



**CA English Language Development Standards
 Part II: How English Works Matrix**

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.

		Emerging	Expanding	Bridging
Structuring Cohesive Texts	Understanding Text Structure PII.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. <ul style="list-style-type: none"> 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 PII.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 PII.1.3	a) Students use verbs and verb types in shared language activities guided by the teacher. <ul style="list-style-type: none"> 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. <ul style="list-style-type: none"> Verb tenses: simple past, simple present, <i>*simple future</i> ex. walk, walked, *walking 		
	Using Nouns & Noun Phrases PII.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. <ul style="list-style-type: none"> Adding adjective to describe nouns and noun phrases ex. big cake, golden box, after next big rain storm, put your boots on and go outside 		
	Modifying to Add Details PII.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 PII.1.6	Students combine clauses to make connections between and join ideas in shared language activities guided by the teacher and independently. <ul style="list-style-type: none"> Creating compound sentences ex. and, but, so Express cause and effect ex. She jumped because the dog barked. 		
	Condensing Ideas PII.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. <ul style="list-style-type: none"> Embedded Clauses: ex. She's a doctor. She saved the animals. → She's the doctor who saved the animals. 		

**For Bridging level only*