

# English Language Development Progressions

## BRIDGING LEVEL



Tulare County  
Office of Education

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**Welcome to the 2012 CA ELD Standards Progressions!** This document is designed to provide a comprehensive visualization of the progressions, intricacies, and shifts in language learning across various grade levels and within language proficiencies. This document serves the crucial purpose of aiding educators and educational systems in understanding the dynamic trajectory of English Language Development (ELD) within the academic journey.

The primary objective of the *2012 CA ELD Standards Progressions* document is to offer a clear perspective, enabling a better grasp of the progression of language proficiency throughout the grade levels. By doing so, it aims to facilitate a systems-wide understanding and articulation of English Language Development, fostering alignment of instruction. This alignment ensures that students consistently advance in language proficiency without redundant revisiting of previously taught concepts.

Furthermore, this document acts as a guide for instructional planning, ensuring that lessons are precisely tailored and relevant to grade-level content standards. By avoiding misalignment, educators can provide targeted language support that builds upon each grade level, enabling students to continually enhance their language to proficiency.

The format of this document allows the reader to easily access each of the ELD standards for grades K-5, presenting a cumulative progression for each individual standard. Notably, highlighted text serves to emphasize the development of a standard, indicating what has been added at a specific grade level. Given that all expectations are considered "new" in kindergarten, the entire standard is highlighted.

Moreover, each grade level heading is specially colored to draw attention to Summative ELPAC alignment within testing spans. This aims to underscore the similarities across grade levels within the same testing span, providing readers with insights into the consistent elements throughout the span and the corresponding evaluation process.

The 2012 CA ELD Standards Progressions document finds utility in various aspects of education, including:

- Formative Assessment
- Progress Monitoring
- Planning Instruction
- Alignment across grade levels
- Articulation between grade levels, within a school site, and across a district

It is crucial to note, however, that there are unintended and inappropriate uses of this document. It is not intended for standalone use to achieve the goals set forth in the 2012 CA ELD Standards book. Inappropriate uses also include attempting to establish student language proficiency goals solely based on this document, or utilizing standards in isolation.

Instead, this document is intended to picture a standard's progression throughout the grade spans for one proficiency level in order to see the nuances and intricacies between the grades and is not intended to depict a progression of language growth toward proficiency.

This document is not an exhaustive list, curriculum, or framework. Instead, it collaborates with the 2012 CA ELD Standards to describe what English learners (ELs) should achieve at each grade and proficiency level. Educators are reminded that it does not replace the 2012 CA ELD Standards book and should be utilized as a supplementary tool to provide a distinct and progressive perspective on the standards. In addition, the 2012 CA ELA/ELD Standards Framework should be referred to for specific guidance for implementing the standards and for related instructional and assessment practices.

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# PART ONE: INTERACTING IN MEANINGFUL WAYS

## Language Progressions for Part I: Interacting in Meaningful Ways (Bridging)

Summative ELPAC Testing Spans	Kinder	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<b>1. Exchanging information and ideas</b>	Contribute to class, group, and partner discussions by listening attentively, following turn-taking rules, and asking and answering questions.	Contribute to class, group, and partner discussions by listening attentively, following turn-taking rules, and asking and answering questions.	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.	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.	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.	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.



Language Progressions for Part I: Interacting in Meaningful Ways (Bridging)

Summative ELPAC Testing Spans	Kinder	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<b>2. Interacting via written English</b>	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.	Collaborate with peers on joint writing projects of longer informational and literary texts, using technology where appropriate for publishing, graphics, and the like.	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.	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.	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.	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.

Language Progressions for Part I: Interacting in Meaningful Ways (Bridging)



Summative ELPAC Testing Spans	Kinder	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<p><b>3. Offering Opinions</b></p>	<p>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.</p>	<p>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.</p>	<p>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 counter-arguments, elaborate on an idea, and the like.</p>	<p>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 counter-arguments, elaborate on an idea, and the like.</p>	<p>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 counter-arguments, elaborate on an idea, and so on.</p>	<p>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 counter-arguments, elaborate on an idea, and so on.</p>



## Language Progressions for Part I: Interacting in Meaningful Ways (Bridging)

Summative ELPAC Testing Spans	Kinder	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<b>4. Adapting Language Choices</b>	No standard for kindergarten.	No standard for grade 1.	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.	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.	Adjust language choices according to purpose, task (e.g., facilitating a science experiment), and audience, with light support.	Adjust language choices according to purpose, task (e.g., facilitating a science experience), and audience, with light support.



