



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.3.1, 6; L.3.1, 3, 6 |
| 2. Interacting with others in written English in various communicative forms (print, communicative technology, and multimedia) | ● W.3.6; L.3.1, 3, 6 |
| 3. Offering and supporting opinions and negotiating with others in communicative exchanges | ● SL.3.1, 6; L.3.1, 3, 6 |
| 4. Adapting language choices to various contexts (based on task, purpose, audience, and text type) | ● W.3.4–5; SL.3.1, 6; L.3.1, 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
<p>B. Interpretive</p> <ol style="list-style-type: none"> 5. Listening actively to spoken English in a range of social and academic contexts 6. Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language 7. Evaluating how well writers and speakers use language to support ideas and opinions with details or reasons depending on modality, text type, purpose, audience, topic, and content area 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 	<ul style="list-style-type: none"> ● SL.3.1-3; L.3.3 ● RL.3.1-7,9-10; RI.3.1-7,9-10; SL.3.2-3; L.3.3, 4, 6 ● RL.3.3-4, 6; RI.3.2, 6, 8; SL.3.3; L.3.3-6 ● RL.3.4-5; RI.3.4-5; SL.3.3; L.3.3-6
<p>C. Productive</p> <ol style="list-style-type: none"> 9. Expressing information and ideas in formal oral presentations on academic topics 10. Writing literary and informational texts to present, describe, and explain ideas and information, using appropriate technology 11. Supporting own opinions and evaluating others' opinions in speaking and writing 12. Selecting and applying varied and precise vocabulary and language structures to effectively convey ideas 	<ul style="list-style-type: none"> ● SL.3.4-6; L.3.1, 3, 6 ● W.3.1-8, 10; L.3.1-3, 6 ● W.3.1, 4, 10; SL.3.4, 6; L.3.1-3, 6 ● W.3.4-5; SL.3.4, 6; L.3.1, 3, 5-6
Part II: Learning About How English Works	Corresponding CA CCSS for ELA/Literacy
<p>A. Structuring Cohesive Texts</p> <ol style="list-style-type: none"> 1. Understanding text structure 2. Understanding cohesion 	<ul style="list-style-type: none"> ● RL.3.5; RI.3.5; W.3.1-5; SL.3.4 ● RL.3.5; RI.3.5; W.3.1-4; SL.3.4; L.3.1, 3
<p>B. Expanding and Enriching Ideas</p> <ol style="list-style-type: none"> 3. Using verbs and verb phrases 4. Using nouns and noun phrases 5. Modifying to add details 	<ul style="list-style-type: none"> ● W.3.5; SL.3.6; L.3.1, 3, 6 ● W.3.5; SL.3.6; L.3.1, 3, 6 ● W.3.5; SL.3.4, 6; L.3.1, 3, 6
<p>C. Connecting and Condensing Ideas</p> <ol style="list-style-type: none"> 6. Connecting ideas 7. Condensing ideas 	<ul style="list-style-type: none"> ● W.3.1-3, 5; SL.3.4, 6; L.3.1, 3, 6 ● W.3.1-3, 5; SL.3.4, 6; L.3.1, 3, 6
Part III: Using Foundational Literacy Skills	<ul style="list-style-type: none"> ● RF.K-3.1-4 (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 →	
<p>Part I, strands 1–4, corresponding to the CA CCSS for ELA/Literacy</p> <p>1. SL.3.1,6; L.3.1, 3, 6 2. W.3.6; L.3.1, 3, 6 3. SL.3.1,6; L.3.1, 3, 6 4. W.3.4–5; SL.3.1, 6; L.3.1, 3, 6</p> <p>Purposes for using language include but are not limited to: Describing, entertaining, informing, interpreting, analyzing, recounting, explaining, persuading, negotiating, justifying, evaluating, and so on.</p> <p>Informational text types include but are not limited to: Description (e.g., science log entry), procedure (e.g., how to solve a mathematics problem), recount (e.g., autobiography, science experiment results), information report (e.g., science or history report), explanation (e.g., how or why something happened), exposition (e.g., opinion), response (e.g., literary analysis), and so on.</p> <p>Literary text types include but are not limited to: Stories (e.g., fantasy, legends, fables), drama (e.g., readers’ theater), poetry, retelling a story, and so on.</p> <p>Audiences include but are not limited to: Peers (one to one) Small group (one to a group) Whole group (one to many)</p>	A. Collaborative	<p>1. Exchanging information and ideas Contribute to conversations and express ideas by asking and answering <i>yes-no</i> and <i>wh-</i> questions and responding using short phrases.