Grades 9–10

Section 1: Overview

Goal: English learners read, analyze, interpret, and create a variety of literary and informational text types. They develop an understanding of how language is a complex, dynamic, and social resource for making meaning, as well as how content is organized in different text types and across disciplines using text structure, language features, and vocabulary depending on purpose and audience. They are aware that different languages and variations of English exist, and they recognize their home languages and cultures as resources to value in their own right and also to draw upon in order to build proficiency in English. English learners contribute actively to class and group discussions, asking questions, responding appropriately, and providing useful feedback. They demonstrate knowledge of content through oral presentations, writing tasks, collaborative conversations, and multimedia. They develop proficiency in shifting language use based on task, purpose, audience, and text type.

Critical Principles for Developing Language and Cognition in Academic Contexts: While advancing along the continuum of English language development levels, English learners at all levels engage in intellectually challenging literacy, disciplinary, and disciplinary literacy tasks. They use language in meaningful and relevant ways appropriate to grade level, content area, topic, purpose, audience, and text type in English language arts, mathematics, science, social studies, and the arts. Specifically, they use language to gain and exchange information and ideas in three communicative modes (collaborative, interpretive, and productive), and they apply knowledge of language to academic tasks via three cross-mode language processes (structuring cohesive texts, expanding and enriching ideas, and connecting and condensing ideas) using various linguistic resources.

Part I: Interacting in Meaningful Ways	Corresponding CA CCSS for ELA/Literacy*
A. Collaborative	
1. Exchanging information and ideas with others through oral collaborative discussions on a range of social and academic topics	• SL.9–10.1, 6; L.9–10.3, 6
2. Interacting with others in written English in various communicative forms (print, communicative technology and multimedia)	• W.9–10.6; WHST.9–10.6; SL.9–10.2; L.9–10.3, 6
3. Offering and justifying opinions, negotiating with and persuading others in communicative exchanges	• W.9–10.1; WHST.9–10.1; SL.9–10.1, 4, 6; L.9–10.3, 6
4. Adapting language choices to various contexts (based on task, purpose, audience, and text type)	• W.9–10.4-5; WHST. 9–10.4-5; SL.9–10.6; L.9–10.1, 3, 6

*The California English Language Development Standards correspond to the California Common Core State Standards for English Language Arts and Literacy in History/Social Science and Technical Subjects (CA CCSS for ELA/Literacy). English learners should have full access to opportunities to learn ELA, mathematics, science, history/social studies, and other content at the same time they are progressing toward full proficiency in English.

Part I: Interacting in Meaningful Ways	Corresponding CA CCSS for ELA/Literacy
B. Interpretive	
5. Listening actively to spoken English in a range of social and academic contexts	• SL.9–10.1, 3, 6; L.9–10.1, 3, 6
6. Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language	• RL.9–10.1–7, 9–10; RI.9–10.1–10; RH.9–10.1–10; RST.9–10.1–10; SL.9–10.2; L.9–10.1, 3, 6
7. Evaluating how well writers and speakers use language to support ideas and arguments with details or evidence depending on modality, text type, purpose, audience, topic, and content area	• RL.9–10.4–5; RI.9–10.4, 6, 8; RH.9–10.4–6, 8; RST.9–10.4–6, 8; SL.9–10.3; L.9–10.3, 5–6
8. Analyzing how writers and speakers use vocabulary and other language resources for specific purposes (to explain, persuade, entertain, etc.) depending on modality, text type, purpose, audience, topic, and content area	• RL.9–10.4–5; RI.9–10.4–5; RH.9–10.4–5; RST.9–10.4–5; SL.9–10.3; L.9–10.3, 5–6
C. Productive	
9. Expressing information and ideas in formal oral presentations on academic topics	• SL.9–10.4–6; L.9–10.1, 3
10. Writing literary and informational texts to present, describe, and explain ideas and information, using appropriate technology	• W.9–10.1–10; WHST.9–10.1–2, 4–10; L.9–10.1–6
11. Justifying own arguments and evaluating others' arguments in writing	• W.9–10.1, 8–9; WHST.9–10.1, 8–9; L.9–10.1–3, 6
12. Selecting and applying varied and precise vocabulary and other language resources to effectively convey ideas	• W.9–10.4–5; WHST.9–10.4–5; SL.9–10.4, 6; L.9–10.1, 3, 5–6
Part II: Learning About How English Works	**Corresponding CA CCSS for ELA/Literacy**
A. Structuring Cohesive Texts	• RL.9–10.5; RI.9–10.5; RH.9–10.5; RST.9–10.5; W.9–10.1–5, 10; WHST.9–10.1-2, 4–5, 10; SL.9–10.4
1. Understanding text structure	
2. Understanding cohesion	• RI.9–10.5; RH.9–10.5; RST.9–10.5; W.9–10.1–5, 10; WHST.9–10.1–2, 4–5, 10; L.9–10.1, 3–6
B. Expanding and Enriching Ideas	• W.9–10.5; WHST.9–10.5; SL.9–10.6; L.9–10.1, 3–6
3. Using verbs and verb phrases	• W.9–10.5; WHST.9–10.5; SL.9–10.6; L.9–10.1, 3–6
4. Using nouns and noun phrases	• W.9–10.4–5; WHST.9–10.4–5; SL.9–10.6; L.9–10.1, 3–6
5. Modifying to add details	
C. Connecting and Condensing Ideas	• W.9–10.1-5; WHST.9–10.1–2, 4–5; SL.9–10.4, 6; L.9–10.1, 3–6
6. Connecting ideas	• W.9–10.1–5; WHST.9–10.1–2, 4–5; SL.9–10.4, 6; L.9–10.1, 3–6
7. Condensing ideas	
Part III: Using Foundational Literacy Skills	• RF.K–1.1–4; RF.2–5.3–4 (as appropriate)