Language Progressions for Part I: Interacting in Meaningful Ways (Bridging)

Summative ELPAC Testing Spans	Kinder	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<b>5. Listening Actively</b>	Demonstrate active listening to read-alouds and oral presentations by asking and answering detailed questions, with minimal prompting and light support.	Demonstrate active listening to read-alouds and oral presentations by asking and answering detailed questions, with minimal prompting and light support.	Demonstrate active listening to read-alouds and oral presentations by asking and answering detailed questions, with minimal prompting and light support.	Demonstrate active listening to read-alouds and oral presentations by asking and answering detailed questions, with minimal prompting and light support.	Demonstrate active listening of read-alouds and oral presentations by asking and answering detailed questions, with minimal prompting and light support.	Demonstrate active listening of read-alouds and oral presentations by asking and answering detailed questions, with minimal prompting and light support.





## Language Progressions for Part I: Interacting in Meaningful Ways (Bridging)

Summative ELPAC Testing Spans	Kinder	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<b>6. Reading/ Viewing Closely</b>	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.	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	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	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.	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.	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.



Language Progressions for Part I: Interacting in Meaningful Ways (Bridging)

Summative ELPAC Testing Spans	Kinder	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<b>7. Evaluating Language Choices</b>	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.	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.	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.	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.	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.	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.



Language Progressions for Part I: Interacting in Meaningful Ways (Bridging)

Summative ELPAC Testing Spans	Kinder	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<p><b>8. Analyzing Language Choices</b></p>	<p>Distinguish how multiple different words with similar meaning (e.g., walk, march, strut, prance) produce shades of meaning and a different effect.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>



Language Progressions for Part I: Interacting in Meaningful Ways (Bridging)

Summative ELPAC Testing Spans	Kinder	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<b>9. Presenting</b>	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).	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).	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).	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).	Plan and deliver longer 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.	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.



## Language Progressions for Part I: Interacting in Meaningful Ways (Bridging)

Summative ELPAC Testing Spans	Kinder	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<b>10. Composing/ Writing</b>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p><b>a.</b> 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.</p> <p><b>b.</b> Paraphrase texts and recount experiences using increasingly detailed complete sentences and key words from notes or graphic organizers.</p>	<p><b>a.</b> 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.</p> <p><b>b.</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)</p>	<p><b>a.</b> 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.</p> <p><b>b.</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).</p>



## Language Progressions for Part I: Interacting in Meaningful Ways (Bridging)

Summative ELPAC Testing Spans	Kinder	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<b>11. Supporting Opinions</b>	Offer opinions and provide good reasons with detailed textual evidence or relevant background knowledge (e.g., specific examples from text or knowledge of content).	Offer opinions and provide good reasons with detailed textual evidence or relevant background knowledge (e.g., specific examples from text or knowledge of content).	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.	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.	<p><b>a.</b> 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.</p> <p><b>b.</b> Express attitude and opinions or temper statements with nuanced modal expressions (e.g., probably/certainly, should/would) and phrasing (e.g., <i>In my opinion ...</i>).</p>	<p><b>a.</b> 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 mild support.</p> <p><b>b.</b> Express attitude and opinions or temper statements with nuanced modal expressions (e.g., probably/certainly, should/would) and phrasing (e.g., <i>in my opinion ...</i>).</p>



## Language Progressions for Part I: Interacting in Meaningful Ways (Bridging)

Summative ELPAC Testing Spans	Kinder	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<b>12. Selecting Language Resources</b>	<p><b>a.</b> Retell texts and recount experiences using increasingly detailed complete sentences and key words.</p> <p><b>b.</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.</p>	<p><b>a.</b> Retell texts and recount experiences, using increasingly detailed complete sentences and key words.</p> <p><b>b.</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.</p>	<p><b>a.</b> Retell texts and recount experiences, using increasingly detailed complete sentences and key words.</p> <p><b>b.</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.</p>	<p>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.</p>	<p><b>a.</b> 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.</p> <p><b>b.</b> Select a variety of appropriate affixes for accuracy and precision (e.g., she's walking. I'm uncomfortable. They left reluctantly).</p>	<p><b>a.</b> 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.</p> <p><b>b.</b> Select a variety of appropriate affixes for accuracy and precision (e.g., She's walking. I'm uncomfortable. They left reluctantly).</p>



# PART TWO: LEARNING ABOUT HOW ENGLISH WORKS

## Language Progressions for Part II: Learning About How English Works(Bridging)

Summative ELPAC Testing Spans	Kinder	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<b>1. Understanding Text Structure</b>	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.	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.	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.	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 opinions/ arguments are structured logically, grouping related ideas) to comprehending text and writing cohesive texts.	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 opinions/arguments are structured logically, grouping related ideas) to comprehending text and writing cohesive texts.	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.