</p> <p>2. Interacting via written English Collaborate with peers on joint writing projects of short informational and literary texts, using technology where appropriate for publishing, graphics, and the like.</p> <p>3. Offering opinions Offer opinions and negotiate with others in conversations using basic learned phrases (e.g., <i>I think . . .</i>), as well as open responses in order to gain and/or hold the floor.</p> <p>4. Adapting language choices Recognize that language choices (e.g., vocabulary) vary according to social setting (e.g., playground versus classroom), with substantial support from peers or adults.</p>	<p>1. Exchanging information and ideas Contribute to class, group, and partner discussions, including sustained dialogue, by following turn-taking rules, asking relevant questions, affirming others, and adding relevant information.</p> <p>2. Interacting via written English Collaborate with peers on joint writing projects of longer informational and literary texts, using technology where appropriate for publishing, graphics, and the like.</p> <p>3. Offering opinions Offer opinions and negotiate with others in conversations using an expanded set of learned phrases (e.g., <i>I agree with X, and . . .</i>), as well as open responses in order to gain and/or hold the floor, provide counterarguments, and the like.</p> <p>4. Adapting language choices Adjust language choices (e.g., vocabulary, use of dialogue, and the like) according to purpose (e.g., persuading, entertaining), social setting, and audience (e.g., peers versus adults), with moderate support from peers or adults.</p>	<p>1. Exchanging information and ideas Contribute to class, group, and partner discussions, including sustained dialogue, by following turn-taking rules, asking relevant questions, affirming others, adding relevant information, building on responses, and providing useful feedback.</p> <p>2. Interacting via written English Collaborate with peers on joint writing projects of a variety of longer informational and literary texts, using technology where appropriate for publishing, graphics, and the like.</p> <p>3. Offering opinions Offer opinions and negotiate with others in conversations using a variety of learned phrases (e.g., <i>That’s a good idea, but . . .</i>), as well as open responses in order to gain and/or hold the floor, provide counterarguments, elaborate on an idea, and the like.</p> <p>4. Adapting language choices Adjust language choices according to purpose (e.g., persuading, entertaining), task, and audience (e.g., peer-to-peer versus peer-to-teacher), with light support from peers or adults.</p>

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 →	
<p>Part I, strands 5–8, corresponding to the CA CCSS for ELA/Literacy:</p> <p>5. SL.3.1-3; L.3.3</p> <p>6. RL.3.1-7, 9-10; RI.3.1-7, 9-10; SL.3.2-3; L.3.3, 4, 6</p> <p>7. RL.3.3-4, 6; RI.3.2, 6, 8; SL.3.3; L.3.3-6</p> <p>8. RL.3.4-5; RI.3.4-5; SL.3.3; L.3.3-6</p> <p>Purposes for using language include but are not limited to: Describing, entertaining, informing, interpreting, analyzing, recounting, explaining, persuading, negotiating, justifying, evaluating, and so on.</p> <p>Informational text types include but are not limited to: Description (e.g., science log entry), procedure (e.g., how to solve a mathematics problem), recount (e.g., autobiography, science experiment results), information report (e.g., science or history report) explanation (e.g., how or why something happened), exposition (e.g., opinion), response (e.g., literary analysis), and so on.</p> <p>Literary text types include but are not limited to: Stories (e.g., fantasy, legends, fables), drama (e.g., readers' theater), poetry, retelling a story, and so on.</p> <p>Audiences include but are not limited to: Peers (one to one) Small group (one to a group) Whole group (one to many)</p>	B. Interpretive	<p>5. Listening actively Demonstrate active listening to read-alouds and oral presentations by asking and answering basic questions, with prompting and substantial support.</p> <p>6. Reading/viewing closely Describe ideas, phenomena (e.g., insect metamorphosis), and text elements (e.g., main idea, characters, setting) based on understanding of a select set of grade-level texts and viewing of multimedia, with substantial support.