

# The English Language Development Standards

## Kindergarten



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Kindergarten

Amplified Strand

Standard 1-Social & Instructional Language

<b>Connection</b>		<i>Common Core Speaking and Listening Standards #3 (Kindergarten):</i> Participate in collaborative conversations with diverse partners about Kindergarten topics and texts with peers and adults in small and larger groups.				
<b>Example Topic</b>		<b>Level 1 Entering</b>	<b>Level 2 Emerging</b>	<b>Level 3 Developing</b>	<b>Level 4 Expanding</b>	<b>Level 5 Bridging</b>
<b>SPEAKING</b>	Classroom cooperation	Repeat simple statements about working collaboratively with a group of students following a model structure (e.g., call and response chant)	Modify simple statements about working collaboratively with a group of students using environmental print	Produce simple statements about working collaboratively with a partner using sentence starters	Produce detailed statements about working collaboratively with a partner	Connect related ideas about working collaboratively with a group of students in small groups according to audience and situation
		<b>Cognitive Function:</b> Students at all levels of English language proficiency REMEMBER strategies for working collaboratively with their peers.				
<b>Level 6- Reaching</b>						

<b>Criteria from the Performance Definitions (Example expectations)</b>	Discourse Complexity	<p>Is this the yellow group? Yes, we are. Is this the yellow group? Yes, we are.</p> <p>Who is the leader? I am! Who is a helper? I am! I am!</p> <p>What do you do? I help my yellow group share. What do you do? I help my yellow group take turns. What do you do? I help my yellow group clean up.</p>	<p>I am in the yellow group. Cristina is in my group.</p> <p>My best friend is in the red group.</p> <p>Jack and Marco are in the blue group.</p> <p>I like to be the leader.</p> <p>I like to help the teacher.</p>	<p>My job today/this week was _____</p> <p>I can help my friends/the teacher...</p> <p>I do the lunch count/weather/calendar.</p>	<p>This is the _____ center.</p> <p>At this center, we _____.</p> <p>It is my turn _____ (to do lunch count/to be line leader/for share time/for show and tell).</p>	<p>In our classroom we have different jobs.</p> <p>We work together in centers. Our groups have different colors. I am in the yellow group.</p> <p>At this center, we are working on math. We count together and put things in groups. Everyone helps to clean up.</p> <p>To clean up, first, you _____. Then, you _____.</p>
	Language Forms & Conventions	<p>Yes, _____.</p> <p>I _____.</p>	<p>I <u>am</u> v. Cristina <u>is</u> v. Jack and Marco <u>are</u></p> <p>I like <u>to...</u></p>	<p>my</p> <p>is → was</p>	<p>This is...</p> <p>At...</p> <p>It is...</p>	<p>our</p> <p>working working <u>on</u></p> <p>First,... Then,...</p>

	Vocabulary Usage	yellow green red blue	best friend  like  help	job  I can  I do  lunch count calendar weather	center  my turn  line leader share time/show and tell	together  different  everyone
		<b>Topical Vocabulary:</b> Students at all levels of English language proficiency are exposed to grade-level words and expressions, such as: taking turns, cooperation, job, today, tomorrow				
<b>Example Context for Language Use:</b> Students give family members a classroom tour on parent/teacher conference night and explain how students work collaboratively.						

Kindergarten

Amplified Strand (continued)

