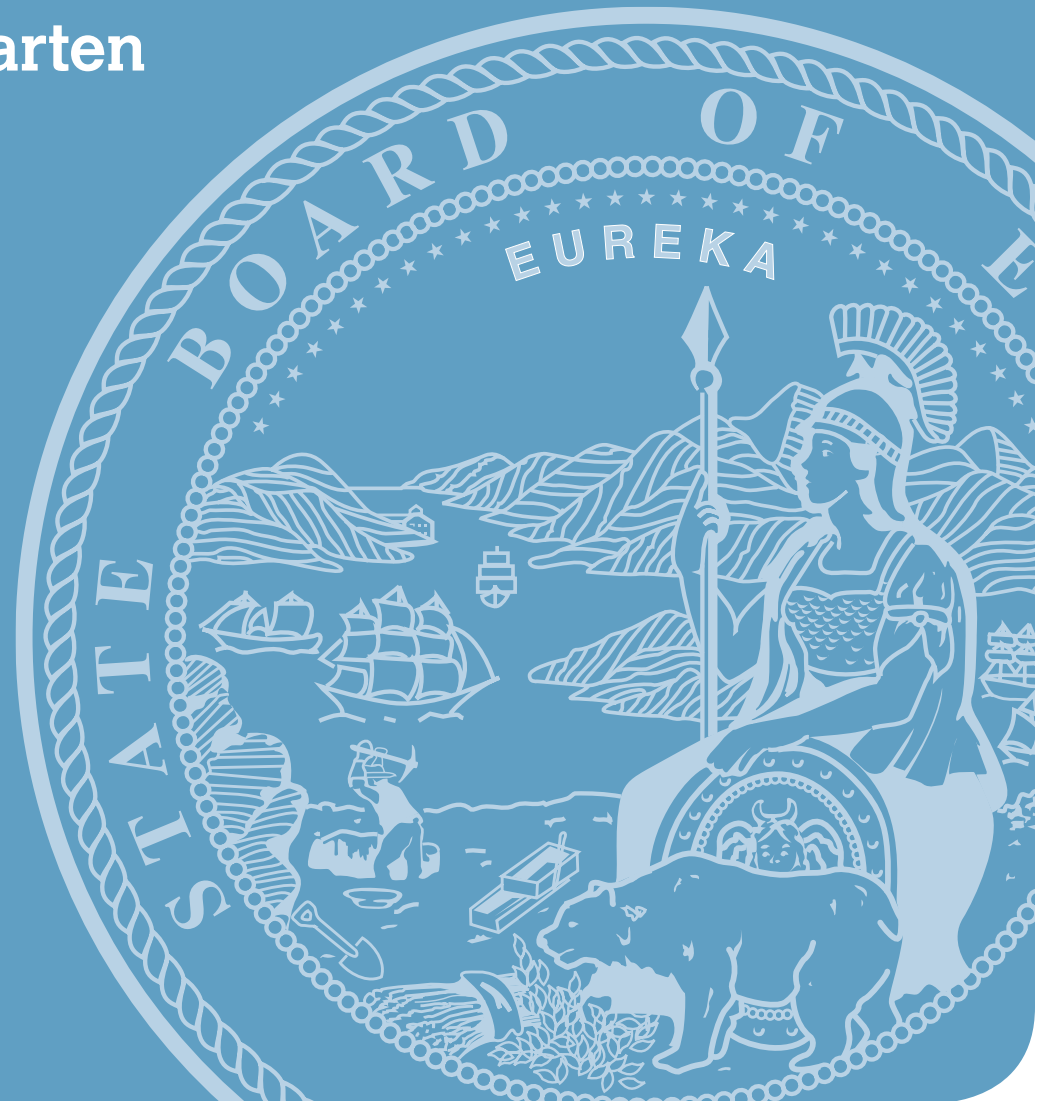# Chapter 3

The Standards: Kindergarten Through Grade 12

Kindergarten

Section 1: Overview

Goal: English learners read, analyze, interpret, and create a variety of literary and informational text types. They develop an understanding of how language is a complex, dynamic, and social resource for making meaning, as well as how content is organized in different text types and across disciplines using text structure, language features, and vocabulary depending on purpose and audience. They are aware that different languages and variations of English exist, and they recognize their home languages and cultures as resources to value in their own right and to draw upon in order to build proficiency in English. English learners contribute actively to class and group discussions, asking questions, responding appropriately, and providing useful feedback. They demonstrate knowledge of content through oral presentations, writing tasks, collaborative conversations, and multimedia. They develop proficiency in shifting language use based on task, purpose, audience, and text type.

Critical Principles for Developing Language and Cognition in Academic Contexts: While advancing along the continuum of English language development levels, English learners at all levels engage in intellectually challenging literacy, disciplinary, and disciplinary literacy tasks. They use language in meaningful and relevant ways appropriate to grade level, content area, topic, purpose, audience, and text type in English language arts, mathematics, science, social studies, and the arts. Specifically, they use language to gain and exchange information and ideas in three communicative modes (collaborative, interpretive, and productive), and they apply knowledge of language to academic tasks via three cross-mode language processes (structuring cohesive texts, expanding and enriching ideas, and connecting and condensing ideas) using various linguistic resources.

Part I: Interacting in Meaningful Ways	Corresponding CA CCSS for ELA/Literacy*
A. Collaborative	
1. Exchanging information and ideas with others through oral collaborative conversations on a range of social and academic topics	• SL.K.1, 6; L.K.1, 6
2. Interacting with others in written English in various communicative forms (print, communicative technology, and multimedia)	• W.K.6; L.K.1, 6
3. Offering and supporting opinions and negotiating with others in communicative exchanges	• SL.K.1, 6; L.K.1, 6
4. Adapting language choices to various contexts (based on task, purpose, audience, and text type)	• Not applicable at kindergarten

*The California English Language Development Standards correspond to the California Common Core State Standards for English Language Arts and Literacy in History/Social Science and Technical Subjects (CA CCSS for ELA/Literacy). English learners should have full access to opportunities to learn ELA, mathematics, science, history/social studies, and other content at the same time they are progressing toward full proficiency in English.

Part I: Interacting in Meaningful Ways	Corresponding CA CCSS for ELA/Literacy
B. Interpretive	
5. Listening actively to spoken English in a range of social and academic contexts	• SL.K.1–3
6. Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language	• RL.K.1–7, 9, 10; RI.K.1–7, 9–10; SL.K.2–3; L.K.4, 6
7. Evaluating how well writers and speakers use language to support ideas and opinions with details or reasons depending on modality, text type, purpose, audience, topic, and content area	• RL.K.3–4, 6; RI.K.2, 6, 8; L.K.4–6
8. Analyzing how writers and speakers use vocabulary and other language resources for specific purposes (to explain, persuade, entertain, etc.) depending on modality, text type, purpose, audience, topic, and content area	• RL.K.4–5; RI.K.4; L.K.4–6
C. Productive	
9. Expressing information and ideas in formal oral presentations on academic topics	• SL.K.4–6; L.K.1, 6
10. Composing/writing literary and informational texts to present, describe, and explain ideas and information, using appropriate technology	• W.K.1-3, 5–8; L.K.1–2, 6
11. Supporting own opinions and evaluating others' opinions in speaking and writing	• W.K.1; SL.K.4, 6; L.K.1–2, 6
12. Selecting and applying varied and precise vocabulary and language structures to effectively convey ideas	• W.K.5; SL.K.4, 6; L.K.1, 5–6
Part II: Learning About How English Works	**Corresponding CA CCSS for ELA/Literacy**
A. Structuring Cohesive Texts	
1. Understanding text structure	• RL.K.5; RI.K.5; W.K.1–3, 5; SL.K.4
2. Understanding cohesion	• RL.K.5; RI.K.5; W.K.1–3,5; SL.K.4; L.K.1
B. Expanding and Enriching Ideas	
3. Using verbs and verb phrases	• W.K.5; SL.K.6; L.K.1, 6
4. Using nouns and noun phrases	• W.K.5; SL.K.6; L.K.1, 6
5. Modifying to add details	• W.K.5; SL.K.4, 6; L.K.1, 6
C. Connecting and Condensing Ideas	
6. Connecting ideas	• W.K.1–3, 5; SL.K.4, 6; L.K.1, 6
7. Condensing ideas	• Not applicable at kindergarten
Part III: Using Foundational Literacy Skills	• RF.K.1–4

Note: **Examples** provided in specific standards are offered *only as illustrative possibilities* and should not be misinterpreted as the only objectives of instruction or as the only types of language that English learners might or should be able to understand or produce.

Section 2: Elaboration on Critical Principles for Developing Language and Cognition in Academic Contexts
Part I: Interacting in Meaningful Ways

Texts and Discourse in Context		ELD Proficiency Level Continuum		
		→ Emerging →	→ Expanding →	→ Bridging →
Part I, strands 1–4, corresponding to the CA CCSS for ELA/Literacy 1. SL.K.1, 6; L.K.1, 6 2. W.K.6; L.K.1, 6 3. SL.K.1, 6; L.K.1, 6 4. Not applicable at kindergarten **Purposes for using language include but are not limited to:** Describing, entertaining, informing, interpreting, analyzing, recounting, explaining, persuading, negotiating, justifying, evaluating, and so on. **Informational text types include but are not limited to:** Description (e.g., science log entry), procedure (e.g., how to solve a mathematics problem), recount (e.g., autobiography, science experiment results), information report (e.g., science or history report), explanation (e.g., how or why something happened), exposition (e.g., opinion), response (e.g., literary analysis), and so on. **Literary text types include but are not limited to:** Stories (e.g., fantasy, legends, fables), drama (e.g., readers' theater), poetry, retelling a story, and so on. **Audiences include but are not limited to:** Peers (one to one) Small group (one to a group) Whole group (one to many)	**A. Collaborative**	*1. Exchanging information and ideas* Contribute to conversations and express ideas by asking and answering *yes-no* and *wh-* questions and responding using gestures, words, and simple phrases. *2. Interacting via written English* Collaborate with the teacher and peers on joint composing projects of short informational and literary texts that include minimal writing (labeling with a few words), using technology, where appropriate, for publishing, graphics, and the like. *3. Offering opinions* Offer opinions and ideas in conversations using a small set of learned phrases (e.g., *I think X*), as well as open responses. *4. Adapting language choices* No standard for kindergarten.	*1. Exchanging information and ideas* Contribute to class, group, and partner discussions by listening attentively, following turn-taking rules, and asking and answering questions. *2. Interacting via written English* Collaborate with the teacher and peers on joint composing projects of informational and literary texts that include some writing (e.g., short sentences), using technology, where appropriate, for publishing, graphics, and the like. *3. Offering opinions* Offer opinions in conversations using an expanded set of learned phrases (e.g., *I think/don't think X. I agree with X*), as well as open responses, in order to gain and/or hold the floor. *4. Adapting language choices* No standard for kindergarten.	*1. Exchanging information and ideas* Contribute to class, group, and partner discussions by listening attentively, following turn-taking rules, and asking and answering questions. *2. Interacting via written English* Collaborate with the teacher and peers on joint composing projects of informational and literary texts that include a greater amount of writing (e.g., a very short story), using technology, where appropriate, for publishing, graphics, and the like. *3. Offering opinions* Offer opinions in conversations using an expanded set of learned phrases (e.g., *I think/don't think X. I agree with X, but . . .*), as well as open responses, in order to gain and/or hold the floor or add information to an idea. *4. Adapting language choices* No standard for kindergarten.

Section 2: Elaboration on Critical Principles for Developing Language and Cognition in Academic Contexts
Part I: Interacting in Meaningful Ways

Texts and Discourse in Context		ELD Proficiency Level Continuum		
		→ Emerging →	→ Expanding →	→ Bridging →
Part I, strands 5–8, corresponding to the CA CCSS for ELA/Literacy 5. SL.K.1–3 6. RL.K.1–7, 9–10; RI.K.1–7, 9–10; SL.K.2–3; L.K.4, 6 7. RL.K.3–4, 6; RI.K.2, 6, 8; L.K.4–6 8. RL.K.4–5; RI.K.4; L.K.4–6 **Purposes for using language include but are not limited to:** Describing, entertaining, informing, interpreting, analyzing, recounting, explaining, persuading, negotiating, justifying, evaluating, and so on. **Informational text types include but are not limited to:** Description (e.g., science log entry), procedure (e.g., how to solve a mathematics problem), recount (e.g., autobiography, science experiment results), information report (e.g., science or history report), explanation (e.g., how or why something happened), exposition (e.g., opinion), response (e.g., literary analysis), and so on. **Literary text types include but are not limited to:** Stories (e.g., fantasy, legends, fables), drama (e.g., readers' theater), poetry, retelling a story, and so on. **Audiences include but are not limited to:** Peers (one to one) Small group (one to a group) Whole group (one to many)	**B. Interpretive**	*5. Listening actively* Demonstrate active listening to read-alouds and oral presentations by asking and answering *yes-no* and *wh-* questions with oral sentence frames and substantial prompting and support. *6. Reading/viewing closely* Describe ideas, phenomena (e.g., parts of a plant), and text elements (e.g., characters) based on understanding of a select set of grade-level texts and viewing of multimedia, with substantial support. *7. Evaluating language choices* Describe the language an author uses to present an idea (e.g., the words and phrases used when a character is introduced), with prompting and substantial support. *8. Analyzing language choices* Distinguish how two different frequently used words (e.g., describing an action with the verb *walk* versus *run*) produce a different effect.	*5. Listening actively* Demonstrate active listening to read-alouds and oral presentations by asking and answering questions with oral sentence frames and occasional prompting and support. *6. Reading/viewing closely* Describe ideas, phenomena (e.g., how butterflies eat), and text elements (e.g., setting, characters) in greater detail based on understanding of a variety of grade-level texts and viewing of multimedia, with moderate support. *7. Evaluating language choices* Describe the language an author uses to present an idea (e.g., the adjectives used to describe a character), with prompting and moderate support. *8. Analyzing language choices* Distinguish how two different words with similar meaning (e.g., describing an action as *walk* versus *march*) produce shades of meaning and a different effect.	*5. Listening actively* Demonstrate active listening to read-alouds and oral presentations by asking and answering detailed questions, with minimal prompting and light support. *6. Reading/viewing closely* Describe ideas, phenomena (e.g., insect metamorphosis), and text elements (e.g., major events, characters, setting) using key details based on understanding of a variety of grade-level texts and viewing of multimedia, with light support. *7. Evaluating language choices* Describe the language an author uses to present or support an idea (e.g., the vocabulary used to describe people and places), with prompting and light support. *8. Analyzing language choices* Distinguish how multiple different words with similar meaning (e.g., *walk, march, strut, prance*) produce shades of meaning and a different effect.

Part I: Interacting in Meaningful Ways

Texts and Discourse in Context		ELD Proficiency Level Continuum		
		→ Emerging →	→ Expanding →	→ Bridging →
Part I, strands 9–12, corresponding to the CA CCSS for ELA/Literacy 9. SL.K.4–6; L.K.1, 6 10. W.K.1-3, 5–8; L.K.1–2, 6 11. W.K.1; SL.K.4, 6; L.K.1–2, 6 12. W.K.5; SL.K.4, 6; L.K.1, 5–6 **Purposes for using language include but are not limited to:** Describing, entertaining, informing, interpreting, analyzing, recounting, explaining, persuading, negotiating, justifying, evaluating, and so on. **Informational text types include but are not limited to:** Description (e.g., science log entry), procedure (e.g., how to solve a mathematics problem), recount (e.g., autobiography, science experiment results), information report (e.g., science or history report), explanation (e.g., how or why something happened), exposition (e.g., opinion), response (e.g., literary analysis), and so on. **Literary text types include but are not limited to:** Stories (e.g., fantasy, legends, fables), drama (e.g., readers' theater), poetry, retelling a story, and so on. **Audience include but are not limited to:** Peers (one to one) Small group (one to a group) Whole group (one to many)	**C. Productive**	*9. Presenting* Plan and deliver very brief oral presentations (e.g., show and tell, describing a picture). *10. Composing/Writing* Draw, dictate, and write to compose very short literary texts (e.g., story) and informational texts (e.g., a description of a dog), using familiar vocabulary collaboratively in shared language activities with an adult (e.g., joint construction of texts), with peers, and sometimes independently. *11. Supporting opinions* Offer opinions and provide good reasons (e.g., *My favorite book is X because X.*) referring to the text or to relevant background knowledge. *12. Selecting language resources* a. Retell texts and recount experiences using a select set of key words. b. Use a select number of general academic and domain-specific words to add detail (e.g., adding the word *spicy* to describe a favorite food, using the word *larva* when explaining insect metamorphosis) while speaking and composing.	*9. Presenting* Plan and deliver brief oral presentations on a variety of topics (e.g., show and tell, author's chair, recounting an experience, describing an animal). *10. Composing/Writing* Draw, dictate, and write to compose short literary texts (e.g., story) and informational texts (e.g., a description of dogs), collaboratively with an adult (e.g., joint construction of texts), with peers, and with increasing independence. *11. Supporting opinions* Offer opinions and provide good reasons and some textual evidence or relevant background knowledge (e.g., paraphrased examples from text or knowledge of content). *12. Selecting language resources* a. Retell texts and recount experiences using complete sentences and key words. b. Use a growing number of general academic and domain-specific words in order to add detail or to create shades of meaning (e.g., using the word *scurry* versus *run*) while speaking and composing.	*9. Presenting* Plan and deliver longer oral presentations on a variety of topics in a variety of content areas (e.g., retelling a story, describing a science experiment). *10. Composing/Writing* Draw, dictate, and write to compose longer literary texts (e.g., story) and informational texts (e.g., an information report on dogs), collaboratively with an adult (e.g., joint construction of texts), with peers, and independently using appropriate text organization. *11. Supporting opinions* Offer opinions and provide good reasons with detailed textual evidence or relevant background knowledge (e.g., specific examples from text or knowledge of content). *12. Selecting language resources* a. Retell texts and recount experiences using increasingly detailed complete sentences and key words. b. Use a wide variety of general academic and domain-specific words, synonyms, antonyms, and non-literal language to create an effect (e.g., using the word *suddenly* to signal a change) or to create shades of meaning (e.g., The cat's fur was *as white as snow*) while speaking and composing.

Section 2: Elaboration on Critical Principles for Developing Language and Cognition in Academic Contexts
Part II: Learning About How English Works

Texts and Discourse in Context	ELD Proficiency Level Continuum		
	→ Emerging →	→ Expanding →	→ Bridging →
Part II, strands 1–2, corresponding to the CA CCSS for ELA/Literacy 1. RL.K.5; RI.K.5; W.K.1–3, 5; SL.K.4 2. RL.K.5; RI.K.5; W.K.1–3, 5; SL.K.4; L.K.1 **Purposes for using language include but are not limited to:** Describing, entertaining, informing, interpreting, analyzing, recounting, explaining, persuading, negotiating, justifying, evaluating, and so on. **Informational text types include but are not limited to:** Description (e.g., science log entry), procedure (e.g., how to solve a mathematics problem), recount (e.g., autobiography, science experiment results), information report (e.g., science or history report), explanation (e.g., how or why something happened), exposition (e.g., opinion), response (e.g., literary analysis), and so on. **Literary text types include but are not limited to:** Stories (e.g., fantasy, legends, fables), drama (e.g., readers' theater), poetry, retelling a story, and so on. **Audiences include but are not limited to:** Peers (one to one) Small group (one to a group) Whole group (one to many)	**A. Structuring Cohesive Texts** *1. Understanding text structure* Apply understanding of how text types are organized (e.g., how a story is organized by a sequence of events) to comprehending and composing texts in shared language activities guided by the teacher, with peers, and sometimes independently. *2. Understanding cohesion* Apply basic understanding of how ideas, events, or reasons are linked throughout a text using more everyday connecting words or phrases (e.g., *one time, then*) to comprehending texts and composing texts in shared language activities guided by the teacher, with peers, and sometimes independently.	*1. Understanding text structure* Apply understanding of how different text types are organized to express ideas (e.g., how a story is organized sequentially with predictable stages versus how an informative text is organized by topic and details) to comprehending texts and composing texts in shared language activities guided by the teacher, collaboratively with peers, and with increasing independence. *2. Understanding cohesion* Apply understanding of how ideas, events, or reasons are linked throughout a text using a growing number of connecting words or phrases (e.g., *next, after a long time*) to comprehending texts and composing texts in shared language activities guided by the teacher, collaboratively with peers, and with increasing independence.	*1. Understanding text structure* Apply understanding of how different text types are organized predictably (e.g., a narrative text versus an informative text versus an opinion text) to comprehending texts and composing texts in shared language activities guided by the teacher, with peers, and independently. *2. Understanding cohesion* Apply understanding of how ideas, events, or reasons are linked throughout a text using a variety of connecting words or phrases (e.g., *first/second/third, once, at the end*) to comprehending texts and composing texts in shared language activities guided by the teacher, with peers, and independently.

Section 2: Elaboration on Critical Principles for Developing Language and Cognition in Academic Contexts
Part II: Learning About How English Works

Texts and Discourse in Context	B. Expanding and Enriching Ideas	ELD Proficiency Level Continuum		
		→ Emerging →	→ Expanding →	→ Bridging →
Part II, strands 3–5, corresponding to the CA CCSS for ELA/Literacy 3. W.K.5; SL.K.6; L.K.1, 6 4. W.K.5; SL.K.6; L.K.1, 6 5. W.K.5; SL.K.4, 6; L.K.1, 6 **Purposes for using language include but are not limited to:** Describing, entertaining, informing, interpreting, analyzing, recounting, explaining, persuading, negotiating, justifying, evaluating, and so on. **Informational text types include but are not limited to:** Description (e.g., science log entry), procedure (e.g., how to solve a mathematics problem), recount (e.g., autobiography, science experiment results), information report (e.g., science or history report), explanation (e.g., how or why something happened), exposition (e.g., opinion), response (e.g., literary analysis), and so on. **Literary text types include but are not limited to:** Stories (e.g., fantasy, legends, fables), drama (e.g., readers' theater), poetry, retelling a story, and so on. **Audiences include but are not limited to:** Peers (one to one) Small group (one to a group) Whole group (one to many)	B. Expanding and Enriching Ideas	*3. Using verbs and verb phrases* a. Use frequently used verbs (e.g., go, eat, run) and verb types (e.g., doing, saying, being/having, thinking/feeling) in shared language activities guided by the teacher and with increasing independence. b. Use simple verb tenses appropriate for the text type and discipline to convey time (e.g., simple past for recounting an experience) in shared language activities guided by the teacher and with increasing independence. *4. Using nouns and noun phrases* Expand noun phrases in simple ways (e.g., adding a familiar adjective to describe a noun) in order to enrich the meaning of sentences and add details about ideas, people, things, and so on, in shared language activities guided by the teacher and sometimes independently. *5. Modifying to add details* Expand sentences with frequently used prepositional phrases (such as *in the house, on the boat*) to provide details (e.g., time, manner, place, cause) about a familiar activity or process in shared language activities guided by the teacher and sometimes independently.	*3. Using verbs and verb phrases* a. Use a growing number of verbs and verb types (e.g., doing, saying, being/having, thinking/feeling) in shared language activities guided by the teacher and independently. b. Use a growing number of verb tenses appropriate for the text type and discipline to convey time (e.g., simple past tense for retelling, simple present for a science description) in shared language activities guided by the teacher and independently. *4. Using nouns and noun phrases* Expand noun phrases in a growing number of ways (e.g., adding a newly learned adjective to a noun) in order to enrich the meaning of sentences and add details about ideas, people, things, and so on, in shared language activities guided by the teacher and with increasing independence. *5. Modifying to add details* Expand sentences with prepositional phrases to provide details (e.g., time, manner, place, cause) about a familiar or new activity or process in shared language activities guided by the teacher and with increasing independence.	*3. Using verbs and verb phrases* a. Use a wide variety of verbs and verb types (e.g., doing, saying, being/having, thinking/feeling) in shared language activities guided by the teacher and independently. b. Use a wide variety of verb tenses appropriate for the text type and discipline to convey time (e.g., simple present for a science description, simple future to predict) in shared language activities guided by the teacher and independently. *4. Using nouns and noun phrases* Expand noun phrases in a wide variety of ways (e.g., adding a variety of adjectives to noun phrases) in order to enrich the meaning of phrases/sentences and add details about ideas, people, things, and so on, in shared language activities guided by the teacher and independently. *5. Modifying to add details* Expand simple and compound sentences with prepositional phrases to provide details (e.g., time, manner, place, cause) in shared language activities guided by the teacher and independently.

Section 2: Elaboration on Critical Principles for Developing Language and Cognition in Academic Contexts
Part II: Learning About How English Works

Texts and Discourse in Context		ELD Proficiency Level Continuum		
		→ Emerging →	→ Expanding →	→ Bridging →
Part II, strands 6–7, corresponding to the CA CCSS for ELA/Literacy 6. W.K.1–3, 5; SL.K.4, 6; L.K.1, 6 7. Not applicable at kindergarten **Purposes for using language include but are not limited to:** Describing, entertaining, informing, interpreting, analyzing, recounting, explaining, persuading, negotiating, justifying, evaluating, and so on. **Informational text types include but are not limited to:** Description (e.g., science log entry), procedure (e.g., how to solve a mathematics problem), recount (e.g., autobiography, science experiment results), information report (e.g., science or history report), explanation (e.g., how or why something happened), exposition (e.g., opinion), response (e.g., literary analysis), and so on. **Literary text types include but not limited to:** Stories (e.g., fantasy, legends, fables), drama (e.g., readers' theater), poetry, retelling a story, and so on. **Audiences include but are not limited to:** Peers (one to one) Small group (one to a group) Whole group (one to many)	**C. Connecting and Condensing Ideas**	*6. Connecting ideas* Combine clauses in a few basic ways to make connections between and join ideas (e.g., creating compound sentences using *and, but, so*) in shared language activities guided by the teacher and sometimes independently. *7. Condensing ideas* No standard for kindergarten.	*6. Connecting ideas* Combine clauses in an increasing variety of ways to make connections between and join ideas, for example, to express cause/effect (e.g., *She jumped because the dog barked*) in shared language activities guided by the teacher and with increasing independence. *7. Condensing ideas* No standard for kindergarten.	*6. Connecting ideas* Combine clauses in a wide variety of ways (e.g., rearranging complete simple sentences to form compound sentences) to make connections between and join ideas (e.g., *The boy was hungry. The boy ate a sandwich.* → *The boy was hungry so he ate a sandwich*) in shared language activities guided by the teacher and independently. *7. Condensing ideas* No standard for kindergarten.

Section 2: Elaboration on Critical Principles for Developing Language and Cognition in Academic Contexts
Part III: Using Foundational Literacy Skills

Foundational literacy skills in an alphabetic writing system ● Print concepts ● Phonological awareness ● Phonics and word recognition ● Fluency	See chapter 6 for information on teaching foundational reading skills to English learners of various profiles based on age, native language, native language writing system, schooling experience, and literacy experience and proficiency. Some considerations are as follows: ● Native language and literacy (e.g., phoneme awareness or print concept skills in native language) should be assessed for potential transference to English language and literacy. ● Similarities between the native language and English should be highlighted (e.g., phonemes or letters that are the same in both languages). ● Differences between the native language and English should be highlighted (e.g., some phonemes in English may not exist in the student's native language; native language syntax may be different from English syntax).

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Section 1: Overview

Goal: English learners read, analyze, interpret, and create a variety of literary and informational text types. They develop an understanding of how language is a complex, dynamic, and social resource for making meaning, as well as how content is organized in different text types and across disciplines using text structure, language features, and vocabulary depending on purpose and audience. They are aware that different languages and variations of English exist, and they recognize their home languages and cultures as resources to value in their own right and to draw upon in order to build proficiency in English. English learners contribute actively to class and group discussions, asking questions, responding appropriately, and providing useful feedback. They demonstrate knowledge of content through oral presentations, writing tasks, collaborative conversations, and multimedia. They develop proficiency in shifting language use based on task, purpose, audience, and text type.

Critical Principles for Developing Language and Cognition in Academic Contexts: While advancing along the continuum of English language development levels, English learners at all levels engage in intellectually challenging literacy, disciplinary, and disciplinary literacy tasks. They use language in meaningful and relevant ways appropriate to grade level, content area, topic, purpose, audience, and text type in English language arts, mathematics, science, social studies, and the arts. Specifically, they use language to gain and exchange information and ideas in three communicative modes (collaborative, interpretive, and productive), and they apply knowledge of language to academic tasks via three cross-mode language processes (structuring cohesive texts, expanding and enriching ideas, and connecting and condensing ideas) using various linguistic resources.

Part I: Interacting in Meaningful Ways	Corresponding CA CCSS for ELA/Literacy*
A. Collaborative	
1. Exchanging information and ideas with others through oral collaborative conversations on a range of social and academic topics	• SL.1.1, 6; L.1.1, 6
2. Interacting with others in written English in various communicative forms (print, communicative technology, and multimedia)	• W.1.6; L.1.1, 6
3. Offering and supporting opinions and negotiating with others in communicative exchanges	• SL.1.1, 6; L.1.1, 6
4. Adapting language choices to various contexts (based on task, purpose, audience, and text type)	• Not applicable at grade 1

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Part I: Interacting in Meaningful Ways	Corresponding CA CCSS for ELA/Literacy
B. Interpretive	
5. Listening actively to spoken English in a range of social and academic contexts	• SL.1.1–3
6. Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language	• RL.1.1–7, 9, 10; RI.1.1–7, 9–10; SL.1.2–3; L.1.4, 6
7. Evaluating how well writers and speakers use language to support ideas and opinions with details or reasons depending on modality, text type, purpose, audience, topic, and content area	• RL.1.3–4, 6; RI.1.2, 6, 8; L.1.4–6
8. Analyzing how writers and speakers use vocabulary and other language resources for specific purposes (to explain, persuade, entertain, etc.) depending on modality, text type, purpose, audience, topic, and content area	• RL.1.4–5; RI.1.4; L.1.4–6
C. Productive	
9. Expressing information and ideas in formal oral presentations on academic topics	• SL.1.4–6; L.1.1, 6
10. Writing literary and informational texts to present, describe, and explain ideas and information, using appropriate technology	• W.1.1–3, 5–8; L.1.1–2, 6
11. Supporting own opinions and evaluating others' opinions in speaking and writing	• W.1.1; SL.1.4, 6; L.1.1–2, 6
12. Selecting and applying varied and precise vocabulary and language structures to effectively convey ideas	• W.1.5; SL.1.4, 6; L.1.1, 5–6
Part II: Learning About How English Works	**Corresponding CA CCSS for ELA/Literacy**
A. Structuring Cohesive Texts	
1. Understanding text structure	• RL.1.5; RI.1.5; W.1.1–3, 5; SL.1.4
2. Understanding cohesion	• RL.1.5; RI.1.5; W.1.1–3, 5; SL.1.4; L.1.1
B. Expanding and Enriching Ideas	
3. Using verbs and verb phrases	• W.1.5; SL.1.6; L.1.1, 6
4. Using nouns and noun phrases	• W.1.5; SL.1.6; L.1.1, 6
5. Modifying to add details	• W.1.5; SL.1.4, 6; L.1.1, 6
C. Connecting and Condensing Ideas	
6. Connecting ideas	• W.1.1–3, 5; SL.1.4, 6; L.1.1, 6
7. Condensing ideas	• W.1.1–3, 5; SL.1.4, 6; L.1.1, 6
Part III: Using Foundational Literacy Skills	• RF.K-1.1–4 (as appropriate)

Note: **Examples** provided in specific standards are offered *only as illustrative possibilities* and should not be misinterpreted as the only objectives of instruction or as the only types of language that English learners might or should be able to understand or produce.

Texts and Discourse in Context		ELD Proficiency Level Continuum		
		→ Emerging →	→ Expanding →	→ Bridging →
Part I, strands 1–4, corresponding to the CA CCSS for ELA/Literacy 1. SL.1.1, 6; L.1.1, 6 2. W.1.6; L.1.1, 6 3. SL.1.1, 6; L.1.1, 6 4. Not applicable at grade 1 **Purposes for using language include but are not limited to:** Describing, entertaining, informing, interpreting, analyzing, recounting, explaining, persuading, negotiating, justifying, evaluating, and so on. **Informational text types include but are not limited to:** Description (e.g., science log entry), procedure (e.g., how to solve a mathematics problem), recount (e.g., autobiography, science experiment results), information report (e.g., science or history report), explanation (e.g., how or why something happened), exposition (e.g., opinion), response (e.g., literary analysis), and so on. **Literary text types include but are not limited to:** Stories (e.g., fantasy, legends, fables), drama (e.g., readers' theater), poetry, retelling a story, and so on. **Audiences include but are not limited to:** Peers (one to one) Small group (one to a group) Whole group (one to many)	**A. Collaborative**	*1. Exchanging information and ideas* Contribute to conversations and express ideas by asking and answering *yes-no* and *wh-* questions and responding using gestures, words, and simple phrases. *2. Interacting via written English* Collaborate with teacher and peers on joint writing projects of short informational and literary texts, using technology where appropriate for publishing, graphics, and the like. *3. Offering opinions* Offer opinions and ideas in conversations using a small set of learned phrases (e.g., *I think X*), as well as open responses in order to gain and/or hold the floor. *4. Adapting language choices* No standard for grade 1.	*1. Exchanging information and ideas* Contribute to class, group, and partner discussions by listening attentively, following turn-taking rules, and asking and answering questions. *2. Interacting via written English* Collaborate with peers on joint writing projects of longer informational and literary texts, using technology where appropriate for publishing, graphics, and the like. *3. Offering opinions* Offer opinions and negotiate with others in conversations using an expanded set of learned phrases (e.g., *I think/don't think X. I agree with X*), as well as open responses in order to gain and/or hold the floor, elaborate on an idea, and so on. *4. Adapting language choices* No standard for grade 1.	*1. Exchanging information and ideas* Contribute to class, group, and partner discussions by listening attentively, following turn-taking rules, and asking and answering questions. *2. Interacting via written English* Collaborate with peers on joint writing projects of longer informational and literary texts, using technology where appropriate for publishing, graphics, and the like. *3. Offering opinions* Offer opinions and negotiate with others in conversations using an expanded set of learned phrases (e.g., *I think/don't think X. I agree with X*), and open responses in order to gain and/or hold the floor, elaborate on an idea, provide different opinions, and so on. *4. Adapting language choices* No standard for grade 1.

Section 2: Elaboration on Critical Principles for Developing Language and Cognition in Academic Contexts
Part I: Interacting in Meaningful Ways

Texts and Discourse in Context		ELD Proficiency Level Continuum		
		→ Emerging →	→ Expanding →	→ Bridging →
Part I, strands 5–8, corresponding to the CA CCSS for ELA/Literacy 5. SL.1.1–3 6. RL.1.1–7, 9, 10; RI.1.1–7, 9–10; SL.1.2–3; L.1.4, 6 7. RL.1.3–4, 6; RI.1.2, 6, 8; L.1.4–6 8. RL.1.4–5; RI.1.4; L.1.4–6 **Purposes for using language include but are not limited to:** Describing, entertaining, informing, interpreting, analyzing, recounting, explaining, persuading, negotiating, justifying, evaluating, and so on. **Informational text types include but are not limited to:** Description (e.g., science log entry), procedure (e.g., how to solve a mathematics problem), recount (e.g., autobiography, science experiment results), information report (e.g., science or history report), explanation (e.g., how or why something happened), exposition (e.g., opinion), response (e.g., literary analysis), and so on. **Literary text types include but are not limited to:** Stories (e.g., fantasy, legends, fables), drama (e.g., readers' theater); poetry, retelling a story, and so on. **Audiences include but are not limited to:** Peers (one to one) Small group (one to a group) Whole group (one to many)	**B. Interpretive**	*5. Listening actively* Demonstrate active listening to read-alouds and oral presentations by asking and answering *yes-no* and *wh-* questions with oral sentence frames and substantial prompting and support. *6. Reading/viewing closely* Describe ideas, phenomena (e.g., plant life cycle), and text elements (e.g., characters) based on understanding of a select set of grade-level texts and viewing of multimedia, with substantial support. *7. Evaluating language choices* Describe the language writers or speakers use to present an idea (e.g., the words and phrases used to describe a character), with prompting and substantial support. *8. Analyzing language choices* Distinguish how two different frequently used words (e.g., *large* versus *small*) produce a different effect on the audience.	*5. Listening actively* Demonstrate active listening to read-alouds and oral presentations by asking and answering questions, with oral sentence frames and occasional prompting and support. *6. Reading/viewing closely* Describe ideas, phenomena (e.g., how earthworms eat), and text elements (e.g., setting, main idea) in greater detail based on understanding of a variety of grade-level texts and viewing of multimedia, with moderate support. *7. Evaluating language choices* Describe the language writers or speakers use to present or support an idea (e.g., the adjectives used to describe people and places), with prompting and moderate support. *8. Analyzing language choices* Distinguish how two different words with similar meaning (e.g., *large* versus *enormous*) produce shades of meaning and a different effect on the audience.	*5. Listening actively* Demonstrate active listening to read-alouds and oral presentations by asking and answering detailed questions, with minimal prompting and light support. *6. Reading/viewing closely* Describe ideas, phenomena (e.g., erosion), and text elements (e.g., central message, character traits) using key details based on understanding of a variety of grade-level texts and viewing of multimedia, with light support. *7. Evaluating language choices* Describe the language writers or speakers use to present or support an idea (e.g., the author's choice of vocabulary to portray characters, places, or real people) with prompting and light support. *8. Analyzing language choices* Distinguish how multiple different words with similar meaning (e.g., *big, large, huge, enormous, gigantic*) produce shades of meaning and a different effect on the audience.