Note: **Examples** provided in specific standards are offered *only as illustrative possibilities* and should not be misinterpreted as the only objectives of instruction or as the only types of language that English learners might or should be able to understand or produce.

Section 2: Elaboration on Critical Principles for Developing Language and Cognition in Academic Contexts
Part I: Interacting in Meaningful Ways

Texts and Discourse in Context		ELD Proficiency Level Continuum		
		→ Emerging →	→ Expanding →	→ Bridging →
Part I, strands 1–4, corresponding to the CA CCSS for ELA/Literacy 1. SL.9–10.1,6; L.9–10.3, 6 2. W.9–10.6; WHST.9–10.6; SL.9–10.2; L.9–10.3, 6 3. W.9–10.1; WHST.9–10.1; SL.9–10.1, 4, 6; L.9–10.3, 6 4. W.9–10.4-5; WHST.9–10.4–5; SL.9–10.6; L.9–10.1, 3, 6 **Purposes for using language include but are not limited to:** Describing, entertaining, informing, interpreting, analyzing, recounting, explaining, persuading, negotiating, justifying, evaluating, and so on. **Informational text types include but are not limited to:** Descriptions or accounts (e.g., scientific, historical, economic, technical), recounts (e.g., biography, memoir), information reports, explanations (e.g., causal, factual), expositions (e.g., speeches, opinion pieces, argument, debate), responses (e.g., literary analysis), and so on. **Literary text types include but are not limited to:** Stories (e.g., historical fiction, myths, graphic novels), poetry, drama, and so on. **Audiences include but are not limited to:** Peers (one to one) Small group (one to a group) Whole group (one to many)	**A. Collaborative**	*1. Exchanging information/ideas* Engage in conversational exchanges and express ideas on familiar current events and academic topics by asking and answering *yes-no* questions and *wh-* questions and responding using phrases and short sentences. *2. Interacting via written English* Collaborate with peers to engage in short, grade-appropriate written exchanges and writing projects, using technology as appropriate. *3. Supporting opinions and persuading others* Negotiate with or persuade others in conversations using learned phrases (e.g., *Would you say that again? I think . . .*), as well as open responses to express and defend opinions. *4. Adapting language choices* Adjust language choices according to the context (e.g., classroom, community) and audience (e.g., peers, teachers).	*1. Exchanging information/ideas* 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, providing additional, relevant information, and paraphrasing key ideas. *2. Interacting via written English* Collaborate with peers to engage in increasingly complex grade-appropriate written exchanges and writing projects, using technology as appropriate. *3. Supporting opinions and persuading others* Negotiate with or persuade others in conversations (e.g., to provide counterarguments) using a growing number of learned phrases (*I see your point, but . . .*) and open responses to express and defend nuanced opinions. *4. Adapting language choices* Adjust language choices according to the context (e.g., classroom, community), purpose (e.g., to persuade, to provide arguments or counterarguments), task, and audience (e.g., peers, teachers, guest lecturer).	*1. Exchanging information/ideas* 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. *2. Interacting via written English* Collaborate with peers to engage in a variety of extended written exchanges and complex grade-appropriate writing projects, using technology as appropriate. *3. Supporting opinions and persuading others* Negotiate with or persuade others in conversations in appropriate registers (e.g., to acknowledge new information in an academic conversation but then politely offer a counterpoint) using a variety of learned phrases, indirect reported speech (e.g., *I heard you say X, and I haven't thought about that before. However . . .*), and open responses to express and defend nuanced opinions. *4. Adapting language choices* 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 counterarguments), and audience (e.g., peers, teachers, college recruiter).

