

| Highlight of Key Overall Differences/Additions (Non-ELD) | Where to look in the EdReports.org Reviews |
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| <ul style="list-style-type: none"> Increased focus on texts of many types, including diverse media and other stimuli. Increased emphasis on language development across disciplines. Focus on college/career readiness, e.g., “career-development documents,” “workplace documents,” “college-level dictionaries” in upper grades. | |
| Highlight of Key Overall Differences/Additions (ELD) | |
| <ul style="list-style-type: none"> Materials should support students’ academic language development by providing explicit teaching of language features and provide meaningful practice with that language. <ul style="list-style-type: none"> The CA ELD Standards guide teachers to build ELs’ knowledge about how the English language works in different contexts to achieve specific communicative purposes. (Ch. 1 p. 10) <i>Part II: Learning About How English Works</i> focuses on the ways in which English learners develop awareness of language resources available to them, how English is structured and organized, and how meaning is made through language choices. Instruction about English is designed to improve ELs’ ability to comprehend and produce academic texts in various content areas. (ELD Standards Ch.1, p. 16) Part II offers something that has been largely absent in prior ELD standards: attention to how the English language resources available to students are, and can be, used to make meaning and achieve particular communicative purposes. (Ch. 5, p. 160) Materials should provide meaningful interaction with others and with complex texts because content and language are better learned through interaction with intellectually challenging tasks and texts. Activities/tasks/assessments are differentiated for the three levels of language learners. <p>(Cont’d.)</p> | <p>1f, 1n, 1o, 1p 2b, 2e</p> <p>1a, 1c, 1f, 1h</p> <p>2e, 2f 3o</p> |

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| <p>Foundational Skills:</p> <p>Implications: Instruction in foundational literacy skills is essential for ELs. However, the instruction should be adjusted based on students' spoken English proficiency (they may or may not be familiar with the English sound system) and native language or English literacy proficiency (they may or may not be familiar with any type of writing system or with the Latin alphabet writing system in particular). Note that some ELs at any age may not be literate in any language when they arrive in the U.S. school system; their native language may not have a written form, or they may not have had opportunities to develop literacy in their native language or in a local language of wider communication. (Ch. 6, 178)</p> <p>Since the RF Standards are intended to guide instruction for students in kindergarten through grade 5, these standards need to be adapted—using appropriate instructional strategies and materials—to meet the particular pedagogical and literacy needs of ELs who begin learning literacy skills after kindergarten and addressing the need to teach foundational literacy skills in an accelerated time frame. (Ch. 6, 181)</p> <p>The below includes charts at different grade levels that indicate specific areas of needs for diverse ELs: oral proficiency, native language literacy, and similarity of native language to English.</p> | |
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CROSSWALK: KEY ADDITIONAL CRITERIA IN CA ELA CCSS INCLUDING CRITICAL ELD CRITERIA

| Key Differences Specific to Grade/Grade Band (ELEMENTARY) | | | Where to look in the EdReports.org Reviews |
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| Requiring Deep Review to confirm quality | K-2 | Kindergarten | 1k, 1L, 1m, 2f 2f 1j |
| | | 1 | |
| | | 2 <ul style="list-style-type: none"> • Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames for a range of discipline-specific tasks, purposes, and audiences. (CCSS.ELA-LITERACY.W.2.10) * In national CCSS, writing production and range does not begin until grade 3; in CA it is grade 2. • With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (CCSS.ELA-LITERACY.W.2.4) * In national CCSS, writing production and range does not begin until grade 3; in CA it is grade 2. • Plan and deliver a narrative presentation that: recounts a well-elaborated event, includes details, reflects a logical sequence, and provides a conclusion. (CCSS.ELA-LITERACY.SL.2.4a) | |
| Requiring Checklist Review to confirm presence | | Kindergarten <ul style="list-style-type: none"> • Use prior knowledge and make predictions. (CCSS.ELA-LITERACY.RL.K.10a, CCSS.ELA-LITERACY.RL.K.10b) • Blend two to three phonemes into recognizable words. (CCSS.ELA-LITERACY.RF.K.2f) • Understand and follow one- and two step oral directions. (CCSS.ELA-LITERACY.SL.K.2a) • Use illustrations and context to make predictions about text. | |

