LAS Links K–12 Assessments

Alignment Analysis with CA ELD Standards

TABLE OF CONTENTS

LIST OF TABLES **2**

INTRODUCTION **3**

METHOD **18**

A. Standard to Standard 18

B. Proficiency Level to Proficiency Level 19

C. Item to Standard 19

FINDINGS **21**

A. Standard to Standard 21

B. Proficiency Level to Proficiency Level 40

C. Item to Standard 45

SUMMARY & CONCLUSION **47**

APPENDICES **50**

Appendix A: LAS Links Subskills

Appendix B: Las Links Standards, CA ELD Standards, and the CCSS Alignment

Appendix C: Standard to Standard Alignment LAS Links – CAELD

Appendix D: Collaborative: LAS Links and CA ELD Proficiency Level

Appendix E: Interpretive: LAS Links and CA ELD Proficiency Level

Appendix F: Productive: LAS Links and CA ELD Proficiency Level

Appendix G: LAS Links Test Item Alignment with CA ELD Standards by Domain

Appendix H: Simulated Collaborative Exchange in LAS Links Speaking Grades 4-5

Appendix I: Sample Standards Alignment Map for Grades 4–5 (LAS Links→CA ELD→ CCSS)

LIST OF TABLES & FIGURES

Figure 1
LAS Links Standards Subskills in Each Language Domain per Grade Level
Figure 2
Overview of LAS Links Assessments and the CA ELD Standards
Figure 3
Snapshot of Master Spreadsheet Test Map (Grades 4-5, Writing)
Figure 4
Item Match with LAS Links Subskills and CA ELD Standards (Grades 4-5)
Figure 5
Overall number of LAS Links Content Area Strands Corresponding to CAELD Standards
Figure 6
Collaborative: CA ELD Proficiency Level to LAS Links High Level Definitions
Figure 7
Interpretive: CA ELD Proficiency Level to LAS Links High Level Definitions
Figure 8
Productive: CA ELD Proficiency Level to LAS Links High Level Definitions

Table 1
CA ELD Organization of PLDs
Table 2
Depth of Knowledge—Correspondence and coverage between LAS Links content area and CAELD Standards
Table 3
Overall number of LAS Links Content Area Strands Corresponding to CAELD Standards
Table 4
Breadth—Correspondence and coverage between LAS Links and CAELD
Table 5
Overall LAS Links Test Item Alignment to 20 CA ELD Standards
Table 6
Indirect Alignment of LAS Links Speaking Test Items with CA ELD Standards (Collaborative)
Table 7
Comparison: CA ELD Proficiency Level Continuum and LAS Links Proficiency Definitions

INTRODUCTION

This alignment study presents an evaluation of the relationship between the California English Language Development (CA ELD) Standards and the LAS Links Assessments. Alignment has been increasingly important to all stakeholders—students, educators, administrators, and the government. Alignment not only provides an opportunity to evaluate whether standards and assessments match, but the results may provide teachers and students with greater awareness of academic standards-based educational objectives. Moreover, the alignment analysis serves as an accountability procedure to ensure the validity and the reliability of the type, complexity, range, and balance of knowledge presented in the standards and assessments.

This study, thus, has been conducted to closely examine how LAS Links Assessments and its standards align with CA ELD Standards. Specifically, the following relationships are analyzed:

I. Standard to Standard (CA ELD and LAS Links)
II. Proficiency Level to Proficiency Level (CA ELD and LAS Links)
III. Item (LAS Links) to Standard (CA ELD)

Prior to discussing these alignments, it is important to understand the components of both CA ELD and LAS Links Standards Framework and how they are organized.

CA ELD Standards

The CA ELD Standards describe the critical knowledge, skills, and abilities that students need in their English language development and to be simultaneously successful in school while learning English. These standards aim to help English learners engage with and achieve in a wide range of grade-level academic content, as well as gain proficiency in academic English language skills.

Similar to LAS Links Standards, the CA ELD Standards include a wide content coverage, including English language arts, mathematics, science, and social studies.

A. Organization of the Standards

The CA ELD Standards presents a detailed, grade-level CA ELD Standards, which are divided into the following main three parts:

Part 1. Interacting in Meaningful Ways
Part 2. Learning About How English Works
Part 3. Using Foundational Literacy Skills

Part 1

The CA ELD Standards in Part 1 are categorized according to the modes of communication—*collaborative, interpretive, and productive*. Each of these modes is further broken down into English language development *strands*, presented in numbers. [1]

Part 1. Interacting in Meaningful Ways

A. **Collaborative** (engagement in dialogue with others)
   1. Exchanging information/ideas via oral communication and conversations
   2. Interacting via written English (print and multimedia)
   3. Offering opinions and negotiating with/persuading others
   4. Adapting language choices to various contexts

B. **Interpretive** (comprehension and analysis of written and spoken texts)
   5. Listening actively and asking/answering questions about what was heard
   6. Reading closely and explaining interpretations/ideas from reading
   7. Evaluating how well writers and speakers use language to present or support ideas
   8. Analyzing how writers use vocabulary and other language resources

C. **Productive** (creation of oral presentations and written texts)
   9. Expressing information and ideas in oral presentations
   10. Composing/writing literary and informational texts
   11. Supporting opinions or justifying arguments and evaluating others' opinions or arguments
   12. Selecting and applying varied and precise vocabulary and other

Part 2

The CA ELD Standards in Part 2 are categorized according to the language processes—structuring cohesive texts, expanding and enriching ideas, and connecting and condensing ideas. Each of these language processes is further broken down into English language development *strands*, presented in numbers. [2]

Part 2. Learning About How English Works

A. Structuring Cohesive Texts
   1. Understanding text structure and organization based on purpose, text type, and discipline
   2. Understanding cohesion and how language resources across a text contribute to the way a text unfolds and flows

B. Expanding and Enriching Ideas
   3. Using verbs and verb phrases to create precision and clarity in different text types
   4. Using nouns and noun phrases to expand ideas and provide more detail

[1] http://www.cde.ca.gov/sp/el/er/documents/sbeoverviewpld.pdf
[2] http://www.cde.ca.gov/sp/el/er/documents/sbeoverviewpld.pdf

5. Modifying to add details to provide more information and create precision

C. Connecting and Condensing Ideas

6. Connecting ideas within sentences by combining clauses
7. Condensing ideas within sentences using a variety of language resources

Part 3

While Part 1 focuses on meaning and interaction and Part 2 emphasizes the linguistic and structural knowledge of English language, Part 3 addresses English language learners' foundational literacy skills at lower levels.

B. CA ELD Proficiency Level Descriptors (PLDs)

The CA ELD Proficiency Level Descriptors (PLDs) represent a continuum of English language development, beginning with students' native language competencies when they enter school, to lifelong language learning that students engage in.

The CA ELD PLDs have three main stages. Each of these levels is further divided into two stages—*early* and *exit* stages. The *early* stages describe learners' English language abilities at the beginning of the level, while the *exit* stages present learners' English language abilities before "exiting" the current level and moving up to the next proficiency level. The following are the three main stages and their descriptions:[3]

Emerging

Students at this level typically progress very quickly, learning to use English for immediate needs as well as beginning to understand and use academic vocabulary and other features of academic language.

Expanding

Students at this level are challenged to increase their English skills in more contexts, and learn a greater variety of vocabulary and linguistic structures, applying their growing language skills in more sophisticated ways appropriate to their age and grade level.

Bridging

[3] http://www.cde.ca.gov/sp/el/er/documents/sbeoverviewpld.pdf

> Students at this level continue to learn and apply a range of high-level English language skills in a wide variety of contexts, including comprehension and production of highly technical texts. The "bridge" alluded to is the transition to full engagement in grade-level academic tasks and activities in a variety of content areas without the need for specialized ELD instruction. However, ELs at all levels of English language proficiency fully participate in grade level tasks in all content areas with varying degrees of scaffolding in order to develop both content knowledge and English.

In addition to these three stages, PLDs are grouped into the three modes of communication. In each of the three modes of communication—collaborative, interpretive, and productive—all the stage levels are included. Table 1 shows how CA ELD organizes the PLDs.

Table 1:
CA ELD Organization of PLDs

Modes of Communication	Emerging		Expanding		Bridging	
Collaborative	Early	Exit	Early	Exit	Early	Exit
Interpretive	Early	Exit	Early	Exit	Early	Exit
Productive	Early	Exit	Early	Exit	Early	Exit

LAS Links Standards

LAS Links Standards Framework evaluates the receptive and productive control of language use by ELLs in the *social, school,* and *academic* contexts. These framework standards are organized into a) content areas; b) language domains and subtests; c) subskills/objectives; and d) proficiency level.

A. Content area

Although LAS Links include diverse culturally relevant content coverage, it is important to note that the focus of the assessments is still "language" and not content knowledge. The *social* and *school* content cover intercultural and instructional (e.g., school-related tasks) communication, while the *academic* content coverage includes English language arts, mathematics, science, social studies, history, and technical subjects. As previously mentioned, there are four language context strands applicable across all grade levels and language domains in the LAS Links Framework Standards:

Strand 1. ELLs are able to listen, speak, read, and write in English for **Social, Intercultural, and Instructional Communication**

Strand 2. ELLs are able to listen, speak, read, and write in English for **Language Arts, Social Studies, and History**

Strand 3. ELLs are able to listen, speak, read, and write in English for **Mathematics, Science, and Technical Subjects**

Strand 4. ELLS are able beginning to develop **Foundational Skills** for reading and writing (only applicable for K–3rd grade)

B. Language Domains and Subtests

LAS Links Standards Framework assesses four language domains. Listening and Reading domains assess students' **receptive** control of language while the Speaking and Writing domains evaluates students' **productive** control of language.

Listening

The Listening test consists of two subtests: *Listen for Information* and *Listen for Academic Instruction*. All Listening items are multiple–choice in format.

Listen for Information

In *Listen for Information*, students listen to directions, brief school announcements, content–based discussions, and conversations. Then students answer questions about what they heard. Students are tested on skills such as following common, explicit oral directions, identifying main ideas, and making inferences. In upper-grade spans, students are also asked to comprehend idiomatic expressions and make predictions. All instructions, audio passages, questions, and answer choices are played on the accompanying audio CD. Each question has three answer choices. In Grades K–1, all answer choices are pictures. In Grades 2–3, there is a mix of both picture and text–based answer choices. In Grades 4–12, all answer choices are text–based.

Listen for Academic Information

In *Listen for Academic Instruction*, students listen to longer content-based discussions led by a teacher, with comments and contributions provided by class members. In this way, the listening texts approximate authentic classroom discourse patterns that are co-constructed by the teacher and the class members. Discussions are drawn from two broad academic categories: (a) Language Arts, Social Studies, and History; and (b) Mathematics, Science, and Technical Subjects.

All instructions, audio passages, questions, and answer choices are played on the accompanying audio CD. Each question has three answer choices. Students identify main ideas and supporting details, and make inferences. At the upper grades spans, students also make predictions. In Grades K–1, all answer choices are pictures. At Grades 2–3, there is a mix of both picture and text-based answer choices. In Grades 4–12, all answer choices are text–based.

Reading

The Reading test consists of three subtests in Grades K–3: *Read Words*, *Read School Texts*, and *Read Academic Texts*; and two subtests in Grades 4–12: *Read School Texts* and *Read Academic Texts*.

Reading questions are multiple-choice format with three answer choices (some picture and some text based) in Grades K–3 and four text-based answer choices in Grades 4–12.

Read Words (Grades K-1 and 2-3)

In *Read Words*, Grade K–1 students respond to items addressing word-analysis tasks: identifying rhyming words, applying letter-sound relationships to read English words, and applying letter-sound relationships to read English phonemes/graphemes. In Grades 2–3, students have the additional task of applying knowledge of morphemes and grammar to word meaning.

Read School Texts

In *Read School Texts*, students read a variety of short texts, such as classroom signs, school notices, letters, website postings, emails and text messages between students. In addition, students in Grades 1–12 read texts they will likely encounter in the academic content areas of English Language Arts, History, Social Studies or Mathematics, Science, and Technical Subjects. These texts emulate grade-span-appropriate workbook or classroom tasks, and measure the student's ability to understand the text, not their ability to complete the task being described. All questions are multiple-choice in format and measure student's ability to identify main ideas and supporting detail, interpret words and phrases as they are used in text, identify view, tone, and attitude.

Read Academic Texts

In *Read Academic Texts*, students read extended grade-span-appropriate passages drawn from two broad academic categories: (a) Language Arts, Social Studies, and History; and (b) Mathematics, Science, and Technical Subjects. Although both fiction and non-fiction texts are included, there is an emphasis on more complex non-fiction texts.

In Grades K–1, each passage has three related questions that measure the student's ability to identify main ideas and important details, or identify view, tone, and attitude. In Grades 2–3, each passage has six related questions that measure the student's ability to identify main ideas and important details, identify view, tone, and attitude, and interpret words and phrases as they are used in text. In Grades 4–12, each passage has eight related questions that measure the student's ability to identify main ideas and important details, identify view, tone, and attitude, and interpret words and phrases as they are used in text. Two of the eight items related to each passage in Grades 4-12 require students to complete a table, time line, or illustration with text taken directly from the passage. These dichotomous constructed-response items are scored as either being incorrect (0 points) or correct (1 point).

Speaking

The Speaking test consists of five subtests: *Make Conversation, Use Academic Words, Describe and Request Information, Present and Explain Information,* and *Tell a Story*. Note that Kindergarten students take only the first set of questions in *Present and Explain Information*. All Speaking items are performance-based in format. They measure vocabulary and grammatically correct verbal expressions in social and academic language. Tasks in the Speaking subtest elicit the production of single-word responses as well as multiple sentences related to school-appropriate topics.

Make Conversation

In *Make Conversation*, students are shown a picture of people engaging in a conversation in a school or social setting and asked to imagine that they are participants in the scenario. Students then answer basic conversational questions that are appropriate for their participant role by either providing information or expressing opinions and preferences. Student responses are scored as incorrect (0 points), correct (1 point), or no response (NR).

Use Academic Words

In *Use Academic Words*, students are shown pictures of grade-appropriate vocabulary items, common objects, and objects they will encounter in the classroom and asked to identify the object or concept. Students respond with a single word or short phrases. Student responses are scored as incorrect (0 points), correct (1 point), or no response (NR).

Describe and Request Information

In *Describe and Request Information*, students are shown a picture depicting an academic or social situation and asked to describe it, using sentences. Next, students are required to complete a speech act or function by, for example, saying what they would do if they were a participant in the scenario. Grades K-1 students demonstrate their ability to ask questions, request clarification and negotiate for meaning, while Grades 2-12 students demonstrate their ability to make requests. Student responses are scored on a 0-3 rubric.

Present and Explain Information

In *Present and Explain Information*, Grades K–1 students are shown an illustration of an academic or social situation and asked to describe what is happening in the illustration or explain the purpose, use, or feature of a particular object in the illustration using words, phrases, or sentences. Grade 1 students take an extended section of the same task with four more questions in which they describe or elaborate on an additional set of illustrations. Grades K-1 students demonstrate their ability to ask questions, request clarification and negotiate for meaning, as well as their ability to make requests.

In Grades 2–3, students are shown an illustration of people, a location, or scenery and asked to describe it. Students are then shown a different, yet related illustration and asked to describe that one as well. Next, students are asked to compare the information in the two graphics and explain how the information is the same or different. Finally, students are asked to express their own opinion or state a preference based on the two graphics.

In Grades 4–12, students are shown a slide, map, or other graphic depicting information, such as a chart, and asked to talk about the information in the graphic as if they were giving a presentation to his or class. Students are then shown a different yet related graphic and asked to present that information as well. Next, students are asked to compare the information in the two graphics and explain how the information is the same or different. Finally, students are asked to express their own opinion or state a preference based on the information provided in the two graphics. Student responses are scored on a 0-3 rubric.

Tell a Story

In *Tell a Story*, students are shown four related pictures that illustrate a story with a beginning, middle, and an end. Pointing to the series of four pictures, the Proctor begins the story by reading a story starter to contextualize the pictures without giving away vocabulary or key content. Students are then asked to complete the detailed story depicted in the series of illustrations using multiple sentences to interpret, narrate, and paraphrase events. Student responses are scored on a 0-4 rubric.

Writing

The Writing test consists of four sections for Grades K–1: *Start Writing, Write to Express Ideas, Write Academic Texts,* and *Use Grammar and Conventions* (Kindergarten students do not take the *Write Academic Texts* section). For Grades 2–12, there are three sections: *Use Grammar and Conventions, Write Academic Texts,* and *Write to Express Ideas*.

The Writing subtest includes both multiple-choice and constructed-response items that assess the student's knowledge of grammar, word order, and word choice and the student's ability to apply that knowledge to produce sentences and paragraphs that are commonly expected of students at their respective grade levels.

Start Writing (Grades K-1 Only)

In *Start Writing*, Grades K–1 students copy words and sentences and write numbers and letters. In addition, students write English words identifying objects in pictures.

Use Grammar and Conventions

In *Use Grammar and Conventions*, K–1 students select grammatically correct sentences and indicate whether or not a sentence uses correct use of capital letters, punctuation, articles, singular and plural nouns, pronouns, and subject/verb agreement. In Grades 2–12, students select the grammatically appropriate response to complete sentences and paragraphs. Grammatical features are selected according to each grade span and include the correct use of capitalization, sentence-ending marks, articles, adjectives and adverbs, singular and plural nouns, pronouns, subject/verb agreement, tense and aspect, prepositional phrases, conjunctions, commas, and auxiliary verbs.

Write Academic Texts

In *Write Academic Texts*, Grade 1 and Grades 2–3 students write sentences describing pictures drawn from two broad academic categories: (a) Language Arts, Social Studies, and History; and (b) Mathematics, Science, and Technical Subjects. These tasks approximate common real-world classroom assignments where Grades 1–3 students are expected to write about something they see. Grades 2-3 students also write simples sentences to interpret, analyze, or state opinions regarding what they see.

Students in Grades 4-12 are first asked to write a short summary (two to five sentences) of a paragraph selected from a passage they had read earlier in the *Read Academic Texts* section of the Reading subtest. Next, students are shown a table, time line, pie chart, or checklist and asked to write one to two full sentences explaining the information it contains. Finally, students are asked to either (a) compare the paragraph and the information contained in the table, time line, pie chart, or checklist and explain in one to two sentences how they are the same or different or (b) to provide an opinion or preference based on the content of both sets of information. These tasks approximate

common real-world classroom assignments where students are expected to summarize, in their own words, course reading material, extract tabular information and express it in prose, and compare and contrast academic content.

Responses are scored on a 0-3 rubric to assess the student's ability to communicate effectively using appropriate grammar, vocabulary, and conventions.

Write to Express Ideas

In *Write to Express Ideas*, students are given an opportunity to write for personal communication. Grades K–1 students write a sentence describing a person. Students in Grades 2-3 write a letter. Students in Grades 4-12 write extended responses to an email message, note, or blog entry. The writing tasks for Grades 2-12 are designed for students to be able to demonstrate their ability to describe, explain, report, compare, narrate, persuade, or express ideas in writing. Responses are scored on a 0-4 holistic rubric to assess the student's use of appropriate grammar, vocabulary, and for the student's ability to express meaning in a cohesive and coherent manner.

C. Subskills/Objectives

The following presents a complete list of subskills/objectives within the LAS Links Standards Framework. These subskills/objectives are organized by language domains.

Figure 1:
LAS Links Standards Subskills in Each Language Domain per Grade Level

Listening Subskills/Objectives	
L1	Follow common, explicit oral directions to participate in diverse academic or social tasks
L2	Respond to idiomatic expressions to participate in diverse academic or social tasks, including phrasal verbs with idiomatic meaning (e.g., give me a hand or settle for)
L3	Demonstrate understanding of academic and social situations that contain diverse language genres, registers, and varieties
L3.1	Identify purpose
L3.2	Identify main ideas
L3.3	Identify supporting details
L3.4	Relate to practical issue
L4	Interpret layers of meaning using critical listening skills and learning strategies in academic and social situations that contain diverse language genres, registers, and varieties
L4.1	Make predictions based on known information
L4.2	Make inferences based on known information

Reading Subskills/Objectives	
R1	Analyze words
R1.1	Identify rhyming words
R1.2	Apply letter-sound relationships to read English words
R1.3	Apply letter-sound relationships to read English phonemes
R1.4	Apply knowledge of morphemes and syntax to word meaning
R2	Understand word meaning
R2.1	Associate words with their representation
R2.2	Classify words
R2.3	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings.
R3	Comprehend written material
R3.1	Identify main ideas
R3.2	Identify supporting details
R3.3	Identify important literary features of text
R3.4	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole
R3.5	Identify point of view, tone, and attitude
R3.6	Make predictions based on known information
R3.7	Make inferences based on known information

Speaking Subskills/Objectives	
S1	Participate in diverse academic or social conversations, with attention to appropriate register, grammar, vocabulary, and pronunciation
S1.1	Provide information
S1.2	Describe information
S1.3	Interpret and analyze information
S1.4	Relate information to personal experience or practical issue
S1.5	Express opinions and preferences
S1.6	Make requests
S1.7	Ask questions, request clarification, and negotiate for understanding
S1.8	Conduct transactions
S2	Demonstrate knowledge related to diverse academic or social settings, with attention to appropriate register, grammar, vocabulary, and pronunciation
S2.1	Identify an object (inanimate and animate) or concept (Applied to Content Areas B &C)
S2.2	Describe purpose, use, or feature, using words, phrases, or sentences
S2.3	Identify an academic or social situation and describe it, using sentences
S3	Describe ideas, experiences, and immediate surroundings in diverse academic and social settings, with attention to appropriate register, grammar, vocabulary and pronunciation
S3.1	Describe process
S3.2	Describe people, locations, and scenery
S4	Speak persuasively in diverse academic or social situations, with attention to appropriate register, grammar, vocabulary, and pronunciation
S4.1	Explain process
S4.2	Explain ideas and opinions
S5	Talk in depth and with detail about diverse academic or social events, with attention to

	appropriate register, grammar, vocabulary, and pronunciation
S5.1	Interpret, narrate, and paraphrase events, using visual information
S6	Present with integrated information
S6.1	Present with integrated information from multiple sources

Writing Subskills/Objectives	
W1	Copy words and sentences
W2	Write letters, numerals and words
W3	Use appropriate grammar and style
W3.1	Use articles
W3.2	Demonstrate correct use of singular and plural
W3.3	Use subject/verb agreement
W3.4	Demonstrate correct use of tense and aspect
W3.5	Use conjunctions
W3.6	Use pronouns correctly
W3.7	Distinguish adjectives and adverbs
W3.8	Use prepositional phrases
W3.9	Use auxiliary verbs
W3.10	Use nominalization
W3.11	Use parallel structure
W4	Use appropriate capitalization and punctuation
W4.1	Use appropriate capitalization
W4.2	Use appropriate sentence-ending marks
W4.3	Use commas appropriately
W4.4	Use apostrophe appropriately
W4.5	Use semi-colons appropriately
W4.6	Use colons appropriately
W5	Use appropriate sentence structure
W5.1	Differentiate complete sentences from fragments
W5.2	Differentiate complete sentences from run-ons
W5.3	Form statements and questions
W5.4	Use various types of clauses
W5.5	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, and absolute)
W6	Write sentences to summarize, describe, narrate, interpret, analyze, state opinion, relate, or explain
W6.1	Write sentences to summarize
W6.2	Write sentences to describe or narrate
W6.3	Write sentences to interpret or analyze
W6.4	Write sentences to state opinions
W6.5	Write sentences to relate to personal experience or practical issue
W6.6	Write sentences to explain
W7	Write expository compositions
W7.1	Write to describe, explain, report, compare, narrate, persuade, or express
W8	Write with integrated information
W8.1	Write with integrated information from multiple sources

D. Proficiency Level

LAS Links Standards Framework represents a continuum of English language development in social, school, and academic contexts. LAS Links uses the following five levels, and each progressive stage reflects a more developed language proficiency level that builds on to the next level:

Beginning

Level 1 students are starting to develop receptive and productive uses of English in social, school, and academic contexts. Their comprehension may be demonstrated nonverbally or through their native language rather than in English.