Section 2: Elaboration on Critical Principles for Developing Language and Cognition in Academic Contexts
Part I: Interacting in Meaningful Ways

Texts and Discourse in Context		ELD Proficiency Level Continuum		
		→ Emerging →	→ Expanding →	→ Bridging →
Part I, strands 9–12, corresponding to the CA CCSS for ELA/Literacy 9. SL.1.4–6; L.1.1, 6 10. W.1.1–3, 5–8; L.1.1–2, 6 11. W.1.1; SL.1.4, 6; L.1.1–2, 6 12. W.1.5; SL.1.4, 6; L.1.1, 5–6 **Purposes for using language include but are not limited to:** Describing, entertaining, informing, interpreting, analyzing, recounting, explaining, persuading, negotiating, justifying, evaluating, and so on. **Informational text types include but are not limited to:** Description (e.g., science log entry), procedure (e.g., how to solve a mathematics problem), recount (e.g., autobiography, science experiment results), information report (e.g., science or history report), explanation (e.g., how or why something happened), exposition (e.g., opinion), response (e.g., literary analysis), and so on. **Literary text types include but are not limited to:** Stories (e.g., fantasy, legends, fables), drama (e.g., readers' theater), poetry, retelling a story, and so on. **Audiences include but are not limited to:** Peers (one to one) Small group (one to a group) Whole group (one to many)	**C. Productive**	*9. Presenting* Plan and deliver very brief oral presentations (e.g., show and tell, describing a picture). *10. Writing* Write very short literary texts (e.g., story) and informational texts (e.g., a description of an insect) using familiar vocabulary collaboratively with an adult (e.g., joint construction of texts), with peers, and sometimes independently. *11. Supporting opinions* Offer opinions and provide good reasons (e.g., *My favorite book is X because X*) referring to the text or to relevant background knowledge. *12. Selecting language resources* a. Retell texts and recount experiences, using key words. b. Use a select number of general academic and domain-specific words to add detail (e.g., adding the word *scrumptious* to describe a favorite food, using the word *thorax* to refer to insect anatomy) while speaking and writing.	*9. Presenting* Plan and deliver brief oral presentations on a variety of topics (e.g., show and tell, author's chair, recounting an experience, describing an animal, and the like). *10. Writing* Write short literary texts (e.g., a story) and informational texts (e.g., an informative text on the life cycle of an insect) collaboratively with an adult (e.g., joint construction of texts), with peers, and with increasing independence. *11. Supporting opinions* Offer opinions and provide good reasons and some textual evidence or relevant background knowledge (e.g., paraphrased examples from text or knowledge of content). *12. Selecting language resources* a. Retell texts and recount experiences, using complete sentences and key words. b. Use a growing number of general academic and domain-specific words in order to add detail, create an effect (e.g., using the word *suddenly* to signal a change), or create shades of meaning (e.g., *prance versus walk*) while speaking and writing.	*9. Presenting* Plan and deliver longer oral presentations on a variety of topics in a variety of content areas (e.g., retelling a story, describing a science experiment). *10. Writing* Write longer literary texts (e.g., a story) and informational texts (e.g., an informative text on the life cycle of insects) collaboratively with an adult (e.g., joint construction), with peers, and independently. *11. Supporting opinions* Offer opinions and provide good reasons with detailed textual evidence or relevant background knowledge (e.g., specific examples from text or knowledge of content). *12. Selecting language resources* a. Retell texts and recount experiences, using increasingly detailed complete sentences and key words. b. Use a wide variety of general academic and domain-specific words, synonyms, antonyms, and non-literal language (e.g., *The dog was as big as a house*) to create an effect, precision, and shades of meaning while speaking and writing.

Section 2: Elaboration on Critical Principles for Developing Language and Cognition in Academic Contexts
Part II: Learning About How English Works

Texts and Discourse in Context		ELD Proficiency Level Continuum		
		→ Emerging →	→ Expanding →	→ Bridging →
Part II, strands 1–2, corresponding to the CA CCSS for ELA/Literacy 1. RL.1.5; RI.1.5; W.1.1–3, 5; SL.1.4 2. RL.1.5; RI.1.5; W.1.1–3, 5; SL.1.4; L.1.1 **Purposes for using language include but are not limited to:** Describing, entertaining, informing, interpreting, analyzing, recounting, explaining, persuading, negotiating, justifying, evaluating, and so on. **Informational text types include but are not limited to:** Description (e.g., science log entry), procedure (e.g., how to solve a mathematics problem), recount (e.g., autobiography, science experiment results), information report (e.g., science or history report), explanation (e.g., how or why something happened), exposition (e.g., opinion), response (e.g., literary analysis), and so on. **Literary text types include but are not limited to:** Stories (e.g., fantasy, legends, fables), drama (e.g., readers' theater), poetry, retelling a story, and so on. **Audiences include but are not limited to:** Peers (one to one) Small group (one to a group) Whole group (one to many)	**A. Structuring Cohesive Texts**	*1. Understanding text structure* Apply understanding of how text types are organized (e.g., how a story is organized by a sequence of events) to comprehending texts and composing basic texts with substantial support (e.g., using drawings, through joint construction with a peer or teacher) to comprehending texts and writing texts in shared language activities guided by the teacher, with peers, and sometimes independently. *2. Understanding cohesion* Apply basic understanding of how ideas, events, or reasons are linked throughout a text using more everyday connecting words or phrases (e.g., *one day, after, then*) to comprehending texts and writing texts in shared language activities guided by the teacher, with peers, and sometimes independently.	*1. Understanding text structure* Apply understanding of how different text types are organized to express ideas (e.g., how a story is organized sequentially with predictable stages versus how an informative text is organized by topic and details) to comprehending texts and writing texts in shared language activities guided by the teacher and with increasing independence. *2. Understanding cohesion* Apply understanding of how ideas, events, or reasons are linked throughout a text using a growing number of connecting words or phrases (e.g., *a long time ago, suddenly*) to comprehending texts and writing texts in shared language activities guided by the teacher and with increasing independence.	*1. Understanding text structure* Apply understanding of how different text types are organized predictably to express ideas (e.g., how a story is organized versus an informative/ explanatory text versus an opinion text) to comprehending texts and writing texts in shared language activities guided by the teacher and independently. *2. Understanding cohesion* Apply understanding of how ideas, events, or reasons are linked throughout a text using a variety of connecting words or phrases (e.g., *for example, after that, first/ second/third*) to comprehending texts and writing texts in shared language activities guided by the teacher and independently.

Section 2: Elaboration on Critical Principles for Developing Language and Cognition in Academic Contexts
Part II: Learning About How English Works

Texts and Discourse in Context	ELD Proficiency Level Continuum		
	→ Emerging →	→ Expanding →	→ Bridging →
Part II, strands 3–5, corresponding to the CA CCSS for ELA/Literacy 3. W.1.5; SL.1.6; L.1.1, 6 4. W.1.5; SL.1.6; L.1.1, 6 5. W.1.5; SL.1.4, 6; L.1.1, 6 **Purposes for using language include but are not limited to:** Describing, entertaining, informing, interpreting, analyzing, recounting, explaining, persuading, negotiating, justifying, evaluating, and so on. **Informational text types include but are not limited to:** Description (e.g., science log entry), procedure (e.g., how to solve a mathematics problem), recount (e.g., autobiography, science experiment results), information report (e.g., science or history report), explanation (e.g., how or why something happened), exposition (e.g., opinion), response (e.g., literary analysis), and so on. **Literary text types include but are not limited to:** Stories (e.g., fantasy, legends, fables), drama (e.g., readers' theater), poetry, retelling a story, and so on. **Audiences include but are not limited to:** Peers (one to one) Small group (one to a group) Whole group (one to many)	**B. Expanding and Enriching Ideas** *3. Using verbs and verb phrases* a. Use frequently used verbs (e.g., go, eat, run) and verb types (e.g., doing, saying, being/having, thinking/feeling) in shared language activities guided by the teacher and sometimes independently. b. Use simple verb tenses appropriate for the text type and discipline to convey time (e.g., simple past for recounting an experience) in shared language activities guided by the teacher and sometimes independently. *4. Using nouns and noun phrases* Expand noun phrases in simple ways (e.g., adding a familiar adjective to describe a noun) in order to enrich the meaning of sentences and add details about ideas, people, things, and the like, in shared language activities guided by the teacher and sometimes independently. *5. Modifying to add details* Expand sentences with frequently used prepositional phrases (such as *in the house, on the boat*) to provide details (e.g., time, manner, place, cause) about a familiar activity or process in shared language activities guided by the teacher and sometimes independently.	*3. Using verbs and verb phrases* a. Use a growing number of verbs and verb types (e.g., doing, saying, being/having, thinking/feeling) in shared language activities guided by the teacher and with increasing independence. b. Use a growing number of verb tenses appropriate for the text type and discipline to convey time (e.g., simple past tense for retelling, simple present for a science description) in shared language activities guided by the teacher and with increasing independence. *4. Using nouns and noun phrases* Expand noun phrases in a growing number of ways (e.g., adding a newly learned adjective to a noun) to enrich the meaning of sentences and add details about ideas, people, things, and the like, in shared language activities guided by the teacher and with increasing independence. *5. Modifying to add details* Expand sentences with prepositional phrases to provide details (e.g., time, manner, place, cause) about a familiar or new activity or process in shared language activities guided by the teacher and with increasing independence.	*3. Using verbs and verb phrases* a. Use a wide variety of verbs and verb types (e.g., doing, saying, being/having, thinking/feeling) in shared language activities guided by the teacher and independently. b. Use a wide variety of verb tenses appropriate for the text type and discipline to convey time (e.g., simple present for a science description, simple future to predict) in shared language activities guided by the teacher and independently. *4. Using nouns and noun phrases* Expand noun phrases in a wide variety of ways (e.g., adding a variety of adjectives to noun phrases) in order to enrich the meaning of phrases/ sentences and add details about ideas, people, things, and the like, in shared language activities guided by the teacher and independently. *5. Modifying to add details* Expand simple and compound sentences with prepositional phrases to provide details (e.g., time, manner, place, cause) in shared language activities guided by the teacher and independently.

Texts and Discourse in Context	ELD Proficiency Level Continuum		
	→ Emerging →	→ Expanding →	→ Bridging →
Part II, strands 6–7, corresponding to the CA CCSS for ELA/Literacy 6. W.1.1–3, 5; SL.1.4, 6; L.1.1, 6 7. W.1.1–3, 5; SL.1.4, 6; L.1.1, 6 **Purposes for using language include but are not limited to:** Describing, entertaining, informing, interpreting, analyzing, recounting, explaining, persuading, negotiating, justifying, evaluating, and so on. **Informational text types include but are not limited to:** Description (e.g., science log entry), procedure (e.g., how to solve a mathematics problem), recount (e.g., autobiography, science experiment results), information report (e.g., science or history report), explanation (e.g., how or why something happened), exposition (e.g., opinion), response (e.g., literary analysis), and so on. **Literary text types include but are not limited to:** Stories (e.g., fantasy, legends, fables), drama (e.g., readers' theater), poetry, retelling a story, and so on. **Audiences include but are not limited to:** Peers (one to one) Small group (one to a group) Whole group (one to many)	**C. Connecting and Condensing Ideas** *6. Connecting ideas* Combine clauses in a few basic ways to make connections between and to join ideas (e.g., creating compound sentences using *and, but, so*) in shared language activities guided by the teacher and sometimes independently. *7. Condensing ideas* Condense clauses in simple ways (e.g., changing: *I like blue. I like red. I like purple* → *I like blue, red, and purple*) to create precise and detailed sentences in shared language activities guided by the teacher and sometimes independently.	*6. Connecting ideas* Combine clauses in an increasing variety of ways to make connections between and to join ideas, for example, to express cause/effect (e.g., *She jumped because the dog barked*), in shared language activities guided by the teacher and with increasing independence. *7. Condensing ideas* Condense clauses in a growing number of ways (e.g., through embedded clauses as in, *She's a doctor. She saved the animals.* → *She's the doctor who saved the animals*) to create precise and detailed sentences in shared language activities guided by the teacher and with increasing independence.	*6. Connecting ideas* Combine clauses in a wide variety of ways (e.g., rearranging complete, simple-to-form compound sentences) to make connections between and to join ideas (e.g., *The boy was hungry. The boy ate a sandwich.* → *The boy was hungry so he ate a sandwich*) in shared language activities guided by the teacher and independently. *7. Condensing ideas* Condense clauses in a variety of ways (e.g., through embedded clauses and other condensing, for example, through embedded clauses as in She's a doctor. *She's amazing. She saved the animals.* → *She's the amazing doctor who saved the animals*) to create precise and detailed sentences in shared language activities guided by the teacher and independently.

Section 2: Elaboration on Critical Principles for Developing Language and Cognition in Academic Contexts
Part III: Using Foundational Literacy Skills

| **Foundational literacy skills in an alphabetic writing system**
• Print concepts
• Phonological awareness
• Phonics and word recognition
• Fluency | See chapter 6 for information on teaching foundational reading skills to English learners of various profiles based on age, native language, native language writing system, schooling experience, and literacy experience and proficiency. Some considerations are as follows:

• Native language and literacy (e.g., phoneme awareness or print concept skills in native language) should be assessed for potential transference to English language and literacy.

• Similarities between the native language and English should be highlighted (e.g., phonemes or letters that are the same in both languages).

• Differences between the native language and English should be highlighted (e.g., some phonemes in English may not exist in the student's native language; native language syntax may be different from English syntax). |

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Section 1: Overview

Goal: English learners read, analyze, interpret, and create a variety of literary and informational text types. They develop an understanding of how language is a complex, dynamic, and social resource for making meaning, as well as how content is organized in different text types and across disciplines using text structure, language features, and vocabulary depending on purpose and audience. They are aware that different languages and variations of English exist, and they recognize their home languages and cultures as resources to value in their own right and to draw upon in order to build proficiency in English. English learners contribute actively to class and group discussions, asking questions, responding appropriately, and providing useful feedback. They demonstrate knowledge of content through oral presentations, writing tasks, collaborative conversations, and multimedia. They develop proficiency in shifting language use based on task, purpose, audience, and text type.

Critical Principles for Developing Language and Cognition in Academic Contexts: While advancing along the continuum of English language development levels, English learners at all levels engage in intellectually challenging literacy, disciplinary, and disciplinary literacy tasks. They use language in meaningful and relevant ways appropriate to grade level, content area, topic, purpose, audience, and text type in English language arts, mathematics, science, social studies, and the arts. Specifically, they use language to gain and exchange information and ideas in three communicative modes (collaborative, interpretive, and productive), and they apply knowledge of language to academic tasks via three cross-mode language processes (structuring cohesive texts, expanding and enriching ideas, and connecting and condensing ideas) using various linguistic resources.

Part I: Interacting in Meaningful Ways	Corresponding CA CCSS for ELA/Literacy*
A. Collaborative	
1. Exchanging information and ideas with others through oral collaborative conversations on a range of social and academic topics	• SL.2.1, 6; L.2.1, 3, 6
2. Interacting with others in written English in various communicative forms (print, communicative technology, and multimedia)	• W.2.6; L.2.1, 3, 6
3. Offering and supporting opinions and negotiating with others in communicative exchanges	• SL.2.1, 6; L.2.1, 3, 6
4. Adapting language choices to various contexts (based on task, purpose, audience, and text type)	• W.2.4–5; SL.2.1, 6; L.2.1, 3, 6

*The California English Language Development Standards correspond to the California Common Core State Standards for English Language Arts and Literacy in History/Social Science and Technical Subjects (CA CCSS for ELA/Literacy). English learners should have full access to opportunities to learn ELA, mathematics, science, history/social studies, and other content at the same time they are progressing toward full proficiency in English.

Part I: Interacting in Meaningful Ways	Corresponding CA CCSS for ELA/Literacy
B. Interpretive	
5. Listening actively to spoken English in a range of social and academic contexts	• SL.2.1–3; L.2.3
6. Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language	• RL.2.1–7, 9–10; RI.2.1–7, 9–10; SL.2.2–3; L.2.3, 4, 6
7. Evaluating how well writers and speakers use language to support ideas and opinions with details or reasons depending on modality, text type, purpose, audience, topic, and content area	• RL.2.3–4, 6; RI.2.2, 6, 8; SL.2.3; L.2.3–6
8. Analyzing how writers and speakers use vocabulary and other language resources for specific purposes (to explain, persuade, entertain, etc.) depending on modality, text type, purpose, audience, topic, and content area	• RL.2.4–5; RI.2.4–5; SL.2.3; L.2.3–6
C. Productive	
9. Expressing information and ideas in formal oral presentations on academic topics	• SL.2.4–6; L.2.1, 3, 6
10. Writing literary and informational texts to present, describe, and explain ideas and information, using appropriate technology	• W.2.1–8, 10; L.2.1–3, 6
11. Supporting own opinions and evaluating others' opinions in speaking and writing	• W.2.1, 4, 10; SL.2.4, 6; L.2.1–3, 6
12. Selecting and applying varied and precise vocabulary and language structures to effectively convey ideas	• W.2.4–5; SL.2.4, 6; L.2.1, 3, 5–6
Part II: Learning About How English Works	Corresponding CA CCSS for ELA/Literacy
A. Structuring Cohesive Texts	
1. Understanding text structure	• RL.2.5; RI.2.5; W.2.1–5; SL.2.4
2. Understanding cohesion	• RL.2.5; RI.2.5; W.2.1–4; SL.2.4; L.2.1, 3
B. Expanding and Enriching Ideas	
3. Using verbs and verb phrases	• W.2.5; SL.2.6; L.2.1, 3, 6
4. Using nouns and noun phrases	• W.2.5; SL.2.6; L.2.1, 3, 6
5. Modifying to add details	• W.2.5; SL.2.4, 6; L.2.1, 3, 6
C. Connecting and Condensing Ideas	
6. Connecting ideas	• W.2.1–3, 5; SL.2.4, 6; L.2.1, 3, 6
7. Condensing ideas	• W.2.1–3, 5; SL.2.4, 6; L.2.1, 3, 6
Part III: Using Foundational Literacy Skills	• RF.K–1.1–4; RF.2.3–4 (as appropriate)

Note: **Examples** provided in specific standards are offered *only as illustrative possibilities* and should not be misinterpreted as the only objectives of instruction or as the only types of language that English learners might or should be able to understand or produce.

Section 2: Elaboration on Critical Principles for Developing Language and Cognition in Academic Contexts
Part I: Interacting in Meaningful Ways

Texts and Discourse in Context	ELD Proficiency Level Continuum		
	→ Emerging →	→ Expanding →	→ Bridging →
Part I, strands 1–4, corresponding to the CA CCSS for ELA/Literacy 1. SL.2.1, 6; L.2.1, 3, 6 2. W.2.6; L.2.1, 3, 6 3. SL.2.1, 6; L.2.1, 3, 6 4. W.2.4–5; SL.2.1, 6; L.2.1, 3, 6 **Purposes for using language include but are not limited to:** Describing, entertaining, informing, interpreting, analyzing, recounting, explaining, persuading, negotiating, justifying, evaluating, and so on. **Informational text types include but are not limited to:** Description (e.g., science log entry), procedure (e.g., how to solve a mathematics problem), recount (e.g., autobiography, science experiment results), information report (e.g., science or history report), explanation (e.g., how or why something happened), exposition (e.g., opinion), response (e.g., literary analysis), and so on. **Literary text types include but are not limited to:** Stories (e.g., fantasy, legends, fables), drama (e.g., readers' theater), poetry, retelling a story, and so on. **Audiences include but are not limited to:** Peers (one to one) Small group (one to a group) Whole group (one to many)	**A. Collaborative** *1. Exchanging information and ideas* Contribute to conversations and express ideas by asking and answering *yes-no* and *wh-* questions and responding using gestures, words, and learned phrases. *2. Interacting via written English* Collaborate with peers on joint writing projects of short informational and literary texts, using technology where appropriate for publishing, graphics, and the like. *3. Offering opinions* Offer opinions and negotiate with others in conversations using learned phrases (e.g., *I think X.*), as well as open responses, in order to gain and/or hold the floor. *4. Adapting language choices* Recognize that language choices (e.g., vocabulary) vary according to social setting (e.g., playground versus classroom), with substantial support from peers or adults.	*1. Exchanging information and ideas* Contribute to class, group, and partner discussions, including sustained dialogue, by listening attentively, following turn-taking rules, asking relevant questions, affirming others, and adding relevant information. *2. Interacting via written English* Collaborate with peers on joint writing projects of longer informational and literary texts, using technology where appropriate for publishing, graphics, and the like. *3. Offering opinions* Offer opinions and negotiate with others in conversations using an expanded set of learned phrases (e.g., *I agree with X, but X.*), as well as open responses, in order to gain and/or hold the floor, provide counterarguments, and the like. *4. Adapting language choices* Adjust language choices (e.g., vocabulary, use of dialogue, and so on) according to purpose (e.g., persuading, entertaining), task, and audience (e.g., peers versus adults), with moderate support from peers or adults.	*1. Exchanging information and ideas* Contribute to class, group, and partner discussions, including sustained dialogue, by listening attentively, following turn-taking rules, asking relevant questions, affirming others, adding pertinent information, building on responses, and providing useful feedback. *2. Interacting via written English* Collaborate with peers on joint writing projects of a variety of longer informational and literary texts, using technology where appropriate for publishing, graphics, and the like. *3. Offering opinions* Offer opinions and negotiate with others in conversations using a variety of learned phrases (e.g., *That's a good idea, but X*), as well as open responses, in order to gain and/or hold the floor, provide counterarguments, elaborate on an idea, and the like. *4. Adapting language choices* Adjust language choices according to purpose (e.g., persuading, entertaining), task, and audience (e.g., peer-to-peer versus peer-to-teacher), with light support from peers or adults.

Section 2: Elaboration on Critical Principles for Developing Language and Cognition in Academic Contexts
Part I: Interacting in Meaningful Ways

Texts and Discourse in Context		ELD Proficiency Level Continuum		
		→ Emerging →	→ Expanding →	→ Bridging →
Part I, strands 5–8, corresponding to the CA CCSS for ELA/Literacy 5. SL.2.1–3; L.2.3 6. RL.2.1–7, 9–10; RI.2.1–7, 9–10; SL.2.2–3; L.2.3, 4, 6 7. RL.2.3–4, 6; RI.2.2, 6, 8; SL.2.3; L.2.3–6 8. RL.2.4–5; RI.2.4–5; SL.2.3; L.2.3–6 **Purposes for using language include but are not limited to:** Describing, entertaining, informing, interpreting, analyzing, recounting, explaining, persuading, negotiating, justifying, evaluating, and so on. **Informational text types include but are not limited to:** Description (e.g., science log entry), procedure (e.g., how to solve a mathematics problem), recount (e.g., autobiography, science experiment results), information report (e.g., science or history report), explanation (e.g., how or why something happened), exposition (e.g., opinion), response (e.g., literary analysis), and so on. **Literary text types include but are not limited to:** Stories (e.g., fantasy, legends, fables), drama (e.g., readers' theater); poetry; retelling a story, and so on. **Audiences include but are not limited to:** Peers (one to one) Small group (one to a group) Whole group (one to many)	**B. Interpretive**	*5. Listening actively* Demonstrate active listening to read-alouds and oral presentations by asking and answering basic questions, with oral sentence frames and substantial prompting and support. *6. Reading/viewing closely* Describe ideas, phenomena (e.g., plant life cycle), and text elements (e.g., main idea, characters, events) based on understanding of a select set of grade-level texts and viewing of multimedia, with substantial support. *7. Evaluating language choices* Describe the language writers or speakers use to present an idea (e.g., the words and phrases used to describe a character), with prompting and substantial support. *8. Analyzing language choices* Distinguish how two different frequently used words (e.g., describing a character as *happy* versus *angry*) produce a different effect on the audience.	*5. Listening actively* Demonstrate active listening to read-alouds and oral presentations by asking and answering detailed questions, with oral sentence frames and occasional prompting and support. *6. Reading/viewing closely* Describe ideas, phenomena (e.g., how earthworms eat), and text elements (e.g., setting, events) in greater detail based on understanding of a variety of grade-level texts and viewing of multimedia, with moderate support. *7. Evaluating language choices* Describe the language writers or speakers use to present or support an idea (e.g., the author's choice of vocabulary or phrasing to portray characters, places, or real people), with prompting and moderate support. *8. Analyzing language choices* Distinguish how two different words with similar meaning (e.g., describing a character as *happy* versus *ecstatic*) produce shades of meaning and different effects on the audience.	*5. Listening actively* Demonstrate active listening to read-alouds and oral presentations by asking and answering detailed questions, with minimal prompting and light support. *6. Reading/viewing closely* Describe ideas, phenomena (e.g., erosion), and text elements (e.g., central message, character traits) using key details based on understanding of a variety of grade-level texts and viewing of multimedia, with light support. *7. Evaluating language choices* Describe how well writers or speakers use specific language resources to support an opinion or present an idea (e.g., whether the vocabulary used to present evidence is strong enough), with light support. *8. Analyzing language choices* Distinguish how multiple different words with similar meaning (e.g., *pleased versus happy versus ecstatic, heard* or *knew* versus *believed*) produce shades of meaning and different effects on the audience.

Texts and Discourse in Context		ELD Proficiency Level Continuum		
		→ Emerging →	→ Expanding →	→ Bridging →
Part I, strands 9–12, corresponding to the CA CCSS for ELA/Literacy 9. SL.2.4–6; L.2.1, 3, 6 10. W.2.1-8, 10; L.2.1–3, 6 11. W.2.1, 4, 10; SL.2.4, 6; L.2.1–3, 6 12. W.2.4–5; SL.2.4, 6; L.2.1, 3, 5–6 **Purposes for using language include but are not limited to:** Describing, entertaining, informing, interpreting, analyzing, recounting, explaining, persuading, negotiating, justifying, evaluating, and so on. **Informational text types include but are not limited to:** Description (e.g., science log entry), procedure (e.g., how to solve a mathematics problem), recount (e.g., autobiography, science experiment results), information report (e.g., science or history report), explanation (e.g., how or why something happened), exposition (e.g., opinion), response (e.g., literary analysis), and so on. **Literary text types include but are not limited to:** Stories (e.g., fantasy, legends, fables), drama (e.g., readers' theater), poetry, retelling a story, and so on. **Audiences include but are not limited to:** Peers (one to one) Small group (one to a group) Whole group (one to many)	**C. Productive**	*9. Presenting* Plan and deliver very brief oral presentations (e.g., recounting an experience, retelling a story, describing a picture). *10. Writing* Write very short literary texts (e.g., story) and informational texts (e.g., a description of a volcano) using familiar vocabulary collaboratively with an adult (e.g., joint construction of texts), with peers, and sometimes independently. *11. Supporting opinions* Support opinions by providing good reasons and some textual evidence or relevant background knowledge (e.g., referring to textual evidence or knowledge of content). *12. Selecting language resources* a. Retell texts and recount experiences by using key words. b. Use a select number of general academic and domain-specific words to add detail (e.g., adding the word *generous* to describe a character, using the word *lava* to explain volcanic eruptions) while speaking and writing.	*9. Presenting* Plan and deliver brief oral presentations on a variety of topics (e.g., retelling a story, describing an animal). *10. Writing* Write short literary texts (e.g., a story) and informational texts (e.g., an explanatory text explaining how a volcano erupts) collaboratively with an adult (e.g., joint construction of texts), with peers, and with increasing independence. *11. Supporting opinions* Support opinions by providing good reasons and increasingly detailed textual evidence (e.g., providing examples from the text) or relevant background knowledge about the content. *12. Selecting language resources* a. Retell texts and recount experiences using complete sentences and key words. b. Use a growing number of general academic and domain-specific words in order to add detail, create an effect (e.g., using the word *suddenly* to signal a change), or create shades of meaning (e.g., *scurry* versus *dash*) while speaking and writing.	*9. Presenting* Plan and deliver longer oral presentations on a variety of topics and content areas (e.g., retelling a story, recounting a science experiment, describing how to solve a mathematics problem). *10. Writing* Write longer literary texts (e.g., a story) and informational texts (e.g., an explanatory text explaining how a volcano erupts) collaboratively with an adult (e.g., joint construction), with peers and independently. *11. Supporting opinions* Support opinions or persuade others by providing good reasons and detailed textual evidence (e.g., specific events or graphics from text) or relevant background knowledge about the content. *12. Selecting language resources* a. Retell texts and recount experiences using increasingly detailed complete sentences and key words. b. Use a wide variety of general academic and domain-specific words, synonyms, antonyms, and non-literal language (e.g., He was *as quick as a cricket*) to create an effect, precision, and shades of meaning while speaking and writing.

Section 2: Elaboration on Critical Principles for Developing Language and Cognition in Academic Contexts
Part II: Learning About How English Works

Texts and Discourse in Context		ELD Proficiency Level Continuum		
		→ Emerging →	→ Expanding →	→ Bridging →
Part II, strands 1–2, corresponding to the CA CCSS for ELA/Literacy 1. RL.2.5; RI.2.5; W.2.1–5; SL.2.4 2. RL.2.5; RI.2.5; W.2.1–4; SL.2.4; L.2.1, 3 **Purposes for using language include but are not limited to:** Describing, entertaining, informing, interpreting, analyzing, recounting, explaining, persuading, negotiating, justifying, evaluating, and so on. **Informational text types include but are not limited to:** Description (e.g., science log entry), procedure (e.g., how to solve a mathematics problem), recount (e.g., autobiography, science experiment results), information report (e.g., science or history report), explanation (e.g., how or why something happened), exposition (e.g., opinion), response (e.g., literary analysis), and so on. **Literary text types include but are not limited to:** Stories (e.g., fantasy, legends, fables), drama (e.g., readers' theater), poetry, retelling a story, and so on. **Audiences include but are not limited to:** Peers (one to one) Small group (one to a group) Whole group (one to many)	**A. Structuring Cohesive Texts**	*1. Understanding text structure* Apply understanding of how different text types are organized to express ideas (e.g., how a story is organized sequentially) to comprehending and composing texts in shared language activities guided by the teacher, with peers, and sometimes independently. *2. Understanding cohesion* Apply basic understanding of how ideas, events, or reasons are linked throughout a text using more everyday connecting words or phrases (e.g., *today, then*) to comprehending and composing texts in shared language activities guided by the teacher, with peers, and sometimes independently.	*1. Understanding text structure* Apply understanding of how different text types are organized to express ideas (e.g., how a story is organized sequentially with predictable stages versus how an information report is organized by topic and details) to comprehending texts and composing texts with increasing independence *2. Understanding cohesion* Apply understanding of how ideas, events, or reasons are linked throughout a text using a growing number of connecting words or phrases (e.g., *after a long time, first/next*) to comprehending texts and writing texts with increasing independence.	*1. Understanding text structure* Apply understanding of how different text types are organized predictably to express ideas (e.g., a narrative versus an informative/explanatory text versus an opinion text) to comprehending and writing texts independently. *2. Understanding cohesion* Apply understanding of how ideas, events, or reasons are linked throughout a text using a variety of connecting words or phrases (e.g., *for example, after that, suddenly*) to comprehending and writing texts independently.

Section 2: Elaboration on Critical Principles for Developing Language and Cognition in Academic Contexts
Part II: Learning About How English Works

Texts and Discourse in Context		ELD Proficiency Level Continuum		
		→ Emerging →	→ Expanding →	→ Bridging →
Part II, strands 3–5, corresponding to the CA CCSS for ELA/Literacy 3. W.2.5; SL.2.6; L.2.1, 3, 6 4. W.2.5; SL.2.6; L.2.1, 3, 6 5. W.2.5; SL.2.4, 6; L.2.1, 3, 6 **Purposes for using language include but are not limited to:** Describing, entertaining, informing, interpreting, analyzing, recounting, explaining, persuading, negotiating, justifying, evaluating, and so on. **Informational text types include but are not limited to:** Description (e.g., science log entry), procedures (e.g., how to solve a mathematics problem), recount (e.g., autobiography, science experiment results), information report (e.g., science or history report), explanation (e.g., how or why something happened), exposition (e.g., opinion), response (e.g., literary analysis), and so on. **Literary text types include but are not limited to:** Stories (e.g., fantasy, legends, fables), drama (e.g., readers' theater); poetry, retelling a story, and so on. **Audiences include but are not limited to:** Peers (one to one) Small group (one to a group) Whole group (one to many)	**B. Expanding and Enriching Ideas**	*3. Using verbs and verb phrases* a. Use frequently used verbs (e.g., walk, run) and verb types (e.g., doing, saying, being/having, thinking/feeling) in shared language activities guided by the teacher and sometimes independently. b. Use simple verb tenses appropriate to the text type and discipline to convey time (e.g., simple past tense for recounting an experience) in shared language activities guided by the teacher and sometimes independently. *4. Using nouns and noun phrases* Expand noun phrases in simple ways (e.g., adding a familiar adjective to describe a noun) in order to enrich the meaning of sentences and to add details about ideas, people, things, and the like, in shared language activities guided by the teacher and sometimes independently. *5. Modifying to add details* Expand sentences with frequently used adverbials (e.g., prepositional phrases, such as *at school, with my friend*) to provide details (e.g., time, manner, place, cause) about a familiar activity or process in shared language activities guided by the teacher and sometimes independently.	*3. Using verbs and verb phrases* a. Use a growing number of verb types (e.g., doing, saying, being/having, thinking/feeling) with increasing independence. b. Use a growing number of verb tenses appropriate to the text type and discipline to convey time (e.g., simple past tense for retelling, simple present for a science description) with increasing independence. *4. Using nouns and noun phrases* Expand noun phrases in a growing number of ways (e.g., adding a newly learned adjective to a noun) in order to enrich the meaning of sentences and to add details about ideas, people, things, and the like, with increasing independence. *5. Modifying to add details* Expand sentences with a growing number of adverbials (e.g., adverbs, prepositional phrases) to provide details (e.g., time, manner, place, cause) about a familiar or new activity or process with increasing independence.	*3. Using verbs and verb phrases* a. Use a variety of verb types (e.g., doing, saying, being/having, thinking/feeling) independently. b. Use a wide variety of verb tenses appropriate to the text type and discipline to convey time (e.g., simple present tense for a science description, simple future to predict) independently. *4. Using nouns and noun phrases* Expand noun phrases in a variety of ways (e.g., adding comparative/superlative adjectives to nouns) in order to enrich the meaning of phrases/sentences and to add details about ideas, people, things, and the like, independently. *5. Modifying to add details* Expand sentences with a variety of adverbials (e.g., adverbs, adverb phrases, prepositional phrases) to provide details (e.g., time, manner, place, cause) independently.

Section 2: Elaboration on Critical Principles for Developing Language and Cognition in Academic Contexts
Part II: Learning About How English Works

Texts and Discourse in Context		ELD Proficiency Level Continuum		
		→ Emerging →	→ Expanding →	→ Bridging →
Part II, strands 6–7, corresponding to the CA CCSS for ELA/Literacy 6. W.2.1–3, 5; SL.2.4, 6; L.2.1, 3, 6 7. W.2.1–3, 5; SL.2.4, 6; L.2.1, 3, 6 **Purposes for using language include but are not limited to:** Describing, entertaining, informing, interpreting, analyzing, recounting, explaining, persuading, negotiating, justifying, evaluating, and so on. **Informational text types include but are not limited to:** Description (e.g., science log entry), procedure (e.g., how to solve a mathematics problem), recount (e.g., autobiography, science experiment results), information report (e.g., science or history report), explanation (e.g., how or why something happened), exposition (e.g., opinion), response (e.g., literary analysis), and so on. **Literary text types include but are not limited to:** Stories (e.g., fantasy, legends, fables), drama (e.g., readers' theater); poetry, retelling a story, and so on. **Audiences include but are not limited to:** Peers (one to one) Small group (one to a group) Whole group (one to many)	**C. Connecting and Condensing Ideas**	*6. Connecting ideas* Combine clauses in a few basic ways to make connections between and to join ideas (e.g., creating compound sentences using *and, but, so*) in shared language activities guided by the teacher and sometimes independently. *7. Condensing ideas* Condense clauses in simple ways (e.g., changing: *It's green. It's red.* → *It's green and red*) to create precise and detailed sentences in shared language activities guided by the teacher and sometimes independently.	*6. Connecting ideas* Combine clauses in an increasing variety of ways to make connections between and to join ideas, for example, to express cause/effect (e.g., *She jumped because the dog barked*) with increasing independence. *7. Condensing ideas* Condense clauses in a growing number of ways (e.g., through embedded clauses as in, *It's a plant. It's found in the rain forest.* → *It's a green and red plant that's found in the rain forest*) to create precise and detailed sentences with increasing independence.	*6. Connecting ideas* Combine clauses in a wide variety of ways (e.g., rearranging complete simple to form compound sentences) to make connections between and to join ideas (e.g., *The boy was hungry. The boy ate a sandwich.* → *The boy was hungry so he ate a sandwich*) independently. *7. Condensing ideas* Condense clauses in a variety of ways (e.g., through embedded clauses and other condensing as in, *It's a plant. It's green and red. It's found in the tropical rain forest.* → *It's a green and red plant that's found in the tropical rain forest*) to create precise and detailed sentences independently.

Section 2: Elaboration on Critical Principles for Developing Language and Cognition in Academic Contexts
Part III: Using Foundational Literacy Skills

Foundational literacy skills in an alphabetic writing system • Print concepts • Phonological awareness • Phonics and word recognition • Fluency	See chapter 6 for information on teaching foundational reading skills to English learners of various profiles based on age, native language, native language writing system, schooling experience, and literacy experience and proficiency. Some considerations are as follows: • Native language and literacy (e.g., phoneme awareness or print concept skills in native language) should be assessed for potential transference to English language and literacy. • Similarities between the native language and English should be highlighted (e.g., phonemes or letters that are the same in both languages). • Differences between the native language and English should be highlighted (e.g., some phonemes in English may not exist in the student's native language; native language syntax may be different from English syntax).

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Section 1: Overview

Goal: English learners read, analyze, interpret, and create a variety of literary and informational text types. They develop an understanding of how language is a complex, dynamic, and social resource for making meaning, as well as how content is organized in different text types and across disciplines using text structure, language features, and vocabulary depending on purpose and audience. They are aware that different languages and variations of English exist, and they recognize their home languages and cultures as resources to value in their own right and also to draw upon in order to build proficiency in English. English learners contribute actively to class and group discussions, asking questions, responding appropriately, and providing useful feedback. They demonstrate knowledge of content through oral presentations, writing tasks, collaborative conversations, and multimedia. They develop proficiency in shifting language use based on task, purpose, audience, and text type.

Critical Principles for Developing Language and Cognition in Academic Contexts: While advancing along the continuum of English language development levels, English learners at all levels engage in intellectually challenging literacy, disciplinary, and disciplinary literacy tasks. They use language in meaningful and relevant ways appropriate to grade level, content area, topic, purpose, audience, and text type in English language arts, mathematics, science, social studies, and the arts. Specifically, they use language to gain and exchange information and ideas in three communicative modes (collaborative, interpretive, and productive), and they apply knowledge of language to academic tasks via three cross-mode language processes (structuring cohesive texts, expanding and enriching ideas, and connecting and condensing ideas) using various linguistic resources.

Part I: Interacting in Meaningful Ways	Corresponding CA CCSS for ELA/Literacy*
A. Collaborative	
1. Exchanging information and ideas with others through oral collaborative discussions on a range of social and academic topics	• SL.3.1, 6; L.3.1, 3, 6
2. Interacting with others in written English in various communicative forms (print, communicative technology, and multimedia)	• W.3.6; L.3.1, 3, 6
3. Offering and supporting opinions and negotiating with others in communicative exchanges	• SL.3.1, 6; L.3.1, 3, 6
4. Adapting language choices to various contexts (based on task, purpose, audience, and text type)	• W.3.4–5; SL.3.1, 6; L.3.1, 3, 6

*The California English Language Development Standards correspond to the California Common Core State Standards for English Language Arts and Literacy in History/Social Science and Technical Subjects (CA CCSS for ELA/Literacy). English learners should have full access to opportunities to learn ELA, mathematics, science, history/social studies, and other content at the same time they are progressing toward full proficiency in English.