CROSSWALK: KEY ADDITIONAL CRITERIA IN CA ELA CCSS INCLUDING CRITICAL ELD CRITERIA

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| | | <p>1</p> <ul style="list-style-type: none"> Use prior knowledge and confirm predictions. (CCSS.ELA-LITERACY.RI.1.10a, CCSS.ELA-LITERACY.RI.1.10b) Give, restate, and follow simple two-step directions (CCSS.ELA-LITERACY.SL.1.2a) Memorize and recite poems, rhymes, and songs with expression. (CCSS.ELA-LITERACY.SL.1.4a) | |
| | | <p>2</p> <ul style="list-style-type: none"> Give and follow three- and four-step oral directions. (CCSS.ELA-LITERACY.SL.2.2a) Create readable documents with legible print. (CCSS.ELA-LITERACY.L.2.1g) | |
| Requiring Deep Review to confirm quality | 3-5 | <p>3</p> <ul style="list-style-type: none"> Plan and deliver an informative/explanatory presentation on a topic that: organizes ideas around major points of information, follows a logical sequence, includes supporting details, uses clear and specific vocabulary, and provides a strong conclusion. (CCSS.ELA-LITERACY.SL.3.4a) | 1j |
| | | <p>4</p> <ul style="list-style-type: none"> Plan and deliver a narrative presentation that: relates ideas, observations, or recollections; provides a clear context; and includes clear insight into why the event or experience is memorable. (CCSS.ELA-LITERACY.SL.4.4a) | 1j |
| | | <p>5</p> <ul style="list-style-type: none"> Plan and deliver an opinion speech that: states an opinion, logically sequences evidence to support the speaker's position, uses transition words to effectively link opinions and evidence, and provides a concluding statement related to the speaker's position. (CCSS.ELA-LITERACY.SL.5.4a) | 1j |
| Requiring Checklist Review to confirm presence | | <p>3</p> <ul style="list-style-type: none"> Write legibly in cursive (CCSS.ELA-LITERACY.L.3.1j) Use reciprocal pronouns (CCSS.ELA-LITERACY.L.3.1k) | 1n |
| | | <p>4</p> <ul style="list-style-type: none"> Write fluidly and legibly in cursive (CCSS.ELA-LITERACY.L.4.1h) Use interrogative pronouns (CCSS.ELA-LITERACY.L.4.1a) | 1n |
| | | <p>5</p> <ul style="list-style-type: none"> Memorize and recite a poem or section of a speech or historical document using rate, expression, and gestures appropriate to the selection. (CCSS.ELA-LITERACY.SL.5.4b) | |

Kindergarten Augmented

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| Ask and answer questions about unknown words in a text. (See grade K Language standards 4–6 for additional expectations.) |
| Recognize common types of texts (e.g., storybooks, poems, fantasy, realistic text). |
| With prompting and support, ask and answer questions about unknown words in a text. (See grade K Language standards 4–6 additional expectations.) |
| Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text . |
| Associate the long and short sounds with common spellings (graphemes) for the five major vowels. (Identify which letters represent the five major vowels [Aa, Ee, Ii, Oo, and Uu] and know the long and short sound of each vowel. More complex long vowel graphemes and spellings are targeted in the grade 1 phonics standards.) |

First Grade Augmented

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| Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. (See grade 1 Language standards 4–6 for additional expectations.) |
| Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. (See grade 1 Language standards 4–6 for additional expectations.) |
| Know and use various text structures (e.g., sequence) and text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text. |
| Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text . |
| Use personal (subject, object) , possessive, and indefinite pronouns (e.g., I, me, my; they, them, their; anyone, everything). |

Second Grade Augmented

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| Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. (See grade 2 Language standards 4–6 for additional expectations.) |
| Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area. (See grade 2 Language standards 4–6 for additional expectations.) |
| Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text. |
| Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases in all content areas. |

Third Grade Augmented

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| Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. (See grade 3 Language standards 4–6 for additional expectations.) |
| Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. (See grade 3 Language standards 4–6 for additional expectations.) |
| Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text. |
| Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases in all content areas. |