Early Intermediate

Level 2 students are developing the ability to communicate in English in social, school, and academic contexts. Errors frequently impede basic communication and comprehension. Their receptive and productive control of lexical, syntactic, phonological, and discourse features of English is emerging.

Early Intermediate students have minimal vocabulary and grammar skills. They identify, describe, and discuss simple pictorial or text prompts. Students interpret language related to familiar social, school, and academic topics. They draw simple inferences and make simple comparisons. They restate rather than create original expressions. Restricted vocabulary and rudimentary grammar limit their expression and comprehension.

Intermediate

Level 3 students communicate in English across a range of grade-level appropriate language demands in social, school, and academic contexts. However, errors interfere with their communication and comprehension. Repetition and clarification are often needed. The students exhibit a limited range of productive and receptive control of lexical, syntactic, phonological, and discourse features when addressing new or familiar topics.

Level 3 students use limited vocabulary when defining concepts across and within academic disciplines. They can compare, contrast, summarize, and relate text to graphic organizers. They decode words, apply grammar conventions, and use context clues to identify word meanings. They identify proper and improper use of basic grammar. Although their language is generally coherent, it lacks significant elaboration or detail.

Proficient

Level 4 students communicate effectively in English, but with some errors, across a range of grade-level appropriate language demands in social, school, and academic contexts. The students exhibit productive and receptive control of lexical, syntactic, phonological, and discourse features when addressing new or familiar topics.

Level 4 students interpret, analyze, and evaluate written and oral information, basing their responses on implicit and explicit context clues and information from personal and academic experiences. They adequately express themselves and organize their responses in logical and sequenced order. They distinguish nuances of meaning and incorporate idiomatic expressions and academic vocabulary.

Above Proficient

Level 5 students communicate effectively in English, with few if any errors, across a wide range of grade-level appropriate language demands in social, school, and academic contexts. The students command a high degree of productive and receptive control of lexical, syntactic, phonological, and discourse features when addressing new or familiar topics.

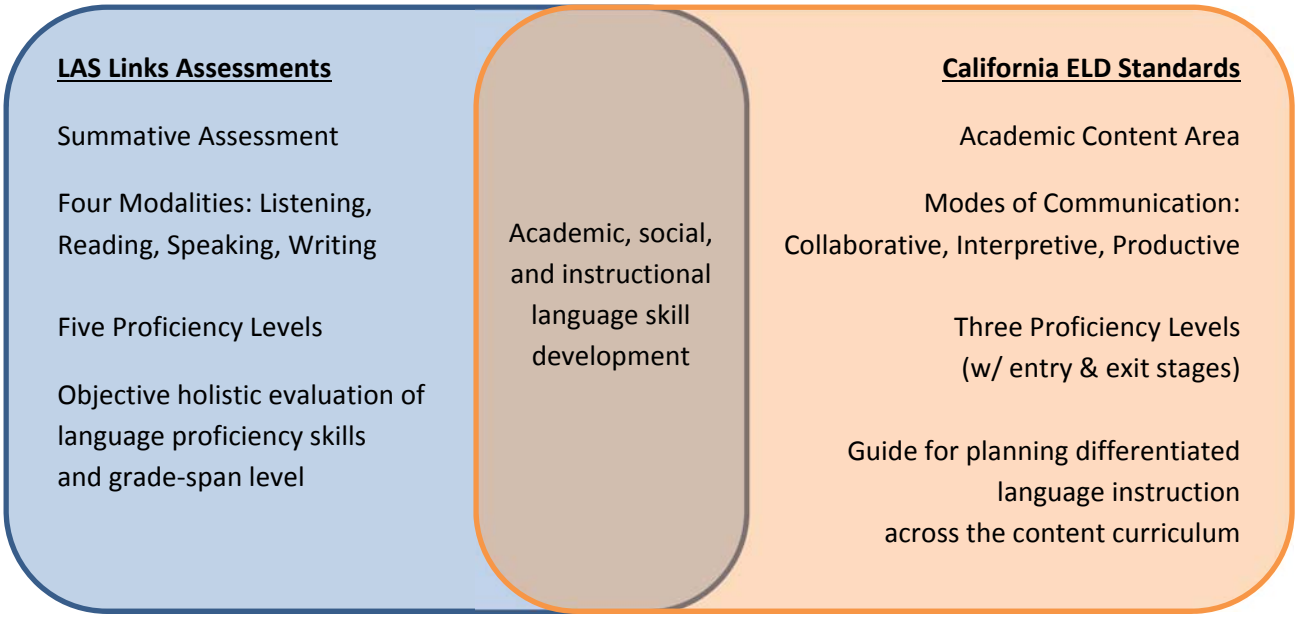
Level 5 students apply their language mastery to critically evaluate and synthesize written and oral information and to formulate hypotheses. Their facility with language allows them to analyze information, draw sophisticated inferences, and explain their reasoning. They skillfully organize information for presentations and can express subtle nuances of meaning. They apply literary techniques such as identifying author tone and point of view and can tailor language to a particular purpose and audience.

Overall Comparison

The CA ELD Standards were primarily designed to guide instruction, not assessment. Standardized tests can evaluate the results of many kinds of instruction, but not all. For example, the CA ELD Standards regarding “Collaborative” interaction (CA ELD Part IA 1 to 4) aim at guiding teaching and learning in a classroom, but these skills cannot easily be assessed in standardized tests—there is no collaboration per se.

Figure 2 below outlines the parallels between the focus and intent of LAS Links (an assessment framework) and the CA ELD Standards (an instruction framework):

Figure 2:
Overview of LAS Links Assessments and the CA ELD Standards



The Collaborative mode, involving interactions in a classroom setting, is generally beyond the scope of standardized testing. These skills by their nature involve working with others; tests are taken individually. However, the LAS Links tests in Speaking and Writing Domains offer exceptions. The Speaking-domain tests in LAS Links include series of questions on a single topic that simulate a collaborative conversation; the Writing-domain tests at the upper grade levels ask students to imagine that they are responding to a letter or blog post by another person, simulating a collaborative exchange. These may be said to indirectly align with CA ELD Collaborative Standards.

In LAS Links, the Interpretive mode in CA ELD is represented as *listening* and *reading* domain-tests, which assess students' **receptive** control of language. The Productive mode in CA ELD is represented as the *speaking* and *writing*-domain tests, which evaluate students' **productive** control of language. The full text alignment of LAS Links Standards, CA ELD Standards, and the CCSS is available in Appendix B.

METHOD

A. STANDARD TO STANDARD

This study adopted Cook's (2007) alignment methodology, which is a modified version of Webb's (1997) alignment framework. Cook's alignment methodology was used because the conceptualization of alignment goes beyond a simple content *link* or *match* between two sets of standards. For this study, using Cook's framework allows a more comprehensive analysis to evaluate the *correspondence* between each CA ELD Standards to the objectives/subskills within LAS Links Standards.

Cook's (2007) three alignment criteria were used but were partially modified to analyze the alignment between the LAS Links and CA ELD Standards. Specifically, the *breadth* criterion was modified, because originally, there was not a clear boundary between the *moderate* and the *strong* category—*moderate* category requires two or more corresponding objectives, while the *strong* category requires a "majority of objectives."

The following are the three alignment criteria used:

Link—Match

> "*Is there at least one LAS Links content area strands within the LAS Links Standard Framework aligned to a CA ELD Standard?"*

Adopting Cook's (2007) suggestion, to evaluate "match," there should be at least one LAS Links content area strand within the LAS Links Standard Framework aligned to each CA ELD Standard. If matched, the criterion is listed as a "Yes"; if not, then "No."

Correspondence—Depth

> *"How many LAS Links content area strands within the LAS Links Standard Framework apply to a CA ELD Standard?"*
>
> *"Which LAS Links content area strands within the LAS Links Standard Framework correspond to a CA ELD Standard?"*

To evaluate *depth*, Cook (2007) proposes a minimum of 40% Depth of Knowledge (DOK) level of standard alignment. In other words, 40% of all the LAS Links content area strands within the LAS Links Standard Framework need to be aligned with a CA ELD Standard.

It is important to note that for this analysis, LAS Links fourth strand—Foundational Skills—was aligned separately with CA ELD Part 3 Foundational Skills. Therefore, 12 LAS Links content area "standards" were used mainly for the depth analysis—three content area strands (Social, Intercultural, and Instructional Communication; Language Arts, Social Studies, and History; and Mathematics, Science, and Technical Subjects) per language domain (there are four language domains).

Correspondence—Breadth

> *"How many objectives/subskills within each of the three main LAS Links Standards correspond to the CA ELD Standards?"*
>
> *"Which of the subskills within each of the three main LAS Links Standards correspond to the CA ELD Standards?"*

The *breadth* criterion refers to the number of goal, objectives, and/or subskills within a standard aligned to another set of standard. The following are the three categories within the breadth criterion:

> *Limited*: $\leq$ 1 objective/subskill is aligned
>
> *Moderate*: 2 to 9 objectives/subskills are aligned
>
> *Strong*: 10 or more objectives/subskills are aligned

Cook (2007) recommends a moderate coverage. For example, a moderate coverage would indicate that more than one objective/subskill in LAS Links corresponds to a CA ELD Standard.

II. PROFICIENCY LEVEL TO PROFICIENCY LEVEL

An in-depth analysis comparing the proficiency level descriptors is presented in "Proficiency Level to Proficiency Level" section, under the Findings section of this report. Textual and conceptual comparisons were used as a method to find the similarities and the differences between the proficiency levels and the categories within these two standards. The progression of proficiency levels within and between the LAS Links and the CA ELD Standards was also evaluated.

III. ITEM TO STANDARD

For the item to standard alignment, the alignment team carefully examined every item in LAS Links Assessments in all domains and grade levels to determine which CA ELD Standards (and CCSS) were addressed by each test question. Once individual reviews were done, the team gathered the results to crosscheck and discussed any differences or concerns.

Figure 3 is a snapshot of a portion of the "master" spreadsheet used in the process of item to standard alignment. Note that test items were aligned with both CA ELD Standards and CCSS.

Figure 3:
Snapshot of Master Spreadsheet Test Map (Grades 4-5, Writing)

6	Order of Difficulty	Location	CTB Project ID	PL	Item No.	Item Type	Score Key	ctb_desc	California ELD Standards	Common Core Standards	Subskills	Objective
7	18	473	Form C	Early Int.	1	MC	1	SR	Part 1: C12 Part 2: A2	W.4.4-5; SL.4.4,6; L.4.1,3,5-6;RL.4.5; RI.4.5; W.4.1-4; SL.4.4; L.4.1,3	W3.1 Use articles	Write for Social Intercultural and Instructional Communication
8	24	495	Form D	Early Int.	1	MC	1	SR	Part 1: C12 Part 2: A2	W.4.4-5; SL.4.4,6; L.4.1,3,5-6;RL.4.5; RI.4.5; W.4.1-4; SL.4.4; L.4.1,3	W3.1 Use articles	Write for Social Intercultural and Instructional Communication
9	13	463	Form D	Early Int.	2	MC	1	SR	Part 1: B6, C12 Part 2: A2, B3	RL.4.1-7,9-10; RI.4.1-7,9-10; SL.4.2-3; L.4.3,4,6;W.4.4-5; SL.4.4,6; L.4.1,3,5-6;RL.4.5; RI.4.5; W.4.1-4;	W3.4 Tense and aspect	Write for Social Intercultural and Instructional Communication
10	28	503	Form C	Intermediate	2	MC	1	SR	Part 1: B6, C12 Part 2: A2, B3	RL.4.1-7,9-10; RI.4.1-7,9-10; SL.4.2-3; L.4.3,4,6;W.4.4-5; SL.4.4,6; L.4.1,3,5-6;RL.4.5; RI.4.5; W.4.1-4;	W3.4 Tense and aspect	Write for Social Intercultural and Instructional Communication
11	21	478	Form D	Early Int.	3	MC	1	SR	Part 1: C12 Part 2: A2	W.4.4-5; SL.4.4,6; L.4.1,3,5-6;RL.4.5; RI.4.5; W.4.1-4; SL.4.4; L.4.1,3	W3.7 Adjectives and adverbs	Write for Social Intercultural and Instructional Communication
12	25	496	Form C	Early Int.	3	MC	3	SR	Part 1: C12 Part 2: A2	W.4.4-5; SL.4.4,6; L.4.1,3,5-6;RL.4.5; RI.4.5; W.4.1-4; SL.4.4; L.4.1,3	W3.7 Adjectives and adverbs	Write for Social Intercultural and Instructional Communication
13	30	516	Form C	Intermediate	4	MC	4	SR	Part 1: C12 Part 2: A2	W.4.4-5; SL.4.4,6; L.4.1,3,5-6;RL.4.5; RI.4.5; W.4.1-4; SL.4.4; L.4.1,3	W3.8 Prepositional phrases	Write for Social Intercultural and Instructional Communication
14	38	533	Form D	Proficient	4	MC	4	SR	Part 1: C12 Part 2: A2	W.4.4-5; SL.4.4,6; L.4.1,3,5-6;RL.4.5; RI.4.5; W.4.1-4; SL.4.4; L.4.1,3	W3.8 Prepositional phrases	Write for Social Intercultural and Instructional Communication

In addition, Figure 4 is a snapshot of a spreadsheet used in the process to match items to LAS Links subskills, then to the corresponding CA ELD Standards.

Figure 4:
Item Match with LAS Links Subskills and CA ELD Standards (Grades 4-5)

LAS LINKS GRADES 4-5 (FORM D)	LAS LINKS Item Match Count	Test item #	CA ELD Standards Match	TOTAL CAELD Standards Matched
Sum of Match				29
LISTENING SUBTEST TOTAL *(DOMAIN)*	20		C6, C7	7
Listening *(SUBDOMAIN)*	8			
Listen for Social, Intercultural, and Instructional Communication *(OBJECTIVE/CONTENT)*				
L2 Respond to idiomatic expressions *(SUBSKILLS)*	2	5,6	Part I: B5, B7; Part II: C7	
L3.2 Identify main ideas	2	4,7	Part I: B5, B7, B8; Part II: C6	
L3.3 Identify supporting details	3	1,2,3	Part I: B5, B7	
L4.2 Make inferences	1	8	Part I: B5, B7; Part II: C6	
Academic Listening	12			
Listen for Language Arts, Social Studies, History				
L3.2 Identify main ideas	1	9	Part I: B5, B7	
L3.3 Identify supporting details	3	10,18,20	Part I: B5, B7; Part II: C6, C7	
L4.2 Make inferences	2	13, 19	Part I: B5, B7; Part II: C7	
Listen for Mathematics, Science, Technical Subjects				
L3.2 Identify main ideas	1	14	Part I: B5, B7; Part II: C6	
L3.3 Identify supporting details	2	16,17	Part I: B5, B6, B7; Part II: C6	
L4.2 Make inferences	3	11,12,15	Part I: B5, B7; Part II: B3; Part II: C7	
READING SUBTEST TOTAL	30		Part 1: B6, C12 Part 2: C6, C7	4
Reading	14			
Read for Social, Intercultural, Instructional Communication				
R3.1 Identify main ideas	4	1,7,10,12	Part 1: B6 Part 2: C6, C7	
R2.3 Interpret words and phrases as they are used in text	4	4,8,9,13	Part 1: B6, C12 Part 2: C6	
R3.2 Identify supporting details	6	2,3,5,6,11,14	Part 1: B6	
Academic Reading	16			
Read for Language Arts, Social Studies, History				
R3.1 Identify main ideas	3	15,25,26	Part 1: B6 Part 2: C6, C7	
R3.2 Identify supporting details	3	16,29,30	Part 1: B6 Part 2: C6	
R2.3 Interpret words and phrases as they are used in text	2	27,28	Part 1: B6, C12 Part 2: C6	
Read for Mathematics, Science, Technical Subjects				
R3.1 Identify main ideas	3	17,18,19	Part 1: B6 Part 2: C6,C7	
R2.3 Interpret words and phrases as they are used in text	2	21,22	Part 1: B6, C12 Part 2: C6	
R3.2 Identify supporting details	3	20,23,24	Part 1: B6, C12 Part 2: C6	

Finally, the team calculated the frequency with which test items align with each CA ELD Standard and CCSS. The results can be found in the “Item to Standard” section, under the Findings section of this report.

FINDINGS

A. STANDARD TO STANDARD

This section presents the alignment between CAELD and LAS Links Standards. For specific details (e.g., specific LAS Links content areas covered), **please see Appendix C.**

Collaborative

CAELD Part 1, A1
Exchanging information and ideas with others through oral collaborative discussions on a range of social and academic topics

LAS Links: (42% content area DOK; Strong breadth)

- Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole
- Ask questions, request clarification, and negotiate for understanding
- Describe information
- Describe people, locations, and scenery
- Describe purpose, use, or feature, using words, phrases, or sentences
- Explain ideas and opinions
- Express opinions and preferences
- Interpret and analyze information
- Interpret, narrate, and paraphrase events, using visual information
- Make requests

CAELD Part 1, A2
Interacting with others in written English in various communicative forms (print, communicative technology, and multimedia)

LAS Links: (8% content area DOK; Limited breadth)

- Write to describe, explain, report, compare, narrate, persuade, or express

CAELD Part 1, A3
Offering and supporting opinions and negotiating with others in communicative exchanges

LAS Links: (25% content area DOK; Moderate breadth)

- Ask questions, request clarification, and negotiate for understanding
- Explain ideas and opinions
- Express opinions and preferences

- Interpret, narrate, and paraphrase events, using visual information
- Provide information
- Describe purpose, use, or feature, using words, phrases, or sentences

CAELD Part 1, A4
Adapting language choices to various contexts (based on task, purpose, audience, and text type)

LAS Links: (25% content area DOK; Moderate breadth)

- Ask questions, request clarification, and negotiate for understanding
- Describe information
- Express opinions and preferences
- Interpret, narrate, and paraphrase events, using visual information
- Make requests

Interpretive

CAELD Part 1, B5
Listening actively to spoken English in a range of social and academic contexts

LAS Links: (33% content area DOK; Strong breadth)

- Demonstrate correct use of singular and plural
- Follow common, explicit oral directions to participate in diverse academic or social tasks
- Identify main ideas
- Identify purpose
- Identify supporting details
- Make inferences based on known information
- Make predictions based on known information
- Respond to idiomatic expressions to participate in diverse academic or social tasks, including phrasal verbs with idiomatic meaning
- Use articles
- Use pronouns correctly
- Use subject/verb agreement

CAELD Part 1, B6
Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language

LAS Links: (92% content area DOK; Strong breadth)

- Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole

- Apply knowledge of morphemes and syntax to word meaning
- Describe information
- Explain ideas and opinions
- Identify main ideas
- Identify point of view, tone, and attitude
- Identify supporting details
- Interpret and analyze information
- Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings.
- Interpret, narrate, and paraphrase events, using visual information
- Make inferences based on known information
- Make predictions based on known information
- Use auxiliary verbs
- Write sentences to describe or narrate
- Write sentences to explain
- Write sentences to interpret or analyze
- Write sentences to summarize
- Write to describe, explain, report, compare, narrate, persuade, or express

CAELD Part 1, B7

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

LAS Links: (25% content area DOK; Moderate breadth)

- Follow common, explicit oral directions to participate in diverse academic or social tasks
- Identify main ideas
- Identify purpose
- Identify supporting details
- Make inferences based on known information
- Make predictions based on known information
- Respond to idiomatic expressions to participate in diverse academic or social tasks, including phrasal verbs with idiomatic meaning

CAELD Part 1, B8

Analyzing how writers and speakers use vocabulary and other language resources for specific purposes (to explain, persuade, entertain, etc.) depending on modality, text type, purpose, audience, topic, and content area

LAS Links: (25% content area DOK; Moderate breadth)

- Identify main ideas
- Identify purpose

- Identify supporting details
- Make inferences based on known information
- Respond to idiomatic expressions to participate in diverse academic or social tasks, including phrasal verbs with idiomatic meaning

Productive

CAELD Part 1, C9
Expressing information and ideas in formal oral presentations on academic topics

LAS Links: (25% content area DOK; Moderate breadth)

- Describe information
- Explain ideas and opinions
- Interpret and analyze information
- Interpret, narrate, and paraphrase events, using visual information

CAELD Part 1, C10
Writing literary and informational texts to present, describe, and explain ideas and information, using appropriate technology

LAS Links: (25% content area DOK; Moderate breadth)

- Write sentences to explain
- Write sentences to summarize
- Write to describe, explain, report, compare, narrate, persuade, or express

