

# English Language Development Progressions

## EMERGING LEVEL Grades 6-12



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 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.

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# PART ONE: INTERACTING IN MEANINGFUL WAYS

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

Summative ELPAC Testing Spans	Grade 6	Grade 7	Grade 8	Grades 9-10	Grades 11-12
<b>1. Exchanging information / ideas</b>	Engage in conversational exchanges and express ideas on familiar topics by asking and answering <i>yes-no</i> and <i>wh-</i> questions and responding using simple phrases.	Engage in conversational exchanges and express ideas on familiar topics by asking and answering <i>yes-no</i> and <i>wh-</i> questions and responding using simple phrases.	Engage in conversational exchanges and express ideas on familiar topics by asking and answering <i>yes-no</i> and <i>wh-</i> questions and responding using simple phrases.	Engage in conversational exchanges and express ideas on familiar <b>current events and academic topics</b> by asking and answering <i>yes-no</i> questions and <i>wh-</i> questions and responding using <b>phrases and short sentences</b> .	Engage in conversational exchanges and express ideas on familiar current events and academic topics by asking and answering <i>yes-no</i> questions and <i>wh-</i> questions and responding using phrases and short sentences.



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

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

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

Summative ELPAC Testing Spans	Grade 6	Grade 7	Grade 8	Grades 9-10	Grades 11-12
<b>3. Supporting Opinions and Persuading others</b>	Negotiate with or persuade others in conversations (e.g., to gain and hold the floor or ask for clarification) using <b>basic</b> learned phrases (e.g., <i>I think . . . , Would you please repeat that?</i> ), as well as open responses.	Negotiate with or persuade others in conversations (e.g., to gain and hold the floor or ask for clarification) using <b>learned</b> phrases (e.g., <i>I think . . . , Would you please repeat that?</i> ) and open responses.	Negotiate with or persuade others in conversations (e.g., to gain and hold the floor or to ask for clarification) using learned phrases (e.g., <i>I think . . . , Would you please repeat that?</i> ) and open responses.	Negotiate with or persuade others in conversations using learned phrases (e.g., <i>Would you say that again? I think . . .</i> ), as well as open responses to <b>express and defend opinions</b> .	Negotiate with or persuade others in conversations (e.g., <b>ask for clarification or repetition</b> ) using learned phrases (e.g., <i>Could you repeat that please? I believe . . .</i> ) and open responses to express and defend opinions.



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

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 social setting (e.g., classroom, break time) and audience (e.g., peers, teacher).	Adjust language choices according to social setting (e.g., classroom, break time) and audience (e.g., peers, teacher).	Adjust language choices according to social setting (e.g., classroom, break time) and audience (e.g., peers, teacher).	Adjust language choices according to the <b>context</b> (e.g., classroom, <b>community</b> ) and audience (e.g., peers, teachers).	Adjust language choices according to the context (e.g., classroom, community) and audience (e.g., peers, teachers).

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

Summative ELPAC Testing Spans	Grade 6	Grade 7	Grade 8	Grades 9-10	Grades 11-12
<b>5. Listening Actively</b>	Demonstrate active listening in <b>oral presentation activities</b> by asking and answering <b>basic questions</b> , with prompting and substantial support.	Demonstrate active listening in oral presentation activities by asking and answering basic questions with prompting and substantial support.	Demonstrate active listening in oral presentation activities by asking and answering basic questions with prompting and substantial support.	Demonstrate <b>comprehension of oral presentations and discussions on familiar social and academic topics</b> by asking and answering <b>questions</b> with prompting and substantial support.	Demonstrate comprehension of oral presentations and discussions on familiar social and academic topics by asking and answering questions with prompting and substantial support.



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

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 substantial support.</p> <p>b) Express inferences and conclusions drawn based on close reading of grade-level texts and viewing of multimedia using</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 <b>grade-appropriate</b> texts and viewing of multimedia with substantial support.</p> <p>b) Express inferences and conclusions drawn based on close reading of <b>grade-appropriate</b> texts and viewing of multimedia using</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-appropriate texts and viewing of multimedia with substantial support.</p> <p>b) Express inferences and conclusions drawn based on close reading of grade-appropriate texts and viewing of multimedia</p>	<p>a) Explain ideas, phenomena, processes, and text relationships (e.g., compare/contrast, cause/effect, <b>evidence-based argument</b>) based on close reading of a variety of grade-appropriate texts, <b>presented in various print and multimedia formats, using short sentences and a select set of general academic and domain-specific words.</b></p> <p>b) <b>Explain</b> inferences and conclusions drawn</p>	<p>a) Explain ideas, phenomena, processes, and text relationships (e.g., compare/contrast, cause/effect, evidence-based argument) based on close reading of a variety of grade-appropriate texts, presented in various print and multimedia formats, using <b>phrases</b>, short sentences, and a select set of general academic and domain-specific words.</p> <p>b) Explain inferences and</p>