Standard 1-Social & Instructional Language

		<b>Connection</b>							
		Common Core Reading Standards: Foundational Skills #1 (Kindergarten): Demonstrate understanding of the organization and basic features of print; a. Follow words from left to right, top to bottom, and page by page, b. Recognize that spoken words are represented in written language by specific sequences of letters, c. Understand that words are separated by spaces in print							
		<b>Example Topic</b>	<b>Level 1 Entering</b>	<b>Level 2 Emerging</b>	<b>Level 3 Developing</b>	<b>Level 4 Expanding</b>	<b>Level 5 Bridging</b>	<b>Level 6 - Reaching</b>	
<b>LISTENING</b>	Print concepts	Select a feature of text based on instructions involving a choice following a model (e.g. "Is <i>this</i> the title or is <i>this</i> the title?")	Identify features of texts based on simple oral commands following a model (e.g., "Show me the title.")	Answer Wh-questions about features of texts through pointing or speaking and following a model (e.g., "Who wrote this book?")	Answer expanded Wh- questions about features of texts through pointing or speaking and following a model (e.g., "Where do you find the author's name on the title page?")	Identify features of texts based on multi-step oral instructions following a model (e.g., "Find the author's name and underline the upper case letters.")			
	<b>Topical Vocabulary:</b> Students at all levels of English language proficiency are exposed to grade-level words and expressions, such as: title, turn the page, front/back cover, left to right, author, illustrator, first name, last name, spaces, lower/upper case letters	<b>Cognitive Function:</b> Students at all levels of English language proficiency REMEMBER concepts about print.							
	<b>Example Context for Language Use:</b> Students follow directions to identify concepts about print (e.g., in a large group the teacher gives instructions and students respond using a fly-swatter mask).								

		<p><b>Connection</b></p> <p><i>Common Core Standards for Mathematics, Measurement and Data #1-2 (Kindergarten):</i> Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.; Directly compare two objects with a measurable attribute in common, to see which object has “more of”/“less of” the attribute, and describe the difference. For example, directly compare the heights of two children and describe one child as taller/shorter.</p>				
		<b>Level 1 Entering</b>	<b>Level 2 Emerging</b>	<b>Level 3 Developing</b>	<b>Level 4 Expanding</b>	<b>Level 5 Bridging</b>
<b>SPEAKING</b>	Attributes of objects	Indicate attributes of objects (e.g., “big,” “small”) using gestures and words in small groups	Specify attributes of objects (e.g., “a small ball,” “a big ball”) using gestures and words in small groups	Describe attributes of objects in relation to others using phrases (e.g., “the smaller ball”) in small groups	Compare attributes of a group of objects using simple sentences (e.g., “This is the biggest ball.”) in small groups	Tell about similarities and differences in attributes of objects in multiple related simple sentences or a compound sentence (e.g., “The chalk and the crayon are short. The pencil is longer.”) in small groups
	<b>Topical Vocabulary:</b> Students at all levels of English language proficiency are exposed to grade-level words and expressions, such as: bigger, smaller, heavier, lighter, longer/taller, shorter					
	<p><b>Cognitive Function:</b> Students at all levels of English language proficiency ANALYZE the attributes of objects.</p> <p><b>Example Context for Language Use:</b> Students talk with classmates about real-life objects at a math center and decide how these objects are the same and different.</p>					
						<b>Level 6 - Reaching</b>

		<p><b>Connection</b> <i>National Science Education Standards C.1 Life Science: The Characteristics of Organisms (Grades K-4):</i> Each plant or animal has different structures that serve different functions in growth, survival, and reproduction. For example, humans have distinct body structures for walking, holding, seeing, and talking.</p>				
		<p><b>Example Topic</b></p>				
		<p><b>Level 1 Entering</b></p>	<p><b>Level 2 Emerging</b></p>	<p><b>Level 3 Developing</b></p>	<p><b>Level 4 Expanding</b></p>	<p><b>Level 5 Bridging</b></p>
<p><b>READING</b></p>	<p>Body parts &amp; senses</p>	<p>Associate pictures with modeled language about body parts and senses using illustrations and environmental print (e.g., word wall)</p>	<p>Identify initial letter in labeled pictures with modeled language about body parts and senses using illustrations and environmental print</p>	<p>Identify strings of letters (e.g., “no” in “nose”) in labeled pictures with modeled language about body parts and senses using illustrations and environmental print</p>	<p>Associate labeled pictures with modeled language about body parts and senses using environmental print</p>	<p>Associate illustrated text with experiences related to body parts and senses using environmental print</p>
	<p><b>Topical Vocabulary:</b> Students at all levels of English language proficiency are exposed to grade-level words and expressions, such as: senses, see, smell, taste, touch, hear, human body, body part</p>	<p><b>Cognitive Function:</b> Students at all levels of English language proficiency UNDERSTAND the functions of human body parts and senses.</p>				
	<p><b>Example Context for Language Use:</b> Students will reread a story to a partner after completing an interactive/shared reading lesson of an informational book about human body parts and their functions with the whole class.</p>					
		<p><b>Level 6 - Reaching</b></p>				

