

# English Language Development Progressions

## BRIDGING LEVEL Grades 6-12



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 6-12, 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](mailto:ryann.derington@tcoe.org)

**Laura Gonzalez, M.A.**

**ELA/ELD Staff Development & Curriculum Specialist**

**Tulare County Office of Education**

[laura.gonzalez@tcoe.org](mailto:laura.gonzalez@tcoe.org)

# PART ONE: INTERACTING IN MEANINGFUL WAYS

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

Summative ELPAC Testing Spans	Grade 6	Grade 7	Grade 8	Grades 9-10	Grades 11-12
<b>1. Exchanging information / ideas</b>	Contribute to class, group, and partner discussions by following turn-taking rules, asking relevant questions, affirming others, adding relevant information and evidence, paraphrasing key ideas, building on responses, and providing useful feedback.	Contribute to class, group, and partner discussions by following turn-taking rules, asking relevant questions, affirming others, adding relevant information and evidence, paraphrasing key ideas, building on responses, and providing useful feedback.	Contribute to class, group, and partner discussions by following turn-taking rules, asking relevant questions, affirming others, adding relevant information and evidence, paraphrasing key ideas, building on responses, and providing useful feedback.	Contribute to class, group, and partner discussions, <b>sustaining conversations on a variety of age and grade-appropriate academic topics</b> by following turn-taking rules, asking and answering relevant, <b>on-topic</b> questions, affirming others, and <b>providing coherent and well-articulated comments and additional information.</b>	Contribute to class, group, and partner discussions, sustaining conversations on a variety of age and grade-appropriate academic topics by following turn-taking rules, asking and answering relevant, on-topic questions, affirming others, and providing coherent and well-articulated comments and additional information.



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

Summative ELPAC Testing Spans	Grade 6	Grade 7	Grade 8	Grades 9-10	Grades 11-12
<p><b>2. Interacting via written English</b></p>	<p>Engage in extended written exchanges with peers and collaborate on complex written texts on a variety of topics, using technology when appropriate.</p>	<p>Engage in extended written exchanges with peers and collaborate on complex written texts on a variety of topics, using technology when appropriate.</p>	<p>Engage in extended written exchanges with peers and collaborate on complex written texts on a variety of topics, using technology when appropriate.</p>	<p>Collaborate with peers to engage in a variety of extended written exchanges and complex grade-appropriate writing projects, using technology as appropriate.</p>	<p>Collaborate with peers to engage in a variety of extended written exchanges and complex grade-appropriate writing projects, using technology as appropriate.</p>



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

Summative ELPAC Testing Spans	Grade 6	Grade 7	Grade 8	Grades 9-10	Grades 11-12
<p><b>3. Supporting Opinions and Persuading others</b></p>	<p>Negotiate with or persuade others in conversations using appropriate register (e.g., to reflect on multiple perspectives) using a variety of learned phrases, indirect reported speech (e.g., <i>I heard you say X, and Gabriel just pointed out Y</i>), as well as open responses.</p>	<p>Negotiate with or persuade others in conversations using appropriate register (e.g., to <b>acknowledge new information</b>) using a variety of learned phrases, indirect reported speech (e.g., <i>I heard you say X, and I haven't <b>thought about that before</b></i>), and open responses.</p>	<p>Negotiate with or persuade others in conversations using an appropriate register (e.g., to acknowledge new information <b>and justify views</b>) using a variety of learned phrases, indirect reported speech (e.g., <i>I heard you say X, and that's a good point. I still think Y, though, <b>because . . .</b></i>) and open responses.</p>	<p>Negotiate with or persuade others in conversations in appropriate registers (e.g., to acknowledge new information <b>in an academic conversation but then politely offer a counterpoint</b>) using a variety of learned phrases, indirect reported speech (e.g., <i>I heard you say X, and I haven't <b>thought about that before. However . . .</b></i>), and open responses <b>to express and defend nuanced opinions.</b></p>	<p>Negotiate with or persuade others in <b>discussions and</b> conversations in appropriate registers (e.g., to acknowledge new information and politely offer a counterpoint) using a variety of learned phrases (e.g., <i>You postulate <b>that X. However, I've reached a different conclusion on this issue.</b></i>) and open responses to express and defend nuanced opinions.</p>



