English Language Arts/English Language Development Guidance Document: Big Ideas and Standards Alignment

This document is designed to help California educators understand and create instructional experiences around the English language arts/English language development (ELA/ELD) Big Ideas. Unpacking Big Ideas means identifying standards most heavily emphasized across the central competencies, skills, and concepts a student will understand and demonstrate upon course completion. The tables in this document unpack Big Ideas for grades nine and ten ELA/ELD courses provided to students in California. Within the unpacking process, “lead” and “companion” standards are tagged to “evidence statements” representing the essential areas of emphasis needed for a student to show competency in meeting the proficiency requirements of a Big Idea. These key terms for unpacking the Big Ideas are defined as follows:

* **Evidence statements:** Synthesized descriptions of observable student performance in different clusters of standards that, when taken together, comprise the necessary competencies for proficiency within the ELA/ELD Big Ideas.
* **Lead standards:** Heavily emphasized ELA/ELD standards demonstrating proficiency clustered together within Big Idea evidence statements.
* **Companion standards:** Less heavily emphasizedELA/ELD standards within a Big Idea, likely incorporated within instruction and formative assessments.

When Big Ideas are taken together, all ELA/ELD standards for grades nine and ten are represented as either lead or companion standards.[[1]](#footnote-1) The Big Ideas, evidence statements, and organization of standards as “lead” or “companion” standards in each Big Idea were created in alignment with the *2014 English Language Arts/English Language Development Framework (ELA/ELD Framework)* and *California Common Core State Standards for English Language Arts and Literacy.* Subject matter experts, working in partnership with the California State Board of Education and Curriculum Frameworks and Instructional Resources Division, Special Education Division, and Graduation Division of the California Department of Education (CDE) created the following Big Ideas for grades nine and ten ELA/ELD courses:

* **Big Idea 1: Collaborative Discourse** – Contributing ideas in collaborative discussions about complex texts and topics
* **Big Idea 2: Rhetorical Literary Analysis** – Using knowledge of rhetoric to analyze literature from diverse perspectives and write narratives
* **Big Idea 3: Analyzing and Writing Arguments** – Using knowledge of rhetoric to analyze arguments from diverse perspectives and write arguments
* **Big Idea 4: Research Across Texts** – Conducting research and using findings in written informational and explanatory texts
* **Big Idea 5: Informational Oral Presentations** – Planning and delivering oral presentations conveying information from credible sources

Collaborative Discourse—Contributing Ideas in Collaborative Discussions About Complex Texts and Topics

When students engage in collaborative discussions, they put into practice numerous skills that take place before the actual classroom conversation. Students come to discussions having engaged with complex texts and having researched and planned their reactions. During the conversation, students engage meaningfully by listening actively, responding to others’ comments and ideas, and building on others’ ideas. Daily, sustained collaborative discussions are integral to content learning and language development because they strengthen students’ abilities to participate effectively in a range of discussions, interact with diverse partners and perspectives, and provide clarity to express their own ideas and perspectives (ELA/ELD Framework, pp. 690–694).[[2]](#footnote-2)

Evidence Statements and Related Lead Standards

Table 1 below defines the evidence statements and their related lead standards showing key areas of emphasis for this Big Idea.

Table 1. Unpacked Collaborative Discourse Big Idea

| Evidence Statement | Lead Standards |
| --- | --- |
| **Evidence Statement 1**  (Preparing for Conversations)  Students prepare for collaborative discussions by reviewing notes from reading, research, or previous discussions. They contribute thoughtful comments that demonstrate comprehension and express opinions. | * **ELA.SL.9-10.1** – Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades nine and ten topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. (**a**). Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. * **ELA.RL.9-10.1 and ELA. RI.9-10.1** – Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. * **ELD.PI.9-10.1.Br**– Contribute to class, group, and partner discussions, sustaining conversations on a variety of age and grade-appropriate academic topics by following turn-taking rules, asking and answering relevant, on-topic questions, affirming others, and providing coherent and well-articulated comments and additional information. * **ELD.PI.9-10.5.Br** – Demonstrate comprehension of oral presentations and discussions on a variety of social and academic topics by asking and answering detailed and complex questions that show thoughtful consideration of the ideas or arguments, with light support. * **ELD.PI.9-10.6a and 6b.Br** – (**a**). Explain ideas, phenomena, processes, and relationships within and across texts (for example, compare/contrast, cause/effect, themes, evidence-based argument) based on close reading of a variety of grade-level texts, presented in various print and multimedia formats, using a variety of detailed sentences and a range of general academic and domain-specific words.  (**b**). Explain inferences and conclusions drawn from close reading of grade-level texts and viewing of multimedia using a variety of verbs and adverbials (for example, “creates the impression that,” “consequently”). * **ELD.PII.9-10.2b.Br** – Apply knowledge of familiar language resources for linking ideas, events, or reasons throughout a text (for example, using connecting/transition words and phrases, such as “on the contrary,” “in addition,” “moreover”) to comprehending grade-level texts and to writing cohesive texts for specific purposes and audiences. |
| **Evidence Statement 2**  (Propelling Conversations)  Using appropriate register, students propel conversations in collaborative discussions by connecting them to broader themes, actively involving others, and challenging ideas when necessary, including through negotiation and persuasion. | * **ELA.SL.9-10.1c** – Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades nine and ten topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. (**c**). Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. * **ELD.PI.9-10.1.Br** – Contribute to class, group, and partner discussions, sustaining conversations on a variety of age and grade-appropriate academic topics by following turn-taking rules, asking and answering relevant, on-topic questions, affirming others, and providing coherent and well-articulated comments and additional information. * **ELD.PI.9-10.3.Br** – Negotiate with or persuade others in conversations in appropriate registers (for example, to acknowledge new information in an academic conversation but then politely offer a counterpoint) using a variety of learned phrases, indirect reported speech (for example, “I heard you say \_\_\_, and I haven’t thought about that before. However, \_\_\_”), and open responses to express and defend nuanced opinions. * **ELD.PI.9-10.7**– Explain how successfully writers and speakers structure texts and use language (for example, specific word or phrasing choices) to persuade the reader (for example, by providing well-worded evidence to support claims or connecting points in an argument in specific ways) or create other specific effects, with light support. |

