

English Language Development Progressions

EMERGING LEVEL



Tulare County
Office of Education

Tim A. Hire, County Superintendent of Schools

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.

For inquiries or additional information about this document, please contact:

Ryann Derington, M.A.

ELA/ELD Staff Development & Curriculum Specialist

Tulare County Office of Education

ryann.derington@tcoe.org

Laura Gonzalez, M.A.

ELA/ELD Staff Development & Curriculum Specialist

Tulare County Office of Education

laura.gonzalez@tcoe.org

PART ONE: INTERACTING IN MEANINGFUL WAYS

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

Summative ELPAC Testing Spans	Kinder	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
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.	Contribute to conversations and express ideas by asking and answering yes-no and wh- questions and responding using gestures, words, and simple phrases.	Contribute to conversations and express ideas by asking and answering yes-no and wh- questions and responding using gestures, words, and learned phrases.	Contribute to conversations and express ideas by asking and answering yes-no and wh- questions and responding using short phrases.	Contribute to conversations and express ideas by asking and answering yes-no and wh- questions and responding using short phrases.	Contribute to conversations and express ideas by asking and answering yes-no and wh- questions and responding using short phrases.



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

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



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

Summative ELPAC Testing Spans	Kinder	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
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.	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.	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.	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.	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.	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.



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

Summative ELPAC Testing Spans	Kinder	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<p>4. Adapting Language Choices</p>	<p>No standard for kindergarten.</p>	<p>No standard for grade 1.</p>	<p>Recognize that language choices (e.g., vocabulary) vary according to social setting (e.g., playground versus classroom), with substantial support from peers or adults.</p>	<p>Recognize that language choices (e.g., vocabulary) vary according to social setting (e.g., playground versus classroom), with substantial support from peers or adults.</p>	<p>Adjust language choices according to social setting (e.g., playground, classroom) and audience (e.g., peers, teacher), with substantial support.</p>	<p>Adjust language choices according to social setting (e.g., playground, classroom) and audience (e.g., peers, teacher), with substantial support.</p>



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

Summative ELPAC Testing Spans	Kinder	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
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.	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.	Demonstrate active listening to read alouds and oral presentations by asking and answering basic questions, with oral sentence frames and substantial prompting and support.	Demonstrate active listening to read alouds and oral presentations by asking and answering basic questions, with prompting and substantial support.	Demonstrate active listening of read alouds and oral presentations by asking and answering basic questions, with prompting and substantial support.	Demonstrate active listening of read alouds and oral presentations by asking and answering basic questions, with prompting and substantial support.



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

Summative ELPAC Testing Spans	Kinder	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
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.	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.	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.	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.	<p>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.</p> <p>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.</p>	<p>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.</p> <p>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.</p>



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

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



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

Summative ELPAC Testing Spans	Kinder	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
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.	Distinguish how two different frequently used words (e.g., large versus small) produce a different effect on the audience.	Distinguish how two different frequently used words (e.g., describing a character as happy versus angry) produce a different effect on the audience.	Distinguish how different words produce different effects on the audience (e.g., describing a character as happy versus sad).	Distinguish how different words with similar meanings produce different effects on the audience (e.g., describing a character's actions as whined versus said).	Distinguish how different words with similar meanings produce different effects on the audience (e.g., describing a character as angry versus furious).



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

Summative ELPAC Testing Spans	Kinder	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
9. Presenting	Plan and deliver very brief oral presentations (e.g., show and tell, describing a picture).	Plan and deliver very brief oral presentations (e.g., show and tell, describing a picture).	Plan and deliver very brief oral presentations (e.g., recounting an experience, retelling a story, describing a picture).	Plan and deliver brief oral presentations (e.g., retelling a story, describing an animal, and the like).	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.	Plan and deliver brief oral presentations on a variety of topics and content areas (e.g., provide a report on a current event, reciting a poem, recounting an experience, explaining a science process), with moderate support such as graphic organizers.



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

Summative ELPAC Testing Spans	Kinder	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
10. Composing/ Writing	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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).</p>	<p>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).</p>



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

Summative ELPAC Testing Spans	Kinder	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<p>11. Supporting Opinions</p>	<p>Offer opinions and provide good reasons (e.g., My favorite book is X because X) referring to the text or to relevant background knowledge.</p>	<p>Offer opinions and provide good reasons (e.g., My favorite book is X because X) referring to the text or to relevant background knowledge.</p>	<p>Support opinions by providing good reasons and some textual evidence or relevant background knowledge (e.g., referring to textual evidence or knowledge of content).</p>	<p>Support opinions by providing good reasons and some textual evidence or relevant background knowledge (e.g., referring to textual evidence or knowledge of content).</p>	<p>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).</p>	<p>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).</p>



