



**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.6.1	Students apply understanding of how different text types are organized. Students use different text types to express ideas, to comprehending texts and writing basic texts. <ul style="list-style-type: none"> Narrative/historical account is organized sequentially ex. In the beginning, long ago, subsequently, thereafter, evermore Arguments are organized around ideas, reasons, and evidence ex. According to Green is Clean, the nation's anti-pollution efforts should focus on personal vehicles because it would allow Americans to contribute to national efforts and have a vested interest. 		
	Understanding Cohesion PII.6.2	a) Students apply understanding of language resources of language resources for referring the reader back or forward in text to comprehending texts and writing texts. <ul style="list-style-type: none"> Pronouns refer back to nouns ex. Farmers who grow organic produce don't use chemicals to fertilize the soil. Instead, they use other methods. Synonyms refer back to nouns ex. Pesticides are used to kill insects, but these insecticides can seep into well water. Nominalizations refer back to nouns ex. The native languages disappeared. The disappearance of native languages. 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. for example, in the first place, as a result, on the other hand		
Expanding and Enriching Ideas	Using Verbs and Verb Phrases PII.6.3	Students use a variety/various verb types, verb tenses, and aspects appropriate for the text type and discipline on topics. <ul style="list-style-type: none"> Verb types: doing, saying, being/having, thinking /feeling Verb tenses: present, past, future ex. I know, we knew, he will know, She ratifies, ratified, will ratify Aspects: simple, progressive, perfect ex. I thought, he was thinking, they have thought Discipline: Recounting an experience, literary analysis, claims or conclusions ex. We proposed building the school near the park. Stories by E. Carle are more educational than those by M. Sendak because their purpose is not only to entertain but also to teach important concepts such as time. 		
	Using Nouns & Noun Phrases PII.6.4	Students expand noun phrases in ways in order to enrich the meaning of sentences and add details about ideas, people, things, etc. <ul style="list-style-type: none"> Comparative /superlative adjectives ex. She is smarter than her brother. The most fascinating book I have ever read is One Hundred Years of Solitude. You could describe Disneyland as the happiest place on earth. 		
	Modifying to Add Details PII.6.5	Students expand sentences with adverbials to provide details about a familiar activity or process. <ul style="list-style-type: none"> Adverbials: adverbs, adverb phrases ex. slowly, nearby Prepositional phrases ex. In the afternoon Details: time, manner, place, cause ex. yesterday, slowly, nearby, in the afternoon, sometimes, beyond the nearest shore, in the middle of the performance, Can you breathe normally when you exercise? 		
Connecting and Condensing Ideas	Connecting Ideas PII.6.6	Students combine clauses in different ways to make connections between and join ideas. <ul style="list-style-type: none"> Compound sentences ex. He likes cats but he's allergic to them. Complex sentences ex. Since she was tired, she couldn't finish her homework. 		
	Condensing Ideas PII.6.7	Students condense ideas in different ways to create precise and detailed sentences. <ul style="list-style-type: none"> compounding verbs ex. When a muscle contracts, it shortens, and that moves the bones to which it is attached. prepositional phrases ex. This is a story about a girl who changed the world. embedded clauses ex. We should eat food that is organic on a daily basis, provided we have the time. Condensing *Nominalization ex. They destroyed the rain forest. The destruction of the rain forest... 		

*For Bridging level only



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