</p> <p>7. Evaluating language choices Describe the language writers or speakers use to support an opinion or present an idea (e.g., by identifying the phrases or words in the text that provide evidence), with prompting and substantial support.</p> <p>8. Analyzing language choices Distinguish how different words produce different effects on the audience (e.g., describing a character as <i>happy</i> versus <i>sad</i>).</p>	<p>5. Listening actively Demonstrate active listening to read-alouds and oral presentations by asking and answering detailed questions, with occasional prompting and moderate support.</p> <p>6. Reading/viewing closely Describe ideas, phenomena (e.g., how cows digest food), and text elements (e.g., main idea, characters, events) in greater detail based on understanding of a variety of grade-level texts and viewing of multimedia, with moderate support.</p> <p>7. Evaluating language choices Describe the specific language writers or speakers use to present or support an idea (e.g., the specific vocabulary or phrasing used to provide evidence), with prompting and moderate support.</p> <p>8. Analyzing language choices Distinguish how different words with similar meanings (e.g., describing a character as <i>happy</i> versus <i>ecstatic</i>) produce shades of meaning and different effects on the audience.</p>	<p>5. Listening actively Demonstrate active listening to read-alouds and oral presentations by asking and answering detailed questions, with minimal prompting and light support.</p> <p>6. Reading/viewing closely Describe ideas, phenomena (e.g., volcanic eruptions), and text elements (e.g., central message, character traits, major events) using key details based on understanding of a variety of grade-level texts and viewing of multimedia, with light support.</p> <p>7. Evaluating language choices Describe how well writers or speakers use specific language resources to support an opinion or present an idea (e.g., whether the vocabulary or phrasing used to provide evidence is strong enough), with light support.</p> <p>8. Analyzing language choices Distinguish how multiple different words with similar meanings (e.g., <i>pleased</i> versus <i>happy</i> versus <i>ecstatic</i>, <i>heard</i> versus <i>knew</i> versus <i>believed</i>) produce shades of meaning and different effects on the audience.</p>

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 →
<p>Part I, strands 9–12, corresponding to the CA CCSS for ELA/Literacy: 9. SL.3.4–6; L.3.1, 3, 6 10. W.3.1–8, 10; L.3.1–3, 11. W.3.1, 4, 10; SL.3.4, 6; L.3.1–3, 6 12. W.3.4–5; SL.3.4, 6; L.3.1, 3, 5–6</p> <p>Purposes for using language include but are not limited to: Describing, entertaining, informing, interpreting, analyzing, recounting, explaining, persuading, negotiating, justifying, evaluating, and so on.</p> <p>Informational text types include but are not limited to: Description (e.g., science log entry), procedure (e.g., how to solve a mathematics problem), recount (e.g., autobiography, science experiment results), information report (e.g., science or history report), explanation (e.g., how or why something happened), exposition (e.g., opinion), response (e.g., literary analysis), and so on.</p> <p>Literary text types include but are not limited to: Stories (e.g., fantasy, legends, fables), drama (e.g., readers’ theater), poetry, retelling a story, and so on.</p> <p>Audiences include but are not limited to: Peers (one to one) Small group (one to a group) Whole group (one to many)</p>	<p>C. Productive</p> <p>9. Presenting Plan and deliver very brief oral presentations (e.g., retelling a story, describing an animal, and the like).</p> <p>10. Writing a. Write short literary and informational texts (e.g., a description of a flashlight) collaboratively (e.g., joint construction of texts with an adult or with peers) and sometimes independently. b. Paraphrase texts and recount experiences using key words from notes or graphic organizers.</p> <p>11. Supporting opinions Support opinions by providing good reasons and some textual evidence or relevant background knowledge (e.g., referring to textual evidence or knowledge of content).