



**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.3.1	Students apply understanding of how different text types are organized to express ideas to comprehending texts and writing texts. <ul style="list-style-type: none"> <li>Sequentially and with predictable stages  <b>ex. In the beginning, meanwhile, at last</b></li> </ul>		
	Understanding Cohesion PII.3.2	a) Students apply understanding language resources that refer the reader back or forward in text to comprehending texts and writing texts. <b>ex. she, them, us, instead, this means...</b> b) Students apply understanding of how ideas, events, or reasons are linked throughout a text using connecting words and phrases to comprehending texts and writing texts <b>ex. at the beginning, in the end, first, afterwards</b>		
Expanding and Enriching Ideas	Using Verbs & Verb Phrases PII.3.3	Students use verb types and verb tenses appropriate for the text type and discipline to convey time. <ul style="list-style-type: none"> <li>Verb types: doing, saying, being/having, thinking /feeling; regular/irregular</li> <li>Verb tenses: simple past, simple present, simple future  <b>ex. walk, was, had, ate, planted, flew, am, will study</b></li> </ul>		
	Using Nouns & Noun Phrases PII.3.4	Students expand noun phrases in order to enrich meaning of sentences and add details about ideas, people, things, etc. <ul style="list-style-type: none"> <li>Adding an adjective to a noun  <b>ex. bear → black bear</b></li> <li>Comparative /superlative adjectives  <b>Ex. She is smarter than her brother.</b>  <b><u>The most fascinating story ever told.</u></b></li> </ul>		
	Modifying to Add Details PII.3.5	Students expand sentences with adverbials to provide details about a familiar activity or process. <ul style="list-style-type: none"> <li>Adverbials: adverbs, adverb phrases, prepositional phrases  <b>ex. yesterday, slowly, nearby, in the afternoon, sometimes, ...</b></li> <li>Details: time, manner, place, cause  <b>ex. They worked quietly <u>all night in their room.</u></b></li> </ul>		
Connecting and Condensing Ideas	Connecting Ideas PII.3.6	Students combine clauses to make connections between and join ideas. <ul style="list-style-type: none"> <li>Creating compound sentences: and, but, so</li> <li>Cause and Effect  <b>ex. The deer ran because the mount lion came.</b></li> <li>To make concessions  <b>ex. She studied all night even though she wasn't feeling well</b></li> <li><i>*Link two ideas that happen at the same time</i>  <b>ex. The cubs played while their mother hunted.</b></li> </ul>		
	Condensing Ideas PII.3.7	Students condense clauses to create precise and detailed sentences. <ul style="list-style-type: none"> <li>Embedded and condensing 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 tropical rainforest.</b></li> </ul>		

*\*For Bridging level only*