

English Language Development Progressions

EXPANDING LEVEL Grades 6-12



Tulare County
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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 (Expanding)

Summative ELPAC Testing Spans	Grade 6	Grade 7	Grade 8	Grades 9-10	Grades 11-12
1. Exchanging information / ideas	Contribute to class, group, and partner discussions by following turn-taking rules, asking relevant questions, affirming others, adding relevant information, and paraphrasing key ideas.	Contribute to class, group, and partner discussions by following turn-taking rules, asking relevant questions, affirming others, adding relevant information, and paraphrasing key ideas.	Contribute to class, group, and partner discussions by following turn-taking rules, asking relevant questions, affirming others, adding relevant information, and paraphrasing key 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.	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.



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

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



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

Summative ELPAC Testing Spans	Grade 6	Grade 7	Grade 8	Grades 9-10	Grades 11-12
<p>3. Supporting Opinions and Persuading others</p>	<p>Negotiate with or persuade others in conversations (e.g., to provide counter-arguments) using an expanded set of learned phrases (<i>I agree with X, but ...</i>), as well as open responses.</p>	<p>Negotiate with or persuade others in conversations (e.g., to provide counter-arguments) using learned phrases (<i>I agree with X, but . .</i>), and open responses.</p>	<p>Negotiate with or persuade others in conversations (e.g., to provide counter-arguments) using learned phrases (<i>I agree with X, but . . .</i>) and open responses.</p>	<p>Negotiate with or persuade others in conversations (e.g., to provide counter-arguments) using a growing number of learned phrases (<i>I see your point, but . . .</i>) and open responses to express and defend nuanced opinions.</p>	<p>Negotiate with and persuade others (e.g., by presenting counter-arguments) in discussions and conversations using learned phrases (e.g., You make a valid point but my view is . . .) and open responses to express and defend nuanced opinions.</p>



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

Summative ELPAC Testing Spans	Grade 6	Grade 7	Grade 8	Grades 9-10	Grades 11-12
<p>4. Adapting Language Choices</p>	<p>Adjust language choices according to purpose (e.g., explaining, persuading, entertaining), task, and audience.</p>	<p>Adjust language choices according to purpose (e.g., explaining, persuading, entertaining), task, and audience.</p>	<p>Adjust language choices according to purpose (e.g., explaining, persuading, entertaining), task, and audience.</p>	<p>Adjust language choices according to the context (e.g., classroom, community), purpose (e.g., to persuade, to provide arguments or counter-arguments), task, and audience (e.g., peers, teachers, guest lecturer).</p>	<p>Adjust language choices according to the context (e.g., classroom, community), purpose (e.g., to persuade, to provide arguments or counter-arguments), task, and audience (e.g., peers, teachers, guest lecturer).</p>



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

Summative ELPAC Testing Spans	Grade 6	Grade 7	Grade 8	Grades 9-10	Grades 11-12
<p>5. Listening Actively</p>	<p>Demonstrate active listening in oral presentation activities by asking and answering detailed questions, with occasional prompting and moderate support.</p>	<p>Demonstrate active listening in oral presentation activities by asking and answering detailed questions with occasional prompting and moderate support.</p>	<p>Demonstrate active listening in oral presentation activities by asking and answering detailed questions with occasional prompting and moderate support.</p>	<p>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.</p>	<p>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.</p>



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

Summative ELPAC Testing Spans	Grade 6	Grade 7	Grade 8	Grades 9-10	Grades 11-12
6. Reading/ Viewing Closely	<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 moderate 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 verbs (e.g., <i>suggests that, leads to</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 moderate support.</p> <p>b) Express inferences and conclusions drawn based on close reading of grade-appropriate texts and viewing of multimedia using a variety of verbs (e.g., <i>suggests that, leads to</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-appropriate texts and viewing of multimedia with moderate support.</p> <p>b) Express inferences and conclusions drawn based on close reading grade-appropriate texts and viewing of multimedia using a variety of verbs (e.g., <i>suggests that, leads to</i>).</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-appropriate texts, presented in various print and multimedia formats, using increasingly detailed sentences, and an increasing variety of general academic and domain-specific words.</p> <p>b) Explain inferences and conclusions</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-appropriate texts, presented in various print and multimedia formats, using increasingly detailed sentences, and a range of general academic and domain-specific words.</p> <p>b) Explain inferences and conclusions drawn from close</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 and 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 of unknown and multiple-meaning words on familiar and 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 meanings of unknown and multiple-meaning words on familiar and new topics.</p>	<p>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).</p> <p>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.</p>	<p>reading of grade-appropriate texts and viewing of multimedia using a variety of verbs and adverbials (e.g., indicates that, suggests, as a result).</p> <p>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.</p>
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Language Progressions for Part I: Interacting in Meaningful Ways (Expanding)