| Evidence Statement | Lead Standards |
| --- | --- |
| **Evidence Statement 3**  (Responding in Conversations)  During collaborative discussions, students respond thoughtfully to diverse perspectives, summarizing points of agreement and disagreement while they qualify or justify their own views. Students make new connections based on evidence and reasoning presented during discussions. | * **SL.9-10.1b** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades nine and ten topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. * **ELA.SL.9-10.1d** – Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades nine and ten topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. (**d**). Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented. * **ELA.SL.9-10.3** – Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence. * **ELA RI.9-10.8** – Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning. * **ELD.PI.9-10.3.Br** – Negotiate with or persuade others in conversations in appropriate registers (for example, to acknowledge new information in an academic conversation but then politely offer a counterpoint) using a variety of learned phrases, indirect reported speech (for example, “I heard you say \_\_\_, and I haven’t thought about that before. However, \_\_\_”), and open responses to express and defend nuanced opinions. * **ELD.PI.9-10.4.Br** – Adjust language choices according to the task) for example, group presentation of a research project), context (for example, classroom, community), purpose (for example, to persuade, to provide arguments or counterarguments), and audience (for example, peers, teachers, college recruiter). * **ELD.PI.9-10.11a.Br** – Justify opinions or persuade others by making connections and distinctions between ideas and texts and articulating sufficient, detailed, and relevant textual evidence or background knowledge, using an appropriate register. * **ELD.PII.9-10.2b.Br** – Apply knowledge of familiar language resources for linking ideas, events, or reasons throughout a text (for example, using connecting/transition words and phrases, such as “on the contrary,” “in addition,” “moreover”) to comprehending grade-level texts and to writing cohesive texts for specific purposes and audiences. * **ELD.PII.9-10.6.Br** – Combine clauses in a variety of ways to create compound and complex sentences that make connections between and link concrete and abstract ideas, for example, to make concessions (for example, *While both characters strive for success*, they each take different approaches through which to reach their goals), or to establish cause (for example, Women’s lives were changed forever after World War II *as a result of joining the workforce*). |

Rhetorical Literary Analysis—Using Knowledge of Rhetoric to Analyze Literature from Diverse Perspectives and Write Narratives

Students gain a deeper understanding of diverse perspectives portrayed in literature from around the world when they employ rhetorical analysis (ELA/ELD Framework, p. 6). Students critically examine cultural experiences reflected in texts and use this knowledge to craft narratives that effectively convey real or imagined experiences. Through this process, students develop the skills to analyze and act on understandings of audience, purpose, and context to produce clear and coherent narratives that reflect an appreciation for the complexities of human expression and storytelling (ELA/ELD Framework, p. 689).

Evidence Statements and Related Lead Standards

Table 2 below defines the evidence statements and their related lead standards showing key areas of emphasis for this big idea.

Table 2. Unpacked Rhetorical Literary Analysis Big Idea

| Evidence Statement | Lead Standards |
| --- | --- |
| **Evidence Statement 1**  **Interpret Perspectives** – Students demonstrate analysis of global literature across different genres (for example, historical fiction, myths, graphic novels, drama, poetry, and so on), identify cultural perspectives from a varied array of communities, and provide strong textual evidence to support their rhetorical interpretations. | * **ELA.RL.9-10.1** – Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. * **ELA.RL.9-10.3** Analyze how complex characters (for example, those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme. * **ELA.RL.9-10.6** – Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature. * **ELD.PI.6.a.Br** – Explain ideas, phenomena, processes, and relationships within and across texts (for example, compare/contrast, cause/effect, themes, evidence-based argument) based on close reading of a variety of grade-level texts, presented in various print and multimedia formats, using a variety of detailed sentences and a range of general academic and domain-specific words. * **ELD.PI.7.Br** – Explain how successfully writers and speakers structure texts and use language (for example, specific word or phrasing choices) to persuade the reader (for example, by providing well-worded evidence to support claims or connecting points in an argument in specific ways) or create other specific effects, with light support. * **ELD.PI.8.Br** – Explain how a writer’s or speaker’s choice of a variety of different types of phrasing or words (for example, hyperbole, varying connotations, the cumulative impact of word choices) produces nuances and different effects on the audience. |

| Evidence Statement | | Lead Standards | |
| --- | --- | --- | --- |
| **Evidence Statement 2** **Identify Rhetorical Moves** – Students analyze text to determine the theme or central idea while also closely reading literary texts and multimedia to discern explicit and implicit meanings conveyed through language. | * **ELA.RL.9-10.2** – Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. * **ELD.PI.6.a.Br** – Explain ideas, phenomena, processes, and relationships within and across texts (for example, compare/contrast, cause/effect, themes, evidence-based argument) based on close reading of a variety of grade-level texts, presented in various print and multimedia formats, using a variety of detailed sentences and a range of general academic and domain-specific words. * **ELD.PI.8.Br** – Explain how a writer’s or speaker’s choice of a variety of different types of phrasing or words (for example, hyperbole, varying connotations, the cumulative impact of word choices) produces nuances and different effects on the audience. * **ELD.PII.6.Br** – Combine clauses in a variety of ways to create compound and complex sentences that make connections between and link concrete and abstract ideas, for example, to make a concession (for example, *While both characters strive for success*, they each take different approaches through which to reach their goals), or to establish cause (for example, Women’s lives were changed forever after World War II *as a result of joining the workforce*). | |