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

Summative ELPAC Testing Spans	Grade 6	Grade 7	Grade 8	Grades 9-10	Grades 11-12
<b>4. Adapting Language Choices</b>	Adjust language choices according to task (e.g., facilitating a science experiment, providing peer feedback on a writing assignment), purpose, task, and audience.	Adjust language choices according to task (e.g., facilitating a science experiment, providing peer feedback on a writing assignment), purpose, task, and audience.	Adjust language choices according to task (e.g., facilitating a science experiment, providing peer feedback on a writing assignment), purpose, task, and audience.	Adjust language choices according to the task (e.g., group presentation of research project), context (e.g., classroom, community), purpose (e.g., to persuade, to provide arguments or counter-arguments), and audience (e.g., peers, teachers, college recruiter).	Adjust language choices according to the task (e.g., group presentation of research project), context (e.g., classroom, community), purpose (e.g., to persuade, to provide arguments or counter-arguments), and audience (e.g., peers, teachers, college recruiter).



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

Summative ELPAC Testing Spans	Grade 6	Grade 7	Grade 8	Grades 9-10	Grades 11-12
<p><b>5. Listening Actively</b></p>	<p>Demonstrate active listening in oral presentation activities by asking and answering detailed questions, with minimal prompting and support.</p>	<p>Demonstrate active listening in oral presentation activities by asking and answering detailed questions with minimal prompting and support.</p>	<p>Demonstrate active listening in oral presentation activities by asking and answering detailed questions with minimal prompting and support.</p>	<p>Demonstrate <b>comprehension of oral presentations and discussions on a variety of social and academic topics</b> by asking and answering detailed <b>and complex</b> questions that show thoughtful consideration of the ideas or arguments with light support.</p>	<p>Demonstrate comprehension of oral presentations and discussions on a variety of social and academic topics by asking and answering detailed and complex questions that show thoughtful consideration of the ideas or arguments with light support.</p>





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

Summative ELPAC Testing Spans	Grade 6	Grade 7	Grade 8	Grades 9-10	Grades 11-12
<b>6. Reading/ Viewing Closely</b>	<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 light support.</p> <p>b) Express inferences and conclusions drawn based on close reading of grade- level texts and viewing of multimedia using a variety of precise academic verbs (e.g., <i>indicates that, influences</i>).</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 light support.</p> <p>b) Express inferences and conclusions drawn based on close reading of grade- level texts and viewing of multimedia using a variety of precise academic verbs (e.g., <i>indicates that, influences</i>).</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 light support.</p> <p>b) Express inferences and conclusions drawn based on close reading of grade- level texts and viewing of multimedia using a variety of precise academic verbs (e.g., <i>indicates that, influences</i>).</p>	<p>a) Explain ideas, phenomena, processes, and relationships <b>within and across texts</b> (e.g., compare/ contrast, cause/effect, <b>themes, evidence-based argument</b>) based on close reading of a variety of grade- level texts, <b>presented in various print and multimedia formats, using a variety of detailed sentences and a range of general academic and domain-specific words.</b></p> <p>b) <b>Explain</b> inferences and conclusions drawn from close reading of grade-</p>	<p>a) Explain ideas, phenomena, processes, and relationships within and across texts (e.g., compare/ contrast, cause/effect, themes, evidence-based argument) based on close reading of a variety of grade- level texts, presented in various print and multimedia formats, using a variety of detailed sentences and <b>precise</b> general academic and domain-specific words.</p> <p>b) Explain inferences and conclusions drawn from close reading of grade-</p>



	<p>c) Use knowledge of morphology (e.g., affixes, roots, and base words), context, reference materials, and visual cues to determine the meaning, including figurative and connotative meanings, of unknown and multiple-meaning words on a variety of new topics.</p>	<p>c) Use knowledge of morphology (e.g., affixes, roots, and base words), context, reference materials, and visual cues to determine the meaning, including figurative and connotative meanings, of unknown and multiple-meaning words on a variety of new topics.</p>	<p>c) Use knowledge of morphology (e.g., affixes, roots, and base words), context, reference materials, and visual cues to determine the meaning, including figurative and connotative meanings, of unknown and multiple-meaning words on a variety of new topics.</p>	<p>level texts and viewing of multimedia using a variety of verbs and adverbials (e.g., <i>creates the impression that, consequently</i>).</p> <p>c) Use knowledge of morphology (e.g., derivational suffixes), context, reference materials, and visual cues to determine the meaning, including figurative and connotative meanings, of unknown and multiple-meaning words on a variety of new topics.</p>	<p>level texts and viewing of multimedia using a variety of verbs and adverbials (e.g., <i>creates the impression that, consequently</i>).</p> <p>c) Use knowledge of morphology (e.g., derivational suffixes), context, reference materials, and visual cues to determine the meaning, including figurative and connotative meanings, of unknown and multiple-meaning words on a variety of new topics.</p>
--	--	--	--	--	--