Summative ELPAC Testing Spans	Grade 6	Grade 7	Grade 8	Grades 9-10	Grades 11-12
<p>7. Evaluating Language Choices</p>	<p>Explain how well writers and speakers use specific language to present ideas or support arguments and provide detailed evidence (e.g., showing the clarity of the phrasing used to present an argument) with moderate support.</p>	<p>Explain how well writers and speakers use specific language to present ideas or support arguments and provide detailed evidence (e.g., showing the clarity of the phrasing used to present an argument) when provided with moderate support.</p>	<p>Explain how well writers and speakers use specific language to present ideas or support arguments and provide detailed evidence (e.g., showing the clarity of the phrasing used to present an argument) when provided with moderate 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 well-worded evidence to support claims or connecting points in an argument in specific ways) or create other specific effects, with moderate 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 well-worded evidence to support claims or connecting points in an argument in specific ways) or create other specific effects, with moderate support.</p>



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

Summative ELPAC Testing Spans	Grade 6	Grade 7	Grade 8	Grades 9-10	Grades 11-12
<p>8. Analyzing Language Choices</p>	<p>Explain how phrasing, different words with similar meaning (e.g., describing a character as <i>stingy</i> versus <i>economical</i>), or figurative language (e.g., <i>The room was depressed and gloomy.</i>) produce shades of meaning and different effects on the audience.</p>	<p>Explain how phrasing, different words with similar meaning (e.g., describing a character as <i>diplomatic</i> versus <i>respectful</i>) or figurative language (e.g., <i>The wind whispered through the night.</i>) produce shades of meaning and different effects on the audience.</p>	<p>Explain how phrasing or different words with similar meanings (e.g., describing a character as <i>stubborn</i> versus <i>persistent</i>) or figurative language (e.g., <i>Let me throw some light onto the topic.</i>) produce shades of meaning and different effects on the audience.</p>	<p>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.</p>	<p>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.</p>



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

Summative ELPAC Testing Spans	Grade 6	Grade 7	Grade 8	Grades 9-10	Grades 11-12
9. Presenting	Plan and deliver longer oral presentations on a variety of topics and content areas, using details and evidence to support ideas	Plan and deliver longer oral presentations on a variety of topics, using details and evidence to support ideas.	Plan and deliver longer oral presentations on a variety of topics using details and evidence to support ideas.	Plan and deliver a variety of oral presentations and reports on grade-appropriate topics that present evidence and facts to support ideas using growing understanding of register.	Plan and deliver a variety of oral presentations and reports on grade-appropriate topics that present evidence and facts to support ideas using growing understanding of register.



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

Summative ELPAC Testing Spans	Grade 6	Grade 7	Grade 8	Grades 9-10	Grades 11-12
10. Writing	<p>a) Write longer literary and informational texts (e.g., an argument for protecting the rainforests) collaboratively (e.g., with peers) and independently using appropriate text organization.</p> <p>b) Write increasingly concise summaries of texts and experiences using complete sentences and key words (e.g., from notes or graphic organizers).</p>	<p>a) Write longer literary and informational texts (e.g., an argument for wearing school uniforms) collaboratively (e.g., with peers) and independently using appropriate text organization.</p> <p>b) Write increasingly concise summaries of texts and experiences using complete sentences and key words (e.g., from notes or graphic organizers).</p>	<p>a) Write longer 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.</p> <p>b) Write increasingly concise summaries of texts and experiences using complete sentences and key words (e.g., from notes or graphic organizers).</p>	<p>a) Write longer literary and informational texts (e.g., an argument about water rights) collaboratively (e.g., with peers) and independently using appropriate text organization and growing understanding of register.</p> <p>b) Write increasingly concise summaries of texts and experiences using complete sentences and key words (e.g., from notes or graphic organizers).</p>	<p>a) Write longer literary and informational texts (e.g., an argument about free speech) collaboratively (e.g., with peers) and independently using appropriate text organization and growing understanding of register.</p> <p>b) Write increasingly concise summaries of texts and experiences using complete sentences and key words (e.g., from notes or graphic organizers).</p>