| Evidence Statement | | Lead Standards |
| --- | --- | --- |
| **Evidence Statement 3**  **Craft Narratives** – Students use their knowledge of rhetoric to craft narratives. Students develop real or imagined experiences based on their analysis of a variety of texts from around the world. | * **ELA.W.9-10.3** – Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences. **(a).** Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple points of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. **(e).** Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. * **ELA.W.9-10.4:** Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience. * **ELD.PI.9-10.10a.Br** – Write longer and more detailed literary and informational texts (for example, an argument about water rights) collaboratively (for example, with peers) and independently using appropriate text organization and register. * **ELD.PI.9-10.12a.Br** – Use a variety of grade-appropriate general (for example, *anticipate, transaction*) and domain-specific (for example, *characterization, photosynthesis, society, quadratic functions*) academic words and phrases, including persuasive language, accurately and appropriately when producing complex written and spoken texts. * **ELD.PII.9-10.1.Br** – Apply analysis of the organizational structure of different text types (for example, how arguments are organized by establishing clear relationships among claims, counterclaims, reasons, and evidence) to comprehending texts and to writing clear and cohesive arguments, informative/explanatory texts and narratives. * **ELD.PII.9-10.2a.Br** – Apply knowledge of a variety of language resources for referring to make texts more cohesive (for example, using nominalization, paraphrasing, or summaries to reference or recap an idea or explanation provided earlier) to comprehending grade‐level texts and to writing clear and cohesive grade‐level texts for specific purposes and audiences. | |

Analyzing and Writing Arguments—Using Knowledge of Rhetoric to Write Arguments and Analyze Arguments from Diverse Perspectives

Students will critically analyze diverse perspectives and craft well-reasoned arguments. The California ELA/ELD Framework highlights the importance of these skills, noting that students must go beyond understanding texts to analyze their composition and craft their own convincing arguments (ELA/ELD Framework, p. 672). When students develop rhetorical knowledge this enables them to understand the impact of authors’ choices, grasp the role of audience, purpose, and context, and apply that rhetorical knowledge in their own writing (ELA/ELD Framework, p. 689). Students understand the power of language and persuasive communication which enhances their world understanding and prepares them for effective participation in society.

Evidence Statements and Related Lead Standards

Table 3 below defines the evidence statements and their related lead standards showing key areas of emphasis for this big idea.

Table 3. Unpacked Analyzing and Writing Arguments Big Idea

| Evidence Statement | Lead Standards |
| --- | --- |
| **Evidence Statement 1**  Students identify and analyze an author’s perspective or intent in a text and evaluate the rhetorical strategies used to promote it. | * **ELA.RI.9-10.1** – Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. * **ELA.RI.9-10.3** – Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them. * **ELA.RI.9-10.6** – Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose. * **ELD.PI.9-10.6a.Br** – **Reading/viewing closely**   (**a**). Explain ideas, phenomena, processes, and relationships within and across texts (for example, compare/contrast, cause/effect, themes, evidence‐based argument) based on close reading of a variety of grade‐level texts, presented in various print and multimedia formats, using a variety of detailed sentences and a range of general academic and domain‐specific words.  (**b**). Explain inferences and conclusions drawn from close reading of grade‐level texts and viewing of multimedia using a variety of verbs and adverbials (for example, creates the impression that, consequently).   * **ELD.PI.9-10.7.Br** – **Evaluating Language Choices**   Explain how successfully writers and speakers structure texts and use language (for example, specific word or phrasing choices) to persuade the reader (for example, by providing well-worded evidence to support claims or connecting points in an argument in specific ways) or create other specific effects, with light support.   * **ELD.PII.9-10.1.Br** – **Understanding Text Structure**   Apply analysis of the organizational structure of different text types (for example, how arguments are organized by establishing clear relationships among claims, counterclaims, reasons, and evidence) to comprehending texts and to writing clear and cohesive arguments, informative/explanatory texts, and narratives.   * **ELD.PII.9-10.2a-b.Br** – **Understanding Cohesion**   (**a**). Apply knowledge of a variety of language resources for referring to make texts more cohesive (for example, using nominalization, paraphrasing, or summaries to reference or recap an idea or explanation provided earlier) to comprehending grade-level texts and to writing clear and cohesive grade-level texts for specific purposes and audiences.  (**b**). Apply knowledge of familiar language resources for linking ideas, events, or reasons throughout a text (for example, using connecting/transition words and phrases, such as “on the contrary,” “in addition,” “moreover”) to comprehending grade-level texts and to writing cohesive texts for specific purposes and audiences. |
| **Evidence Statement 2**  Students critically evaluate an argument in a text, including its claims and evidence, to determine the validity of its reasoning and identify any inaccuracies or logical fallacies. | * **ELA.RI.9-10.5** – Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (for example, a section or chapter). * **ELA.RI.9-10.8** – Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning. * **ELA.L.9-10.3** – Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. * **ELD.PI.9-10.7.Br** – **Evaluating Language Choices**   Explain how successfully writers and speakers structure texts and use language (for example, specific word or phrasing choices) to persuade the reader (for example, by providing well-worded evidence to support claims or connecting points in an argument in specific ways) or create other specific effects, with light support.   * **ELD.PII.9-10.1.Br** – **Understanding Text Structure**   Apply analysis of the organizational structure of different text types (for example, how arguments are organized by establishing clear relationships among claims, counterclaims, reasons, and evidence) to comprehending texts and to writing clear and cohesive arguments, informative/explanatory texts, and narratives. |
| **Evidence Statement 3**  Students construct well-reasoned arguments in writing, incorporating clear claims, relevant evidence, and counterarguments while maintaining a formal style and structure that facilitates clear communication. | * **ELA.W.9-10.1a-e** – Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. * **ELA.L.9-10.1a-b** – Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (**a**). Use parallel structure.   Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (**b**). Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.   * **ELA.L.9-10.3** – Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. * **ELA.L.9-10.6** – Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. * **ELD.PI.9-10.4** – **Adapting Language Choices**   Adjust language choices according to the task (for example, group presentation of a research project), context, (for example, classroom, community), purpose (for example, to persuade, to provide arguments or counterarguments), and audience (for example, peers, teachers, college recruiter).   * **ELD.PI.9-10.11a.Br** – **Justifying/arguing**   (**a**). Justify opinions or persuade others by making connections and distinctions between ideas and texts and articulating sufficient, detailed, and relevant textual evidence or background knowledge, using an appropriate register.   * **ELD.PII.9-10.1.Br** – **Understanding text structure**   Apply analysis of the organizational structure of different text types (for example, how arguments are organized by establishing clear relationships among claims, counterclaims, reasons, and evidence) to comprehending texts and to writing clear and cohesive arguments, informative/explanatory texts and narratives.   * **ELD.PII.9-10.2a-b.Br** – **Understanding Cohesion**   (**a**). Apply knowledge of a variety of language resources for referring to make texts more cohesive (for example, using nominalization, paraphrasing, or summaries to reference or recap an idea or explanation provided earlier) to comprehending grade-level texts and to writing clear and cohesive grade-level texts for specific purposes and audiences.  (**b**). Apply knowledge of familiar language resources for linking ideas, events, or reasons throughout a text (for example, using connecting/transition words and phrases, such as *on the contrary, in addition, moreover*) to comprehending grade-level texts and to writing cohesive texts for specific purposes and audiences.   * **ELD.PII.9-10.6.Br** – **Connecting Ideas**   Combine clauses in a variety of ways to create compound and complex sentences that make connections between and link concrete and abstract ideas, for example, to make a concession (for example, While both characters strive for success, they each take different approaches through which to reach their goals.), or to establish cause (for example, Women’s lives were changed forever after World War II as a result of joining the workforce). |
| **Evidence Statement 4**  Students apply their understanding of language to both comprehend text and effectively choose language for its intended impact in various contexts. | * **ELA.L.9-10.3** – Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. * **ELA.L.9-10.1a-b** – Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Use parallel structure.   Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.   * **ELA.L.9-10.6** – Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. * **ELD.PI.9-10.4** – **Adapting Language Choices**   Adjust language choices according to the task (for example, group presentation of a research project), context, (for example, classroom, community), purpose (for example, to persuade, to provide arguments or counterarguments), and audience (for example, peers, teachers, college recruiter).   * **ELD.PI.9-10.8.Br** – **Analyzing Language Choices**   Explain how a writer’s or speaker’s choice of a variety of different types of phrasing or words (for example, hyperbole, varying connotations, the cumulative impact of word choices) produces nuances and different effects on the audience.  **ELD.PI.9-10.12** – **Selecting Language Resources**  (**a**). Use a variety of grade-appropriate general academic words (for example, anticipate, transaction) and domain-specific words and phrases (for example, characterization, photosynthesis, society, quadratic functions), including persuasive language, accurately and appropriately when producing complex written and spoken texts.   * **ELD.PII.9-10.1.Br** – **Understanding text structure**   Apply analysis of the organizational structure of different text types (for example, how arguments are organized by establishing clear relationships among claims, counterclaims, reasons, and evidence) to comprehending texts and to writing clear and cohesive arguments, informative/explanatory texts and narratives.   * **ELD.PII.9-10.2a-b.Br** – **Understanding Cohesion**   (**a**). Apply knowledge of a variety of language resources for referring to make texts more cohesive (for example, using nominalization, paraphrasing, or summaries to reference or recap an idea or explanation provided earlier) to comprehending grade-level texts and to writing clear and cohesive grade-level texts for specific purposes and audiences.  (**b**). Apply knowledge of familiar language resources for linking ideas, events, or reasons throughout a text (for example, using connecting/transition words and phrases, such as *on the contrary, in addition, moreover*) to comprehending grade-level texts and to writing cohesive texts for specific purposes and audiences. |