Fourth Grade Augmented

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| Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean). (See grade 4 Language standards 4–6 for additional expectations.) |
| Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area. (See grade 4 Language standards 4–6 for additional expectations.) |
| Produce clear and coherent writing (including multiple-paragraph texts) in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) |
| Recall relevant information from experiences or gather relevant information from print and digital sources; take notes, paraphrase , and categorize information, and provide a list of sources. |
| Identify the reasons and evidence a speaker or media source provides to support particular points. |
| Use interrogative , relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why). |
| Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases and to identify alternate word choices in all content areas. |

Fifth Grade Augmented

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| Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. (See grade 5 Language standards 4–6 for additional expectations.) |
| Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. (See grade 5 Language standards 4–6 for additional expectations.) |
| Summarize the points a speaker or media source makes and explain how each claim is supported by reasons and evidence, and identify and analyze any logical fallacies. |
| Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases and to identify alternate word choices in all content areas. |

CROSSWALK: KEY ADDITIONAL CRITERIA IN CA ELA CCSS INCLUDING CRITICAL ELD CRITERIA

| Key Differences Specific to Grade/Grade Band (SECONDARY) | | | Where in ER |
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| Requiring Deep Review to confirm quality | 6-8 | 6 <ul style="list-style-type: none">plan and deliver an informative/explanatory presentation that: develops a topic with relevant facts, definitions, and concrete details; uses appropriate transitions to clarify relationships; uses precise language and domain specific vocabulary; and provides a strong conclusion. (CCSS.ELA-LITERACY.SL.6.4a) | 1j |
| | | 7 <ul style="list-style-type: none">plan and present an argument that: supports a claim, acknowledges counterarguments, organizes evidence logically, uses words and phrases to create cohesion, and provides a concluding statement that supports the argument presented. (CCSS.ELA-LITERACY.SL.7.4a) | 1j |
| | | 8 <ul style="list-style-type: none">plan and present a narrative that: establishes a context and point of view, presents a logical sequence, uses narrative techniques, uses a variety of transitions, and provides a conclusion that reflects the experience. (CCSS.ELA-LITERACY.SL.8.4a) | 1j |
| Requiring Checklist Review to confirm presence | | 6 <ul style="list-style-type: none">analyze the use of text features in popular media. (CCSS.ELA-LITERACY.RI.6.5a)use all pronouns correctly (CCSS.ELA-LITERACY.L.6.1b) | 1f |
| | | 7 <ul style="list-style-type: none">analyze the use of text features in public documents. (CCSS.ELA-LITERACY.RI.7.5a)support or address claims and counterarguments. (CCSS.ELA-LITERACY.W.7.1a, CCSS.ELA-LITERACY.W.7.1b)trace the etymology of words. (CCSS.ELA-LITERACY.L.7.4c) | 1f |
| | | 8 <ul style="list-style-type: none">analyze the use of text features in consumer materials. (CCSS.ELA-LITERACY.RI.8.5a)trace the etymology of words (CCSS.ELA-LITERACY.L.8.4c) | 1f |

CROSSWALK: KEY ADDITIONAL CRITERIA IN CA ELA CCSS INCLUDING CRITICAL ELD CRITERIA

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| Requiring Deep Review to confirm quality | 9-12 | 9-10 <ul style="list-style-type: none">plan and deliver an informative/explanatory presentation that: presents evidence in support of a thesis, conveys information from primary and secondary sources coherently, uses domain specific vocabulary, and provides a conclusion that summarizes the main points. (9th or 10th grade) (CCSS.ELA-LITERACY.SL.9-10.4a) | 1j |
| | | 11-12 <ul style="list-style-type: none">plan and present an argument that: supports a precise claim; provides a logical sequence for claims, counterclaims, and evidence; uses rhetorical devices to support assertions; uses varied syntax to link major sections of the presentation to create cohesion and clarity; and provides a concluding statement that supports the argument presented. (11th or 12th grade) (CCSS.ELA-LITERACY.SL.11-12.4b)plan and deliver a reflective narrative that: explores the significance of a personal experience, event, or concern; uses sensory language to convey a vivid picture; includes appropriate narrative techniques; and draws comparisons between the specific incident and broader themes. (11th or 12th grade) (CCSS.ELA-LITERACY.SL.11-12.4a) | 1j |
| Requiring Checklist review to confirm presence | | 9-10 <ul style="list-style-type: none">analyze the use of text features in functional workplace documents. (CCSS.ELA-LITERACY.RI.9-10.5a)plan, memorize, and present a recitation (e.g., poem, selection from a speech or dramatic soliloquy) that: conveys the meaning of the selection and includes appropriate performance techniques to achieve the desired aesthetic effect. (9th or 10th grade) (CCSS.ELA-LITERACY.SL.9-10.4b)apply knowledge of Greek and Latin roots and affixes (CCSS.ELA-LITERACY.L.9-10.4b) | 1f |
| | | 11-12 <ul style="list-style-type: none">analyze the use of text features in public documents (CCSS.ELA-LITERACY.RI.11-12.5a)use specific rhetorical devices to support assertions. (CCSS.ELA-LITERACY.W.11-12.1f)apply knowledge of Greek, Latin, and Anglo-Saxon roots and affixes to draw inferences concerning the meaning of scientific and mathematical terminology. (CCSS.ELA-LITERACY.L.11-12.4b) | 1f |