</p> <p>12. Selecting language resources Use a select number of general academic and domain-specific words to add detail (e.g., adding the word <i>dangerous</i> to describe a place, using the word <i>habitat</i> when describing animal behavior) while speaking and writing.</p>	<p>9. Presenting Plan and deliver brief oral presentations on a variety of topics and content areas (e.g., retelling a story, explaining a science process, and the like).</p> <p>10. Writing a. Write longer literary and informational texts (e.g., an explanatory text on how flashlights work) collaboratively (e.g., joint construction of texts with an adult or with peers) and with increasing independence using appropriate text organization. b. Paraphrase texts and recount experiences using complete sentences and key words from notes or graphic organizers.</p> <p>11. Supporting opinions Support opinions by providing good reasons and increasingly detailed textual evidence (e.g., providing examples from the text) or relevant background knowledge about the content.</p> <p>12. Selecting language resources Use a growing number of general academic and domain-specific words in order to add detail, create an effect (e.g., using the word <i>suddenly</i> to signal a change), or create shades of meaning (e.g., <i>scurry</i> versus <i>dash</i>) while speaking and writing.</p>	<p>9. Presenting Plan and deliver longer oral presentations on a variety of topics and content areas (e.g., retelling a story, explaining a science process or historical event, and the like).</p> <p>10. Writing a. Write longer and more detailed literary and informational texts (e.g., an explanatory text on how flashlights work) collaboratively (e.g., joint construction of texts with an adult or with peers) and independently using appropriate text organization and growing understanding of register. b. Paraphrase texts and recount experiences using increasingly detailed complete sentences and key words from notes or graphic organizers.</p> <p>11. Supporting opinions Support opinions or persuade others by providing good reasons and detailed textual evidence (e.g., specific events or graphics from text) or relevant background knowledge about the content.</p> <p>12. Selecting language resources Use a wide variety of general academic and domain-specific words, synonyms, antonyms, and non-literal language to create an effect, precision, and shades of meaning while speaking and writing.</p>

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 →	
<p>Part II, strands 1–2, corresponding to the CA CCSS for ELA/Literacy</p> <p>1. RL.3.5; RI.3.5; W.3.1–5; SL.3.4</p> <p>2. RL.3.5; RI.3.5; W.3.1–4; SL.3.4; L.3.1, 3</p> <p>Purposes for using language include but are not limited to: Describing, entertaining, informing, interpreting, analyzing, recounting, explaining, persuading, negotiating, justifying, evaluating, and so on.</p> <p>Informational text types include but are not limited to: Description (e.g., science log entry), procedure (e.g., how to solve a mathematics problem), recount (e.g., autobiography, science experiment results), information report (e.g., science or history report), explanation (e.g., how or why something happened), exposition (e.g., opinion), response (e.g., literary analysis), and so on.</p> <p>Literary text types include but are not limited to: Stories (e.g., fantasy, legends, fables), drama (e.g., readers’ theater); poetry, retelling a story, and so on.</p> <p>Audiences include but are not limited to: Peers (one to one) Small group (one to a group) Whole group (one to many)</p>	A. Structuring Cohesive Texts	<p>1. Understanding text structure Apply understanding of how different text types are organized to express ideas (e.g., how a story is organized sequentially) to comprehending texts and writing basic texts.</p> <p>2. Understanding cohesion a. Apply basic understanding of language resources that refer the reader back or forward in text (e.g., how pronouns refer back to nouns in text) to comprehending texts and writing basic texts. b. Apply basic understanding of how ideas, events, or reasons are linked throughout a text using everyday connecting words or phrases (e.g., <i>then, next</i>) to comprehending texts and writing basic texts.