Research Across Texts—Conducting Research and Using Findings in Written Informational and Explanatory Texts

Opportunities to engage in research contribute to students’ content knowledge and as research projects expand and become more complex, they contribute to students’ motivation and engagement (ELA/ELD Framework, p. 710). While conducting research, students interpret a range of written, audio, visual, and multimedia sources, and communicate about findings. By integrating research findings and understanding various sources, students improve their analytical skills. Students also produce well-structured texts, preparing them for academic and societal participation (ELA/ELD Framework, p. 965).

**Evidence Statements and Related Lead Standards**

Table 4 below defines the evidence statements and their related lead standards showing key areas of emphasis for this Big Idea.

Table 4. Research Across Texts Big Idea

| **Evidence Statement** | **Lead Standards** |
| --- | --- |
| **Evidence Statement 1**  Students analyze informational texts to determine and summarize central ideas, citing strong evidence for explicit statements and inferences drawn from text. | * **ELA.RI. 9-10.1** – Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. * **ELA.RI. 9-10.2** – Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. * **ELA.RI. 9-10.3** – Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.   **ELD.PI.9-10.6a.Br** – Explain ideas, phenomena, processes, and relationships within and across texts (for example, compare/contrast, cause/effect, themes, evidence-based argument) based on close reading of a variety of grade-appropriate texts, presented in various print and multimedia formats, using a variety of detailed sentences and a range of general academic and domain-specific words. |
| **Evidence Statement 2**  Students write informative texts that convey complex ideas. They conduct research and synthesize information from multiple sources while using technology and proper citation to present their ideas clearly and accurately. | * **ELA.W.9-10.2** – Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. * **ELA.W.9-10.7** – Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. * **ELA.W.9-10.8** – Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation including footnotes and endnotes. * **ELD. PI.9-10.10** – (**a**). Write longer and more detailed literary and informational texts (for example, an argument about water rights) collaboratively (for example, with peers) and independently using appropriate text organization and register.  (**b**). Write clear and coherent summaries of texts and experiences by using complete and concise sentences and key words (for example, from notes or graphic organizers). * **ELD.PII.9-10.1.Br** – Understanding Text Structure Apply analysis of the organizational structure of different text types (for example, how arguments are organized by establishing clear relationships among claims, counterclaims, reasons, and evidence) to comprehending texts and to writing clear and cohesive arguments, informative/explanatory texts and narratives. * **ELD.PII.9-10.2a.Br** – Understanding cohesion (**a**). Apply knowledge of a variety of language resources for referring to make texts more cohesive (for example, using nominalization, paraphrasing, or summaries to reference or recap an idea or explanation provided earlier) to comprehending grade‐level texts and to writing clear and cohesive grade‐level texts for specific purposes and audiences. |