Part I: Interacting in Meaningful Ways	Corresponding CA CCSS for ELA/Literacy
B. Interpretive	
5. Listening actively to spoken English in a range of social and academic contexts	• SL.3.1–3; L.3.3
6. Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language	• RL.3.1–7,9–10; RI.3.1–7,9-10; SL.3.2–3; L.3.3, 4, 6
7. Evaluating how well writers and speakers use language to support ideas and opinions with details or reasons depending on modality, text type, purpose, audience, topic, and content area	• RL.3.3–4, 6; RI.3.2, 6, 8; SL.3.3; L.3.3–6
8. Analyzing how writers and speakers use vocabulary and other language resources for specific purposes (to explain, persuade, entertain, etc.) depending on modality, text type, purpose, audience, topic, and content area	• RL.3.4–5; RI.3.4–5; SL.3.3; L.3.3–6
C. Productive	
9. Expressing information and ideas in formal oral presentations on academic topics	• SL.3.4–6; L.3.1, 3, 6
10. Writing literary and informational texts to present, describe, and explain ideas and information, using appropriate technology	• W.3.1–8, 10; L.3.1–3, 6
11. Supporting own opinions and evaluating others' opinions in speaking and writing	• W.3.1, 4, 10; SL.3.4, 6; L.3.1–3, 6
12. Selecting and applying varied and precise vocabulary and language structures to effectively convey ideas	• W.3.4–5; SL.3.4, 6; L.3.1, 3, 5–6
Part II: Learning About How English Works	**Corresponding CA CCSS for ELA/Literacy**
A. Structuring Cohesive Texts	
1. Understanding text structure	• RL.3.5; RI.3.5; W.3.1–5; SL.3.4
2. Understanding cohesion	• RL.3.5; RI.3.5; W.3.1–4; SL.3.4; L.3.1, 3
B. Expanding and Enriching Ideas	
3. Using verbs and verb phrases	• W.3.5; SL.3.6; L.3.1, 3, 6
4. Using nouns and noun phrases	• W.3.5; SL.3.6; L.3.1, 3, 6
5. Modifying to add details	• W.3.5; SL.3.4, 6; L.3.1, 3, 6
C. Connecting and Condensing Ideas	
6. Connecting ideas	• W.3.1-3, 5; SL.3.4, 6; L.3.1, 3, 6
7. Condensing ideas	• W.3.1-3, 5; SL.3.4, 6; L.3.1, 3, 6
Part III: Using Foundational Literacy Skills	• RF.K–3.1–4 (as appropriate)

Note: **Examples** provided in specific standards are offered *only as illustrative possibilities* and should not be misinterpreted as the only objectives of instruction or as the only types of language that English learners might or should be able to understand or produce.

Section 2: Elaboration on Critical Principles for Developing Language and Cognition in Academic Contexts
Part I: Interacting in Meaningful Ways

Texts and Discourse in Context		ELD Proficiency Level Continuum		
		→ Emerging →	→ Expanding →	→ Bridging →
Part I, strands 1–4, corresponding to the CA CCSS for ELA/Literacy 1. SL.3.1,6; L.3.1, 3, 6 2. W.3.6; L.3.1, 3, 6 3. SL.3.1,6; L.3.1, 3, 6 4. W.3.4–5; SL.3.1, 6; L.3.1, 3, 6 **Purposes for using language include but are not limited to:** Describing, entertaining, informing, interpreting, analyzing, recounting, explaining, persuading, negotiating, justifying, evaluating, and so on. **Informational text types include but are not limited to:** Description (e.g., science log entry), procedure (e.g., how to solve a mathematics problem), recount (e.g., autobiography, science experiment results), information report (e.g., science or history report), explanation (e.g., how or why something happened), exposition (e.g., opinion), response (e.g., literary analysis), and so on. **Literary text types include but are not limited to:** Stories (e.g., fantasy, legends, fables), drama (e.g., readers' theater), poetry, retelling a story, and so on. **Audiences include but are not limited to:** Peers (one to one) Small group (one to a group) Whole group (one to many)	**A. Collaborative**	*1. Exchanging information and ideas* Contribute to conversations and express ideas by asking and answering *yes-no* and *wh-* questions and responding using short phrases. *2. Interacting via written English* Collaborate with peers on joint writing projects of short informational and literary texts, using technology where appropriate for publishing, graphics, and the like. *3. Offering opinions* Offer opinions and negotiate with others in conversations using basic learned phrases (e.g., *I think . . .*), as well as open responses in order to gain and/or hold the floor. *4. Adapting language choices* Recognize that language choices (e.g., vocabulary) vary according to social setting (e.g., playground versus classroom), with substantial support from peers or adults.	*1. Exchanging information and ideas* Contribute to class, group, and partner discussions, including sustained dialogue, by following turn-taking rules, asking relevant questions, affirming others, and adding relevant information. *2. Interacting via written English* Collaborate with peers on joint writing projects of longer informational and literary texts, using technology where appropriate for publishing, graphics, and the like. *3. Offering opinions* Offer opinions and negotiate with others in conversations using an expanded set of learned phrases (e.g., *I agree with X, and . . .*), as well as open responses in order to gain and/or hold the floor, provide counterarguments, and the like. *4. Adapting language choices* Adjust language choices (e.g., vocabulary, use of dialogue, and the like) according to purpose (e.g., persuading, entertaining), social setting, and audience (e.g., peers versus adults), with moderate support from peers or adults.	*1. Exchanging information and ideas* Contribute to class, group, and partner discussions, including sustained dialogue, by following turn-taking rules, asking relevant questions, affirming others, adding relevant information, building on responses, and providing useful feedback. *2. Interacting via written English* Collaborate with peers on joint writing projects of a variety of longer informational and literary texts, using technology where appropriate for publishing, graphics, and the like. *3. Offering opinions* Offer opinions and negotiate with others in conversations using a variety of learned phrases (e.g., *That's a good idea, but . . .*), as well as open responses in order to gain and/or hold the floor, provide counterarguments, elaborate on an idea, and the like. *4. Adapting language choices* Adjust language choices according to purpose (e.g., persuading, entertaining), task, and audience (e.g., peer-to-peer versus peer-to-teacher), with light support from peers or adults.

Section 2: Elaboration on Critical Principles for Developing Language and Cognition in Academic Contexts
Part I: Interacting in Meaningful Ways

Texts and Discourse in Context		ELD Proficiency Level Continuum		
		→ Emerging →	→ Expanding →	→ Bridging →
Part I, strands 5–8, corresponding to the CA CCSS for ELA/Literacy: 5. SL.3.1–3; L.3.3 6. RL.3.1–7, 9–10; RI.3.1–7, 9–10; SL.3.2–3; L.3.3, 4, 6 7. RL.3.3–4, 6; RI.3.2, 6, 8; SL.3.3; L.3.3–6 8. RL.3.4–5; RI.3.4–5; SL.3.3; L.3.3–6 **Purposes for using language include but are not limited to:** Describing, entertaining, informing, interpreting, analyzing, recounting, explaining, persuading, negotiating, justifying, evaluating, and so on. **Informational text types include but are not limited to:** Description (e.g., science log entry), procedure (e.g., how to solve a mathematics problem), recount (e.g., autobiography, science experiment results), information report (e.g., science or history report) explanation (e.g., how or why something happened), exposition (e.g., opinion), response (e.g., literary analysis), and so on. **Literary text types include but are not limited to:** Stories (e.g., fantasy, legends, fables), drama (e.g., readers' theater), poetry, retelling a story, and so on. **Audiences include but are not limited to:** Peers (one to one) Small group (one to a group) Whole group (one to many)	**B. Interpretive**	*5. Listening actively* Demonstrate active listening to read-alouds and oral presentations by asking and answering basic questions, with prompting and substantial support. *6. Reading/viewing closely* Describe ideas, phenomena (e.g., insect metamorphosis), and text elements (e.g., main idea, characters, setting) based on understanding of a select set of grade-level texts and viewing of multimedia, with substantial support. *7. Evaluating language choices* Describe the language writers or speakers use to support an opinion or present an idea (e.g., by identifying the phrases or words in the text that provide evidence), with prompting and substantial support. *8. Analyzing language choices* Distinguish how different words produce different effects on the audience (e.g., describing a character as *happy* versus *sad*).	*5. Listening actively* Demonstrate active listening to read-alouds and oral presentations by asking and answering detailed questions, with occasional prompting and moderate support. *6. Reading/viewing closely* Describe ideas, phenomena (e.g., how cows digest food), and text elements (e.g., main idea, characters, events) in greater detail based on understanding of a variety of grade-level texts and viewing of multimedia, with moderate support. *7. Evaluating language choices* Describe the specific language writers or speakers use to present or support an idea (e.g., the specific vocabulary or phrasing used to provide evidence), with prompting and moderate support. *8. Analyzing language choices* Distinguish how different words with similar meanings (e.g., describing a character as *happy* versus *ecstatic*) produce shades of meaning and different effects on the audience.	*5. Listening actively* Demonstrate active listening to read-alouds and oral presentations by asking and answering detailed questions, with minimal prompting and light support. *6. Reading/viewing closely* Describe ideas, phenomena (e.g., volcanic eruptions), and text elements (e.g., central message, character traits, major events) using key details based on understanding of a variety of grade-level texts and viewing of multimedia, with light support. *7. Evaluating language choices* Describe how well writers or speakers use specific language resources to support an opinion or present an idea (e.g., whether the vocabulary or phrasing used to provide evidence is strong enough), with light support. *8. Analyzing language choices* Distinguish how multiple different words with similar meanings (e.g., *pleased* versus *happy* versus *ecstatic, heard* versus knew versus *believed*) produce shades of meaning and different effects on the audience.

Section 2: Elaboration on Critical Principles for Developing Language and Cognition in Academic Contexts
Part I: Interacting in Meaningful Ways

Texts and Discourse in Context		ELD Proficiency Level Continuum		
		→ Emerging →	→ Expanding →	→ Bridging →
Part I, strands 9–12, corresponding to the CA CCSS for ELA/Literacy: 9. SL.3.4–6; L.3.1, 3, 6 10. W.3.1–8, 10; L.3.1–3, 11. W.3.1, 4, 10; SL.3.4, 6; L.3.1–3, 6 12. W.3.4–5; SL.3.4, 6; L.3.1, 3, 5–6 **Purposes for using language include but are not limited to:** Describing, entertaining, informing, interpreting, analyzing, recounting, explaining, persuading, negotiating, justifying, evaluating, and so on. **Informational text types include but are not limited to:** Description (e.g., science log entry), procedure (e.g., how to solve a mathematics problem), recount (e.g., autobiography, science experiment results), information report (e.g., science or history report), explanation (e.g., how or why something happened), exposition (e.g., opinion), response (e.g., literary analysis), and so on. **Literary text types include but are not limited to:** Stories (e.g., fantasy, legends, fables), drama (e.g., readers' theater), poetry, retelling a story, and so on. **Audiences include but are not limited to:** Peers (one to one) Small group (one to a group) Whole group (one to many)	**C. Productive**	*9. Presenting* Plan and deliver very brief oral presentations (e.g., retelling a story, describing an animal, and the like). *10. Writing* a. Write short literary and informational texts (e.g., a description of a flashlight) collaboratively (e.g., joint construction of texts with an adult or with peers) and sometimes independently. b. Paraphrase texts and recount experiences using key words from notes or graphic organizers. *11. Supporting opinions* Support opinions by providing good reasons and some textual evidence or relevant background knowledge (e.g., referring to textual evidence or knowledge of content). *12. Selecting language resources* Use a select number of general academic and domain-specific words to add detail (e.g., adding the word *dangerous* to describe a place, using the word *habitat* when describing animal behavior) while speaking and writing.	*9. Presenting* Plan and deliver brief oral presentations on a variety of topics and content areas (e.g., retelling a story, explaining a science process, and the like). *10. Writing* a. Write longer literary and informational texts (e.g., an explanatory text on how flashlights work) collaboratively (e.g., joint construction of texts with an adult or with peers) and with increasing independence using appropriate text organization. b. Paraphrase texts and recount experiences using complete sentences and key words from notes or graphic organizers. *11. Supporting opinions* Support opinions by providing good reasons and increasingly detailed textual evidence (e.g., providing examples from the text) or relevant background knowledge about the content. *12. Selecting language resources* Use a growing number of general academic and domain-specific words in order to add detail, create an effect (e.g., using the word *suddenly* to signal a change), or create shades of meaning (e.g., s*curry* versus *dash*) while speaking and writing.	*9. Presenting* Plan and deliver longer oral presentations on a variety of topics and content areas (e.g., retelling a story, explaining a science process or historical event, and the like). *10. Writing* a. Write longer and more detailed literary and informational texts (e.g., an explanatory text on how flashlights work) collaboratively (e.g., joint construction of texts with an adult or with peers) and independently using appropriate text organization and growing understanding of register. b. Paraphrase texts and recount experiences using increasingly detailed complete sentences and key words from notes or graphic organizers. *11. Supporting opinions* Support opinions or persuade others by providing good reasons and detailed textual evidence (e.g., specific events or graphics from text) or relevant background knowledge about the content. *12. Selecting language resources* Use a wide variety of general academic and domain-specific words, synonyms, antonyms, and non-literal language to create an effect, precision, and shades of meaning while speaking and writing.

Part II: Learning About How English Works

Texts and Discourse in Context		ELD Proficiency Level Continuum		
		→ Emerging →	→ Expanding →	→ Bridging →
Part II, strands 1–2, corresponding to the CA CCSS for ELA/Literacy 1. RL.3.5; RI.3.5; W.3.1–5; SL.3.4 2. RL.3.5; RI.3.5; W.3.1–4; SL.3.4; L.3.1, 3 **Purposes for using language include but are not limited to:** Describing, entertaining, informing, interpreting, analyzing, recounting, explaining, persuading, negotiating, justifying, evaluating, and so on. **Informational text types include but are not limited to:** Description (e.g., science log entry), procedure (e.g., how to solve a mathematics problem), recount (e.g., autobiography, science experiment results), information report (e.g., science or history report), explanation (e.g., how or why something happened), exposition (e.g., opinion), response (e.g., literary analysis), and so on. **Literary text types include but are not limited to:** Stories (e.g., fantasy, legends, fables), drama (e.g., readers' theater); poetry, retelling a story, and so on. **Audiences include but are not limited to:** Peers (one to one) Small group (one to a group) Whole group (one to many)	**A. Structuring Cohesive Texts**	*1. Understanding text structure* Apply understanding of how different text types are organized to express ideas (e.g., how a story is organized sequentially) to comprehending texts and writing basic texts. *2. Understanding cohesion* a. Apply basic understanding of language resources that refer the reader back or forward in text (e.g., how pronouns refer back to nouns in text) to comprehending texts and writing basic texts. b. Apply basic understanding of how ideas, events, or reasons are linked throughout a text using everyday connecting words or phrases (e.g., *then, next*) to comprehending texts and writing basic texts.	*1. Understanding text structure* Apply understanding of how different text types are organized to express ideas (e.g., how a story is organized sequentially with predictable stages) to comprehending texts and writing texts with increasing cohesion. *2. Understanding cohesion* a. Apply growing understanding of language resources that refer the reader back or forward in text (e.g., how pronouns refer back to nouns in text) to comprehending texts and writing texts with increasing cohesion. b. Apply growing understanding of how ideas, events, or reasons are linked throughout a text using a variety of connecting words or phrases (e.g., *at the beginning/end, first/next*) to comprehending texts and writing texts with increasing cohesion.	*1. Understanding text structure* Apply understanding of how different text types are organized to express ideas (e.g., how a story is organized sequentially with predictable stages versus how opinion/arguments are structured logically, grouping related ideas) to comprehending texts and writing cohesive texts. *2. Understanding cohesion* a. Apply increasing understanding of language resources that refer the reader back or forward in text (e.g., how pronouns or synonyms refer back to nouns in text) to comprehending and writing cohesive texts. b. Apply increasing understanding of how ideas, events, or reasons are linked throughout a text using an increasing variety of connecting and transitional words or phrases (e.g., *for example, afterward, first/next/last*) to comprehending texts and writing cohesive texts.

Section 2: Elaboration on Critical Principles for Developing Language and Cognition in Academic Contexts
Part II: Learning About How English Works

Texts and Discourse in Context		ELD Proficiency Level Continuum		
		→ Emerging →	→ Expanding →	→ Bridging →
Part II, strands 3–5, corresponding to the CA CCSS for ELA/Literacy 3. W.3.5; SL.3.6; L.3.1, 3, 6 4. W.3.5; SL.3.6; L.3.1, 3, 6 5. W.3.5; SL.3.4, 6; L.3.1, 3, 6 **Purposes for using language include but are not limited to:** Describing, entertaining, informing, interpreting, analyzing, recounting, explaining, persuading, negotiating, justifying, evaluating, and so on. **Informational text types include but are not limited to:** Description (e.g., science log entry), procedure (e.g., how to solve a mathematics problem), recount (e.g., autobiography, science experiment results), information report (e.g., science or history report), explanation (e.g., how or why something happened), exposition (e.g., opinion), response (e.g., literary analysis), and so on. **Literary text types include but are not limited to:** Stories (e.g., fantasy, legends, fables), drama (e.g., readers' theater), poetry, retelling a story, and so on. **Audiences include but are not limited to:** Peers (one to one) Small group (one to a group) Whole group (one to many)	**B. Expanding and Enriching Ideas**	*3. Using verbs and verb phrases* Use frequently used verbs, different verb types (e.g., doing, saying, being/having, thinking/feeling), and verb tenses appropriate to the text type and discipline to convey time (e.g., simple past for recounting an experience). *4. Using nouns and noun phrases* Expand noun phrases in simple ways (e.g., adding an adjective to a noun) in order to enrich the meaning of sentences and add details about ideas, people, things, and the like. *5. Modifying to add details* Expand sentences with adverbials (e.g., adverbs, adverb phrases, prepositional phrases) to provide details (e.g., time, manner, place, cause, and the like) about a familiar activity or process (e.g., They walked *to the soccer field*).	*3. Using verbs and verb phrases* Use a growing number of verb types (e.g., doing, saying, being/having, thinking/feeling) and verb tenses appropriate to the text type and discipline to convey time (e.g., simple past for retelling, simple present for a science description). *4. Using nouns and noun phrases* Expand noun phrases in a growing number of ways (e.g., adding comparative/superlative adjectives to nouns) in order to enrich the meaning of sentences and add details about ideas, people, things, and the like. *5. Modifying to add details* Expand sentences with adverbials (e.g., adverbs, adverb phrases, prepositional phrases) to provide details (e.g., time, manner, place, cause, and the like) about a familiar or new activity or process (e.g., They worked *quietly;* they ran *across the soccer field*).	*3. Using verbs and verb phrases* Use a variety of verb types (e.g., doing, saying, being/having, thinking/feeling) and verb tenses appropriate to the text type and discipline to convey time (e.g., simple present for a science description, simple future to predict). 4. Using nouns and noun phrases Expand noun phrases in a variety of ways (e.g., adding comparative/ superlative adjectives to noun phrases, simple clause embedding) in order to enrich the meaning of sentences and add details about ideas, people, things, and the like. *5. Modifying to add details* Expand sentences with adverbials (e.g., adverbs, adverb phrases, prepositional phrases) to provide details (e.g., time, manner, place, cause, and the like) about a range of familiar and new activities or processes (e.g., They worked *quietly all night in their room*).

Section 2: Elaboration on Critical Principles for Developing Language and Cognition in Academic Contexts
Part II: Learning About How English Works

Texts and Discourse in Context	ELD Proficiency Level Continuum		
	→ Emerging →	→ Expanding →	→ Bridging →
Part II, strands 6–7, corresponding to the CA CCSS for ELA/Literacy 6. W.3.1-3,5; SL.3.4,6; L.3.1, 3, 6 7. W.3.1-3,5; SL.3.4,6; L.3.1, 3, 6 **Purposes for using language include but are not limited to:** Describing, entertaining, informing, interpreting, analyzing, recounting, explaining, persuading, negotiating, justifying, evaluating, and so on. **Informational text types include but are not limited to:** Description (e.g., science log entry), procedure (e.g., how to solve a mathematics problem), recount (e.g., autobiography, science experiment results), information report (e.g., science or history report), explanation (e.g., how or why something happened), exposition (e.g., opinion), response (e.g., literary analysis), and so on. **Literary text types include but are not limited to:** Stories (e.g., fantasy, legends, fables), drama (e.g., readers' theater), poetry, retelling a story, and so on. **Audiences include but are not limited to:** Peers (one to one) Small group (one to a group) Whole group (one to many)	**C. Connecting and Condensing Ideas** *6. Connecting ideas* Combine clauses in a few basic ways to make connections between and join ideas (e.g., creating compound sentences using *and, but, so*). *7. Condensing ideas* Condense clauses in simple ways (e.g., changing: *It's green. It's red.* → *It's green and red*) to create precise and detailed sentences.	*6. Connecting ideas* Combine clauses in an increasing variety of ways (e.g., creating compound and complex sentences) to make connections between and join ideas, for example, to express cause/effect (e.g., *The deer ran because the mountain lion came*) or to make a concession (e.g., *She studied all night even though she wasn't feeling well*). *7. Condensing ideas* Condense clauses in a growing number of ways (e.g., through embedded clauses as in, *It's a plant. It's found in the rain forest.* → *It's a green and red plant that's found in the tropical rain forest*) to create precise and detailed sentences.	*6. Connecting ideas* Combine clauses in a wide variety of ways (e.g., creating compound and complex sentences) to make connections between and join ideas, for example, to express cause/effect (e.g., *The deer ran because the mountain lion approached them*), to make a concession (e.g., *She studied all night even though she wasn't feeling well*), or to link two ideas that happen at the same time (e.g., *The cubs played while their mother hunted*). *7. Condensing ideas* Condense clauses in a variety of ways (e.g., through embedded clauses and other condensing as in, *It's a plant. It's green and red. It's found in the tropical rain forest.* → *It's a green and red plant that's found in the tropical rain forest*) to create precise and detailed sentences.

Section 2: Elaboration on Critical Principles for Developing Language and Cognition in Academic Contexts
Part III: Using Foundational Literacy Skills

Foundational literacy skills in an alphabetic writing system	See chapter 6 for information on teaching foundational reading skills to English learners of various profiles based on age, native language, native language writing system, schooling experience, and literacy experience and proficiency. Some considerations are as follows:
• Print concepts • Phonological awareness • Phonics and word recognition • Fluency	• Native language and literacy (e.g., phoneme awareness or print concept skills in native language) should be assessed for potential transference to English language and literacy. • Similarities between the native language and English should be highlighted (e.g., phonemes or letters that are the same in both languages). • Differences between the native language and English should be highlighted (e.g., some phonemes in English may not exist in the student's native language; native language syntax may be different from English syntax).

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Section 1: Overview

Goal: English learners read, analyze, interpret, and create a variety of literary and informational text types. They develop an understanding of how language is a complex, dynamic, and social resource for making meaning, as well as how content is organized in different text types and across disciplines using text structure, language features, and vocabulary depending on purpose and audience. They are aware that different languages and variations of English exist, and they recognize their home languages and cultures as resources to value in their own right and also to draw upon in order to build proficiency in English. English learners contribute actively to class and group discussions, asking questions, responding appropriately, and providing useful feedback. They demonstrate knowledge of content through oral presentations, writing tasks, collaborative conversations, and multimedia. They develop proficiency in shifting language use based on task, purpose, audience, and text type.

Critical Principles for Developing Language and Cognition in Academic Contexts: While advancing along the continuum of English language development levels, English learners at all levels engage in intellectually challenging literacy, disciplinary, and disciplinary literacy tasks. They use language in meaningful and relevant ways appropriate to grade level, content area, topic, purpose, audience, and text type in English language arts, mathematics, science, social studies, and the arts. Specifically, they use language to gain and exchange information and ideas in three communicative modes (collaborative, interpretive, and productive), and they apply knowledge of language to academic tasks via three cross-mode language processes (structuring cohesive texts, expanding and enriching ideas, and connecting and condensing ideas) using various linguistic resources.

Part I: Interacting in Meaningful Ways	Corresponding CA CCSS for ELA/Literacy*
A. Collaborative	
1. Exchanging information and ideas with others through oral collaborative discussions on a range of social and academic topics	• SL.4.1, 6; L.4.1, 3, 6
2. Interacting with others in written English in various communicative forms (print, communicative technology, and multimedia)	• W.4.6; L.4.1, 3, 6
3. Offering and supporting opinions and negotiating with others in communicative exchanges	• SL.4.1, 6; L.4.1, 3, 6
4. Adapting language choices to various contexts (based on task, purpose, audience, and text type)	• W.4.4–5; SL.4.1, 6; L.4.1, 3, 6

*The California English Language Development Standards correspond to the California Common Core State Standards for English Language Arts and Literacy in History/Social Science and Technical Subjects (CA CCSS for ELA/Literacy). English learners should have full access to opportunities to learn ELA, mathematics, science, history/social studies, and other content at the same time they are progressing toward full proficiency in English.

Part I: Interacting in Meaningful Ways	Corresponding CA CCSS for ELA/Literacy
B. Interpretive	
5. Listening actively to spoken English in a range of social and academic contexts	• SL.4.1–3; L.4.3
6. Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language	• RL.4.1–7, 9–10; RI.4.1–7, 9–10; SL.4.2–3; L.4.3, 4, 6
7. Evaluating how well writers and speakers use language to support ideas and opinions with details or reasons depending on modality, text type, purpose, audience, topic, and content area	• RL.4.3–4, 6; RI.4.2, 6, 8; SL.4.3; L.4.3–6
8. Analyzing how writers and speakers use vocabulary and other language resources for specific purposes (to explain, persuade, entertain, etc.) depending on modality, text type, purpose, audience, topic, and content area	• RL.4.4–5; RI.4.4–5; SL.4.3; L.4.3–6
C. Productive	
9. Expressing information and ideas in formal oral presentations on academic topics	• SL.4.4–6; L.4.1, 3, 6
10. Writing literary and informational texts to present, describe, and explain ideas and information, using appropriate technology	• W.4.1–10; L.4.1–3, 6
11. Supporting own opinions and evaluating others' opinions in speaking and writing	• W.4.1, 4, 9–10; SL.4.4, 6; L.4.1–3, 6
12. Selecting and applying varied and precise vocabulary and other language resources to effectively convey ideas	• W.4.4–5; SL.4.4, 6; L.4.1, 3, 5–6
Part II: Learning About How English Works	**Corresponding CA CCSS for ELA/Literacy**
A. Structuring Cohesive Texts	
1. Understanding text structure	• RL.4.5; RI.4.5; W.4.1–5; SL.4.4
2. Understanding cohesion	• RL.4.5; RI.4.5; W.4.1–4; SL.4.4; L.4.1, 3
B. Expanding and Enriching Ideas	
3. Using verbs and verb phrases	• W.4.5; SL.4.6; L.4.1, 3, 6
4. Using nouns and noun phrases	• W.4.5; SL.4.6; L.4.1, 3, 6
5. Modifying to add details	• W.4.5; SL.4.4, 6; L.4.1, 3, 6
C. Connecting and Condensing Ideas	
6. Connecting ideas	• W.4.1–3, 5; SL.4.4, 6; L.4.1, 3, 6
7. Condensing ideas	• W.4.1–3, 5; SL.4.4, 6; L.4.1, 3, 6
Part III: Using Foundational Literacy Skills	• RF.K–1.1–4; RF.2–4.3–4 (as appropriate)

Note: **Examples** provided in specific standards are offered *only as illustrative possibilities* and should not be misinterpreted as the only objectives of instruction or as the only types of language that English learners might or should be able to understand or produce.

Section 2: Elaboration on Critical Principles for Developing Language and Cognition in Academic Contexts
Part I: Interacting in Meaningful Ways

Texts and Discourse in Context		ELD Proficiency Level Continuum		
		→ Emerging →	→ Expanding →	→ Bridging →
Part I, strands 1–4, corresponding to the CA CCSS for ELA/Literacy 1. SL.4.1, 6; L.4.1, 3, 6 2. W.4.6; L.4.1, 3, 6 3. SL.4.1, 6; L.4.1, 3, 6 4. W.4.4–5; SL.4.1, 6; L.4.1, 3, 6 **Purposes for using language include but are not limited to:** Describing, entertaining, informing, interpreting, analyzing, recounting, explaining, persuading, negotiating, justifying, evaluating, and so on. **Informational text types include but are not limited to:** Description (e.g., science log entry), procedure (e.g., how to solve a mathematics problem), recount (e.g., autobiography, science experiment results), information report (e.g., science or history report), explanation (e.g., how or why something happened); exposition (e.g., opinion), response (e.g., literary analysis), and so on. **Literary text types include but are not limited to:** Stories (e.g., fantasy, legends, fables), drama (e.g., readers' theater), poetry, retelling a story, and so on. **Audiences include but are not limited to:** Peers (one to one) Small group (one to a group) Whole group (one to many)	**A. Collaborative**	*1. Exchanging information/ideas* Contribute to conversations and express ideas by asking and answering *yes-no* and *wh-* questions and responding using short phrases. *2. Interacting via written English* Collaborate with peers on joint writing projects of short informational and literary texts, using technology where appropriate for publishing, graphics, and the like. *3. Offering opinions* Negotiate with or persuade others in conversations using basic learned phrases (e.g., *I think . . .*), as well as open responses, in order to gain and/or hold the floor. *4. Adapting language choices* Adjust language choices according to social setting (e.g., playground, classroom) and audience (e.g., peers, teacher), with substantial support.	*1. Exchanging information/ideas* Contribute to class, group, and partner discussions, including sustained dialogue, by following turn-taking rules, asking relevant questions, affirming others, and adding relevant information. *2. Interacting via written English* Collaborate with peers on joint writing projects of longer informational and literary texts, using technology where appropriate for publishing, graphics, and the like. *3. Offering opinions* Negotiate with or persuade others in conversations using an expanded set of learned phrases (e.g., *I agree with X, but . . .*), as well as open responses, in order to gain and/or hold the floor, provide counterarguments, and so on. *4. Adapting language choices* Adjust language choices according to purpose (e.g., persuading, entertaining), task (e.g., telling a story versus explaining a science experiment), and audience, with moderate support.	*1. Exchanging information/ideas* Contribute to class, group, and partner discussions, including sustained dialogue, by following turn-taking rules, asking relevant questions, affirming others, adding relevant information, building on responses, and providing useful feedback. *2. Interacting via written English* Collaborate with peers on joint writing projects of a variety of longer informational and literary texts, using technology where appropriate for publishing, graphics, and the like. *3. Offering opinions* Negotiate with or persuade others in conversations using a variety of learned phrases (e.g., *That's a good idea. However . . .*), as well as open responses, in order to gain and/or hold the floor, provide counterarguments, elaborate on an idea, and so on. *4. Adapting language choices* Adjust language choices according to purpose, task (e.g., facilitating a science experiment), and audience, with light support.

Section 2: Elaboration on Critical Principles for Developing Language and Cognition in Academic Contexts
Part I: Interacting in Meaningful Ways

Texts and Discourse in Context		ELD Proficiency Level Continuum		
		→ Emerging →	→ Expanding →	→ Bridging →
Part I, strands 5–8, corresponding to the CA CCSS for ELA/Literacy: 5. SL.4.1–3; L.4.3 6. RL.4.1–7, 9–10; RI.4.1–7, 9–10; SL.4.2–3; L.4.3, 4, 6 7. RL.4.3–4, 6; RI.4.2, 6, 8; SL.4.3; L.4.3–6 8. RL.4.4–5; RI.4.4–5; SL.4.3; L.4.3–6 **Purposes for using language include but are not limited to:** Describing, entertaining, informing, interpreting, analyzing, recounting, explaining, persuading, negotiating, justifying, evaluating, and so on. **Informational text types include but are not limited to:** Description (e.g., science log entry), procedures (e.g., how to solve a mathematics problem), recount (e.g., autobiography, science experiment results), information report (e.g., science or history report), explanation (e.g., how or why something happened), exposition (e.g., opinion), response (e.g., literary analysis), and so on. **Literary text types include but are not limited to:** Stories (e.g., fantasy, legends, fables), drama (e.g., readers' theater), poetry, retelling a story, and so on. **Audiences include but are not limited to:** Peers (one to one) Small group (one to a group) Whole group (one to many)	B. Interpretive	*5. Listening actively* Demonstrate active listening of read-alouds and oral presentations by asking and answering basic questions, with prompting and substantial support. *6. Reading/viewing closely* a. Describe ideas, phenomena (e.g., volcanic eruptions), and text elements (main idea, characters, events, and the like) based on close reading of a select set of grade-level texts, with substantial support. b. Use knowledge of frequently used affixes (e.g., *un-*, *mis-*) and linguistic context, reference materials, and visual cues to determine the meaning of unknown words on familiar topics. *7. Evaluating language choices* Describe the specific language writers or speakers use to present or support an idea (e.g., the specific vocabulary or phrasing used to provide evidence), with prompting and substantial support. *8. Analyzing language choices* Distinguish how different words with similar meanings produce different effects on the audience (e.g., describing a character's actions as *whined* versus *said*).	*5. Listening actively* Demonstrate active listening of read-alouds and oral presentations by asking and answering detailed questions, with occasional prompting and moderate support. *6. Reading/viewing closely* a. Describe ideas, phenomena (e.g., animal migration), and text elements (main idea, central message, and the like) in greater detail based on close reading of a variety of grade-level texts, with moderate support. b. Use knowledge of morphology (e.g., affixes, roots, and base words), linguistic context, and reference materials to determine the meaning of unknown words on familiar topics. *7. Evaluating language choices* Describe how well writers or speakers use specific language resources to support an opinion or present an idea (e.g., whether the vocabulary or phrasing used to provide evidence is strong enough), with prompting and moderate support. *8. Analyzing language choices* Distinguish how different words with similar meanings (e.g., describing a character as *smart* versus *an expert*) and figurative language (e.g., *as big as a whale*) produce shades of meaning and different effects on the audience.	*5. Listening actively* Demonstrate active listening of read-alouds and oral presentations by asking and answering detailed questions, with minimal prompting and light support. *6. Reading/viewing closely* a. Describe ideas, phenomena (e.g., pollination), and text elements (main idea, character traits, event sequence, and the like) in detail based on close reading of a variety of grade-level texts, with light support. b. Use knowledge of morphology (e.g., affixes, roots, and base words) and linguistic context to determine the meaning of unknown and multiple-meaning words on familiar and new topics. *7. Evaluating language choices* Describe how well writers and speakers use specific language resources to support an opinion or present an idea (e.g., the clarity or appealing nature of language used to present evidence), with prompting and light support. *8. Analyzing language choices* Distinguish how different words with related meanings (e.g., *fun* versus *entertaining* versus *thrilling*, *possibly* versus *certainly*) and figurative language produce shades of meaning and different effects on the audience.

Texts and Discourse in Context		ELD Proficiency Level Continuum		
		→ Emerging →	→ Expanding →	→ Bridging →
Part I, strands 9–12, corresponding to the CA CCSS for ELA/Literacy 9. SL.4.4–6; L.4.1, 3, 6 10. W.4.1–10; L.4.1–3, 6 11. W.4.1,4, 9–10; SL.4.4, 6; L.4.1–3, 6 12. W.4.4–5; SL.4.4, 6; L.4.1, 3, 5–6 **Purposes for using language include but are not limited to:** Describing, entertaining, informing, interpreting, analyzing, recounting, explaining, persuading, negotiating, justifying, evaluating, and so on. **Informational text types include but are not limited to:** Description (e.g., science log entry), procedure (e.g., how to solve a mathematics problem), recount (e.g., autobiography, science experiment results), information report (e.g., science or history report), explanation (e.g., how or why something happened), exposition (e.g., opinion), response (e.g., literary analysis), and so on. **Literary text types include but are not limited to:** Stories (e.g., fantasy, legends, fables), drama (e.g., readers' theater), poetry, retelling a story, and so on. **Audiences include but are not limited to:** Peers (one to one) Small group (one to a group) Whole group (one to many)	**C. Productive**	*9. Presenting* Plan and deliver brief oral presentations on a variety of topics and content areas (e.g., retelling a story, explaining a science process, reporting on a current event, recounting a memorable experience, and so on), with substantial support. *10. Writing* a. Write short literary and informational texts (e.g., a description of a flashlight) collaboratively (e.g., joint construction of texts with an adult or with peers) and sometimes independently. b. Write brief summaries of texts and experiences using complete sentences and key words (e.g., from notes or graphic organizers). *11. Supporting opinions* a. Support opinions by expressing appropriate/accurate reasons using textual evidence (e.g., referring to text) or relevant background knowledge about content, with substantial support. b. Express ideas and opinions or temper statements using basic modal expressions (e.g., *can, will, maybe*).	*9. Presenting* Plan and deliver longer oral presentations on a variety of topics and content areas (e.g., retelling a story, explaining a science process, reporting on a current event, recounting a memorable experience, and so on), with moderate support. *10. Writing* a. Write longer literary and informational texts (e.g., an explanatory text on how flashlights work) collaboratively (e.g., joint construction of texts with an adult or with peers) and with increasing independence using appropriate text organization. b. Write increasingly concise summaries of texts and experiences using complete sentences and key words (e.g., from notes or graphic organizers). *11. Supporting opinions* a Support opinions or persuade others by expressing appropriate/accurate reasons using some textual evidence (e.g., paraphrasing facts) or relevant background knowledge about content, with moderate support. b. Express attitude and opinions or temper statements with familiar modal expressions (e.g., *maybe/probably, can/must*).	*9. Presenting* Plan and deliver oral presentations on a variety of topics in a variety of content areas (e.g., retelling a story, explaining a science process, reporting on a current event, recounting a memorable experience, and so on), with light support. *10. Writing* a. Write longer and more detailed literary and informational texts (e.g., an explanatory text on how flashlights work) collaboratively (e.g., joint construction of texts with an adult or with peers) and independently using appropriate text organization and growing understanding of register. b. Write clear and coherent summaries of texts and experiences using complete and concise sentences and key words (e.g., from notes or graphic organizers). *11. Supporting opinions* a. Support opinions or persuade others by expressing appropriate/accurate reasons using detailed textual evidence (e.g., quotations or specific events from text) or relevant background knowledge about content, with light support. b. Express attitude and opinions or temper statements with nuanced modal expressions (e.g., *probably/certainly, should/would*) and phrasing (e.g., *In my opinion . . .*).

Section 2: Elaboration on Critical Principles for Developing Language and Cognition in Academic Contexts
Part I: Interacting in Meaningful Ways

Texts and Discourse in Context		ELD Proficiency Level Continuum		
		→ Emerging →	→ Expanding →	→ Bridging →
Part I, strands 9–12, corresponding to the CA CCSS for ELA/Literacy 9. SL.4.4–6; L.4.1, 3, 6 10. W.4.1–10; L.4.1–3, 6 11. W.4.1,4, 9–10; SL.4.4, 6; L.4.1–3, 6 12. W.4.4–5; SL.4.4, 6; L.4.1, 3, 5–6 **Purposes for using language include but are not limited to:** Describing, entertaining, informing, inter-preting, analyzing, recounting, explaining, persuading, negotiating, justifying, evalu-ating, and so on. **Informational text types include but are not limited to:** Description (e.g., science log entry), pro-cedure (e.g., how to solve a mathematics problem), recount (e.g., autobiography, science experiment results), information report (e.g., science or history report), explanation (e.g., how or why something happened), exposition (e.g., opinion), re-sponse (e.g., literary analysis), and so on. **Literary text types include but are not limited to:** Stories (e.g., fantasy, legends, fables), drama (e.g., readers' theater), poetry, retelling a story, and so on. **Audiences include but are not limited to:** Peers (one to one) Small group (one to a group) Whole group (one to many)	**C. Productive**	*12. Selecting language resources* a. Use a select number of general academic and domain-specific words to create precision while speaking and writing. b. Select a few frequently used affixes for accuracy and precision (e.g., She walks, I'm *un*happy).	*12. Selecting language resources* a. Use a growing number of general academic and domain-specific words, synonyms, and antonyms to create precision and shades of meaning while speaking and writing. b. Select a growing number of frequently used affixes for accuracy and precision (e.g., She walk*ed*. He likes . . . , I'm *un*happy).	*12. Selecting language resources* a. Use a wide variety of general academic and domain-specific words, synonyms, antonyms, and figurative language to create precision and shades of meaning while speaking and writing. b. Select a variety of appropriate affixes for accuracy and precision (e.g., She's walk*ing*. I'm *un*comfortable. They left reluctant*ly*).