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

Summative ELPAC Testing Spans	Grade 6	Grade 7	Grade 8	Grades 9-10	Grades 11-12
<p>11. Justifying / Arguing</p>	<p>a) Justify opinions or persuade others by providing relevant textual evidence (e.g., quoting from the text or referring to what the text says) or relevant background knowledge with moderate support.</p> <p>b) Express attitude and opinions or temper statements with a variety of familiar modal expressions (e.g., maybe/probably, can/could, must).</p>	<p>a) Justify opinions or persuade others by providing relevant textual evidence or relevant background knowledge with moderate support.</p> <p>b) Express attitude and opinions or temper statements with a variety of familiar modal expressions (e.g., possibly/likely, could/would/should).</p>	<p>a) Justify opinions or persuade others by providing relevant textual evidence or relevant background knowledge with moderate support.</p> <p>b) Express attitude and opinions or temper statements with a variety of familiar modal expressions (e.g., possibly/likely, could/would).</p>	<p>a) Justify opinions and positions or persuade others by making connections between ideas and articulating relevant textual evidence or background knowledge.</p> <p>b) Express attitude and opinions or temper statements with a variety of familiar modal expressions (e.g., possibly/likely, could/would).</p>	<p>a) Justify opinions and positions or persuade others by making connections between ideas and articulating relevant textual evidence or background knowledge.</p> <p>b) Express attitude and opinions or temper statements with a variety of familiar modal expressions (e.g., possibly/likely, could/would).</p>



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

Summative ELPAC Testing Spans	Grade 6	Grade 7	Grade 8	Grades 9-10	Grades 11-12
<p>12. Selecting Language Resources</p>	<p>a) Use a growing set of academic words (e.g., <i>author, chart, global, affect</i>), domain-specific words (e.g., <i>scene, setting, plot, point of view, fraction, cell membrane, democracy</i>), synonyms, and antonyms to create precision and shades of meaning while speaking and writing.</p>	<p>a) Use a growing set of academic words (e.g., <i>cycle, alternative, indicate, process</i>), domain-specific words (e.g., <i>scene, soliloquy, sonnet, friction, monarchy, fraction</i>), synonyms, and antonyms to create precision and shades of meaning while speaking and writing.</p>	<p>a) Use a growing set of academic words (e.g., <i>specific, contrast, significant, function</i>), domain-specific words (e.g., <i>scene, irony, suspense, analogy, cell membrane, fraction</i>), synonyms, and antonyms to create precision and shades of meaning while speaking and writing.</p>	<p>a) Use an increasing variety of grade-appropriate general academic (e.g., <i>dominate, environment</i>) and domain-specific (e.g., <i>characterization, photosynthesis, society, quadratic functions</i>) academic words accurately and appropriately when producing increasingly complex written and spoken texts.</p>	<p>a) Use an increasing variety of grade-appropriate general academic (e.g., <i>fallacy, dissuade</i>) and domain-specific (e.g., <i>chromosome, federalism</i>) academic words accurately and appropriately when producing increasingly complex written and spoken texts.</p>



	<p>b) Use knowledge of morphology to appropriately select affixes in a growing number of ways to manipulate language (e.g., <i>She likes X. That's impossible.</i>).</p>	<p>b) Use knowledge of morphology to appropriately select affixes in a growing number of ways to manipulate language (e.g., <i>She likes walking to school. That's impossible.</i>).</p>	<p>b) Use knowledge of morphology to appropriately select affixes in a growing number of ways to manipulate language (e.g., <i>She likes walking to school. That's impossible.</i>).</p>	<p>b) Use knowledge of morphology to appropriately select affixes in a growing number of ways to manipulate language (e.g., <i>diplomatic, Stems are branched or unbranched.</i>).</p>	<p>b) Use knowledge of morphology to appropriately select affixes in a growing number of ways to manipulate language (e.g., <i>The cardiac muscle works continuously.</i>).</p>
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PART TWO: LEARNING ABOUT HOW ENGLISH WORKS