Informative Oral Presentations—Planning and Delivering Oral Presentations Conveying Information from Credible Sources

Students will develop and deliver increasingly sophisticated presentations on complex and varied topics with attention to meaning and forms of language (ELA/ELD Framework, p. 694). These presentations convey information from credible sources clearly, logically, and mindful of the audience (ELA/ELD Framework, p. 732). Students express their understanding and thinking in a variety of ways which are both the products of students’ learning and how they learn. They continue to adapt their speech to a variety of contexts and tasks, demonstrating their command of English (ELA/ELD Framework, p. 694).

**Evidence Statements and Related Lead Standards**

Table 5 below defines the evidence statements and their related lead standards showing key areas of emphasis for this big idea.

Table 5. Informative Oral Presentations Big Idea

| **Evidence Statement** | **Lead Standards** |
| --- | --- |
| **Evidence Statement 1**  Students will selectively include information from sources, evaluate each source’s usefulness, integrate information smoothly, and cite sources accurately. | * **ELA.W.9-10.8** – Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation including footnotes and endnotes. * **ELA.W.9-10.7** – Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. * **ELA.W.9-10.2** – Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. * **ELD.PII.9-10.6.Br** – **Connecting Ideas** Combine clauses in a variety of ways to create compound and complex sentences that make connections between and link concrete and abstract ideas, for example, to make a concession… or to establish cause…   **ELD.PII.9-10.7.Br** – **Condensing Ideas** Condense ideas in a variety of ways (for example, … ) to create precise simple, compound, and complex sentences that condense concrete and abstract ideas |
| **Evidence Statement 2**  Students will deliver clear, concise, and logical presentations with appropriate non-verbal cues and organized content that aligns with the presentation’s purpose, audience, and task. | * **ELA.SL.9-10.4** – Present information, findings, and supporting evidence clearly, concisely, and logically (using appropriate eye contact, adequate volume, and clear pronunciation) such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose (for example, argument narrative, informative, response to literature presentations) audience, and task. (**a**). Plan and deliver an informative/explanatory presentation that: presents evidence in support of a thesis, conveys information from primary and secondary sources coherently, uses domain-specific vocabulary, and provides a conclusion that summarizes the main points. (grade nine or ten) * **ELA.SL.9-10.5** – Make strategic use of digital media (for example, textual, graphic, audio, visual, and interactive elements) in the presentation to enhance understanding of findings, reasoning, and evidence and to add interest. * **ELA.SL.9-10.6** – Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades nine and ten Language standards 1 and 3 for specific expectations.) * **ELD.PI.9-10.4** – Adapting Language choices Adjust language choices according to the task(for example, group presentation of a research project), context, (for example, classroom, community), purpose (for example, to persuade, to provide arguments or counterarguments), and audience (for example, peers, teachers, college recruiter). * **ELD.PI.9-10.9.Br.** – Plan and deliver a variety of oral presentations and reports on grade-appropriate topics that express complex and abstract ideas well supported by evidence and sound reasoning, and are delivered using an appropriate level of formality and understanding of register. * **ELD.PII.9-10.1.Br** – Understanding Text Structure Apply analysis of the organizational structure of different text types (for example, how arguments are organized by establishing clear relationships among claims, counterclaims, reasons, and evidence) to comprehending texts and to writing clear and cohesive arguments, informative/explanatory texts and narratives. * **ELD.PII.9-10.2a.Br** – Understanding cohesion (**a**). Apply knowledge of a variety of language resources for referring to make texts more cohesive (for example, using nominalization, paraphrasing, or summaries to reference or recap an idea or explanation provided earlier) to comprehending grade‐level texts and to writing clear and cohesive grade‐level texts for specific purposes and audiences. |

Lead and Companion Standards Across Big Ideas

The following tables crosswalk how lead and companion standards across standard clusters align across all big ideas.

Table 6. A Crosswalk of Lead and Companion Standards for **Reading Literature**

| Standards | Collaborative Discourse | Rhetorical Literary Analysis | Analyzing and Writing Arguments | Research Across Texts | Informational Oral Presentations |
| --- | --- | --- | --- | --- | --- |
| **RL.9-10.1**  Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. |  | lead | companion | companion | companion |
| **RL.9-10.2**  Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. | companion | lead |  |  |  |
| **RL.9-10.3**  Analyze how complex characters (for example, those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme. | companion | lead |  |  |  |
| **RL.9-10.4**  Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (for example, how the language evokes a sense of time and place; how it sets a formal or informal tone). (See grades nine and ten Language standards 4–6 for additional expectations.) | companion | companion |  |  |  |
| **RL.9-10.5**  Analyze how an author’s choices concerning how to structure a text, order events within it (for example, parallel plots), and manipulate time (for example, pacing, flashbacks) create such effects as mystery, tension, or surprise. |  | companion |  |  |  |
| **RL.9-10.6**  Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature. |  | lead |  |  |  |
| **RL.9-10.7**  Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (for example, Auden’s “Musée des Beaux Arts” and Breughel’s Landscape with the Fall of Icarus). |  | companion |  | companion |  |
| **RL.9-10.8**  (Not applicable to literature) |  |  |  |  |  |
| **RL.9-10.9**  Analyze how an author draws on and transforms source material in a specific work (for example, how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare). |  | companion |  |  |  |