Texts and Discourse in Context		ELD Proficiency Level Continuum		
		→ Emerging →	→ Expanding →	→ Bridging →
Part II, strands 1–2, corresponding to the CA CCSS for ELA/Literacy 1. RL.4.5; RI.4.5; W.4.1–5; SL.4.4 2. RL.4.5; RI.4.5; W.4.1–4; SL.4.4; L.4.1, 3 **Purposes for using language include but are not limited to:** Describing, entertaining, informing, interpreting, analyzing, recounting, explaining, persuading, negotiating, justifying, evaluating, and so on. **Informational text types include but are not limited to:** Description (e.g., science log entry), procedure (e.g., how to solve a mathematics problem), recount (e.g., autobiography, science experiment results), information report (e.g., science or history report); explanation (e.g., how or why something happened), exposition (e.g., opinion), response (e.g., literary analysis), and so on. **Literary text types include but are not limited to:** Stories (e.g., fantasy, legends, fables), drama (e.g., readers' theater), poetry, retelling a story, and so on. **Audiences include but are not limited to:** Peers (one to one) Small group (one to a group) Whole group (one to many)	**A. Structuring Cohesive Texts**	*1. Understanding text structure* Apply understanding of how different text types are organized to express ideas (e.g., how a narrative is organized sequentially) to comprehending texts and writing basic texts. *2. Understanding cohesion* a. Apply basic understanding of language resources for referring the reader back or forward in text (e.g., how pronouns refer back to nouns in text) to comprehending texts and writing basic texts. b. Apply basic understanding of how ideas, events, or reasons are linked throughout a text using everyday connecting words or phrases (e.g., *first, yesterday*) to comprehending texts and writing basic texts.	*1. Understanding text structure* Apply increasing understanding of how different text types are organized to express ideas (e.g., how a narrative is organized sequentially with predictable stages versus how an explanation is organized around ideas) to comprehending texts and writing texts with increasing cohesion. *2. Understanding cohesion* a. Apply growing understanding of language resources for referring the reader back or forward in text (e.g., how pronouns or synonyms refer back to nouns in text) to comprehending texts and writing texts with increasing cohesion. b. Apply growing understanding of how ideas, events, or reasons are linked throughout a text using a variety of connecting words or phrases (e.g., *since, next, for example*) to comprehending texts and writing texts with increasing cohesion.	*1. Understanding text structure* Apply understanding of how different text types are organized to express ideas (e.g., how a narrative is organized sequentially with predictable stages versus how opinions/arguments are structured logically, grouping related ideas) to comprehending texts and writing cohesive texts. *2. Understanding cohesion* a. Apply increasing understanding of language resources for referring the reader back or forward in text (e.g., how pronouns, synonyms, or nominalizations refer back to nouns in text) to comprehending texts and writing cohesive texts. b. Apply increasing understanding of how ideas, events, or reasons are linked throughout a text using an increasing variety of academic connecting and transitional words or phrases (e.g., *for instance, in addition, at the end*) to comprehending texts and writing cohesive texts.

Section 2: Elaboration on Critical Principles for Developing Language and Cognition in Academic Contexts
Part II: Learning About How English Works

Texts and Discourse in Context	ELD Proficiency Level Continuum		
	→ Emerging →	→ Expanding →	→ Bridging →
Part II, strands 3–5, corresponding to the CA CCSS for ELA/Literacy 3. W.4.5; SL.4.6; L.4.1, 3, 6 4. W.4.5; SL.4.6; L.4.1, 3, 6 5. W.4.5; SL.4.4,6; L.4.1, 3, 6 **Purposes for using language include but are not limited to:** Describing, entertaining, informing, interpreting, analyzing, recounting, explaining, persuading, negotiating, justifying, evaluating, and so on. **Informational text types include but are not limited to:** Description (e.g., science log entry), procedure (e.g., how to solve a mathematics problem), recount (e.g., autobiography, science experiment results), information report (e.g., science or history report), explanation (e.g., how or why something happened), exposition (e.g., opinion), response (e.g., literary analysis), and so on. **Literary text types include but are not limited to:** Stories (e.g., fantasy, legends, fables), drama (e.g., readers' theater), poetry, retelling a story, and so on. **Audiences include but are not limited to:** Peers (one to one) Small group (one to a group) Whole group (one to many)	*3. Using verbs and verb phrases* Use various verbs/verb types (e.g., doing, saying, being/having, thinking/feeling) and tenses appropriate to the text type and discipline (e.g., simple past for recounting an experience) for familiar topics. *4. Using nouns and noun phrases* Expand noun phrases in simple ways (e.g., adding an adjective) in order to enrich the meaning of sentences and add details about ideas, people, things, and so on. *5. Modifying to add details* Expand sentences with familiar adverbials (e.g., basic prepositional phrases) to provide details (e.g., time, manner, place, cause, and so on) about a familiar activity or process (e.g., They walked *to the soccer field*).	*3. Using verbs and verb phrases* Use various verbs/verb types (e.g., doing, saying, being/having, thinking/feeling) and tenses appropriate to the task, text type, and discipline (e.g., simple past for retelling, timeless present for science explanation) for an increasing variety of familiar and new topics. *4. Using nouns and noun phrases* Expand noun phrases in a variety of ways (e.g., adding adjectives to noun phrases or simple clause embedding) in order to enrich the meaning of sentences and add details about ideas, people, things, and so on. *5. Modifying to add details* Expand sentences with a growing variety of adverbials (e.g., adverbs, prepositional phrases) to provide details (e.g., time, manner, place, cause, and so on) about a familiar or new activity or process (e.g., They worked *quietly*. They ran *across the soccer field*).	*3. Using verbs and verb phrases* Use various verbs/verb types (e.g., doing, saying, being/having, thinking/feeling) and tenses appropriate to the task and text type (e.g., timeless present for science explanation, mixture of past and present for historical information report) for a variety of familiar and new topics. *4. Using nouns and noun phrases* Expand noun phrases in an increasing variety of ways (e.g., adding general academic adjectives and adverbs to noun phrases or more complex clause embedding) in order to enrich the meaning of sentences and add details about ideas, people, things, and so on. *5. Modifying to add details* Expand sentences with a variety of adverbials (e.g., adverbs, adverb phrases, prepositional phrases) to provide details (e.g., time, manner, place, cause, and so on) about a variety of familiar and new activities and processes (e.g., They worked *quietly all night in their room*).

B. Expanding and Enriching Ideas

Section 2: Elaboration on Critical Principles for Developing Language and Cognition in Academic Contexts
Part II: Learning About How English Works

Texts and Discourse in Context		ELD Proficiency Level Continuum		
		→ Emerging →	→ Expanding →	→ Bridging →
Part II, strands 6–7, corresponding to the CA CCSS for ELA/Literacy 6. W.4.1-3, 5; SL.4.4, 6; L.4.1, 3, 6 7. W.4.1-3, 5; SL.4.4, 6; L.4.1, 3, 6 **Purposes for using language include but are not limited to:** Describing, entertaining, informing, interpreting, analyzing, recounting, explaining, persuading, negotiating, justifying, evaluating, and so on. **Informational text types include but are not limited to:** Description (e.g., science log entry), procedure (e.g., how to solve a mathematics problem), recount (e.g., autobiography, science experiment results), information report (e.g., science or history report), explanation (e.g., how or why something happened), exposition (e.g., opinion), response (e.g., literary analysis), and so on. **Literary text types include but are not limited to:** Stories (e.g., fantasy, legends, fables), drama (e.g., readers' theater), poetry, retelling a story, and so on. **Audiences include but are not limited to:** Peers (one to one) Small group (one to a group) Whole group (one to many)	**C. Connecting and Condensing Ideas**	*6. Connecting ideas* Combine clauses in a few basic ways to make connections between and join ideas in sentences (e.g., creating compound sentences using coordinate conjunctions, such as *and, but, so*). *7. Condensing ideas* Condense clauses in simple ways (e.g., through simple embedded clauses, as in, The woman is a doctor. She helps children. → The woman is a doctor *who helps children*) to create precise and detailed sentences.	*6. Connecting ideas* Combine clauses in an increasing variety of ways (e.g., creating complex sentences using familiar subordinate conjunctions) to make connections between and join ideas in sentences, for example, to express cause/effect (e.g., *The deer ran because the mountain lion came*) or to make a concession (e.g., She studied all night *even though* she wasn't feeling well). *7. Condensing ideas* Condense clauses in an increasing variety of ways (e.g., through a growing number of embedded clauses and other condensing, as in, The dog ate quickly. The dog choked. → The dog ate so quickly *that it choked*) to create precise and detailed sentences.	*6. Connecting ideas* Combine clauses in a wide variety of ways (e.g., creating complex sentences using a variety of subordinate conjunctions) to make connections between and join ideas, for example, to express cause/effect (e.g., *Since the lion was at the waterhole, the deer ran away*), to make a concession, or to link two ideas that happen at the same time (e.g., *The cubs played while their mother hunted*). *7. Condensing ideas* Condense clauses in a variety of ways (e.g., through various types of embedded clauses and other ways of condensing as in, There was a Gold Rush. It began in the 1850s. It brought a lot of people to California. → The Gold Rush *that began in the 1850s* brought a lot of people to California) to create precise and detailed sentences.

Section 2: Elaboration on Critical Principles for Developing Language and Cognition in Academic Contexts
Part III: Using Foundational Literacy Skills

Foundational literacy skills in an alphabetic writing system ● Print concepts ● Phonological awareness ● Phonics and word recognition ● Fluency	See chapter 6 for information on teaching foundational reading skills to English learners of various profiles based on age, native language, native language writing system, schooling experience, and literacy experience and proficiency. Some considerations are as follows: ● Native language and literacy (e.g., phoneme awareness or print concept skills in native language) should be assessed for potential transference to English language and literacy. ● Similarities between the native language and English should be highlighted (e.g., phonemes or letters that are the same in both languages). ● Differences between the native language and English should be highlighted (e.g., some phonemes in English may not exist in the student's native language; native language syntax may be different from English syntax).

Section 1: Overview

Goal: English learners read, analyze, interpret, and create a variety of literary and informational text types. They develop an understanding of how language is a complex, dynamic, and social resource for making meaning, as well as how content is organized in different text types and across disciplines using text structure, language features, and vocabulary depending on purpose and audience. They are aware that different languages and variations of English exist, and they recognize their home languages and cultures as resources to value in their own right and also to draw upon in order to build proficiency in English. English learners contribute actively to class and group discussions, asking questions, responding appropriately, and providing useful feedback. They demonstrate knowledge of content through oral presentations, writing tasks, collaborative conversations, and multimedia. They develop proficiency in shifting language use based on task, purpose, audience, and text type.

Critical Principles for Developing Language and Cognition in Academic Contexts: While advancing along the continuum of English language development levels, English learners at all levels engage in intellectually challenging literacy, disciplinary, and disciplinary literacy tasks. They use language in meaningful and relevant ways appropriate to grade level, content area, topic, purpose, audience, and text type in English language arts, mathematics, science, social studies, and the arts. Specifically, they use language to gain and exchange information and ideas in three communicative modes (collaborative, interpretive, and productive), and they apply knowledge of language to academic tasks via three cross-mode language processes (structuring cohesive texts, expanding and enriching ideas, and connecting and condensing ideas) using various linguistic resources.

Part I: Interacting in Meaningful Ways	Corresponding CA CCSS for ELA/Literacy*
A. Collaborative	
1. Exchanging information and ideas with others through oral collaborative discussions on a range of social and academic topics	• SL.5.1, 6; L.5.1, 3, 6
2. Interacting with others in written English in various communicative forms (print, communicative technology, and multimedia)	• W.5.6; L.5.1, 3, 6
3. Offering and supporting opinions and negotiating with others in communicative exchanges	• SL.5.1, 6; L.5.1, 3, 6
4. Adapting language choices to various contexts (based on task, purpose, audience, and text type)	• W.5.4–5; SL.5.1, 6; L.5.1, 3, 6

*The California English Language Development Standards correspond to the California Common Core State Standards for English Language Arts and Literacy in History/Social Science and Technical Subjects (CA CCSS for ELA/Literacy). English learners should have full access to opportunities to learn ELA, mathematics, science, history/social studies, and other content at the same time they are progressing toward full proficiency in English.

Part I: Interacting in Meaningful Ways	Corresponding CA CCSS for ELA/Literacy
B. Interpretive	
5. Listening actively to spoken English in a range of social and academic contexts	• SL.5.1–3; L.5.3
6. Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language	• RL.5.1–7, 9–10; RI.5.1–7, 9–10; SL.5.2–3; L.5.3, 4, 6
7. Evaluating how well writers and speakers use language to support ideas and opinions with details or reasons depending on modality, text type, purpose, audience, topic, and content area	• RL.5.3–4, 6; RI.5.2, 6, 8; SL.5.3; L.5.3–6
8. Analyzing how writers and speakers use vocabulary and other language resources for specific purposes (to explain, persuade, entertain, etc.) depending on modality, text type, purpose, audience, topic, and content area	• RL.5.4—5; RI.5.4–5; SL.5.3; L.5.3–6
C. Productive	
9. Expressing information and ideas in formal oral presentations on academic topics	• SL.5.4–6; L.5.1, 3, 6
10. Writing literary and informational texts to present, describe, and explain ideas and information, using appropriate technology	• W.5.1–10; L.5.1–3, 6
11. Supporting own opinions and evaluating others' opinions in speaking and writing	• W.5.1, 4, 9–10; SL.5.4, 6; L.5.1–3, 6
12. Selecting and applying varied and precise vocabulary and language structures to effectively convey ideas	• W.5.4–5; SL.5.4, 6; L.5.1, 3, 5–6
Part II: Learning About How English Works	**Corresponding CA CCSS for ELA/Literacy**
A. Structuring Cohesive Texts	
1. Understanding text structure	• RL.5.5; RI.5.5; W.5.1–5; SL.5.4
2. Understanding cohesion	• RL.5.5; RI.5.5; W.5.1–4; SL.5.4; L.5.1, 3
B. Expanding and Enriching Ideas	
3. Using verbs and verb phrases	• W.5.5; SL.5.6; L.5.1, 3, 6
4. Using nouns and noun phrases	• W.5.5; SL.5.6; L.5.1, 3, 6
5. Modifying to add details	• W.5.5; SL.5.4, 6; L.5.1, 3, 6
C. Connecting and Condensing Ideas	
6. Connecting ideas	• W.5.1–3, 5; SL.5.4, 6; L.5.1, 3, 6
7. Condensing ideas	• W.5.1–3, 5; SL.5.4, 6; L.5.1, 3, 6
Part III: Using Foundational Literacy Skills	• RF.K–1.1–4; RF.2–5.3–4 (as appropriate)

Note: **Examples** provided in specific standards are offered *only as illustrative possibilities* and should not be misinterpreted as the only objectives of instruction or as the only types of language that English learners might or should be able to understand or produce.

Section 2: Elaboration on Critical Principles for Developing Language and Cognition in Academic Contexts
Part I: Interacting in Meaningful Ways

Texts and Discourse in Context		ELD Proficiency Level Continuum		
		→ Emerging →	→ Expanding →	→ Bridging →
Part I, strands 1–4, corresponding to the CA CCSS for ELA/Literacy 1. SL.5.1, 6; L.5.1, 3, 6 2. W.5.6; L.5.1, 3, 6 3. SL.5.1, 6; L.5.1, 3, 6 4. W.5.4–5; SL.5.1, 6; L.5.1, 3, 6 **Purposes for using language include but are not limited to:** Describing, entertaining, informing, interpreting, analyzing, recounting, explaining, persuading, negotiating, justifying, evaluating, and so on. **Informational text types include but are not limited to:** Description (e.g., science log entry), procedure (e.g., how to solve a mathematics problem), recount (e.g., autobiography, science experiment results), information report (e.g., science or history report), explanation (e.g., how or why something happened), exposition (e.g., opinion), response (e.g., literary analysis), and so on. **Literary text types include but are not limited to:** Stories (e.g., fantasy, legends, fables), drama (e.g., readers' theater), poetry, retelling a story, and so on. **Audiences include but are not limited to:** Peers (one to one) Small group (one to a group) Whole group (one to many)	A. Collaborative	*1. Exchanging information/ideas* Contribute to conversations and express ideas by asking and answering *yes-no* and *wh-* questions and responding using short phrases. *2. Interacting via written English* Collaborate with peers on joint writing projects of short informational and literary texts, using technology where appropriate for publishing, graphics, and the like. *3. Offering opinions* Negotiate with or persuade others in conversations using basic learned phrases (e.g., *I think . . .*), as well as open responses, in order to gain and/or hold the floor. *4. Adapting language choices* Adjust language choices according to social setting (e.g., playground, classroom) and audience (e.g., peers, teacher), with substantial support.	*1. Exchanging information/ideas* Contribute to class, group, and partner discussions, including sustained dialogue, by following turn-taking rules, asking relevant questions, affirming others, and adding relevant information. *2. Interacting via written English* Collaborate with peers on joint writing projects of longer informational and literary texts, using technology where appropriate for publishing, graphics, and the like. *3. Offering opinions* Negotiate with or persuade others in conversations using an expanded set of learned phrases (e.g., *I agree with X, but . . .*), as well as open responses, in order to gain and/or hold the floor, provide counterarguments, and so on. *4. Adapting language choices* Adjust language choices according to purpose (e.g., persuading, entertaining), task (e.g., telling a story versus explaining a science experiment), and audience, with moderate support.	*1. Exchanging information/ideas* Contribute to class, group, and partner discussions, including sustained dialogue, by following turn-taking rules, asking relevant questions, affirming others, adding relevant information, building on responses, and providing useful feedback. *2. Interacting via written English* Collaborate with peers on joint writing projects of a variety of longer informational and literary texts, using technology where appropriate for publishing, graphics, and the like. *3. Offering opinions* Negotiate with or persuade others in conversations using a variety of learned phrases (e.g., *That's an interesting idea. However, . . .*), as well as open responses, in order to gain and/or hold the floor, provide counterarguments, elaborate on an idea, and so on. *4. Adapting language choices* Adjust language choices according to purpose, task (e.g., facilitating a science experiment), and audience, with light support.

Section 2: Elaboration on Critical Principles for Developing Language and Cognition in Academic Contexts
Part I: Interacting in Meaningful Ways

Texts and Discourse in Context	ELD Proficiency Level Continuum		
	→ **Emerging** →	→ **Expanding** →	→ **Bridging** →
Part I, strands 5–8, corresponding to the CA CCSS for ELA/Literacy 5. SL.5.1–3; L.5.3 6. RL.5.1–7, 9–10; RI.5.1–7, 9–10; SL.5.2–3; L.5.3, 4, 6 7. RL.5.3–4, 6; RI.5.2, 6, 8; SL.5.3; L.5.3–6 8. RL.5.4–5; RI.5.4–5; SL.5.3; L.5.3–6 **Purposes for using language include but are not limited to:** Describing, entertaining, informing, interpreting, analyzing, recounting, explaining, persuading, negotiating, justifying, evaluating, and so on. **Informational text types include but are not limited to:** Description (e.g., science log entry), procedure (e.g., how to solve a mathematics problem), recount (e.g., autobiography, science experiment results), information report (e.g., science or history report), explanation (e.g., how or why something happened), exposition (e.g., opinion), response (e.g., literary analysis); and so on. **Literary text types include but are not limited to:** Stories (e.g., fantasy, legends, fables), drama (e.g., readers' theater), poetry, retelling a story, and so on. **Audiences include but are not limited to:** Peers (one to one) Small group (one to a group) Whole group (one to many)	**B. Interpretive** *5. Listening actively* Demonstrate active listening of read-alouds and oral presentations by asking and answering basic questions, with prompting and substantial support. *6. Reading/viewing closely* a. Explain ideas, phenomena, processes, and text relationships (e.g., compare/contrast, cause/effect, problem/solution) based on close reading of a variety of grade-level texts and viewing of multimedia, with substantial support. b. Use knowledge of frequently-used affixes (e.g., *un-, mis-*), linguistic context, reference materials, and visual cues to determine the meaning of unknown words on familiar topics. *7. Evaluating language choices* Describe the specific language writers or speakers use to present or support an idea (e.g., the specific vocabulary or phrasing used to provide evidence), with prompting and substantial support. *8. Analyzing language choices* Distinguish how different words with similar meanings produce different effects on the audience (e.g., describing a character as *angry* versus *furious*).	*5. Listening actively* Demonstrate active listening of read-alouds and oral presentations by asking and answering detailed questions, with occasional prompting and moderate support. *6. Reading/viewing closely* a. Explain ideas, phenomena, processes, and text relationships (e.g., compare/contrast, cause/effect, problem/solution) based on close reading of a variety of grade-level texts and viewing of multimedia, with moderate support. b. Use knowledge of morphology (e.g., affixes, roots, and base words), linguistic context, and reference materials to determine the meaning of unknown words on familiar and new topics. *7. Evaluating language choices* Explain how well writers and speakers use language resources to support an opinion or present an idea (e.g., whether the vocabulary used to provide evidence is strong enough, or if the phrasing used to signal a shift in meaning does this well), with moderate support. *8. Analyzing language choices* Distinguish how different words with similar meanings (e.g., describing an event as *sad* versus *tragic*) and figurative language (e.g., *she ran like a cheetah*) produce shades of meaning and different effects on the audience.	*5. Listening actively* Demonstrate active listening of read-alouds and oral presentations by asking and answering detailed questions, with minimal prompting and light support. *6. Reading/viewing closely* a. Explain ideas, phenomena, processes, and text relationships (e.g., compare/contrast, cause/effect, problem/solution) based on close reading of a variety of grade-level texts and viewing of multimedia, with light support. b. Use knowledge of morphology (e.g., affixes, roots, and base words), linguistic context, and reference materials to determine the meaning of unknown words on familiar and new topics. *7. Evaluating language choices* Explain how well writers and speakers use specific language resources to support an opinion or present an idea (e.g., the clarity or appealing nature of language used to provide evidence or describe characters, or if the phrasing used to introduce a topic is appropriate), with light support. *8. Analyzing language choices* Distinguish how different words with related meanings (e.g., *fun* versus *thrilling, possibly* versus *certainly*) and figurative language (e.g., *the stream slithered through the parched land*) produce shades of meaning and different effects on the audience.

Section 2: Elaboration on Critical Principles for Developing Language and Cognition in Academic Contexts
Part I: Interacting in Meaningful Ways

Texts and Discourse in Context		ELD Proficiency Level Continuum		
		→ Emerging →	→ Expanding →	→ Bridging →
Part I, strands 9–12, corresponding to the CA CCSS for ELA/Literacy 9. SL.5.4–6; L.5.1, 3, 6 10. W.5.1–10; L.5.1–3, 6 11. W.5.1, 4, 9–10; SL.5.4, 6; L.5.1–3, 6 12. W.5.4–5; SL.5.4, 6; L.5.1, 3, 5–6 **Purposes for using language include but are not limited to:** Describing, entertaining, informing, interpreting, analyzing, recounting, explaining, persuading, negotiating, justifying, evaluating, and so on. **Informational text types include but are not limited to:** Description (e.g., science log entry), procedure (e.g., how to solve a mathematics problem), recount (e.g., autobiography, science experiment results), information report (e.g., science or history report), explanation (e.g., how or why something happened), exposition (e.g., opinion), response (e.g., literary analysis), and so on. **Literary text types include but are not limited to:** Stories (e.g., fantasy, legends, fables), drama (e.g., readers' theater), poetry, retelling a story, and so on. **Audiences include but are not limited to:** Peers (one to one) Small group (one to a group) Whole group (one to many)	**C. Productive**	*9. Presenting* Plan and deliver brief oral presentations on a variety of topics and content areas (e.g., providing a report on a current event, reciting a poem, recounting an experience, explaining a science process), with moderate support, such as graphic organizers. *10. Writing* a. Write short literary and informational texts (e.g., a description of a camel) collaboratively (e.g., joint construction of texts with an adult or with peers) and sometimes independently. b. Write brief summaries of texts and experiences using complete sentences and key words (e.g., from notes or graphic organizers). *11. Supporting opinions* a. Support opinions by expressing appropriate/accurate reasons using textual evidence (e.g., referring to text) or relevant background knowledge about content, with substantial support. b. Express ideas and opinions or temper statements using basic modal expressions (e.g., *can, has to, maybe*).	*9. Presenting* Plan and deliver longer oral presentations on a variety of topics and content areas (e.g., providing an opinion speech on a current event, reciting a poem, recounting an experience, explaining a science process), with moderate support. *10. Writing* a. Write longer literary and informational texts (e.g., an informative report on different kinds of camels) collaboratively (e.g., joint construction of texts with an adult or with peers) and with increasing independence by using appropriate text organization. b. Write increasingly concise summaries of texts and experiences using complete sentences and key words (e.g., from notes or graphic organizers). *11. Supporting opinions* a. Support opinions or persuade others by expressing appropriate/accurate reasons using some textual evidence (e.g., paraphrasing facts from a text) or relevant background knowledge about content, with moderate support. b. Express attitude and opinions or temper statements with familiar modal expressions (e.g., *maybe/probably, can/must*).	*9. Presenting* Plan and deliver oral presentations on a variety of topics in a variety of content areas (e.g., providing an opinion speech on a current event, reciting a poem, recounting an experience, explaining a science process), with light support. *10. Writing* a. Write longer and more detailed literary and informational texts (e.g., an explanation of how camels survive without water for a long time) collaboratively (e.g., joint construction of texts with an adult or with peers) and independently by using appropriate text organization and growing understanding of register. b. Write clear and coherent summaries of texts and experiences using complete and concise sentences and key words (e.g., from notes or graphic organizers). *11. Supporting opinions* a. Support opinions or persuade others by expressing appropriate/accurate reasons using detailed textual evidence (e.g., quoting the text directly or specific events from text) or relevant background knowledge about content, with mild support. b. Express attitude and opinions or temper statements with nuanced modal expressions (e.g., *probably/certainly, should/would*) and phrasing (e.g., *In my opinion . . .*).

Texts and Discourse in Context		ELD Proficiency Level Continuum		
		→ Emerging →	→ Expanding →	→ Bridging →
Part I, strands 9–12, corresponding to the CA CCSS for ELA/Literacy 9. SL.5.4–6; L.5.1, 3, 6 10. W.5.1–10; L.5.1–3, 6 11. W.5.1, 4, 9–10; SL.5.4, 6; L.5.1–3, 6 12. W.5.4–5; SL.5.4, 6; L.5.1, 3, 5–6 **Purposes for using language include but are not limited to:** Describing, entertaining, informing, interpreting, analyzing, recounting, explaining, persuading, negotiating, justifying, evaluating, and so on. **Informational text types include but are not limited to:** Description (e.g., science log entry), procedure (e.g., how to solve a mathematics problem), recount (e.g., autobiography, science experiment results), information report (e.g., science or history report), explanation (e.g., how or why something happened), exposition (e.g., opinion), response (e.g., literary analysis), and so on. **Literary text types include but are not limited to:** Stories (e.g., fantasy, legends, fables), drama (e.g., readers' theater), poetry, retelling a story, and so on. **Audiences include but are not limited to:** Peers (one to one) Small group (one to a group) Whole group (one to many)	**C. Productive**	*12. Selecting language resources* a. Use a select number of general academic and domain-specific words to create precision while speaking and writing. b. Select a few frequently used affixes for accuracy and precision (e.g., She walks, I'm *un*happy).	*12. Selecting language resources* a. Use a growing number of general academic and domain-specific words, synonyms, and antonyms to create precision and shades of meaning while speaking and writing. b. Select a growing number of frequently used affixes for accuracy and precision (e.g., She walk*ed*. He likes . . . , I'm *un*happy).	*12. Selecting language resources* a. Use a wide variety of general academic and domain-specific words, synonyms, antonyms, and figurative language to create precision and shades of meaning while speaking and writing. b. Select a variety of appropriate affixes for accuracy and precision (e.g., She's walk*ing*. I'm *un*comfortable. They left reluctant*ly*).

Section 2: Elaboration on Critical Principles for Developing Language and Cognition in Academic Contexts
Part II: Learning About How English Works

Texts and Discourse in Context		ELD Proficiency Level Continuum		
		→ Emerging →	→ Expanding →	→ Bridging →
Part II, strands 1–2, corresponding to the CA CCSS for ELA/Literacy 1. RL.5.5; RI.5.5; W.5.1–5; SL.5.4 2. RL.5.5; RI.5.5; W.5.1–4; SL.5.4; L.5.1, 3 **Purposes for using language include but are not limited to:** Describing, entertaining, informing, interpreting, analyzing, recounting, explaining, persuading, negotiating, justifying, evaluating, and so on. **Informational text types include but are not limited to:** Description (e.g., science log entry), procedure (e.g., how to solve a mathematics problem), recount (e.g., autobiography, science experiment results), information report (e.g., science or history report), explanation (e.g., how or why something happened), exposition (e.g., opinion), response (e.g., literary analysis), and so on. **Literary text types include but are not limited to:** Stories (e.g., fantasy, legends, fables), drama (e.g., readers' theater), poetry, retelling a story, and so on. **Audiences include but are not limited to:** Peers (one to one) Small group (one to a group) Whole group (one to many)	**A. Structuring Cohesive Texts**	*1. Understanding text structure* Apply basic understanding of how different text types are organized to express ideas (e.g., how a narrative is organized sequentially with predictable stages versus how opinions/arguments are organized around ideas) to comprehending texts and writing basic texts. *2. Understanding cohesion* a. Apply basic understanding of language resources for referring the reader back or forward in text (e.g., how pronouns refer back to nouns in text) to comprehending texts and writing basic texts. b. Apply basic understanding of how ideas, events, or reasons are linked throughout a text using a select set of everyday connecting words or phrases (e.g., *first/next, at the beginning*) to comprehending texts and writing basic texts.	*1. Understanding text structure* Apply growing understanding of how different text types are organized to express ideas (e.g., how a narrative is organized sequentially with predictable stages versus how opinions/arguments are structured logically around reasons and evidence) to comprehending texts and writing texts with increasing cohesion. *2. Understanding cohesion* a. Apply growing understanding of language resources for referring the reader back or forward in text (e.g., how pronouns or synonyms refer back to nouns in text) to comprehending texts and writing texts with increasing cohesion. b. Apply growing understanding of how ideas, events, or reasons are linked throughout a text using a variety of connecting words or phrases (e.g., *for example, in the first place, as a result*) to comprehending texts and writing texts with increasing cohesion.	*1. Understanding text structure* Apply increasing understanding of how different text types are organized to express ideas (e.g., how a historical account is organized chronologically versus how opinions/arguments are structured logically around reasons and evidence) to comprehending texts and writing cohesive texts. *2. Understanding cohesion* a. Apply increasing understanding of language resources for referring the reader back or forward in text (e.g., how pronouns, synonyms, or nominalizations refer back to nouns in text) to comprehending texts and writing cohesive texts. b. Apply increasing understanding of how ideas, events, or reasons are linked throughout a text using an increasing variety of academic connecting and transitional words or phrases (e.g., *consequently, specifically, however*) to comprehending texts and writing cohesive texts.

Section 2: Elaboration on Critical Principles for Developing Language and Cognition in Academic Contexts
Part II: Learning About How English Works

Texts and Discourse in Context	ELD Proficiency Level Continuum		
	→ Emerging →	→ Expanding →	→ Bridging →
Part II, strands 3–5, corresponding to the CA CCSS for ELA/Literacy 3. W.5.5; SL.5.6; L.5.1, 3, 6 4. W.5.5; SL.5.6; L.5.1, 3, 6 5. W.5.5; SL.5.4,6; L.5.1, 3, 6 **Purposes for using language include but are not limited to:** Describing, entertaining, informing, interpreting, analyzing, recounting, explaining, persuading, negotiating, justifying, evaluating, and so on. **Informational text types include but are not limited to:** Description (e.g., science log entry), procedure (e.g., how to solve a mathematics problem), recount (e.g., autobiography, science experiment results), information report (e.g., science or history report), explanation (e.g., how or why something happened), exposition (e.g., opinion), response (e.g., literary analysis), and so on. **Literary text types include but are not limited to:** Stories (e.g., fantasy, legends, fables), drama (e.g., readers' theater), poetry, retelling a story, and so on. **Audiences include but are not limited to:** Peers (one to one) Small group (one to a group) Whole group (one to many)	**B. Expanding and Enriching Ideas** *3. Using verbs and verb phrases* Use frequently used verbs (e.g., take, like, eat) and various verb types (e.g., doing, saying, being/having, thinking/feeling) and tenses appropriate to the text type and discipline (e.g., simple past for recounting an experience) on familiar topics. *4. Using nouns and noun phrases* Expand noun phrases in simple ways (e.g., adding an adjective to a noun) in order to enrich the meaning of sentences and add details about ideas, people, things, and the like. *5. Modifying to add details* Expand and enrich sentences with adverbials (e.g., adverbs, adverb phrases, prepositional phrases) to provide details (e.g., time, manner, place, cause, and the like) about a familiar activity or process.	*3. Using verbs and verb phrases* Use various verb types (e.g., doing, saying, being/having, thinking/feeling) and tenses appropriate to the task, text type, and discipline (e.g., simple past for recounting an experience, timeless present for a science description) on an increasing variety of topics. *4. Using nouns and noun phrases* Expand noun phrases in a variety of ways (e.g., adding comparative/ superlative adjectives to noun phrases or simple clause embedding) in order to enrich the meaning of sentences and add details about ideas, people, things, and the like. *5. Modifying to add details* Expand and enrich sentences with adverbials (e.g., adverbs, adverb phrases, prepositional phrases) to provide details (e.g., time, manner, place, cause, and the like) about a familiar or new activity or process.	*3. Using verbs and verb phrases* Use various verb types (e.g., doing, saying, being/having, thinking/feeling) and tenses appropriate to the task and text type (e.g., timeless present for science description, mixture of past and present for narrative or history explanation) on a variety of topics. *4. Using nouns and noun phrases* Expand noun phrases in an increasing variety of ways (e.g., adding comparative/ superlative and general academic adjectives to noun phrases or more complex clause embedding) in order to enrich the meaning of sentences and add details about ideas, people, things, and the like. *5. Modifying to add details* Expand and enrich sentences with adverbials (e.g., adverbs, adverb phrases, prepositional phrases) to provide details (e.g., time, manner, place, cause, and the like) about a variety of familiar and new activities and processes.

Texts and Discourse in Context	ELD Proficiency Level Continuum		
	→ Emerging →	→ Expanding →	→ Bridging →
Part II, strands 6–7, corresponding to the CA CCSS for ELA/Literacy 6. W.5.1–3, 5; SL.5.4, 6; L.5.1, 3, 6 7. W.5.1–3, 5; SL.5.4, 6; L.5.1, 3, 6 **Purposes for using language include but are not limited to:** Describing, entertaining, informing, interpreting, analyzing, recounting, explaining, persuading, negotiating, justifying, evaluating, and so on. **Informational text types include but are not limited to:** Description (e.g., science log entry), procedure (e.g., how to solve a mathematics problem), recount (e.g., autobiography, science experiment results), information report (e.g., science or history report), explanation (e.g., how or why something happened), exposition (e.g., opinion), response (e.g., literary analysis), and so on. **Literary text types include but are not limited to:** Stories (e.g., fantasy, legends, fables), drama (e.g., readers' theater), poetry, retelling a story, and so on. **Audiences include but are not limited to:** Peers (one to one) Small group (one to a group) Whole group (one to many)	**C. Connecting and Condensing Ideas**		
	6. Connecting ideas Combine clauses in a few basic ways to make connections between and join ideas (e.g., You must X because X) or to provide evidence to support ideas or opinions (e.g., creating compound sentences using *and, but, so*).	*6. Connecting ideas* Combine clauses in an increasing variety of ways (e.g., creating compound and complex sentences) to make connections between and join ideas, for example, to express cause/effect (e.g., *The deer ran because the mountain lion came*), to make a concession (e.g., *She studied all night even though she wasn't feeling well*), or to provide reasons to support ideas (e.g., *X is an extremely good book because* _____).	*6. Connecting ideas* Combine clauses in a wide variety of ways (e.g., creating compound and complex sentences) to make connections between and join ideas, for example, to express cause/effect (e.g., *The deer ran because the mountain lion approached them*), to make a concession (e.g., *She studied all night even though she wasn't feeling well*), to link two ideas that happen at the same time (e.g., *The cubs played while their mother hunted*), or to provide reasons to support ideas (e.g., *The author persuades the reader by* _____).
	7. Condensing ideas Condense clauses in simple ways (e.g., through simple embedded clauses as in, *The book is on the desk. The book is mine.* → *The book that is on the desk is mine*) to create precise and detailed sentences.	*7. Condensing ideas* Condense clauses in an increasing variety of ways (e.g., through a growing number of types of embedded clauses and other condensing as in, *The book is mine. The book is about science. The book is on the desk.* → *The science book that's on the desk is mine*) to create precise and detailed sentences.	*7. Condensing ideas* Condense clauses in a variety of ways (e.g., through various types of embedded clauses and some nominalizations as in, *They were a very strong army. They had a lot of enemies. They crushed their enemies because they were strong.* → *Their strength helped them crush their numerous enemies*) to create precise and detailed sentences.

Section 2: Elaboration on Critical Principles for Developing Language and Cognition in Academic Contexts
Part III: Using Foundational Literacy Skills

| Foundational literacy skills in an alphabetic writing system

• Print concepts
• Phonological awareness
• Phonics and word recognition
• Fluency | See chapter 6 for information on teaching foundational reading skills to English learners of various profiles based on age, native language, native language writing system, schooling experience, and literacy experience and proficiency. Some considerations are as follows:

• Native language and literacy (e.g., phoneme awareness or print concept skills in native language) should be assessed for potential transference to English language and literacy.

• Similarities between the native language and English should be highlighted (e.g., phonemes or letters that are the same in both languages).

• Differences between the native language and English should be highlighted (e.g., some phonemes in English may not exist in the student's native language; native language syntax may be different from English syntax). |

Grade 6

Section 1: Overview

Goal: English learners read, analyze, interpret, and create a variety of literary and informational text types. They develop an understanding of how language is a complex, dynamic, and social resource for making meaning, as well as how content is organized in different text types and across disciplines using text structure, language features, and vocabulary depending on purpose and audience. They are aware that different languages and variations of English exist, and they recognize their home languages and cultures as resources to value in their own right and also to draw upon in order to build proficiency in English. English learners contribute actively to class and group discussions, asking questions, responding appropriately, and providing useful feedback. They demonstrate knowledge of content through oral presentations, writing tasks, collaborative conversations, and multimedia. They develop proficiency in shifting language use based on task, purpose, audience, and text type.

Critical Principles for Developing Language and Cognition in Academic Contexts: While advancing along the continuum of English language development levels, English learners at all levels engage in intellectually challenging literacy, disciplinary, and disciplinary literacy tasks. They use language in meaningful and relevant ways appropriate to grade level, content area, topic, purpose, audience, and text type in English language arts, mathematics, science, social studies, and the arts. Specifically, they use language to gain and exchange information and ideas in three communicative modes (collaborative, interpretive, and productive), and they apply knowledge of language to academic tasks via three cross-mode language processes (structuring cohesive texts, expanding and enriching ideas, and connecting and condensing ideas) using various linguistic resources.