CAELD Part 1, C11
Supporting own opinions and evaluating others' opinions in speaking and writing

LAS Links: (42% content area DOK; Moderate breadth)

- Write sentences to explain
- Write sentences to summarize
- Write to describe, explain, report, compare, narrate, persuade, or express

CAELD Part 1, C12
Selecting and applying varied and precise vocabulary and language structures to effectively convey ideas

LAS Links: (75% content area DOK; Strong breadth)

- Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole
- Apply knowledge of morphemes and syntax to word meaning
- Ask questions, request clarification, and negotiate for understanding
- Demonstrate correct use of singular and plural
- Demonstrate correct use of tense and aspect
- Describe information
- Describe people, locations, and scenery
- Describe purpose, use, or feature, using words, phrases, or sentences
- Distinguish adjectives and adverbs
- Explain ideas and opinions
- Express opinions and preferences
- Identify an academic or social situation and describe it, using sentences
- Identify an object (inanimate and animate) or concept
- Identify supporting details
- Interpret and analyze information
- Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings.
- Interpret, narrate, and paraphrase events, using visual information
- Make requests
- Provide information
- Use appropriate semi-colons
- Use appropriate capitalization
- Use appropriate sentence-ending marks
- Use articles
- Use auxiliary verbs
- Use commas appropriately
- Use conjunctions
- Use prepositional phrases
- Use pronouns correctly
- Use subject/verb agreement
- Write sentences to describe or narrate
- Write sentences to explain
- Write sentences to interpret or analyze
- Write sentences to state opinions
- Write sentences to summarize
- Write to describe, explain, report, compare, narrate, persuade, or express

Structuring Cohesive Texts

CAELD Part 2, A1

Understanding text structure

LAS Links: (17% content area DOK; Moderate breadth)

- Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole
- Identify important literary features of text

CAELD Part 2, A2

Understanding cohesion

LAS Links: (25% content area DOK; Strong breadth)

- Demonstrate correct use of singular and plural
- Demonstrate correct use of tense and aspect
- Distinguish adjectives and adverbs
- Use appropriate capitalization
- Use appropriate sentence-ending marks
- Use articles
- Use auxiliary verbs
- Use colons appropriately
- Use commas appropriately
- Use conjunctions
- Use parallel structure
- Use prepositional phrases
- Use pronouns correctly
- Use semi-colons appropriately
- Use subject/verb agreement

CAELD Part 2, B3

Using verbs and verb phrases

LAS Links: (42% content area DOK; Moderate breadth)

- Demonstrate correct use of tense and aspect
- Make inferences based on known information
- Respond to idiomatic expressions to participate in diverse academic or social tasks, including phrasal verbs with idiomatic meaning
- Use articles
- Use auxiliary verbs
- Use subject/verb agreement

CAELD Part 2, B4
Using nouns and noun phrases

LAS Links: (25% content area DOK; Moderate breadth)

- Demonstrate correct use of singular and plural
- Respond to idiomatic expressions to participate in diverse academic or social tasks, including phrasal verbs with idiomatic meaning (e.g., give me a hand or settle for)

CAELD Part 2, B5
Modifying to add details

LAS Links: (17% content area DOK; Limited breadth)

- Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole

Connecting and Condensing Ideas

CAELD Part 2, C6
Connecting ideas

LAS Links: (100% content area DOK; Strong breadth)

- Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole
- Apply knowledge of morphemes and syntax to word meaning
- Describe information
- Describe people, locations, and scenery
- Describe purpose, use, or feature, using words, phrases, or sentences
- Explain ideas and opinions
- Identify an academic or social situation and describe it, using sentences
- Identify important literary features of text
- Identify main ideas
- Identify point of view, tone, and attitude
- Identify purpose
- Identify supporting details
- Interpret and analyze information
- Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings.
- Interpret, narrate, and paraphrase events, using visual information
- Make predictions based on known information
- Make requests

- Respond to idiomatic expressions to participate in diverse academic or social tasks, including phrasal verbs with idiomatic meaning (e.g., give me a hand or settle for)
- Write sentences to describe or narrate
- Write sentences to explain
- Write sentences to interpret or analyze

CAELD Part 2, C7
Condensing ideas

LAS Links: (83% content area DOK; Moderate breadth)

- Describe information
- Explain ideas and opinions
- Identify main ideas
- Identify purpose
- Identify supporting details
- Interpret and analyze information
- Make predictions based on known information
- Write sentences to summarize

Foundational Literacy Skills

CAELD Part III
Using foundational literacy skills

LAS Links: (100% content area DOK; Moderate breadth)

- Apply letter-sound relationships to read English phonemes
- Apply letter-sound relationships to read English words
- Classify words
- Copy words and sentences
- Use appropriate capitalization
- Use appropriate sentence-ending marks
- Write letters, numerals and words
- Write sentences to describe or narrate

Summary

1. Depth of Knowledge—Correspondence and coverage between LAS Links content area and CAELD Standards

Table 2 summarizes the DOK of LAS Links content area strand to CA ELD Standards:

Table 2:
Depth of Knowledge—Correspondence and coverage between LAS Links content area and CAELD Standards

DOK of LAS Links to CAELD		
0 – 19% [1]	20 – 39%	40% and above
CAELD Part 1, A2 CAELD Part 2, A1 CAELD Part 2, B5	CAELD Part 1, A3 CAELD Part 1, A4 CAELD Part 1, B5 CAELD Part 1, B7 CAELD Part 1, B8 CAELD Part 1, C9 CAELD Part 1, C10 CAELD Part 2, A2 CAELD Part 2, B4	CAELD Part 1, A1 CAELD Part 1, B6 CAELD Part 1, C11 CAELD Part 1, C12 CAELD Part 2, B3 CAELD Part 2, C6 CAELD Part 2, C7 CAELD Part 3

Table 3:
Overall number of LAS Links Content Area Strands Corresponding to CAELD Standards

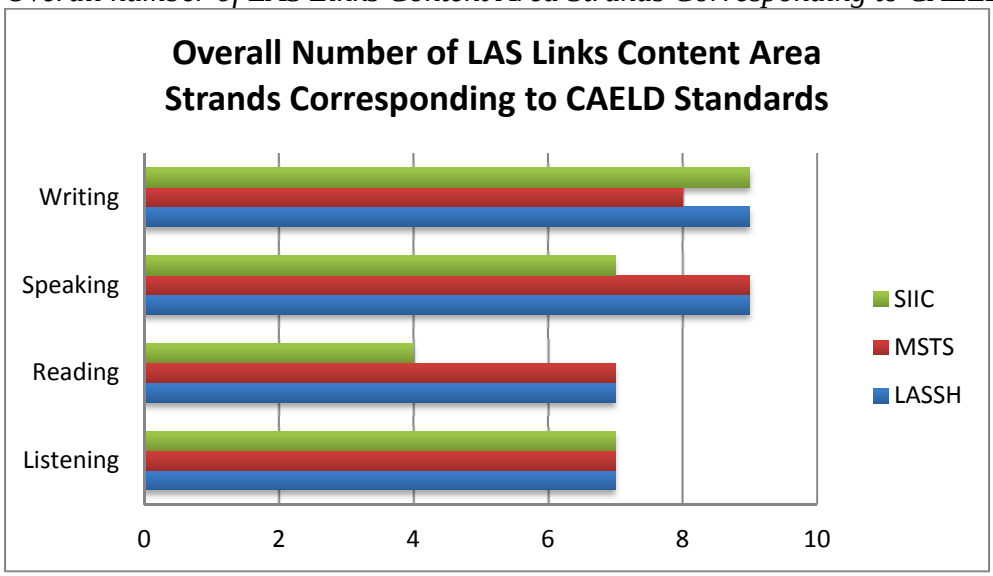
Language Domains	Language Arts, Social Studies, and History (LASSH)	Mathematics, Science, and Technical Subjects (MSTS)	Social, Intercultural, and Instructional Communications (SIIC)
Writing	9	8	9
Speaking	9	9	7
Reading	7	7	4
Listening	7*	7	7
TOTAL	32**	31	27

** To interpret this data: there are seven different occasions in which the "Listen for LASSH" content strand is applicable to a particular CAELD standard (Part 1, B5; Part 1, B6; Part 1, B7; Part 1, B8; Part 2, B4; Part 2, C6; Part 2, C7).*

***To interpret the total: there are 32 occasions, in which the LAS Links LASSH content area strand corresponds to CAELD Standards. As shown in the table, LAS Links has almost equal coverage amongst the three content areas that correspond to CAELD Standards.*

Figure 5 is another way of looking at Table 3:

Figure 5:
Overall number of LAS Links Content Area Strands Corresponding to CAELD Standards



Note: SIIC = Social, Intercultural, and Instructional Communication; MSTS: Mathematics, Science, and Technical Subjects; LASSH: Language Arts, Social Studies, and History.

2. Breadth—Correspondence and coverage between LAS Links and CAELD

Table 4 shows a summary of the breadth correspondence between LAS Links subskills/objectives (LAS Links Standards Framework) and CAELD Standards:

Table 4:
Breadth—Correspondence and coverage between LAS Links and CAELD

Limited[1]	Moderate[2]		Strong[3]
CAELD Part 1, A2	CAELD Part 1, A3	CAELD Part 1, C11	CAELD Part 1, A1
CAELD Part 2, B5	CAELD Part 1, A4	CAELD Part 2, A1	CAELD Part 1, B5
	CAELD Part 1, B7	CAELD Part 2, B3	CAELD Part 1, B6
	CAELD Part 1, B8	CAELD Part 2, B4	CAELD Part 1, C12
	CAELD Part 1, B9	CAELD Part 2, C7	CAELD Part 2, A2
	CAELD Part 1, C10	CAELD Part 3	CAELD Part 2, C6

Note: [1] One or less than one LAS Links subskill/objective correspondence; [2] Two to nine subskills/objectives correspondence; [3] 10 or more subskills/objectives correspondence.

As previously shown in Table 2 and Table 4, several CAELD Standards strongly align with LAS Links Standards Framework. For example, in **CAELD Part 1, B6**—*Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language*—the alignment with LAS Links Standards Framework shows as 92% DOK and "strong" breadth. This alignment makes sense because the overall LAS Links

Assessment and Standards involve skills, such as analyzing texts and interpreting words and phrases to understand their implicit and explicit meanings within various texts.

Another CAELD Standard that strongly aligns with LAS Links Standards Framework is **Part 1, C12**—*Selecting and applying varied and precise vocabulary and language structures to effectively convey ideas* (with 75% DOK and "strong" breadth). This result is also expected because LAS Links Assessment and Standards involves evaluating students' grammatical knowledge and their ability to use words effectively to express ideas, opinions, and information in varied contexts.

When analyzing the results, one of the strongest alignments is with **CAELD Part 2, C6**—*Connecting ideas* (100% DOK and "strong" breadth). This means that in all the content areas that LAS Links cover (SIIC, LASSH, MSTS), the objective/skill "connecting ideas" is assessed. This result is consistent with the major skills that LAS Links assesses, which are *identifying*, *summarizing*, and *interpreting* ideas and information.

Finally, there are two CAELD Standards that have "strong" breadth, but have lower content area DOK. First, the **CAELD Part 1, B5**—*Listening actively to spoken English in a range of social and academic contexts*—has 33% DOK. This is expected because the skill being assessed is "listening"; thus, the content coverage for LAS Links is mostly "Listen for SIIC, MSTS, and LASSH." Specifically, LAS Links assesses how well students follow common and explicit oral directions to participate in diverse academic and social tasks, as well as how well they respond to idiomatic expressions to participate in diverse academic or social tasks.

Similarly, for **CAELD Part 2, A2**—*Understanding cohesion*, there is only 25% DOK because the CAELD Standard is mostly relevant to assessing students' writing; thus, the content coverage for LAS Links is "Write for SIIC, MSTS, and LASSH." As an example, LAS Links assesses how well students use certain grammar functions, such as conjunctions, parallel structures, commas, etc.

Alignment with CCSS

Aligning standards with CCSS is highly valuable because CCSS serves as an overarching single set of clear educational standards for K-12 students in the United States. Aligning the LAS Links Standards Framework also with CCSS ensures that LAS Links shares clear understanding of expectations of language proficiency in reading, writing, speaking, and listening, as well as knowledge and skills in various content areas relevant to social, school, and academic contexts.

The following presents a few examples of how some of the LAS Links Standards are aligned with both CA ELD Standards and the CCSS. These examples were selected based on the breadth discussion in previous section. Also, as mentioned earlier in the report, the full text alignment of the LAS Links Standards, CA ELD Standards, and the CCSS is available in Appendix B.

Sample 1: CAELD Part 1, B6 – 92% Content Area DOK and "Strong" Breadth with LAS Links

The standards below focus on students' abilities to read texts closely, understand and analyze the information, tone, point of view, structures, as well as draw inferences and finding out the meanings of language used in text.

CA ELD Standards	LAS Links Standards Framework	COMMON CORE STATE STANDARDS
B6 **Reading closely literary and informational texts** and viewing multimedia to **determine how meaning is conveyed explicitly and implicitly through language**	• **Analyze the structure** of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole • **Apply knowledge of morphemes** and syntax to word meaning • Describe information • Explain ideas and opinions • **Identify main ideas** • **Identify point of view, tone, and attitude** • **Identify supporting details** • **Interpret and analyze information** • **Interpret words and phrases** as they are used in a text, including determining technical, connotative, and figurative meanings. • **Interpret, narrate, and paraphrase** events, using visual information • **Make inferences** based on known information	• **Quote accurately** from a text when explaining what the text says explicitly and when drawing inferences from the text. RL.5.1 • **Determine a theme** of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or **how the speaker in a poem reflects upon a topic**; summarize the text. RL.5.2 • **Compare and contrast** two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact). RL.5.3 • **Determine the meaning of words and phrases** as they are used in a text, including **figurative language** such as metaphors and similes. RL.5.4 • Explain how a series of chapters, scenes, or stanzas fits together to provide the **overall structure** of a particular story, drama, or poem. RL.5.5 • Describe how a narrator's or speaker's **point of view** influences how events are described. RL.5.6 • **Analyze** how visual and multimedia elements contribute to the **meaning, tone, or beauty of a text** (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem). RL.5.7

	• Make predictions based on known information • Use auxiliary verbs • Write sentences to describe or narrate • Write sentences to explain • Write sentences to interpret or analyze • Write sentences to summarize • Write to describe, explain, report, compare, narrate, persuade, or express	• **Compare and contrast stories** in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics. RL.5.9 • By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently. RL.5.10 • Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. RI.5.1 • **Determine two or more main ideas** of a text and explain how they are supported by key details; summarize the text. RI.5.2 • **Explain the relationships or interactions** between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text. RI.5.3 • **Determine the meaning** of general academic and domain-specific words and phrases in a text relevant to a *grade 5 topic or subject area*. RI.5.4 • **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. RI.5.5 • **Analyze** multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. RI.5.6 • **Draw on information** from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. RI.5.7

		• Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. RI.5.9 • By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently. RI.5.10 • Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. SL.5.2 • Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence. SL.5.3 • Use knowledge of language and its conventions when writing, speaking, reading, or listening. L.5.3 • Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. L.5.4 • Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., *however, although, nevertheless, similarly, moreover, in addition*). L.5.6

Sample 2: CAELD Part 1, C12 – 75% Content Area DOK and "Strong" Breadth with LAS Links

The standards below focus on students' abilities to use language effectively to convey ideas and opinions. Students' grammatical knowledge and usage of English, as well as their extent of using language in describing academic and social situations are assessed.

CA ELD Standards	LAS Links Standards Framework	COMMON CORE STATE STANDARDS
C12 **Selecting and applying varied and precise vocabulary and language structures to effectively convey ideas**	• **Analyze the structure of texts**, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole • **Apply knowledge** of morphemes and syntax to word meaning • Ask questions, request clarification, and negotiate for understanding • Demonstrate **correct use** of singular and plural • Demonstrate correct use of tense and aspect • Describe information • **Describe** people, locations, and scenery • Describe purpose, use, or feature, using words, phrases, or sentences • **Distinguish** adjectives and adverbs • **Explain** ideas and opinions • Express opinions and preferences • **Identify an academic or social situation and describe it, using sentences** • Identify an object (inanimate and animate) or concept • Identify supporting details • Interpret and **analyze information** • **Interpret words** and phrases as they are used in a text, including determining technical, connotative,	• **Produce clear and coherent writing** in which the development and organization are appropriate to task, purpose, and audience. W.5.4 • With guidance and support from peers and adults, **develop and strengthen writing** as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 5 here.) W.5.5 • **Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details** to support main ideas or themes; speak clearly at an understandable pace. SL.5.4 • Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 here for specific expectations.) SL.5.6 • **Demonstrate command of the conventions of standard English grammar and usage** when writing or

	and figurative meanings. • Interpret, narrate, and paraphrase events, using visual information • Make requests • Provide information • **Use appropriate** semi-colons • Use appropriate capitalization • Use appropriate sentence-ending marks • Use articles • Use auxiliary verbs • Use commas appropriately • Use conjunctions • Use prepositional phrases • Use pronouns correctly • Use subject/verb agreement • Write sentences to describe or narrate • Write sentences to explain • Write sentences to interpret or analyze • Write sentences to state opinions • Write sentences to summarize • Write to describe, explain, report, compare, narrate, persuade, or express	speaking. L.5.1 • **Use knowledge of language** and its conventions when writing, speaking, reading, or listening. L.5.3 • **Demonstrate understanding of figurative language**, word relationships, and nuances in word meanings. L.5.5 • **Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases**, including those that signal contrast, addition, and other logical relationships (e.g., *however, although, nevertheless, similarly, moreover, in addition*). L.5.6

Sample 3: CAELD Part 2, C6 – 100% Content Area DOK and "Strong" Breadth with LAS Links

The standards below focus on students' abilities to use language effectively to connect ideas, which involves skills, such as identifying information, main ideas, and details, and organizing them in logical order to describe and explain effectively. These ideas can then be analyzed, linked, and make conclusions and inferences.

CA ELD Standards	LAS Links Standards Framework	COMMON CORE STATE STANDARDS
Part II C6 **Connecting** ideas	• **Analyze** the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole • **Apply knowledge** of morphemes and syntax to word meaning • **Describe** information • Describe people, locations, and scenery • Describe purpose, use, or feature, using words, phrases, or sentences • **Explain** ideas and opinions • **Identify** an academic or social situation and describe it, using sentences • Identify important literary features of text • Identify main ideas • Identify point of view, tone, and attitude • Identify purpose	• Write opinion pieces on topics or texts, **supporting a point of view** with reasons and information. a. **Introduce** a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose. b. **Provide logically ordered reasons** that are supported by facts and details. c. **Link opinion and reasons** using words, phrases, and clauses (e.g., *consequently, specifically*). d. **Provide a concluding statement** or section related to the opinion presented. W.5.1 • Write informative/explanatory texts to examine a topic and **convey ideas** and information clearly. a. **Introduce** a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. b. **Develop** the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. c. **Link** ideas within and across categories of information using words, phrases, and clauses (e.g., *in contrast, especially*). d. Use precise language and domain-specific vocabulary to inform about or explain the topic.

	• Identify supporting details • **Interpret** and analyze information • Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings. • Interpret, **narrate, and paraphrase events**, using visual information • **Make predictions** based on known information • Make requests • Respond to idiomatic expressions to participate in diverse academic or social tasks, including phrasal verbs with idiomatic meaning (e.g., give me a hand or settle for) • **Write sentences** to describe or narrate • Write sentences to explain • Write sentences to interpret or analyze	e. Provide a concluding statement or section related to the information or explanation presented. W.5.2 • Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. a. **Orient the reader** by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. b. **Use narrative techniques**, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. c. **Use a variety of transitional words,** phrases, and clauses to manage the sequence of events. d. **Use concrete words** and phrases and sensory details to convey experiences and events precisely. e. Provide a conclusion that follows from the narrated experiences or events. W.5.3 • With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.) W.5.5 • Report on a topic or text or present an opinion, **sequencing ideas logically** and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. 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), and provides a concluding statement related to the speaker's position. CA b. Memorize and recite a poem or section of a speech or

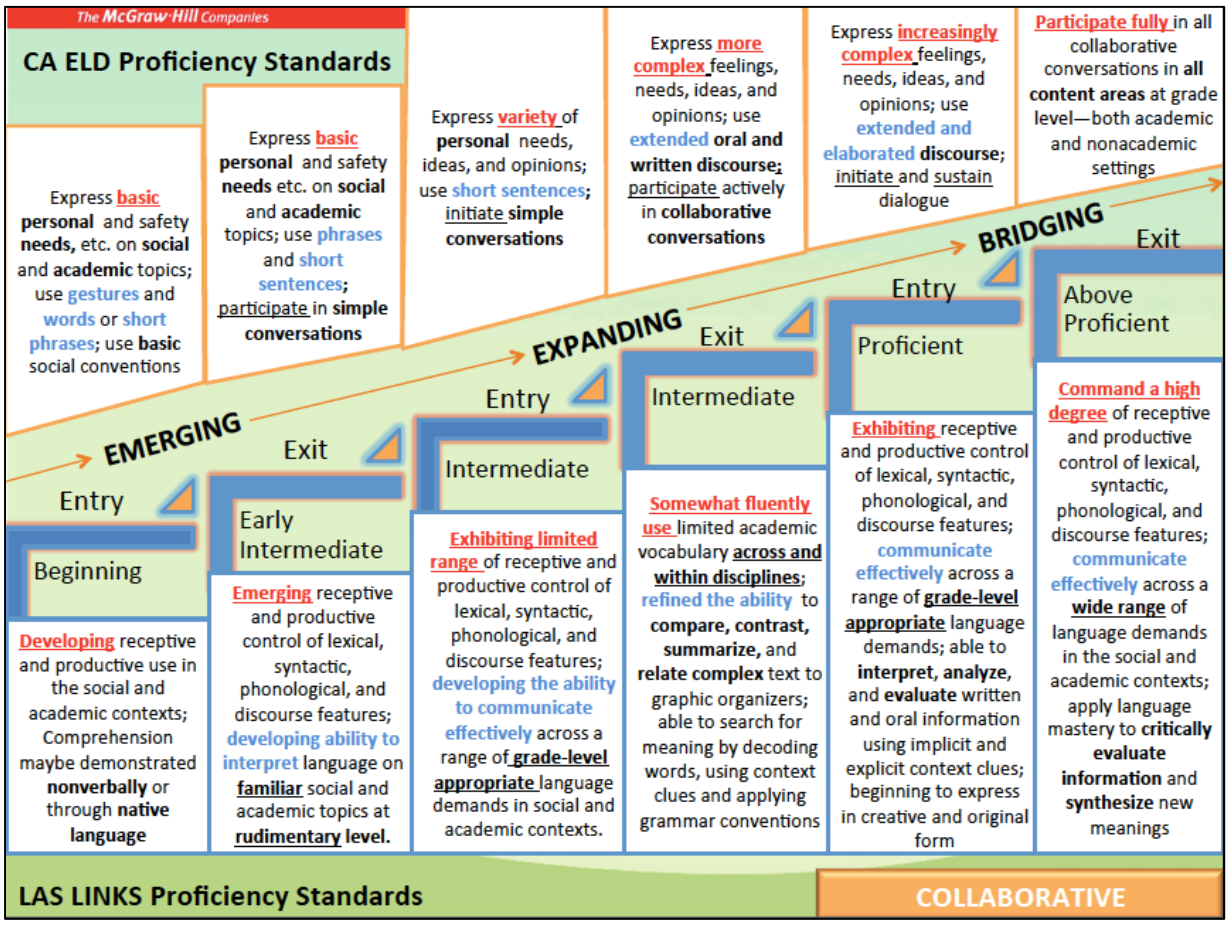
		historical document using rate, expression, and gestures appropriate to the selection. CA SL.5.4 • Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 for specific expectations.) SL.5.6 • **Demonstrate command of the conventions** of standard English grammar and usage when writing or speaking. a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. *b.* Form and use the perfect (e.g., *I had walked; I have walked; I will have walked*) verb tenses. c. Use verb tense to convey various times, sequences, states, and conditions. d. Recognize and correct inappropriate shifts in verb tense.* e. Use correlative conjunctions (e.g., *either/or, neither/nor*). L.5.1 • Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. b. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems L.5.3 • Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., *however, although, nevertheless, similarly, moreover, in addition*). L.5.6

B. PROFICIENCY LEVEL TO PROFICIENCY LEVEL

Collaborative

Figure 6 presents how CA ELD Proficiency Level Definitions in the Collaborative Standards correspond to LAS Links High Level Definitions. For this domain, CA ELD uses the term **express**, while LAS Links uses the word **communicate**.

