

# English Language Development Progressions

## EXPANDING 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 (Expanding)

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 and adding relevant information.	Contribute to class, group, and partner discussions, including sustained dialogue, by following turn-taking rules, asking relevant questions, affirming others and adding relevant information.	Contribute to class, group, and partner discussions, including sustained dialogue, by following turn-taking rules, asking relevant questions, affirming others and adding relevant information.	Contribute to class, group, and partner discussions, including sustained dialogue, by following turn-taking rules, asking relevant questions, affirming others and adding relevant information.



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

Summative ELPAC Testing Spans	Kinder	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<p><b>2. Interacting via written English</b></p>	<p>Collaborate with the teacher and peers on joint composing projects of informational and literary texts that include some writing (e.g., short sentences), using technology, where appropriate, for publishing, graphics, and the like.</p>	<p>Collaborate with peers on joint writing projects of longer informational and literary texts, using technology where appropriate for publishing, graphics, and the like.</p>	<p>Collaborate with peers on joint writing projects of longer informational and literary texts, using technology where appropriate for publishing, graphics, and the like.</p>	<p>Collaborate with peers on joint writing projects of longer informational and literary texts, using technology where appropriate for publishing, graphics, and the like.</p>	<p>Collaborate with peers on joint writing projects of longer informational and literary texts, using technology where appropriate for publishing, graphics, and the like.</p>	<p>Collaborate with peers on joint writing projects of longer informational and literary texts, using technology where appropriate for publishing, graphics, and the like.</p>



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

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), as well as open responses, in order to gain and/or hold the floor.</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), as well as open responses in order to gain and/or hold the floor, elaborate on an idea, and so on.</p>	<p>Offer opinions and negotiate with others in conversations using an expanded set of learned phrases (e.g., I agree with X, but X.), as well as open responses, in order to gain and/or hold the floor, provide counter-arguments, and the like.</p>	<p>Offer opinions and negotiate with others in conversations using an expanded set of learned phrases (e.g., I agree with X, and . . .), as well as open responses in order to gain and/or hold the floor, provide counter-arguments, and the like.</p>	<p>Negotiate with or persuade others in conversations using an expanded set of learned phrases (e.g., I agree with X, but . . .), as well as open responses, in order to gain and/or hold the floor, provide counter-arguments, and so on.</p>	<p>Negotiate with or persuade others in conversations using an expanded set of learned phrases (e.g., I agree with X, but . . .), as well as open responses, in order to gain and/or hold the floor, provide counter-arguments, and so on.</p>



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

Summative ELPAC Testing Spans	Kinder	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<p><b>4. Adapting Language Choices</b></p>	<p>No standard for kindergarten.</p>	<p>No standard for grade 1.</p>	<p>Adjust language choices (e.g., vocabulary, use of dialogue, and so on) according to purpose (e.g., persuading, entertaining), task, and audience (e.g., peers versus adults), with moderate support from peers or adults.</p>	<p>Adjust language choices (e.g., vocabulary, use of dialogue, and <b>the like</b>) according to purpose (e.g., persuading, entertaining), <b>social setting</b>, and audience (e.g., peers versus adults), with moderate support from peers or adults.</p>	<p>Adjust language choices according to purpose (e.g., persuading, entertaining), <b>task (e.g., telling a story versus explaining a science experiment), and audience, with moderate support.</b></p>	<p>Adjust language choices according to purpose (e.g., persuading, entertaining), task (e.g., telling a story versus explaining a science experiment), and audience, with moderate support.</p>



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

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 questions with oral sentence frames and occasional prompting and support.	Demonstrate active listening to read-alouds and oral presentations by asking and answering questions, with oral sentence frames and occasional prompting and support.	Demonstrate active listening to read-alouds and oral presentations by asking and answering detailed questions, with oral sentence frames and occasional prompting and support.	Demonstrate active listening to read-alouds and oral presentations by asking and answering detailed questions, with occasional prompting and moderate support.	Demonstrate active listening of read-alouds and oral presentations by asking and answering detailed questions, with occasional prompting and moderate support.	Demonstrate active listening of read-alouds and oral presentations by asking and answering detailed questions, with occasional prompting and moderate support.





