking.</td>
<td>1.1 Use simple and compound sentences in writing and speaking.</td>
</tr>
<tr>
<td></td>
<td>I</td>
<td>Edit writing for basic conventions (e.g., punctuation, capitalization, and spelling) and make some corrections.</td>
<td>1.2 Combine short, related sentences with appositives, participial phrases, adjectives, adverbs, and prepositional phrases. (ES)</td>
<td>1.2 Combine short, related sentences with appositives, participial phrases, adjectives, adverbs, and prepositional phrases. (ES)</td>
<td>1.2 Combine short, related sentences with appositives, participial phrases, adjectives, adverbs, and prepositional phrases. (ES)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Edit writing for conventions and make corrections. [addition by WestEd]</td>
<td>1.3 Identify and use regular and irregular verbs, adverbs, prepositions, and coordinating conjunctions in writing and speaking. (ES)</td>
<td>1.3 Identify and use regular and irregular verbs, adverbs, prepositions, and coordinating conjunctions in writing and speaking. (ES)</td>
<td>1.3 Identify and use regular and irregular verbs, adverbs, prepositions, and coordinating conjunctions in writing and speaking. (ES)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Edit writing to check the basic mechanics of writing (e.g., punctuation, capitalization, and spelling).</td>
<td>1.4 Identify and use subjects and verbs correctly in speaking and writing simple sentences. (ES)</td>
<td>1.4 Identify and use subjects and verbs correctly in speaking and writing simple sentences. (ES)</td>
<td>1.4 Identify and use subjects and verbs correctly in speaking and writing simple sentences. (ES)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Edit writing for punctuation, capitalization, and spelling. (ES*)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

---

- **ES** = Essential ELA and matching ELD standards (major emphasis in CST and CAHSEE)
- **ES* = Essential ELD standards on CELDT**
- **Heavy line separates clusters of standards**
- **B = Beginning**  **EA = Early Advanced**
- **EI = Early Intermediate**  **A = Advanced**
- **I = Intermediate**