Figure 6:
Collaborative: CA ELD Proficiency Level to LAS Links High Level Definitions



For CA ELD, the degree continuum goes from:

> **Basic → variety → more complex → increasingly complex → full participation.**

For LAS Links, the continuum flows from:

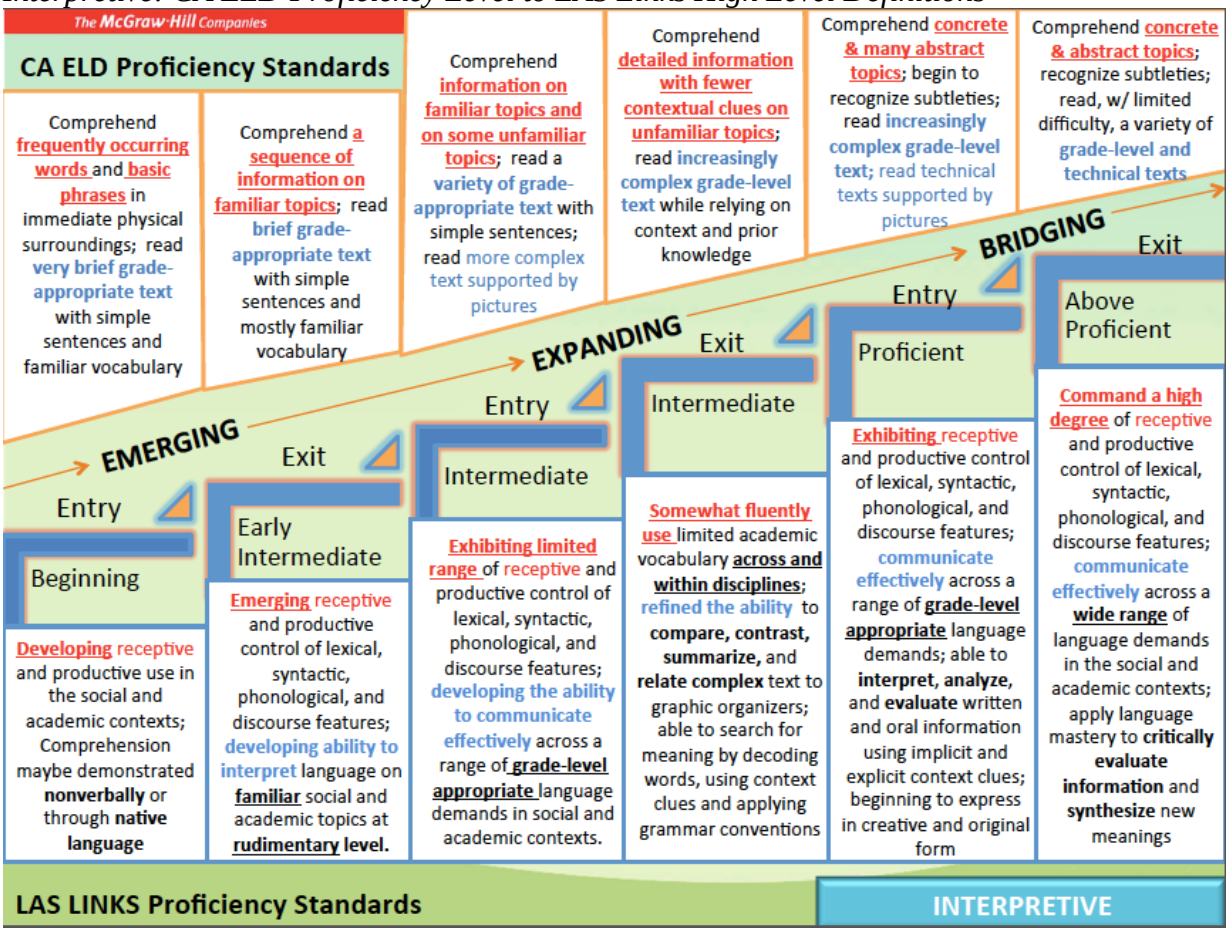
> **Developing → emerging → exhibiting limited range/somewhat fluent → exhibiting control → command high degree of control.**

See Appendix D for the full texts of these alignments.

Interpretive

Figure 7 highlights how CA ELD Proficiency Level Definitions in the Interpretive Standards correspond to LAS Links High Level Definitions. For this domain, CA ELD uses the term **comprehend**, while LAS Links refers it as **receptive use**.

Figure 7:
Interpretive: CA ELD Proficiency Level to LAS Links High Level Definitions



For CA ELD, the degree continuum goes from:

> **Basic and familiar topics → some unfamiliar topics → concrete and many abstract topics → concrete and abstract topics.**

The CA ELD continuum also relates with the complexity of text:

> **Very brief** (grade-appropriate text) → **brief** → **variety** → **increasingly complex** (and some technical texts) → **grade-level technical texts.**

For LAS Links, the continuum flows from:

Developing →emerging →exhibiting limited range →exhibiting control →command a high degree of (receptive) **control.**

In terms of text complexity, LAS Links continuum goes from:

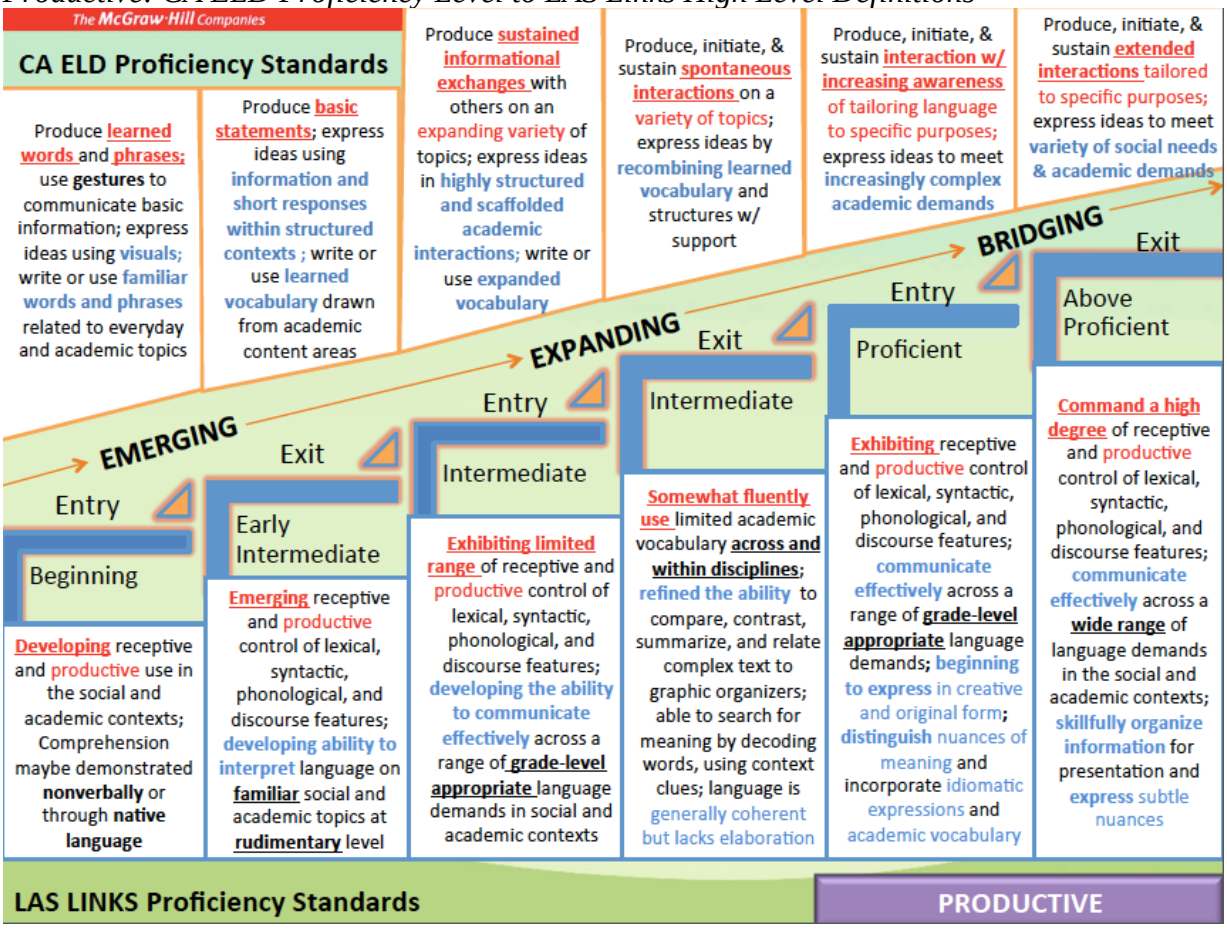
Familiar and rudimentary level → range of grade-level appropriate → across and within disciplines (grade-level appropriate) → wide range.

See Appendix E for the full texts of these alignments.

Productive

Figure 8 highlights how CA ELD Proficiency Level Definitions in the Productive Standards correspond to LAS Links High Level Definitions. For this domain, CA ELD uses the term **produce**, while LAS Links refers it as **productive use**.

Figure 8:
Productive: CA ELD Proficiency Level to LAS Links High Level Definitions



For CA ELD, the degree continuum goes from: (produce)

> **Words and phrases → basic statements → sustained informational exchanges on an expanding variety of topics → spontaneous interactions on a variety of topics → interactions with increasing awareness → extended interactions.**

The CA ELD continuum also relates with the complexity of words used:

> **Familiar words/phrases → learned vocabulary → expanded vocabulary → recombining learned vocabulary and structures → increasingly complex → variety and complex.**

For LAS Links, the continuum flows from:

> **Developing →emerging →exhibiting limited range →exhibiting control to command a high degree of (**productive) **control.**

In terms of specific skills, LAS Links continuum goes from:

> **Developing the ability (**using familiar topics) **→ developing the ability to communicate effectively → refined the ability to communicate effectively (using context clues) → communicate effectively and beginning to express in creative form → communicate effectively, skillfully organize information, express subtle nuances.**

See Appendix F for the full texts of these alignments.

C. ITEM TO STANDARDS

Table 5 provides an overview of the relative weight that LAS Links test items assign to CA ELD Standards. See Appendix G for LAS Links test item alignment with CA ELD Standards by domain.

Table 5:
Overall LAS Links Test Item Alignment to 20 CA ELD Standards

CA ELD Standard Category	Modality	California ELD Standard	K	1	2-3	4-5	6-8	9-12		K	1	2-3	4-5	6-8	9-12
			Total test items addressing each CA ELD Standard (all LAS Links tests)							Percent of test items addressing each CA ELD Standard (all LAS Links tests)					
Collaborative	Speaking Listening	Part I-A1: Exchanging information and ideas with others through oral collaborative discussions on a range of social and academic topics	6	11	8	10	10	8		4%	6%	5%	6%	6%	5%
	Writing Reading	Part I-A2: Interacting with others in written English in various communication forms (print, communicative technology, and multimedia)[1]			2	2	2	2		0%	0%	1%	1%	1%	1%
	ALL	Part I-A3: Offering and supporting opinions and negotiating with others in communicative exchanges			9	8	7	6		0%	0%	5%	5%	4%	3%
	Writing Speaking	Part I-A4: Adapting language choices to various contexts	5	7	2	11	10	10		3%	4%	1%	6%	6%	6%
Interpretive	Listening	Part I-B5: Listening actively to Spoken English in a range of social and academic topics	48	47	40	40	46	46		30%	27%	24%	24%	26%	26%
	Reading	Part I-B6: Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly	50	58	66	99	102	104		31%	33%	39%	58%	58%	59%
	Listening Reading	Part I-B7: 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	25	25	31	39	46	46		16%	14%	18%	23%	26%	26%
	Listening Reading	Part I-B8: Analyzing how writers and speakers use vocabulary and other language resources for specific purposes depending on modality, text type, purpose, audience, topic, and content	2	2	8	4	9	11		1%	1%	5%	2%	5%	6%
Productive	Speaking	Part I-C9: Expressing information and ideas in formal oral presentations on academic topics				12	8	8		0%	0%	0%	7%	5%	5%
	Writing	Part I-C10: Writing literary and informational texts to present, describe, and explain ideas and information, using appropriate technology				14	14	14		0%	0%	0%	8%	8%	8%
	Speaking Writing	Part I-C11: Supporting own opinions and evaluating other's opinions in speaking and writing			6	6	2	2		0%	0%	4%	4%	1%	1%
	Speaking Writing	Part I-C12: Selecting and applying varied and precise vocabulary and other language resources to effectively convey ideas	38	54	94	93	81	83		24%	31%	55%	55%	46%	47%
IP	All	Part II-A1: Understanding text structure					3	3		0%	0%	0%	0%	2%	2%
IP	All	Part II-A2: Understanding cohesion	12	8	20	20	20	20		8%	5%	12%	12%	11%	11%
IP	All	Part II-B3: Using verbs and verb phrases	3	3	9	6	8	6		2%	2%	5%	4%	5%	3%
IP	All	Part II-B4: Using nouns and noun phrases	0		2	3	2	1		0%	0%	1%	2%	1%	1%
IP	All	Part II-B5: Modifying to add detail					2	3		0%	0%	0%	0%	1%	2%
IP	All	Part II-C6: Connecting ideas	41	68	80	85	81	82		26%	39%	47%	50%	46%	47%
IP	All	Part II-C7: Condensing ideas	4	4	12	41	38	42		3%	2%	7%	24%	22%	24%
IP	All	Part III: Using Foundational Literacy Skills	33	41	4					21%	23%	2%	0%	0%	0%

The following notes clarify the structure and data presented in Table 5:

- On the left, there are the three “modes of communication” of CA ELD (Collaborative, Interpretive, and Productive).
- The notation “IP” refers to Part II Standards applied to both Interpretive and Productive modes.
- The “Modality” column identifies whether the standard applies to the domains of speaking, writing, listening, or reading.
- LAS Links addresses every CA ELD Standard.
- Most test items align with more than one CA ELD Standard; therefore, percentages will sum to more than 100%.
- Percentages on the right reflect the total number of test items aligned with a given standard, divided by the total number of test items on all four language domain tests. This yields a conservative value since some standards are clearly intended for assessment by writing or speaking tests only.
- When viewing the percentages relative to one another, these values indicate the weighting LAS Links apportions among various standards. Some percentages may not seem to directly correspond to raw item counts; this is due to varying numbers of questions on tests from one grade to another.
- “Total Test Items” includes questions from both LAS Links Forms C and D.
- Standards addressing the “Collaborative” mode are intended to guide classroom activity and interaction. Consequently, they are not easily assessable by standardized testing. LAS Links Speaking tests indirectly align with Collaborative standards through series of exchanges between tester and student (see Appendix H for example).
- Students at Grades K-3 do not produce formal oral or written academic presentations in LAS Links (Standards C9 and C10 in Part I).
- “Using Foundational Literacy Skills” questions appear only in Grades K-3.
- Items (Part I) B6, B7, and C12 show a steadily increasing emphasis on close reading and sophisticated language discrimination as grade levels rise.

OTHER FINDINGS

Skills not easily assessable by standardized testing

While every LAS Links test item addresses at least one CA ELD Standard and at least one item addresses every CA ELD Standard, LAS Links does not address all standards with equal weight. The standards were conceived primarily to guide teaching and learning, not assessment, and some standards address the life of the classroom in ways standardized tests cannot replicate. For example, CA ELD Standards regarding Collaborative skills (Section 1, Part I: A1-4) are difficult to assess on standardized tests; the spirit of these standards involves dynamic interaction among students and teachers, whereas standardized tests are taken by individual students. A few LAS Links questions—particularly in the Speaking tests – do ask students to imagine such interactions (such as in replying to a letter or a blog post), but these are one-time and one-way responses without feedback. Other sections of the Speaking test present a series of questions on the same prompt, provoking a conversational exchange between tester and student that simulates a collaborative discussion (see example in Appendix H). Table 6 is a sample that illustrates the indirect alignment of the LAS Links Speaking tests with the Collaborative Standards:

Table 6:
Indirect Alignment of LAS Links Speaking Test Items with CA ELD Standards (Collaborative)

CA ELD Standard	***K***	***1***	***2-3***	***4-5***	***6-8***	***9-12***
Part I: A1	***6***	***11***	***8***	***10***	***10***	***8***
Part I: A2			***2***	***2***	***2***	***2***
Part I: A3			***9***	***8***	***7***	***6***
Part I: A4	***5***	***7***	***2***	***11***	***10***	***10***
Total of ALL items	***11***	***18***	***21***	***31***	***29***	***26***
Number of Speaking test items	***28***	***36***	***36***	***36***	***36***	***36***
Total alignment (total/items)	***39.3%***	***50.0%***	***58.3%***	***86.1%***	***80.6%***	***72.2%***

SUMMARY AND CONCLUSION

DRC undertook this study to verify points of alignment between the CA ELD Standards and the LAS Links Assessments. The alignment 1) carried out a statistical analysis of specific test items' alignment with specific CA ELD Standards; and 2) identified parallels in the texts of the LAS Links and CA ELD definitions and descriptors of proficiency levels and skill areas. See Appendix I for a sample alignment map for Grades 4–5.

Statistical Summary: LAS Links to CA ELD Standards

Detailed statistical inferences may be drawn from Table 7, *Overall Statistical Alignment of LAS Links Test Items with CA ELD Standards*. Some statistical highlights include:

- On average, 12 of 20 CA ELD Standards appear on every test in LAS Links, representing a 60% alignment (5% or more of LAS Links items align with a CA ELD Standard, representing at least one question on each test, which average 21 items per test). An average of 2.25% of LAS Links items align with each of the remaining standards.

- Apart from the Collaborative standards, which generally do not lend themselves to standardized-test assessment, an average of at least one question on each LAS Links test aligns with 10 of 16 CA ELD Standards—a 62.5% alignment.

- Across the span of grade levels and test types, at least one LAS Links test item aligns with every CA ELD Standard—though it should be noted that LAS Links does not necessarily align with every CA ELD Standard at every grade level.

- At least one-fourth (and as many as 59%) of LAS Links questions align with the following six CA ELD Standards (evenly divided between Interpretive and Productive modes), which may be said to comprise the principal areas of focus in LAS Links:

    - Part I-B5: Listening actively to Spoken English in a range of social and academic topics

    - Part I-B6: Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly

    - Part I-B7: 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

    - Part I-C12: Selecting and applying varied and precise vocabulary and other language resources to effectively convey idea

    - Part II-C6: Connecting ideas

    - Part II-C7: Condensing ideas

- Across the range of grades and domains (or communicative modes), LAS Links evenly apportions test items among the academic and social content areas: Language Arts, Social Studies, History; Mathematics, Science, Technical Subjects; and Social, Intercultural, Instructional Communication. In grades K-1 Foundational Skills are added; these can comprise up to half the test items.

LAS Links and CA ELD Standards

The complete texts describing the CA ELD Proficiency Level Continuum and LAS Links Proficiency Definitions appear in Appendices C to E. As shown in Table 7, a close reading of a sample of parallel sections in these proficiency descriptions shows clear alignment.

Table 7:
Comparison: CA ELD Proficiency Level Continuum and LAS Links Proficiency Definitions

CA ELD Proficiency Level Continuum	LAS Links Proficiency Definitions
…demonstrate understanding of words and phrases from previously learned content material…	…developing an ability to interpret language on familiar social and academic topics…
…comprehend detailed information with fewer contextual clues…	…independently search for meaning by decoding words, applying grammar conventions, and using context clues…
…recognize language subtleties in a variety of communicative settings…	…skillfully organize information for presentation and can express subtle nuances of meaning…
…comprehend concrete and abstract topics…	…communicate effectively in English, with few if any errors, across a wide range of language demands…

The examples above show clear parallels between corresponding passages in the CA ELD Proficiency Continuum and LAS Links. The continuum of proficiency levels allows teachers to target students' learning needs by providing specific markers of skill levels. LAS Links is a formal summative assessment framework that evaluates fundamental skills of learners' language proficiencies. This framework – paralleling the CA ELD Standards and Proficiency Continuum – provides crucial data to help teachers create learner-centered instruction using a language-proficiency continuum with specific descriptions of skills marking progress into the next range of proficiency. Whether this continuum consists of three levels with entry and exit criteria (as in the CA ELD framework) or five levels (as in LAS Links) will make little difference in planning instruction. In any case, LAS Links closely parallels the language of CA ELD; LAS Links complements and reinforces the standards specified in the CA ELD Standards.

