

from ELs’ development of meaning making and purposeful interaction as delineated in Part I of the CA ELD Standards: “Interacting in Meaningful Ways.” Similarly both Parts I and II interconnect with all the strands of Reading, Writing, Speaking and Listening, and Language. The reciprocal nature of the CA CCSS for ELA/Literacy and the CA ELD Standards is further demonstrated by the ways in which the standards echo one another. The CA CCSS for ELA/Literacy and CA ELD Standards do not correspond on a one-to-one basis, but rather many CA CCSS for ELA/Literacy connect across many CA ELD Standards and vice versa, as the following Grade 5 CA ELD Standards example in figure 1.16 illustrates.

**Figure 1.16. Many-to-Many Correspondences between Grade 5 CA CCSS for ELA/Literacy and CA ELD Standards**

Grade 5 CA CCSS for ELA/Literacy	Grade 5 CA ELD Standards Part II: Learning About How English Works Structuring Cohesive Texts, Strands 1 & 2		
	Emerging	Expanding	Bridging
<p>RL.5.5; RI.5.5; W.5.1–5; SL.5.4 RL.5.5; RI.5.5; W.5.1–4; SL.5.4; L.5.1,3</p> <p>RL.5.5 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.</p> <p>RI.5.5 Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.</p> <p>W.5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p>a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped . . .</p> <p>c. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).</p> <p>d. Provide a concluding statement or section related to the opinion presented. (See similar cohesion expectations in W.5.2 and W.5.3)</p> <p>W.5.4 Produce clear and coherent writing (including multiple paragraph texts) in which the development and organization are appropriate to task, purpose, and audience . . .</p>	<p><b>1. Understanding text structure</b> Apply basic understanding of how different text types are organized to express ideas (e.g., how a narrative is organized sequentially with predictable stages versus how opinions/arguments are organized around ideas) to comprehending texts and writing basic texts.</p> <p><b>2. Understanding cohesion</b> a) Apply basic understanding of language resources for referring the reader back or forward in text (e.g., how pronouns refer back to nouns in text) to comprehending texts and writing basic texts.</p>	<p><b>1. Understanding text structure</b> Apply growing understanding of how different text types are organized to express ideas (e.g., how a narrative is organized sequentially with predictable stages versus how opinions/arguments are structured logically around reasons and evidence) to comprehending texts and writing texts with increasing cohesion.</p> <p><b>2. Understanding cohesion</b> a) Apply growing understanding of language resources that refer the reader back or forward in text (e.g., how pronouns or synonyms refer back to nouns in text) to comprehending texts and writing texts with increasing cohesion.</p>	<p><b>1. Understanding text structure</b> Apply increasing understanding of how different text types are organized to express ideas (e.g., how a historical account is organized chronologically versus how opinions/arguments are structured logically around reasons and evidence) to comprehending texts and writing cohesive texts.</p> <p><b>2. Understanding cohesion</b> a) Apply increasing understanding of language resources for referring the reader back or forward in text (e.g., how pronouns, synonyms, or nominalizations refer back to nouns in text) to comprehending texts and writing cohesive texts.</p>

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<p>W.5.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>SL.5.4 Report on a topic or text or present an opinion, sequencing ideas logically . . .</p> <p>a. Plan and deliver an opinion speech that: states an opinion, logically sequences evidence to support the speaker’s position, uses transition words to effectively link opinions and evidence (e.g., consequently and therefore) . . .</p> <p>L.5.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking . . .</p> <p>L.5.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p>	<p>b) Apply basic understanding of how ideas, events, or reasons are linked throughout a text using a select set of everyday connecting words or phrases (e.g., <i>first/next, at the beginning</i>) to comprehending texts and writing basic texts.</p>	<p>b) Apply growing understanding of how ideas, events, or reasons are linked throughout a text using a variety of connecting words or phrases (e.g., <i>for example, in the first place, as a result</i>) to comprehending texts and writing texts with increasing cohesion.</p>	<p>b) Apply increasing understanding of how ideas, events, or reasons are linked throughout a text using an increasing variety of academic connecting and transitional words or phrases (e.g., <i>consequently, specifically, however</i>) to comprehending texts and writing cohesive texts</p>

The relationship of English language arts and literacy, English language development, and the disciplines is interdependent; content knowledge grows from students’ knowledge of language and their ability to understand and use particular discourse practices, grammatical structures, and vocabulary while reading, writing, speaking, and listening to accomplish their disciplinary goals. Similarly, as ELs delve deeper into the ways in which meaning is conveyed in the content areas, their knowledge of how language works and their ability to make informed linguistic choices also grows. Both sets of standards illustrate the reciprocal and inextricable relationship among knowledge, literacy, and language. Accordingly, California teachers of all students, and especially ELs, have an opportunity to make explicit how language is used powerfully to achieve particular purposes in particular disciplines.

This does not mean that content teachers should become linguists or that ELD specialists should become content experts. Rather, content teachers need to know enough about language to support their ELs at different English language proficiency levels so that ELs maintain a steady trajectory along the ELD continuum. This also means that ELD teachers and EL specialists need to know enough about content to ensure that ELs are developing the language of the

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