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.

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** *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*).

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**	*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*).

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.

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.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.

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.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).