Table 7. A Crosswalk of Lead and Companion Standards for **Informational Text**

| Standards | Collaborative Discourse | Rhetorical Literary Analysis | Analyzing and Writing Arguments | Research Across Texts | Informational Oral Presentations |
| --- | --- | --- | --- | --- | --- |
| **RI.9-10.1**  Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. | lead |  | lead | lead |  |
| **RI.9-10.2**  Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. |  |  | companion | lead | companion |
| **RI.9-10.3**  Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them. |  |  | lead | lead | companion |
| **RI.9-10.4**  Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning. | companion | companion |  |  |  |
| **RI.9-10.5**  Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (for example, a section or chapter) |  |  | lead |  | companion |
| **RI.9-10.6**  Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose. |  |  | lead |  | companion |
| **RI.9-10.7**  Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (for example, Auden’s “Musée des Beaux Arts” and Breughel’s *Landscape with the*  *Fall of Icarus*). |  | companion |  |  |  |
| **RI.9-10.8**  Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning. | lead |  | lead |  |  |
| **RI.9-10.9**  Analyze how an author draws on and transforms source material in a specific work (for example, how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare). |  | companion |  |  |  |

Table 8. A Crosswalk of Lead and Companion Standards for **Writing Standards**

| Standards | Collaborative Discourse | Rhetorical Literary Analysis | Analyzing and Writing Arguments | Research Across Texts | Informational Oral Presentations |
| --- | --- | --- | --- | --- | --- |
| **W.9-10.1**  Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. |  |  | lead |  |  |
| **W.9-10.1a**  Introduce precise claims, distinguish the claims from alternate or opposing claims, and create an organization that establishes clear relationships among claims, counterclaims, reasons, and evidence. |  |  | lead |  |  |
| **W.9-10.1b**  Develop claims and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns. |  |  | lead |  |  |
| **W.9-10.1c**  Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claims and reasons, between reasons and evidence, and between claims and counterclaims. |  |  | lead |  |  |
| **W.9-10.1d**  Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. |  |  | lead |  |  |
| **W.9-10.1e**  Provide a concluding statement or section that follows from and supports the argument presented. |  |  | lead |  |  |
| **W.9-10.2**  Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through effective selection, organization, and analysis of content. |  |  |  | lead | lead |
| **W.9-10.2a**  Introduce a topic or thesis statement; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (for example, headings), graphics (for example, figures, tables), and multimedia when useful to aiding comprehension. |  |  |  | companion | companion |
| **W.9-10.2b**  Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic. |  |  |  | companion | companion |
| **W.9-10.2c**  Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. |  |  |  | companion | companion |
| **W.9-10.2d**  Use precise language and domain-specific vocabulary to manage the complexity of the topic. |  |  |  | companion | companion |
| **W.9-10.2e**  Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. |  |  |  | companion | companion |
| **W.9-10.2f**  Provide a concluding statement or section that follows from and supports the information or explanation presented (for example, articulating implications or the significance of the topic). |  | companion |  | companion | companion |
| **W.9-10.3**  Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences. |  | companion |  |  |  |
| **W.9-10.3a**  Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple points of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. |  | lead |  |  |  |
| **W.9-10.3b**  Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. |  | companion |  |  |  |
| **W.9-10.3c**  Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. |  | companion |  |  |  |
| **W.9-10.3d**  Use precise words and phrases, telling details, and sensory language to convey a vivid picture of experiences, events, setting, and/or characters. |  | companion |  |  |  |
| **W.9-10.3e**  Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. |  | lead |  |  |  |
| **W.9-10.4**  Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience. |  | lead | companion |  |  |
| **W.9-10.5**  Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. |  | companion | companion |  | companion |
| **W.9-10.6**  Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically. |  | companion | companion |  |  |
| **W.9-10.7**  Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. |  |  |  | lead | lead |
| **W.9-10.8**  Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation including footnotes and endnotes. |  |  |  | lead | lead |
| **W.9-10.9a**  Draw evidence from literary or informational texts to support analysis, reflection, and research.  Apply *grades nine and ten Reading standards* to literature (for example, “Analyze how an author draws on and transforms source material in a specific work [for example, how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]”). (**a**). Apply *grades nine and ten Reading standards* to literature (for example, “Analyze how an author draws on and transforms source material in a specific work [for example, how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]”). |  |  | companion |  |  |
| **W.9-10.9b**  Draw evidence from literary or informational texts to support analysis, reflection, and research.  (**b**). Apply *grades nine and ten Reading standards* to literary nonfiction (for example, “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”). |  |  |  | companion |  |

Table 9. A Crosswalk of Lead and Companion Standards for **Speaking and Listening**

| Standards | Collaborative Discourse | Rhetorical Literary Analysis | Analyzing and Writing Arguments | Research Across Texts | Informational Oral Presentations |
| --- | --- | --- | --- | --- | --- |
| **SL.9-10.1a**  Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades nine and ten topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. | lead |  |  |  |  |
| **SL.9-10.1b**  Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades nine and ten topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. | lead |  |  |  |  |
| **SL.9-10.1c**  Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades nine and ten topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. | lead |  |  |  |  |
| **SL.9-10.1d**  Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades nine and ten topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. | lead |  |  |  |  |
| **SL.9-10.2**  Integrate multiple sources of information presented in diverse media or formats (for example, visually, quantitatively, orally) evaluating the credibility and accuracy of each source. |  |  |  |  | companion |
| **SL.9-10.3**  Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence. | lead |  |  |  |  |
| **SL.9-10.4a**  Present information, findings, and supporting evidence clearly, concisely, and logically (using appropriate eye contact, adequate volume, and clear pronunciation) such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose (for example, argument, narrative, informative, response to literature presentations), audience, and task.  (**a**). Plan and deliver an informative/explanatory presentation that: presents evidence in support of a thesis, conveys information from primary and secondary sources coherently, uses domain-specific vocabulary, and provides a conclusion that summarizes the main points. (grade nine or ten) | lead |  |  |  | lead |
| **SL.9-10.4b**  Present information, findings, and supporting evidence clearly, concisely, and logically (using appropriate eye contact, adequate volume, and clear pronunciation) such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose (for example, argument, narrative, informative, response to literature presentations), audience, and task.  Plan, memorize, and present a recitation (for example, poem, selection from a speech or dramatic soliloquy) that: conveys the meaning of the selection and includes appropriate performance techniques (for example, tone, rate, voice modulation) to achieve the desired aesthetic effect (grade nine or ten). | companion |  |  |  | companion |
| **SL.9-10.5**  Make strategic use of digital media (for example, textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. |  |  |  |  | lead |
| **SL.9-10.6**  Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades nine and ten Language standards 1 and 3 for specific expectations.) |  |  |  |  | lead |