	<p>some frequently used verbs (e.g., <i>shows that, based on</i>).</p> <p>c) Use knowledge of morphology (e.g., affixes, roots, and base words), context, reference materials, and visual cues to determine the meaning of unknown and multiple-meaning words on familiar topics.</p>	<p>some frequently used verbs (e.g., <i>shows that, based on</i>).</p> <p>c) Use knowledge of morphology (e.g., affixes, roots, and base words), context, reference materials, and visual cues to determine the meaning of unknown and multiple-meaning words on familiar topics.</p>	<p>using some frequently used verbs (e.g., <i>shows that, based on</i>).</p> <p>c) Use knowledge of morphology (e.g., affixes, roots, and base words), context, reference materials, and visual cues to determine the meanings of unknown and multiple-meaning words on familiar topics.</p>	<p>from close reading of grade-appropriate texts and viewing of multimedia using familiar verbs (e.g., <i>seems that</i>).</p> <p>c) Use knowledge of morphology (e.g., common prefixes and suffixes), context, reference materials, and visual cues to determine the meaning of unknown and multiple-meaning words on familiar topics.</p>	<p>conclusions drawn from close reading of grade-appropriate texts and viewing of multimedia, using familiar verbs (e.g., <i>seems that</i>).</p> <p>c) Use knowledge of morphology (e.g., common prefixes and suffixes), context, reference materials, and visual cues to determine the meaning of unknown and multiple-meaning words on familiar topics.</p>
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## Language Progressions for Part I: Interacting in Meaningful Ways (Emerging)

Summative ELPAC Testing Spans	Grade 6	Grade 7	Grade 8	Grades 9-10	Grades 11-12
<b>7. Evaluating Language Choices</b>	<p>Explain how well writers and speakers use language to support ideas and arguments with detailed evidence (e.g., identifying the precise vocabulary used to present evidence, or the phrasing used to signal a shift in meaning) with substantial support.</p>	<p>Explain how well writers and speakers use language to support ideas and arguments with detailed evidence (e.g., identifying the precise vocabulary used to present evidence, or the phrasing used to signal a shift in meaning) <b>when provided</b> with substantial support.</p>	<p>Explain how well writers and speakers use language to support ideas and arguments with detailed evidence (e.g., identifying the precise vocabulary used to present evidence, or the phrasing used to signal a shift in meaning) when provided with substantial support.</p>	<p>Explain how <b>successfully</b> writers and speakers <b>structure texts and</b> use language (e.g., <b>specific word or phrasing choices</b>) to persuade the reader (e.g., by <b>providing evidence to support claims or connecting points in an argument</b>) or <b>create other specific effects,</b> with substantial support.</p>	<p>Explain how successfully writers and speakers structure texts and use language (e.g., specific word or phrasing choices) to persuade the reader (e.g., by providing evidence to support claims or connecting points in an argument) or create other specific effects.</p>



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

Summative ELPAC Testing Spans	Grade 6	Grade 7	Grade 8	Grades 9-10	Grades 11-12
<b>8. Analyzing Language Choices</b>	Explain how phrasing or different common words with similar meaning (e.g., choosing to use the word <i>cheap</i> versus the phrase a <i>good saver</i> ) produce different effects on the audience.	Explain how phrasing or different common words with similar meaning (e.g., choosing to use the word <i>polite</i> versus <i>good</i> ) produce different effects on the audience.	Explain how phrasing or different common words with similar meanings (e.g., choosing to use the word <i>persistent</i> versus the term <i>hard worker</i> ) produce different effects on the audience.	Explain how a writer’s or speaker’s choice of phrasing or specific words (e.g., describing a character or action as <i>aggressive</i> versus <i>bold</i> ) produces nuances and different effects on the audience.	Explain how a writer’s or speaker’s choice of phrasing or specific words (e.g., describing a character or action as <i>aggressive</i> versus <i>bold</i> ) produces nuances or different effects on the audience.

