



**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.4.1	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"> 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 <i>*Opinions/arguments are structured logically, grouping related ideas</i> 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. 		
	Understanding Cohesion PII.4.2	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 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, <u>hurricane</u>, <u>typhoon</u>, and <u>cyclone</u> are the three most familiar ones. <i>*Nominalizations refer back to nouns</i> ex. Verb to Nouns: grow to growth, dense to density, develop to development 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. first, yesterday, since, next, for example <i>*ex. for instance, in addition, at the end</i>		
Expanding and Enriching Ideas	Using Verbs & Verb Phrases PII.4.3	Students use various verb types and tenses appropriate for the text type for a variety of familiar and new topics. <ul style="list-style-type: none"> Verb types: doing, saying, being/having, thinking/feeling Verb tenses: Simple past, timeless present, <i>*mixture of past and present</i> *ex. The river has <u>created</u> flooding in this area for centuries, however, currently, the flooding <u>is causing</u> native animals to relocate. 		
	Using Nouns & Noun Phrases PII.4.4	Students expand noun phrases in order to enrich the meaning of sentences and add details about ideas, people, things, etc. <ul style="list-style-type: none"> Adding adjectives to noun phrases or simple clause embedding ex. So when she was a <u>sickly, fretful, little</u> baby... Adding adverbs to noun phrase or more complex clause embedding ex. Here and there the <u>still surface of the water dimpled</u>, and <u>bright rings spread noiselessly</u> and vanished. 		
	Modifying to Add Details PII.4.5	Students expand sentences with adverbials to provide details (e.g., time, manner, place, cause, etc.) about an activity or process. <ul style="list-style-type: none"> Prepositional phrases ex. They walked <u>to the soccer field</u>. Adverbs ex. They worked <u>quietly</u>. <i>*Adverb phrases</i> ex. They worked <u>quietly all night in their room</u>. 		



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Connecting and Condensing Ideas	Connecting Ideas PII.4.6	<p>Students combine clauses in different ways to make connections between and join ideas in sentences.</p> <ul style="list-style-type: none"> • Creating compound sentences using coordinated conjunctions ex. and, but, so, because • Creating cause/effect sentences ex. The deer ran <u>because</u> the mountain lion came. • Creating a concession ex. She studied all night <u>even though</u> she was not feeling well. • <i>*To link two ideas that happen at the same time</i> ex. The cubs played <u>while</u> their mother hunted.
	Condensing Ideas PII.4.7	<p>Students condense clauses in different ways to create precise and detailed sentences.</p> <ul style="list-style-type: none"> • Simple embedded clauses ex. The woman is a doctor <u>who helps children</u>. • Condensing ex. The dog ate quickly. The dog choked. → The dog ate so quickly <u>that it choked</u>. → The dog choked because it ate so quickly

**In Bridging level only*