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

Summative ELPAC Testing Spans	Grade 6	Grade 7	Grade 8	Grades 9-10	Grades 11-12
<p><b>7. Evaluating Language Choices</b></p>	<p>Explain how well writers and speakers use specific language resources to present ideas or support arguments and provide detailed evidence (e.g., identifying the specific language used to present ideas and claims that are well supported and distinguishing them from those that are not) with light support.</p>	<p>Explain how well writers and speakers use specific language resources to present ideas or support arguments and provide detailed evidence (e.g., identifying the specific language used to present ideas and claims that are well supported and distinguishing them from those that are not) <b>when provided</b> with light support.</p>	<p>Explain how well writers and speakers use specific language resources to present ideas or support arguments and provide detailed evidence (e.g., identifying the specific language used to present ideas and claims that are well supported and distinguishing them from those that are not) when provided with light support.</p>	<p>Explain how <b>successfully</b> writers and speakers <b>structure texts and use language (e.g., specific word or phrasing choices) to persuade the reader (e.g., by providing well-worded evidence to support claims or connecting points in an argument in specific ways) or create other specific effects,</b> with light support.</p>	<p>Explain how <b>successfully</b> writers and speakers <b>structure texts and use language (e.g., specific word or phrasing choices) to persuade the reader (e.g., by providing well-worded evidence to support claims or connecting points in an argument in specific ways) or create other specific effects,</b> with light support.</p>



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

Summative ELPAC Testing Spans	Grade 6	Grade 7	Grade 8	Grades 9-10	Grades 11-12
<p><b>8. Analyzing Language Choices</b></p>	<p>Explain how phrasing, different words with similar meaning (e.g., <i>stingy-economical-unwasteful-thrifty</i>), or figurative language (e.g., <i>The room was depressed and gloomy.</i>) produce shades of meaning, nuances, and different effects on the audience.</p>	<p>Explain how phrasing, different words with similar meaning (e.g., <i>refined-respectful-polite-diplomatic</i>), or figurative language (e.g., <i>The wind whispered through the night.</i>) produce shades of meaning, nuances, and different effects on the audience.</p>	<p>Explain how phrasing or different words with similar meanings (e.g., <i>cunning versus smart, stammer versus say</i>) or figurative language (e.g., <i>Let me throw some light onto the topic.</i>) produce shades of meaning, nuances, and different effects on the audience.</p>	<p>Explain how a writer's or speaker's choice of a variety of different types of phrasing or words (e.g., <i>hyperbole, varying connotations, the cumulative impact of word choices</i>) produces nuances and different effects on the audience.</p>	<p>Explain how a writer's or speaker's choice of a variety of different types of phrasing or words (e.g., <i>hyperbole, varying connotations, the cumulative impact of word choices</i>) produces nuances and different effects on the audience.</p>



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

Summative ELPAC Testing Spans	Grade 6	Grade 7	Grade 8	Grades 9-10	Grades 11-12
<b>9. Presenting</b>	Plan and deliver longer oral presentations on a variety of topics and content areas, using reasoning and evidence to support ideas, as well as growing understanding of register	Plan and deliver longer oral presentations on a variety of topics <b>in a variety of disciplines</b> , using reasoning and evidence to support ideas, as well as growing understanding of register.	Plan and deliver longer oral presentations on a variety of <b>concrete and abstract topics</b> using reasoning and evidence to support ideas <b>and using a</b> growing understanding of register.	Plan and deliver <b>a variety of oral presentations and reports on grade-appropriate topics that express complex and abstract ideas, well supported by evidence and reasoning, and are delivered using an appropriate level of formality</b> and understanding of register.	Plan and deliver a variety of oral presentations and reports on grade-appropriate topics that express complex and abstract ideas, well supported by evidence and reasoning, and are delivered using an appropriate level of formality and understanding of register.