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

Summative ELPAC Testing Spans	Grade 6	Grade 7	Grade 8	Grades 9-10	Grades 11-12
<b>9. Presenting</b>	Plan and deliver brief oral presentations on a variety of topics and content areas.	Plan and deliver brief <b>informative</b> oral presentations on <b>familiar topics</b> .	Plan and deliver brief informative oral presentations on <b>concrete topics</b> .	Plan and deliver brief oral presentations and <b>reports on grade-appropriate topics that present evidence and facts to support ideas</b> .	Plan and deliver brief oral presentations and reports on grade-appropriate topics that present evidence and facts to support ideas.



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

Summative ELPAC Testing Spans	Grade 6	Grade 7	Grade 8	Grades 9-10	Grades 11-12
<p><b>10. Writing</b></p>	<p>a) Write short literary and informational texts (e.g., an argument for protecting the rainforests) collaboratively (e.g., with peers) and Independently.</p> <p>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., an argument for wearing school uniforms) collaboratively (e.g., with peers) and Independently.</p> <p>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., an argument about whether the government should fund research using stem cells) collaboratively (e.g., with peers) and independently.</p> <p>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., an argument about water rights) collaboratively (e.g., with peers) and independently.</p> <p>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., an argument about free speech) collaboratively (e.g., with peers) and independently.</p> <p>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	Grade 6	Grade 7	Grade 8	Grades 9-10	Grades 11-12
<b>11. Justifying / Arguing</b>	<p>a) Justify opinions by providing some textual evidence (e.g., quoting from the text) or relevant background knowledge with substantial support.</p> <p>b) Express attitude and opinions or temper statements with some basic modal expressions (e.g., can, has to).</p>	<p>a) Justify opinions by providing some textual evidence or relevant background knowledge with substantial support.</p> <p>b) Express attitude and opinions or temper statements with familiar modal expressions (e.g., can, may).</p>	<p>a) Justify opinions by providing some textual evidence or relevant background knowledge with substantial support.</p> <p>b) Express attitude and opinions or temper statements with familiar modal expressions (e.g., can, may).</p>	<p>a) Justify opinions by articulating some relevant textual evidence or background knowledge with visual support.</p> <p>b) Express attitude and opinions or temper statements with familiar modal expressions (e.g., can, may).</p>	<p>a) Justify opinions by articulating some textual evidence or background knowledge with visual support.</p> <p>b) Express attitude and opinions or temper statements with familiar modal expressions (e.g., can, may).</p>



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

Summative ELPAC Testing Spans	Grade 6	Grade 7	Grade 8	Grades 9-10	Grades 11-12
<b>12. Selecting Language Resources</b>	<p>a) Use a select number of general academic words (e.g., <b>author, chart</b>) and domain-specific words (e.g., <b>scene, cell, fraction</b>) to create some precision while speaking and writing.</p> <p>b) Use knowledge of morphology to appropriately select affixes in basic ways (e.g., She likes X.).</p>	<p>a) Use a select number of general academic words (e.g., <b>cycle, alternative</b>) and domain-specific words (e.g., <b>scene, chapter, paragraph, cell</b>) to create some precision while speaking and writing.</p> <p>b) Use knowledge of morphology to appropriately select affixes in basic ways (e.g., She likes X. <b>He walked to school.</b>).</p>	<p>a) Use a select number of general academic words (e.g., <b>specific, contrast</b>) and domain-specific words (e.g., <b>scene, cell, fraction</b>) to create some precision while speaking and writing.</p> <p>b) Use knowledge of morphology to appropriately select affixes in basic ways (e.g., She likes X. He walked to school.).</p>	<p>a) Use <b>familiar</b> general academic (e.g., <b>temperature, document</b>) and domain-specific (e.g., <b>characterization, photosynthesis, society, quadratic functions</b>) words to create <b>clear spoken and written texts.</b></p> <p>b) Use knowledge of morphology to appropriately select <b>basic</b> affixes (e.g., <b>The skull protects the brain.</b>).</p>	<p>a) Use familiar general academic (e.g., <b>temperature, document</b>) and domain-specific (e.g., <b>cell, the Depression</b>) words to create clear spoken and written texts.</p> <p>b) Use knowledge of morphology to appropriately select basic affixes (e.g., <b>The news media relies on official sources.</b>).</p>



