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.

<table>
<thead>
<tr>
<th>Emerging Text Structure PII.1</th>
<th>Expanding Cohesion PII.2</th>
<th>Bridging Cohesion PII.4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students apply understanding of how different text types are organized to express ideas to comprehending texts and writing texts.</td>
<td>Students apply understanding of language resources for referring the reader back or forward in text to comprehending texts and writing texts.</td>
<td>b) 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.</td>
</tr>
</tbody>
</table>
| • Narratives organized sequentially with predictable stages  
  *ex. in another moment, one frightfully hot morning, the morning went on, and at last, after the first day, over time  
  *Opinions/arguments are structured logically, grouping related ideas  
  *ex. Life is easy for the Indians here...the rivers hold salmon and sturgeon, the ocean is full of seals, whales, fish, and shellfish...They don’t need to farm. | • How pronouns refer back to nouns  
  *ex. Organic foods are more nutritious and they are also safer for our bodies.  
  • Synonyms refer back to nouns  
  *ex. Great whirling storms are called by several names, hurricane, typhoon, and cyclone are the three most familiar ones.  
  • “Nominalizations refer back to nouns  
  *ex. Verb to Nouns: grow to growth, dense to density, develop to development |  
  ex. first, yesterday, since, next, for example  
  *ex. for instance, in addition, at the end |
| b) 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.  
  ex. So when she was a sickly, fretful, little baby... | Students use various verb types and tenses appropriate for the text type for a variety of familiar and new topics.  
  • Verb types: doing, saying, being/having, thinking/feeling  
  • Verb tenses: Simple past, timeless present, *mixture of past and present  
  *ex. The river has created flooding in this area for centuries, however, currently, the flooding is causing native animals to relocate. |  
  Students expand noun phrases in order to enrich the meaning of sentences and add details about ideas, people, things, etc.  
  • Adding adjectives to noun phrases or simple clause embedding  
  *ex. Here and there the still surface of the water dimpled, and bright rings spread noiselessly and vanished. |
| Students expand sentences with adverbials to provide details (e.g., time, manner, place, cause, etc.) about an activity or process.  
  • Prepositional phrases  
  *ex. They walked to the soccer field.  
  • Adverbs  
  *ex. They worked quietly.  
  • Adverb phrases  
  *ex. They worked quietly all night in their room. |
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<thead>
<tr>
<th>Connecting and Condensing Ideas</th>
<th>Connecting Ideas PII.4-6</th>
<th>Condensing Ideas PII.4-7</th>
</tr>
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<tbody>
<tr>
<td><strong>Connecting Ideas</strong></td>
<td>Students combine clauses in different ways to make connections between and join ideas in sentences.</td>
<td>Students condense clauses in different ways to create precise and detailed sentences.</td>
</tr>
<tr>
<td></td>
<td>• Creating compound sentences using coordinated conjunctions</td>
<td>• Simple embedded clauses</td>
</tr>
<tr>
<td></td>
<td>ex. and, but, so, because</td>
<td>ex. The woman is a doctor who helps children.</td>
</tr>
<tr>
<td></td>
<td>• Creating cause/effect sentences</td>
<td>• Condensing</td>
</tr>
<tr>
<td></td>
<td>ex. The deer ran because the mountain lion came.</td>
<td>ex. The dog ate quickly. The dog choked. ➔ The dog ate so quickly that it choked. ➔ The dog choked because it ate so quickly</td>
</tr>
<tr>
<td></td>
<td>• Creating a concession</td>
<td>*To link two ideas that happen at the same time</td>
</tr>
<tr>
<td></td>
<td>ex. She studied all night even though she was not feeling well.</td>
<td>ex. The cubs played while their mother hunted.</td>
</tr>
</tbody>
</table>

*In Bridging level only*