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

Summative ELPAC Testing Spans	Kinder	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<p>12. Selecting Language Resources</p>	<p>a. Retell texts and recount experiences using a select set of keywords. b. Use a select number of general academic and domain-specific words to add detail (e.g., adding the word <i>spicy</i> to describe a favorite food, using the word <i>larva</i> when explaining insect metamorphosis) while speaking and composing.</p>	<p>a. Retell texts and recount experiences, using keywords. b. Use a select number of general academic and domain-specific words to add detail (e.g., adding the word <i>scrumptious</i> to describe a favorite food, using the word <i>thorax</i> to refer to insect anatomy) while speaking and writing.</p>	<p>a. Retell texts and recount experiences by using keywords. b. Use a select number of general academic and domain-specific words to add detail (e.g., adding the word <i>generous</i> to describe a character, using the word <i>lava</i> to explain volcanic eruptions) while speaking and writing.</p>	<p>Use a select number of general academic and domain-specific words to add detail (e.g., adding the word <i>dangerous</i> to describe a place, using the word <i>habitat</i> when describing animal behavior) while speaking and writing.</p>	<p>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., <i>She walks, I'm unhappy</i>).</p>	<p>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., <i>She walks, I'm unhappy</i>).</p>



PART TWO: LEARNING ABOUT HOW ENGLISH WORKS

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

Summative ELPAC Testing Spans	Kinder	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
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.	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.	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.	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.	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.	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.



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

Summative ELPAC Testing Spans	Kinder	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
2. Understanding Cohesion	<p>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.</p>	<p>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 comprehend texts and writing texts in shared language activities guided by the teacher, with peers, and sometimes independently.</p>	<p>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.</p>	<p>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.</p> <p>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.</p>	<p>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.</p> <p>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.</p>	<p>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.</p> <p>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.</p>



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

Summative ELPAC Testing Spans	Kinder	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
3. Using Verbs and Verb Phrases	<p>a. Use frequently used verbs (e.g., doing, saying, being/having, thinking/feeling) in shared language activities guided by the teacher and with increasing independence.</p> <p>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.</p>	<p>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.</p> <p>b. Use simple 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.</p>	<p>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.</p> <p>b. Use simple 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.</p>	<p>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 tense for recounting an experience).</p>	<p>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.</p>	<p>Use frequently used verbs (e.g., take, like, eat), and various verb types (e.g., doing, saying, being/having, thinking/feelings) and tenses appropriate to the text type and discipline (e.g., simple past for recounting an experience) on familiar topics.</p>



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

Summative ELPAC Testing Spans	Kinder	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
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.	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.	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.	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.	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.	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.



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

Summative ELPAC Testing Spans	Kinder	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<p>5. Modifying to Add Details</p>	<p>Expand sentences with frequently used prepositional phrases (such as <i>in the house</i>, <i>on the boat</i>) 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.</p>	<p>Expand sentences with frequently used prepositional phrases (such as <i>in the house</i>, <i>on the boat</i>) 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.</p>	<p>Expand sentences with frequently used adverbials (e.g., prepositional phrases, such as <i>at school</i>, <i>with my friend</i>) 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.</p>	<p>Expand sentences with adverbials (e.g., <i>adverbs</i>, <i>adverb phrases</i>, <i>prepositional phrases</i>) to provide details (e.g., time, manner, place, cause, and the like) about a familiar activity or process (e.g., <i>They walked to the soccer field</i>).</p>	<p>Expand sentences with familiar adverbials (e.g., <i>basic prepositional phrases</i>) to provide details (e.g., time, manner, place, cause, and so on) about a familiar activity or process (e.g., <i>They walked to the soccer field</i>).</p>	<p>Expand and enrich sentences with adverbials (e.g., <i>adverbs</i>, <i>adverb phrases</i>, <i>prepositional phrases</i>) to provide details (e.g., time, manner, place, cause, and the like) about a familiar activity or process.</p>



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

Summative ELPAC Testing Spans	Kinder	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
6. Connecting Ideas	Combine clauses in a few basic ways to make connections between and join ideas (e.g., creating compound sentences using <i>and</i> , <i>but</i> , <i>so</i>) in shared language activities guided by the teacher and sometimes independently.	Combine clauses in a few basic ways to make connections between and to join ideas (e.g., creating compound sentences using <i>and</i> , <i>but</i> , <i>so</i>) in shared language activities guided by the teacher and sometimes independently.	Combine clauses in a few basic ways to make connections between and to join ideas (e.g., creating compound sentences using <i>and</i> , <i>but</i> , <i>so</i>) in shared language activities guided by the teacher and sometimes independently.	Combine clauses in a few basic ways to make connections between and join ideas (e.g., creating compound sentences using <i>and</i> , <i>but</i> , <i>so</i>).	Combine clauses in a few basic ways to make connections between and join ideas in sentences (e.g., creating compound sentences using coordinating conjunctions, such as <i>and</i> , <i>but</i> , <i>so</i>).	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 <i>and</i> , <i>but</i> , <i>so</i>).



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

Summative ELPAC Testing Spans	Kinder	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
7. Condensing Ideas	No standard for kindergarten.	Condense clauses in simple ways (e.g., changing: <i>I like blue. I like red. I like Purple → I like blue, red, and purple</i>) to create precise and detailed sentences in shared language activities guided by the teacher and sometimes independently.	Condense clauses in simple ways (e.g., changing: <i>It's green. It's red. → It's green and red</i>) to create precise and detailed sentences in shared language activities guided by the teacher and sometimes independently.	Condense clauses in simple ways (e.g., changing: <i>It's green. It's red. → It's green and red</i>) to create precise and detailed sentences.	Condense clauses in simple ways (e.g., <i>through simple embedded clauses, as in, The woman is a doctor. She helps children. → The woman is a doctor who helps children</i>) to create precise and detailed sentences.	Condense clauses in simple ways (e.g., <i>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</i>) to create precise and detailed sentences.