Part I: Interacting in Meaningful Ways	Corresponding CA CCSS for ELA/Literacy*
A. Collaborative	
1. Exchanging information and ideas with others through oral collaborative discussions on a range of social and academic topics	• SL.6.1, 6; L.6.3, 6
2. Interacting with others in written English in various communicative forms (print, communicative technology, and multimedia)	• W.6.6; WHST.6.6; SL.6.2; L.6.3, 6
3. Offering and justifying opinions, negotiating with and persuading others in communicative exchanges	• W.6.1; WHST.6.1; SL.6.1, 4, 6; L.6.3, 6
4. Adapting language choices to various contexts (based on task, purpose, audience, and text type)	• W.6.4–5; WHST.6.4–5; SL.6.6; L.6.1, 3, 6

*The California English Language Development Standards correspond to the California Common Core State Standards for English Language Arts and Literacy in History/Social Science and Technical Subjects (CA CCSS for ELA/Literacy). English learners should have full access to opportunities to learn ELA, mathematics, science, history/social studies, and other content at the same time they are progressing toward full proficiency in English.

Part I: Interacting in Meaningful Ways	Corresponding CA CCSS for ELA/Literacy
B. Interpretive	
5. Listening actively to spoken English in a range of social and academic contexts	• SL.6.1, 3, 6; L.6.1, 3, 6
6. Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language	• RL.6.1–7, 9–10; RI.6.1–10; RH.6.1–10; RST.6.1–10; SL.6.2; L.6.1, 3, 6
7. Evaluating how well writers and speakers use language to support ideas and arguments with details or evidence depending on modality, text type, purpose, audience, topic, and content area	• RL.6.4–5; RI.6.4, 6, 8; RH.6.4–6, 8; RST.6.4–6, 8; SL.6.3; L.6.3, 5–6
8. Analyzing how writers and speakers use vocabulary and other language resources for specific purposes (to explain, persuade, entertain, etc.) depending on modality, text type, purpose, audience, topic, and content area	• RL.6.4–5; RI.6.4–5; RH.6.4–5; RST.6.4–5; SL.6.3; L.6.3, 5–6
C. Productive	
9. Expressing information and ideas in formal oral presentations on academic topics	• SL.6.4–6; L.6.1, 3
10. Writing literary and informational texts to present, describe, and explain ideas and information, using appropriate technology	• W.6.1–10; WHST.6.1–2, 4–10; L.6.1–6
11. Justifying own arguments and evaluating others' arguments in writing	• W.6.1, 8–9; WHST.6.1, 8–9; L.6.13, 6
12. Selecting and applying varied and precise vocabulary and language structures to effectively convey ideas	• W.6.4–5; WHST.6.4–5; SL.6.4, 6; L.6.1, 3, 5–6
Part II: Learning About How English Works	Corresponding CA CCSS for ELA/Literacy
A. Structuring Cohesive Texts	• RL.6.5; RI.6.5; RH.6.5; RST.6.5; W.6.1–5, 10; WHST.6.1–2, 4–5, 10; SL.6.4
1. Understanding text structure	
2. Understanding cohesion	• RI.6.5; RH.6.5; RST.6.5; W.6.1–5, 10; WHST.6.1–2, 4–5, 10; L.6.1, 3–6
B. Expanding and Enriching Ideas	
3. Using verbs and verb phrases	• W.6.5; WHST.6.5; SL.6.6; L.6.1, 3–6
4. Using nouns and noun phrases	• W.6.5; WHST.6.5; SL.6.6; L.6.1, 3–6
5. Modifying to add details	• W.6.4–5; WHST.6.4–5; SL.6.6; L.6.1, 3–6
C. Connecting and Condensing Ideas	
6. Connecting ideas	• W.6.1–5; WHST.6.1–2, 4–5; SL.6.4, 6; L.6.1, 3–6
7. Condensing ideas	• W.6.1–5; WHST.6.1–2, 4-5; SL.6.4, 6; L.6.1, 3–6
Part III: Using Foundational Literacy Skills	• RF.K–1.1–4; RF.2–5.3–4 (as appropriate)

Note: **Examples** provided in specific standards are offered *only as illustrative possibilities* and should not be misinterpreted as the only objectives of instruction or as the only types of language that English learners might or should be able to understand or produce.

Section 2: Elaboration on Critical Principles for Developing Language and Cognition in Academic Contexts
Part I: Interacting in Meaningful Ways

Texts and Discourse in Context		ELD Proficiency Level Continuum		
		→ Emerging →	→ Expanding →	→ Bridging →
Part I, strands 1–4, corresponding to the CA CCSS for ELA/Literacy 1. SL.6.1,6; L.6.3, 6 2. W.6.6; WHST.6.6; SL.6.2; L.6.3, 6 3. W.6.1; WHST.6.1; SL.6.1, 4, 6; L.6.3, 6 4. W.6.4–5; WHST.6.4–5; SL.6.6; L.6.1, 3, 6 **Purposes for using language include but are not limited to:** Describing, entertaining, informing, interpreting, analyzing, recounting, explaining, persuading, negotiating, justifying, evaluating, and so on. **Informational text types include but are not limited to:** Descriptions or accounts (e.g., scientific, historical, economic, technical), recounts (e.g., biography, memoir), information reports, explanations (e.g., causal, factual), expositions (e.g., speeches, opinion pieces, argument, debate), responses (e.g., literary analysis), and so on. **Literary text types include but are not limited to:** Stories (e.g., historical fiction, myths, graphic novels), poetry, drama, and so on. **Audiences include but are not limited to:** Peers (one to one) Small group (one to a group) Whole group (one to many)	A. Collaborative	*1. Exchanging information/ideas* Engage in conversational exchanges and express ideas on familiar topics by asking and answering *yes-no* and *wh-* questions and responding using simple phrases. *2. Interacting via written English* Engage in short written exchanges with peers and collaborate on simple written texts on familiar topics, using technology when appropriate. *3. Supporting opinions and persuading others* Negotiate with or persuade others in conversations (e.g., to gain and hold the floor or ask for clarification) using basic learned phrases (e.g., *I think . . . , Would you please repeat that?*), as well as open responses. *4. Adapting language choices* Adjust language choices according to social setting (e.g., classroom, break time) and audience (e.g., peers, teacher).	*1. Exchanging information/ideas* Contribute to class, group, and partner discussions by following turn-taking rules, asking relevant questions, affirming others, adding relevant information, and paraphrasing key ideas. *2. Interacting via written English* Engage in longer written exchanges with peers and collaborate on more detailed written texts on a variety of topics, using technology when appropriate. *3. Supporting opinions and persuading others* Negotiate with or persuade others in conversations (e.g., to provide counterarguments) using an expanded set of learned phrases (*I agree with X, but . . .*), as well as open responses. *4. Adapting language choices* Adjust language choices according to purpose (e.g., explaining, persuading, entertaining), task, and audience.	*1. Exchanging information/ideas* Contribute to class, group, and partner discussions by following turn-taking rules, asking relevant questions, affirming others, adding relevant information and evidence, paraphrasing key ideas, building on responses, and providing useful feedback. *2. Interacting via written English* Engage in extended written exchanges with peers and collaborate on complex written texts on a variety of topics, using technology when appropriate. *3. Supporting opinions and persuading others* Negotiate with or persuade others in conversations using appropriate register (e.g., to reflect on multiple perspectives) using a variety of learned phrases, indirect reported speech (e.g., *I heard you say X, and Gabriel just pointed out Y*), as well as open responses. *4. Adapting language choices* Adjust language choices according to task (e.g., facilitating a science experiment, providing peer feedback on a writing assignment), purpose, task, and audience.

Texts and Discourse in Context		ELD Proficiency Level Continuum		
		→ Emerging →	→ Expanding →	→ Bridging →
Part I, strands 5–8 corresponding to the CA CCSS for ELA/Literacy 5. SL.6.1, 3, 6; L.6.1, 3, 6 6. RL.6.1–7, 9–10; RI.6.1–10; RH.6.1–10; RST.6.1–10; SL.6.2; L.6.1, 3, 6 7. RL.6.4–5; RI.6.4, 6, 8; RH.6.4–6, 8; RST.6.4–6, 8; SL.6.3; L.6.3, 5–6 8. RL.6.4–5; RI.6.4–5; RH.6.4–5; RST.6.4–5; SL.6.3; L.6.3, 5–6 **Purposes for using language include but are not limited to:** Describing, entertaining, informing, interpreting, analyzing, recounting, explaining, persuading, negotiating, justifying, evaluating, and so on. **Informational text types include but are not limited to:** Descriptions or accounts (e.g., scientific, historical, economic, technical), recounts (e.g., biography, memoir), information reports, explanations (e.g., causal, factual), expositions (e.g., speeches, opinion pieces, argument, debate), responses (e.g., literary analysis), and so on. **Literary text types include but are not limited to:** Stories (e.g., historical fiction, myths, graphic novels), poetry, drama, and so on. **Audiences include but are not limited to:** Peers (one to one) Small group (one to a group) Whole group (one to many)	**B. Interpretive**	*5. Listening actively* Demonstrate active listening in oral presentation activities by asking and answering basic questions, with prompting and substantial support. *6. Reading/viewing closely* a. Explain ideas, phenomena, processes, and text relationships (e.g., compare/contrast, cause/effect, problem/solution) based on close reading of a variety of grade-level texts and viewing of multimedia, with substantial support. b. Express inferences and conclusions drawn based on close reading of grade-level texts and viewing of multimedia using some frequently used verbs (e.g., *shows that, based on*). c. Use knowledge of morphology (e.g., affixes, roots, and base words), context, reference materials, and visual cues to determine the meaning of unknown and multiple-meaning words on familiar topics. *7. Evaluating language choices* Explain how well writers and speakers use language to support ideas and arguments with detailed evidence (e.g., identifying the precise vocabulary used to present evidence, or the phrasing used to signal a shift in meaning) with substantial support.	*5. Listening actively* Demonstrate active listening in oral presentation activities by asking and answering detailed questions, with occasional prompting and moderate support. *6. Reading/viewing closely* a. Explain ideas, phenomena, processes, and text relationships (e.g., compare/contrast, cause/effect, problem/solution) based on close reading of a variety of grade-level texts and viewing of multimedia, with moderate support. b. Express inferences and conclusions drawn based on close reading of grade-level texts and viewing of multimedia using a variety of verbs (e.g., *suggests that, leads to*). c. Use knowledge of morphology (e.g., affixes, roots, and base words), context, reference materials, and visual cues to determine the meaning of unknown and multiple-meaning words on familiar and new topics. *7. Evaluating language choices* Explain how well writers and speakers use specific language to present ideas or support arguments and provide detailed evidence (e.g., showing the clarity of the phrasing used to present an argument) with moderate support.	*5. Listening actively* Demonstrate active listening in oral presentation activities by asking and answering detailed questions, with minimal prompting and support. *6. Reading/viewing closely* a. Explain ideas, phenomena, processes, and text relationships (e.g., compare/contrast, cause/effect, problem/solution) based on close reading of a variety of grade-level texts and viewing of multimedia, with light support. b. Express inferences and conclusions drawn based on close reading of grade-level texts and viewing of multimedia using a variety of precise academic verbs (e.g., *indicates that, influences*). c. Use knowledge of morphology (e.g., affixes, roots, and base words), context, reference materials, and visual cues to determine the meaning, including figurative and connotative meanings, of unknown and multiple-meaning words on a variety of new topics. *7. Evaluating language choices* Explain how well writers and speakers use specific language resources to present ideas or support arguments and provide detailed evidence (e.g., identifying the specific language used to present ideas and claims that are well supported and distinguishing them from those that are not) with light support.

Section 2: Elaboration on Critical Principles for Developing Language and Cognition in Academic Contexts
Part I: Interacting in Meaningful Ways

Texts and Discourse in Context		ELD Proficiency Level Continuum		
		→ Emerging →	→ Expanding →	→ Bridging →
Part I, strands 5–8 corresponding to the CA CCSS for ELA/Literacy 5. SL.6.1, 3, 6; L.6.1, 3, 6 6. RL.6.1–7, 9–10; RI.6.1–10; RH.6.1–10; RST.6.1–10; SL.6.2; L.6.1, 3, 6 7. RL.6.4–5; RI.6.4, 6, 8; RH.6.4–6, 8; RST.6.4–6, 8; SL.6.3; L.6.3, 5–6 8. RL.6.4–5; RI.6.4–5; RH.6.4–5; RST.6.4–5; SL.6.3; L.6.3, 5–6 **Purposes for using language include but are not limited to:** Describing, entertaining, informing, interpreting, analyzing, recounting, explaining, persuading, negotiating, justifying, evaluating, and so on. **Informational text types include but are not limited to:** Descriptions or accounts (e.g., scientific, historical, economic, technical), recounts (e.g., biography, memoir), information reports, explanations (e.g., causal, factual), expositions (e.g., speeches, opinion pieces, argument, debate), responses (e.g., literary analysis), and so on. **Literary text types include but are not limited to:** Stories (e.g., historical fiction, myths, graphic novels), poetry, drama, and so on. **Audiences include but are not limited to:** Peers (one to one) Small group (one to a group) Whole group (one to many)	B. Interpretive	*8. Analyzing language choices* Explain how phrasing or different common words with similar meaning (e.g., choosing to use the word *cheap* versus the phrase *a good saver*) produce different effects on the audience.	*8. Analyzing language choices* Explain how phrasing, different words with similar meaning (e.g., describing a character as *stingy* versus *economical*), or figurative language (e.g., *The room was like a dank cave, littered with food wrappers, soda cans, and piles of laundry*) produce shades of meaning and different effects on the audience.	*8. Analyzing language choices* Explain how phrasing, different words with similar meaning (e.g., *stingy, economical, frugal, thrifty*), or figurative language (e.g., *The room was depressed and gloomy. The room was like a dank cave, littered with food wrappers, soda cans, and piles of laundry*) produce shades of meaning, nuances, and different effects on the audience.

Section 2: Elaboration on Critical Principles for Developing Language and Cognition in Academic Contexts
Part I: Interacting in Meaningful Ways

Texts and Discourse in Context		ELD Proficiency Level Continuum		
		→ Emerging →	→ Expanding →	→ Bridging →
Part I, strands 9–12, corresponding to the CA CCSS for ELA/Literacy 9. SL.6.4–6; L.6.1, 3, 5, 6 10. W.6.1–10; WHST.6.1–10; L.6.1–3, 6 11. W.6.1, 4, 8–10; WHST.6.1, 4, 8–10; SL.6.3, 6; L.6.1–3, 6 12. RL.6.1–4; RI.6.1, 2, 4; W.6.1–10; WHST.6.1–10; SL.6.1, 2, 4, 6; L.6.3–6 **Purposes for using language include but are not limited to:** Describing, entertaining, informing, interpreting, analyzing, recounting, explaining, persuading, negotiating, justifying, evaluating, and so on. **Informational text types include but are not limited to:** Descriptions or accounts (e.g., scientific, historical, economic, technical), recounts (e.g., biography, memoir), information reports, explanations (e.g., causal, factual), expositions (e.g., speeches, opinion pieces, argument, debate), responses (e.g., literary analysis), and so on. **Literary text types include but are not limited to:** Stories (e.g., historical fiction, myths, graphic novels), poetry, drama, and so on. **Audiences include but are not limited to:** Peers (one to one) Small group (one to a group) Whole group (one to many)	**C. Productive**	**9. Presenting** Plan and deliver brief oral presentations on a variety of topics and content areas. **10. Writing** a. Write short literary and informational texts (e.g., an argument for protecting the rain forests) collaboratively (e.g., with peers) and independently. b. Write brief summaries of texts and experiences using complete sentences and key words (e.g., from notes or graphic organizers). **11. Justifying/arguing** a. Justify opinions by providing some textual evidence (e.g., quoting from the text) or relevant background knowledge, with substantial support. b Express attitude and opinions or temper statements with some basic modal expressions (e.g., *can, has to*).	**9. Presenting** Plan and deliver longer oral presentations on a variety of topics and content areas, using details and evidence to support ideas. **10. Writing** a. Write longer literary and informational texts (e.g., an argument for protecting the rain forests) collaboratively (e.g., with peers) and independently using appropriate text organization. b. Write increasingly concise summaries of texts and experiences using complete sentences and key words (e.g., from notes or graphic organizers). **11. Justifying/arguing** a. Justify opinions or persuade others by providing relevant textual evidence (e.g., quoting from the text or referring to what the text says) or relevant background knowledge, with moderate support. b. Express attitude and opinions or temper statements with a variety of familiar modal expressions (e.g., *maybe/probably, can/could, must*).	**9. Presenting** Plan and deliver longer oral presentations on a variety of topics and content areas, using reasoning and evidence to support ideas, as well as growing understanding of register. **10. Writing** a. Write longer and more detailed literary and informational texts (e.g., an argument for protecting the rain forests) collaboratively (e.g., with peers) and independently using appropriate text organization and growing understanding of register. b. Write clear and coherent summaries of texts and experiences using complete and concise sentences and key words (e.g., from notes or graphic organizers). **11. Justifying/arguing** a. Justify opinions or persuade others by providing detailed and relevant textual evidence (e.g., quoting from the text directly or referring to specific textual evidence) or relevant background knowledge, with light support. b. Express attitude and opinions or temper statements with nuanced modal expressions (e.g., *probably/certainly/definitely, should/would, might*) and phrasing (e.g., *In my opinion . . .*).

Section 2: Elaboration on Critical Principles for Developing Language and Cognition in Academic Contexts
Part I: Interacting in Meaningful Ways

Texts and Discourse in Context		ELD Proficiency Level Continuum		
		→ Emerging →	→ Expanding →	→ Bridging →
Part I, strands 9–12, corresponding to the CA CCSS for ELA/Literacy 9. SL.6.4–6; L.6.1, 3, 5, 6 10. W.6.1–10; WHST.6.1–10; L.6.1–3, 6 11. W.6.1, 4, 8–10; WHST.6.1, 4, 8–10; SL.6.3, 6; L.6.1–3, 6 12. RL.6.1–4; RI.6.1, 2, 4; W.6.1–10; WHST.6.1–10; SL.6.1, 2, 4, 6; L.6.3–6 **Purposes for using language include but are not limited to:** Describing, entertaining, informing, interpreting, analyzing, recounting, explaining, persuading, negotiating, justifying, evaluating, and so on. **Informational text types include but are not limited to:** Descriptions or accounts (e.g., scientific, historical, economic, technical), recounts (e.g., biography, memoir), information reports, explanations (e.g., causal, factual), expositions (e.g., speeches, opinion pieces, argument, debate), responses (e.g., literary analysis), and so on. **Literary text types include but are not limited to:** Stories (e.g., historical fiction, myths, graphic novels), poetry, drama, and so on. **Audiences include but are not limited to:** Peers (one to one) Small group (one to a group) Whole group (one to many)	**C. Productive**	*12. Selecting language resources* a. Use a select number of general academic words (e.g., *author, chart*) and domain-specific words (e.g., *scene, cell, fraction*) to create some precision while speaking and writing. b. Use knowledge of morphology to appropriately select affixes in basic ways (e.g., *She likes X*).	*12. Selecting language resources* a. Use a growing set of academic words (e.g., *author, chart, global, affect*), domain-specific words (e.g., *scene, setting, plot, point of view, fraction, cell membrane, democracy*), synonyms, and antonyms to create precision and shades of meaning while speaking and writing. b. Use knowledge of morphology to appropriately select affixes in a growing number of ways to manipulate language (e.g., *She likes X. That's impossible*).	*12. Selecting language resources* a. Use an expanded set of general academic words (e.g., *affect, evidence, demonstrate, reluctantly*), domain-specific words (e.g., *scene, setting, plot, point of view, fraction, cell membrane, democracy*), synonyms, antonyms, and figurative language to create precision and shades of meaning while speaking and writing. b. Use knowledge of morphology to appropriately select affixes in a variety of ways to manipulate language (e.g., changing *observe* → *observation, reluctant* → *reluctantly, produce* → *production,* and so on).

Section 2: Elaboration on Critical Principles for Developing Language and Cognition in Academic Contexts
Part II: Learning About How English Works

Texts and Discourse in Context		ELD Proficiency Level Continuum		
		→ Emerging →	→ Expanding →	→ Bridging →
Part II, strands 1–2, corresponding to the CA CCSS for ELA/Literacy 1. RL.6.5; RI.6.5; RH.6.5; RST.6.5; W.6.1–5, 10; WHST.6.1–2, 4–5,10; SL.6.4 2. RI.6.5; RH.6.5; RST.6.5; W.6.1–5, 10; WHST.6.1–2, 4-5, 10; L.6.1, 3–6 **Purposes for using language include but are not limited to:** Describing, entertaining, informing, interpreting, analyzing, recounting, explaining, persuading, negotiating, justifying, evaluating, and so on. **Informational text types include but are not limited to:** Descriptions or accounts (e.g., scientific, historical, economic, technical), recounts (e.g., biography, memoir), information reports, explanations (e.g., causal, factual), expositions (e.g., speeches, opinion pieces, argument, debate), responses (e.g., literary analysis), and so on. **Literary text types include but are not limited to:** Stories (e.g., historical fiction, myths, graphic novels), poetry, drama, and so on. **Audiences include but are not limited to:** Peers (one to one) Small group (one to a group) Whole group (one to many)	**A. Structuring Cohesive Texts**	*1. Understanding text structure* Apply basic understanding of how different text types are organized to express ideas (e.g., how a narrative is organized sequentially with predictable stages versus how arguments are organized around ideas) to comprehending texts and writing basic texts. *2. Understanding cohesion* a. Apply basic understanding of language resources for referring the reader back or forward in text (e.g., how pronouns refer back to nouns in text) to comprehending texts and writing basic texts. b. Apply basic understanding of how ideas, events, or reasons are linked throughout a text using a select set of everyday connecting words or phrases (e.g., *first/next, at the beginning*) to comprehending texts and writing basic texts.	*1. Understanding text structure* Apply growing understanding of how different text types are organized to express ideas (e.g., how a narrative is organized sequentially with predictable stages versus how arguments are structured logically around reasons and evidence) to comprehending texts and writing texts with increasing cohesion. *2. Understanding cohesion* a. Apply growing understanding of language resources for referring the reader back or forward in text (e.g., how pronouns or synonyms refer back to nouns in text) to comprehending texts and writing texts with increasing cohesion. b. Apply growing understanding of how ideas, events, or reasons are linked throughout a text using a variety of connecting words or phrases (e.g., *for example, in the first place, as a result, on the other hand*) to comprehending texts and writing texts with increasing cohesion.	*1. Understanding text structure* Apply increasing understanding of how different text types are organized to express ideas (e.g., how a historical account is organized chronologically versus how arguments are structured logically around reasons and evidence) to comprehending texts and writing cohesive texts. *2. Understanding cohesion* a. Apply increasing understanding of language resources for referring the reader back or forward in text (e.g., how pronouns, synonyms, or nominalizations refer back to nouns in text) to comprehending texts and writing cohesive texts. b. Apply increasing understanding of how ideas, events, or reasons are linked throughout a text using an increasing variety of academic connecting and transitional words or phrases (e.g., *consequently, specifically, however, moreover*) to comprehending texts and writing cohesive texts.

Section 2: Elaboration on Critical Principles for Developing Language and Cognition in Academic Contexts
Part II: Learning About How English Works

Texts and Discourse in Context		ELD Proficiency Level Continuum		
		→ Emerging →	→ Expanding →	→ Bridging →
Part II, strands 3–5, corresponding to the CA CCSS for ELA/Literacy 3. W.6.5; WHST.6.5; SL.6.6; L.6.1, 3–6 4. W.6.5; WHST.6.5; SL.6.6; L.6.1, 3–6 5. W.6.4–5; WHST.6.4–5; SL.6.6; L.6.1, 3–6 **Purposes for using language include but are not limited to:** Describing, entertaining, informing, interpreting, analyzing, recounting, explaining, persuading, negotiating, justifying, evaluating, and so on. **Informational text types include but are not limited to:** Descriptions or accounts (e.g., scientific, historical, economic, technical), recounts (e.g., biography, memoir), information reports, explanations (e.g., causal, factual), expositions (e.g., speeches, opinion pieces, argument, debate), responses (e.g., literary analysis), and so on. **Literary text types include but are not limited to:** Stories (e.g., historical fiction, myths, graphic novels), poetry, drama, and so on. **Audiences include but are not limited to:** Peers (one to one) Small group (one to a group) Whole group (one to many)	**B. Expanding and Enriching Ideas**	*3. Using verbs and verb phrases* Use a variety of verb types (e.g., doing, saying, being/having, thinking/feeling), tenses (e.g., present, past, future, simple, progressive) appropriate to the text type and discipline (e.g., simple past and past progressive for recounting an experience) on familiar topics. *4. Using nouns and noun phrases* Expand noun phrases in simple ways (e.g., adding a sensory adjective to a noun) in order to enrich the meaning of sentences and add details about ideas, people, things, and the like. *5. Modifying to add details* Expand sentences with simple adverbials (e.g., adverbs, adverb phrases, prepositional phrases) to provide details (e.g., time, manner, place, cause) about a familiar activity or process.	*3. Using verbs and verb phrases* Use various verb types (e.g., doing, saying, being/having, thinking/feeling, reporting), tenses (e.g., present, past, future, simple, progressive, perfect) appropriate to the task, text type, and discipline (e.g., simple present for literary analysis) on an increasing variety of topics. *4. Using nouns and noun phrases* Expand noun phrases in a variety of ways (e.g., adding comparative/ superlative adjectives to noun phrases or simple clause embedding) in order to enrich the meaning of sentences and add details about ideas, people, things, and the like. *5. Modifying to add details* Expand sentences with an increasing variety of adverbials (e.g., adverbs, adverb phrases, prepositional phrases) to provide details (e.g., time, manner, place, cause) about a familiar or new activity or process.	*3. Using verbs and verb phrases* Use various verb types (e.g., doing, saying, being/having, thinking/feeling, reporting), tenses (e.g., present, past, future, simple, progressive, perfect) appropriate to the task, text type, and discipline (e.g., the present perfect to describe previously made claims or conclusions) on a variety of topics. *4. Using nouns and noun phrases* Expand noun phrases in an increasing variety of ways (e.g., adding comparative/ superlative and general academic adjectives to noun phrases or more complex clause embedding) in order to enrich the meaning of sentences and add details about ideas, people, things, and the like. *5. Modifying to add details* Expand sentences with a variety of adverbials (e.g., adverbs, adverb phrases and clauses, prepositional phrases) to provide details (e.g., time, manner, place, cause) about a variety of familiar and new activities and processes.

Section 2: Elaboration on Critical Principles for Developing Language and Cognition in Academic Contexts
Part II: Learning About How English Works

Texts and Discourse in Context		ELD Proficiency Level Continuum		
		→ Emerging →	→ Expanding →	→ Bridging →
Part II, strands 6–7, corresponding to the CA CCSS for ELA/Literacy 6. W.6.1–5; WHST.6.1–2, 4–5; SL.6.4, 6; L.6.1, 3–6 7. W.6.1–5; WHST.6.1–2, 4–5; SL.6.4, 6; L.6.1, 3–6 **Purposes for using language include but are not limited to:** Describing, entertaining, informing, interpreting, analyzing, recounting, explaining, persuading, negotiating, justifying, evaluating, and so on. **Informational text types include but are not limited to:** Descriptions or accounts (e.g., scientific, historical, economic, technical), recounts (e.g., biography, memoir), information reports, explanations (e.g., causal, factual), expositions (e.g., speeches, opinion pieces, argument, debate), responses (e.g., literary analysis), and so on. **Literary text types include but are not limited to:** Stories (e.g., historical fiction, myths, graphic novels), poetry, drama, and so on. **Audiences include but are not limited to:** Peers (one to one) Small group (one to a group) Whole group (one to many)	C. Connecting and Condensing Ideas	*6. Connecting ideas* Combine clauses in a few basic ways to make connections between and join ideas (e.g., creating compound sentences using *and, but, so*). *7. Condensing ideas* Condense ideas in simple ways (e.g., by compounding verbs, adding prepositional phrases, or through simple embedded clauses or other ways of condensing as in, This is a story about a girl. The girl changed the world. → This is a story about a girl *who changed the world*) to create precise and detailed sentences.	*6. Connecting ideas* Combine clauses in an increasing variety of ways (e.g., creating compound and complex sentences) to make connections between and join ideas, for example, to express a reason (e.g., *He stayed at home on Sunday to study for Monday's exam*) or to make a concession (e.g., *She studied all night even though she wasn't feeling well*). *7. Condensing ideas* Condense ideas in an increasing variety of ways (e.g., through various types of embedded clauses and other ways of condensing, as in, Organic vegetables are food. They're made without chemical fertilizers. They're made without chemical insecticides) → Organic vegetables are foods *that are made without chemical fertilizers or insecticides*) to create precise and detailed sentences.	*6. Connecting ideas* Combine clauses in a wide variety of ways (e.g., creating compound and complex sentences) to make connections between and join ideas, for example, to express a reason (e.g., *He stayed at home on Sunday because he had an exam on Monday*), to make a concession (e.g., *She studied all night even though she wasn't feeling well*), or to link two ideas that happen at the same time (e.g., *The students worked in groups while their teacher walked around the room*). *7. Condensing ideas* Condense ideas in a variety of ways (e.g., through various types of embedded clauses, ways of condensing, and nominalization as in, They *destroyed* the rain forest. Lots of animals *died* → The *destruction* of the rain forest led to *the death* of many animals) to create precise and detailed sentences.

Section 2: Elaboration on Critical Principles for Developing Language and Cognition in Academic Contexts
Part III: Using Foundational Literacy Skills

Foundational literacy skills in an alphabetic writing system ● Print concepts ● Phonological awareness ● Phonics and word recognition ● Fluency	See chapter 6 for information on teaching foundational reading skills to English learners of various profiles based on age, native language, native language writing system, schooling experience, and literacy experience and proficiency. Some considerations are as follows: ● Native language and literacy (e.g., phoneme awareness or print concept skills in native language) should be assessed for potential transference to English language and literacy. ● Similarities between native language and English should be highlighted (e.g., phonemes or letters that are the same in both languages). ● Differences between native language and English should be highlighted (e.g., some phonemes in English may not exist in the student's native language; native language syntax may be different from English syntax).

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Section 1: Overview

Goal: English learners read, analyze, interpret, and create a variety of literary and informational text types. They develop an understanding of how language is a complex, dynamic, and social resource for making meaning, as well as how content is organized in different text types and across disciplines using text structure, language features, and vocabulary depending on purpose and audience. They are aware that different languages and variations of English exist, and they recognize their home languages and cultures as resources to value in their own right and also to draw upon in order to build proficiency in English. English learners contribute actively to class and group discussions, asking questions, responding appropriately, and providing useful feedback. They demonstrate knowledge of content through oral presentations, writing tasks, collaborative conversations, and multimedia. They develop proficiency in shifting language use based on task, purpose, audience, and text type.

Critical Principles for Developing Language and Cognition in Academic Contexts: While advancing along the continuum of English language development levels, English learners at all levels engage in intellectually challenging literacy, disciplinary, and disciplinary literacy tasks. They use language in meaningful and relevant ways appropriate to grade level, content area, topic, purpose, audience, and text type in English language arts, mathematics, science, social studies, and the arts. Specifically, they use language to gain and exchange information and ideas in three communicative modes (collaborative, interpretive, and productive), and they apply knowledge of language to academic tasks via three cross-mode language processes (structuring cohesive texts, expanding and enriching ideas, and connecting and condensing ideas) using various linguistic resources.

Part I: Interacting in Meaningful Ways	Corresponding CA CCSS for ELA/Literacy*
A. **Collaborative**	
1. Exchanging information and ideas with others through oral collaborative discussions on a range of social and academic topics	• SL.7.1, 6; L.7.3, 6
2. Interacting with others in written English in various communicative forms (print, communicative technology and multimedia)	• W.7.6; WHST.7.6; SL.7.2; L.7.3, 6
3. Offering and justifying opinions, negotiating with and persuading others in communicative exchanges	• W.7.1; WHST.7.1; SL.7.1, 4, 6; L.7.3, 6
4. Adapting language choices to various contexts (based on task, purpose, audience, and text type)	• W.7.4–5; WHST.7.4–5; SL.7.6; L.7.1, 3, 6

*The California English Language Development Standards correspond to the California Common Core State Standards for English Language Arts and Literacy in History/Social Science and Technical Subjects (CA CCSS for ELA/Literacy). English learners should have full access to opportunities to learn ELA, mathematics, science, history/social studies, and other content at the same time they are progressing toward full proficiency in English.

Part I: Interacting in Meaningful Ways	Corresponding CA CCSS for ELA/Literacy
B. Interpretive	
5. Listening actively to spoken English in a range of social and academic contexts	• SL.7.1, 3, 6; L.7.1, 3, 6
6. Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language	• RL.7.1–7, 9–10; RI.7.1–10; RH.7.1–10; RST.7.1–10; SL.7.2; L.7.1, 3, 6
7. Evaluating how well writers and speakers use language to support ideas and arguments with details or evidence depending on modality, text type, purpose, audience, topic, and content area	• RL.7.4–5; RI.7.4, 6, 8; RH.7.4–6, 8; RST.7.4–6, 8; SL.7.3; L.7.3, 5–6
8. Analyzing how writers and speakers use vocabulary and other language resources for specific purposes (to explain, persuade, entertain, etc.) depending on modality, text type, purpose, audience, topic, and content area	• RL.7.4–5; RI.7.4–5; RH.7.4–5; RST.7.4–5; SL.7.3; L.7.3, 5–6
C. Productive	
9. Expressing information and ideas in formal oral presentations on academic topics	• SL.7.4–6; L.7.1, 3
10. Writing literary and informational texts to present, describe, and explain ideas and information, using appropriate technology	• W.7.1–10; WHST.7.1–2,4–10; L.7.1–6
11. Justifying own arguments and evaluating others' arguments in writing	• W.7.1, 8–9; WHST.7.1 ,8–9; L.7.1–3, 6
12. Selecting and applying varied and precise vocabulary and other language resources to effectively convey ideas	• W.7.4–5; WHST.7.4–5; SL.7.4, 6; L.7.1,3, 5–6
Part II: Learning About How English Works	Corresponding CA CCSS for ELA/Literacy
A. Structuring Cohesive Texts	• RL.7.5; RI.7.5; RH.7.5; RST.7.5; W.7.1–5, 10; WHST.7.1-2, 4–5,10; SL.7.4
1. Understanding text structure	
2. Understanding cohesion	• RI.7.5; RH.7.5; RST.7.5; W.7.1–5,10; WHST.7.1–2, 4–5, 10; L.7.1, 3–6
B. Expanding and Enriching Ideas	
3. Using verbs and verb phrases	• W.7.5; WHST.7.5; SL.7.6; L.7.1, 3–6
4. Using nouns and noun phrases	• W.7.5; WHST.7.5; SL.7.6; L.7.1, 3–6
5. Modifying to add details	• W.7.4–5; WHST.7.4–5; SL.7.6; L.7.1, 3–6
C. Connecting and Condensing Ideas	
6. Connecting ideas	• W.7.1–5; WHST.7.1–2, 4–5; SL.7.4, 6; L.7.1, 3–6
7. Condensing ideas	• W.7.1–5; WHST.7.1–2, 4–5; SL.7.4, 6; L.7.1, 3–6
Part III: Using Foundational Literacy Skills	• RF.K–1.1–4; RF.2–5.3–4 (as appropriate)

Note: **Examples** provided in specific standards are offered *only as illustrative possibilities* and should not be misinterpreted as the only objectives of instruction or as the only types of language that English learners might or should be able to understand or produce.

Section 2: Elaboration on Critical Principles for Developing Language and Cognition in Academic Contexts
Part I: Interacting in Meaningful Ways

Texts and Discourse in Context		ELD Proficiency Level Continuum		
		→ Emerging →	→ Expanding →	→ Bridging →
Part I, strands 1–4, corresponding to the CA CCSS for ELA/Literacy 1. SL.7.1,6; L.7.3, 6 2. W.7.6; WHST.7.6; SL.7.2; L.7.3, 6 3. W.7.1; WHST.7.1; SL.7.1,4, 6; L.7.3, 6 4. W.7.4–5; WHST.7.4-5; SL.7.6; L.7.1, 3, 6 **Purposes for using language include but are not limited to:** Describing, entertaining, informing, interpreting, analyzing, recounting, explaining, persuading, negotiating, justifying, evaluating, and so on. **Informational text types include but are not limited to:** Descriptions or accounts (e.g., scientific, historical, economic, technical), recounts (e.g., biography, memoir), information reports, explanations (e.g., causal, factual), expositions (e.g., speeches, opinion pieces, argument, debate), responses (e.g., literary analysis), and so on. **Literary text types include but are not limited to:** Stories (e.g., historical fiction, myths, graphic novels), poetry, drama, and so on. **Audiences include but are not limited to:** Peers (one to one) Small group (one to a group) Whole group (one to many)	**A. Collaborative**	*1. Exchanging information/ideas* Engage in conversational exchanges and express ideas on familiar topics by asking and answering *yes-no* and *wh-* questions and responding using simple phrases. *2. Interacting via written English* Engage in short written exchanges with peers and collaborate on simple written texts on familiar topics, using technology when appropriate. *3. Supporting opinions and persuading others* Negotiate with or persuade others in conversations (e.g., to gain and hold the floor or ask for clarification) using learned phrases (e.g., *I think . . . , Would you please repeat that?*) and open responses. *4. Adapting language choices* Adjust language choices according to social setting (e.g., classroom, break time) and audience (e.g., peers, teacher).	*1. Exchanging information/ideas* Contribute to class, group, and partner discussions by following turn-taking rules, asking relevant questions, affirming others, adding relevant information, and paraphrasing key ideas. *2. Interacting via written English* Engage in longer written exchanges with peers and collaborate on more detailed written texts on a variety of topics, using technology when appropriate. *3. Supporting opinions and persuading others* Negotiate with or persuade others in conversations (e.g., to provide counterarguments) using learned phrases (*I agree with X, but . . .*), and open responses. *4. Adapting language choices* Adjust language choices according to purpose (e.g., explaining, persuading, entertaining), task, and audience.	*1. Exchanging information/ideas* Contribute to class, group, and partner discussions by following turn-taking rules, asking relevant questions, affirming others, adding relevant information and evidence, paraphrasing key ideas, building on responses, and providing useful feedback. *2. Interacting via written English* Engage in extended written exchanges with peers and collaborate on complex written texts on a variety of topics, using technology when appropriate. *3. Supporting opinions and persuading others* Negotiate with or persuade others in conversations using appropriate register (e.g., to acknowledge new information) using a variety of learned phrases, indirect reported speech (e.g., *I heard you say X, and I haven't thought about that before*), and open responses. *4. Adapting language choices* Adjust language choices according to task (e.g., facilitating a science experiment, providing peer feedback on a writing assignment), purpose, task, and audience.