Sixth Grade Augmented

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| Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. (See grade 6 Language standards 4–6 for additional expectations.) |
| Introduce a topic or thesis statement ; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. |
| Present claims and findings (e.g., argument, narrative, informative, response to literature presentations) , sequencing ideas logically and using pertinent descriptions, facts, and details and nonverbal elements to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation. |
| Use all pronouns, including intensive pronouns (e.g., myself, ourselves) correctly . |
| Gather relevant information from multiple print and digital sources (primary and secondary), using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. |

Seventh Grade Augmented

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| Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama. (See grade 7 Language standards 4–6 for additional expectations.) |
| Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone. (See grade 7 Language standards 4–6 for additional expectations.) |
| Introduce claim(s), acknowledge and address alternate or opposing claims, and organize the reasons and evidence logically. |
| Support claim(s) or counterarguments with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. |
| Introduce a topic or thesis statement clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/ contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. |
| Delineate a speaker’s argument and specific claims, and attitude toward the subject , evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence. |
| Present claims and findings (e.g., argument, narrative, summary presentations) , emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation. |
| Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech or trace the etymology of words. |

Eighth Grade Augmented

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| Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. (See grade 8 Language standards 4–6 for additional expectations.) |
| Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. (See grade 8 Language standards 4–6 for additional expectations.) |
| Write informative/explanatory texts, including career development documents (e.g., simple business letters and job applications) , to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. |
| Introduce a topic or thesis statement clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. |
| Present claims and findings (e.g., argument, narrative, response to literature presentations) , emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation. |
| Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech or trace the etymology of words. |

9-10 Grades Augmented

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| Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone). (See grade 9–10 Language standards 4–6 for additional expectations.) |
| Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper). (See grade 9–10 Language standards 4–6 for additional expectations.) |
| Introduce a topic or thesis statement ; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. |
| Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation including footnotes and endnotes. |
| Present information, findings, and supporting evidence clearly, concisely, and logically (using appropriate eye contact, adequate volume, and clear pronunciation) such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose (e.g., argument, narrative, informative, response to literature presentations) , audience, and task. |
| Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy) and continue to apply knowledge of Greek and Latin roots and affixes. |
| Consult general and specialized reference materials (e.g., college-level dictionaries, rhyming dictionaries , bilingual dictionaries , glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology. |
| Gather relevant information from multiple authoritative print and digital sources (primary and secondary) , using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. |

11-12 Grades Augmented

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| Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters/ archetypes are introduced and developed). |
| Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.) (See grade 11–12 Language standards 4–6 for additional expectations.) |
| Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10). (See grade 11–12 Language standards 4–6 for additional expectations.) |
| Introduce a topic or thesis statement ; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. |
| Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation including footnotes and endnotes. |
| Present information, findings, and supporting evidence (e.g., reflective, historical investigation, response to literature presentations) , conveying a clear and distinct perspective and a logical argument , such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. Use appropriate eye contact, adequate volume, and clear pronunciation. |
| Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable). Apply knowledge of Greek, Latin, and Anglo-Saxon roots and affixes to draw inferences concerning the meaning of scientific and mathematical terminology. |
| Consult general and specialized reference materials (e.g., college-level dictionaries, rhyming dictionaries, bilingual dictionaries , glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage. |