Table 10. A Crosswalk of Lead and Companion Standards for **Language**

| Standards | Collaborative Discourse | Rhetorical Literary Analysis | Analyzing and Writing Arguments | Research Across Texts | Informational Oral Presentations |
| --- | --- | --- | --- | --- | --- |
| **L.9-10.1**  Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |  |  | lead |  |  |
| **L.9-10.1a**  Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  Use parallel structure. |  |  | lead |  |  |
| **L.9-10.1b**  Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. |  |  | lead |  |  |
| **L.9-10.2**  Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |  |  | companion |  |  |
| **L.9-10.2a**  Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. |  | companion |  |  |  |
| **L.9-10.2b**  Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  Use a colon to introduce a list or quotation. |  | companion |  |  |  |
| **L.9-10.2c**  Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  Spell correctly. |  | companion |  |  |  |
| **L.9-10.3**  Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. |  |  | lead | companion | companion |
| **L.9-10.3a**  Write and edit work so that it conforms to the guidelines in a style manual (for example, MLA Handbook, Turabian’s Manual for Writers) appropriate for the discipline and writing type. |  |  | companion |  |  |
| **L.9-10.4**  Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades nine and ten reading and content, choosing flexibly from a range of strategies. |  |  | companion | companion |  |
| **L.9-10.4a**  Use context (for example, the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. |  |  | companion | companion |  |
| **L.9-10.4b**  Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (for example, analyze, analysis, analytical; advocate, advocacy) and continue to apply knowledge of Greek and Latin roots and affixes. |  |  | companion | companion |  |
| **L.9-10.4c**  Consult general and specialized reference materials (for example, college-level dictionaries, rhyming dictionaries, bilingual dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology. |  |  | companion | companion |  |
| **L.9-10.4d**  Verify the preliminary determination of the meaning of a word or phrase (for example, by checking the inferred meaning in context or a dictionary). |  |  | companion |  |  |
| **L.9-10.5a**  Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.  (**a**). Interpret figures of speech (for example, euphemism, oxymoron) in context and analyze their role in the text. |  |  |  | companion |  |
| **L.9-10.5b**  Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.  (**b**). Analyze nuances in the meaning of words with similar denotations. |  |  | companion |  |  |
| **L.9-10.6**  Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. |  |  | lead | companion |  |

Table 11. A Crosswalk of Lead and Companion Standards for   
**ELD PI—Interacting in Meaningful Ways**

| Standards | Collaborative Discourse | Rhetorical Literary Analysis | Analyzing and Writing Arguments | Research Across Texts | Informational Oral Presentations |
| --- | --- | --- | --- | --- | --- |
| **ELD.PI.9-10.1.Br**  Contribute to class, group, and partner discussions, sustaining conversations on a variety of age and grade-appropriate academic topics by following turn-taking rules, asking and answering relevant, on-topic questions, affirming others, and providing coherent and well-articulated comments and additional information. | lead |  |  |  |  |
| **ELD.PI.9-10.2.Br**  Collaborate with peers to engage in a variety of extended written exchanges and complex, grade-appropriate writing projects, using technology as appropriate. | companion |  |  |  |  |
| **ELD.PI.9-10.3.Br**  Negotiate with or persuade others in conversations in appropriate registers (for example, to acknowledge new information in an academic conversation but then politely offer a counterpoint) using a variety of learned phrases, indirect reported speech (for example, “I heard you say \_\_\_, and I haven’t thought about that before. However, \_\_\_”), and open responses to express and defend nuanced opinions. | lead |  |  |  |  |
| **ELD.PI.9-10.4.Br**  Adjust language choices according to the task (for example, group presentation of a research project), context, (for example, classroom, community), purpose (for example, to persuade, to provide arguments or counterarguments), and audience (for example, peers, teachers, college recruiter). | lead | lead | lead |  | lead |
| **ELD.PI.9-10.5.Br**  Demonstrate comprehension of oral presentations and discussions on a variety of social and academic topics by asking and answering detailed and complex questions that show thoughtful consideration of the ideas or arguments with light support. | lead |  |  |  |  |
| **ELD.PI.9-10.6a.Br**  Explain ideas, phenomena, processes, and relationships within and across texts (for example, compare/contrast, cause/effect, themes, evidence-based argument) based on close reading of a variety of grade-appropriate texts, presented in various print and multimedia formats, using a variety of detailed sentences and precise general academic and domain-specific words. |  |  | lead | companion |  |
| **ELD.PI.9-10.6b.Br**  Explain inferences and conclusions drawn from close reading of grade-appropriate texts and viewing of multimedia using an increasing variety of verbs and adverbials (for example, *creates the impression that, consequently*). |  |  | lead | companion |  |
| **ELD.PI.9-10.6c.Br**  Use knowledge of morphology (for example, derivational suffixes), context, reference materials, and visual cues to determine the meaning, including figurative and connotative meanings, of unknown and multiple-meaning words on a variety of new topics. |  |  |  | companion |  |
| **ELD.PI.9-10.7.Br**  Explain how successfully writers and speakers structure texts and use language (for example, specific word or phrasing choices) to persuade the reader (for example, by providing well-worded evidence to support claims or connecting points in an argument in specific ways) or create other specific effects, with light support. |  |  | lead |  |  |
| **ELD.PI.9-10.8.Br**  Explain how a writer’s or speaker’s choice of a variety of different types of phrasing or words (for example, hyperbole, varying connotations, the cumulative impact of word choices) produces nuances and different effects on the audience. |  |  | lead |  | companion |
| **ELD.PI.9-10.9.Br**  Plan and deliver a variety of oral presentations and reports on grade-appropriate topics that express complex and abstract ideas, are well supported by evidence and reasoning, and are delivered using an appropriate level of formality and understanding of register. |  |  |  |  | lead |
| **ELD.PI.9-10.10a.Br**  Write longer and more detailed literary and informational texts (for example, an argument about free speech) collaboratively (for example, with peers) and independently using appropriate text organization and register. |  |  |  | lead |  |
| **ELD.PI.9-10.10b.Br**  Write clear and coherent summaries of texts and experiences using complete and concise sentences and key words (for example, from notes or graphic organizers). |  |  |  | lead |  |
| **ELD.PI.9-10.11a.Br**  Justify opinions or persuade others by making connections and distinctions between ideas and texts and articulating sufficient, detailed, and relevant textual evidence or background knowledge, using appropriate register. |  |  | lead |  |  |
| **ELD.PI.9-10.11b.Br**  Express attitude and opinions or temper statements with nuanced modal expressions (for example, *possibly/potentially/certainly/absolutely, should/might*). |  |  | companion |  |  |
| **ELD.PI.9-10.12a.Br**  Use a variety of grade-appropriate general academic words (e.g., *anticipate, transaction*) and domain-specific words and phrases (e.g., *characterization, photosynthesis, society, quadratic functions*), including persuasive language, accurately and appropriately when producing complex written and spoken texts. |  |  | lead |  | companion |
| **ELD.PI.9-10.12b.Br**  Use knowledge of morphology to appropriately select affixes in a variety of ways to manipulate language (e.g., changing *humiliate* 🡪 *humiliation*, *incredible 🡪 incredibly*). |  | companion |  |  |  |