		<i>Alaska: Cultural Standards A:</i> Culturally-knowledgeable students are well grounded in the cultural heritage and traditions of their community. 2) Recount their own genealogy and family history.					
		<b>Level 1 Entering</b>	<b>Level 2 Emerging</b>	<b>Level 3 Developing</b>	<b>Level 4 Expanding</b>	<b>Level 5 Bridging</b>	
<b>WRITING</b>	<b>Connection</b>						
	<b>Example Topic</b>						
	Self & family	Draw family members and copy or trace the first letter of words describing relationships using illustrated text (e.g., word walls, picture dictionaries)	Draw family members and copy or trace words describing relationships using illustrated text	Draw family members from models or photographs and label people and relationships with invented spellings using word walls	Draw and distinguish among characteristics of family members (e.g., age, gender, etc.) in words or phrases with invented spellings using word walls	Produce illustrated “stories” about family characteristics and relationships using phrases or short sentences with invented spellings	<b>Level 6 – Reaching</b>
	<b>Topical Vocabulary:</b> Students at all levels of English language proficiency are exposed to grade-level words and expressions, such as: family, family tree, family members						
<b>Cognitive Function:</b> Students at all levels of English language proficiency UNDERSTAND the relationships between family members.							
<b>Example Context for Language Use:</b> Students create visual representations (e.g., portraits, family trees, picture books) of their families and determine the relationships between individuals. Using teacher models and various resources, they add text to their work.							

		<i>National Standards for Music Education #2 (K-4):</i> Performing on instruments, alone and with others, a varied repertoire of music: Students echo short rhythms and melodic patterns.					
		<b>Level 1 Entering</b>	<b>Level 2 Emerging</b>	<b>Level 3 Developing</b>	<b>Level 4 Expanding</b>	<b>Level 5 Bridging</b>	
<b>LISTENING</b>	Lyrics and Rhythm	Follow one step teacher directions to re-create rhythms and musical patterns following a model (e.g., “Tap the table two times with me. Pause. Clap one time with me.”)	Respond to one step teacher directions to re-create the rhythm of a musical piece supported by models and visuals (e.g., “Clap three times. Pause. Strum the side of the notebook.”)	Respond to two step teacher directions to re-create the rhythm of a musical piece supported by peer models and visuals (e.g., “Stomp two times and clap three beats.”)	Follow multi-step teacher directions to re-create the rhythm of a musical piece supported by peer models (e.g., “Clap two beats, stomp three beats, and slide.”)	Follow multi- step teacher directions to re-create the rhythm of a musical piece supported by peer models (e.g., “Tap softly on the edge of the desk two times and loudly three times. Then clap two beats and slide.”)	<b>Level 6 - Reaching</b>
	<b>Topical Vocabulary:</b> Students at all levels of English language proficiency are exposed to grade-level words and expressions, such as: tap, clap, soft, loud, stomp , brush, strum, beats						
	<b>Cognitive Function:</b> Students at all levels of English language proficiency UNDERSTAND rhythms.						
	<b>Example Context for Language Use:</b> Students follow directions from the teacher on how to move their body to re-create rhythms and musical patterns using everyday classroom objects.						

# The English Language Development Standards

Grades 1-2



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		<i>Common Core Standards for English Language Arts, Reading Standards for Informational Text, Craft and Structure, Integration of Knowledge and Ideas #6-7 (Grade 1): Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. Use the illustrations and details in a text to describe its key ideas.</i>				
<b>Example Topic</b>		<b>Level 1 Entering</b>	<b>Level 2 Emerging</b>	<b>Level 3 Developing</b>	<b>Level 4 Expanding</b>	<b>Level 5 Bridging</b>
<b>READING</b>	Recreational activities	Match icons or pictures to written and oral directions for games or activities with a partner	Place labeled pictures by corresponding written and oral directions for games or activities with a partner	Identify key words in written directions for games or activities with visual support and a partner	Identify key phrases in written directions for games or activities with visual support and a partner	Follow written directions for games or activities with visual support and a partner
	<b>Topical Vocabulary:</b> Students at all levels of English language proficiency are exposed to grade-level words and expressions, such as: share, teamwork, first, next	<b>Cognitive Function:</b> Students at all levels of English language proficiency UNDERSTAND directions.				
		<b>Example Context for Language Use:</b> Students read directions in order to participate in a variety of cooperative activities to build a classroom community.				
		<b>Level 6 - Reaching</b>				