Section 2: Elaboration on Critical Principles for Developing Language and Cognition in Academic Contexts
Part I: Interacting in Meaningful Ways

Texts and Discourse in Context	ELD Proficiency Level Continuum		
	→ Emerging →	→ Expanding →	→ Bridging →
Part I, strands 5–8, corresponding to the CA CCSS for ELA/Literacy 5. SL.9–10.1, 3, 6; L.9–10.1, 3, 6 6. RL.9–10.1–7,9–10; RI.9–10.1–10; RH.9–10.1–10; RST.9–10.1–10; SL.9–10.2; L.9–10.1, 3, 6 7. RL.9–10.4–5; RI.9–10.4, 6, 8; RH.9–10.4–6, 8; RST.9–10.4–6, 8; SL.9–10.3; L.9–10.3, 5–6 8. RL.9–10.4–5; RI.9–10.4–5; RH.9–10.4–5; RST.9–10.4–5; SL.9–10.3; L.9–10.3, 5–6 **Purposes for using language include but are not limited to:** Describing, entertaining, informing, interpreting, analyzing, recounting, explaining, persuading, negotiating, justifying, evaluating, and so on. **Informational text types include but are not limited to:** Descriptions or accounts (e.g., scientific, historical, economic, technical), recounts (e.g., biography, memoir), information reports, explanations (e.g., causal, factual), expositions (e.g., speeches, opinion pieces, argument, debate), responses (e.g., literary analysis), and so on. **Literary text types include but are not limited to:** Stories (e.g., historical fiction, myths, graphic novels), poetry, drama, and so on. **Audiences include but are not limited to:** Peers (one to one) Small group (one to a group) Whole group (one to many)	*5. Listening actively* Demonstrate comprehension of oral presentations and discussions on familiar social and academic topics by asking and answering questions, with prompting and substantial support. *6. Reading/viewing closely* 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 short sentences and a select set of general academic and domain-specific words. b. Explain inferences and conclusions drawn from close reading of grade-appropriate texts and viewing of multimedia using familiar verbs (e.g., *seems that*). 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.	*5. Listening actively* Demonstrate comprehension of oral presentations and discussions on a variety of social and academic topics by asking and answering questions that show thoughtful consideration of the ideas or arguments, with moderate support. *6. Reading/viewing closely* 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-appropriate texts, presented in various print and multimedia formats, using increasingly detailed sentences, and an increasing variety of general academic and domain-specific words. b. Explain inferences and conclusions drawn from close reading of grade-appropriate texts and viewing of multimedia using an increasing variety of verbs and adverbials (e.g., *indicates that, suggests, as a result*). c. Use knowledge of morphology (e.g., affixes, Greek and Latin roots), context, reference materials, and visual cues to determine the meaning of unknown and multiple-meaning words on familiar and new topics.	*5. Listening actively* 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. *6. Reading/viewing closely* 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 a range of general academic and domain-specific words. b. Explain inferences and conclusions drawn from close reading of grade-level texts and viewing of multimedia using a variety of verbs and adverbials (e.g., *creates the impression that, consequently*). 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.