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

Summative ELPAC Testing Spans	Grade 6	Grade 7	Grade 8	Grades 9-10	Grades 11-12
1. Understanding Text Structure	Apply growing understanding of how different text types are organized to express ideas (e.g., how a narrative is organized sequentially with predictable stages versus how arguments are structured logically around reasons and evidence) to comprehending texts and writing texts with increasing cohesion.	Apply understanding of the organizational features 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 increasingly clear and coherent arguments, informative/explanatory texts and narratives.	Apply understanding of the organizational features 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 increasingly clear and coherent 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 increasingly 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 increasingly clear and cohesive arguments, informative/explanatory texts, and narratives.



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

Summative ELPAC Testing Spans	Grade 6	Grade 7	Grade 8	Grades 9-10	Grades 11-12
2. Understanding Cohesion	<p>a) Apply growing understanding of language resources for referring the reader back or forward in text (e.g., how pronouns or synonyms refer back to nouns in text) to comprehending texts and writing texts with increasing cohesion.</p> <p>b) Apply growing understanding of how ideas, events, or reasons are linked throughout a text using a variety of</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, how using synonyms helps avoid repetition) to comprehending texts and writing texts with increasing cohesion.</p> <p>b) Apply growing understanding of how ideas, events, or reasons are linked throughout a text using a variety of</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, how using synonyms helps avoid repetition) to comprehending and writing texts with increasing cohesion.</p> <p>b) Apply growing understanding of how ideas, events, or reasons are linked throughout a text using a variety of connecting words</p>	<p>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.</p> <p>b) Apply knowledge of familiar language resources for linking ideas,</p>	<p>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.</p> <p>b) Apply knowledge of familiar language resources for linking ideas,</p>



	<p>connecting words or phrases (e.g., <i>for example, in the first place, as a result, on the other hand</i>) to comprehending texts and writing texts with increasing cohesion.</p>	<p>connecting words or phrases (e.g., <i>for example, as a result, on the other hand</i>) to comprehending texts and writing texts with increasing cohesion.</p>	<p>or phrases (e.g., <i>for example, as a result, on the other hand</i>) to comprehending and writing texts with increasing cohesion.</p>	<p>events, or reasons throughout a text (e.g., using connecting/ transition words and phrases, such as <i>meanwhile, however, on the other hand</i>) to comprehending texts and to writing increasingly cohesive texts for specific purposes and audiences.</p>	<p>events, or reasons throughout a text (e.g., using connecting/ transition words and phrases, such as <i>meanwhile, however, on the other hand</i>) to comprehending texts and to writing increasingly cohesive texts for specific purposes and audiences.</p>
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Language Progressions for Part II: Learning About How English Works(Expanding)

Summative ELPAC Testing Spans	Grade 6	Grade 7	Grade 8	Grades 9-10	Grades 11-12
<p>3. Using Verbs and Verb Phrases</p>	<p>Use various verb types (e.g., doing, saying, being/ having, thinking/feeling, reporting), tenses (e.g., present, past, future), and aspects (e.g., simple, progressive, perfect) appropriate for the task, text type, and discipline (e.g., simple present for literary analysis) on an increasing variety of topics.</p>	<p>Use a variety of 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., simple present for literary analysis) on an increasing variety of topics.</p>	<p>Use a variety of 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 an increasing variety of topics.</p>	<p>Use a variety of verbs in different tenses (e.g., past, present, future) and aspects (e.g., simple, progressive, perfect) appropriate for the text type and discipline to create a variety of texts that explain, describe, and summarize concrete and abstract thoughts and ideas.</p>	<p>Use a variety of verbs in different tenses (e.g., past, present, future) and aspects (e.g., simple, progressive, perfect) appropriate for the text type and discipline to create a variety of texts that explain, describe, and summarize concrete and abstract thoughts and ideas.</p>