Texts and Discourse in Context	ELD Proficiency Level Continuum		
	→ Emerging →	→ Expanding →	→ Bridging →
Part I, strands 5–8, corresponding to the CA CCSS for ELA/Literacy 5. SL.7.1,3, 6; L.7.1, 3, 6 6. RL.7.1–7, 9–10; RI.7.1–10; RH.7.1–10; RST.7.1–10; SL.7.2; L.7.1, 3, 6 7. RL.7.4–5; RI.7.4, 6, 8; RH.7.4–6, 8; RST.7.4–6, 8; SL.7.3; L.7.3, 5–6 8. RL.7.4–5; RI.7.4–5; RH.7.4–5; RST.7.4–5; SL.7.3; L.7.3, 5–6 **Purposes for using language include but are not limited to:** Describing, entertaining, informing, interpreting, analyzing, recounting, explaining, persuading, negotiating, justifying, evaluating, and so on. **Informational text types include but are not limited to:** Descriptions or accounts (e.g., scientific, historical, economic, technical), recounts (e.g., biography, memoir), information reports, explanations (e.g., causal, factual), expositions (e.g., speeches, opinion pieces, argument, debate), responses (e.g., literary analysis), and so on. **Literary text types include but are not limited to:** Stories (e.g., historical fiction, myths, graphic novels), poetry, drama, and so on. **Audiences include but are not limited to:** Peers (one to one) Small group (one to a group) Whole group (one to many)	**B. Interpretive** *5. Listening actively* Demonstrate active listening in oral presentation activities by asking and answering basic questions, with prompting and substantial support. *6. Reading/viewing closely* a. Explain ideas, phenomena, processes, and text relationships (e.g., compare/contrast, cause/effect, problem/solution) based on close reading of a variety of grade-appropriate texts and viewing of multimedia, with substantial support. b. Express inferences and conclusions drawn based on close reading of grade-appropriate texts and viewing of multimedia using some frequently used verbs (e.g., *shows that, based on*). c. Use knowledge of morphology (e.g., affixes, roots, and base words), context, reference materials, and visual cues to determine the meaning of unknown and multiple-meaning words on familiar topics. *7. Evaluating language choices* Explain how well writers and speakers use language to support ideas and arguments with detailed evidence (e.g., identifying the precise vocabulary used to present evidence, or the phrasing used to signal a shift in meaning) when provided with substantial support.	*5. Listening actively* Demonstrate active listening in oral presentation activities by asking and answering detailed questions, with occasional prompting and moderate support. *6. Reading/viewing closely* a. Explain ideas, phenomena, processes, and text relationships (e.g., compare/contrast, cause/effect, problem/solution) based on close reading of a variety of grade-level texts and viewing of multimedia, with moderate support. b. Express inferences and conclusions drawn based on close reading of grade-appropriate texts and viewing of multimedia using a variety of verbs (e.g., *suggests that, leads to*). c. Use knowledge of morphology (e.g., affixes, roots, and base words), context, reference materials, and visual cues to determine the meaning of unknown and multiple-meaning words on familiar and new topics. *7. Evaluating language choices* Explain how well writers and speakers use specific language to present ideas of support arguments and provide detailed evidence (e.g., showing the clarity of the phrasing used to present an argument) when provided with moderate support.	*5. Listening actively* Demonstrate active listening in oral presentation activities by asking and answering detailed questions, with minimal prompting and support. *6. Reading/viewing closely* a. Explain ideas, phenomena, processes, and text relationships (e.g., compare/contrast, cause/effect, problem/solution) based on close reading of a variety of grade-level texts and viewing of multimedia, with light support. b. Express inferences and conclusions drawn based on close reading of grade-level texts and viewing of multimedia using a variety of precise academic verbs (e.g., *indicates that, influences*). c. Use knowledge of morphology (e.g., affixes, roots, and base words), context, reference materials, and visual cues to determine the meaning, including figurative and connotative meanings, of unknown and multiple-meaning words on a variety of new topics. *7. Evaluating language choices* Explain how well writers and speakers use specific language resources to present ideas or support arguments and provide detailed evidence (e.g., identifying the specific language used to present ideas and claims that are well supported and distinguishing them from those that are not) when provided with light support.

Section 2: Elaboration on Critical Principles for Developing Language and Cognition in Academic Contexts
Part I: Interacting in Meaningful Ways

Texts and Discourse in Context		ELD Proficiency Level Continuum		
		→ Emerging →	→ Expanding →	→ Bridging →
Part I, strands 5–8, corresponding to the CA CCSS for ELA/Literacy 5. SL.7.1,3, 6; L.7.1, 3, 6 6. RL.7.1–7, 9–10; RI.7.1–10; RH.7.1–10; RST.7.1–10; SL.7.2; L.7.1, 3, 6 7. RL.7.4–5; RI.7.4, 6, 8; RH.7.4–6, 8; RST.7.4–6, 8; SL.7.3; L.7.3, 5–6 8. RL.7.4–5; RI.7.4–5; RH.7.4–5; RST.7.4–5; SL.7.3; L.7.3, 5–6 **Purposes for using language include but are not limited to:** Describing, entertaining, informing, interpreting, analyzing, recounting, explaining, persuading, negotiating, justifying, evaluating, and so on. **Informational text types include but are not limited to:** Descriptions or accounts (e.g., scientific, historical, economic, technical), recounts (e.g., biography, memoir), information reports, explanations (e.g., causal, factual), expositions (e.g., speeches, opinion pieces, argument, debate), responses (e.g., literary analysis), and so on. **Literary text types include but are not limited to:** Stories (e.g., historical fiction, myths, graphic novels), poetry, drama, and so on. **Audiences include but are not limited to:** Peers (one to one) Small group (one to a group) Whole group (one to many)	**B. Interpretive**	*8. Analyzing language choices* Explain how phrasing or different common words with similar meaning (e.g., choosing to use the word *polite* versus *good*) produce different effects on the audience.	*8. Analyzing language choices* Explain how phrasing, different words with similar meaning (e.g., describing a character as *diplomatic* versus *respectful*) or figurative language (e.g., *The wind blew through the valley like a furnace*) produce shades of meaning and different effects on the audience.	*8. Analyzing language choices* Explain how phrasing, different words with similar meaning (e.g., *refined-respectful-polite-diplomatic*), or figurative language (e.g., *The wind whispered through the night*) produce shades of meaning, nuances, and different effects on the audience.

Section 2: Elaboration on Critical Principles for Developing Language and Cognition in Academic Contexts
Part I: Interacting in Meaningful Ways

Texts and Discourse in Context		ELD Proficiency Level Continuum		
		→ Emerging →	→ Expanding →	→ Bridging →
Part I, strands 9–12, corresponding to the CA CCSS for ELA/Literacy 9. SL.7.4–6; L.7.1, 3 10. W.7.1–10; WHST.7.1–2, 4–10; L.7.1–6 11. W.7.1, 8–9; WHST.7.1, 8–9; L.7.1–3, 6 12. W.7.4–5; WHST.7.4–5; SL.7.4, 6; L.7.1, 3, 5–6 **Purposes for using language include but are not limited to:** Describing, entertaining, informing, interpreting, analyzing, recounting, explaining, persuading, negotiating, justifying, evaluating, and so on. **Informational text types include but are not limited to:** Descriptions or accounts (e.g., scientific, historical, economic, technical), recounts (e.g., biography, memoir), information reports, explanations (e.g., causal, factual), expositions (e.g., speeches, opinion pieces, argument, debate), responses (e.g., literary analysis), and so on. **Literary text types include but are not limited to:** Stories (e.g., historical fiction, myths, graphic novels), poetry, drama, and so on. **Audiences include but are not limited to:** Peers (one to one) Small group (one to a group) Whole group (one to many)	**C. Productive**	*9. Presenting* Plan and deliver brief informative oral presentations on familiar topics. *10. Writing* a. Write short literary and informational texts (e.g., an argument for wearing school uniforms) collaboratively (e.g., with peers) and independently. b. Write brief summaries of texts and experiences using complete sentences and key words (e.g., from notes or graphic organizers). *11. Justifying/arguing* a. Justify opinions by providing some textual evidence or relevant background knowledge, with substantial support. b. Express attitude and opinions or temper statements with familiar modal expressions (e.g., *can, may*).	*9. Presenting* Plan and deliver longer oral presentations on a variety of topics, using details and evidence to support ideas. *10. Writing* a. Write longer literary and informational texts (e.g., an argument for wearing school uniforms) collaboratively (e.g., with peers) and independently using appropriate text organization. b. Write increasingly concise summaries of texts and experiences using complete sentences and key words (e.g., from notes or graphic organizers). *11. Justifying/arguing* a. Justify opinions or persuade others by providing relevant textual evidence or relevant background knowledge, with moderate support. b. Express attitude and opinions or temper statements with a variety of familiar modal expressions (e.g., *possibly/likely, could/would/should*).	*9. Presenting* Plan and deliver longer oral presentations on a variety of topics in a variety of disciplines, using reasoning and evidence to support ideas, as well as growing understanding of register. *10. Writing* a. Write longer and more detailed literary and informational texts (e.g., an argument for wearing school uniforms) collaboratively (e.g., with peers) and independently using appropriate text organization and growing understanding of register. b. Write clear and coherent summaries of texts and experiences using complete and concise sentences and key words (e.g., from notes or graphic organizers). *11. Justifying/arguing* a. Justify opinions or persuade others by providing detailed and relevant textual evidence or relevant background knowledge, with light support. b. Express attitude and opinions or temper statements with nuanced modal expressions (e.g., *possibly/potentially/absolutely, should/might*).

Texts and Discourse in Context		ELD Proficiency Level Continuum		
		→ Emerging →	→ Expanding →	→ Bridging →
Part I, strands 9–12, corresponding to the CA CCSS for ELA/Literacy 9. SL.7.4–6; L.7.1, 3 10. W.7.1–10; WHST.7.1–2, 4–10; L.7.1–6 11. W.7.1, 8–9; WHST.7.1, 8–9; L.7.1–3, 6 12. W.7.4–5; WHST.7.4–5; SL.7.4, 6; L.7.1, 3, 5–6 **Purposes for using language include but are not limited to:** Describing, entertaining, informing, interpreting, analyzing, recounting, explaining, persuading, negotiating, justifying, evaluating, and so on. **Informational text types include but are not limited to:** Descriptions or accounts (e.g., scientific, historical, economic, technical), recounts (e.g., biography, memoir), information reports, explanations (e.g., causal, factual), expositions (e.g., speeches, opinion pieces, argument, debate), responses (e.g., literary analysis), and so on. **Literary text types include but are not limited to:** Stories (e.g., historical fiction, myths, graphic novels), poetry, drama, and so on. **Audiences include but are not limited to:** Peers (one to one) Small group (one to a group) Whole group (one to many)	C. Productive	*12. Selecting language resources* a. Use a select number of general academic words (e.g., *cycle, alternative*) and domain-specific words (e.g., *scene, chapter, paragraph, cell*) to create some precision while speaking and writing. b. Use knowledge of morphology to appropriately select affixes in basic ways (e.g., She likes X. He walk*ed* to school).	*12. Selecting language resources* a. Use a growing set of academic words (e.g., *cycle, alternative, indicate, process*), domain-specific words (e.g., *scene, soliloquy, sonnet, friction, monarchy, fraction*), synonyms, and antonyms to create precision and shades of meaning while speaking and writing. b. Use knowledge of morphology to appropriately select affixes in a growing number of ways to manipulate language (e.g., She likes *walking* to school. That's *im*possible).	*12. Selecting language resources* a. Use an expanded set of general academic words (e.g., *cycle, alternative, indicate, process, emphasize, illustrate*), domain-specific words (e.g., *scene, soliloquy, sonnet, friction, monarchy, fraction*), synonyms, antonyms, and figurative language to create precision and shades of meaning while speaking and writing. b. Use knowledge of morphology to appropriately select affixes in a variety of ways to manipulate language (e.g., changing destroy → *destruction*, probably → *probability*, reluctant → *reluctantly*).

Section 2: Elaboration on Critical Principles for Developing Language and Cognition in Academic Contexts
Part II: Learning About How English Works

Texts and Discourse in Context	ELD Proficiency Level Continuum		
	→ Emerging →	→ Expanding →	→ Bridging →
Part II, strands 1–2 corresponding to the CA CCSS for ELA/Literacy 1. RL.7.5; RI.7.5; RH.7.5; RST.7.5; W.7.1–5, 10; WHST.7.1–2, 4–5, 10; SL.7.4 2. RI.7.5; RH.7.5; RST.7.5; W.7.1–5, 10; WHST.7.1–2, 4–5, 10; L.7.1, 3–6 **Purposes for using language include but are not limited to:** Describing, entertaining, informing, interpreting, analyzing, recounting, explaining, persuading, negotiating, justifying, evaluating, and so. **Informational text types include but are not limited to:** Descriptions or accounts (e.g., scientific, historical, economic, technical), recounts (e.g., biography, memoir), information reports, explanations (e.g., causal, factual), expositions (e.g., speeches, opinion pieces, argument, debate), responses (e.g., literary analysis), and so on. **Literary text types include but are not limited to:** Stories (e.g., historical fiction, myths, graphic novels), poetry, drama, and so on. **Audiences include but are not limited to:** Peers (one to one) Small group (one to a group) Whole group (one to many)	**A. Structuring Cohesive Texts** *1. Understanding text structure* Apply understanding of how different text types are organized to express ideas (e.g., how narratives are organized sequentially) to comprehending texts and to writing brief arguments, informative/explanatory texts and narratives. *2. Understanding cohesion* a. Apply knowledge of familiar language resources for referring to make texts more cohesive (e.g., how pronouns refer back to nouns in text) to comprehending texts and writing brief texts. b. Apply basic understanding of how ideas, events, or reasons are linked throughout a text using everyday connecting words or phrases (e.g., *at the end, next*) to comprehending texts and writing brief texts.	*1. Understanding text structure* Apply understanding of the organizational features of different text types (e.g., how narratives are organized by an event sequence that unfolds naturally versus how arguments are organized around reasons and evidence) to comprehending texts and to writing increasingly clear and coherent arguments, informative/explanatory texts and narratives. *2. Understanding cohesion* a. Apply knowledge of familiar language resources for referring to make texts more cohesive (e.g., how pronouns refer back to nouns in text, how using synonyms helps avoid repetition) to comprehending texts and writing texts with increasing cohesion. b. Apply growing understanding of how ideas, events, or reasons are linked throughout a text using a variety of connecting words or phrases (e.g., *for example, as a result, on the other hand*) to comprehending texts and writing texts with increasing cohesion.	*1. Understanding text structure* Apply understanding of the organizational structure of different text types (e.g., how narratives are organized by an event sequence that unfolds naturally versus how arguments are organized around reasons and evidence) to comprehending texts and to writing clear and cohesive arguments, informative/explanatory texts and narratives. *2. Understanding cohesion* a. Apply knowledge of familiar language resources for referring to make texts more cohesive (e.g., how pronouns, synonyms, or nominalizations are used to refer backward in a text) to comprehending texts and writing cohesive texts. b. Apply increasing understanding of how ideas, events, or reasons are linked throughout a text using an increasing variety of academic connecting and transitional words or phrases (e.g., *for instance, in addition, consequently*) to comprehending texts and writing texts with increasing cohesion.

Texts and Discourse in Context		ELD Proficiency Level Continuum		
		→ Emerging →	→ Expanding →	→ Bridging →
Part II, strands 3–5, corresponding to the CA CCSS for ELA/Literacy 3. W.7.5; WHST.7.5; SL.7.6; L.7.1, 3–6 4. W.7.5; WHST.7.5; SL.7.6; L.7.1, 3–6 5. W.7.4–5; WHST.7.4-5; SL.7.6; L.7.1, 3–6 **Purposes for using language include but are not limited to:** Describing, entertaining, informing, interpreting, analyzing, recounting, explaining, persuading, negotiating, justifying, evaluating, and so on. **Informational text types include but are not limited to:** Descriptions or accounts (e.g., scientific, historical, economic, technical), recounts (e.g., biography, memoir), information reports, explanations (e.g., causal, factual), expositions (e.g., speeches, opinion pieces, argument, debate), responses (e.g., literary analysis), and so on. **Literary text types include but are not limited to:** Stories (e.g., historical fiction, myths, graphic novels), poetry, drama, and so on. **Audiences include but are not limited to:** Peers (one to one) Small group (one to a group) Whole group (one to many)	**B. Expanding and Enriching Ideas**	*3. Using verbs and verb phrases* Use a variety of verbs in different tenses (e.g., present, past, future, simple, progressive) appropriate to the text type and discipline (e.g., simple past and past progressive for recounting an experience) on familiar topics. *4. Using nouns and noun phrases* Expand noun phrases in basic ways (e.g., adding a sensory adjective to a noun) in order to enrich the meaning of sentences and add details about ideas, people, and things. *5. Modifying to add details* Expand sentences with simple adverbials (e.g., adverbs, adverb phrases, prepositional phrases) to provide details (e.g., time, manner, place, cause) about a familiar activity or process.	*3. Using verbs and verb phrases* Use a variety of verbs in different tenses (e.g., present, past, future, simple, progressive, perfect) appropriate to the task, text type, and discipline (e.g., simple present for literary analysis) on an increasing variety of topics. *4. Using nouns and noun phrases* Expand noun phrases in a growing number of ways (e.g., adding adjectives to nouns or simple clause embedding) in order to enrich the meaning of sentences and add details about ideas, people, and things. *5. Modifying to add details* Expand sentences with adverbials (e.g., adverbs, adverb phrases, prepositional phrases) to provide details (e.g., time, manner, place, cause) about a familiar or new activity or process.	*3. Using verbs and verb phrases* Use a variety of verbs in different tenses (e.g., present, past, future, simple, progressive, perfect) appropriate to the task, text type, and discipline (e.g., the present perfect to describe previously made claims or conclusions) on a variety of topics. *4. Using nouns and noun phrases* Expand noun phrases in an increasing variety of ways (e.g., more complex clause embedding) in order to enrich the meaning of sentences and add details about ideas, people, and things. *5. Modifying to add details* Expand sentences with a variety of adverbials (e.g., adverbs, adverb phrases and clauses, prepositional phrases) to provide details (e.g., time, manner, place, cause) about a variety of familiar and new activities and processes.

Texts and Discourse in Context		ELD Proficiency Level Continuum		
		→ Emerging →	→ Expanding →	→ Bridging →
Part II, strands 6–7, corresponding to the CA CCSS for ELA/Literacy 6. W.7.1–5; WHST.7.1–2, 4–5; SL.7.4, 6; L.7.1, 3–6 7. W.7.1–5; WHST.7.1–2, 4–5; SL.7.4, 6; L.7.1, 3–6 **Purposes for using language include but are not limited to:** Describing, entertaining, informing, interpreting, analyzing, recounting, explaining, persuading, negotiating, justifying, evaluating, and so on. **Informational text types include but are not limited to:** Descriptions or accounts (e.g., scientific, historical, economic, technical), recounts (e.g., biography, memoir), information reports, explanations (e.g., causal, factual), expositions (e.g., speeches, opinion pieces, argument, debate), responses (e.g., literary analysis), and so on. **Literary text types include but are not limited to:** Stories (e.g., historical fiction, myths, graphic novels), poetry, drama, and so on. **Audiences include but are not limited to:** Peers (one to one) Small group (one to a group) Whole group (one to many)	**C. Connecting and Condensing Ideas**	*6. Connecting ideas* Combine clauses in a few basic ways to make connections between and join ideas (e.g., creating compound sentences using *and, but, so*; creating complex sentences using because). *7. Condensing ideas* Condense ideas in simple ways (e.g., by compounding verbs, adding prepositional phrases, or through simple embedded clauses or other ways of condensing as in, This is a story about a girl. The girl changed the world → This is a story about a girl *who changed the world*) to create precise and detailed sentences.	*6. Connecting ideas* Combine clauses in an increasing variety of ways (e.g., creating compound and complex sentences) to make connections between and join ideas, for example, to express a reason (e.g., *He stayed at home on Sunday in order to study for Monday's exam*) or to make a concession (e.g., *She studied all night even though she wasn't feeling well*). *7. Condensing ideas* Condense ideas in an increasing variety of ways (e.g., through various types of embedded clauses and other ways of condensing, as in, Organic vegetables are food. They're made without chemical fertilizers. They're made without chemical insecticides. → Organic vegetables are foods that are made without chemical fertilizers or insecticides) to create precise and detailed sentences.	*6. Connecting ideas* Combine clauses in a wide variety of ways (e.g., creating compound, complex, and compound–complex sentences) to make connections between and join ideas, for example, to show the relationship between multiple events or ideas (e.g., *After eating lunch, the students worked in groups while their teacher walked around the room*) or to evaluate an argument (e.g., *The author claims X, although there is a lack of evidence to support this claim*). *7. Condensing ideas* Condense ideas in a variety of ways (e.g., through various types of embedded clauses, ways of condensing, and nominalization as in, They *destroyed* the rain forest. Lots of animals *died* → The *destruction* of the rainforest led to *the death* of many animals) to create precise and detailed sentences.

Section 2: Elaboration on Critical Principles for Developing Language and Cognition in Academic Contexts
Part III: Using Foundational Literacy Skills

Foundational literacy skills in an alphabetic writing system • Print concepts • Phonological awareness • Phonics and word recognition • Fluency	See chapter 6 for information on teaching foundational reading skills to English learners of various profiles based on age, native language, native language writing system, schooling experience, and literacy experience and proficiency. Some considerations are as follows: Native language and literacy (e.g., phoneme awareness or print concept skills in native language) should be assessed for potential transference to English language and literacy. • Similarities between the native language and English should be highlighted (e.g., phonemes or letters that are the same in both languages). • Differences between the native language and English should be highlighted (e.g., some phonemes in English may not exist in the student's native language; native language syntax may be different from English syntax).

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Grade 8

Section 1: Overview

Goal: English learners read, analyze, interpret, and create a variety of literary and informational text types. They develop an understanding of how language is a complex, dynamic, and social resource for making meaning, as well as how content is organized in different text types and across disciplines using text structure, language features, and vocabulary depending on purpose and audience. They are aware that different languages and variations of English exist, and they recognize their home languages and cultures as resources to value in their own right and also to draw upon in order to build proficiency in English. English learners contribute actively to class and group discussions, asking questions, responding appropriately, and providing useful feedback. They demonstrate knowledge of content through oral presentations, writing tasks, collaborative conversations, and multimedia. They develop proficiency in shifting language use based on task, purpose, audience, and text type.

Critical Principles for Developing Language and Cognition in Academic Contexts: While advancing along the continuum of English language development levels, English learners at all levels engage in intellectually challenging literacy, disciplinary, and disciplinary literacy tasks. They use language in meaningful and relevant ways appropriate to grade level, content area, topic, purpose, audience, and text type in English language arts, mathematics, science, social studies, and the arts. Specifically, they use language to gain and exchange information and ideas in three communicative modes (collaborative, interpretive, and productive), and they apply knowledge of language to academic tasks via three cross-mode language processes (structuring cohesive texts, expanding and enriching ideas, and connecting and condensing ideas) using various linguistic resources.

Part I: Interacting in Meaningful Ways	Corresponding CA CCSS for ELA/Literacy*
A. Collaborative	
1. Exchanging information and ideas with others through oral collaborative discussions on a range of social and academic topics	• SL.8.1, 6; L.8.3, 6
2. Interacting with others in written English in various communicative forms (print, communicative technology and multimedia)	• W.8.6; WHST.8.6; SL.8.2; L.8.3, 6
3. Offering and justifying opinions, negotiating with and persuading others in communicative exchanges	• W.8.1; WHST.8.1; SL.8.1, 4, 6; L.8.3, 6
4. Adapting language choices to various contexts (based on task, purpose, audience, and text type)	• W.8.4–5; WHST.8.4–5; SL.8.6; L.8.1, 3, 6

*The California English Language Development Standards correspond to the California Common Core State Standards for English Language Arts and Literacy in History/Social Science and Technical Subjects (CA CCSS for ELA/Literacy). English learners should have full access to opportunities to learn ELA, mathematics, science, history/social studies, and other content at the same time they are progressing toward full proficiency in English.

Part I: Interacting in Meaningful Ways	Corresponding CA CCSS for ELA/Literacy
B. Interpretive	
5. Listening actively to spoken English in a range of social and academic contexts	• SL.8.1, 3, 6; L.8.1, 3, 6
6. Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language	• RL.8.1–7,9–10; RI.8.1–10; RH.8.1–10; RST.8.1–10; SL.8.2; L.8.1, 3, 6
7. Evaluating how well writers and speakers use language to support ideas and arguments with details or evidence depending on modality, text type, purpose, audience, topic, and content area	• RL.8.4–5; RI.8.4, 6, 8; RH.8.4–6, 8; RST.8.4–6, 8; SL.8.3; L.8.3, 5–6
8. Analyzing how writers and speakers use vocabulary and other language resources for specific purposes (to explain, persuade, entertain, etc.) depending on modality, text type, purpose, audience, topic, and content area	• RL.8.4–5; RI.8.4–5; RH.8.4–5; RST.8.4–5; SL.8.3; L.8.3, 5–6
C. Productive	
9. Expressing information and ideas in formal oral presentations on academic topics	• SL.8.4–6; L.8.1, 3
10. Writing literary and informational texts to present, describe, and explain ideas and information, using appropriate technology	• W.8.1–10; WHST.8.1–2, 4–10; L.8.1–6
11. Justifying own arguments and evaluating others' arguments in writing	• W.8.1, 8–9; WHST.8.1, 8–9; L.8.1–3, 6
12. Selecting and applying varied and precise vocabulary and other language resources to effectively convey ideas	• W.8.4–5; WHST.8.4–5; SL.8.4, 6; L.8.1, 3, 5–6
Part II: Learning About How English Works	Corresponding CA CCSS for ELA/Literacy
A. Structuring Cohesive Texts	• RL.8.5; RI.8.5; RH.8.5; RST.8.5; W.8.1–5, 10; WHST.8.1–2, 4–5, 10; SL.8.4
1. Understanding text structure	
2. Understanding cohesion	• RI.8.5; RH.8.5; RST.8.5; W.8.1–5, 10; WHST.8.1–2, 4–5,10; L.8.1, 3–6
B. Expanding and Enriching Ideas	
3. Using verbs and verb phrases	• W.8.5; WHST.8.5; SL.8.6; L.8.1, 3–6
4. Using nouns and noun phrases	• W.8.5; WHST.8.5; SL.8.6; L.8.1, 3–6
5. Modifying to add details	• W.8.4–5; WHST.8.4–5; SL.8.6; L.8.1, 3–6
C. Connecting and Condensing Ideas	
6. Connecting ideas	• W.8.1–5; WHST.8.1–2, 4–5; SL.8. 4, 6; L.8.1, 3–6
7. Condensing ideas	• W.8.1–5; WHST.8.1–2, 4–5; SL.8.4, 6; L.8.1, 3–6
Part III: Using Foundational Literacy Skills	• RF.K–1.1–4; RF.2–5.3–4 (as appropriate)

Note: **Examples** provided in specific standards are offered *only as illustrative possibilities* and should not be misinterpreted as the only objectives of instruction or as the only types of language that English learners might or should be able to understand or produce.

Section 2: Elaboration on Critical Principles for Developing Language and Cognition in Academic Contexts
Part I: Interacting in Meaningful Ways

Texts and Discourse in Context		ELD Proficiency Level Continuum		
		→ Emerging →	→ Expanding →	→ Bridging →
Part I, strands 1–4, corresponding to the CA CCSS for ELA/Literacy: 1. SL.8.1, 6; L.8.3, 6 2. W.8.6; WHST.8.6; SL.8.2; L.8.3, 6 3. W.8.1; WHST.8.1; SL.8.1, 4, 6; L.8.3, 6 4. W.8.4–5; WHST.8.4–5; SL.8.6; L.8.1, 3, 6 Purposes for using language include but are not limited to: Describing, entertaining, informing, interpreting, analyzing, recounting, explaining, persuading, negotiating, justifying, evaluating, and so on. Informational text types include but are not limited to: Descriptions or accounts (e.g., scientific, historical, economic, technical), recounts (e.g., biography, memoir), information reports, explanations (e.g., causal, factual, expositions (e.g., speeches, opinion pieces, argument, debate), responses (e.g., literary analysis), and so on. Literary text types include but are not limited to: Stories (e.g., historical fiction, myths, graphic novels), poetry, drama, and so on. Audiences include but are not limited to: Peers (one to one) Small group (one to a group) Whole group (one to many)	**A. Collaborative**	*1. Exchanging information/ideas* Engage in conversational exchanges and express ideas on familiar topics by asking and answering *yes-no* and *wh-* questions and responding using simple phrases. *2. Interacting via written English* Engage in short written exchanges with peers and collaborate on simple written texts on familiar topics, using technology when appropriate. *3. Supporting opinions and persuading others* Negotiate with or persuade others in conversations (e.g., to gain and hold the floor or to ask for clarification) using learned phrases (e.g., *I think . . . Would you please repeat that?*) and open responses. *4. Adapting language choices* Adjust language choices according to social setting (e.g., classroom, break time) and audience (e.g., peers, teacher).	*1. Exchanging information/ideas* Contribute to class, group, and partner discussions by following turn-taking rules, asking relevant questions, affirming others, adding relevant information, and paraphrasing key ideas. *2. Interacting via written English* Engage in longer written exchanges with peers and collaborate on more detailed written texts on a variety of topics, using technology when appropriate. *3. Supporting opinions and persuading others* Negotiate with or persuade others in conversations (e.g., to provide counter-arguments) using learned phrases (*I agree* with X, *but . . .*) and open responses. *4. Adapting language choices* Adjust language choices according to purpose (e.g., explaining, persuading, entertaining), task, and audience.	*1. Exchanging information/ideas* Contribute to class, group, and partner discussions by following turn-taking rules, asking relevant questions, affirming others, adding relevant information and evidence, paraphrasing key ideas, building on responses, and providing useful feedback. *2. Interacting via written English* Engage in extended written exchanges with peers and collaborate on complex written texts on a variety of topics, using technology when appropriate. *3. Supporting opinions and persuading others* Negotiate with or persuade others in conversations using an appropriate register (e.g., to acknowledge new information and justify views) using a variety of learned phrases, indirect reported speech (e.g., *I heard you say* X, and *that's a good point. I still think Y, though, because . . .*) and open responses. *4. Adapting language choices* Adjust language choices according to task (e.g., facilitating a science experiment, providing peer feedback on a writing assignment), purpose, and audience.

Section 2: Elaboration on Critical Principles for Developing Language and Cognition in Academic Contexts
Part I: Interacting in Meaningful Ways

Texts and Discourse in Context	ELD Proficiency Level Continuum		
	→ Emerging →	→ Expanding →	→ Bridging →
Part I, strands 5–8, corresponding to the CA CCSS for ELA/Literacy: 5. SL.8.1, 3, 6; L.8.1, 3, 6 6. RL.8.1–7,9–10; RI.8.1–10; RH.8.1–10; RST.8.1–10; SL.8.2; L.8.1, 3, 6 7. RL.8.4–5; RI.8.4, 6, 8; RH.8.4–6, 8; RST.8.4–6, 8; SL.8.3; L.8.3, 5–6 8. RL.8.4–5; RI.8.4–5; RH.8.4–5; RST.8.4–5; SL.8.3; L.8.3, 5–6 **Purposes for using language include but are not limited to:** Describing, entertaining, informing, interpreting, analyzing, recounting, explaining, persuading, negotiating, justifying, evaluating, and so on. **Informational text types include but are not limited to:** Descriptions or accounts (e.g., scientific, historical, economic, technical), recounts (e.g., biography, memoir), information reports, explanations (e.g., causal, factual), expositions (e.g., speeches, opinion pieces, argument, debate), responses (e.g., literary analysis), and so on. **Literary text types include but are not limited to:** Stories (e.g., historical fiction, myths, graphic novels), poetry, drama, and so on. **Audiences include but are not limited to:** Peers (one to one) Small group (one to a group) Whole group (one to many)	**B. Interpretive** *5. Listening actively* Demonstrate active listening in oral presentation activities by asking and answering basic questions, with prompting and substantial support. *6. Reading/viewing closely* a. Explain ideas, phenomena, processes, and text relationships (e.g., compare/contrast, cause/effect, problem/solution) based on close reading of a variety of grade-appropriate texts and viewing of multimedia, with substantial support. b. Express inferences and conclusions drawn based on close reading of grade-appropriate texts and viewing of multimedia using some frequently used verbs (e.g., *shows that, based on*). c. Use knowledge of morphology (e.g., affixes, roots, and base words), context, reference materials, and visual cues to determine the meanings of unknown and multiple-meaning words on familiar topics.	*5. Listening actively* Demonstrate active listening in oral presentation activities by asking and answering detailed questions, with occasional prompting and moderate support. *6. Reading/viewing closely* a. Explain ideas, phenomena, processes, and text relationships (e.g., compare/contrast, cause/effect, problem/solution) based on close reading of a variety of grade-appropriate texts and viewing of multimedia, with moderate support. b. Express inferences and conclusions drawn based on close reading grade-appropriate texts and viewing of multimedia using a variety of verbs (e.g., *suggests that, leads to*). c. Use knowledge of morphology (e.g., affixes, roots, and base words), context, reference materials, and visual cues to determine the meanings of unknown and multiple-meaning words on familiar and new topics.	*5. Listening actively* Demonstrate active listening in oral presentation activities by asking and answering detailed questions, with minimal prompting and support. *6. Reading/viewing closely* a. Explain ideas, phenomena, processes, and text relationships (e.g., compare/contrast, cause/effect, problem/solution) based on close reading of a variety of grade-level texts and viewing of multimedia, with light support. b. Express inferences and conclusions drawn based on close reading of grade-level texts and viewing of multimedia using a variety of precise academic verbs (e.g., *indicates that, influences*). c. Use knowledge of morphology (e.g., affixes, roots, and base words), context, reference materials, and visual cues to determine the meanings, including figurative and connotative meanings, of unknown and multiple-meaning words on a variety of new topics.

Section 2: Elaboration on Critical Principles for Developing Language and Cognition in Academic Contexts
Part I: Interacting in Meaningful Ways

Texts and Discourse in Context		ELD Proficiency Level Continuum		
		→ Emerging →	→ Expanding →	→ Bridging →
Part I, strands 5–8, corresponding to the CA CCSS for ELA/Literacy 5. SL.8.1, 3, 6; L.8.1, 3, 6 6. RL.8.1–7,9–10; RI.8.1–10; RH.8.1–10; RST.8.1–10; SL.8.2; L.8.1, 3, 6 7. RL.8.4–5; RI.8.4, 6, 8; RH.8.4–6, 8; RST.8.4–6, 8; SL.8.3; L.8.3, 5–6 8. RL.8.4–5; RI.8.4–5; RH.8.4–5; RST.8.4–5; SL.8.3; L.8.3, 5–6 **Purposes for using language include but are not limited to:** Describing, entertaining, informing, interpreting, analyzing, recounting, explaining, persuading, negotiating, justifying, evaluating, and so on. **Informational text types include but are not limited to:** Descriptions or accounts (e.g., scientific, historical, economic, technical), recounts (e.g., biography, memoir), information reports, explanations (e.g., causal, factual), expositions (e.g., speeches, opinion pieces, argument, debate), responses (e.g., literary analysis), and so on. **Literary text types include but are not limited to:** Stories (e.g., historical fiction, myths, graphic novels), poetry, drama, and so on. **Audiences include but are not limited to:** Peers (one to one) Small group (one to a group) Whole group (one to many)	**B. Interpretive**	*7. Evaluating language choices* Explain how well writers and speakers use language to support ideas and arguments with detailed evidence (e.g., identifying the precise vocabulary used to present evidence, or the phrasing used to signal a shift in meaning) when provided with substantial support. *8. Analyzing language choices* Explain how phrasing or different common words with similar meanings (e.g., choosing to use the word persistent versus the term *hard worker*) produce different effects on the audience.	*7. Evaluating language choices* Explain how well writers and speakers use specific language to present ideas or support arguments and provide detailed evidence (e.g., showing the clarity of the phrasing used to present an argument) when provided with moderate support. *8. Analyzing language choices* Explain how phrasing or different words with similar meanings (e.g., describing a character as *stubborn* versus *persistent*) or figurative language (e.g., *Let me throw some light onto the topic*) produce shades of meaning and different effects on the audience.	*7. Evaluating language choices* Explain how well writers and speakers use specific language resources to present ideas or support arguments and provide detailed evidence (e.g., identifying the specific language used to present ideas and claims that are well supported and distinguishing them from those that are not) when provided with light support. *8. Analyzing language choices* Explain how phrasing or different words with similar meanings (e.g., *cunning* versus *smart, stammer* versus *say*) or figurative language (e.g., *Let me throw some light onto the topic*) produce shades of meaning, nuances, and different effects on the audience.

Section 2: Elaboration on Critical Principles for Developing Language and Cognition in Academic Contexts
Part I: Interacting in Meaningful Ways

Texts and Discourse in Context		ELD Proficiency Level Continuum		
		→ Emerging →	→ Expanding →	→ Bridging →
Part I, strands 9–12 corresponding to the CA CCSS for ELA/Literacy 9. SL.8.4–6; L.8.1, 3 10. W.8.1–10; WHST.8.1–2,4–10; L.8.1–6 11. W.8.1, 8–9; WHST.8.1, 8–9; L.8.1–3, 6 12. W.8.4–5; WHST.8.4–5; SL.8.4, 6; L.8.1,3, 5–6 **Purposes for using language include but are not limited to:** Describing, entertaining, informing, interpreting, analyzing, recounting, explaining, persuading, negotiating, justifying, evaluating, and so on. **Informational text types include but are not limited to:** Descriptions or accounts (e.g., scientific, historical, economic, technical), recounts (e.g., biography, memoir), information reports, explanations (e.g., causal, factual), expositions (e.g., speeches, opinion pieces, argument, debate), responses (e.g., literary analysis), and so on. **Literary text types include but are not limited to:** Stories (e.g., historical fiction, myths, graphic novels), poetry, drama, and so on. **Audiences include but are not limited to:** Peers (one to one) Small group (one to a group) Whole group (one to many)	**C. Productive**	*9. Presenting* Plan and deliver brief informative oral presentations on concrete topics. *10. Writing* a. Write short literary and informational texts (e.g., an argument about whether the government should fund research using stem cells) collaboratively (e.g., with peers) and independently. b. Write brief summaries of texts and experiences using complete sentences and key words (e.g., from notes or graphic organizers). *11. Justifying/arguing* a. Justify opinions by providing some textual evidence or relevant background knowledge, with substantial support. b. Express attitude and opinions or temper statements with familiar modal expressions (e.g., *can, may*).	*9. Presenting* Plan and deliver longer oral presentations on a variety of topics using details and evidence to support ideas. *10. Writing* a. Write longer literary and informational texts (e.g., an argument about whether the government should fund research using stem cells) collaboratively (e.g., with peers) and independently using appropriate text organization. b. Write increasingly concise summaries of texts and experiences using complete sentences and key words (e.g., from notes or graphic organizers). *11. Justifying/arguing* a. Justify opinions or persuade others by providing relevant textual evidence or relevant background knowledge, with moderate support. b. Express attitude and opinions or temper statements with a variety of familiar modal expressions (e.g., *possibly/likely, could/would*).	*9. Presenting* Plan and deliver longer oral presentations on a variety of concrete and abstract topics using reasoning and evidence to support ideas and using a growing understanding of register. *10. Writing* a. Write longer and more detailed literary and informational texts (e.g., an argument about whether the government should fund research using stem cells) collaboratively (e.g., with peers) and independently using appropriate text organization and growing understanding of register. b. Write clear and coherent summaries of texts and experiences using complete and concise sentences and key words (e.g., from notes or graphic organizers). *11. Justifying/arguing* a. Justify opinions or persuade others by providing detailed and relevant textual evidence or relevant background knowledge, with light support. b. Express attitude and opinions or temper statements with nuanced modal expressions (e.g., *potentially/certainly/absolutely, should/might*).

