

## CA ELD Standards and EL Excellence Crosswalk

	CA ELD Standards	EL Excellence Every Day by Tonya Ward Singer
A. Collaborative	P1.1. Exchanging information and ideas with others through oral collaborative conversations on a range of social and academic topics.	<p>ENGAGE 3.1-3.5 Conversation Structures 3.6-3.8 Conversation Scaffolds</p> <p>APPLY Every chapter 8-11 includes conversation tasks, prompts, and scaffolds aligned to academic literacy goals.</p>
	P1.2. Interacting with others in written English in various communicative forms (print, communicative, technology, and multimedia).	<p>ENGAGE 3.12 Collaborate to Write Strategies</p> <p>APPLY Section IV Apply to Writing About Texts</p>
	P1.3. Offering and supporting opinions and negotiating with others in communicative exchanges (K-5), 6 <sup>th</sup> -12 <sup>th</sup> grade standards add: “persuading others.”	<p>ENGAGE 3.8 Linguistic Frames for Conversations</p> <p>SUPPORT Emphasize opinions and support with: 5.7 Model with an Exemplar (Video or Conversation) 5.9 Collaborate to Contrast Exemplars 6.5 Graphic Organizers for Claim and Support</p> <p>APPLY 11.1-11.5 Build from Close Reading Conversations About Texts to Writing Claims with Text Evidence</p>
	P1.4. Adapting language choices to various contexts (based on task, purpose, audience, and text type).	<p>ESSENTIALS Value non-standard English dialects (p. 25) Use Contrastive Analysis (p. 27)</p> <p>ENGAGE 3.12 Use Collaborate to Write Strategies then co-analyze language choices via gallery walk, and co-revise.</p> <p>SUPPORT 5.8 Collaborate to contrast exemplars. See examples specific to word choice and register. 7.2 Teach Language from a Text to build background in academic language choices for a formal argument.</p>

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B. Interpretive	P1.5. Listening actively to spoken English in a range of social and academic topics.	<p>APPLY</p> <p>All text-dependent conversation tasks in chapters 9-11, when used with a read-aloud, apply to this standard.</p>
	P1.6. Reading/viewing closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language.	<p>ENGAGE</p> <p>3.11 Read and Annotate Strategies</p> <p>APPLY</p> <p>Chapter 8 Make EL Excellence Routine Chapter 10 Read to Understand Chapter 11 Read to Analyze and Infer</p> <p>Deconstruct Sentence for meaning and structure (PD with Tonya Ward Singer)</p>
	P1.6. Reading/viewing closely with emphasis on using morphology and context clues.	<p>APPLY</p> <p>10.1 Self-Monitor and Use Context Clues 10.3 Use Affixes and Roots to Figure Out Unknown Words</p>
	P1.7. Evaluating how well writers and speakers use language to support ideas and opinions with details or reasons depending on modality, text type, purpose, audience, topic, and content area.	<p>SUPPORT</p> <p>Model with an Exemplar 5.8 Collaborate to Contrast Exemplars 5.9 Collaborate to Evaluate an Exemplar with a Rubric 7.2 Teach Language from a Text</p> <p>APPLY</p> <p>Four Tiers of Making a Claim (pp. 241-242)</p>
	P1.8. Analyzing how writers and speakers use language choices for specific purposes.	<p>SUPPORT</p> <p>5.8 Collaborate to Contrast Exemplars. Use examples specific to word choice and register, or other aspects of language choices.</p>