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

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., how butterflies eat), and text elements (e.g., setting, characters) in greater detail based on understanding of a variety of grade-level texts and viewing of multimedia, with moderate support.	Describe ideas, phenomena (e.g., how earthworms eat), and text elements (e.g., setting, main idea) in greater detail based on understanding of a variety of grade-level texts and viewing of multimedia, with moderate support.	Describe ideas, phenomena (e.g., how earthworms eat), and text elements (e.g., setting, events) in greater detail based on understanding of a variety of grade-level texts and viewing of multimedia, with moderate support.	Describe ideas, phenomena (e.g., how cows digest food), and text elements (e.g., main idea, characters, events) in greater detail based on understanding of a variety of grade-level texts and viewing of multimedia, with moderate support.	<p><b>a.</b> Describe ideas, phenomena (e.g., animal migration), and text elements (main idea, central message, and the like) in greater detail based on close reading of a variety of grade-level texts, with moderate support.</p> <p><b>b.</b> Use knowledge of morphology (e.g., affixes, roots, and base words), linguistic context, and reference materials to determine the meaning of unknown words on familiar topics.</p>	<p><b>a.</b> 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.</p> <p><b>b.</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.</p>



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

Summative ELPAC Testing Spans	Kinder	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<p><b>7. Evaluating Language Choices</b></p>	<p>Describe the language an author uses to present an idea (e.g., the adjectives used to describe a character), with prompting and moderate support.</p>	<p>Describe the language writers or speakers use to present or support an idea (e.g., the adjectives used to describe people and places), with prompting and moderate support.</p>	<p>Describe the language writers or speakers use to present or support an idea (e.g., the author's choice of vocabulary or phrasing to portray characters, places, or real people), with prompting and moderate support.</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 moderate support.</p>	<p>Describe how well writers or speakers use specific language resources to support an opinion or present an idea (e.g., whether the vocabulary or phrasing used to provide evidence is strong enough), with prompting and moderate support.</p>	<p>Explain how well writers and speakers use language resources to support an opinion or present an idea (e.g., whether the vocabulary used to provide evidence is strong enough, or if the phrasing used to signal a shift in meaning does this well), with moderate support.</p>



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

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 two different words with similar meaning (e.g., describing an action as walk versus march) produce shades of meaning and a different effect.</p>	<p>Distinguish how two different words with similar meaning (e.g., large versus enormous) produce shades of meaning and a different effect on the audience.</p>	<p>Distinguish how two different words with similar meaning (e.g., describing a character as happy versus ecstatic) produce shades of meaning and different effects on the audience.</p>	<p>Distinguish how different words with similar meanings (e.g., describing a character as happy versus ecstatic) produce shades of meaning and different effects on the audience.</p>	<p>Distinguish how different words with similar meanings (e.g., describing a character as smart versus an expert) and figurative language (e.g., as big as a whale) produce shades of meaning and different effects on the audience.</p>	<p>Distinguish how different words with similar meanings (e.g., describing an event as sad versus tragic) and figurative language (e.g., she ran like a cheetah) produce shades of meaning and different effects on the audience.</p>



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

Summative ELPAC Testing Spans	Kinder	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<b>9. Presenting</b>	Plan and deliver brief oral presentations on a variety of topics (e.g., show and tell, author’s chair, recounting an experience, describing an animal).	Plan and deliver brief oral presentations on a variety of topics (e.g., show and tell, author’s chair, recounting an experience, describing an animal, and the like).	Plan and deliver brief oral presentations on a variety of topics (e.g., retelling a story, describing an animal).	Plan and deliver brief oral presentations on a variety of topics and content areas (e.g., retelling a story, explaining a science process, and the like).	Plan and deliver longer oral presentations on a variety of topics and content areas (e.g., retelling a story, explaining a science process, reporting on a current event, recounting a memorable experience, and so on), with moderate support.	Plan and deliver longer oral presentations on a variety of topics and content areas (e.g., providing an opinion speech on a current event, reciting a poem, recounting an experience, explaining a science process), with moderate support.



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

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 short literary texts (e.g., story) and informational texts (e.g., a description of dogs), collaboratively with an adult (e.g., joint construction of texts), with peers, and with increasing independence.</p>	<p>Write short literary texts (e.g., a story) and informational texts (e.g., an informative text on the life cycle of an insect) collaboratively with an adult (e.g., joint construction of texts), with peers, and with increasing independence</p>	<p>Write short literary texts (e.g., a story) and informational texts (e.g., an explanatory text explaining how a volcano erupts) collaboratively with an adult (e.g., joint construction of texts), with peers, and with increasing independence.</p>	<p><b>a.</b> Write longer literary and informational texts (e.g., an explanatory text on how flashlights work) collaboratively (e.g., joint construction of texts with an adult or with peers) and with increasing independence using appropriate text organization.</p> <p><b>b.</b> Paraphrase texts and recount experiences using complete sentences and key words from notes or graphic organizers.</p>	<p><b>a.</b> Write longer literary and informational texts (e.g., an explanatory text on how flashlights work) collaboratively (e.g., joint construction of texts with an adult or with peers) and with increasing independence using appropriate text organization.</p> <p><b>b.</b> Write increasingly concise summaries of texts and experiences using complete sentences and key words (e.g., from notes or graphic organizers).</p>	<p><b>a.</b> Write longer literary and informational texts (e.g., an informative report on different kinds of camels) collaboratively (e.g., joint construction of texts with an adult or with peers) and with increasing independence by using appropriate text organization.</p> <p><b>b.</b> Write increasingly concise 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 (Expanding)