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

Summative ELPAC Testing Spans	Grade 6	Grade 7	Grade 8	Grades 9-10	Grades 11-12
<b>10. Writing</b>	<p>a) Write longer and more detailed literary and informational texts (e.g., an argument for protecting the rainforests) collaboratively (e.g., with peers) and independently using appropriate text organization and growing understanding of register.</p> <p>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>a) Write longer and more detailed literary and informational texts (e.g., an argument for wearing school uniforms) collaboratively (e.g., with peers) and independently using appropriate text organization and growing understanding of register.</p> <p>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>a) Write longer and more detailed literary and informational texts (e.g., an argument about whether the government should fund research using stem cells) collaboratively (e.g., with peers) and independently using appropriate text organization and growing understanding of register.</p> <p>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>a) Write longer and more detailed literary and informational texts (e.g., an argument about water rights) collaboratively (e.g., with peers) and independently using appropriate text organization and register.</p> <p>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>a) Write longer and more detailed literary and informational texts (e.g., an argument about free speech) collaboratively (e.g., with peers) and independently using appropriate text organization and register.</p> <p>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	Grade 6	Grade 7	Grade 8	Grades 9-10	Grades 11-12
<b>11. Justifying / Arguing</b>	<p>a) Justify opinions or persuade others by providing detailed and relevant textual evidence (e.g., <b>quoting from the text directly or referring to specific textual evidence</b>) or relevant background knowledge with light support.</p> <p>b) Express attitude and opinions or temper statements with nuanced modal expressions (e.g., <i>probably/certainly/definitely, should/would, might</i>) <b>and phrasing</b> (e.g., <i>In my opinion . . .</i>).</p>	<p>a) Justify opinions or persuade others by providing detailed and relevant textual evidence or relevant background knowledge with light support.</p> <p>b) Express attitude and opinions or temper statements with nuanced modal expressions (e.g., <i>possibly/potentially/absolutely, should/might</i>).</p>	<p>a) Justify opinions or persuade others by providing detailed and relevant textual evidence or relevant background knowledge with light support.</p> <p>b) Express attitude and opinions or temper statements with nuanced modal expressions (e.g., <i>potentially/certainly/absolutely, should/might</i>).</p>	<p>a) Justify opinions or persuade others by <b>making connections and distinctions between ideas and texts and articulating sufficient, detailed, and relevant textual evidence or background knowledge, using appropriate register.</b></p> <p>b) Express attitude and opinions or temper statements with nuanced modal expressions (e.g., <i>possibly/potentially/certainly/absolutely, should/might</i>).</p>	<p>a) Justify opinions or persuade others by making connections and distinctions between ideas and texts and articulating sufficient, detailed and relevant textual evidence or background knowledge, using appropriate register.</p> <p>b) Express attitude and opinions or temper statements with nuanced modal expressions (e.g., <i>possibly/potentially/certainly/absolutely, should/might</i>).</p>



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

Summative ELPAC Testing Spans	Grade 6	Grade 7	Grade 8	Grades 9-10	Grades 11-12
<p><b>12. Selecting Language Resources</b></p>	<p>a) Use an expanded set of general academic words (e.g., <i>affect, evidence, demonstrate, reluctantly</i>), domain-specific words (e.g., <i>scene, setting, plot, point of view, fraction, cell membrane, democracy</i>), synonyms, antonyms, and figurative language to create precision and shades of meaning while speaking and writing.</p>	<p>a) Use an expanded set of general academic words (e.g., <i>cycle, alternative, indicate, process, emphasize, illustrate</i>), domain-specific words (e.g., <i>scene, soliloquy, sonnet, friction, monarchy, fraction</i>), synonyms, antonyms, and figurative language to create precision and shades of meaning while speaking and writing.</p>	<p>a) Use an expanded set of general academic words (e.g., <i>specific, contrast, significant, function, adequate, analysis</i>), domain-specific words (e.g., <i>scene, irony, suspense, analogy, cell membrane, fraction</i>), synonyms, antonyms, and figurative language to create precision and shades of meaning while speaking and writing.</p>	<p>a) Use a variety of grade-appropriate general (e.g., <i>anticipate, transaction</i>) and domain-specific (e.g., <i>characterization, photosynthesis, society, quadratic functions</i>) academic words and phrases, including persuasive language, accurately and appropriately when producing complex written and spoken texts.</p>	<p>a) Use a variety of grade-appropriate general (e.g., <i>alleviate, salutary</i>) and domain-specific (e.g., <i>soliloquy, microorganism</i>) academic words and phrases, including persuasive language, accurately and appropriately when producing complex written and spoken texts.</p>