</p>	<p>1. Understanding text structure Apply understanding of how different text types are organized to express ideas (e.g., how a story is organized sequentially with predictable stages) to comprehending texts and writing texts with increasing cohesion.</p> <p>2. Understanding cohesion a. Apply growing understanding of language resources that refer the reader back or forward in text (e.g., how pronouns refer back to nouns in text) to comprehending texts and writing texts with increasing cohesion. b. Apply growing understanding of how ideas, events, or reasons are linked throughout a text using a variety of connecting words or phrases (e.g., <i>at the beginning/end, first/next</i>) to comprehending texts and writing texts with increasing cohesion.</p>	<p>1. Understanding text structure Apply understanding of how different text types are organized to express ideas (e.g., how a story is organized sequentially with predictable stages versus how opinion/arguments are structured logically, grouping related ideas) to comprehending texts and writing cohesive texts.</p> <p>2. Understanding cohesion a. Apply increasing understanding of language resources that refer the reader back or forward in text (e.g., how pronouns or synonyms refer back to nouns in text) to comprehending and writing cohesive texts. b. Apply increasing understanding of how ideas, events, or reasons are linked throughout a text using an increasing variety of connecting and transitional words or phrases (e.g., <i>for example, afterward, first/next/last</i>) to comprehending texts and writing cohesive texts.</p>

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 →	
<p>Part II, strands 3–5, corresponding to the CA CCSS for ELA/Literacy</p> <p>3. W.3.5; SL.3.6; L.3.1, 3, 6 4. W.3.5; SL.3.6; L.3.1, 3, 6 5. W.3.5; SL.3.4, 6; L.3.1, 3, 6</p> <p>Purposes for using language include but are not limited to: Describing, entertaining, informing, interpreting, analyzing, recounting, explaining, persuading, negotiating, justifying, evaluating, and so on.</p> <p>Informational text types include but are not limited to: Description (e.g., science log entry), procedure (e.g., how to solve a mathematics problem), recount (e.g., autobiography, science experiment results), information report (e.g., science or history report), explanation (e.g., how or why something happened), exposition (e.g., opinion), response (e.g., literary analysis), and so on.</p> <p>Literary text types include but are not limited to: Stories (e.g., fantasy, legends, fables), drama (e.g., readers’ theater), poetry, retelling a story, and so on.</p> <p>Audiences include but are not limited to: Peers (one to one) Small group (one to a group) Whole group (one to many)</p>	B. Expanding and Enriching Ideas	<p>3. Using verbs and verb phrases Use frequently used verbs, different verb types (e.g., doing, saying, being/having, thinking/feeling), and verb tenses appropriate to the text type and discipline to convey time (e.g., simple past for recounting an experience).</p> <p>4. Using nouns and noun phrases Expand noun phrases in simple ways (e.g., adding an adjective to a noun) in order to enrich the meaning of sentences and add details about ideas, people, things, and the like.</p> <p>5. Modifying to add details Expand sentences with adverbials (e.g., adverbs, adverb phrases, prepositional phrases) to provide details (e.g., time, manner, place, cause, and the like) about a familiar activity or process (e.g., They walked <i>to the soccer field</i>).</p>	<p>3. Using verbs and verb phrases Use a growing number of verb types (e.g., doing, saying, being/having, thinking/feeling) and verb tenses appropriate to the text type and discipline to convey time (e.g., simple past for retelling, simple present for a science description).</p> <p>4. Using nouns and noun phrases Expand noun phrases in a growing number of ways (e.g., adding comparative/superlative adjectives to nouns) in order to enrich the meaning of sentences and add details about ideas, people, things, and the like.