# PART TWO: LEARNING ABOUT HOW ENGLISH WORKS

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

Summative ELPAC Testing Spans	Grade 6	Grade 7	Grade 8	Grades 9-10	Grades 11-12
<b>1. Understanding Text Structure</b>	Apply <b>basic</b> understanding of how different text types are organized to express ideas (e.g., how a narrative is organized sequentially <b>with predictable stages</b> versus how arguments are organized around <b>ideas</b> ) to comprehending texts and writing basic texts.	Apply understanding of how different text types are organized to express ideas (e.g., how narratives are organized sequentially) to comprehending texts and to writing <b>brief arguments, informative/ explanatory texts and narratives.</b>	Apply understanding of how different text types are organized to express ideas (e.g., how narratives are organized sequentially) to comprehending texts and to writing brief arguments, informative/ explanatory texts and narratives.	Apply <b>analysis of the organizational structure of different text types</b> (e.g., how <b>arguments are organized by establishing clear relationships among claims, counterclaims, reasons, and evidence</b> ) to comprehending texts and to writing brief 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 brief arguments, informative/ explanatory texts, and narratives.



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

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>basic understanding</b> of language resources for referring <b>the reader back or forward in text</b> (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 <b>a select set</b> of everyday connecting words or phrases (e.g., <b>first/next, at the beginning</b>) to comprehending texts and writing basic texts.</p>	<p>a) Apply <b>knowledge</b> of familiar language resources for referring to make texts more cohesive (e.g., how pronouns refer back to nouns in text) to comprehending texts and writing brief texts.</p> <p>b) Apply basic understanding of how ideas, events, or reasons are linked throughout a text using <b>everyday</b> connecting words or phrases (e.g., <b>at the end, next</b>) to comprehending texts and writing brief texts.</p>	<p>a) Apply knowledge of familiar language resources for referring to make texts more cohesive (e.g., how pronouns refer back to nouns in text) to comprehending and writing brief 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., <i>at the end, next</i>) to comprehending and writing brief texts.</p>	<p>a) Apply knowledge of familiar language resources for referring to make texts more cohesive (e.g., <b>using</b> pronouns to refer back to nouns in text) to comprehending and writing brief texts.</p> <p>b) Apply <b>knowledge of familiar language resources for linking</b> ideas, events, or reasons throughout a text (e.g., <b>using connecting/ transition words and phrases, such as first, second, third</b>) to comprehending and writing brief texts.</p>	<p>a) Apply knowledge of familiar language resources for referring to make texts more cohesive (e.g., using pronouns <b>or synonyms</b> to refer back to <b>characters or concepts introduced earlier</b>) to comprehending and writing brief texts.</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 <b>first, second, finally</b>) to comprehending and writing brief texts.</p>



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

Summative ELPAC Testing Spans	Grade 6	Grade 7	Grade 8	Grades 9-10	Grades 11-12
<p><b>3. Using Verbs and Verb Phrases</b></p>	<p>Use a variety of verb <b>types</b> (e.g., <b>doing, saying, being/having, thinking/feeling</b>), tenses (e.g., present, past, future), and aspects (e.g., simple, progressive) appropriate for the text type and discipline (e.g., simple past and past progressive for recounting an experience) on familiar topics.</p>	<p>Use a variety of verbs in <b>different tenses</b> (e.g., present, past, future), and aspects (e.g., simple, progressive) appropriate for the text type and discipline (e.g., simple past and past progressive for recounting an experience) on familiar topics.</p>	<p>Use a variety of verbs in different tenses (e.g., present, past, future) and aspects (e.g., simple, progressive) appropriate for the text type and discipline (e.g., simple past and past progressive for recounting an experience) on familiar topics.</p>	<p>Use a variety of verbs in different tenses (e.g., past, present, future) and aspects (e.g., simple, progressive) appropriate for the text type and discipline <b>to create short texts</b> on familiar <b>academic</b> topics.</p>	<p>Use a variety of verbs in different tenses (e.g., past, present, future) and aspects (e.g., simple, progressive) appropriate for the text type and discipline to create short texts on familiar academic topics.</p>