	<p>b) Use knowledge of morphology to appropriately select affixes in a variety of ways to manipulate language (e.g., changing <i>observe</i> -&gt; <i>observation</i>, <i>reluctant</i> -&gt; <i>reluctantly</i>, <i>produce</i> -&gt; <i>production</i>, etc.).</p>	<p>b) Use knowledge of morphology to appropriately select affixes in a variety of ways to manipulate language (e.g., changing <i>destroy</i> -&gt; <i>destruction</i>, <i>probably</i> -&gt; <i>probability</i>, <i>reluctant</i> -&gt; <i>reluctantly</i>).</p>	<p>b) Use knowledge of morphology to appropriately select affixes in a variety of ways to manipulate language (e.g., changing <i>destroy</i> -&gt; <i>destruction</i>, <i>probably</i> -&gt; <i>probability</i>, <i>reluctant</i> -&gt; <i>reluctantly</i>).</p>	<p>b) Use knowledge of morphology to appropriately select affixes in a variety of ways to manipulate language (e.g., changing <i>humiliate</i> to <i>humiliation</i> or <i>incredible</i> to <i>incredibly</i>).</p>	<p>b) Use knowledge of morphology to appropriately select affixes in a variety of ways to manipulate language (e.g., changing <i>inaugurate</i> to <i>inauguration</i>).</p>
--	--	--	--	--	--



# PART TWO: LEARNING ABOUT HOW ENGLISH WORKS

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

Summative ELPAC Testing Spans	Grade 6	Grade 7	Grade 8	Grades 9-10	Grades 11-12
<b>1. Understanding Text Structure</b>	Apply <b>increasing understanding</b> of how different text types are organized to express ideas (e.g., how a historical account is organized chronologically versus how arguments are structured logically around reasons and evidence) to comprehending texts and writing cohesive texts.	Apply <b>understanding of the organizational structure of different text types</b> (e.g., how <b>narratives are organized by an event sequence that unfolds naturally versus how arguments are organized around reasons and evidence</b> ) to comprehending texts and to writing <b>clear and cohesive arguments, informative/ explanatory texts and narratives.</b>	Apply understanding of the organizational structure of different text types (e.g., how narratives are organized by an event sequence that unfolds naturally versus how arguments are organized around reasons and evidence) to comprehending texts and to writing clear and cohesive arguments, informative/ explanatory texts and narratives.	Apply <b>analysis of</b> the organizational structure of different text types (e.g., how <b>arguments are organized by establishing clear relationships among claims, counterclaims, reasons, and evidence</b> ) to comprehending texts and to writing clear and cohesive arguments, informative/ explanatory texts and narratives.	Apply analysis of the organizational structure of different text types (e.g., how arguments are organized by establishing clear relationships among claims, counterclaims, reasons, and evidence) to comprehending texts and to writing clear and cohesive arguments, informative/ explanatory texts, and narratives.



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

Summative ELPAC Testing Spans	Grade 6	Grade 7	Grade 8	Grades 9-10	Grades 11-12
<b>2. Understanding Cohesion</b>	<p>a) Apply <b>increasing understanding</b> 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>a) Apply <b>knowledge of familiar</b> language resources for referring to <b>make texts more cohesive</b> (e.g., how pronouns, synonyms, or nominalizations are used to refer <b>backward in a text</b>) to comprehending texts and writing cohesive texts.</p>	<p>a) Apply knowledge of familiar language resources for referring to make texts more cohesive (e.g., how pronouns, synonyms, or nominalizations are used to refer backward in a text) to comprehending texts and writing cohesive texts.</p>	<p>a) Apply knowledge of <b>a variety of</b> language resources for referring to make texts more cohesive (e.g., <b>using nominalization, paraphrasing, or summaries to reference or recap an idea or explanation provided earlier</b>) to comprehending <b>grade-level</b> texts and to writing <b>clear and cohesive grade-level</b> texts for specific purposes and audiences.</p>	<p>a) Apply knowledge of a variety of resources for referring to make texts more cohesive (e.g., using nominalization, paraphrases, or summaries to reference or recap an idea or explanation provided earlier) to comprehending grade-level texts and to writing clear and cohesive texts for specific purposes and audiences.</p>