Appendices

Appendix A

LAS Links Subskills

L1	Follow common, explicit oral directions to participate in diverse academic or social tasks
L2	Respond to idiomatic expressions to participate in diverse academic or social tasks, including phrasal verbs with idiomatic meaning (e.g., give me a hand or settle for)
L3	Demonstrate understanding of academic and social situations that contain diverse language genres, registers, and varieties
L3.1	Identify purpose
L3.2	Identify main ideas
L3.3	Identify supporting details
L3.4	Relate to practical issue
L4	Interpret layers of meaning using critical listening skills and learning strategies in academic and social situations that contain diverse language genres, registers, and varieties
L4.1	Make predictions based on known information
L4.2	Make inferences based on known information
R1	Analyze words
R1.1	Identify rhyming words
R1.2	Apply letter-sound relationships to read English words
R1.3	Apply letter-sound relationships to read English phonemes
R1.4	Apply knowledge of morphemes and syntax to word meaning
R2	Understand word meaning
R2.1	Associate words with their representation
R2.2	Classify words
R2.3	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings.
R3	Comprehend written material
R3.1	Identify main ideas
R3.2	Identify supporting details
R3.3	Identify important literary features of text
R3.4	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole
R3.5	Identify point of view, tone, and attitude
R3.6	Make predictions based on known information
R3.7	Make inferences based on known information
S1	Participate in diverse academic or social conversations, with attention to appropriate register, grammar, vocabulary, and pronunciation
S1.1	Provide information
S1.2	Describe information

S1.3 Interpret and analyze information
S1.4 Relate information to personal experience or practical issue
S1.5 Express opinions and preferences
S1.6 Make requests
S1.7 Ask questions, request clarification, and negotiate for understanding
S1.8 Conduct transactions
S2 Demonstrate knowledge related to diverse academic or social settings, with attention to appropriate register, grammar, vocabulary, and pronunciation
S2.1 Identify an object (inanimate and animate) or concept (Applied to Content Areas B &C)
S2.2 Describe purpose, use, or feature, using words, phrases, or sentences
S2.3 Identify an academic or social situation and describe it, using sentences
S3 Describe ideas, experiences, and immediate surroundings in diverse academic and social settings, with attention to appropriate register, grammar, vocabulary and pronunciation
S3.1 Describe process
S3.2 Describe people, locations, and scenery
S4 Speak persuasively in diverse academic or social situations, with attention to appropriate register, grammar, vocabulary, and pronunciation
S4.1 Explain process
S4.2 Explain ideas and opinions
S5 Talk in depth and with detail about diverse academic or social events, with attention to appropriate register, grammar, vocabulary, and pronunciation
S5.1 Interpret, narrate, and paraphrase events, using visual information
S6 Present with integrated information
S6.1 Present with integrated information from multiple sources (Applied to Content Areas B &C)
W1 Copy words and sentences
W2 Write letters, numerals and words
W3 Use appropriate grammar and style
W3.1 Use articles
W3.2 Demonstrate correct use of singular and plural
W3.3 Use subject/verb agreement
W3.4 Demonstrate correct use of tense and aspect
W3.5 Use conjunctions
W3.6 Use pronouns correctly
W3.7 Distinguish adjectives and adverbs
W3.8 Use prepositional phrases
W3.9 Use auxiliary verbs
W3.10 Use nominalization
W3.11 Use parallel structure
W4 Use appropriate capitalization and punctuation
W4.1 Use appropriate capitalization
W4.2 Use appropriate sentence-ending marks
W4.3 Use commas appropriately
W4.4 Use apostrophe appropriately
W4.5 Use semi-colons appropriately
W4.6 Use colons appropriately

W5 Use appropriate sentence structure
W5.1 Differentiate complete sentences from fragments
W5.2 Differentiate complete sentences from run-ons
W5.3 Form statements and questions
W5.4 Use various types of clauses
W5.5 Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, and absolute)
W6 Write sentences to summarize, describe, narrate, interpret, analyze, state opinion, relate, or explain
W6.1 Write sentences to summarize
W6.2 Write sentences to describe or narrate
W6.3 Write sentences to interpret or analyze
W6.4 Write sentences to state opinions
W6.5 Write sentences to relate to personal experience or practical issue
W6.6 Write sentences to explain
W7 Write expository compositions
W7.1 Write to describe, explain, report, compare, narrate, persuade, or express
W8 Write with integrated information
W8.1 Write with integrated information from multiple sources (Applied to Content Areas B &C)

Appendix B

CA ELD Standards and the CCSS Alignment

CA ELD Standards	LAS Links Standards Framework	CORRESPONDING COMMON CORE STATE STANDARDS FOR ELA
A1 Exchanging information and ideas with others through oral collaborative discussions on a range of social and academic topics	• Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole • Ask questions, request clarification, and negotiate for understanding • Describe information • Describe people, locations, and scenery • Describe purpose, use, or feature, using words, phrases, or sentences • Explain ideas and opinions • Express opinions and preferences • Interpret and analyze information • Interpret, narrate, and paraphrase events, using visual information • Make requests	• Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 5 topics and texts*, building on others' ideas and expressing their own clearly. SL.5.1 • Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 here for specific expectations.) SL.5.6 • Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.5.1 • Use knowledge of language and its conventions when writing, speaking, reading, or listening. L.5.3 • Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., *however, although, nevertheless, similarly, moreover, in addition*). L.5.6
A2 Interacting with others in written English in various communicative forms (print, communicative technology, and multimedia)	• Write to describe, explain, report, compare, narrate, persuade, or express	• With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting. W.5.6 • Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.5.1 • Use knowledge of language and its conventions when writing, speaking, reading, or listening. L.5.3 • Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., *however, although, nevertheless, similarly, moreover, in addition*). L.5.6

A3 Offering and supporting opinions and negotiating with others in communicative exchanges	• Ask questions, request clarification, and negotiate for understanding • Explain ideas and opinions • Express opinions and preferences • Interpret, narrate, and paraphrase events, using visual information • Provide information • Describe purpose, use, or feature, using words, phrases, or sentences	• Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 5 topics and texts*, building on others' ideas and expressing their own clearly. SL.5.1 • Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 here for specific expectations.) SL.5.6 • Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.5.1 • Use knowledge of language and its conventions when writing, speaking, reading, or listening. L.5.3 • Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., *however, although, nevertheless, similarly, moreover, in addition*). L.5.6
A4 Adapting language choices to various contexts (based on task, purpose, audience, and text type)	• Ask questions, request clarification, and negotiate for understanding • Describe information • Express opinions and preferences • Interpret, narrate, and paraphrase events, using visual information • Make requests	• Produce clear and coherent writing 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.) W.5.4 • With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 5 here.) W.5.5 • Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 5 topics and texts*, building on others' ideas and expressing their own clearly. SL.5.1 • Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 here for specific expectations.) L.5.6 • Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.5.1 • Use knowledge of language and its conventions when writing, speaking, reading, or listening. L.5.3 • Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal

		contrast, addition, and other logical relationships (e.g., *however, although, nevertheless, similarly, moreover, in addition*). L.5.6
B5 Listening actively to spoken English in a range of social and academic contexts	• Demonstrate correct use of singular and plural • Follow common, explicit oral directions to participate in diverse academic or social tasks • Identify main ideas • Identify purpose • Identify supporting details • Make inferences based on known information • Make predictions based on known information • Respond to idiomatic expressions to participate in diverse academic or social tasks, including phrasal verbs with idiomatic meaning • Use articles • Use pronouns correctly • Use subject/verb agreement	• Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 5 topics and texts*, building on others' ideas and expressing their own clearly SL.5.1 • Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. SL.5.2 • Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence. SL.5.3 • Use knowledge of language and its conventions when writing, speaking, reading, or listening. L.5.3
B6 Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language	• Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole • Apply knowledge of morphemes and syntax to word meaning • Describe information • Explain ideas and opinions • Identify main ideas • Identify point of view, tone, and attitude • Identify supporting details • Interpret and analyze information • Interpret words and phrases as they are used in a text, including determining	• Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. RL.5.1 • Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text. RL.5.2 • Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact). RL.5.3 • Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. RL.5.4 • Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem. RL.5.5

	technical, connotative, and figurative meanings. • Interpret, narrate, and paraphrase events, using visual information • Make inferences based on known information • Make predictions based on known information • Use auxiliary verbs • Write sentences to describe or narrate • Write sentences to explain • Write sentences to interpret or analyze • Write sentences to summarize • Write to describe, explain, report, compare, narrate, persuade, or express	• Describe how a narrator's or speaker's point of view influences how events are described. RL.5.6 • Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem). RL.5.7 • Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics. RL.5.9 • By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently. RL.5.10 • Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. RI.5.1 • Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. RI.5.2 • Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text. RI.5.3 • Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 5 topic or subject area*. RI.5.4 • 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. RI.5.5 • Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. RI.5.6 • Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. RI.5.7 • Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. RI.5.9 • By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently. RI.5.10 • Summarize a written text read aloud or information presented in

		diverse media and formats, including visually, quantitatively, and orally. SL.5.2 • Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence. SL.5.3 • Use knowledge of language and its conventions when writing, speaking, reading, or listening. L.5.3 • Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. L.5.4 • Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., *however, although, nevertheless, similarly, moreover, in addition*). L.5.6
B7 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	• Follow common, explicit oral directions to participate in diverse academic or social tasks • Identify main ideas • Identify purpose • Identify supporting details • Make inferences based on known information • Make predictions based on known information • Respond to idiomatic expressions to participate in diverse academic or social tasks, including phrasal verbs with idiomatic meaning	• Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact). RL.5.3 • Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. RL.5.4 • Describe how a narrator's or speaker's point of view influences how events are described. RL.5.6 • Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. RI.5.2 • Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. RI.5.6 • Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). RI.5.8 • Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence. SL.5.3 • Use knowledge of language and its conventions when writing, speaking, reading, or listening. L.5.3 • Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. L.5.4 • Demonstrate understanding of figurative language, word

		relationships, and nuances in word meanings. L.5.5 • Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., *however, although, nevertheless, similarly, moreover, in addition*). L.5.6
B8 Analyzing how writers and speakers use vocabulary and other language resources for specific purposes (to explain, persuade, entertain, etc.) depending on modality, text type, purpose, audience, topic, and content area	• Identify main ideas • Identify purpose • Identify supporting details • Make inferences based on known information • Respond to idiomatic expressions to participate in diverse academic or social tasks, including phrasal verbs with idiomatic meaning	• Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. RL.5.4 • Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem. RL.5.5 • Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 5 topic or subject area*. RI.5.4 • 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. RI.5.5 • Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence. SL.5.3 • Use knowledge of language and its conventions when writing, speaking, reading, or listening. L.5.3 • Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. L.5.4 • Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. L.5.5 • Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., *however, although, nevertheless, similarly, moreover, in addition*). L.5.6
C9 Expressing information and ideas in formal oral presentations on academic topics	• Describe information • Explain ideas and opinions • Interpret and analyze information • Interpret, narrate, and paraphrase events, using visual information	• Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. SL.5.4 • Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes. SL.5.5

		• Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. SL.5.6 • Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.5.1 • Use knowledge of language and its conventions when writing, speaking, reading, or listening. L.5.3 • Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., *however, although, nevertheless, similarly, moreover, in addition*). L.5.6
C10 Writing literary and informational texts to present, describe, and explain ideas and information, using appropriate technology	• Write sentences to explain • Write sentences to summarize • Write to describe, explain, report, compare, narrate, persuade, or express	• Write opinion pieces on topics or texts, supporting a point of view with reasons and information. W.5.1 • Write informative/explanatory texts to examine a topic and convey ideas and information clearly. W.5.2 • Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. W.5.3 • Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. W.5.4 • With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 5 here.) W.5.5 • With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting. W.5.6 • Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. W.5.7 • Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources. W.5.8 • Draw evidence from literary or informational texts to support

		analysis, reflection, and research. W.5.9 • Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. W.5.10 • Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.5.1 • Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. L.5.2 • Use knowledge of language and its conventions when writing, speaking, reading, or listening. L.5.3 • Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., *however, although, nevertheless, similarly, moreover, in addition*). L.5.6
C11 Supporting own opinions and evaluating others' opinions in speaking and writing	• Write sentences to explain • Write sentences to summarize • Write to describe, explain, report, compare, narrate, persuade, or express	• Write opinion pieces on topics or texts, supporting a point of view with reasons and information. W.5.1 • Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. W.5.4 • Draw evidence from literary or informational texts to support analysis, reflection, and research. W.5.9 • Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. W.5.10 • Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. SL.5.4 • Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 here for specific expectations.) SL.5.6 • Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.5.1 • Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. L.5.2 • Use knowledge of language and its conventions when writing,

		speaking, reading, or listening. L.5.3 • Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., *however, although, nevertheless, similarly, moreover, in addition*). L.5.6
C12 Selecting and applying varied and precise vocabulary and language structures to effectively convey ideas	• Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole • Apply knowledge of morphemes and syntax to word meaning • Ask questions, request clarification, and negotiate for understanding • Demonstrate correct use of singular and plural • Demonstrate correct use of tense and aspect • Describe information • Describe people, locations, and scenery • Describe purpose, use, or feature, using words, phrases, or sentences • Distinguish adjectives and adverbs • Explain ideas and opinions • Express opinions and preferences • Identify an academic or social situation and describe it, using sentences • Identify an object (inanimate and animate) or concept • Identify supporting details • Interpret and analyze information • Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings. • Interpret, narrate, and paraphrase events, using visual information	• Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. W.5.4 • With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 5 here.) W.5.5 • Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. SL.5.4 • Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 here for specific expectations.) SL.5.6 • Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.5.1 • Use knowledge of language and its conventions when writing, speaking, reading, or listening. L.5.3 • Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. L.5.5 • Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., *however, although, nevertheless, similarly, moreover, in addition*). L.5.6

	• Make requests • Provide information • Use appropriate semi-colons • Use appropriate capitalization • Use appropriate sentence-ending marks • Use articles • Use auxiliary verbs • Use commas appropriately • Use conjunctions • Use prepositional phrases • Use pronouns correctly • Use subject/verb agreement • Write sentences to describe or narrate • Write sentences to explain • Write sentences to interpret or analyze • Write sentences to state opinions • Write sentences to summarize • Write to describe, explain, report, compare, narrate, persuade, or express	
Part II A1 Understanding text structure	• Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole • Identify important literary features of text	• Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem. RL.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. RI.5.5 • Write opinion pieces on topics or texts, supporting a point of view with reasons and information. W.5.1 • Write informative/explanatory texts to examine a topic and convey ideas and information clearly. W.5.2 • Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. W.5.3 • Produce clear and coherent writing 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.) W.5.4

		• With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 5 here.) W.5.5 • Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. SL.5.4
Part II A2 Understanding cohesion	• Demonstrate correct use of singular and plural • Demonstrate correct use of tense and aspect • Distinguish adjectives and adverbs • Use appropriate capitalization • Use appropriate sentence-ending marks • Use articles • Use auxiliary verbs • Use colons appropriately • Use commas appropriately • Use conjunctions • Use parallel structure • Use prepositional phrases • Use pronouns correctly • Use semi-colons appropriately • Use subject/verb agreement	• Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem. RL.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. RI.5.5 • Write opinion pieces on topics or texts, supporting a point of view with reasons and information. W.5.1 • Write informative/explanatory texts to examine a topic and convey ideas and information clearly. W.5.2 • Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. W.5.3 • Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. W.5.4 • Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. SL.5.4 • Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.5.1 • Use knowledge of language and its conventions when writing, speaking, reading, or listening. L.5.3

Part II B3 Using verbs and verb phrases	• Demonstrate correct use of tense and aspect • Make inferences based on known information • Respond to idiomatic expressions to participate in diverse academic or social tasks, including phrasal verbs with idiomatic meaning • Use articles • Use auxiliary verbs • Use subject/verb agreement	• With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.) W.5.5 • Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 for specific expectations.) SL.5.6 • Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. o Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. o Form and use the perfect (e.g., *I had walked; I have walked; I will have walked*) verb tenses. o Use verb tense to convey various times, sequences, states, and conditions. o Recognize and correct inappropriate shifts in verb tense.* o Use correlative conjunctions (e.g., *either/or, neither/nor*). L.5.1 • Use knowledge of language and its conventions when writing, speaking, reading, or listening. o Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. o Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems. L.5.3 • Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., *however, although, nevertheless, similarly, moreover, in addition*). L.5.6
Part II B4 Using nouns and noun phrases	• Demonstrate correct use of singular and plural • Respond to idiomatic expressions to participate in diverse academic or social tasks, including phrasal verbs with idiomatic meaning (e.g., give me a hand or	• With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.) W.5.5 • Adapt speech to a variety of contexts and tasks, using formal English

	settle for)	when appropriate to task and situation. (See grade 5 Language standards 1 and 3 for specific expectations.) SL.5.6 • Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. o Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. o Form and use the perfect (e.g., *I had walked; I have walked; I will have walked*) verb tenses. o Use verb tense to convey various times, sequences, states, and conditions. o Recognize and correct inappropriate shifts in verb tense.* o Use correlative conjunctions (e.g., *either/or, neither/nor*). L.5.1 • Use knowledge of language and its conventions when writing, speaking, reading, or listening. o Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. o Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems. L.5.3 • Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., *however, although, nevertheless, similarly, moreover, in addition*). L.5.6
Part II B5 Modifying to add details	• Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole	• With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.) W.5.5 • Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. o **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), and provides a concluding statement related to the speaker's position. CA o **B. Memorize and recite a poem or section of a speech or historical document using rate, expression, and gestures appropriate to the selection. CA SL.5.4** • Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 for specific expectations.) SL.5.6 • Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. b. Form and use the perfect (e.g., *I had walked; I have walked; I will have walked*) verb tenses. c. Use verb tense to convey various times, sequences, states, and conditions. d. Recognize and correct inappropriate shifts in verb tense.* e. Use correlative conjunctions (e.g., *either/or, neither/nor*). L.5.1 • Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. b. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems L.5.3 • Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., *however, although, nevertheless, similarly, moreover, in addition*). L.5.6
Part II C6 Connecting ideas	• Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole • Apply knowledge of morphemes and	• Write opinion pieces on topics or texts, supporting a point of view with reasons and information. a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.

	syntax to word meaning • Describe information • Describe people, locations, and scenery • Describe purpose, use, or feature, using words, phrases, or sentences • Explain ideas and opinions • Identify an academic or social situation and describe it, using sentences • Identify important literary features of text • Identify main ideas • Identify point of view, tone, and attitude • Identify purpose • Identify supporting details • Interpret and analyze information • Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings. • Interpret, narrate, and paraphrase events, using visual information • Make predictions based on known information • Make requests • Respond to idiomatic expressions to participate in diverse academic or social tasks, including phrasal verbs with idiomatic meaning (e.g., give me a hand or settle for) • Write sentences to describe or narrate • Write sentences to explain • Write sentences to interpret or analyze	b. Provide logically ordered reasons that are supported by facts and details. c. Link opinion and reasons using words, phrases, and clauses (e.g., *consequently, specifically*). d. Provide a concluding statement or section related to the opinion presented. W.5.1 • Write informative/explanatory texts to examine a topic and convey ideas and information clearly. a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., *in contrast, especially*). d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Provide a concluding statement or section related to the information or explanation presented. W.5.2 • Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events. d. Use concrete words and phrases and sensory details to convey experiences and events precisely. e. Provide a conclusion that follows from the narrated experiences or events. W.5.3

		• With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.) W.5.5 • Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. **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), and provides a concluding statement related to the speaker's position. CA** **b. Memorize and recite a poem or section of a speech or historical document using rate, expression, and gestures appropriate to the selection. CA SL.5.4** • Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 for specific expectations.) SL.5.6 • Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. f. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. *g.* Form and use the perfect (e.g., *I had walked; I have walked; I will have walked*) verb tenses. h. Use verb tense to convey various times, sequences, states, and conditions. i. Recognize and correct inappropriate shifts in verb tense.* j. Use correlative conjunctions (e.g., *either/or, neither/nor*). L.5.1 • Use knowledge of language and its conventions when writing, speaking, reading, or listening. c. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. d. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems L.5.3

		• Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., *however, although, nevertheless, similarly, moreover, in addition*). L.5.6
Part II C7 Condensing ideas	• Describe information • Explain ideas and opinions • Identify main ideas • Identify purpose • Identify supporting details • Interpret and analyze information • Make predictions based on known information • Write sentences to summarize	• Write opinion pieces on topics or texts, supporting a point of view with reasons and information. a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose. b. Provide logically ordered reasons that are supported by facts and details. c. Link opinion and reasons using words, phrases, and clauses (e.g., *consequently, specifically*). d. Provide a concluding statement or section related to the opinion presented. W.5.1 • Write informative/explanatory texts to examine a topic and convey ideas and information clearly. a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., *in contrast, especially*). d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Provide a concluding statement or section related to the information or explanation presented. W.5.2 • Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. a. Orient the reader by establishing a situation and introducing a

		narrator and/or characters; organize an event sequence that unfolds naturally. b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events. d. Use concrete words and phrases and sensory details to convey experiences and events precisely. e. Provide a conclusion that follows from the narrated experiences or events. W.5.3 • With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.) W.5.5 • Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. **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), and provides a concluding statement related to the speaker's position. CA** **b. Memorize and recite a poem or section of a speech or historical document using rate, expression, and gestures appropriate to the selection. CA SL.5.4** • Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 for specific expectations.) SL.5.6 • Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. k. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. *l.* Form and use the perfect (e.g., *I had walked; I have walked; I will have walked*) verb tenses.

		m. Use verb tense to convey various times, sequences, states, and conditions. n. Recognize and correct inappropriate shifts in verb tense.* o. Use correlative conjunctions (e.g., *either/or, neither/nor*). L.5.1 • Use knowledge of language and its conventions when writing, speaking, reading, or listening. e. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. f. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems L.5.3 • Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., *however, although, nevertheless, similarly, moreover, in addition*). L.5.6
Part III **Using Foundational Literacy Skills**	• Apply letter-sound relationships to read English phonemes • Apply letter-sound relationships to read English words • Classify words • Copy words and sentences • Use appropriate capitalization • Use appropriate sentence-ending marks • Write letters, numerals and words • Write sentences to describe or narrate	• Demonstrate understanding of the organization and basic features of print. RF.K-1.1 • Demonstrate understanding of spoken words, syllables, and sounds (phonemes). RF.K-1.2 • Know and apply grade-level phonics and word analysis skills in decoding words **both in isolation and in text. CA** RF.K-1,2-5.3 • Read emergent-reader texts with purpose and understanding. RF.K-1,2-5.4