</p> <p>5. Modifying to add details Expand sentences with adverbials (e.g., adverbs, adverb phrases, prepositional phrases) to provide details (e.g., time, manner, place, cause, and the like) about a familiar or new activity or process (e.g., They worked <i>quietly</i>; they ran <i>across the soccer field</i>).</p>	<p>3. Using verbs and verb phrases Use a variety of verb types (e.g., doing, saying, being/having, thinking/feeling) and verb tenses appropriate to the text type and discipline to convey time (e.g., simple present for a science description, simple future to predict).</p> <p>4. Using nouns and noun phrases Expand noun phrases in a variety of ways (e.g., adding comparative/ superlative adjectives to noun phrases, simple clause embedding) in order to enrich the meaning of sentences and add details about ideas, people, things, and the like.</p> <p>5. Modifying to add details Expand sentences with adverbials (e.g., adverbs, adverb phrases, prepositional phrases) to provide details (e.g., time, manner, place, cause, and the like) about a range of familiar and new activities or processes (e.g., They worked <i>quietly all night in their room</i>).</p>

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 →	
<p>Part II, strands 6–7, corresponding to the CA CCSS for ELA/Literacy 6. W.3.1-3,5; SL.3.4,6; L.3.1, 3, 6 7. W.3.1-3,5; SL.3.4,6; L.3.1, 3, 6</p> <p>Purposes for using language include but are not limited to: Describing, entertaining, informing, interpreting, analyzing, recounting, explaining, persuading, negotiating, justifying, evaluating, and so on.</p> <p>Informational text types include but are not limited to: Description (e.g., science log entry), procedure (e.g., how to solve a mathematics problem), recount (e.g., autobiography, science experiment results), information report (e.g., science or history report), explanation (e.g., how or why something happened), exposition (e.g., opinion), response (e.g., literary analysis), and so on.</p> <p>Literary text types include but are not limited to: Stories (e.g., fantasy, legends, fables), drama (e.g., readers' theater), poetry, retelling a story, and so on.</p> <p>Audiences include but are not limited to: Peers (one to one) Small group (one to a group) Whole group (one to many)</p>	C. Connecting and Condensing Ideas	<p>6. Connecting ideas Combine clauses in a few basic ways to make connections between and join ideas (e.g., creating compound sentences using <i>and</i>, <i>but</i>, <i>so</i>).</p>	<p>6. Connecting ideas Combine clauses in an increasing variety of ways (e.g., creating compound and complex sentences) to make connections between and join ideas, for example, to express cause/effect (e.g., <i>The deer ran because the mountain lion came</i>) or to make a concession (e.g., <i>She studied all night even though she wasn't feeling well</i>).</p>	<p>6. Connecting ideas Combine clauses in a wide variety of ways (e.g., creating compound and complex sentences) to make connections between and join ideas, for example, to express cause/effect (e.g., <i>The deer ran because the mountain lion approached them</i>), to make a concession (e.g., <i>She studied all night even though she wasn't feeling well</i>), or to link two ideas that happen at the same time (e.g., <i>The cubs played while their mother hunted</i>).</p>
<p>7. Condensing ideas Condense clauses in simple ways (e.g., changing: <i>It's green. It's red.</i> → <i>It's green and red</i>) to create precise and detailed sentences.</p>		<p>7. Condensing ideas Condense clauses in a growing number of ways (e.g., through embedded clauses as in, <i>It's a plant. It's found in the rain forest.</i> → <i>It's a green and red plant that's found in the tropical rain forest</i>) to create precise and detailed sentences.</p>	<p>7. Condensing ideas Condense clauses in a variety of ways (e.g., through embedded clauses and other condensing as in, <i>It's a plant. It's green and red. It's found in the tropical rain forest.</i> → <i>It's a green and red plant that's found in the tropical rain forest</i>) to create precise and detailed sentences.</p>	

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).