B. Interpretive

Section 2: Elaboration on Critical Principles for Developing Language and Cognition in Academic Contexts
Part I: Interacting in Meaningful Ways

Texts and Discourse in Context		ELD Proficiency Level Continuum		
		→ Emerging →	→ Expanding →	→ Bridging →
Part I, strands 5–8, corresponding to the CA CCSS for ELA/Literacy 5. SL.9–10.1, 3, 6; L.9–10.1, 3, 6 6. RL.9–10.1–7,9–10; RI.9–10.1–10; RH.9–10.1–10; RST.9–10.1–10; SL.9–10.2; L.9–10.1, 3, 6 7. RL.9–10.4–5; RI.9–10.4, 6, 8; RH.9–10.4–6, 8; RST.9–10.4–6, 8; SL.9–10.3; L.9–10.3, 5–6 8. RL.9–10.4–5; RI.9–10.4–5; RH.9–10.4–5; RST.9–10.4–5; SL.9–10.3; L.9–10.3, 5–6 **Purposes for using language include but are not limited to:** Describing, entertaining, informing, interpreting, analyzing, recounting, explaining, persuading, negotiating, justifying, evaluating, and so on. **Informational text types include but are not limited to:** Descriptions or accounts (e.g., scientific, historical, economic, technical), recounts (e.g., biography, memoir), information reports, explanations (e.g., causal, factual), expositions (e.g., speeches, opinion pieces, argument, debate), responses (e.g., literary analysis), and so on. **Literary text types include but are not limited to:** Stories (e.g., historical fiction, myths, graphic novels), poetry, drama, and so on. **Audiences include but are not limited to:** Peers (one to one) Small group (one to a group) Whole group (one to many)	**B. Interpretive**	*7. Evaluating language choices* 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, with substantial support. *8. Analyzing language choices* Explain how a writer's or speaker's choice of phrasing or specific words (e.g., describing a character or action as *aggressive* versus *bold*) produces nuances and different effects on the audience.	*7. Evaluating language choices* 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 well-worded evidence to support claims or connecting points in an argument in specific ways) or create other specific effects, with moderate support. *8. Analyzing language choices* Explain how a writer's or speaker's choice of phrasing or specific words (e.g., using figurative language or words with multiple meanings to describe an event or character) produces nuances and different effects on the audience.	*7. Evaluating language choices* 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 well-worded evidence to support claims or connecting points in an argument in specific ways) or create other specific effects, with light support. *8. Analyzing language choices* Explain how a writer's or speaker's choice of a variety of different types of phrasing or words (e.g., hyperbole, varying connotations, the cumulative impact of word choices) produces nuances and different effects on the audience.

Section 2: Elaboration on Critical Principles for Developing Language and Cognition in Academic Contexts
Part I: Interacting in Meaningful Ways

Texts and Discourse in Context	ELD Proficiency Level Continuum		
	→ Emerging →	→ Expanding →	→ Bridging →
Part I, strands 9–12, corresponding to the CA CCSS for ELA/Literacy 9. SL.9–10.4–6; L.9–10.1, 3 10. W.9–10.1–10; WHST.9–10.–1–2, 4–10; L.9–10.1–6 11. W.9–10.1, 8–9; WHST.9–10.1, 8–9; L.9–10.1–3, 6 12. W.9–10.4–5; WHST.9–10.4–5; SL.9–10.4, 6; L.9–10.1, 3, 5–6 **Purposes for using language include but are not limited to:** Describing, entertaining, informing, interpreting, analyzing, recounting, explaining, persuading, negotiating, justifying, evaluating, and so on. **Informational text types include but are not limited to:** Descriptions or accounts (e.g., scientific, historical, economic, technical), recounts (e.g., biography, memoir), information reports, explanations (e.g., causal, factual), expositions (e.g., speeches, opinion pieces, argument, debate), responses (e.g., literary analysis), and so on. **Literary text types include but are not limited to:** Stories (e.g., historical fiction, myths, graphic novels), poetry, drama, and so on. **Audiences include but are not limited to:** Peers (one to one) Small group (one to a group) Whole group (one to many)	**C. Productive** *9. Presenting* Plan and deliver brief oral presentations and reports on grade-appropriate topics that present evidence and facts to support ideas. *10. Writing* a. Write short literary and informational texts (e.g., an argument about water rights) collaboratively (e.g., with peers) and independently. b. Write brief summaries of texts and experiences by using complete sentences and key words (e.g., from notes or graphic organizers). *11. Justifying/arguing* a. Justify opinions by articulating some relevant textual evidence or background knowledge, with visual support. b. Express attitude and opinions or temper statements with familiar modal expressions (e.g., *can, may*).	*9. Presenting* Plan and deliver a variety of oral presentations and reports on grade-appropriate topics that present evidence and facts to support ideas by using growing understanding of register. *10. Writing* a. Write longer literary and informational texts (e.g., an argument about water rights) collaboratively (e.g., with peers) and independently by using appropriate text organization and growing understanding of register. b. Write increasingly concise summaries of texts and experiences by using complete sentences and key words (e.g., from notes or graphic organizers). *11. Justifying/arguing* a. Justify opinions and positions or persuade others by making connections between ideas and articulating relevant textual evidence or background knowledge. b. Express attitude and opinions or temper statements with a variety of familiar modal expressions (e.g., *possibly/likely, could/would*).	*9. Presenting* 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 sound reasoning, and are delivered using an appropriate level of formality and understanding of register. *10. Writing* 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. b. Write clear and coherent summaries of texts and experiences by using complete and concise sentences and key words (e.g., from notes or graphic organizers). *11. Justifying/arguing* 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. b. Express attitude and opinions or temper statements with nuanced modal expressions (e.g., *possibly/ potentially/ certainly/ absolutely, should/might*).