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 and some textual evidence or relevant background knowledge (e.g., paraphrased examples from text or knowledge of content).	Offer opinions and provide good reasons and some textual evidence or relevant background knowledge (e.g., paraphrased examples from text or knowledge of content).	Support opinions by providing good reasons and increasingly detailed textual evidence (e.g., providing examples from the text) or relevant background knowledge about the content.	Support opinions by providing good reasons and increasingly detailed textual evidence (e.g., providing examples from the text) or relevant background knowledge about the content.	Support opinions or persuade others by expressing appropriate/accurate reasons using some textual evidence (e.g., paraphrasing facts) or relevant background knowledge about content, with moderate support. Express attitude and opinions or temper statements with familiar modal expressions (e.g., maybe/probably, can/must).	Support opinions or persuade others by expressing appropriate/accurate reasons using some textual evidence (e.g., paraphrasing facts from a text) or relevant background knowledge about content, with moderate support. Express attitude and opinions or temper statements with familiar modal expressions (e.g., maybe/probably, can/must).



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

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 complete sentences and key words.</p> <p><b>b.</b> Use a growing number of general academic and domain-specific words in order to add detail or to create shades of meaning (e.g., using the word scurry versus run) while speaking and composing</p>	<p><b>a.</b> Retell texts and recount experiences, using complete sentences and key words.</p> <p><b>b.</b> Use a growing number of general academic and domain-specific words in order to add detail, create an effect (e.g., using the word suddenly to signal a change), or create shades of meaning (e.g., prance versus walk) while speaking and writing.</p>	<p><b>a.</b> Retell texts and recount experiences using complete sentences and key words.</p> <p><b>b.</b> Use a growing number of general academic and domain-specific words in order to add detail, create an effect (e.g., using the word suddenly to signal a change), or create shades of meaning (e.g., scurry versus dash) while speaking and writing.</p>	<p>Use a growing number of general academic and domain-specific words in order to add detail, create an effect (e.g., using the word suddenly to signal a change), or create shades of meaning (e.g., scurry versus dash) while speaking and writing.</p>	<p><b>a.</b> Use a growing number of general academic and domain-specific words, synonyms, and antonyms to create precision and shades of meaning while speaking and writing.</p> <p><b>b.</b> Select a growing number of frequently used affixes for accuracy and precision (e.g., She walked. He likes . . . , I'm unhappy).</p>	<p><b>a.</b> Use a growing number of general academic and domain-specific words, synonyms, and antonyms to create precision and shades of meaning while speaking and writing.</p> <p><b>b.</b> Select a growing number of frequently used affixes for accuracy and precision (e.g., She walked. He likes . . . , I'm unhappy).</p>



# PART TWO: LEARNING ABOUT HOW ENGLISH WORKS

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

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 to express ideas (e.g., how a story is organized sequentially with predictable stages versus how an informative text is organized by topic and details) to comprehending texts and composing texts in shared language activities guided by the teacher, collaboratively with peers, and with increasing independence.	Apply understanding of how different text types are organized to express ideas (e.g., how a story is organized sequentially with predictable stages versus how an informative text is organized by topic and details) to comprehending texts and writing texts in shared language activities guided by the teacher and with increasing independence.	Apply understanding of how different text types are organized to express ideas (e.g., how a story is organized sequentially with predictable stages versus how an information report is organized by topic and details) to comprehending texts and composing texts with increasing independence	Apply understanding of how different text types are organized to express ideas (e.g., how a story is organized sequentially with predictable stages) to comprehending texts and writing texts with increasing cohesion.	Apply increasing understanding of how different text types are organized to express ideas (e.g., how a narrative is organized sequentially with predictable stages versus how an explanation is organized around ideas) to comprehending texts and writing texts with increasing cohesion.	Apply growing understanding of how different text types are organized to express ideas (e.g., how a narrative is organized sequentially with predictable stages versus how opinions/arguments are structured logically around reasons and evidence) to comprehending texts and writing texts with increasing cohesion.