## Language Progressions for Part II: Learning About How English Works(Bridging)





Summative ELPAC Testing Spans	Kinder	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<p><b>2. Understanding Cohesion</b></p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p><b>a.</b> 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.</p> <p><b>b.</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.</p>	<p><b>a.</b> Apply increasing understanding of language resources for referring the reader back or forward in text (e.g., how pronouns, synonyms, or nominalization refer back to nouns in text) to comprehending texts and writing cohesive texts.</p> <p><b>b.</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.</p>	<p><b>a.</b> 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.</p> <p><b>b.</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.</p>

Language Progressions for Part II: Learning About How English Works(Bridging)



Summative ELPAC Testing Spans	Kinder	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<p><b>3. Using Verbs and Verb Phrases</b></p>	<p><b>a.</b> 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.</p> <p><b>b.</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.</p>	<p><b>a.</b> 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.</p> <p><b>b.</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.</p>	<p><b>a.</b> Use a variety of verbs types (e.g., doing, saying, being/having, thinking/feeling) <b>independently.</b></p> <p><b>b.</b> Use a wide variety of verb tenses appropriate to the text type and discipline to convey time (e.g., simple present for a science description, simple future to predict) <b>independently.</b></p>	<p>Use a variety of verbs types (e.g., doing, saying, being/having, thinking/feeling) <b>and verb tenses</b> appropriate to the text type and discipline to convey time (e.g., simple present for a science description, simple future to predict).</p>	<p>Use a variety of <b>verbs/verb types</b> (e.g., doing, saying, being/having, thinking/feeling) <b>and tenses</b> appropriate to the <b>task and text type</b> (e.g., timeless <b>present for science explanation, mixture of past and present for historical information report</b>) for a variety of <b>familiar and new topics.</b></p>	<p>Use various verb types (e.g., doing, saying, being/having, thinking/feeling) and tenses appropriate to the task and text type (e.g., timeless <b>present for science description, mixture of past and present for narrative or history explanation</b>) on a <b>variety of topics.</b></p>

Language Progressions for Part II: Learning About How English Works(Bridging)



Summative ELPAC Testing Spans	Kinder	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<p><b>4. Using Nouns and Noun Phrases</b></p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>

Language Progressions for Part II: Learning About How English Works(Bridging)



Summative ELPAC Testing Spans	Kinder	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<p><b>5. Modifying to Add Details</b></p>	<p>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.</p>	<p>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.</p>	<p>Expand sentences with a variety of adverbials (e.g., adverbs, adverb phrases, prepositional phrases) to provide details (e.g., time, manner, place, cause) independently.</p>	<p>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., <i>They worked quietly all night in their room</i>).</p>	<p>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., <i>They worked quietly all night in their room</i>).</p>	<p>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.</p>

Language Progressions for Part II: Learning About How English Works(Bridging)



Summative ELPAC Testing Spans	Kinder	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<p><b>6. Connecting Ideas</b></p>	<p>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., <i>The boy was hungry. The boy ate a sandwich. → The boy was hungry, so he ate a sandwich</i>) in shared language activities guided by the teacher and independently.</p>	<p>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., <i>The boy was hungry. The boy ate a sandwich. →The boy was hungry, so he ate a sandwich</i>) in shared language activities guided by the teacher and independently.</p>	<p>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., <i>The boy was hungry. The boy ate a sandwich. →The boy was hungry, so he ate a sandwich</i>) independently.</p>	<p>Combine clauses in a wide variety of ways (e.g., creating compound and complex sentences) to make connections between and to join ideas, for example, to express cause/effect (e.g., <i>The deer ran because the mountain lion approached them</i>), to make a concession (e.g., <i>She studied all night even though she wasn't feeling well</i>), or to link two ideas that happen at the same time (e.g., <i>The cubs played while their mother hunted</i>).</p>	<p>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., <i>Since the lion was at the waterhole, the deer ran away</i>), to make a concession, or to link two ideas that happen at the same time (e.g., <i>The cubs played while their mother hunted</i>).</p>	<p>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., <i>The deer ran because the mountain lion approached them</i>), to make a concession (e.g., <i>She studied all night even though she wasn't feeling well</i>), to link two ideas that happen at the same time (e.g., <i>The cubs played while their mother hunted</i>), or to provide reasons to support ideas (e.g., <i>The author persuades the reader by _____</i>).</p>

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<p><b>7. Condensing Ideas</b></p>	<p>No standard for kindergarten.</p>	<p>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.</p>	<p>Condense clauses in a variety of ways (e.g., through embedded clauses and other condensing as in, <i>It's a plant. It's green and red. It's found in the tropical rainforest.</i> → <i>It's a green and red plant that's found in the tropical rainforest</i>) to create precise and detailed sentences independently.</p>	<p>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 rainforest. → It's a green and red plant that's found in the tropical rainforest) to create precise and detailed sentences.</p>	<p>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.</p>	<p>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.</p>

