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

**Understanding Text Structure**

Students apply understanding of how different text types are organized to express ideas to comprehend and compose text.

- How a story is organized sequentially ...  
  *ex. In the beginning, after that, following that, next, in the end*
- How an information report is organized by topic and details  
  *ex. What is music? Music is sound. If you hum a tune, play an instrument, or clap out a rhythm, you are making music.*
- *Narrative text* 
  *ex. Once upon a time, long ago*
- *Opinion text* 
  *ex. I believe, in my opinion, I feel*

**Understanding Cohesion**

Students apply understanding of how ideas, events, or reasons are linked throughout a text using connecting words and phrases to comprehending and writing text.

*ex. today, then, after a long time, first/next, for example, after that, suddenly*

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### Expanding

**Using Verbs and Verb Phrases**

a) Students use verbs and verb types independently.

- Verbs:  
  *ex. walk, run*
- Verb types: doing, saying, being/having, thinking/feeling

b) Students use verbs tenses appropriate for the text type and discipline to convey time

- Verb tenses: simple past, simple present, *simple future* 
  *ex. walked, walking, *will walk*

**Using Nouns & Noun Phrases**

Student use noun phrases to enrich meaning of sentences and to add details about ideas, people, things, etc.

- Adding adjectives to nouns  
  *ex. I look into Slim's bright eyes, and then I grab him!*
- *Adding comparative /superlative adjectives* 
  *ex. This storm lasted longer than last year's blizzard. This is the largest hail I have ever seen!*

**Modifying to Add Details**

Student expand sentences with adverbials to provide details (e.g. time, manner, place, cause).

- Adverbs:  
  *ex. slowly, very, extremely*
- Adverb phrases:  
  *ex. over the rainbow, under the sea, after the sunset*
- Prepositional phrases:  
  *ex. at school with my friend*

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### Bridging

**Connecting Ideas**

Students combine clauses to make connection and join ideas.

- Compound Sentences:  
  *ex. The girl and the boy went for a walk.*
- Express cause and effect  
  *ex. She jumped because the dog barked.*
- Complex Sentences:  
  *ex. The boy was hungry. The boy ate a sandwich. ➔ The boy was hungry so he ate a sandwich.*

**Condensing Ideas**

Students condense clauses to create precise and detailed sentences.

- Embedded clauses:  
  *ex. It’s a plant. It’s found in the rainforest. ➔ It’s a green and red plant that’s found in the rainforest.*

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*For Bridging level only*