Section 2: Elaboration on Critical Principles for Developing Language and Cognition in Academic Contexts
Part I: Interacting in Meaningful Ways

Texts and Discourse in Context		ELD Proficiency Level Continuum		
		→ Emerging →	→ Expanding →	→ Bridging →
Part I, strands 9–12, corresponding to the CA CCSS for ELA/Literacy 9. SL.9–10.4-6; L.9–10.1, 3 10. W.9–10.1-10; WHST.9–10.1–2, 4–10; L.9–10.1–6 11. W.9–10.1, 8–9; WHST.9–10.1, 8–9; L.9–10.1–3, 6 12. W.9–10.4–5; WHST.9–10.4–5; SL.9–10.4, 6; L.9–10.1, 3, 5–6 **Purposes for using language include but are not limited to:** Describing, entertaining, informing, interpreting, analyzing, recounting, explaining, persuading, negotiating, justifying, evaluating, and so on. **Informational text types include but are not limited to:** Descriptions or accounts (e.g., scientific, historical, economic, technical), recounts (e.g., biography, memoir), information reports, explanations (e.g., causal, factual), expositions (e.g., speeches, opinion pieces, argument, debate), responses (e.g., literary analysis), and so on. **Literary text types include but are not limited to:** Stories (e.g., historical fiction, myths, graphic novels), poetry, drama, and so on. **Audiences include but are not limited to:** Peers (one to one) Small group (one to a group) Whole group (one to many)	C. Productive	*12. Selecting language resources* a. Use familiar general academic (e.g., temperature, document) and domain-specific (e.g., *characterization, photosynthesis, society, quadratic functions*) words to create clear spoken and written texts. b. Use knowledge of morphology to appropriately select basic affixes (e.g., The skull protects the brain).	*12. Selecting language resources* a. Use an increasing variety of grade-appropriate general academic (e.g., *dominate, environment*) and domain-specific (e.g., *characterization, photosynthesis, society, quadratic functions*) academic words accurately and appropriately when producing increasingly complex written and spoken texts. b. Use knowledge of morphology to appropriately select affixes in a growing number of ways to manipulate language (e.g., diplomatic, stems are branch*ed* or *un*branched).	*12. Selecting language resources* a. Use a variety of grade-appropriate general (e.g., *anticipate, transaction*) and domain-specific (e.g., *characterization, photosynthesis, society, quadratic function*s) academic words and phrases, including persuasive language, accurately and appropriately when producing complex written and spoken texts. b. Use knowledge of morphology to appropriately select affixes in a variety of ways to manipulate language (e.g., changing *humiliate* to *humiliation* or *incredible* to *incredibly*).