Appendix C

CA ELD Standards: Part 1, A1-A4

CAELD	LAS LINKS						
Part I: Interacting in Meaningful Ways	**LL Framework Standards**						
A. Collaborative							
1. Exchanging information and ideas with others through oral collaborative discussions on a range of social and academic topics	Linked Content Area	Overall Analysis	Depth of Knowledge (DOK)	Overall DOK Analysis	Breadth		Overall Breadth Analysis
	5 out of 12	YES	• Read for Mathematics, Science, Technical Subjects (Gr. 6-12) • Read for Language Arts, Social Studies, History (Gr. 6-12) • Speak for Social, Intercultural, and Instructional Communication (K-12) • Speak for Mathematics, Science, Technical Subjects (K-12) • Speak for Language Arts, Social Studies, History (K-12)	42%	LRSW of Social, Intercultural, and Instructional Communication	S5.1 (K-12) **Interpret, narrate, and paraphrase events, using visual information** S1.7 (K, Gr.1) **Ask questions, request clarification, and negotiate for understanding** S1.5 (Gr. 4-5, 9-12) **Express opinions and preferences** S1.6 (Gr. 6-8) **Make requests**	Strong
					LRSW of Language Arts, Social Studies, History	R3.4 (Gr. 6-12) **Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole** S 2.2 (K, Gr. 1) **Describe purpose, use, or feature, using words, phrases, or sentences** S 4.2 (Gr. 2-8) **Explain ideas and opinions** S1.3 (Gr.2-3, 6-8) **Interpret and analyze information** S3.2 (Gr.2-3) **Describe people, locations, and scenery** S1.2 (Gr. 4-12) **Describe information**	

					LRSW of Mathematics, Science, Technical Subjects	R3.4 (Gr. 6-12) **Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole** S2.2 (K, Gr.1) **Describe purpose, use, or feature, using words, phrases, or sentences** S1.6 (Gr.1) **Make requests** S4.2 (Gr.2-8) **Explain ideas and opinions** S3.2 (Gr.2-3) **Describe people, locations, and scenery** S1.3 (Gr.2-3, 6-8) **Interpret and analyze information** S1.2 (Gr. 6-8) **Describe information**	
2. Interacting with others in written English in various communicative forms (print, communicative technology, and multimedia)	Linked Content Area	Overall Linked Analysis	DOK	Overall DOK Analysis	Breadth		Overall Breadth Analysis
	1 out of 12	YES	• Write for Social, Intercultural, and Instructional Communication (Gr. 2-12)	8%	LRSW of Social, Intercultural, and Instructional Communication	W7.1 (Gr. 2-12) **Write to describe, explain, report, compare, narrate, persuade, or express**	Limited
					LRSW of Language Arts, Social Studies, History		
					LRSW of Mathematics, Science, Technical Subjects		
3. Offering and supporting opinions and negotiating with others in	Linked Content Area	Overall Linked Analysis	DOK	Overall DOK Analysis	Breadth		Overall Breadth Analysis

communicative exchanges	3 out of 12	YES	• Speak for Social, Intercultural, and Instructional Communication (K-12) • Speak for Language Arts, Social Studies, History (K-3, 6-12) • Speak for Mathematics, Science, Technical Subjects (Gr. 2-12)	25%	LRSW of Social, Intercultural, and Instructional Communication	S1.1 (Gr. 4-12) **Provide information** S1.5 (Gr. 2-12) **Express opinions and preferences** S5.1 (K) **Interpret, narrate, and paraphrase events, using visual information** S1.7 (K, Gr. 1) **Ask questions, request clarification, and negotiate for understanding**	Moderate
					LRSW of Language Arts, Social Studies, History	S2.2 (K, Gr. 1) **Describe purpose, use, or feature, using words, phrases, or sentences** S4.2 (Gr. 2-3, 6-12) **Explain ideas and opinions**	
					LRSW of Mathematics, Science, Technical Subjects	S4.2 (Gr. 2-12) **Explain ideas and opinions**	
4. Adapting language choices to various contexts (based on task, purpose, audience, and text type)	Linked Content Area	Overall Linked Analysis	DOK	Overall DOK Analysis	Breadth		Overall Breadth Analysis
	3 out of 12	YES	• Speak for Social, Intercultural, and Instructional Communication (K-12) • Speak for Language Arts, Social Studies, History (Gr. 1, 4-12) • Speak for Mathematics, Science, Technical Subjects (K-1, Gr. 4-8)	25%	LRSW of Social, Intercultural, and Instructional Communication	S1.5 (Gr. 4-5) **Express opinions and preferences** S1.6 (Gr. 2-12) **Make requests** S1.7 (K -3) **Ask questions, request clarification, and negotiate for understanding** S5.1 (K, Gr. 1) **Interpret, narrate, and paraphrase events, using visual information**	Moderate
					LRSW of Language Arts, Social Studies, History	S1.2 (Gr. 4-12) **Describe information** S1.7 (Gr. 1) **Ask questions, request clarification, and negotiate for understanding**	

					LRSW of Mathematics, Science, Technical Subjects	S1.6 (K, Gr. 1) **Make requests** S1.2 (Gr. 4-8) **Describe information**	

CA ELD Standards: Part 1, B5-B8

CAELD	**LAS LINKS**						
Part I: Interacting in Meaningful Ways **B. Interpretive**	**LL Framework Standards**						
5. Listening actively to spoken English in a range of social and academic contexts	Linked Content Area	Overall Linked Analysis	DOK	Overall DOK Analysis	Breadth		Overall Breadth Analysis
	4 out of 12	YES	• Write for Social, Intercultural, and Instructional Communication (K-1) • Listen for Social, Intercultural, and Instructional Communication (K-12) • Listen for Language Arts, Social Studies, History (K-12) • Listen for Mathematics, Science, Technical Subjects (K-12)	33%	LRSW of Social, Intercultural, and Instructional Communication	W3.1 (K, Gr.1) **Use articles** W3.2 (K, Gr.1) **Demonstrate correct use of singular and plural** W3.3 (K, Gr.1) **Use subject/verb agreement** W3.6 (K, Gr.1) **Use pronouns correctly** L1 (K-12) **Follow common, explicit oral directions to participate in diverse academic or social tasks** L2 (Gr. 4-12) **Respond to idiomatic expressions to participate in diverse academic or social tasks, including phrasal verbs with idiomatic meaning** L3.1 (Gr. 2-12) **Identify purpose** L3.2 (K-12) **Identify main ideas** L3.3 (K-12) **Identify supporting details** L4.1 (Gr. 6-12) **Make predictions based on known information** L4.2 (K-12)	Strong

						Make inferences based on known information	
					LRSW of Language Arts, Social Studies, History	L1 (K-1) **Follow common, explicit oral directions to participate in diverse academic or social tasks** L3.1 (Gr. 2-3) **Identify purpose** L3.2 (K-12) **Identify main ideas** L3.3 (K-12) **Identify supporting details** L4.1 (Gr. 6-12) **Make predictions based on known information** L4.2 (K-12) **Make inferences based on known information**	
					LRSW of Mathematics, Science, Technical Subjects	L3.1 (Gr. 2-3) **Identify purpose** L3.2 (K-12) **Identify main ideas** L3.3 (K-12) **Identify supporting details** L4.1 (Gr. 6-12) **Make predictions based on known information** L4.2 (K-12) **Make inferences based on known information**	
6. Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language	Linked Content Area	Overall Linked Analysis	DOK	Overall DOK Analysis	Breadth		Overall Breadth Analysis
	11 out of 12	YES	• Speak for Social, Intercultural, and Instructional Communication (Gr. 4-5, 9-12) • Speak for Language Arts, Social Studies, History (Gr. 4-12) • Speak for Mathematics, Science, Technical	92%	LRSW of Social, Intercultural, and Instructional Communication	S5.1 (Gr. 4-5, 9-12) **Interpret, narrate, and paraphrase events, using visual information** R2.3 (Gr. 2-12) **Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings.** R3.1 (K-12) **Identify main ideas** R3.2 (K-12) **Identify supporting details**	Strong

			Subjects (Gr. 4-12) • Read for Social, Intercultural, and Instructional Communication (K-12) • Read for Language Arts, Social Studies, History (K-12) • Read for Mathematics, Science, Technical Subjects (K-12) • *Reading for Foundational Skills (K-3: R1.1, R1.2, R1.3, R1.4, R2.1) • Listen for Language Arts, Social Studies, History (Gr. 4-12) • Listen for Mathematics, Science, Technical Subjects (Gr. 4-12) • Write for Social, Intercultural, and Instructional Communication (Gr. 4-12) • Write for Language Arts, Social Studies, History (Gr. 2-12) • Write for Mathematics, Science, Technical Subjects (Gr. 2-12)			R3.5 (K, Gr. 1, 2-3) **Identify point of view, tone, and attitude** W7.1 (Gr. 4-12) **Write to describe, explain, report, compare, narrate, persuade, or express**	
					LRSW of Language Arts, Social Studies, History	S1.2 (Gr. 4-12) **Describe information** S1.3 (Gr. 4-12) **Interpret and analyze information** S4.2 (Gr. 4-8) **Explain ideas and opinions** R2.3 (Gr. 2-12) **Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings.** R3.1 (K-12) **Identify main ideas** R3.2 (K-12) **Identify supporting details** R3.4 (Gr. 6-12) **Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole** R3.5 (K-12) **Identify point of view, tone, and attitude** L3.3 (Gr. 4-12) **Identify supporting details** L4.1 (Gr. 9-12) **Make predictions based on known information** W3.9 (Gr. 9-12) **Use auxiliary verbs** W6.1 (Gr. 4-12) **Write sentences to summarize** W6.2 (Gr. 2-3) **Write sentences to describe or narrate** W6.3 (Gr. 2-3) **Write sentences to interpret or analyze** W6.6 (Gr. 4-12) **Write sentences to explain**	

					LRSW of Mathematics, Science, Technical Subjects	S1.2 (Gr. 4-12) **Describe information** S1.3 (Gr. 4-12) **Interpret and analyze information** S4.2 (Gr. 4-8) **Explain ideas and opinions** R1.4 (Gr. 4-5) **Apply knowledge of morphemes and syntax to word meaning** R2.3 (Gr. 2-12) **Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings.** R3.1 (K-12) **Identify main ideas** R3.2 (K-12) **Identify supporting details** R3.4 (Gr. 6-12) **Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole** R3.5 (K-12) **Identify point of view, tone, and attitude** L3.3 (Gr. 4-12) **Identify supporting details** L4.2 (Gr. 4-5) **Make inferences based on known information** W6.1 (Gr. 4-12) **Write sentences to summarize** W6.2 (Gr. 2-3) **Write sentences to describe or narrate** W6.3 (Gr. 2-3) **Write sentences to interpret or analyze** W6.6 (Gr. 4-12) **Write sentences to explain**	
7. Evaluating how well writers and speakers use language to support ideas	Linked Content Area	Overall Linked Analysis	DOK	Overall DOK Analysis	Breadth		Overall Breadth Analysis

and opinions with details or reasons depending on modality, text type, purpose, audience, topic, and content area	3 out of 12	YES	• Listen for Social, Intercultural, and Instructional Communication (K-12) • Listen for Mathematics, Science, Technical Subjects (K-12) • Listen for Language Arts, Social Studies, History (K-12)	25%	LRSW of Social, Intercultural, and Instructional Communication	L1 (K-12) **Follow common, explicit oral directions to participate in diverse academic or social tasks** L2 (Gr. 4-12) **Respond to idiomatic expressions to participate in diverse academic or social tasks, including phrasal verbs with idiomatic meaning** L3.1 (Gr. 2-12) **Identify purpose** L3.2 (Gr. 2-12) **Identify main ideas** L3.3 (K-12) **Identify supporting details** L4.1 (Gr. 6-12) **Make predictions based on known information** L4.2 (K-12) **Make inferences based on known information**	Moderate
					LRSW of Language Arts, Social Studies, History	L1 (K-1) **Follow common, explicit oral directions to participate in diverse academic or social tasks** L3.1 (Gr. 2-3) **Identify purpose** L3.2 (K-12) **Identify main ideas** L3.3 (K-12) **Identify supporting details** L4.1 (Gr. 6-12) **Make predictions based on known information** L4.2 (K-12) **Make inferences based on known information**	

					LRSW of Mathematics, Science, Technical Subjects	L3.1 (Gr. 2-3, 9-12) **Identify purpose** L3.2 (K-1, 4-12) **Identify main ideas** L3.3 (K-12) **Identify supporting details** L4.1 (Gr. 6-12) **Make predictions based on known information** L4.2 (K-12) **Make inferences based on known information**	
8. Analyzing how writers and speakers use vocabulary and other language resources for specific purposes (to explain, persuade, entertain, etc.) depending on modality, text type, purpose, audience, topic, and content area	Linked Content Area	Overall Linked Analysis	DOK	Overall DOK Analysis	Breadth		Overall Breadth Analysis
	3 out of 12	YES	• Listen for Language Arts, Social Studies, History (K-12) • Listen for Mathematics, Science, Technical Subjects (Gr. 2-3) • Listen for Social, Intercultural, and Instructional Communication (K-12)	25%	LRSW of Social, Intercultural, and Instructional Communication	L2 (Gr. 4-12) **Respond to idiomatic expressions to participate in diverse academic or social tasks, including phrasal verbs with idiomatic meaning** L3.1 (Gr. 4-5, 9-12) **Identify purpose** L3.2 (Gr. 4-5, 9-12) **Identify main ideas** L3.3 (K, Gr. 9-12) **Identify supporting details** L4.2 (Gr. 2-3, 9-12) **Make inferences based on known information**	Moderate
					LRSW of Language Arts, Social Studies, History	L3.1 (Gr. 2-3) **Identify purpose** L3.2 (K, Gr. 9-12) **Identify main ideas** L3.3 (Gr. 6-8) **Identify supporting details** L4.2 (Gr. 2-3, 6-8) **Make inferences based on known information**	
					LRSW of Mathematics, Science, Technical Subjects	L3.1 (Gr. 2-3) **Identify purpose** L3.2 (Gr. 2-3) **Identify main ideas** L4.2 (Gr. 2-3) **Make inferences based on known information**	

CA ELD Standards: Part 1, C9-C12

CAELD	LAS LINKS						
Part I: Interacting in Meaningful Ways **C. Productive**	**LL Framework Standards**						
9. Expressing information and ideas in formal oral presentations on academic topics	Linked Content Area	Overall Linked Analysis	DOK	Overall DOK Analysis	Breadth		Overall Breadth Analysis
	3 out of 12	YES	• Speak for Social, Intercultural, and Instructional Communication (Gr. 4-5) • Speak for Language Arts, Social Studies, History (Gr. 4-12) • Speak for Mathematics, Science, Technical Subjects (Gr. 4-12)	25%	LRSW of Social, Intercultural, and Instructional Communication	S5.1 (Gr.4-5) **Interpret, narrate, and paraphrase events, using visual information**	Moderate
					LRSW of Language Arts, Social Studies, History	S1.2 (Gr. 4-12) **Describe information** S4.2 (Gr. 4-12) **Explain ideas and opinions**	
					LRSW of Mathematics, Science, Technical Subjects	S1.2 (Gr. 4-12) **Describe information** S1.3 (Gr. 9-12) **Interpret and analyze information** S4.2 (Gr. 4-8) **Explain ideas and opinions**	
10. Writing literary and informational texts to present, describe, and explain ideas and information, using appropriate technology	Linked Content Area	Overall Linked Analysis	DOK	Overall DOK Analysis	Breadth		Overall Breadth Analysis
	3 out of 12	YES	• Write for Social, Intercultural, and Instructional Communication (Gr.4-12) • Write for Language Arts, Social Studies, History (Gr.4-12) • Write for Mathematics, Science, Technical	25%	LRSW of Social, Intercultural, and Instructional Communication	W7.1 (Gr. 4-12) **Write to describe, explain, report, compare, narrate, persuade, or express**	Moderate
					LRSW of Language Arts, Social Studies, History	W6.1 (Gr. 4-12) **Write sentences to summarize** W6.6 (Gr. 4-12) **Write sentences to explain**	

			Subjects (Gr.4-12)		LRSW of Mathematics, Science, Technical Subjects	W6.1 (Gr. 4-12) **Write sentences to summarize** W6.6 (Gr. 4-12) **Write sentences to explain**	
11. Supporting own opinions and evaluating others' opinions in speaking and writing	Linked Content Area	Overall Linked Analysis	DOK	Overall DOK Analysis	Breadth		Overall Breadth Analysis
	5 out of 12	YES	• Speak for Language Arts, Social Studies, History (Gr. 2-5) • Speak for Mathematics, Science, Technical Subjects (Gr. 2-5) • Write for Mathematics, Science, Technical Subjects (Gr. 2-3) • Write for Social, Intercultural, and Instructional Communication (Gr. 4-8) • Write for Language Arts, Social Studies, History (Gr. 9-12)	42%	LRSW of Social, Intercultural, and Instructional Communication	W7.1 (Gr. 4-8) **Write to describe, explain, report, compare, narrate, persuade, or express**	Moderate
					LRSW of Language Arts, Social Studies, History	W6.6 (Gr. 9-12) **Write sentences to explain**	
					LRSW of Mathematics, Science, Technical Subjects	W6.3 (Gr. 2-3) **Write sentences to interpret or analyze**	
12. Selecting and applying varied and precise vocabulary and language structures to effectively convey ideas	Linked Content Area	Overall Linked Analysis	DOK	Overall DOK Analysis	Breadth		Overall Breadth Analysis
	9 out of 12	YES	• Speak for Social, Intercultural, and Instructional Communication (K-12) • Speak of Language Arts, Social Studies, History (K-12) • Speak for Mathematics, Science, Technical Subjects (K-12)	75%	LRSW of Social, Intercultural, and Instructional Communication	S1.1 (K-12) **Provide information** S1.5 (K-12) **Express opinions and preferences** S1.6 (Gr. 2-12) **Make requests** S1.7 (K-3) **Ask questions, request clarification, and negotiate for understanding** S2.3 (K-12) **Identify an academic or social situation and describe it, using**	Strong

			• Read for Social, Intercultural, and Instructional Communication (Gr. 2-12) • Read for Language Arts, Social Studies, History (Gr. 2-12) • Read for Mathematics, Science, Technical Subjects (Gr. 2-12) • *Reading for Foundational Skills (Gr. 2-3, R1.4) • Write for Social, Intercultural, and Instructional Communication (K-12) • Write for Language Arts, Social Studies, History (Gr. 1-12) • Write for Mathematics, Science, Technical Subjects (Gr. 1-12) • *Writing for Foundational Skills (K [W2], G1 [W2])			**sentences** S5.1 (K-12) **Interpret, narrate, and paraphrase events, using visual information** R2.3 (Gr. 2-5) **Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings.** R3.2 (Gr. 6-12) **Identify supporting details** W3.1 (Gr. 2-12) **Use articles** W3.2 (Gr. 2-3) **Demonstrate correct use of singular and plural** W3.3 (Gr. 2-3) **Use subject/verb agreement** W3.4 (Gr. 2-12) **Demonstrate correct use of tense and aspect** W3.6 (Gr. 4-12) **Use pronouns correctly** W3.5 (Gr. 2-12) **Use conjunctions** W3.7 (Gr. 4-12) **Distinguish adjectives and adverbs** W3.8 (Gr. 4-12) **Use prepositional phrases** W4.5 (Gr. 9-12) **Use appropriate semi-colons** W6.2 (K- 1) **Write sentences to describe or narrate** W7.1 (Gr. 2-12) **Write to describe, explain, report, compare, narrate, persuade, or express**	
					LRSW of Language Arts, Social Studies, History	S1.2 (Gr. 4-12) **Describe information** S1.3 (Gr. 2-12) **Interpret and analyze information** S1.7 (Gr. 1) **Ask questions, request clarification, and negotiate for understanding** S2.1 (K-12) **Identify an object (inanimate and animate) or concept** S2.2 (K, Gr. 1) **Describe purpose, use, or feature, using words, phrases, or**	

						sentences S2.3 (K, Gr. 1) **Identify an academic or social situation and describe it, using sentences** S3.2 (Gr. 2-3) **Describe people, locations, and scenery** S4.2 (Gr. 2-12) **Explain ideas and opinions** R2.3 (Gr. 2-8) **Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings.** R3.2 (Gr. 4-12) **Identify supporting details** R3.4 (Gr. 9-12) **Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole** W3.2 (Gr. 2-8) **Demonstrate correct use of singular and plural** W3.9 (Gr. 2-12) **Use auxiliary verbs** W4.1 (Gr. 9-12) **Use appropriate capitalization** W4.2 (Gr. 2-3, 6-8) **Use appropriate sentence-ending marks** W6.1 (Gr. 4-12) **Write sentences to summarize** W6.2 (Gr. 1-3) **Write sentences to describe or narrate** W6.3 (Gr. 2-3) **Write sentences to interpret or analyze** W6.4 (Gr. 2-3) **Write sentences to state opinions** W6.6 (Gr. 2-12) **Write sentences to explain**	
					LRSW of Mathematics, Science, Technical Subjects	S1.2 (Gr. 4-12) **Describe information** S1.3 (Gr. 2-12) **Interpret and analyze information** S1.6 (K, Gr. 1) **Make requests**	

						S2.1 (K-12) **Identify an object (inanimate and animate) or concept** S2.2 (Gr. 1) **Describe purpose, use, or feature, using words, phrases, or sentences** S2.3 (K, Gr. 1) **Identify an academic or social situation and describe it, using sentences** S3.2 (Gr. 2-3) **Describe people, locations, and scenery** S4.2 (Gr. 2-12) **Explain ideas and opinions** R1.4 (Gr. 4-5) **Apply knowledge of morphemes and syntax to word meaning** R2.3 (Gr. 2-8) **Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings.** R3.2 (Gr. 4-12) **Identify supporting details** W3.3 (Gr. 4-5) **Use subject/verb agreement** W3.4 (Gr. 2-3) **Demonstrate correct use of tense and aspect** W3.9 (Gr. 2-12) **Use auxiliary verbs** W4.3 (Gr. 2-8) **Use commas appropriately** W6.1 (Gr. 4-12) **Write sentences to summarize** W6.2 (Gr. 1-3) **Write sentences to describe or narrate** W6.3 (Gr. 2-3) **Write sentences to interpret or analyze** W6.6 (Gr. 4-12) **Write sentences to explain**	

