



**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.5.1	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"> How a narrative is organized sequentially with predictable stages. ex. one frightfully hot morning, all of a sudden, afterwards, In another moment, at last How opinions/arguments are structured logically around reasons and evidence. ex. however, although, nevertheless, similarly, neither/nor, either/or, moreover, in addition, consequently, specifically, in contrast 		
	Understanding Cohesion PII.5.2	a) Students apply understanding of language resources for referring the reader back or forward in text to comprehending texts and writing texts. <ul style="list-style-type: none"> How pronouns and synonyms refer back to nouns in text. ex. Marsupials are special kinds of mammals. Even the biggest ones give birth to babies that are incredibly small. They must live in their mother's pouch. b) Students apply understanding of how ideas, events, or reasons are linked throughout a text using connecting words and phrases. ex. at the beginning, for example, in the first place, as a result, *consequently, specifically, however		
Expanding and Enriching Ideas	Using Verbs and Verb Phrases PII.5.3	Students use verb types and verb tenses appropriate for text type and discipline <ul style="list-style-type: none"> Verb types: doing, saying, being/having, thinking /feeling Verb tenses: simple past, timeless present, <i>mix of past and present</i> ex. grandma yelled, horses have markings, Great whirling storms roar out of the ocean in many parts of the world. 		
	Using Nouns & Noun Phrases PII.5.4	Students expand noun phrases to enrich meaning of sentences and add details about ideas, people, things, etc. <ul style="list-style-type: none"> Adding comparative/superlative and <i>general academic adjectives</i> ex. The same way, the fastest known thing, bigger area, perfect gear teeth Clause embedding ex. low fences, some of which are thousands of years old, divide England 		
	Modifying to Add Details PII.5.5	Students expand and enrich sentences with adverbials to provide details about an activity or process. <ul style="list-style-type: none"> Adverbials: adverbs, adverb phrases ex. nevertheless, additionally, she now stared long at the bog Prepositional phrases: ex. in different ways Details: time, manner, place, cause ex. in the ancient city, out to each area, to focus visible light 		
Connecting and Condensing Ideas	Connecting Ideas PII.5.6	Students combine clauses sentences to make connections between and join ideas. <ul style="list-style-type: none"> Compound sentences ex. and, but, or, Glass making shops make and cut glass. Complex sentences ex. The deer ran because the mountain lion came. She studied all night even though she wasn't feeling well. 		
	Condensing Ideas PII.5.7	Students condense clauses to create precise and detailed sentences through embedded clauses and <i>nominalizations</i> ex. The book is about science. The book is on the desk. > The science book that's on the desk is mine. *They were very strong. >Their strength helped them.		

*For Bridging level only



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