	<p>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., <i>consequently, specifically, however, moreover</i>) to comprehending texts and writing cohesive texts.</p>	<p>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., <i>for instance, in addition, consequently</i>) to comprehending texts and writing texts with increasing cohesion.</p>	<p>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., <i>for instance, in addition, consequently</i>) to comprehending and writing texts with increasing cohesion.</p>	<p>b) Apply knowledge of familiar language resources for linking ideas, events, or reasons throughout a text (e.g., using connecting/ transition words and phrases, such as <i>on the contrary, in addition, moreover</i>) to comprehending grade-level texts and to writing cohesive texts for specific purposes and audiences.</p>	<p>b) Apply knowledge of familiar language resources for linking ideas, events, or reasons throughout a text (e.g., using connecting/ transition words and phrases, such as <i>on the contrary, in addition, moreover</i>) to comprehending grade-level texts and writing cohesive texts for specific purposes and audiences.</p>
--	---	---	---	--	---



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

Summative ELPAC Testing Spans	Grade 6	Grade 7	Grade 8	Grades 9-10	Grades 11-12
<b>3. Using Verbs and Verb Phrases</b>	Use <b>various verb types (e.g., doing, saying, being/having, thinking/feeling, reporting)</b> , tenses (e.g., present, past, future), and aspects (e.g., simple, progressive, perfect) appropriate for the task, text type, and discipline (e.g., the present perfect to describe previously made claims or conclusions) on a variety of topics.	Use <b>a variety of</b> verbs in different tenses (e.g., present, past, future), and aspects (e.g., simple, progressive, perfect) appropriate for the task, text type, and discipline (e.g., the present perfect to describe previously made claims or conclusions) on a variety of topics.	Use a variety of verbs in different tenses (e.g., present, past, future), aspects (e.g., simple, progressive, perfect), <b>voices (active and passive), and moods (e.g., declarative, interrogative, subjunctive)</b> appropriate for the task, text type, and discipline (e.g., <b>the passive voice in simple past to describe the methods of a scientific experiment</b> ) on a variety of topics.	Use a variety of verbs in different tenses (e.g., past, present, future), aspects (e.g., simple, progressive, perfect), <b>and mood (e.g., subjunctive)</b> appropriate for the text type and discipline <b>to create a variety of texts that describe concrete and abstract ideas, explain procedures and sequences, summarize texts and ideas, and present and critique points of view.</b>	Use a variety of verbs in different tenses (e.g., past, present, future), aspects (e.g., simple, progressive, perfect), and mood (e.g., subjunctive) appropriate for the text type and discipline to create a variety of texts that describe concrete and abstract ideas, explain procedures and sequences, summarize texts and ideas, and present and critique points of view.



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

Summative ELPAC Testing Spans	Grade 6	Grade 7	Grade 8	Grades 9-10	Grades 11-12
<b>4. Using Nouns and Noun Phrases</b>	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, etc.	Expand noun phrases in an increasing variety of ways (e.g., more complex clause embedding) in order to enrich the meaning of sentences and add details about ideas, people, and things.	Expand noun phrases in an increasing variety of ways (e.g., embedding relative or complement clauses) in order to enrich the meaning of sentences and add details about ideas, people, things, etc.	Expand noun phrases in a variety of ways (e.g., more complex clause embedding) to create detailed sentences that accurately describe concrete and abstract ideas, explain procedures and sequences, summarize texts and ideas, and present and critique points of view on a variety of academic topics.	Expand noun phrases in a variety of ways (e.g., complex clause embedding) to create detailed sentences that accurately describe concrete and abstract ideas, explain procedures and sequences, summarize texts and ideas, and present and critique points of view on a variety of academic topics.