CA ELD Standards: Part II, A1-A2

CAELD	LAS LINKS						
Part II: Learning About How English Works **A. Structuring Cohesive Texts**	**LL Framework Standards**						
1. Understanding text structure	Linked Content Area	Overall Linked Analysis	DOK	Overall DOK Analysis	Breadth		Overall Breadth Analysis
	2 out of 12	YES	• Read for Language Arts, Social Studies, History (6-12) • Read for Mathematics, Science, Technical Subjects (6-12)	17%	LRSW of Social, Intercultural, and Instructional Communication		Moderate
					LRSW of Language Arts, Social Studies, History	R3.3 (Gr. 2-3, 9-12) **Identify important literary features of text** R3.4 (6-8, 9-12) **Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole**	
					LRSW of Math	R3.4 (Gr. 6-8, 9-12) **Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole**	
2. Understanding cohesion	Linked Content Area	Overall Linked Analysis	DOK	Overall DOK Analysis	Breadth		Overall Breadth Analysis
	3 out of 12	YES	• Write for Language Arts, Social Studies, History (K, Gr. 2-12) • Write for Social, Intercultural, and Instructional Communication (K-12) • Write for Mathematics, Science, Technical	25%	LRSW of Social, Intercultural, and Instructional Communication	W3.1 (K-12) **Use articles** W3.3 (K, Gr.1, 2-3) **Use subject/verb agreement** W3.2 (K, Gr.1, 2-3) **Demonstrate correct use of singular and plural** W3.4 (Gr. 2-12) **Demonstrate correct use of tense and aspect** W3.5 (Gr. 2-12)	Strong

			Subjects (K, Gr. 2-12)			**Use conjunctions** W3.6 (K-12) **Use pronouns correctly** W3.7 (Gr. 4-12) **Distinguish adjectives and adverbs** W3.8 (Gr. 4-12) **Use prepositional phrases** W4.1 (Gr. 2-3) **Use appropriate capitalization** W4.2 (Gr. 2-3) **Use appropriate sentence-ending marks** W4.5 (Gr. 9-12) **Use semi-colons appropriately** W4.6 (Gr. 9-12) **Use colons appropriately**	
					LRSW of Language Arts, Social Studies, History	W3.2 (Gr. 2-8) **Demonstrate correct use of singular and plural** W3.9 (Gr. 2-12) **Use auxiliary verbs** W4.1 (K, 9-12) **Use appropriate capitalization** W4.2 (K, Gr. 2-3, 6-8) **Use appropriate sentence-ending marks**	
					LRSW of Mathematics, Science, Technical Subjects	W3.3 (Gr. 4-5) **Use subject/verb agreement** W3.4 (Gr. 2-3) **Demonstrate correct use of tense and aspect** W3.9 (Gr. 2-12) **Use auxiliary verbs** W3.11 (Gr. 9-12) **Use parallel structure** W4.1 (K) **Use appropriate capitalization** W4.2 (K) **Use appropriate sentence-ending marks** W4.3 (Gr. 2-12) **Use commas appropriately**	

CA ELD Standards: Part II, B3-B5

CAELD	LAS LINKS						
Part II: Learning About How English Works **B. Expanding and Enriching Ideas**	**LL Framework Standards**						
3. Using verbs and verb phrases	Linked Content Area	Overall Linked Analysis	DOK	Overall DOK Analysis (40%)	Breadth		Overall Breadth Analysis
	5 out of 12	YES	• Listen for Social, Intercultural, and Instructional Communication (Gr. 4-12) • Listen for Mathematics, Science, Technical Subjects (Gr. 4-5) • Write for Social, Intercultural, and Instructional Communication (K-12) • Write for Language Arts, Social Studies, History (Gr. 2-3, 6-12) • Write for Mathematics, Science, Technical Subjects (Gr. 2-12)	42%	LRSW of Social, Intercultural, and Instructional Communication	L2 (Gr. 4-12) **Respond to idiomatic expressions to participate in diverse academic or social tasks, including phrasal verbs with idiomatic meaning** W3.1 (Gr. 1) **Use articles** W3.3 (K-3) **Use subject/verb agreement** W3.4 (Gr. 2-3, 6-12) **Demonstrate correct use of tense and aspect**	Moderate
					LRSW of Language Arts, Social Studies, History	W3.9 (Gr.2-3, 6-12) **Use auxiliary verbs**	
					LRSW of Mathematics, Science, Technical Subjects	L4.2 (Gr. 4-5) **Make inferences based on known information** W3.3 (Gr. 4-5) **Use subject/verb agreement** W3.4 (Gr. 2-3) **Demonstrate correct use of tense and aspect** W3.9 (Gr. 2-3, 6-12) **Use auxiliary verbs**	
4. Using nouns and noun phrases	Linked Content Area	Overall Linked Analysis	DOK	Overall DOK Analysis	Breadth		Overall Breadth Analysis

	3 out of 12	YES	• Listen for Language Arts, Social Studies, History (Gr. 6-8) • Listen for Social, Intercultural, and Instructional Communication (Gr. 9-12) • Write for Language Arts, Social Studies, History (Gr. 2-5)	25%	LRSW of Social, Intercultural, and Instructional Communication	L2 (Gr. 9-12) **Respond to idiomatic expressions to participate in diverse academic or social tasks, including phrasal verbs with idiomatic meaning (e.g., give me a hand or settle for)**	Moderate
					LRSW of Language Arts, Social Studies, History	L2 (Gr. 6-8) **Respond to idiomatic expressions to participate in diverse academic or social tasks, including phrasal verbs with idiomatic meaning (e.g., give me a hand or settle for)** W3.2 (Gr. 2-5) **Demonstrate correct use of singular and plural**	
					LRSW of Mathematics, Science, Technical Subjects		
5. Modifying to add details	Linked Content Area	Overall Linked Analysis	DOK	Overall DOK Analysis	Breadth		Overall Breadth Analysis
	2 out of 12	YES	• Read for Language Arts, Social Studies, History (Gr. 6-8, 9-12) • Read for Mathematics, Science, Technical Subjects (Gr. 9-12)	17%	LRSW of Social, Intercultural, and Instructional Communication		Limited
					LRSW of Language Arts, Social Studies, History	R3.4 (Gr. 6-12) **Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole**	
					LRSW of Mathematics, Science, Technical Subjects	R3.4 (Gr. 9-12) **Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole**	

CA ELD Standards: Part II, C6-C7

CAELD	LAS LINKS						
Part II: Learning About How English Works **C. Connecting and Condensing Ideas**	**LL Framework Standards**						
6. Connecting ideas	Linked Content Area	Overall Linked Analysis	DOK	Overall DOK Analysis	Breadth		Overall Breadth Analysis
	12 out of 12	YES	• Write for Social, Intercultural, and Instructional Communication (K-1) • Write for Language Arts, Social Studies, History (Gr. 1-12) • Write for Mathematics, Science, Technical Subjects (Gr. 1-12) • *Writing for Foundational Skills: Gr. 1 [W2] • Listen for Social, Intercultural, and Instructional Communication (K-12) • Listen for Language Arts, Social Studies, History (Gr. 2-12) • Listen for Mathematics, Science, Technical Subjects (K-12) • Read for Social, Intercultural, and Instructional Communication (K-12) • Read for Language Arts, Social Studies, History (K-12) • Read for Mathematics, Science, Technical	100%	LRSW of Social, Intercultural, and Instructional Communication	W6.2 (K- 1) **Write sentences to describe or narrate** L2 (Gr. 4-12) **Respond to idiomatic expressions to participate in diverse academic or social tasks, including phrasal verbs with idiomatic meaning (e.g., give me a hand or settle for)** L3.2 (K-1, 4-5) **Identify main ideas** L3.3 (K-1) **Identify supporting details** L4.1 (Gr. 6-12) **Make predictions based on known information** L4.2 (K-12) **Make inferences based on known information** R2.3 (Gr. 2--12) **Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings.** R3.1 (K-5) **Identify main ideas** R3.2 (K-3, 6-12) **Identify supporting details** R3.5 (Gr. 2-3) **Identify point of view, tone, and attitude** S5.1 (K-12) **Interpret, narrate, and paraphrase events, using visual information**	Strong
					LRSW of Language Arts, Social Studies, History	W6.2 (Gr. 1-3) **Write sentences to describe or narrate** W6.3 (Gr. 2-12) **Write sentences to interpret or analyze** W6.6 (Gr. 4-12)	

			Subjects (K-12) • *Read for Foundational Skills: Gr. 2-3 [R1.4] • Speak for Social, Intercultural, and Instructional Communication (K-12) • Speak for Language Arts, Social Studies, History (K-12) • Speak for Mathematics, Science, Technical Subjects (K-12)			**Write sentences to explain** L3.3 (Gr. 4-8) **Identify supporting details** L4.1 (Gr. 6-12) **Make predictions based on known information** L4.2 (Gr. 2-12) **Make inferences based on known information** R2.3 (Gr. 2-12) **Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings.** R3.1 (K-5) **Identify main ideas** R3.2 (K-12) **Identify supporting details** R3.3 (Gr. 2-3, 9-12) **Identify important literary features of text** R3.4 (Gr. 6-12) **Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole** R3.5 (Gr. 2-12) **Identify point of view, tone, and attitude** S1.2 (Gr. 4-12) **Describe information** S1.3 (Gr. 2-12) **Interpret and analyze information** S2.2 (K, Gr. 1) **Describe purpose, use, or feature, using words, phrases, or sentences** S2.3 (K, Gr. 1) **Identify an academic or social situation and describe it, using sentences** S3.2 (Gr. 2-3) **Describe people, locations, and scenery** S4.2 (Gr. 2-8) **Explain ideas and opinions**	
					LRSW of Mathematics, Science, Technical Subjects	W6.2 (Gr. 1-3) **Write sentences to describe or narrate** W6.3 (Gr. 2-3) **Write sentences to interpret or analyze** W6.6 (Gr. 4-12) **Write sentences to explain** L3.1 (Gr. 2-3)	

						Identify purpose L3.2 (K-1, Gr. 6-8) **Identify main ideas** L3.3 (Gr. 4-12) **Identify supporting details** L4.1 (Gr. 6-12) **Make predictions based on known information** L4.2 (K-12) **Make inferences based on known information** R1.4 (Gr. 4-5) **Apply knowledge of morphemes and syntax to word meaning** R2.3 (Gr. 2-12) **Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings.** R3.1 (K-5) **Identify main ideas** R3.2 (K-12) **Identify supporting details** R3.4 (Gr. 6-12) **Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole** R3.5 (Gr. 2-3, 6-12) **Identify point of view, tone, and attitude** S1.2 (Gr. 4-12) **Describe information** S1.3 (Gr. 2-12) **Interpret and analyze information** S1.6 (K, Gr. 1) **Make requests** S2.2 (K, Gr. 1) **Describe purpose, use, or feature, using words, phrases, or sentences** S2.3 (K, Gr. 1) **Identify an academic or social situation and describe it, using sentences** S3.2 (Gr. 2-3) **Describe people, locations, and scenery** S4.2 (Gr. 2-12) **Explain ideas and opinions**	
7. Condensing ideas	Linked Content Area	Overall Linked Analysis	DOK	Overall DOK Analysis	Breadth		Overall Breadth Analysis

	10 out of 12	YES	• Speak for Language Arts, Social Studies, History (Gr. 2-12) • Speak for Mathematics, Science, Technical Subjects (Gr. 2-12) • Write for Language Arts, Social Studies, History (Gr. 4-12) • Write for Mathematics, Science, Technical Subjects (Gr. 4-12) • Listen for Language Arts, Social Studies, History (K-12) • Listen for Mathematics, Science, Technical Subjects (Gr. 2-12) • Listen for Social, Intercultural, and Instructional Communication (Gr. 2-12) • Read for Social, Intercultural, and Instructional Communication (Gr. 4-12) • Read for Mathematics, Science, Technical Subjects (Gr. 4-12) • Read for Language Arts, Social Studies, History (Gr. 4-12)	83%	LRSW of Social, Intercultural, and Instructional Communication	L3.1 (Gr. 2-3, 9-12) **Identify purpose** L3.2 (Gr. 2-12) **Identify main ideas** L3.3 (Gr. 2-3) **Identify supporting details** R3.1 (Gr. 4-12) **Identify main ideas** R3.2 (Gr. 9-12) **Identify supporting details**	Moderate
					LRSW of Language Arts, Social Studies, History	S1.2 (Gr. 4-5) **Describe information** S1.3 (Gr. 2-12) **Interpret and analyze information** S4.2 (Gr. 4-5) **Explain ideas and opinions** W6.1 (Gr. 4-12) **Write sentences to summarize** L3.1 (Gr. 2-3) **Identify purpose** L3.2 (Gr. 2-12) **Identify main ideas** L3.3 (K-1, 6-8) **Identify supporting details** L4.1 (K-1) **Make predictions based on known information** L4.2 (K-1, 6-12) **Make inferences based on known information** R3.1 (Gr. 4-12) **Identify main ideas** R3.2 (Gr. 9-12) **Identify supporting details**	
					LRSW of Mathematics, Science, Technical Subjects	S1.2 (Gr. 4-5) **Describe information** S1.3 (Gr. 2-12) **Interpret and analyze information** S4.2 (Gr. 4-5) **Explain ideas and opinions** W6.1 (Gr. 4-12) **Write sentences to summarize** L3.2 (Gr. 2-12) **Identify main ideas** L3.3 (Gr. 9-12) **Identify supporting details**	

						L4.2 (Gr. 4-5) **Make inferences based on known information** R3.1 (Gr. 4-12) **Identify main ideas** R3.2 (Gr. 9-12) **Identify supporting details**	

CA ELD Standards: Part III

CAELD	**LAS LINKS**					
	LL Framework Standards					
	Linked Content Area	Overall Linked Analysis	DOK	Overall DOK Analysis	Breadth	Overall Breadth Analysis
Part III: Using Foundational Literacy Skills	2 out of 2	YES	• Writing Foundational Skills (K-1) • Reading Foundational Skills (K-3)	100%	W1 (K-1) **Copy words and sentences** W2 (K-1) **Write letters, numerals and words** W6.2 (K-1) **Write sentences to describe or narrate** W4.1 (K-1) **Use appropriate capitalization** W4.2 (K-1) **Use appropriate sentence-ending marks** R1.2 (K-1) **Apply letter-sound relationships to read English words** R1.3 (K-1) **Apply letter-sound relationships to read English phonemes** R2.2 (Gr. 2-3) **Classify words**	Moderate

Appendix D

Table 8: *Collaborative: LAS Links High Level Definitions and CA ELD Proficiency Level Definitions*

Table 1: (Collaborative) Alignment Map – CA ELD Proficiency Level (PL) & LAS Links PL Definitions						
	Emerging		**Expanding**		**Bridging**	
CA ELD: Collaborative	**Entry**	**Exit**	**Entry**	**Exit**	**Entry**	**Exit**
	Students are able to express basic personal and safety needs, ideas, and respond to questions on social and academic topics with gestures and words or short phrases; use basic social conventions to participate in conversations.	Students are able to express basic personal and safety needs, ideas, and respond to questions on social and academic topics with phrases and short sentences; participate in simple, face-to-face conversations with peers and others.	Students are able to express a variety of personal needs, ideas, and opinions and respond to questions using short sentences; initiate simple conversations on social and academic topics.	Students are able to express more complex feelings, needs, ideas, and opinions using extended oral and written production; respond to questions using extended discourse; participate actively in collaborative conversations in all content areas with moderate to light support as appropriate.	Students are able to express increasingly complex feelings, needs, ideas, and opinions in a variety of settings; respond to questions using extended, more elaborated discourse; initiate and sustain dialogue on a variety of grade-level academic and social topics.	Students are able to participate fully in all collaborative conversations in all content areas at grade level with occasional support as necessary; participate fully in both academic and non-academic settings requiring English.
LAS Links	**Beginning**	**Early Intermediate**	**Intermediate**	**Intermediate**	**Proficient**	**Above Proficient**
	Beginning students are developing receptive and productive uses of English in the social and academic contexts, although comprehension may be demonstrated nonverbally or through the native language, rather than in English.	Early Intermediate students are developing the ability to communicate in English in the social and academic contexts. Errors impede basic communication and comprehension. Their receptive and productive control of lexical, syntactic, phonological, and discourse features of English is emerging. These students are gathering the tools of vocabulary and grammar to build future proficiency in language comprehension, analysis, and creation. Students are developing an ability to interpret language on familiar social and academic topics at a rudimentary level.	Intermediate students at entry level are developing the ability to communicate effectively in English across a range of grade-level appropriate language demands in social and academic contexts. They exhibit a limited range of productive and receptive control of lexical, syntactic, phonological, and discourse features when addressing new and familiar topics.	At exit level, Intermediate students make somewhat fluent use of limited academic vocabulary across and within disciplines. They have refined the ability to compare, contrast, summarize, and relate complex text to graphic organizers. They are able to independently search for meaning by decoding words, applying grammar conventions, and using context clues. They distinguish between proper and improper use of basic grammar Although language is generally coherent, it lacks significant elaboration or detail.	Proficient students communicate effectively in English across a range of grade-level appropriate language demands in the social and academic contexts, even though errors occur. They exhibit productive and receptive control of lexical, syntactic, phonological, and discourse features when addressing new and familiar topics. They interpret, analyze, and evaluate written and oral information, basing their responses on implicit and explicit context clues and information retrieved from personal and academic experiences. They are beginning to express themselves in creative and original form, and organize their responses in generally logical and sequenced order. They distinguish nuances of meaning and incorporate idiomatic expressions and academic vocabulary. They recognize literary techniques such as tone, point of view, and attitude in a text.	Above Proficient students communicate effectively in English, with few if any errors, across a wide range of language demands in the social and academic contexts. They command a high degree of productive and receptive control of lexical, syntactic, phonological, and discourse features. They apply language mastery to critically evaluate information and synthesize new meanings or formulate new hypotheses. Their facility with language allows them to analyze information, draw sophisticated inferences, and explain their reasoning. They skillfully organize information for presentation and can express subtle nuances of meaning. They recognize literary techniques such as tone, point of view, and attitude in a text.

Appendix E

Table 9: *(Interpretive: LAS Links High Level Definitions and CA ELD Proficiency Level Definitions*

Table 2: (Interpretive) Alignment Map – CA ELD Proficiency Level (PL) & LAS Links PL Definitions						
	Emerging		**Expanding**		**Bridging**	
CA ELD: Interpretive	**Entry**	**Exit**	**Entry**	**Exit**	**Entry**	**Exit**
	Students are able to comprehend frequently occurring words and basic phrases in immediate physical surroundings; read very brief grade-appropriate text with simple sentences and familiar vocabulary, supported by graphics or pictures; and comprehend familiar words, phrases, and questions drawn from content areas.	Students are able to comprehend a sequence of information on familiar topics as presented through stories and face-to-face conversations; read brief grade-appropriate text with simple sentences and mostly familiar vocabulary, supported by graphics or pictures; and demonstrate understanding of words and phrases from previously learned content material.	Students are able to comprehend information on familiar topics and on some unfamiliar topics in contextualized settings; independently read a variety of grade-appropriate text with simple sentences; read more complex text supported by graphics or pictures; comprehend basic concepts in content areas.	Students are able to comprehend detailed information with fewer contextual clues on unfamiliar topics; read increasingly complex grade-level text while relying on context and prior knowledge to obtain meaning from print; read technical text on familiar topics supported by pictures or graphics.	Students are able to comprehend concrete and many abstract topics and begin to recognize language subtleties in a variety of communicative settings; read increasingly complex text at grade level; read technical text supported by pictures or graphics.	Students are able to comprehend concrete and abstract topics and recognize language subtleties in a variety of communicative settings; read, with limited comprehension difficulty, a variety of grade-level and technical texts, in all content areas.
LAS Links	**Beginning**	**Early Intermediate**	**Intermediate**	**Intermediate**	**Proficient**	**Above Proficient**
	Beginning students are developing receptive and productive uses of English in the school context, although comprehension may be demonstrated nonverbally or through the native language, rather than in English.	Early Intermediate students are developing the ability to communicate in English within the school context. Errors impede basic communication and comprehension. Lexical, syntactic, phonological, and discourse features of English are emerging. These students are gathering the tools of vocabulary and grammar to build future proficiency in language comprehension, analysis, and creation. Students are developing an ability to interpret language on familiar social and academic topics at a rudimentary level.	An Intermediate student at entry level is developing the ability to communicate effectively in English across a range of grade-level appropriate language demands in social and academic contexts. The student exhibits a limited range of lexical, syntactic, phonological, and discourse features when addressing new and familiar topics.	At exit level, Intermediate students make somewhat fluent use of limited academic vocabulary across and within disciplines. They have refined the ability to compare, contrast, summarize, and relate complex text to graphic organizers. They are able to independently search for meaning by decoding words, applying grammar conventions, and using context clues. They distinguish between proper and improper use of basic grammar Although language is generally coherent, it lacks significant elaboration or detail.	Proficient students communicate effectively in English across a range of grade-level appropriate language demands in the social and academic contexts, even though errors occur. They exhibit productive and receptive control of lexical, syntactic, phonological, and discourse features when addressing new and familiar topics. They interpret, analyze, and evaluate written and oral information, basing their responses on implicit and explicit context clues and information retrieved from personal and academic experiences. They are beginning to express themselves in creative and original form, and organize their responses in generally logical and sequenced order. They distinguish nuances of meaning and incorporate idiomatic expressions and academic vocabulary. They recognize literary techniques such as tone, point of view, and attitude in a text.	Above Proficient students communicate effectively in English, with few if any errors, across a wide range of language demands in the social and academic contexts. They command a high degree of productive and receptive control of lexical, syntactic, phonological, and discourse features. They apply language mastery to critically evaluate information and synthesize new meanings or formulate new hypotheses. Their facility with language allows them to analyze information, draw sophisticated inferences, and explain their reasoning. They skillfully organize information for presentation and can express subtle nuances of meaning. They recognize literary techniques such as tone, point of view, and attitude in a text.

