MMED has developed the CA ELD Standards Part II: Learning About How English Works Language Matrix to support planning for English Learner instruction. This document highlights the common language of the CA ELD Standards Part II across the language proficiency levels.

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| **Structuring Cohesive Texts** | **Understanding Text Structure PIL.1.1** | Students apply understanding of how text types are organized to express ideas to comprehending texts and writing texts in shared language activities guided by the teacher.  
• How a story is organized sequentially with predictable stages  
ex. next, then, one night, the next day, one grey morning, the weeks passed  
• How an informative/explanatory text is organized vs. an opinion  
ex. A tree is a plant.  
Not all bugs are pests. Some help your garden grow, Where does the water start? Where does the water in a brook, stream or a river come from?  |
| **Understanding Cohesion PIL.1.2** | Students apply understanding of how ideas, events, or reasons are linked throughout a text using connecting words or phrases to comprehending texts and writing texts in shared language activities guided by the teacher.  
ex. One day, a long time ago, suddenly, after that, first/second/third for example |
| **Expanding and Enriching Ideas** | **Using Verbs and Verb Phrases PIL.1.3** | a) Students use verbs and verb types in shared language activities guided by the teacher.  
• Verb types: doing, saying, being/having, thinking/feeling  
b) Students use verb tenses appropriate for the text type and discipline to convey time in shared language activities guided by the teacher.  
• Verb tenses: simple past, simple present, *simple future  
ex. walk, walked, *walking |
| **Using Nouns & Noun Phrases PIL.1.4** | Students expand noun phrases to enrich meaning of sentences and add details about ideas, people, things, etc., in shared language activities guided by the teacher.  
• Adding adjective to describe noun  
ex. big cake, golden box, after next big rain storm, put your boots on and go outside |
| **Modifying to Add Details PIL.1.5** | Students expand sentences with prepositional phrases to provide details (time, manner, place) about an activity or process in shared language activities guided by the teacher.  
ex. in the house, on the boat |
| **Connecting and Condensing Ideas** | **Connecting Ideas PIL.1.6** | Students combine clauses to make connections between and join ideas in shared language activities guided by the teacher and independently.  
• Creating compound sentences  
ex. and, but, so  
• Express cause and effect  
ex. She jumped because the dog barked. |
| **Condensing Ideas PIL.1.7** | Students condense clauses to create precise and detailed sentences in shared language activities guided by the teacher and independently.  
ex. I like blue. I like red. I like purple. ➔ I like blue, red and purple.  
• Embedded Clauses:  
ex. She’s a doctor. She saved the animals. ➔ She’s the doctor who saved the animals. |

*For Bridging level only*