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

Summative ELPAC Testing Spans	Grade 6	Grade 7	Grade 8	Grades 9-10	Grades 11-12
<p>4. Using Nouns and Noun Phrases</p>	<p>Expand noun phrases in a variety of ways (e.g., adding comparative/superlative adjectives to noun phrases or simple clause embedding) in order to enrich the meaning of sentences and add details about ideas, people, things, etc.</p>	<p>Expand noun phrases in a growing number of ways (e.g., adding adjectives to nouns or simple clause embedding) in order to enrich the meaning of sentences and add details about ideas, people, and things.</p>	<p>Expand noun phrases in a growing number of ways (e.g., adding prepositional or adjective phrases) in order to enrich the meaning of sentences and add details about ideas, people, things, etc.</p>	<p>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.</p>	<p>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.</p>



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

Summative ELPAC Testing Spans	Grade 6	Grade 7	Grade 8	Grades 9-10	Grades 11-12
5. Modifying to Add Details	Expand sentences with an increasing variety of adverbials (e.g., adverbs, adverb phrases, prepositional phrases) to provide details (e.g., time, manner, place, cause) about a familiar or new activity or process.	Expand sentences with adverbials (e.g., adverbs, adverb phrases, prepositional phrases) to provide details (e.g., time, manner, place, cause) about a familiar or new activity or process.	Expand sentences with adverbials (e.g., adverbs, adverb phrases, prepositional phrases) to provide details (e.g., time, manner, place, cause) about a familiar or new activity or process.	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.	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.



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

Summative ELPAC Testing Spans	Grade 6	Grade 7	Grade 8	Grades 9-10	Grades 11-12
6. Connecting Ideas	<p>Combine clauses in an increasing variety of ways (e.g., creating compound and complex sentences) to make connections between and join ideas, for example, to express a reason (e.g., <i>He stayed at home on Sunday to study for Monday’s exam</i>) or to make a concession (e.g., <i>She studied all night even though she wasn’t feeling well</i>).</p>	<p>Combine clauses in an increasing variety of ways (e.g., creating compound and complex sentences) to make connections between and join ideas, for example, to express a reason (e.g., <i>He stayed at home on Sunday in order to study for Monday’s exam</i>) or to make a concession (e.g., <i>She studied all night even though she wasn’t feeling well</i>).</p>	<p>Combine clauses in an increasing variety of ways (e.g., creating compound and complex sentences) to make connections between and join ideas, for example, to express a reason (e.g., <i>He stayed at home on Sunday to study for Monday’s exam.</i>) or to make a concession (e.g., <i>She studied all night even though she wasn’t feeling well.</i>).</p>	<p>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., <i>He stayed at home on Sunday in order to study for Monday’s exam</i>) or to make a concession (e.g., <i>She studied all night even though she wasn’t feeling well.</i>).</p>	<p>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., <i>He stayed at home on Sunday in order to study for Monday’s exam.</i>) or to make a concession (e.g., <i>She studied all night even though she wasn’t feeling well.</i>).</p>



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Summative ELPAC Testing Spans	Grade 6	Grade 7	Grade 8	Grades 9-10	Grades 11-12
<p>7. Condensing Ideas</p>	<p>Condense ideas in an increasing variety of ways (e.g., through various types of embedded clauses and other ways of condensing, as in, Organic vegetables are food. They're made without chemical fertilizers. They're made without chemical insecticides. → Organic vegetables are foods <i>that are made without chemical fertilizers or insecticides.</i>) to create precise and detailed sentences.</p>	<p>Condense ideas in an increasing variety of ways (e.g., through various types of embedded clauses and other ways of condensing, as in, Organic vegetables are food. They're made without chemical fertilizers. They're made without chemical insecticides. → Organic vegetables are foods <i>that are made without chemical fertilizers or insecticides.</i>) to create precise and detailed sentences.</p>	<p>Condense ideas in an increasing variety of ways (e.g., through various types of embedded clauses and other ways of condensing, as in, Organic vegetables are food. They're made without chemical fertilizers. They're made without chemical insecticides. → Organic vegetables are foods <i>that are made without chemical fertilizers or insecticides.</i>) to create precise and detailed sentences.</p>	<p>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., <i>Species that could not adapt to the changing climate eventually disappeared.</i>).</p>	<p>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., <i>Species that could not adapt to the changing climate eventually disappeared.</i>).</p>