Appendix F

Table 10: *Productive: LAS Links High Level Definitions and CA ELD Proficiency Level Definitions*

Table 3: (Productive) Alignment Map – CA ELD Proficiency Level (PL) & LAS Links PL Definitions						
CA ELD: Productive	**Emerging**		**Expanding**		**Bridging**	
	Entry	**Exit**	**Entry**	**Exit**	**Entry**	**Exit**
	Students are able to produce learned words and phrases and use gestures to communicate basic information; express ideas using visuals such as drawings or charts, or graphic organizers; and write or use familiar words and phrases related to everyday and academic topics.	Students are able to produce basic statements and ask questions in direct informational exchanges on familiar and routine subjects; express ideas using information and short responses within structured contexts; and write or use learned vocabulary drawn from academic content areas.	Students are able to produce sustained informational exchanges with others on an expanding variety of topics; express ideas in highly structured and scaffolded academic interactions; and write or use expanded vocabulary to provide information and extended responses in contextualized settings.	Students are able to produce, initiate, and sustain spontaneous interactions on a variety of topics and write and express ideas to meet most social and academic needs through the recombination of learned vocabulary and structures with support.	Students are able to produce, initiate, and sustain interactions with increasing awareness of tailoring language to specific purposes and audiences; and write and express ideas to meet increasingly complex academic demands for specific purposes and audiences.	Students are able to produce, initiate, and sustain extended interactions tailored to specific purposes and audiences; and write and express ideas to meet a variety of social needs and academic demands for specific purposes and audiences.
LAS Links	**Beginning**	**Early Intermediate**	**Intermediate**	**Intermediate**	**Proficient**	**Above Proficient**
	Beginning students are developing receptive and productive uses of English in the school context, although comprehension may be demonstrated nonverbally or through the native language, rather than in English.	Early Intermediate students are developing the ability to communicate in English within the school context. Errors impede basic communication and comprehension. Lexical, syntactic, phonological, and discourse features of English are emerging. These students are gathering the tools of vocabulary and grammar to build future proficiency in language comprehension, analysis, and creation. Students are developing an ability to interpret language on familiar social and academic topics at a rudimentary level.	An Intermediate student at entry level is developing the ability to communicate effectively in English across a range of grade-level appropriate language demands in social and academic contexts. The student exhibits a limited range of lexical, syntactic, phonological, and discourse features when addressing new and familiar topics.	At exit level, Intermediate students make somewhat fluent use of limited academic vocabulary across and within disciplines. They have refined the ability to compare, contrast, summarize, and relate complex text to graphic organizers. They are able to independently search for meaning by decoding words, applying grammar conventions, and using context clues. They distinguish between proper and improper use of basic grammar Although language is generally coherent, it lacks significant elaboration or detail.	Proficient students communicate effectively in English across a range of grade-level appropriate language demands in the social and academic contexts, even though errors occur. They exhibit productive and receptive control of lexical, syntactic, phonological, and discourse features when addressing new and familiar topics. They interpret, analyze, and evaluate written and oral information, basing their responses on implicit and explicit context clues and information retrieved from personal and academic experiences. They are beginning to express themselves in creative and original form, and organize their responses in generally logical and sequenced order. They distinguish nuances of meaning and incorporate idiomatic expressions and academic vocabulary. They recognize literary techniques such as tone, point of view, and attitude in a text.	Above Proficient students communicate effectively in English, with few if any errors, across a wide range of language demands in the social and academic contexts. They command a high degree of productive and receptive control of lexical, syntactic, phonological, and discourse features. They apply language mastery to critically evaluate information and synthesize new meanings or formulate new hypotheses. Their facility with language allows them to analyze information, draw sophisticated inferences, and explain their reasoning. They skillfully organize information for presentation and can express subtle nuances of meaning. They recognize literary techniques such as tone, point of view, and attitude in a text.

Appendix G

LAS Links Test Item Alignment with CA ELD Standards by Domain

The following tables present the percentage of questions in each domain of LAS Links (Listening, Reading, Speaking, Writing) that align with CA ELD Standards. The tables include all standards that correspond to the CA ELD Interpretive or Productive modes for Listening/Reading and Speaking/Writing respectively. Percentages indicate the proportion of test items that address a given standard.

Listening Test

As shown in Table 11, the relevant CA ELD Standards include all "Interpretive" skills (Part I: B5-8) plus Part II skills concerned with basic language function, drawing inferences, and summarizing.

Table 11:
Alignment of the LAS Links Listening Test with CA ELD Standards

CA ELD Standards Covered – Listening	K-1	2-3	4-5	6-8	9-12
Part I-B5: Listening actively to Spoken English in a range of social and academic topics	100%	100%	100%	100%	100%
Part I-B6: Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly[1]	0%	0%	10%	8.7%	8.7%
Part I-B7: 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	62.5%	77.5%	97.5%	100%	100%
Part I-B8: Analyzing how writers and speakers use language resources for specific purposes	5%	17.5%	10%	8.7%	15.2%
Part II-A1: Understanding text structure	0%	0%	0%	6.5%	2.2%
Part II-A2: Understanding cohesion[2]	0%	0%	0%	0%	0%
Part II-B3: Using verbs and verb phrases	0%	0%	7.5%	4.4%	2.2%
Part II-B4: Using nouns and noun phrases	0%	0%	2.5%	4.4%	2.2%
Part II-B5: Modifying to add details	0%	0%	0%	0%	0%
Part II-C6: Connecting ideas	15%	10%	32.5%	52.2%	50%
Part II-C7: Condensing ideas	10%	30%	30%	28%	35%

1. LAS Links does not address this standard in grades K-3. 2. LAS Links Listening items do not specifically address issues of "Understanding cohesion"; these are mostly Productive skills or, as expanded in the CCSS, apply to comparing texts for "chronology, comparison, cause/effect, problem/solution" etc.

Reading Test

Table 12:
Alignment of the LAS Links Reading Test with CA ELD Standards

CA ELD Standards covered – Reading	K	1	2-3	4-5	6-8	9-12
Part I-B5: Listening actively to spoken English in a range of social and academic contexts[1]	N/A	N/A	N/A	N/A	N/A	N/A
Part I-B6: Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly	83%	97%	93%	100%	100%	100%
Part I-B7: Evaluating how well writers and speakers use language to support ideas and arguments with details or evidence[2]	N/A	N/A	N/A	N/A	N/A	N/A
Part I-B8: Analyzing how writers and speakers use vocabulary and other language resources for specific purposes depending on modality, text type, purpose, audience, topic, and content	0%	0%	2%	0%	8.3%	6.7%
Part I-C12: Selecting and applying varied and precise vocabulary and other language resources to effectively convey ideas	0%	0%	42%	38%	20%	22%
Part II-A1: Understanding text structure	0%	0%	0%	0%	5%	5%
Part II-A2: Understanding cohesion	0%	0%	7%	2%	0%	0%
Part II-B5: Modifying to add detail	0%	0%	0%	0%	3.33%	5%
Part II-C6: Connecting ideas	41.7%	55%	80%	77%	52%	63%
Part II-C7: Condensing ideas	0%	0%	0%	20%	28.3%	30%
Part III: Using Foundational Literacy Skills	17.3%	15%	N/A	N/A	N/A	N/A

1. This CA ELD Standard is part of the Interpretive mode but does not apply to the LAS Links Reading test. 2. LAS Links tests the content of an argument, not the quality of an argument per se.

Speaking Test

Table 13:
Alignment of the LAS Links Speaking Test with CA ELD Standards

California Standards covered – Speaking	K	1	2-3	4-5	6-8	9-12
Part I-A1: Exchanging information and ideas with others through oral collaborative discussions on a range of social and academic topics	21.4%	30.5%	22.2%	27.8%	27.8%	22%
Part I-A3: Offering and supporting opinions and negotiating with others in communicative exchanges	0%	0%	25%	22.2%	19.4%	16.7%
Part I-A4: Adapting language choices to various contexts	17.9%	19.4%	5.6%	30.5%	27.8%	27.8%
Part I-B5: Listening actively to spoken English in a range of social and academic contexts	N/A[5]	N/A	N/A	N/A	N/A	N/A
Part I-B6: Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly.	0%	0%	0%	50%	50%	44%
Part I-B8: Analyzing how writers and speakers use vocabulary and other language resources for specific purposes depending on modality, text type, purpose, audience, topic, and content area	0%	0%	0%	0%	0%	0%
Part I-C9: Expressing information and ideas in formal oral presentations on academic topics	5%	6%	0%	33.3%	22%	22%
Part I-C10: Writing literary and informational texts to present, describe, and explain ideas and information using appropriate technology[1]	N/A	N/A	N/A	N/A	N/A	N/A
Part I-C11 Supporting own opinions and evaluating others' opinions in speaking and writing[2]	0%	0%	11.1%	11.1%	0%	0%
Part I-C12: Selecting and applying varied and precise vocabulary and other language resources to effectively convey ideas	96.4%	97.2%	100%	100%	97.2%	100%
Part II-B4: Using nouns and noun phrases[3]	0%	0%	0%	0%	0%	0%
Part II-C6: Connecting ideas	32.1%	50%	50%	50%	50%	36.1%
Part II-C7: Condensing ideas[4]	0%	0%	11.1%	36.1%	11.1%	11.1%

1. Alignment team considered this item literally as applying to writing, so it is not included as a standard for Speaking. 2. Standard applies only up to grade 5 as a Speaking standard; above grade 5, it is "Justifying own arguments and evaluating others' arguments in writing." 3. Varied noun/verb usage at grades 2-3 and higher refers to editing/rewriting functions no tested in LAS Links. 4. The alignment-review team interpreted Part II-C7 to include skills in the aligned CCSS: "…sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or theme…linking ideas within and across categories of information," etc. 5. The LAS Links Speaking domain tests all require active listening, as they are given orally.

Writing Test

In Table 14, note that B5, "Listening actively to spoken English," applies only to K-1.

Table 14:
Alignment of the LAS Links Writing Test with CA ELD Standards

California Standards covered – Writing	K	1	2-3	4-5	6-8	9-12
Part I-A2: Interacting with others in written English in various communication forms (print, communicative technology, and multimedia)[1]	0%	0%	0%	5.9%	5.9%	5.9%
Part I-B5: Listening actively to spoken English in a range of academic contexts[2]	25%	17.5%	N/A	N/A	N/A	N/A
Part I-B6: Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly	0%[5]	0%[5]	29.4%	50%	58.8%	70.6%
Part I-B7: Evaluating how well speakers and writers use language to support ideas and arguments with details or evidence[3]	N/A	N/A	N/A	N/A	N/A	N/A
Part I-C9: Expressing information and ideas in formal oral presentations on academic topics[4]	N/A	N/A	N/A	N/A	N/A	N/A
Part I-C10: Writing literary and informational texts to present, describe, and explain ideas and information, using appropriate technology	0	0	0	41.1%	41.1%	41.1%
Part I-C11: Supporting own opinions and evaluating other's opinions in speaking and writing	0%	0%	5.9%	5.9%	5.9%	5.9%
Part I-C12: Selecting and applying varied and precise vocabulary and other language resources to effectively convey ideas	34%	48%	97%	100%	100%	100%
Part II-A1: Understanding text structure	0%	0%	0%	0%	0%	0%
Part II-A2: Understanding cohesion	38%	20.0%	59%	59%	59%	59%
Part II-B3: Using verbs and verb phrases	9%	7.5%	27%	8.8%	18%	14.7%
Part II-B4: Using nouns and noun phrases	0%	0%	5.9%	5.9%	0%	0%
Part II-C6: Connecting ideas	3%	27%	29.4%	24%	24%	23.5%
Part II-C7: Condensing ideas	0%	0%	0%	11.8%	11.8%	11.8%
Part III: Using Foundational Literacy Skills	75%	80%	0%	0%	0%	0%

1. This Collaborative skill in included because LAS Links asks students in upper grades to imagine a collaborative exchange. 2. Note that this table refers to the Writing test; unlike in higher grades, in grades K-1 the writing test is administered orally and requires listening skills. 3. LAS Links tests the content of an argument, not the quality of an argument per se. 4. Note that this standard refers specifically to "oral presentations." 5. LAS Links writing tests are given orally; grades K-1 do no close reading.

Appendix H

Sample Simulated Collaborative Exchange in LAS Links Speaking Grades 4-5

LAS Links may be said to indirectly align with Collaborative standards with exchanges like the following series of questions about these prompts from the Grade 4-5 Speaking test, which simulates a collaborative conversation:

For items 10 & 12

Table: First Three Presidents in the United States

Year	Presidents
1789-1797	1st President: George Washington
1797-1801	2nd President: John Adams
1801-1809	3rd President: Thomas Jefferson

For items 11 & 12

Slide: First Three Presidents in the United States

- George Washington unified the new nation. Before he became the president, he was the Commander-in-Chief of the Continental Army.
- John Adams was the first president to live in the White House. Before he became the second president, he served as the vice president when George Washington was the president.
- Thomas Jefferson wrote the Declaration of Independence. Before he became the third president, he served as the vice president when John Adams was the president.

10. Imagine that you are giving a presentation about the first three presidents in the United States. How would you present this information to your class?

11. Now look at this slide. It shows you more information about the presidents. How would you present this information to your class?

12. Look at the table and the slide again. How is the information in the two different?

Appendix I

Sample Standards Alignment Map for Grades 4–5: LAS Links – CA ELD – CCSS

Listening

LAS LINKS GRADES 4-5 (FORM D)	CA ELD Standards Match	CCSS Standards Match
LISTENING SUBTEST TOTAL	Part I: B5, B6, B7, B8; Part II: B3, C6, C7	
Listening (Subdomain) Listen for Social, Intercultural, and Instructional Communication (Objective/Content) L2: Respond to idiomatic expressions (Subskills) L3.2: Identify main ideas L3.3 Identify supporting details L4.2 Make inferences Academic Listening (Subdomain) Listen for Language Arts, Social Studies, History L3.2: Identify main ideas L3.3: Identify supporting details L4.2: Make inferences Listen for Mathematics, Science, Technical Subjects L3.2: Identify main ideas L3.3: Identify supporting details L4.2: Make inferences	Part I B5: Listening actively to spoken English in a range of social and academic contexts Part I B6: Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language Part I B7: 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 Part I B8: Analyzing how writers and speakers use vocabulary and other language resources for specific purposes (to explain, persuade, entertain, etc.) depending on modality, text type, purpose, audience, topic, and content area Part II B3: Using verbs and verb phrases Part II C6: Connecting ideas Part II C7: Condensing ideas	SL.5.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly SL.5.2: Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. SL.5:3: Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence. SL 5.4: Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. SL.5.6: Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 for specific expectations.) L.5.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.5.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening. L.5.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. L.5.5: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition). L.5.6: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition). RL.5.1: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. RL.5.2: Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text. RL.5.3: Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact). RL.5.4: Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. 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. RL.5.6: Describe how a narrator's or speaker's point of view influences how events are described. RL.5.7: Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem). RL.5.9: Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their

		approaches to similar themes and topics. RL.5.10: By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently. RI.5.1: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. RI.5.2: Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. RI.5.3: Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text. RI.5.4: Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. 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. RI.5.6: Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. RI.5.7: Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. RI.5.8: Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). RI.5.9: Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. RI.5.10: By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently. W.5.1: Write opinion pieces on topics or texts, supporting a point of view with reasons and information. W.5.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly. W.5.3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. 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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.)

Reading

LAS LINKS GRADES 4-5 (FORM D)	CA ELD Standards Match	CCSS Standards Match
READING SUBTEST TOTAL	Part 1: B6, C12 Part 2: C6, C7	
Reading	Part I B6: Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language Part I C12: Selecting and applying varied and precise vocabulary and language structures to effectively convey ideas Part II C6: Connecting ideas Part II C7: Condensing ideas	SL.5.2: Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. SL.5.3: Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence. SL 5.4: Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. SL.5.6: Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 for specific expectations.) L.5.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.5.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening. L.5.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. L.5.5: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition). L.5.6: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition). RL.5.1: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. RL.5.2: Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text. RL.5.3: Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact). RL.5.4: Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. 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. RL.5.6: Describe how a narrator's or speaker's point of view influences how events are described. RL.5.7: Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem). RL.5.9: Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics. RL.5.10: By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the
Read for Social, Intercultural, and Instructional Communication		
R3.1 Identify main ideas R2.3 Interpret words and phrases as they are used in text R3.2 Identify supporting details		
Academic Reading (Subdomain)		
Read for Language Arts, Social Studies, History		
R3.1 Identify main ideas R3.2 Identify supporting details R2.3 Interpret words and phrases as they are used in text		
Read for Mathematics, Science, Technical Subjects		
R3.1 Identify main ideas R2.3 Interpret words and phrases as they are used in text R3.2 Identify supporting details		

		high end of the grades 4–5 text complexity band independently and proficiently. RI.5.1: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. RI.5.2: Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. RI.5.3: Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text. RI.5.4: Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. 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. RI.5.6: Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. RI.5.7: Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. RI.5.9: Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. RI.5.10: By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently. W.5.1: Write opinion pieces on topics or texts, supporting a point of view with reasons and information. W.5.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly. W.5.3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. W.5.4: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. 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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.)

Speaking

LAS LINKS GRADES 4-5 (FORM D)	CA ELD Standards Match	CCSS Standards Match
SPEAKING SUBTEST TOTAL	Part I: A1, A3, A4, B4, B6, B8, C9, C11, C12; Part II: C6, C7	
Speaking (Subdomain)	Part I A1: Exchanging information and ideas with others through oral collaborative discussions on a range of social and academic topics Part I A3: Offering and supporting opinions and negotiating with others in communicative exchanges Part I A4: Adapting language choices to various contexts (based on task, purpose, audience, and text type) Part I B6: Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language Part I B8: Analyzing how writers and speakers use vocabulary and other language resources for specific purposes (to explain, persuade, entertain, etc.) depending on modality, text type, purpose, audience, topic, and content area Part I C9: Expressing information and ideas in formal oral presentations on academic topics Part I C11: Supporting own opinions and evaluating others' opinions in speaking and writing Part I C12: Selecting and applying varied and precise vocabulary and language structures to effectively convey ideas Part II B4: Using nouns and noun phrases	SL.5.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly SL.5.2: Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. SL 5.4: Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. SL 5.5: Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes. SL.5.6: Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 for specific expectations.) L.5.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.5.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. L.5.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening. L.5.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. L.5.5: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition). L.5.6: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition). RL.5.1: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. RL.5.2: Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text. RL.5.3: Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact). RL.5.4: Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. 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.
Speak for Social, Intercultural, and Instructional Communication (Objective/Content) S1.1 Provide information S1.5 Express opinions and preferences S1.6 Make requests S2.3 Identify an academic or social situation and describe it, using sentences S5.1 Interpret, narrate, and paraphrase events, using visual information		
Academic Speaking (Subdomain)		
Speak for Language Arts, Social Studies, History S2.1 Identify an object or concept S1.2 Describe information S1.3 Interpret and analyze information S4.2 Explain ideas and opinions		
Speak for Mathematics, Science, Technical Subjects		

S1.3 Interpret and analyze information S2.1 Identify an object or concept S1.2 Describe information S4.2 Explain ideas and opinions	Part II C6: Connecting ideas Part II C7: Condensing ideas	RL.5.6: Describe how a narrator's or speaker's point of view influences how events are described. RL.5.7: Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem). RL.5.9: Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics. RL.5.10: By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently. RI.5.1: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. RI.5.2: Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. RI.5.3: Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text. RI.5.4: Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. 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. RI.5.6: Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. RI.5.7: Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. RI.5.9: Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. RI.5.10: By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently. W.5.1: Write opinion pieces on topics or texts, supporting a point of view with reasons and information. W.5.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly. W.5.3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. W.5.4: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. 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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.) W.5.9: Draw evidence from literary or informational texts to support analysis, reflection, and research. W.5.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Writing

LAS LINKS GRADES 4-5 (FORM D)	CA ELD Standards Match	CCSS Standards Match
WRITING SUBTEST TOTAL	Part 1: A2, B6, C10, C11, C12 Part 2: A2, B3, C6, C7	
Writing Write for Social, Intercultural, and Instructional Communication W3.1: Use articles W3.4: Tense and aspect W3.7: Adjectives and adverbs W3.8: Prepositional phrases W3.9: Auxiliary verbs W7.1: Write to describe, explain, report, compare, narrate, persuade, or express Academic Writing Write for Language Arts, Social Studies, History W6.1: Write sentences to summarize W6.6: Write simple sentences to explain Write for Mathematics, Science, Technical Subjects W3.9: Auxiliary verbs W4.3: Commas W6.1: Write sentences to summarize W6.6: Write simple sentences to explain	Part I A2: Interacting with others in written English in various communicative forms (print, communicative technology, and multimedia) Part I B6: Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language Part I C10: Writing literary and informational texts to present, describe, and explain ideas and information, using appropriate technology Part I C11: Supporting own opinions and evaluating others' opinions in speaking and writing Part I C12: Selecting and applying varied and precise vocabulary and language structures to effectively convey ideas Part II A2: Understanding cohesion Part II B3: Using verbs and verb phrases Part II C6: Connecting ideas Part II C7: Condensing ideas	SL.5.2: Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. SL.5:3: Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence. SL 5.4: Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. SL.5.6: Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 for specific expectations.) L.5.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.5.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. L.5.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening. L.5.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. L.5.5: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition). L.5.6: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition). RL.5.1: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. RL.5.2: Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text. RL.5.3: Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact). RL.5.4: Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. 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. RL.5.6: Describe how a narrator's or speaker's point of view influences how events are described. RL.5.7: Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem). RL.5.9: Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.

		RL.5.10: By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently. RI.5.1: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. RI.5.2: Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. RI.5.3: Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text. RI.5.4: Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. 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. RI.5.6: Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. RI.5.7: Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. RI.5.9: Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. RI.5.10: By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently. W.5.1: Write opinion pieces on topics or texts, supporting a point of view with reasons and information. W.5.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly. W.5.3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. W.5.4: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. 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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.) W.5.6: With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting. W.5.7: Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. W.5.8: Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources. W.5.9: Draw evidence from literary or informational texts to support analysis, reflection, and research. W.5.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.