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

Summative ELPAC Testing Spans	Grade 6	Grade 7	Grade 8	Grades 9-10	Grades 11-12
<p><b>4. Using Nouns and Noun Phrases</b></p>	<p>Expand noun phrases in <b>simple</b> ways (e.g., adding a sensory adjective to a noun) in order to enrich the meaning of sentences and add details about ideas, people, things, etc.</p>	<p>Expand noun phrases in <b>basic</b> ways (e.g., adding a sensory adjective to a noun) in order to enrich the meaning of sentences and add details about ideas, people, and things.</p>	<p>Expand noun phrases in basic ways (e.g., adding a sensory adjective to a noun) in order to enrich the meaning of sentences and add details about ideas, people, things, etc.</p>	<p>Expand noun phrases to create <b>increasingly detailed sentences</b> (e.g., adding <b>adjectives for precision</b>) about <b>personal and familiar academic topics</b>.</p>	<p>Expand noun phrases to create increasingly detailed sentences (e.g., adding adjectives for precision) about personal and familiar academic topics.</p>



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

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 simple adverbials (e.g., adverbs, adverb phrases, prepositional phrases) to provide details (e.g., time, manner, place, cause) about a familiar activity or process.	Expand sentences with simple adverbials (e.g., adverbs, adverb phrases, prepositional phrases) to provide details (e.g., time, manner, place, cause) about a familiar activity or process.	Expand sentences with simple adverbials (e.g., adverbs, adverb phrases, prepositional phrases) to provide details (e.g., time, manner, place, cause) about a familiar activity or process.	Expand sentences with simple adverbials (e.g., adverbs, adverb phrases, prepositional phrases) to provide details (e.g., time, manner, place, cause) about familiar <b>activities or processes.</b>	Expand sentences with simple adverbials (e.g., adverbs, adverb phrases, prepositional phrases) to provide details (e.g., time, manner, place, cause) about familiar activities or processes.



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

Summative ELPAC Testing Spans	Grade 6	Grade 7	Grade 8	Grades 9-10	Grades 11-12
<p><b>6. Connecting Ideas</b></p>	<p>Combine clauses in a few basic ways to make connections between and join ideas (e.g., creating compound sentences using <i>and, but, so</i>).</p>	<p>Combine clauses in a few basic ways to make connections between and join ideas (e.g., creating compound sentences using <i>and, but, so</i>; creating complex sentences using <i>because</i>).</p>	<p>Combine clauses in a few basic ways to make connections between and join ideas (e.g., creating compound sentences using <i>and, but, so</i>; creating complex sentences using <i>because</i>).</p>	<p>Combine clauses in a few basic ways (e.g., creating compound sentences using <i>and, but, so</i>; creating complex sentences using <i>because</i>) to make connections between and to join ideas (e.g., <i>I want to read this book because it describes the solar system.</i>).</p>	<p>Combine clauses in a few basic ways (e.g., creating compound sentences using <i>and, but, so</i>; creating complex sentences using <i>because</i>) to make connections between and join ideas (e.g., <i>I want to read this book because it tells the history of Pi.</i>).</p>



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

Summative ELPAC Testing Spans	Grade 6	Grade 7	Grade 8	Grades 9-10	Grades 11-12
<p><b>7. Condensing Ideas</b></p>	<p>Condense ideas in simple ways (e.g., by compounding verbs, adding prepositional phrases, or through simple embedded clauses or other ways of condensing as in, This is a story about a girl. The girl changed the world. → This is a story about a girl who changed the world.) to create precise and detailed sentences.</p>	<p>Condense ideas in simple ways (e.g., by compounding verbs, adding prepositional phrases, or through simple embedded clauses or other ways of condensing as in, This is a story about a girl. The girl changed the world. → This is a story about a girl who changed the world.) to create precise and detailed sentences.</p>	<p>Condense ideas in simple ways (e.g., by compounding verbs, adding prepositional phrases, or through simple embedded clauses or other ways of condensing as in, This is a story about a girl. The girl changed the world. → This is a story about a girl who changed the world.) to create precise and detailed sentences.</p>	<p>Condense ideas in a few basic ways (e.g., by compounding verb or prepositional phrases) to create precise and detailed simple, compound, and complex sentences (e.g., <i>The students asked survey questions and recorded the responses.</i>).</p>	<p>Condense ideas in a few basic ways (e.g., by compounding verb or prepositional phrases) to create precise and detailed simple, compound, and complex sentences (e.g., <i>The students asked survey questions and recorded the responses.</i>).</p>