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

Summative ELPAC Testing Spans	Kinder	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<b>2. Understanding Cohesion</b>	<p>Apply understanding of how ideas, events, or reasons are linked throughout a text using a growing number of connecting words or phrases (e.g., next, after a long time) to comprehending texts and composing texts in shared language activities guided by the teacher, collaboratively with peers, and with increasing independence.</p>	<p>Apply understanding of how ideas, events, or reasons are linked throughout a text using a growing number of connecting words or phrases (e.g., a long time ago, suddenly) to comprehending texts and writing texts in shared language activities guided by the teacher and with increasing independence.</p>	<p>Apply understanding of how ideas, events, or reasons are linked throughout a text using a growing number of connecting words or phrases (e.g., after a long time, first/next) to comprehending texts and writing texts with increasing independence.</p>	<p><b>a.</b> Apply growing understanding of language resources that refer the reader back or forward in text (e.g., how pronouns refer back to nouns in text) to comprehending texts and writing texts with increasing cohesion.</p> <p><b>b.</b> Apply growing understanding of how ideas, events, or reasons are linked throughout a text using a variety of connecting words or phrases (e.g., at the beginning/end, first/next) to comprehending texts and writing texts with increasing cohesion.</p>	<p><b>a.</b> Apply growing understanding of language resources for referring the reader back or forward in text (e.g., how pronouns or synonyms refer back to nouns in text) to comprehending texts and writing texts with increasing cohesion.</p> <p><b>b.</b> Apply growing understanding of how ideas, events, or reasons are linked throughout a text using a variety of connecting words or phrases (e.g., since, next, for example) to comprehending texts and writing texts with increasing cohesion.</p>	<p><b>a.</b> Apply growing understanding of language resources for referring the reader back or forward in text (e.g., how pronouns or synonyms refer back to nouns in text) to comprehending texts and writing texts with increasing cohesion.</p> <p><b>b.</b> Apply growing understanding of how ideas, events, or reasons are linked throughout a text using a variety of connecting words or phrases (e.g., for example, in the first place, as a result) to comprehending texts and writing texts with increasing cohesion.</p>



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

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 growing number of verbs and verb types (e.g., doing, saying, being/having, thinking/feeling) in shared language activities guided by the teacher and independently.</p> <p><b>b.</b> Use a growing number of verb tenses appropriate for the text type and discipline to convey time (e.g., simple past tense for retelling, simple present for a science description) in shared language activities guided by the teacher and independently.</p>	<p><b>a.</b> Use a growing number of verbs and verb types (e.g., doing, saying, being/having, thinking/feeling) in shared language activities guided by the teacher and with increasing independence.</p> <p><b>b.</b> Use a growing number of verb tenses appropriate for the text type and discipline to convey time (e.g., simple past tense for retelling, simple present for a science description) in shared language activities guided by the teacher and with increasing independence.</p>	<p><b>a.</b> Use a growing number of verb types (e.g., doing, saying, being/having, thinking/feeling) with increasing independence.</p> <p><b>b.</b> Use a growing number of verb tenses appropriate to the text type and discipline to convey time (e.g., simple past tense for retelling, simple present for a science description) with increasing independence.</p>	<p>Use a growing number of verb types (e.g., doing, saying, being/having, thinking/feeling) and verb tenses appropriate to the text type and discipline to convey time (e.g., simple past for retelling, simple present for a science description).</p>	<p>Use various verbs/verb types (e.g., doing, saying, being/having, thinking/feeling) and tenses appropriate to the task, text type, and discipline (e.g., simple past for retelling, timeless present for science explanation) for an increasing variety of familiar and new topics.</p>	<p>Use various verb types (e.g., doing, saying, being/having, thinking/feeling) and tenses appropriate to the task, text type, and discipline (e.g., simple past for recounting an experience, timeless present for a science description) on an increasing variety of topics.</p>



