



**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.K.1	Students apply understanding of how text types are organized to comprehending texts and composing texts in shared language activities guided by the teacher, with peers and independently. <ul style="list-style-type: none"> How a story is organized by a sequence of events with predictable stages ex. first, next, then, finally How an informative/explanatory text is organized by topic and details. ex. A tree is a plant. A tree is the biggest plant that grows. There are many kinds of trees. <i>*Narrative text versus an informative text versus an opinion text</i> ex. Once upon a time..., plants need water..., I feel... 		
	Understanding Cohesion PII.K.2	Students apply understanding of how ideas, events, or reasons are linked throughout a text using connecting words or phrases to comprehending texts and composing texts in shared language activities guided by the teacher, with peers, and independently. <p>ex. One time, then, next, after, after a long time</p> <p><i>*first/second/third, once, at the end</i></p>		
Expanding and Enriching Ideas	Using Verbs & Verb Phrases PII.K.3	a) Students use verbs and verb types in shared language activities guided by the teacher. <ul style="list-style-type: none"> Verbs ex. go, eat, run Verb types: doing, saying, being/having, thinking/feeling b) Students use verb tenses appropriate for the text type and discipline to convey time in shared language activities guided by the teacher. <ul style="list-style-type: none"> Verb tenses: Simple past, simple present, <i>*simple future</i> ex. watched, watching, <i>*will watch</i> 		
	Using Nouns & Noun Phrases PII.K.4	Students expand noun phrases in order to enrich the meaning of sentences and add details about ideas, people, things, etc., in shared language activities guided by the teacher. <ul style="list-style-type: none"> Add an adjective to a noun and noun phrases ex. nice garden, nice tomato garden 		
	Modifying to Add Details PII.K.5	Students expand sentences with prepositional phrases to provide details (time, manner, place) about an activity or process in shared language activities guided by the teacher and independently. <ul style="list-style-type: none"> Prepositional phrases ex. in the house, on the boat Simple and compound phrases with prepositional phrases ex. She went on the boat. She went on the boat and had fun. 		
Connecting and Condensing Ideas	Connecting Ideas PII.K.6	Combine clauses to make connections between and join ideas in shared language activities guided by the teacher. <ul style="list-style-type: none"> Create compound sentences ex. and, but, so To express cause and effect. ex. She jumped because the dog barked. Rearranging complete simple sentences, ex. <i>*The boy was hungry. The boy ate a sandwich. → The boy was hungry so he ate a sandwich.</i> 		
	Condensing Ideas PII. 7	No standards for kindergarten		

**For Bridging level only*