



**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.2.1	Students apply understanding of how different text types are organized to express ideas to comprehend and compose text. <ul style="list-style-type: none"> <li>How a story is organized sequentially ... <b>ex. In the beginning, after that, following that, next, In the end</b></li> <li>How an information report is organized by topic and details <b>ex. What is music? Music is sound. If you hum a tune, play an instrument, or clap out a rhythm, you are making music.</b></li> <li><i>*Narrative text</i> <b>ex. Once upon a time, long ago</b></li> <li><i>*Opinion text</i> <b>ex. I believe, in my opinion, I feel</b></li> </ul>		
	Understanding Cohesion PII.2.2	Students apply understanding of how ideas, events, or reasons are linked throughout a text using connecting words and phrases to comprehending and writing text. <b>ex. today, then, after a long time, first/next, for example, after that, suddenly</b>		
Expanding and Enriching Ideas	Using Verbs and Verb Phrases PII.2.3	a) Students use verbs and verb types independently. <ul style="list-style-type: none"> <li>Verbs <b>ex. walk, run</b></li> <li>Verb types: doing, saying, being/having, thinking/feeling</li> </ul> b) Students use verbs tenses appropriate for the text type and discipline to convey time <ul style="list-style-type: none"> <li>Verb tenses: simple past, simple present, <i>*simple future</i> <b>ex. walked, walking, *will walk</b></li> </ul>		
	Using Nouns & Noun Phrases PII.2.4	Student use noun phrases to enrich meaning of sentences and to add details about ideas, people, things, etc. <ul style="list-style-type: none"> <li>Adding adjectives to nouns <b>ex. I look into <u>Slim's bright eyes</u>, and then I grab him!</b></li> <li><i>*Adding comparative /superlative adjectives</i> <b>ex. This storm lasted longer than last year's blizzard. This is the largest hail I have ever seen!</b></li> </ul>		
	Modifying to Add Details PII.2.5	Student expand sentences with adverbials to provide details (e.g. time, manner, place, cause). <ul style="list-style-type: none"> <li>Adverbs: <b>ex. slowly, very, extremely</b></li> <li>Adverb phrases: <b>ex. over the rainbow, under the sea, after the sunset</b></li> <li>Prepositional phrases: <b>ex. at school with my friend</b></li> </ul>		
Connecting and Condensing Ideas	Connecting Ideas PII.2.6	Students combine clauses to make connection and join ideas. <ul style="list-style-type: none"> <li>Compound Sentences: <b>ex. The girl and the boy went for a walk.</b></li> <li>Express cause and effect <b>ex. She jumped because the dog barked.</b></li> <li>Complex Sentences: <b>ex. The boy was hungry. The boy ate a sandwich. →The boy was hungry so he ate a sandwich.</b></li> </ul>		
	Condensing Ideas PII.2.7	Students condense clauses to create precise and detailed sentences. <ul style="list-style-type: none"> <li>Embedded clauses: <b>ex. It's a plant. It's found in the rainforest. →It's a green and red plant that's found in the rainforest.</b></li> </ul>		

*\*For Bridging level only*