Texts and Discourse in Context		ELD Proficiency Level Continuum		
		→ Emerging →	→ Expanding →	→ Bridging →
Part I, strands 9–12, corresponding to the CA CCSS for ELA/Literacy 9. SL.8.4–6; L.8.1, 3 10. W.8.1–10; WHST.8.1-2, 4–10; L.8.1–6 11. W.8.1, 8–9; WHST.8.1, 8–9; L.8.1–3, 6 12. W.8.4–5; WHST.8.4-5; SL.8.4, 6; L.8.1, 3, 5–6 **Purposes for using language include but are not limited to:** Describing, entertaining, informing, interpreting, analyzing, recounting, explaining, persuading, negotiating, justifying, evaluating, and so on. **Informational text types include but are not limited to:** Descriptions or accounts (e.g., scientific, historical, economic, technical), recounts (e.g., biography, memoir), information reports, explanations (e.g., causal, factual), expositions (e.g., speeches, opinion pieces, argument, debate), responses (e.g., literary analysis), and so on. **Literary text types include but are not limited to:** Stories (e.g., historical fiction, myths, graphic novels), poetry, drama, and so on. **Audiences include but are not limited to:** Peers (one to one) Small group (one to a group) Whole group (one to many)	C. Productive	*12. Selecting language resources* a. Use a select number of general academic words (e.g., *specific, contrast*) and domain-specific words (e.g., *scene, cell, fraction*) to create some precision while speaking and writing. b. Use knowledge of morphology to appropriately select affixes in basic ways (e.g., She likes X. He walk*ed* to school).	*12. Selecting language resources* a. Use a growing set of academic words (e.g., *specific, contrast, significant, function*), domain-specific words (e.g., *scene, irony, suspense, analogy, cell membrane, fraction*), synonyms, and antonyms to create precision and shades of meaning while speaking and writing. b. Use knowledge of morphology to appropriately select affixes in a growing number of ways to manipulate language (e.g., She likes walk*ing* to school. That's *im*possible).	*12. Selecting language resources* a. Use an expanded set of general academic words (e.g., *specific, contrast, significant, function, adequate, analysis*), domain-specific words (e.g., *scene, irony, suspense, analogy, cell membrane, fraction*), synonyms, antonyms, and figurative language to create precision and shades of meaning while speaking and writing. b. Use knowledge of morphology to appropriately select affixes in a variety of ways to manipulate language (e.g., changing *destroy → destruction, probably → probability, reluctant → reluctantly*).

Texts and Discourse in Context		ELD Proficiency Level Continuum		
		→ Emerging →	→ Expanding →	→ Bridging →
Part II, strands 1–2, corresponding to the CA CCSS for ELA/Literacy 1. RL.8.5; RI.8.5; RH.8.5; RST.8.5; W.8.1–5, 10; WHST.8.1–2, 4–5, 10; SL.8.4 2. RI.8.5; RH.8.5; RST.8.5; W.8.1–5, 10; WHST.8.1–2, 4–5, 10; L.8.1, 3–6 **Purposes for using language include but are not limited to:** Describing, entertaining, informing, interpreting, analyzing, recounting, explaining, persuading, negotiating, justifying, evaluating, and so on. **Informational text types include but are not limited to:** Descriptions or accounts (e.g., scientific, historical, economic, technical), recounts (e.g., biography, memoir), information reports, explanations (e.g., causal, factual), expositions (e.g., speeches, opinion pieces, argument, debate), responses (e.g., literary analysis), and so on. **Literary text types include but are not limited to:** Stories (e.g., historical fiction, myths, graphic novels), poetry, drama, and so on. **Audiences include but are not limited to:** Peers (one to one) Small group (one to a group) Whole group (one to many)	**A. Structuring Cohesive Texts**	*1. Understanding text structure* Apply understanding of how different text types are organized to express ideas (e.g., how narratives are organized sequentially) to comprehending texts and to writing brief arguments, informative/explanatory texts and narratives. *2. Understanding cohesion* a. Apply knowledge of familiar language resources for referring to make texts more cohesive (e.g., how pronouns refer back to nouns in text) to comprehending and writing brief texts. b. Apply basic understanding of how ideas, events, or reasons are linked throughout a text using everyday connecting words or phrases (e.g., *at the end, next*) to comprehending and writing brief texts.	*1. Understanding text structure* Apply understanding of the organizational features of different text types (e.g., how narratives are organized by an event sequence that unfolds naturally versus how arguments are organized around reasons and evidence) to comprehending texts and to writing increasingly clear and coherent arguments, informative/explanatory texts and narratives. *2. Understanding cohesion* a. Apply knowledge of familiar language resources for referring to make texts more cohesive (e.g., how pronouns refer back to nouns in text, how using synonyms helps avoid repetition) to comprehending and writing texts with increasing cohesion. b. Apply growing understanding of how ideas, events, or reasons are linked throughout a text using a variety of connecting words or phrases (e.g., *for example, as a result, on the other hand*) to comprehending and writing texts with increasing cohesion.	*1. Understanding text structure* Apply understanding of the organizational structure of different text types (e.g., how narratives are organized by an event sequence that unfolds naturally versus how arguments are organized around reasons and evidence) to comprehending texts and to writing clear and cohesive arguments, informative/explanatory texts and narratives. *2. Understanding cohesion* a. Apply knowledge of familiar language resources for referring to make texts more cohesive (e.g., how pronouns, synonyms, or nominalizations are used to refer backward in a text) to comprehending texts and writing cohesive texts. b. Apply increasing understanding of how ideas, events, or reasons are linked throughout a text using an increasing variety of academic connecting and transitional words or phrases (e.g., *for instance, in addition, consequently*) to comprehending and writing texts with increasing cohesion.

Section 2: Elaboration on Critical Principles for Developing Language and Cognition in Academic Contexts
Part II: Learning About How English Works

Texts and Discourse in Context	ELD Proficiency Level Continuum		
	→ Emerging →	→ Expanding →	→ Bridging →
Part II, strands 3–5, corresponding to the CA CCSS for ELA/Literacy 3. W.8.5; WHST.8.5; SL.8.6; L.8.1, 3–6 4. W.8.5; WHST.8.5; SL.8.6; L.8.1, 3–6 5. W.8.4–5; WHST.8.4–5; SL.8.6; L.8.1, 3–6 **Purposes for using language include but are not limited to:** Describing, entertaining, informing, inter-preting, analyzing, recounting, explaining, persuading, negotiating, justifying, evalu-ating, and so on. **Informational text types include but are not limited to:** Descriptions or accounts (e.g., scientific, historical, economic, technical), recounts (e.g., biography, memoir), information reports, explanations (e.g., causal, factual), expositions (e.g., speeches, opinion pieces, argument, debate), responses (e.g., literary analysis), and so on. **Literary text types include but are not limited to:** Stories (e.g., historical fiction, myths, graphic novels), poetry, drama, and so on. **Audiences include but are not limited to:** Peers (one to one) Small group (one to a group) Whole group (one to many)	**B. Expanding and Enriching Ideas** *3. Using verbs and verb phrases* Use a variety of verbs in different tenses (e.g., past, present, future, simple, progressive) appropriate to the text type and discipline (e.g., simple past and past progressive for recounting an experience) on familiar topics. *4. Using nouns and noun phrases* Expand noun phrases in basic ways (e.g., adding a sensory adjective to a noun) in order to enrich the meaning of sentences and add details about ideas, people, things, and so on. *5. Modifying to add details* Expand sentences with simple adverbials (e.g., adverbs, adverb phrases, preposi-tional phrases) to provide details (e.g., time, manner, place, cause) about a familiar activity or process.	*3. Using verbs and verb phrases* Use a variety of verbs in different tenses (e.g., past, present, future, simple, pro-gressive, perfect) appropriate to the task, text type, and discipline (e.g., the present perfect to describe previously made claims or conclusions) on an increasing variety of topics. *4. Using nouns and noun phrases* Expand noun phrases in a growing number of ways (e.g., adding prepositional or adjec-tive phrases) in order to enrich the meaning of sentences and add details about ideas, people, things, and so on. *5. Modifying to add details* Expand sentences with adverbials (e.g., adverbs, adverb phrases, prepositional phrases) to provide details (e.g., time, manner, place, cause) about a familiar or new activity or process.	*3. Using verbs and verb phrases* Use a variety of verbs in different tenses (e.g., past, present, future, simple, progres-sive, perfect), voices (active and passive), and moods (e.g., declarative, interrogative, subjunctive) appropriate to the task, text type, and discipline (e.g., the passive voice in simple past to describe the methods of a scientific experiment) on a variety of topics. *4. Using nouns and noun phrases* Expand noun phrases in an increasing variety of ways (e.g., embedding relative or complement clauses) in order to enrich the meaning of sentences and add details about ideas, people, things, and so on. *5. Modifying to add details* Expand sentences with increasingly complex adverbials (e.g., adverbs, adverb phrases and clauses, prepositional phrases) to provide details (e.g., time, manner, place, cause) about a variety of familiar and new activities and processes.

Texts and Discourse in Context		ELD Proficiency Level Continuum		
		→ Emerging →	→ Expanding →	→ Bridging →
Part II, strands 6–7, corresponding to the CA CCSS for ELA/Literacy 6. W.8.1–5; WHST.8.1–2, 4–5; SL.8.4, 6; L.8.1, 3–6 7. W.8.1–5; WHST.8.1–2, 4–5; SL.8.4, 6; L.8.1, 3–6 **Purposes for using language include but are not limited to:** Describing, entertaining, informing, interpreting, analyzing, recounting, explaining, persuading, negotiating, justifying, evaluating, and so on. **Informational text types include but are not limited to:** Descriptions or accounts (e.g., scientific, historical, economic, technical), recounts (e.g., biography, memoir), information reports, explanations (e.g., causal, factual), expositions (e.g., speeches, opinion pieces, argument, debate), responses (e.g., literary analysis), and so on. **Literary text types include but are not limited to:** Stories (e.g., historical fiction, myths, graphic novels), poetry, drama, and so on. **Audiences** include but are not limited to: Peers (one to one) Small group (one to a group) Whole group (one to many)	**C. Connecting and Condensing Ideas**	*6. Connecting ideas* Combine clauses in a few basic ways to make connections between and join ideas (e.g., creating compound sentences using *and, but, so*; creating complex sentences using *because*). *7. Condensing ideas* Condense ideas in simple ways (e.g., by compounding verbs, adding prepositional phrases, or through simple embedded clauses or other ways of condensing as in, This is a story about a girl. The girl changed the world. → This is a story about a girl *who changed the world)* to create precise and detailed sentences.	*6. Connecting ideas* Combine clauses in an increasing variety of ways (e.g., creating compound and complex sentences) to make connections between and join ideas, for example, to express a reason (e.g., *He stayed at home on Sunday to study for Monday's exam*) or to make a concession (e.g., *She studied all night even though she wasn't feeling well*). *7. Condensing ideas* Condense ideas in an increasing variety of ways (e.g., through various types of embedded clauses and other ways of condensing, as in, Organic vegetables are food. They're made without chemical fertilizers. They're made without chemical insecticides. → Organic vegetables are foods *that are made without chemical fertilizers or insecticides*) to create precise and detailed sentences.	*6. Connecting ideas* Combine clauses in a wide variety of ways (e.g., creating compound and complex sentences, and compound-complex sentences) to make connections between and join ideas, for example, to show the relationship between multiple events or ideas (e.g., *After eating lunch, the students worked in groups while their teacher walked around the room*) or to evaluate an argument (e.g., *The author claims X, although there is a lack of evidence to support this claim*). *7. Condensing ideas* Condense ideas in a variety of ways (e.g., through various types of embedded clauses, ways of condensing, and nominalization as in, They *destroyed* the rain forest. Lots of animals *died.* → The *destruction* of the rain forest led to *the death* of many animals) to create precise and detailed sentences.

Section 2: Elaboration on Critical Principles for Developing Language and Cognition in Academic Contexts
Part III: Using Foundational Literacy Skills

Foundational literacy skills in an alphabetic writing system	See chapter 6 for information on teaching foundational reading skills to English learners of various profiles based on age, native language, native language writing system, schooling experience, and literacy experience and proficiency. Some considerations are as follows:
• Print concepts • Phonological awareness • Phonics and word recognition • Fluency	• Native language and literacy (e.g., phoneme awareness or print concept skills in native language) should be assessed for potential transference to English language and literacy. • Similarities between the native language and English should be highlighted (e.g., phonemes or letters that are the same in both languages). • Differences between the native language and English should be highlighted (e.g., some phonemes in English may not exist in the student's native language; native language syntax may be different from English syntax).

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Section 1: Overview

Goal: English learners read, analyze, interpret, and create a variety of literary and informational text types. They develop an understanding of how language is a complex, dynamic, and social resource for making meaning, as well as how content is organized in different text types and across disciplines using text structure, language features, and vocabulary depending on purpose and audience. They are aware that different languages and variations of English exist, and they recognize their home languages and cultures as resources to value in their own right and also to draw upon in order to build proficiency in English. English learners contribute actively to class and group discussions, asking questions, responding appropriately, and providing useful feedback. They demonstrate knowledge of content through oral presentations, writing tasks, collaborative conversations, and multimedia. They develop proficiency in shifting language use based on task, purpose, audience, and text type.

Critical Principles for Developing Language and Cognition in Academic Contexts: While advancing along the continuum of English language development levels, English learners at all levels engage in intellectually challenging literacy, disciplinary, and disciplinary literacy tasks. They use language in meaningful and relevant ways appropriate to grade level, content area, topic, purpose, audience, and text type in English language arts, mathematics, science, social studies, and the arts. Specifically, they use language to gain and exchange information and ideas in three communicative modes (collaborative, interpretive, and productive), and they apply knowledge of language to academic tasks via three cross-mode language processes (structuring cohesive texts, expanding and enriching ideas, and connecting and condensing ideas) using various linguistic resources.

Part I: Interacting in Meaningful Ways	Corresponding CA CCSS for ELA/Literacy*
A. Collaborative 1. Exchanging information and ideas with others through oral collaborative discussions on a range of social and academic topics 2. Interacting with others in written English in various communicative forms (print, communicative technology and multimedia) 3. Offering and justifying opinions, negotiating with and persuading others in communicative exchanges 4. Adapting language choices to various contexts (based on task, purpose, audience, and text type)	• SL.9–10.1, 6; L.9–10.3, 6 • W.9–10.6; WHST.9–10.6; SL.9–10.2; L.9–10.3, 6 • W.9–10.1; WHST.9–10.1; SL.9–10.1, 4, 6; L.9–10.3, 6 • W.9–10.4-5; WHST. 9–10.4–5; SL.9–10.6; L.9–10.1, 3, 6

*The California English Language Development Standards correspond to the California Common Core State Standards for English Language Arts and Literacy in History/Social Science and Technical Subjects (CA CCSS for ELA/Literacy). English learners should have full access to opportunities to learn ELA, mathematics, science, history/social studies, and other content at the same time they are progressing toward full proficiency in English.

Part I: Interacting in Meaningful Ways	Corresponding CA CCSS for ELA/Literacy
B. Interpretive	
5. Listening actively to spoken English in a range of social and academic contexts	• SL.9–10.1, 3, 6; L.9–10.1, 3, 6
6. Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language	• RL.9–10.1–7, 9–10; RI.9–10.1–10; RH.9–10.1–10; RST.9–10.1–10; SL.9–10.2; L.9–10.1, 3, 6
7. Evaluating how well writers and speakers use language to support ideas and arguments with details or evidence depending on modality, text type, purpose, audience, topic, and content area	• RL.9–10.4–5; RI.9–10.4, 6, 8; RH.9–10.4–6, 8; RST.9–10.4–6, 8; SL.9–10.3; L.9–10.3, 5–6
8. Analyzing how writers and speakers use vocabulary and other language resources for specific purposes (to explain, persuade, entertain, etc.) depending on modality, text type, purpose, audience, topic, and content area	• RL.9–10.4–5; RI.9–10.4–5; RH.9–10.4–5; RST.9–10.4–5; SL.9–10.3; L.9–10.3, 5–6
C. Productive	
9. Expressing information and ideas in formal oral presentations on academic topics	• SL.9–10.4–6; L.9–10.1, 3
10. Writing literary and informational texts to present, describe, and explain ideas and information, using appropriate technology	• W.9–10.1–10; WHST.9–10.1–2, 4–10; L.9–10.1–6
11. Justifying own arguments and evaluating others' arguments in writing	• W.9–10.1, 8–9; WHST.9–10.1, 8–9; L.9–10.1–3, 6
12. Selecting and applying varied and precise vocabulary and other language resources to effectively convey ideas	• W.9–10.4–5; WHST.9–10.4–5; SL.9–10.4, 6; L.9–10.1, 3, 5–6
Part II: Learning About How English Works	**Corresponding CA CCSS for ELA/Literacy**
A. Structuring Cohesive Texts	• RL.9–10.5; RI.9–10.5; RH.9–10.5; RST.9–10.5; W.9–10.1–5, 10; WHST.9–10.1-2, 4–5, 10; SL.9–10.4
1. Understanding text structure	
2. Understanding cohesion	• RI.9–10.5; RH.9–10.5; RST.9–10.5; W.9–10.1–5, 10; WHST.9–10.1–2, 4–5, 10; L.9–10.1, 3–6
B. Expanding and Enriching Ideas	• W.9–10.5; WHST.9–10.5; SL.9–10.6; L.9–10.1, 3–6
3. Using verbs and verb phrases	• W.9–10.5; WHST.9–10.5; SL.9–10.6; L.9–10.1, 3–6
4. Using nouns and noun phrases	• W.9–10.4–5; WHST.9–10.4–5; SL.9–10.6; L.9–10.1, 3–6
5. Modifying to add details	
C. Connecting and Condensing Ideas	• W.9–10.1-5; WHST.9–10.1–2, 4–5; SL.9–10.4, 6; L.9–10.1, 3–6
6. Connecting ideas	
7. Condensing ideas	• W.9–10.1–5; WHST.9–10.1–2, 4–5; SL.9–10.4, 6; L.9–10.1, 3–6
Part III: Using Foundational Literacy Skills	• RF.K–1.1–4; RF.2–5.3–4 (as appropriate)

Note: **Examples** provided in specific standards are offered *only as illustrative possibilities* and should not be misinterpreted as the only objectives of instruction or as the only types of language that English learners might or should be able to understand or produce.

Section 2: Elaboration on Critical Principles for Developing Language and Cognition in Academic Contexts
Part I: Interacting in Meaningful Ways

Texts and Discourse in Context	ELD Proficiency Level Continuum		
	→ Emerging →	→ Expanding →	→ Bridging →
Part I, strands 1–4, corresponding to the CA CCSS for ELA/Literacy 1. SL.9–10.1,6; L.9–10.3, 6 2. W.9–10.6; WHST.9–10.6; SL.9–10.2; L.9–10.3, 6 3. W.9–10.1; WHST.9–10.1; SL.9–10.1, 4, 6; L.9–10.3, 6 4. W.9–10.4-5; WHST.9–10.4–5; SL.9–10.6; L.9–10.1, 3, 6 **Purposes for using language include but are not limited to:** Describing, entertaining, informing, interpreting, analyzing, recounting, explaining, persuading, negotiating, justifying, evaluating, and so on. **Informational text types include but are not limited to:** Descriptions or accounts (e.g., scientific, historical, economic, technical), recounts (e.g., biography, memoir), information reports, explanations (e.g., causal, factual), expositions (e.g., speeches, opinion pieces, argument, debate), responses (e.g., literary analysis), and so on. **Literary text types include but are not limited to:** Stories (e.g., historical fiction, myths, graphic novels), poetry, drama, and so on. **Audiences include but are not limited to:** Peers (one to one) Small group (one to a group) Whole group (one to many)	**A. Collaborative**		
	1. Exchanging information/ideas Engage in conversational exchanges and express ideas on familiar current events and academic topics by asking and answering *yes-no* questions and *wh-*questions and responding using phrases and short sentences.	*1. Exchanging information/ideas* Contribute to class, group, and partner discussions, sustaining conversations on a variety of age and grade-appropriate academic topics by following turn-taking rules, asking and answering relevant, on-topic questions, affirming others, providing additional, relevant information, and paraphrasing key ideas.	*1. Exchanging information/ideas* Contribute to class, group, and partner discussions, sustaining conversations on a variety of age and grade-appropriate academic topics by following turn-taking rules, asking and answering relevant, on-topic questions, affirming others, and providing coherent and well-articulated comments and additional information.
	2. Interacting via written English Collaborate with peers to engage in short, grade-appropriate written exchanges and writing projects, using technology as appropriate.	*2. Interacting via written English* Collaborate with peers to engage in increasingly complex grade-appropriate written exchanges and writing projects, using technology as appropriate.	*2. Interacting via written English* Collaborate with peers to engage in a variety of extended written exchanges and complex grade-appropriate writing projects, using technology as appropriate.
	3. Supporting opinions and persuading others Negotiate with or persuade others in conversations using learned phrases (e.g., *Would you say that again? I think . . .*), as well as open responses to express and defend opinions.	*3. Supporting opinions and persuading others* Negotiate with or persuade others in conversations (e.g., to provide counterarguments) using a growing number of learned phrases (*I see your point, but . . .*) and open responses to express and defend nuanced opinions.	*3. Supporting opinions and persuading others* Negotiate with or persuade others in conversations in appropriate registers (e.g., to acknowledge new information in an academic conversation but then politely offer a counterpoint) using a variety of learned phrases, indirect reported speech (e.g., *I heard you say X, and I haven't thought about that before. However . . .*), and open responses to express and defend nuanced opinions.
	4. Adapting language choices Adjust language choices according to the context (e.g., classroom, community) and audience (e.g., peers, teachers).	*4. Adapting language choices* Adjust language choices according to the context (e.g., classroom, community), purpose (e.g., to persuade, to provide arguments or counterarguments), task, and audience (e.g., peers, teachers, guest lecturer).	*4. Adapting language choices* Adjust language choices according to the task (e.g., group presentation of research project), context (e.g., classroom, community), purpose (e.g., to persuade, to provide arguments or counterarguments), and audience (e.g., peers, teachers, college recruiter).

Section 2: Elaboration on Critical Principles for Developing Language and Cognition in Academic Contexts
Part I: Interacting in Meaningful Ways

Texts and Discourse in Context		ELD Proficiency Level Continuum		
		→ Emerging →	→ Expanding →	→ Bridging →
Part I, strands 5–8, corresponding to the CA CCSS for ELA/Literacy 5. SL.9–10.1, 3, 6; L.9–10.1, 3, 6 6. RL.9–10.1–7,9–10; RI.9–10.1–10; RH.9–10.1–10; RST.9–10.1–10; SL.9–10.2; L.9–10.1, 3, 6 7. RL.9–10.4–5; RI.9–10.4, 6, 8; RH.9–10.4–6, 8; RST.9–10.4–6, 8; SL.9–10.3; L.9–10.3, 5–6 8. RL.9–10.4–5; RI.9–10.4–5; RH.9–10.4–5; RST.9–10.4–5; SL.9–10.3; L.9–10.3, 5–6 **Purposes for using language include but are not limited to:** Describing, entertaining, informing, interpreting, analyzing, recounting, explaining, persuading, negotiating, justifying, evaluating, and so on. **Informational text types include but are not limited to:** Descriptions or accounts (e.g., scientific, historical, economic, technical), recounts (e.g., biography, memoir), information reports, explanations (e.g., causal, factual), expositions (e.g., speeches, opinion pieces, argument, debate), responses (e.g., literary analysis), and so on. **Literary text types include but are not limited to:** Stories (e.g., historical fiction, myths, graphic novels), poetry, drama, and so on. **Audiences include but are not limited to:** Peers (one to one) Small group (one to a group) Whole group (one to many)	**B. Interpretive**	*5. Listening actively* Demonstrate comprehension of oral presentations and discussions on familiar social and academic topics by asking and answering questions, with prompting and substantial support. *6. Reading/viewing closely* a. Explain ideas, phenomena, processes, and text relationships (e.g., compare/contrast, cause/effect, evidence-based argument) based on close reading of a variety of grade-appropriate texts, presented in various print and multimedia formats, using short sentences and a select set of general academic and domain-specific words. b. Explain inferences and conclusions drawn from close reading of grade-appropriate texts and viewing of multimedia using familiar verbs (e.g., *seems that*). c. Use knowledge of morphology (e.g., common prefixes and suffixes), context, reference materials, and visual cues to determine the meaning of unknown and multiple-meaning words on familiar topics.	*5. Listening actively* Demonstrate comprehension of oral presentations and discussions on a variety of social and academic topics by asking and answering questions that show thoughtful consideration of the ideas or arguments, with moderate support. *6. Reading/viewing closely* a. Explain ideas, phenomena, processes, and relationships within and across texts (e.g., compare/contrast, cause/effect, themes, evidence-based argument) based on close reading of a variety of grade-appropriate texts, presented in various print and multimedia formats, using increasingly detailed sentences, and an increasing variety of general academic and domain-specific words. b. Explain inferences and conclusions drawn from close reading of grade-appropriate texts and viewing of multimedia using an increasing variety of verbs and adverbials (e.g., *indicates that, suggests, as a result*). c. Use knowledge of morphology (e.g., affixes, Greek and Latin roots), context, reference materials, and visual cues to determine the meaning of unknown and multiple-meaning words on familiar and new topics.	*5. Listening actively* Demonstrate comprehension of oral presentations and discussions on a variety of social and academic topics by asking and answering detailed and complex questions that show thoughtful consideration of the ideas or arguments, with light support. *6. Reading/viewing closely* a. Explain ideas, phenomena, processes, and relationships within and across texts (e.g., compare/contrast, cause/effect, themes, evidence-based argument) based on close reading of a variety of grade-level texts, presented in various print and multimedia formats, using a variety of detailed sentences and a range of general academic and domain-specific words. b. Explain inferences and conclusions drawn from close reading of grade-level texts and viewing of multimedia using a variety of verbs and adverbials (e.g., *creates the impression that, consequently*). c. Use knowledge of morphology (e.g., derivational suffixes), context, reference materials, and visual cues to determine the meaning, including figurative and connotative meanings, of unknown and multiple-meaning words on a variety of new topics.

Section 2: Elaboration on Critical Principles for Developing Language and Cognition in Academic Contexts
Part I: Interacting in Meaningful Ways

Texts and Discourse in Context		ELD Proficiency Level Continuum		
		→ Emerging →	→ Expanding →	→ Bridging →
Part I, strands 5–8, corresponding to the CA CCSS for ELA/Literacy 5. SL.9–10.1, 3, 6; L.9–10.1, 3, 6 6. RL.9–10.1–7,9–10; RI.9–10.1–10; RH.9–10.1–10; RST.9–10.1–10; SL.9–10.2; L.9–10.1, 3, 6 7. RL.9–10.4–5; RI.9–10.4, 6, 8; RH.9–10.4–6, 8; RST.9–10.4–6, 8; SL.9–10.3; L.9–10.3, 5–6 8. RL.9–10.4–5; RI.9–10.4–5; RH.9–10.4–5; RST.9–10.4–5; SL.9–10.3; L.9–10.3, 5–6 **Purposes for using language include but are not limited to:** Describing, entertaining, informing, interpreting, analyzing, recounting, explaining, persuading, negotiating, justifying, evaluating, and so on. **Informational text types include but are not limited to:** Descriptions or accounts (e.g., scientific, historical, economic, technical), recounts (e.g., biography, memoir), information reports, explanations (e.g., causal, factual), expositions (e.g., speeches, opinion pieces, argument, debate), responses (e.g., literary analysis), and so on. **Literary text types include but are not limited to:** Stories (e.g., historical fiction, myths, graphic novels), poetry, drama, and so on. **Audiences include but are not limited to:** Peers (one to one) Small group (one to a group) Whole group (one to many)	**B. Interpretive**	*7. Evaluating language choices* Explain how successfully writers and speakers structure texts and use language (e.g., specific word or phrasing choices) to persuade the reader (e.g., by providing evidence to support claims or connecting points in an argument) or create other specific effects, with substantial support. *8. Analyzing language choices* Explain how a writer's or speaker's choice of phrasing or specific words (e.g., describing a character or action as *aggressive* versus *bold*) produces nuances and different effects on the audience.	*7. Evaluating language choices* Explain how successfully writers and speakers structure texts and use language (e.g., specific word or phrasing choices) to persuade the reader (e.g., by providing well-worded evidence to support claims or connecting points in an argument in specific ways) or create other specific effects, with moderate support. *8. Analyzing language choices* Explain how a writer's or speaker's choice of phrasing or specific words (e.g., using figurative language or words with multiple meanings to describe an event or character) produces nuances and different effects on the audience.	*7. Evaluating language choices* Explain how successfully writers and speakers structure texts and use language (e.g., specific word or phrasing choices) to persuade the reader (e.g., by providing well-worded evidence to support claims or connecting points in an argument in specific ways) or create other specific effects, with light support. *8. Analyzing language choices* Explain how a writer's or speaker's choice of a variety of different types of phrasing or words (e.g., hyperbole, varying connotations, the cumulative impact of word choices) produces nuances and different effects on the audience.

Texts and Discourse in Context		ELD Proficiency Level Continuum		
		→ Emerging →	→ Expanding →	→ Bridging →
Part I, strands 9–12, corresponding to the CA CCSS for ELA/Literacy 9. SL.9–10.4–6; L.9–10.1, 3 10. W.9–10.1–10; WHST.9–10.–1–2, 4–10; L.9–10.1–6 11. W.9–10.1, 8–9; WHST.9–10.1, 8–9; L.9–10.1–3, 6 12. W.9–10.4–5; WHST.9–10.4–5; SL.9–10.4, 6; L.9–10.1, 3, 5–6 **Purposes for using language include but are not limited to:** Describing, entertaining, informing, interpreting, analyzing, recounting, explaining, persuading, negotiating, justifying, evaluating, and so on. **Informational text types include but are not limited to:** Descriptions or accounts (e.g., scientific, historical, economic, technical), recounts (e.g., biography, memoir), information reports, explanations (e.g., causal, factual), expositions (e.g., speeches, opinion pieces, argument, debate), responses (e.g., literary analysis), and so on. **Literary text types include but are not limited to:** Stories (e.g., historical fiction, myths, graphic novels), poetry, drama, and so on. **Audiences include but are not limited to:** Peers (one to one) Small group (one to a group) Whole group (one to many)	**C. Productive**	*9. Presenting* Plan and deliver brief oral presentations and reports on grade-appropriate topics that present evidence and facts to support ideas. *10. Writing* a. Write short literary and informational texts (e.g., an argument about water rights) collaboratively (e.g., with peers) and independently. b. Write brief summaries of texts and experiences by using complete sentences and key words (e.g., from notes or graphic organizers). *11. Justifying/arguing* a. Justify opinions by articulating some relevant textual evidence or background knowledge, with visual support. b. Express attitude and opinions or temper statements with familiar modal expressions (e.g., *can, may*).	*9. Presenting* Plan and deliver a variety of oral presentations and reports on grade-appropriate topics that present evidence and facts to support ideas by using growing understanding of register. *10. Writing* a. Write longer literary and informational texts (e.g., an argument about water rights) collaboratively (e.g., with peers) and independently by using appropriate text organization and growing understanding of register. b. Write increasingly concise summaries of texts and experiences by using complete sentences and key words (e.g., from notes or graphic organizers). *11. Justifying/arguing* a. Justify opinions and positions or persuade others by making connections between ideas and articulating relevant textual evidence or background knowledge. b. Express attitude and opinions or temper statements with a variety of familiar modal expressions (e.g., *possibly/likely, could/would*).	*9. Presenting* Plan and deliver a variety of oral presentations and reports on grade-appropriate topics that express complex and abstract ideas well supported by evidence and sound reasoning, and are delivered using an appropriate level of formality and understanding of register. *10. Writing* a. Write longer and more detailed literary and informational texts (e.g., an argument about water rights) collaboratively (e.g., with peers) and independently using appropriate text organization and register. b. Write clear and coherent summaries of texts and experiences by using complete and concise sentences and key words (e.g., from notes or graphic organizers). *11. Justifying/arguing* a. Justify opinions or persuade others by making connections and distinctions between ideas and texts and articulating sufficient, detailed, and relevant textual evidence or background knowledge, using appropriate register. b. Express attitude and opinions or temper statements with nuanced modal expressions (e.g., *possibly/ potentially/ certainly/ absolutely, should/might*).

Section 2: Elaboration on Critical Principles for Developing Language and Cognition in Academic Contexts
Part I: Interacting in Meaningful Ways

Texts and Discourse in Context		ELD Proficiency Level Continuum		
		→ Emerging →	→ Expanding →	→ Bridging →
Part I, strands 9–12, corresponding to the CA CCSS for ELA/Literacy 9. SL.9–10.4-6; L.9–10.1, 3 10. W.9–10.1-10; WHST.9–10.1-2, 4–10; L.9–10.1–6 11. W.9–10.1, 8–9; WHST.9–10.1, 8–9; L.9–10.1–3, 6 12. W.9–10.4–5; WHST.9–10.4–5; SL.9–10.4, 6; L.9–10.1, 3, 5–6 **Purposes for using language include but are not limited to:** Describing, entertaining, informing, interpreting, analyzing, recounting, explaining, persuading, negotiating, justifying, evaluating, and so on. **Informational text types include but are not limited to:** Descriptions or accounts (e.g., scientific, historical, economic, technical), recounts (e.g., biography, memoir), information reports, explanations (e.g., causal, factual), expositions (e.g., speeches, opinion pieces, argument, debate), responses (e.g., literary analysis), and so on. **Literary text types include but are not limited to:** Stories (e.g., historical fiction, myths, graphic novels), poetry, drama, and so on. **Audiences include but are not limited to:** Peers (one to one) Small group (one to a group) Whole group (one to many)	**C. Productive**	*12. Selecting language resources* a. Use familiar general academic (e.g., temperature, document) and domain-specific (e.g., *characterization, photosynthesis, society, quadratic functions*) words to create clear spoken and written texts. b. Use knowledge of morphology to appropriately select basic affixes (e.g., The skull protects the brain).	*12. Selecting language resources* a. Use an increasing variety of grade-appropriate general academic (e.g., *dominate, environment*) and domain-specific (e.g., *characterization, photosynthesis, society, quadratic functions*) academic words accurately and appropriately when producing increasingly complex written and spoken texts. b. Use knowledge of morphology to appropriately select affixes in a growing number of ways to manipulate language (e.g., diplomatic, stems are branch*ed* or *un*branch*ed*).	*12. Selecting language resources* a. Use a variety of grade-appropriate general (e.g., *anticipate, transaction*) and domain-specific (e.g., *characterization, photosynthesis, society, quadratic function*s) academic words and phrases, including persuasive language, accurately and appropriately when producing complex written and spoken texts. b. Use knowledge of morphology to appropriately select affixes in a variety of ways to manipulate language (e.g., changing *humiliate* to *humiliation* or *incredible* to *incredibly*).

Section 2: Elaboration on Critical Principles for Developing Language and Cognition in Academic Contexts
Part II: Learning About How English Works

Texts and Discourse in Context		ELD Proficiency Level Continuum		
		→ Emerging →	→ Expanding →	→ Bridging →
Part II, strands 1–2, corresponding to the CA CCSS for ELA/Literacy 1. RL.9–10.5; RI.9–10.5; RH.9–10.5; RST.9–10.5; W.9–10.1–5, 10; WHST.9–10.1–2, 4–5, 10; SL.9–10.4 2. RI.9–10.5; RH.9–10.5; RST.9–10.5; W.9–10.1–5,10; WHST.9–10.1–2, 4–5, 10; L.9–10.1, 3–6 **Purposes for using language include but are not limited to:** Describing, entertaining, informing, interpreting, analyzing, recounting, explaining, persuading, negotiating, justifying, evaluating, and so on. **Informational text types include but are not limited to:** Descriptions or accounts (e.g., scientific, historical, economic, technical), recounts (e.g., biography, memoir), information reports, explanations (e.g., causal, factual), expositions (e.g., speeches, opinion pieces, argument, debate), responses (e.g., literary analysis), and so on. **Literary text types include but are not limited to:** Stories (e.g., historical fiction, myths, graphic novels), poetry, drama, and so on. **Audiences include but are not limited to:** Peers (one to one) Small group (one to a group) Whole group (one to many)	**A. Structuring Cohesive Texts**	*1. Understanding text structure* Apply analysis of the organizational structure of different text types (e.g., how arguments are organized by establishing clear relationships among claims, counterclaims, reasons, and evidence) to comprehending texts and to writing brief arguments, informative/explanatory texts and narratives. *2. Understanding cohesion* a. Apply knowledge of familiar language resources for referring to make texts more cohesive (e.g., using pronouns to refer back to nouns in text) to comprehending and writing brief texts. b. Apply knowledge of familiar language resources for linking ideas, events, or reasons throughout a text (e.g., using connecting/transition words and phrases, such as *first, second, third*) to comprehending and writing brief texts.	*1. Understanding text structure* Apply analysis of the organizational structure of different text types (e.g., how arguments are organized by establishing clear relationships among claims, counterclaims, reasons, and evidence) to comprehending texts and to writing increasingly clear and cohesive arguments, informative/explanatory texts and narratives. *2. Understanding cohesion* a. Apply knowledge of a growing number of language resources for referring to make texts more cohesive (e.g., using nominalizations to refer back to an action or activity described earlier) to comprehending texts and to writing increasingly cohesive texts for specific purposes and audiences. b. Apply knowledge of familiar language resources for linking ideas, events, or reasons throughout a text (e.g., using connecting/transition words and phrases, such as *meanwhile, however, on the other hand*) to comprehending texts and to writing increasingly cohesive texts for specific purposes and audiences.	*1. Understanding text structure* Apply analysis of the organizational structure of different text types (e.g., how arguments are organized by establishing clear relationships among claims, counterclaims, reasons, and evidence) to comprehending texts and to writing clear and cohesive arguments, informative/explanatory texts and narratives. *2. Understanding cohesion* a. Apply knowledge of a variety of language resources for referring to make texts more cohesive (e.g., using nominalization, paraphrasing, or summaries to reference or recap an idea or explanation provided earlier) to comprehending grade-level texts and to writing clear and cohesive grade-level texts for specific purposes and audiences. b. Apply knowledge of familiar language resources for linking ideas, events, or reasons throughout a text (e.g., using connecting/transition words and phrases, such as *on the contrary, in addition, moreover*) to comprehending grade-level texts and to writing cohesive texts for specific purposes and audiences.