Section 2: Elaboration on Critical Principles for Developing Language and Cognition in Academic Contexts
Part II: Learning About How English Works

Texts and Discourse in Context		ELD Proficiency Level Continuum		
		→ Emerging →	→ Expanding →	→ Bridging →
Part II, strands 1–2, corresponding to the CA CCSS for ELA/Literacy 1. RL.9–10.5; RI.9–10.5; RH.9–10.5; RST.9–10.5; W.9–10.1–5, 10; WHST.9–10.1–2, 4–5, 10; SL.9–10.4 2. RI.9–10.5; RH.9–10.5; RST.9–10.5; W.9–10.1–5,10; WHST.9–10.1–2, 4–5, 10; L.9–10.1, 3–6 **Purposes for using language include but are not limited to:** Describing, entertaining, informing, interpreting, analyzing, recounting, explaining, persuading, negotiating, justifying, evaluating, and so on. **Informational text types include but are not limited to:** Descriptions or accounts (e.g., scientific, historical, economic, technical), recounts (e.g., biography, memoir), information reports, explanations (e.g., causal, factual), expositions (e.g., speeches, opinion pieces, argument, debate), responses (e.g., literary analysis), and so on. **Literary text types include but are not limited to:** Stories (e.g., historical fiction, myths, graphic novels), poetry, drama, and so on. **Audiences include but are not limited to:** Peers (one to one) Small group (one to a group) Whole group (one to many)	**A. Structuring Cohesive Texts**	*1. Understanding text structure* 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. *2. Understanding cohesion* a. Apply knowledge of familiar language resources for referring to make texts more cohesive (e.g., using pronouns to refer back to nouns in text) to comprehending and writing brief texts. 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 *first, second, third*) to comprehending and writing brief texts.	*1. Understanding text structure* 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 increasingly clear and cohesive arguments, informative/explanatory texts and narratives. *2. Understanding cohesion* a. Apply knowledge of a growing number of language resources for referring to make texts more cohesive (e.g., using nominalizations to refer back to an action or activity described earlier) to comprehending texts and to writing increasingly cohesive texts for specific purposes and audiences. 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 *meanwhile, however, on the other hand*) to comprehending texts and to writing increasingly cohesive texts for specific purposes and audiences.	*1. Understanding text structure* 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. *2. Understanding cohesion* a. Apply knowledge of a variety of language resources for referring to make texts more cohesive (e.g., using nominalization, paraphrasing, or summaries to reference or recap an idea or explanation provided earlier) to comprehending grade-level texts and to writing clear and cohesive grade-level texts for specific purposes and audiences. 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 *on the contrary, in addition, moreover*) to comprehending grade-level texts and to writing cohesive texts for specific purposes and audiences.

Section 2: Elaboration on Critical Principles for Developing Language and Cognition in Academic Contexts
Part II: Learning About How English Works

Texts and Discourse in Context	ELD Proficiency Level Continuum		
	→ Emerging →	→ Expanding →	→ Bridging →
Part II, strands 3–5, corresponding to the CA CCSS for ELA/Literacy 3. W.9–10.5; WHST.9–10.5; SL.9–10.6; L.9–10.1, 3–6 4. W.9–10.5; WHST.9–10.5; SL.9–10.6; L.9–10.1, 3–6 5. W.9–10.4–5; WHST.9–10.4–5; SL.9–10.6; L.9–10.1, 3–6 **Purposes for using language include but are not limited to:** Describing, entertaining, informing, interpreting, analyzing, recounting, explaining, persuading, negotiating, justifying, evaluating, and so on. **Informational text types include but are not limited to:** Descriptions or accounts (e.g., scientific, historical, economic, technical), recounts (e.g., biography, memoir), information reports, explanations (e.g., causal, factual), expositions (e.g., speeches, opinion pieces, argument, debate), responses (e.g., literary analysis), and so on. **Literary text types include but are not limited to:** Stories (e.g., historical fiction, myths, graphic novels), poetry, drama, and so on. **Audiences include but are not limited to:** Peers (one to one) Small group (one to a group) Whole group (one to many)	**B. Expanding and Enriching Ideas** *3. Using verbs and verb phrases* Use a variety of verbs in different tenses (e.g., past, present, future, simple, progressive) appropriate to the text type and discipline to create short texts on familiar academic topics. *4. Using nouns and noun phrases* Expand noun phrases to create increasingly detailed sentences (e.g., adding adjectives for precision) about personal and familiar academic topics. *5. Modifying to add details* 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.	*3. Using verbs and verb phrases* Use a variety of verbs in different tenses (e.g., past, present, future, simple, progressive, perfect) appropriate to the text type and discipline to create a variety of texts that explain, describe, and summarize concrete and abstract thoughts and ideas. *4. Using nouns and noun phrases* Expand noun phrases in a growing number of ways (e.g., adding adjectives to nouns; simple clause embedding) to create detailed sentences that accurately describe, explain, and summarize information and ideas on a variety of personal and academic topics. *5. Modifying to add details* Expand sentences with a growing variety of adverbials (e.g., adverbs, adverb phrases, prepositional phrases) to provide details (e.g., time, manner, place, cause) about familiar or new activities or processes.	*3. Using verbs and verb phrases* Use a variety of verbs in different tenses (e.g., past, present, future, simple, progressive, perfect), and mood (e.g., subjunctive) appropriate to 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. *4. Using nouns and noun phrases* 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. *5. Modifying to add details* 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.