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C. Productive	P1.9. Expressing information and ideas in formal oral presentations on academic topics.	<p>ENGAGE</p> <p>Emphasize oral presentation with:</p> <p>3.12 Collaborate to Write Strategies</p> <p>SUPPORT</p> <p>5.7 Model Expectations with Exemplar</p> <p>5.8 Collaborate to Evaluate an Exemplar</p> <p>APPLY</p> <p>10.1 Identify Main Ideas (to Research)</p>
	P1.10. Writing literary and informational texts to present, describe, and explain ideas and information using appropriate technology. a. Literary and Information Texts b. Concise Summaries	<p>ENGAGE</p> <p>3.12 Collaborate to Write Strategies</p> <p>SUPPORT</p> <p>5.7 Model with an Exemplar</p> <p>6.5 Graphic Organizers</p> <p>APPLY</p> <p>Chapter 10 Read to Understand, and Chapter 11 Read to Analyze and Infer using 3.12 Collaborate to Write Strategies to bridge from text-dependent conversations to writing.</p>
	P1.11. Supporting/justifying own opinions and evaluating others' opinions in speaking and writing by providing . . . a. appropriate reasons, detailed/relevant textual evidence, relevant background knowledge	<p>ENGAGE</p> <p>3.8 Linguistic Frames for Conversations</p> <p>3.12 Collaborate to Write Strategies</p> <p>SUPPORT</p> <p>5.9 Collaborate to Evaluate an Exemplar</p> <p>APPLY</p> <p>Chapter 11 Read to Analyze and Infer</p>
	P1.11.b. Express attitude and opinions or temper statements with a variety of modal expressions.	<p>SUPPORT</p> <p>Emphasize modals in lessons:</p> <p>7.1 Teach Language from a Life Experience</p> <p>7.2 Teach Language from a Text</p> <p>APPLY</p> <p>Four Tiers of Making a Claim (pp. 241-242)</p>
	P1.12. Selecting and applying varied and precise vocabulary and language structures to effectively convey ideas.	<p>ENGAGE</p> <p>3.12 Use Collaborate to Write Strategies to Co-Analyze via Gallery Walk and Co-Revise focused on word choice or language choices.</p> <p>SUPPORT</p> <p>5.1-5.5 Vocabulary Instruction</p> <p>5.8 Collaborate to Contrast Exemplars with emphasis on impact of word choice or language structures on communication for this audience and purpose.</p> <p>6.1-6.5 Scaffold Language During a Task</p> <p>7.4 Teach Word Relationships</p>

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A. Structuring Cohesive Texts	P2.1. Understanding text structure	<p>SUPPORT</p> <p>Emphasize structure with the following strategies in meaningful context:</p> <p>5.7 Model with an Exemplar</p> <p>5.9 Collaborate to Contrast Exemplars</p> <p>6.5 Graphic Organizers</p> <p>7.2 Teach Language from a Text</p> <p>7.3 Paragraph Surgery</p> <p>APPLY</p> <p>Chapter 10 Read to Understand</p>
	P2.2. Understanding cohesion	<p>SUPPORT</p> <p>Emphasize cohesion with the following strategies in meaningful context:</p> <p>5.7 Model with an Exemplar</p> <p>5.9 Collaborate to Contrast Exemplars</p> <p>6.2 Word Banks in tandem with 6.5 Graphic Organizers to teach cohesion and apply to writing</p> <p>7.2 Teach Language from a Text</p> <p>APPLY</p> <p>Chapter 10 Read to Understand</p>
B. Expanding and Enriching Ideas	P2.3. Using verbs and verb phrases	<p>SUPPORT</p> <p>Emphasize verbs and verb phrases with the following strategies in meaningful context:</p> <p>6.2 Word Banks</p> <p>6.3 Word Bank Table</p> <p>6.4 Sentence Chart</p> <p>7.1 Teach Language from Life Experience</p> <p>7.2 Teach Language from a Text with emphasis on verbs and verb phrases as they impact communication.</p> <p>APPLY</p> <p>See verb tense lesson (pp. 190-192)</p>
	P2.4. Using nouns and noun phrases	<p>SUPPORT</p> <p>Emphasize nouns and noun phrases with the following strategies in meaningful context:</p> <p>6.2 Word Banks</p> <p>6.3 Word Bank Table</p> <p>6.4 Sentence Chart with “noun phrase” as column</p> <p>7.1 Teach Language from Life Experience</p> <p>7.2 Teach Language from a Text</p>
	P2.5. Modifying to add details	<p>SUPPORT</p> <p>7.2 Teach Language from a Text</p> <p>7.3 Syntax Surgery</p> <p>Super Sentences (PD with Tonya Ward Singer)</p>

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C. Connecting and Condensing Ideas	P2.6. Connecting ideas	<p>SUPPORT</p> <p>Emphasize ways of combining clauses with the following strategies in meaningful context:</p> <p>6.2 Word Banks with 6.5 Graphic Organizers to teach relationship between words we use to combine clauses (e.g., because, since, so) and relationship between ideas (e.g., cause and effect).</p> <p>7.1 Teach Language from Life Experience</p> <p>7.2 Teach Language from a Text</p> <p>Super Sentences (PD with Tonya Ward Singer)</p>
	P2.7. Condensing ideas	<p>SUPPORT</p> <p>Emphasize ways of condensing ideas with the following strategies in meaningful context:</p> <p>7.1 Teach Language from Life Experience</p> <p>7.2 Teach Language from a Text</p> <p>Sentence Combining (PD with Tonya Ward Singer)</p> <p>Super Sentences (PD with Tonya Ward Singer)</p> <p>Academic Summaries (PD with Tonya Ward Singer)</p>

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