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

Summative ELPAC Testing Spans	Grade 6	Grade 7	Grade 8	Grades 9-10	Grades 11-12
<b>5. Modifying to Add Details</b>	Expand sentences with a variety of adverbials (e.g., adverbs, adverb phrases and clauses, prepositional phrases) to provide details (e.g., time, manner, place, cause) about a variety of familiar and new activities and processes.	Expand sentences with a variety of adverbials (e.g., adverbs, adverb phrases and clauses, prepositional phrases) to provide details (e.g., time, manner, place, cause) about a variety of familiar and new activities and processes.	Expand sentences with <b>increasingly complex</b> adverbials (e.g., adverbs, adverb phrases and clauses, prepositional phrases) to provide details (e.g., time, manner, place, cause) about a variety of familiar and new activities and processes.	Expand sentences with a variety of adverbials (e.g., adverbs, adverb phrases and clauses, prepositional phrases) to provide details (e.g., time, manner, place, cause) about a variety of familiar and new activities and processes.	Expand sentences with a variety of adverbials (e.g., adverbs, adverb phrases and clauses, prepositional phrases) to provide details (e.g., time, manner, place, cause) about a variety of familiar and new activities and processes.



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

Summative ELPAC Testing Spans	Grade 6	Grade 7	Grade 8	Grades 9-10	Grades 11-12
<b>6. Connecting Ideas</b>	<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 a reason (e.g., <i>He stayed at home on Sunday to study for Monday’s exam</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 students worked in groups while their teacher walked around the room</i>).</p>	<p>Combine clauses in a wide variety of ways (e.g., creating compound, complex, and <b>compound-complex</b> sentences) to make connections between and join ideas, for example, to <b>show the relationship between multiple events or ideas</b> (e.g., <i>After eating lunch, the students worked in groups while their teacher walked around the room.</i>) or to evaluate an argument (e.g., <i>The author claims X, although there is a lack of evidence to support this claim.</i>).</p>	<p>Combine clauses in a wide variety of ways (e.g., creating compound and complex sentences, and compound-complex sentences) to make connections between and join ideas, for example, to show the relationship between multiple events or ideas (e.g., <i>After eating lunch, the students worked in groups while their teacher walked around the room.</i>) or to evaluate an argument (e.g., <i>The author claims X, although there is a lack of evidence to support this claim.</i>).</p>	<p>Combine clauses in a variety of ways to create compound and complex sentences <b>that make connections between and link concrete and abstract ideas, for example, to make a concession</b> (e.g., <i>While both characters strive for success, they each take different approaches through which to reach their goals.</i>), or to <b>establish cause</b> (e.g., <i>Women’s lives were changed forever after World War II as a result of joining the workforce.</i>).</p>	<p>Combine clauses in a variety of ways to create compound and complex sentences that make connections between and link concrete and abstract ideas, for example, to make a concession (e.g., <i>While both characters strive for success, they each take different approaches through which to reach their goals.</i>), or to establish cause (e.g., <i>Women’s lives were changed forever after World War II as a result of joining the workforce.</i>).</p>





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

Summative ELPAC Testing Spans	Grade 6	Grade 7	Grade 8	Grades 9-10	Grades 11-12
<b>7. Condensing Ideas</b>	<p>Condense ideas in a variety of ways (e.g., through various types of embedded clauses, ways of condensing, and nominalization as in, They <i>destroyed</i> the rainforest. Lots of animals <i>died</i>. → The <i>destruction</i> of the rainforest led to the <i>death</i> of many animals.) to create precise and detailed sentences.</p>	<p>Condense ideas in a variety of ways (e.g., through various types of embedded clauses, ways of condensing, and nominalization as in, They <i>destroyed</i> the rainforest. Lots of animals <i>died</i>. → The <i>destruction</i> of the rainforest led to the <i>death</i> of many animals.) to create precise and detailed sentences.</p>	<p>Condense ideas in a variety of ways (e.g., through various types of embedded clauses, ways of condensing, and nominalization as in, They <i>destroyed</i> the rainforest. Lots of animals <i>died</i>. → The <i>destruction</i> of the rainforest led to the <i>death</i> of many animals.) to create precise and detailed sentences.</p>	<p>Condense ideas in a variety of ways (e.g., through a <b>variety of embedded clauses, or by compounding verbs or prepositional phrases,</b> nominalization) to create precise <b>simple, compound, and complex sentences that condense concrete and abstract ideas (e.g., Another issue that people may be concerned with is the amount of money that it will cost to construct the new building).</b></p>	<p>Condense ideas in a variety of ways (e.g., through a variety of embedded clauses, or by compounding verbs or prepositional phrases, nominalization) to create precise simple, compound, and complex sentences that condense concrete and abstract ideas (e.g., <b>The epidemic, which ultimately affected hundreds of thousands of people, did not subside for another year.</b>).</p>