Section 2: Elaboration on Critical Principles for Developing Language and Cognition in Academic Contexts
Part II: Learning About How English Works

Texts and Discourse in Context	ELD Proficiency Level Continuum		
	→ Emerging →	→ Expanding →	→ Bridging →
Part II, strands 6–7, corresponding to the CA CCSS for ELA/Literacy 6. W.9–10.1–5; WHST.9–10.1–2, 4–5; SL.9–10.4,6; L.9–10.1,3–6 7. W.9–10.1-5; WHST.9–10.1-2, 4–5; SL.9–10.4, 6; L.9–10.1, 3–6 **Purposes for using language include but are not limited to:** Describing, entertaining, informing, interpreting, analyzing, recounting, explaining, persuading, negotiating, justifying, evaluating, and so on. **Informational text types include but are not limited to:** Descriptions or accounts (e.g., scientific, historical, economic, technical), recounts (e.g., biography, memoir), information reports, explanations (e.g., causal, factual), expositions (e.g., speeches, opinion pieces, argument, debate), responses (e.g., literary analysis), and so on. **Literary text types include but are not limited to:** Stories (e.g., historical fiction, myths, graphic novels), poetry, drama, and so on. **Audiences include but are not limited to:** Peers (one to one) Small group (one to a group) Whole group (one to many)	**C. Connecting and Condensing Ideas** *6. Connecting ideas* Combine clauses in a few basic ways (e.g., creating compound sentences using *and, but, so;* creating complex sentences using *because*) to make connections between and to join ideas (e.g., *I want to read this book because it describes the solar system*). *7. Condensing ideas* 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., *The students asked survey questions and recorded the responses*).	*6. Connecting ideas* Combine clauses in a growing number of ways to create compound and complex sentences that make connections between and link concrete and abstract ideas, for example, to express a reason (e.g., *He stayed at home on Sunday in order to study for Monday's exam*) or to make a concession (e.g., *She studied all night even though she wasn't feeling well*). *7. Condensing ideas* Condense ideas in a growing number of ways (e.g., through embedded clauses or by compounding verbs or prepositional phrases) to create more precise and detailed simple, compound, and complex sentences (e.g., *Species that could not adapt to the changing climate eventually disappeared*).	*6. Connecting ideas* 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., *While both characters strive for success,* they each take different approaches through which to reach their goals.), or to establish cause (e.g., Women's lives were changed forever after World War II *as a result of joining the workforce*). *7. Condensing ideas* 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., *Another issue that people may be concerned with* is the amount of money *that it will cost to construct the new building*).

Section 2: Elaboration on Critical Principles for Developing Language and Cognition in Academic Contexts
Part III: Using Foundational Literacy Skills

Foundational literacy skills in an alphabetic writing system • Print concepts • Phonological awareness • Phonics and word recognition • Fluency	See chapter 6 for information on teaching foundational reading skills to English learners of various profiles based on age, native language, native language writing system, schooling experience, and literacy experience and proficiency. Some considerations are as follows: • Native language and literacy (e.g., phoneme awareness or print concept skills in native language) should be assessed for potential transference to English language and literacy. • Similarities between the native language and English should be highlighted (e.g., phonemes or letters that are the same in both languages). • Differences between the native language and English should be highlighted (e.g., some phonemes in English may not exist in the student's native language; native language syntax may be different from English syntax).