Section 2: Elaboration on Critical Principles for Developing Language and Cognition in Academic Contexts
Part II: Learning About How English Works

Texts and Discourse in Context		ELD Proficiency Level Continuum		
		→ Emerging →	→ Expanding →	→ Bridging →
Part II, strands 3–5, corresponding to the CA CCSS for ELA/Literacy 3. W.9–10.5; WHST.9–10.5; SL.9–10.6; L.9–10.1, 3–6 4. W.9–10.5; WHST.9–10.5; SL.9–10.6; L.9–10.1, 3–6 5. W.9–10.4–5; WHST.9–10.4–5; SL.9–10.6; L.9–10.1, 3–6 **Purposes for using language include but are not limited to:** Describing, entertaining, informing, interpreting, analyzing, recounting, explaining, persuading, negotiating, justifying, evaluating, and so on. **Informational text types include but are not limited to:** Descriptions or accounts (e.g., scientific, historical, economic, technical), recounts (e.g., biography, memoir), information reports, explanations (e.g., causal, factual), expositions (e.g., speeches, opinion pieces, argument, debate), responses (e.g., literary analysis), and so on. **Literary text types include but are not limited to:** Stories (e.g., historical fiction, myths, graphic novels), poetry, drama, and so on. **Audiences include but are not limited to:** Peers (one to one) Small group (one to a group) Whole group (one to many)	**B. Expanding and Enriching Ideas**	*3. Using verbs and verb phrases* Use a variety of verbs in different tenses (e.g., past, present, future, simple, progressive) appropriate to the text type and discipline to create short texts on familiar academic topics. *4. Using nouns and noun phrases* Expand noun phrases to create increasingly detailed sentences (e.g., adding adjectives for precision) about personal and familiar academic topics. *5. Modifying to add details* Expand sentences with simple adverbials (e.g., adverbs, adverb phrases, prepositional phrases) to provide details (e.g., time, manner, place, cause) about familiar activities or processes.	*3. Using verbs and verb phrases* Use a variety of verbs in different tenses (e.g., past, present, future, simple, progressive, perfect) appropriate to the text type and discipline to create a variety of texts that explain, describe, and summarize concrete and abstract thoughts and ideas. *4. Using nouns and noun phrases* Expand noun phrases in a growing number of ways (e.g., adding adjectives to nouns; simple clause embedding) to create detailed sentences that accurately describe, explain, and summarize information and ideas on a variety of personal and academic topics. *5. Modifying to add details* Expand sentences with a growing variety of adverbials (e.g., adverbs, adverb phrases, prepositional phrases) to provide details (e.g., time, manner, place, cause) about familiar or new activities or processes.	*3. Using verbs and verb phrases* Use a variety of verbs in different tenses (e.g., past, present, future, simple, progressive, perfect), and mood (e.g., subjunctive) appropriate to the text type and discipline to create a variety of texts that describe concrete and abstract ideas, explain procedures and sequences, summarize texts and ideas, and present and critique points of view. *4. Using nouns and noun phrases* Expand noun phrases in a variety of ways (e.g., more complex clause embedding) to create detailed sentences that accurately describe concrete and abstract ideas, explain procedures and sequences, summarize texts and ideas, and present and critique points of view on a variety of academic topics. *5. Modifying to add details* Expand sentences with a variety of adverbials (e.g., adverbs, adverb phrases and clauses, prepositional phrases) to provide details (e.g., time, manner, place, cause) about a variety of familiar and new activities and processes.

Section 2: Elaboration on Critical Principles for Developing Language and Cognition in Academic Contexts
Part II: Learning About How English Works

Texts and Discourse in Context		ELD Proficiency Level Continuum		
		→ Emerging →	→ Expanding →	→ Bridging →
Part II, strands 6–7, corresponding to the CA CCSS for ELA/Literacy 6. W.9–10.1–5; WHST.9–10.1–2, 4–5; SL.9–10.4,6; L.9–10.1,3–6 7. W.9–10.1-5; WHST.9–10.1-2, 4–5; SL.9–10.4, 6; L.9–10.1, 3–6 **Purposes for using language include but are not limited to:** Describing, entertaining, informing, interpreting, analyzing, recounting, explaining, persuading, negotiating, justifying, evaluating, and so on. **Informational text types include but are not limited to:** Descriptions or accounts (e.g., scientific, historical, economic, technical), recounts (e.g., biography, memoir), information reports, explanations (e.g., causal, factual), expositions (e.g., speeches, opinion pieces, argument, debate), responses (e.g., literary analysis), and so on. **Literary text types include but are not limited to:** Stories (e.g., historical fiction, myths, graphic novels), poetry, drama, and so on. **Audiences include but are not limited to:** Peers (one to one) Small group (one to a group) Whole group (one to many)	**C. Connecting and Condensing Ideas**	*6. Connecting ideas* Combine clauses in a few basic ways (e.g., creating compound sentences using *and, but, so;* creating complex sentences using *because*) to make connections between and to join ideas (e.g., *I want to read this book because it describes the solar system*). *7. Condensing ideas* Condense ideas in a few basic ways (e.g., by compounding verb or prepositional phrases) to create precise and detailed simple, compound, and complex sentences (e.g., *The students asked survey questions and recorded the responses*).	*6. Connecting ideas* Combine clauses in a growing number of ways to create compound and complex sentences that make connections between and link concrete and abstract ideas, for example, to express a reason (e.g., *He stayed at home on Sunday in order to study for Monday's exam*) or to make a concession (e.g., *She studied all night even though she wasn't feeling well*). *7. Condensing ideas* Condense ideas in a growing number of ways (e.g., through embedded clauses or by compounding verbs or prepositional phrases) to create more precise and detailed simple, compound, and complex sentences (e.g., *Species that could not adapt to the changing climate eventually disappeared*).	*6. Connecting ideas* Combine clauses in a variety of ways to create compound and complex sentences that make connections between and link concrete and abstract ideas, for example, to make a concession (e.g., *While both characters strive for success,* they each take different approaches through which to reach their goals.), or to establish cause (e.g., Women's lives were changed forever after World War II *as a result of joining the workforce*). *7. Condensing ideas* Condense ideas in a variety of ways (e.g., through a variety of embedded clauses, or by compounding verbs or prepositional phrases, nominalization) to create precise simple, compound, and complex sentences that condense concrete and abstract ideas (e.g., *Another issue that people may be concerned with* is the amount of money *that it will cost to construct the new building*).

Section 2: Elaboration on Critical Principles for Developing Language and Cognition in Academic Contexts
Part III: Using Foundational Literacy Skills

Foundational literacy skills in an alphabetic writing system ● Print concepts ● Phonological awareness ● Phonics and word recognition ● Fluency	See chapter 6 for information on teaching foundational reading skills to English learners of various profiles based on age, native language, native language writing system, schooling experience, and literacy experience and proficiency. Some considerations are as follows: ● Native language and literacy (e.g., phoneme awareness or print concept skills in native language) should be assessed for potential transference to English language and literacy. ● Similarities between the native language and English should be highlighted (e.g., phonemes or letters that are the same in both languages). ● Differences between the native language and English should be highlighted (e.g., some phonemes in English may not exist in the student's native language; native language syntax may be different from English syntax).

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Section 1: Overview

Goal: English learners read, analyze, interpret, and create a variety of literary and informational text types. They develop an understanding of how language is a complex, dynamic, and social resource for making meaning, as well as how content is organized in different text types and across disciplines using text structure, language features, and vocabulary depending on purpose and audience. They are aware that different languages and variations of English exist, and they recognize their home languages and cultures as resources to value in their own right and also to draw upon in order to build proficiency in English. English learners contribute actively to class and group discussions, asking questions, responding appropriately, and providing useful feedback. They demonstrate knowledge of content through oral presentations, writing tasks, collaborative conversations, and multimedia. They develop proficiency in shifting language use based on task, purpose, audience, and text type.

Critical Principles for Developing Language and Cognition in Academic Contexts: While advancing along the continuum of English language development levels, English learners at all levels engage in intellectually challenging literacy, disciplinary, and disciplinary literacy tasks. They use language in meaningful and relevant ways appropriate to grade level, content area, topic, purpose, audience, and text type in English language arts, mathematics, science, social studies, and the arts. Specifically, they use language to gain and exchange information and ideas in three communicative modes (collaborative, interpretive, and productive), and they apply knowledge of language to academic tasks via three cross-mode language processes (structuring cohesive texts, expanding and enriching ideas, and connecting and condensing ideas) using various linguistic resources.

Part I: Interacting in Meaningful Ways	Corresponding CA CCSS for ELA/Literacy*
A. Collaborative	
1. Exchanging information and ideas with others through oral collaborative discussions on a range of social and academic topics	• SL.11–12.1, 6; L.11–12.3, 6
2. Interacting with others in written English in various communicative forms (print, communicative technology and multimedia)	• W.11-12.6; WHST.11-12.6; SL.11-12.2; L.11-12.3, 6
3. Offering and justifying opinions, negotiating with and persuading others in communicative exchanges	• W.11–12.1; WHST.11-12.1; SL.11-12.1, 4, 6; L.11-12.3, 6
4. Adapting language choices to various contexts (based on task, purpose, audience, and text type)	• W.11–12.4–5; WHST.11-12.4–5; SL.11-12.6; L.11-12.1, 3, 6

*The California English Language Development Standards correspond to the California Common Core State Standards for English Language Arts and Literacy in History/Social Science and Technical Subjects (CA CCSS for ELA/Literacy). English learners should have full access to opportunities to learn ELA, mathematics, science, history/social studies, and other content at the same time they are progressing toward full proficiency in English.

Part I: Interacting in Meaningful Ways	Corresponding CA CCSS for ELA/Literacy
B. Interpretive 5. Listening actively to spoken English in a range of social and academic contexts 6. Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language 7. Evaluating how well writers and speakers use language to support ideas and arguments with details or evidence depending on modality, text type, purpose, audience, topic, and content area 8. Analyzing how writers and speakers use vocabulary and other language resources for specific purposes (to explain, persuade, entertain, etc.) depending on modality, text type, purpose, audience, topic, and content area	• SL.11–12.1, 3, 6; L.11–12.1, 3, 6 • RL.11–12.1–7, 9–10; RI.11–12.110;– RH.11–12.1–10; RST.11–12.1–10; SL.11–12.2; L.11–12.1, 3, 6 • RL.11–12.4–5; RI.11–12.4, 6, 8; RH.11-12.4–6, 8; RST.11–12.4–6, 8; SL.11–12.3; L.11–12.3, 5–6 • RL.11–12.4–5; RI.11–12.4–5; RH.11–12.4–5; RST.11–12.4–5; SL.11–12.3; L.11–12.3, 5–6
C. Productive 9. Expressing information and ideas in formal oral presentations on academic topics 10. Writing literary and informational texts to present, describe, and explain ideas and information, using appropriate technology 11. Justifying own arguments and evaluating others' arguments in writing 12. Selecting and applying varied and precise vocabulary and other language resources to effectively convey ideas	• SL.11–12.4–6; L.11–12.1, 3 • W.11–12.1–10; WHST.11–12.1–2, 4–10; L.11–12.1–6 • W.11–12.1, 8–9; WHST.11–12.1, 8–9;L.11–12.1–3, 6 • W.11–12.4–5; WHST.11–12.4–5; SL.11–12.4, 6; L.11–12.1, 3, 5–6
Part II: Learning About How English Works	**Corresponding CA CCSS for ELA/Literacy**
A. Structuring Cohesive Texts 1. Understanding text structure 2. Understanding cohesion	• RL.11–12.5; RI.11–12.5; RH.11–12.5; RST.11–12.5; W.11–12.1–5, 10; WHST.11–12.1–2, 4–5, 10;SL.11–12.4 • RI.11–12.5; RH.11–12.5; RST.11–12.5; W.11–12.1–5, 10; WHST.11–12.1–2, 4–5, 10; L.11–12.1, 3–6
B. Expanding and Enriching Ideas 3. Using verbs and verb phrases 4. Using nouns and noun phrases 5. Modifying to add details	• W.11–12.5; WHST.11–12.5; SL.11–12.6; L.11–12.1, 3–6 • W.11–12.5; WHST.11–12.5; SL.11–12.6; L.11–12.1, 3–6 • W.11–12.4–5; WHST.11–12.4–5; SL.11–12.6; L.11–12.1, 3–6
C. Connecting and Condensing Ideas 6. Connecting ideas 7. Condensing ideas	• W.11–12.1–5; WHST.11–12.1–2, 4–5; SL.11–12.4, 6; L.11–12.1, 3–6 • W.11–12.1–5; WHST.11–12.1-2, 4–5; SL.11–12.4, 6; L.11–12.1, 3–6
Part III: Using Foundational Literacy Skills	• RF.K–1.1-4; RF.2–5.3–4 (as appropriate)

Note: **Examples** provided in specific standards are offered *only as illustrative possibilities* and should not be misinterpreted as the only objectives of instruction or as the only types of language that English learners might or should be able to understand or produce.

Section 2: Elaboration on Critical Principles for Developing Language and Cognition in Academic Contexts
Part I: Interacting in Meaningful Ways

Texts and Discourse in Context		ELD Proficiency Level Continuum		
		→ Emerging →	→ Expanding →	→ Bridging →
Part I, strands 1–4, corresponding to the CA CCSS for ELA/Literacy 1. SL.11–12.1,6; L.11–12.3, 6 2. W.11-12.6; WHST.11–12.6; SL.11–12.2; L.11–12.3, 6 3. W.11–12.1; WHST.11–12.1; SL.11–12.1, 4, 6; L.11-12.3, 6 4. W.11–12.4–5; WHST.4–5; SL.11–12.6; L.11–12.1, 3, 6 **Purposes for using language include but are not limited to:** Describing, entertaining, informing, interpreting, analyzing, recounting, explaining, persuading, negotiating, justifying, evaluating, and so on. **Informational text types include but are not limited to:** Descriptions or accounts (e.g., scientific, historical, economic, technical), recounts (e.g., biography, memoir), information reports, explanations (e.g., causal, factual), expositions (e.g., speeches, opinion pieces, argument, debate), responses (e.g., literary analysis), and so on. **Literary text types include but are not limited to:** Stories (e.g., historical fiction, myths, graphic novels), poetry, drama, and so on. **Audiences include but are not limited to:** Peers (one to one) Small group (one to a group) Whole group (one to many)	**A. Collaborative**	*1. Exchanging information/ideas* Engage in conversational exchanges and express ideas on familiar current events and academic topics by asking and answering *yes-no* questions and *wh-* questions and responding using phrases and short sentences. *2. Interacting via written English* Collaborate with peers to engage in short, grade-appropriate written exchanges and writing projects, using technology as appropriate. *3. Supporting opinions and persuading others* Negotiate with or persuade others in conversations (e.g., ask for clarification or repetition) using learned phrases (e.g., *Could you repeat that please? I believe . . .*) and open responses to express and defend opinions. *4. Adapting language choices* Adjust language choices according to the context (e.g., classroom, community) and audience (e.g., peers, teachers).	*1. Exchanging information/ideas* Contribute to class, group, and partner discussions, sustaining conversations on a variety of age and grade-appropriate academic topics by following turn-taking rules, asking and answering relevant, on-topic questions, affirming others, providing additional, relevant information, and paraphrasing key ideas. *2. Interacting via written English* Collaborate with peers to engage in increasingly complex grade-appropriate written exchanges and writing projects, using technology as appropriate. *3. Supporting opinions and persuading others* Negotiate with and persuade others (e.g., by presenting counter-arguments) in discussions and conversations using learned phrases (e.g., *You make a valid point, but my view is . . .*) and open responses to express and defend nuanced opinions. *4. Adapting language choices* Adjust language choices according to the context (e.g., classroom, community), purpose (e.g., to persuade, to provide arguments or counterarguments), task, and audience (e.g., peers, teachers, guest lecturer).	*1. Exchanging information/ideas* Contribute to class, group, and partner discussions, sustaining conversations on a variety of age and grade-appropriate academic topics by following turn-taking rules, asking and answering relevant, on-topic questions, affirming others, and providing coherent and well-articulated comments and additional information. *2. Interacting via written English* Collaborate with peers to engage in a variety of extended written exchanges and complex grade-appropriate writing projects, using technology as appropriate. *3. Supporting opinions and persuading others* Negotiate with or persuade others in discussions and conversations in appropriate registers (e.g., to acknowledge new information and politely offer a counterpoint) using a variety of learned phrases (e.g., *You postulate that X. However, I've reached a different conclusion on this issue*) and open responses to express and defend nuanced opinions. *4. Adapting language choices* Adjust language choices according to the task (e.g., group presentation of research project), context (e.g., classroom, community), purpose (e.g., to persuade, to provide arguments or counterarguments), and audience (e.g., peers, teachers, college recruiter).

Section 2: Elaboration on Critical Principles for Developing Language and Cognition in Academic Contexts
Part I: Interacting in Meaningful Ways

Texts and Discourse in Context		ELD Proficiency Level Continuum		
		→ Emerging →	→ Expanding →	→ Bridging →
Part I, strands 5–8, corresponding to the CA CCSS for ELA/Literacy 5. SL.11–12.1, 3, 6; L.11–12.1, 3, 6 6. RL.11–12.1–7, 9–10; RI.11–12.1–10; RH.11–12.1–10; RST.11–12.1–10; SL.11–12.2; L.11–12.1, 3, 6 7. RL.11–12.4–5; RI.11–12.4, 6, 8; RH.11–12.4–6, 8; RST.11–12.4–6, 8; SL.11–12.3; L.11–12.3, 5–6 8. RL.11–12.4–5; RI.11–12.4–5; RH.11–12.4–5; RST.11–12.4–5; SL.11–12.3; L.11–12.3, 5–6 **Purposes for using language include but are not limited to:** Describing, entertaining, informing, interpreting, analyzing, recounting, explaining, persuading, negotiating, justifying, evaluating, and so on. **Informational text types include but are not limited to:** Descriptions or accounts (e.g., scientific, historical, economic, technical), recounts (e.g., biography, memoir), information reports, explanations (e.g., causal, factual), expositions (e.g., speeches, opinion pieces, argument, debate), responses (e.g., literary analysis), and so on. **Literary text types include but are not limited to:** Stories (e.g., historical fiction, myths, graphic novels), poetry, drama, and so on. **Audiences include but are not limited to:** Peers (one to one) Small group (one to a group) Whole group (one to many)	**B. Interpretive**	*5. Listening actively* Demonstrate comprehension of oral presentations and discussions on familiar social and academic topics by asking and answering questions with prompting and substantial support. *6. Reading/viewing closely* a. Explain ideas, phenomena, processes, and text relationships (e.g., compare/contrast, cause/effect, evidence-based argument) based on close reading of a variety of grade-appropriate texts, presented in various print and multimedia formats, using phrases, short sentences, and a select set of general academic and domain-specific words. b. Explain inferences and conclusions drawn from close reading of grade-appropriate texts and viewing of multimedia, using familiar verbs (e.g., *seems that*). c. Use knowledge of morphology (e.g., common prefixes and suffixes), context, reference materials, and visual cues to determine the meaning of unknown and multiple-meaning words on familiar topics.	*5. Listening actively* Demonstrate comprehension of oral presentations and discussions on a variety of social and academic topics by asking and answering questions that show thoughtful consideration of the ideas or arguments with moderate support. *6. Reading/viewing closely* a. Explain ideas, phenomena, processes, and relationships within and across texts (e.g., compare/contrast, cause/effect, themes, evidence-based argument) based on close reading of a variety of grade-appropriate texts, presented in various print and multimedia formats, using increasingly detailed sentences, and a range of general academic and domain-specific words. b. Explain inferences and conclusions drawn from close reading of grade-appropriate texts and viewing of multimedia using a variety of verbs and adverbials (e.g., *indicates that, suggests, as a result*). c. Use knowledge of morphology (e.g., affixes, Greek and Latin roots), context, reference materials, and visual cues to determine the meaning of unknown and multiple-meaning words on familiar and new topics.	*5. Listening actively* Demonstrate comprehension of oral presentations and discussions on a variety of social and academic topics by asking and answering detailed and complex questions that show thoughtful consideration of the ideas or arguments with light support. *6. Reading/viewing closely* a. Explain ideas, phenomena, processes, and relationships within and across texts (e.g., compare/contrast, cause/effect, themes, evidence-based argument) based on close reading of a variety of grade-level texts, presented in various print and multimedia formats, using a variety of detailed sentences and precise general academic and domain-specific words. b. Explain inferences and conclusions drawn from close reading of grade-level texts and viewing of multimedia using a variety of verbs and adverbials (e.g., *creates the impression that, consequently*). c. Use knowledge of morphology (e.g., derivational suffixes), context, reference materials, and visual cues to determine the meaning, including figurative and connotative meanings, of unknown and multiple-meaning words on a variety of new topics.

Texts and Discourse in Context	ELD Proficiency Level Continuum		
	→ Emerging →	→ Expanding →	→ Bridging →
Part I, strands 5–8, corresponding to the CA CCSS for ELA/Literacy 5. SL.11–12.1, 3, 6; L.11–12.1, 3, 6 6. RL.11–12.1–7,9–10; RI.11–12.1–10; RH.11–12.1 –10; RST.11–12.1–10; L.11–12.2; L.11–12.1, 3, 6 7. RL.11–12.4–5; RI.11–12.4, 6, 8; RH.11–12.4–6, 8; RST.11–12.4–6, 8; SL.11–12.3; L.11–12.3, 5–6 8. RL.11–12.4–5; RI.11–12.4–5; RH.11–12.4–5; RST.11–12.4–5; SL.11–12.3; L.11–12.3, 5–6 **Purposes for using language include but are not limited to:** Describing, entertaining, informing, interpreting, analyzing, recounting, explaining, persuading, negotiating, justifying, evaluating, and so on. **Informational text types include but are not limited to:** Descriptions or accounts (e.g., scientific, historical, economic, technical), recounts (e.g., biography, memoir), information reports, explanations (e.g., causal, factual), expositions (e.g., speeches, opinion pieces, argument, debate), responses (e.g., literary analysis), and so on. **Literary text types include but are not limited to:** Stories (e.g., historical fiction, myths, graphic novels), poetry, drama, and so on. **Audiences include but are not limited to:** Peers (one to one) Small group (one to a group) Whole group (one to many)	**B. Interpretive** *7. Evaluating language choices* Explain how successfully writers and speakers structure texts and use language (e.g., specific word or phrasing choices) to persuade the reader (e.g., by providing evidence to support claims or connecting points in an argument) or create other specific effects. *8. Analyzing language choices* Explain how a writer's or speaker's choice of phrasing or specific words (e.g., describing a character or action as *aggressive* versus *bold*) produces nuances or different effects on the audience.	*7. Evaluating language choices* Explain how successfully writers and speakers structure texts and use language (e.g., specific word or phrasing choices) to persuade the reader (e.g., by providing well-worded evidence to support claims or connecting points in an argument in specific ways) or create other specific effects, with moderate support. *8. Analyzing language choices* Explain how a writer's or speaker's choice of phrasing or specific words (e.g., using figurative language or words with multiple meanings to describe an event or character) produces nuances and different effects on the audience.	*7. Evaluating language choices* Explain how successfully writers and speakers structure texts and use language (e.g., specific word or phrasing choices) to persuade the reader (e.g., by providing well-worded evidence to support claims or connecting points in an argument in specific ways) or create other specific effects, with light support. *8. Analyzing language choices* Explain how a writer's or speaker's choice of a variety of different types of phrasing or words (e.g., hyperbole, varying connotations, the cumulative impact of word choices) produces nuances and different effects on the audience.

Section 2: Elaboration on Critical Principles for Developing Language and Cognition in Academic Contexts
Part I: Interacting in Meaningful Ways

Texts and Discourse in Context		ELD Proficiency Level Continuum		
		→ Emerging →	→ Expanding →	→ Bridging →
Part I, strands 9–12, corresponding to the CA CCSS for ELA/Literacy 9. SL.11–12.4–6; L.11–12.1, 3 10. W.11–12.1–10; WHST.11–12.1–2, 4–10; L.11–12.1–6 11. W.11–12.1, 8–9; WHST.11–12.1, 8–9; L.11–12.1–3, 6 12. W.11–12.4–5; WHST.11–12.4–5; SL.11–12.4, 6; L.11–12.1, 3, 5–6 **Purposes for using language include but are not limited to:** Describing, entertaining, informing, interpreting, analyzing, recounting, explaining, persuading, negotiating, justifying, evaluating, and so on. **Informational text types include but are not limited to:** Descriptions or accounts (e.g., scientific, historical, economic, technical), recounts (e.g., biography, memoir), information reports, explanations (e.g., causal, factual), expositions (e.g., speeches, opinion pieces, argument, debate), responses (e.g., literary analysis), and so on. **Literary text types include but are not limited to:** Stories (e.g., historical fiction, myths, graphic novels), poetry, drama, and so on. **Audiences include but are not limited to:** Peers (one to one) Small group (one to a group) Whole group (one to many)	**C. Productive**	*9. Presenting* Plan and deliver brief oral presentations and reports on grade-appropriate topics that present evidence and facts to support ideas. *10. Writing* a. Write short literary and informational texts (e.g., an argument about free speech) collaboratively (e.g., with peers) and independently. b. Write brief summaries of texts and experiences by using complete sentences and key words (e.g., from notes or graphic organizers). *11. Justifying/arguing* a. Justify opinions by articulating some textual evidence or background knowledge with visual support. b. Express attitude and opinions or temper statements with familiar modal expressions (e.g., *can, may*).	*9. Presenting* Plan and deliver a variety of oral presentations and reports on grade-appropriate topics that present evidence and facts to support ideas by using growing understanding of register. *10. Writing* a. Write longer literary and informational texts (e.g., an argument about free speech) collaboratively (e.g., with peers) and independently by using appropriate text organization and growing understanding of register. b. Write increasingly concise summaries of texts and experiences by using complete sentences and key words (e.g., from notes or graphic organizers). *11. Justifying/arguing* a. Justify opinions and positions or persuade others by making connections between ideas and articulating relevant textual evidence or background knowledge. b. Express attitude and opinions or temper statements with a variety of familiar modal expressions (e.g., *possibly/likely, could/would*).	*9. Presenting* Plan and deliver a variety of oral presentations and reports on grade-appropriate topics that express complex and abstract ideas, well supported by evidence and reasoning, and are delivered by using an appropriate level of formality and understanding of register. *10. Writing* a. Write longer and more detailed literary and informational texts (e.g., an argument about free speech) collaboratively (e.g., with peers) and independently by using appropriate text organization and register. b. Write clear and coherent summaries of texts and experiences by using complete and concise sentences and key words (e.g., from notes or graphic organizers). *11. Justifying/arguing* a. Justify opinions or persuade others by making connections and distinctions between ideas and texts and articulating sufficient, detailed, and relevant textual evidence or background knowledge by using appropriate register. b. Express attitude and opinions or temper statements with nuanced modal expressions (e.g., *possibly/potentially/certainly/absolutely, should/might*).

Section 2: Elaboration on Critical Principles for Developing Language and Cognition in Academic Contexts
Part I: Interacting in Meaningful Ways

Texts and Discourse in Context		ELD Proficiency Level Continuum		
		→ Emerging →	→ Expanding →	→ Bridging →
Part I, strands 9–12, corresponding to the CA CCSS for ELA/Literacy 9. SL.11–12.4–6; L.11–12.1, 3 10. W.11–12.1–10; WHST.11–12.1–2, 4–10; L.11–12.1–6 11. W.11–12.1, 8–9; WHST.11–12.1, 8–9; L.11–12.1–3, 6 12. W.11–12.4–5; WHST.11–12.4–5; SL.11–12.4, 6; L.11–12.1, 3, 5–6 **Purposes for using language include but are not limited to:** Describing, entertaining, informing, interpreting, analyzing, recounting, explaining, persuading, negotiating, justifying, evaluating, and so on. **Informational text types include but are not limited to:** Descriptions or accounts (e.g., scientific, historical, economic, technical), recounts (e.g., biography, memoir), information reports, explanations (e.g., causal, factual), expositions (e.g., speeches, opinion pieces, argument, debate), responses (e.g., literary analysis), and so on. **Literary text types include but are not limited to:** Stories (e.g., historical fiction, myths, graphic novels), poetry, drama, and so on. **Audiences include but are not limited to:** Peers (one to one) Small group (one to a group) Whole group (one to many)	**C. Productive**	*12. Selecting language resources* a. Use familiar general academic (e.g., *temperature, document*) and domain-specific (e.g., *cell, the Depression*) words to create clear spoken and written texts. b. Use knowledge of morphology to appropriately select basic affixes (e.g., The news media rel*ies* on official sources).	*12. Selecting language resources* a. Use an increasing variety of grade-appropriate general academic (e.g., *fallacy, dissuade*) and domain-specific (e.g., *chromosome, federalism*) academic words accurately and appropriately when producing increasingly complex written and spoken texts. b. Use knowledge of morphology to appropriately select affixes in a growing number of ways to manipulate language (e.g., The card*iac* muscle works continuous*ly*.).	*12. Selecting language resources* a. Use a variety of grade-appropriate general (e.g., *alleviate, salutary*) and domain-specific (e.g., *soliloquy, microorganism*) academic words and phrases, including persuasive language, accurately and appropriately when producing complex written and spoken texts. b. Use knowledge of morphology to appropriately select affixes in a variety of ways to manipulate language (e.g., changing *inaugurate* to *inauguration*).

Section 2: Elaboration on Critical Principles for Developing Language and Cognition in Academic Contexts
Part II: Learning About How English Works

Texts and Discourse in Context	A. Structuring Cohesive Texts	ELD Proficiency Level Continuum		
		→ Emerging →	→ Expanding →	→ Bridging →
Part II, strands 1–2, corresponding to the CA CCSS for ELA/Literacy 1. RL.11–12.5; RI.11–12.5; RH.11–12.5; RST.11–12.5; W.11–12.1–5, 10; WHST.11–12.1–2, 4–5, 10; SL.11–12.4 2. RI.11–12.5; RH.11–12.5; RST.11–12.5; W.11–12.1–5, 10; WHST.11–12.1–2, 4–5, 10; L.11–12.1, 3–6 Purposes for using language include but are not limited to: Describing, entertaining, informing, interpreting, analyzing, recounting, explaining, persuading, negotiating, justifying, evaluating, and so on. Informational text types include but are not limited to: Descriptions or accounts (e.g., scientific, historical, economic, technical), recounts (e.g., biography, memoir), information reports, explanations (e.g., causal, factual), expositions (e.g., speeches, opinion pieces, argument, debate), responses (e.g., literary analysis), and so on. Literary text types include but are not limited to: Stories (e.g., historical fiction, myths, graphic novels), poetry, drama, and so on. Audiences include but are not limited to: Peers (one to one) Small group (one to a group) Whole group (one to many)	A. Structuring Cohesive Texts	*1. Understanding text structure* Apply analysis of the organizational structure of different text types (e.g., how arguments are organized by establishing clear relationships among claims, counterclaims, reasons, and evidence) to comprehending texts and to writing brief arguments, informative/explanatory texts, and narratives. *2. Understanding cohesion* a. Apply knowledge of familiar language resources for referring to make texts more cohesive (e.g., using pronouns or synonyms to refer back to characters or concepts introduced earlier) to comprehending and writing brief texts. b. Apply knowledge of familiar language resources for linking ideas, events, or reasons throughout a text (e.g., using connecting/transition words and phrases, such as *first, second, finally*) to comprehending and writing brief texts.	*1. Understanding text structure* Apply analysis of the organizational structure of different text types (e.g., how arguments are organized by establishing clear relationships among claims, counterclaims, reasons, and evidence) to comprehending texts and to writing increasingly clear and cohesive arguments, informative/explanatory texts, and narratives. *2. Understanding cohesion* a. Apply knowledge of a growing number of language resources for referring to make texts more cohesive (e.g., using nominalizations to refer back to an action or activity described earlier) to comprehending texts and to writing increasingly cohesive texts for specific purposes and audiences. b. Apply knowledge of familiar language resources for linking ideas, events, or reasons throughout a text (e.g., using connecting/transition words and phrases, such as *meanwhile, however, on the other hand*) to comprehending texts and to writing increasingly cohesive texts for specific purposes and audiences.	*1. Understanding text structure* Apply analysis of the organizational structure of different text types (e.g., how arguments are organized by establishing clear relationships among claims, counterclaims, reasons, and evidence) to comprehending texts and to writing clear and cohesive arguments, informative/explanatory texts, and narratives. *2. Understanding cohesion* a. Apply knowledge of a variety of resources for referring to make texts more cohesive (e.g., using nominalization, paraphrases, or summaries to reference or recap an idea or explanation provided earlier) to comprehending grade-level texts and to writing clear and cohesive texts for specific purposes and audiences. b. Apply knowledge of familiar language resources for linking ideas, events, or reasons throughout a text (e.g., using connecting/transition words and phrases, such as *on the contrary, in addition, moreover*) to comprehending grade-level texts and writing cohesive texts for specific purposes and audiences.

Section 2: Elaboration on Critical Principles for Developing Language and Cognition in Academic Contexts
Part II: Learning About How English Works

Texts and Discourse in Context		ELD Proficiency Level Continuum		
		→ Emerging →	→ Expanding →	→ Bridging →
Part II, strands 3–5, corresponding to the CA CCSS for ELA/Literacy 3. W.11–12.5; WHST.11–12.5; SL.11–12.6; L.11–12.1, 3–6 4. W.11–12.5; WHST.11–12.5; SL.11–12.6; L.11–12.1, 3–6 5. W.11–12.4–5; WHST.11–12.4–5; SL.11–12.6; L.11–12.1, 3–6 **Purposes for using language include but are not limited to:** Describing, entertaining, informing, interpreting, analyzing, recounting, explaining, persuading, negotiating, justifying, evaluating, and so on. **Informational text types include but are not limited to:** Descriptions or accounts (e.g., scientific, historical, economic, technical), recounts (e.g., biography, memoir), information reports, explanations (e.g., causal, factual), expositions (e.g., speeches, opinion pieces, argument, debate), responses (e.g., literary analysis), and so on. **Literary text types include but are not limited to:** Stories (e.g., historical fiction, myths, graphic novels), poetry, drama, and so on. **Audiences include but are not limited to:** Peers (one to one) Small group (one to a group) Whole group (one to many)	**B. Expanding and Enriching Ideas**	*3. Using verbs and verb phrases* Use a variety of verbs in different tenses (e.g., past, present, future, simple, progressive) appropriate to the text type and discipline to create short texts on familiar academic topics. *4. Using nouns and noun phrases* Expand noun phrases to create increasingly detailed sentences (e.g., adding adjectives for precision) about personal and familiar academic topics. *5. Modifying to add details* Expand sentences with simple adverbials (e.g., adverbs, adverb phrases, prepositional phrases) to provide details (e.g., time, manner, place, cause) about familiar activities or processes.	*3. Using verbs and verb phrases* Use a variety of verbs in different tenses (e.g., past, present, future, simple, progressive, perfect) appropriate to the text type and discipline to create a variety of texts that explain, describe, and summarize concrete and abstract thoughts and ideas. *4. Using nouns and noun phrases* Expand noun phrases in a growing number of ways (e.g., adding adjectives to nouns, simple clause embedding) to create detailed sentences that accurately describe, explain, and summarize information and ideas on a variety of personal and academic topics. *5. Modifying to add details* Expand sentences with a growing variety of adverbials (e.g., adverbs, adverb phrases, prepositional phrases) to provide details (e.g., time, manner, place, cause) about familiar or new activities or processes.	*3. Using verbs and verb phrases* Use a variety of verbs in different tenses (e.g., past, present, future, simple, progressive, perfect), and mood (e.g., subjunctive) appropriate to the text type and discipline to create a variety of texts that describe concrete and abstract ideas, explain procedures and sequences, summarize texts and ideas, and present and critique points of view. *4. Using nouns and noun phrases* Expand noun phrases in a variety of ways (e.g., complex clause embedding) to create detailed sentences that accurately describe concrete and abstract ideas, explain procedures and sequences, summarize texts and ideas, and present and critique points of view on a variety of academic topics. *5. Modifying to add details* Expand sentences with a variety of adverbials (e.g., adverbs, adverb phrases and clauses, prepositional phrases) to provide details (e.g., time, manner, place, cause) about a variety of familiar and new activities and processes.

Section 2: Elaboration on Critical Principles for Developing Language and Cognition in Academic Contexts
Part II: Learning About How English Works

Texts and Discourse in Context	ELD Proficiency Level Continuum		
	→ Emerging →	→ Expanding →	→ Bridging →
Part II, strands 6–7, corresponding to the CA CCSS for ELA/Literacy 6. W.11–12.1–5; WHST.11–12.1–2, 4–5; SL.11–12.4, 6; L.11–12.1, 3–6 7. W.11–12.1–5; WHST.11–12.1–2, 4–5; SL.11–12.4, 6; L.11–12.1, 3–6 **Purposes for using language include but are not limited to:** Describing, entertaining, informing, interpreting, analyzing, recounting, explaining, persuading, negotiating, justifying, evaluating, and so on. **Informational text types include but are not limited to:** Descriptions or accounts (e.g., scientific, historical, economic, technical), recounts (e.g., biography, memoir), information reports, explanations (e.g., causal, factual), expositions (e.g., speeches, opinion pieces, argument, debate), responses (e.g., literary analysis), and so on. **Literary text types include but are not limited to:** Stories (e.g., historical fiction, myths, graphic novels), poetry, drama, and so on. **Audiences include but are not limited to:** Peers (one to one) Small group (one to a group) Whole group (one to many)	**C. Connecting and Condensing Ideas** *6. Connecting ideas* Combine clauses in a few basic ways (e.g., creating compound sentences using *and, but, so;* creating complex sentences using *because*) to make connections between and join ideas (e.g., *I want to read this book because it tells the history of Pi*). *7. Condensing ideas* Condense ideas in a few basic ways (e.g., by compounding verb or prepositional phrases) to create precise and detailed simple, compound, and complex sentences (e.g., *The students asked survey questions and recorded the responses*).	*6. Connecting ideas* Combine clauses in a growing number of ways to create compound and complex sentences that make connections between and link concrete and abstract ideas, for example, to express a reason (e.g., *He stayed at home on Sunday in order to study for Monday's exam*) or to make a concession (e.g., *She studied all night even though she wasn't feeling well*). *7. Condensing ideas* Condense ideas in a growing number of ways (e.g., through embedded clauses or by compounding verb or prepositional phrases) to create more precise and detailed simple, compound, and complex sentences (e.g., *Species that could not adapt to the changing climate* eventually disappeared).	*6. Connecting ideas* Combine clauses in a variety of ways to create compound and complex sentences that make connections between and link concrete and abstract ideas, for example, to make a concession (e.g., *While both characters strive for success, they each take different approaches to reach their goals*), or to establish cause (e.g., *Women's lives were changed forever after World War II as a result of joining the workforce*). *7. Condensing ideas* Condense ideas in a variety of ways (e.g., through a variety of embedded clauses, or by compounding verb or prepositional phrases, nominalization) to create precise simple, compound, and complex sentences that condense concrete and abstract ideas (e.g., *The epidemic, which ultimately affected hundreds of thousands of people, did not subside for another year*).

Section 2: Elaboration on Critical Principles for Developing Language and Cognition in Academic Contexts
Part III: Using Foundational Literacy Skills

Foundational literacy skills in an alphabetic writing system • Print concepts • Phonological awareness • Phonics and word recognition • Fluency	See chapter 6 for information on teaching foundational reading skills to English learners of various profiles based on age, native language, native language writing system, schooling experience, and literacy experience and proficiency. Some considerations are as follows: • Native language and literacy (e.g., phoneme awareness or print concept skills in native language) should be assessed for potential transference to English language and literacy. • Similarities between the native language and English should be highlighted (e.g., phonemes or letters that are the same in both languages). • Differences between the native language and English should be highlighted (e.g., some phonemes in English may not exist in the student's native language; native language syntax may be different from English syntax).