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

Summative ELPAC Testing Spans	Kinder	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<b>4. Using Nouns and Noun Phrases</b>	Expand noun phrases in a growing number of ways (e.g., adding a newly learned adjective to a noun) in order to enrich the meaning of sentences and add details about ideas, people, things, and so on, in shared language activities guided by the teacher and with increasing independence.	Expand noun phrases in a growing number of ways (e.g., adding a newly learned adjective to a noun) to enrich the meaning of sentences and add details about ideas, people, things, and the like, in shared language activities guided by the teacher and with increasing independence	Expand noun phrases in a growing number of ways (e.g., adding a newly learned adjective to a noun) in order to enrich the meaning of sentences and to add details about ideas, people, things, and the like, with increasing independence.	Expand noun phrases in a growing number of ways (e.g., adding comparative/ superlative adjectives to nouns) in order to enrich the meaning of sentences and add details about ideas, people, things, and the like.	Expand noun phrases in a variety of ways (e.g., adding adjectives to noun phrases or simple clause embedding) in order to enrich the meaning of sentences and add details about ideas, people, things, and so on.	Expand noun phrases in a variety of ways (e.g., adding comparative/ superlative adjectives to noun phrases or simple clause embedding) in order to enrich the meaning of sentences and add details about ideas, people, things, and the like.



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

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 sentences with prepositional phrases to provide details (e.g., time, manner, place, cause) about a familiar or new activity or process in shared language activities guided by the teacher and with increasing independence.</p>	<p>Expand sentences with prepositional phrases to provide details (e.g., time, manner, place, cause) about a familiar or new activity or process in shared language activities guided by the teacher and with increasing independence.</p>	<p>Expand sentences with a growing number of adverbials (e.g., adverbs, prepositional phrases) to provide details (e.g., time, manner, place, cause) about a familiar or new activity or process with increasing independence.</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 familiar or new activity or process (e.g., They worked quietly; they ran across the soccer field).</p>	<p>Expand sentences with a growing variety of adverbials (e.g., adverbs, prepositional phrases) to provide details (e.g., time, manner, place, cause, and so on) about a familiar or new activity or process (e.g., They worked quietly. They ran across the soccer field).</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 familiar or new activity or process.</p>



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

Summative ELPAC Testing Spans	Kinder	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<b>6. Connecting Ideas</b>	Combine clauses in an increasing variety of ways to make connections between and join ideas, for example, to express cause/effect (e.g., She jumped because the dog barked) in shared language activities guided by the teacher and with increasing independence.	Combine clauses in an increasing variety of ways to make connections between and join ideas, for example, to express cause/effect (e.g., She jumped because the dog barked), in shared language activities guided by the teacher and with increasing independence.	Combine clauses in an increasing variety of ways to make connections between and join ideas, for example, to express cause/effect (e.g., She jumped because the dog barked) with increasing independence.	Combine clauses in an increasing variety of ways (e.g., creating compound and complex sentences) to make connections between and join ideas, for example, to express cause/effect (e.g., The deer ran because the mountain lion came) or to make a concession (e.g., She studied all night even though she wasn't feeling well).	Combine clauses in an increasing variety of ways (e.g., creating complex sentences using familiar subordinate conjunctions) to make connections between and join ideas in sentences, for example, to express cause/effect (e.g., The deer ran because the mountain lion came) or to make a concession (e.g., She studied all night even though she wasn't feeling well).	Combine clauses in an increasing variety of ways (e.g., creating compound and complex sentences) to make connections between and join ideas, for example, to express cause/effect (e.g., The deer ran because the mountain lion came), to make a concession (e.g., She studied all night even though she wasn't feeling well), or to provide reasons to support ideas (e.g., X is an extremely good book because _____).



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

Summative ELPAC Testing Spans	Kinder	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<b>7. Condensing Ideas</b>	No standards for kindergarten.	Condense clauses in a growing number of ways (e.g., through embedded clauses as in, She’s a doctor. She saved the animals. She’s the doctor who saved the animals) to create precise and detailed sentences in shared language activities guided by the teacher and with increasing independence.	Condense clauses in a growing number of ways (e.g., through embedded clauses as in, It’s a plant. It’s found in the rainforest. → It’s a green and red plant that’s found in the tropical rainforest) to create precise and detailed sentences <b>with increasing independence.</b>	Condense clauses in a growing number of ways (e.g., through embedded clauses as in, It’s a plant. It’s found in the rainforest. → It’s a green and red plant that’s found in the tropical rainforest) to create precise and detailed sentences.	Condense clauses in an increasing variety of ways (e.g., through <b>a growing number of embedded clauses and other condensing</b> , as in, The dog ate quickly. The dog choked. → The dog ate so quickly that it choked) to create precise and detailed sentences.	Condense clauses in an increasing variety of ways (e.g., through a growing number of <b>types of</b> embedded clauses and other condensing as in, The book is mine. The book is about science. The book is on the desk. → The science book that’s on the desk is mine) to create precise and detailed sentences.