Table 12. A Crosswalk of Lead and Companion Standards for   
**ELD PII—Learning About How English Works**

| Standards | Collaborative Discourse | Rhetorical Literary Analysis | Analyzing and Writing Arguments | Research Across Texts | Informational Oral Presentations |
| --- | --- | --- | --- | --- | --- |
| **ELD.PII.9-10.1.Br**  Apply analysis of the organizational structure of different text types (for example, how arguments are organized by establishing clear relationships among claims, counterclaims, reasons, and evidence) to comprehending texts and to writing clear and cohesive arguments, informative/explanatory texts, and narratives. |  |  | lead | lead | lead |
| **ELD.PII.9-10.2a.Br**  Apply knowledge of a variety of language resources for referring to make texts more cohesive (for example, using nominalization, paraphrases, or summaries to reference or recap an idea or explanation provided earlier) to comprehending grade-level texts and to writing clear and cohesive texts for specific purposes and audiences. | lead | lead | lead | lead | lead |
| **ELD.PII.9-10.2b.Br**  Apply knowledge of familiar language resources for linking ideas, events, or reasons throughout a text (for example, using connecting/transition words and phrases, such as *on the contrary, in addition, moreover*) to comprehending grade-level texts and writing cohesive texts for specific purposes and audiences. | lead | lead | lead |  |  |
| **ELD.PII.9-10.3.Br**  Use a variety of verbs in different tenses (for example, present, past, future), aspects (for example, simple, progressive, perfect), and mood (for example, subjunctive) appropriate for the text type and discipline to create a variety of texts that describe concrete and abstract ideas, explain procedures and sequences, summarize texts and ideas, and present and critique points of view. |  |  | companion | companion |  |
| **ELD.PII.9-10.4.Br**  Expand noun phrases in a variety of ways (for example, complex clause embedding) to create detailed sentences that accurately describe concrete and abstract ideas, explain procedures and sequences, summarize texts and ideas, and present and critique points of view on a variety of academic topics. |  |  | companion | companion |  |
| **ELD.PII.9-10.5.Br**  Expand sentences with a variety of adverbials (for example, adverbs, adverb phrases, and clauses, prepositional phrases) to provide details (for example, time, manner, place, cause) about a variety of familiar and new activities and processes. |  |  | companion |  | companion |
| **ELD.PII.9-10.6.Br**  Combine clauses in a variety of ways to create compound and complex sentences that make connections between and link concrete and abstract ideas, for example, to make concession (for example, *While both characters strive for success,* they each take different approaches through which to reach their goals.), or to establish cause (for example, *Women’s lives were* *changed forever after World War II* *as a result of joining the workforce*). | lead |  | lead |  | lead |
| **ELD.PII.9-10.7.Br**  Condense ideas in a variety of ways (for example, through a variety of embedded clauses, or by compounding verbs or prepositional phrases, nominalization) to create precise simple, compound, and complex sentences that condense concrete and abstract ideas (for example, *The epidemic, which ultimately affected hundreds of thousands of people, did not subside for another year*.). | lead |  | companion |  | lead |

1. Local education agencies can add or adjust the standards-based recommendations provided in this document to the locally adopted coursework requirements set for their local communities. Additionally, due to the integrated nature of *CA ELA/ELD Framework* and ELA/ELD standards, most ELA/ELD content will be highly integrated and applicable across all Big Ideas within ELA/ELD courses and connected to content from other courses of study. Therefore, lead and companion standards should be considered fluid in nature and heavily dependent on the design and focus of instruction. [↑](#footnote-ref-1)
2. The multiple references to the California English Language Arts/English Language Development Framework in this performance task are cited and abbreviated as (ELA/ELD Framework, p. number).

   California Department of Education (CDE). 2014. *English Language Arts/English Language Development Framework for California Public Schools, Kindergarten Through Grade Twelve*. Sacramento, CA: CDE Press. [↑](#footnote-ref-2)