<b>Connection</b>		<i>Common Core Writing Standards #1-3 (Grade 1):</i> Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.; Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.; Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.				
<b>Example Topic</b>		<b>Level 1 Entering</b>	<b>Level 2 Emerging</b>	<b>Level 3 Developing</b>	<b>Level 4 Expanding</b>	<b>Level 5 Bridging</b>
<b>WRITING</b>	Text elements	Trace, copy or produce words pertaining to text elements using illustrated models and templates (e.g., parts of a letter)	List words or phrases pertaining to text elements using illustrated models and templates (e.g., character and setting)	Produce phrases or sentences pertaining to text elements following models and templates (e.g. beginning, middle, end)	Produce a series of sentences pertaining to text elements using environmental print and following a model	Produce a series of related sentences pertaining to text elements using environmental print
	<b>Topical Vocabulary:</b> Students at all levels of English language proficiency are exposed to grade-level words and expressions, such as: fact, paragraph, topic sentence, main idea, detail, “tell me more”					
	<b>Cognitive Function:</b> Students at all levels of English language proficiency CREATE original texts.					
<b>Example Context for Language Use:</b> Students produce texts incorporating text elements based on a prompt (e.g., “My best day ever...”) to create displays for parent-teacher conferences.						
						<b>Level 6 - Reaching</b>

		<i>Common Core Standards for Mathematics, Measurement and Data #1 (Grade 1):</i> Order three objects by length; compare the lengths of two objects indirectly by using a third object.					Level 6 - Reaching
		Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	
LISTENING	Connection Example Topic						
	Measurement of objects	Match objects with their lengths based on oral discourse with a partner and following a model	Order objects or measurement tools according to their length based on oral discourse with a partner and following a model	Categorize objects according to their lengths and corresponding measurement tools based on oral discourse with a partner and following a model	Follow oral instructions to compare the lengths of objects with a partner and a template	Follow multi-step oral instructions and respond to grade-level oral discourse to compare the lengths of objects with a partner	
		<b>Cognitive Function:</b> Students at all levels of English language proficiency ANALYZE the lengths of objects.					

<b>Criteria from the Performance Definitions (Example expectations)</b>	Discourse Complexity	<p>Martin measures his desk and his book with a ruler (teacher points to desk, book, and ruler). His desk is 30 inches long, his book is 10 inches long. Which one is 30 inches long? (student points to desk)</p> <p>Martin measures his desk and his book with a popsicle stick (teacher points to desk, book, and popsicle stick). His desk is 6 popsicle sticks long, his book is 2 popsicle sticks long. Which object is 2 popsicle sticks long? (student points to book).</p>	<p>Look at your measurement tools. The paper clip is short. The popsicle stick is longer. The ruler is longest. Put them in order from shortest to longest.</p>	<p>This piece of string is shorter than this piece of string. Show me the longest one. (Student holds up longer piece of string.) The student desk is easier to measure with the shortest string. The teacher desk is easier to measure with the longer string.</p> <p>Why do you think this is? (student explains)</p>	<p>Find the length of the desk using the best measurement tool. Remember, it's easier to measure a long object with a longer measurement tool (Teacher models measuring his/her desk with a popsicle stick, then a ruler). Then measure another object the same way. Don't forget to write down your measurements! Your chart will show the difference in length between the two objects.</p>	<p>First, cut a string as long as your foot. Use the string to find how many of your feet fit across the room (students follow direction). Now, find how many yard sticks (or meter sticks) fit across the room. Write down your measurements and compare them with your partner's measurements (students follow direction). Did you get the same results? Why? (student explains) Why not? (student explains) Explain which measurement tool works best. Which gave you the same measurements, the standard tool (teacher shows yard/meter stick) or the non-standard tool (teacher shows string)?</p>

	Language Forms & Conventions	one inch two <u>inches</u>  I measure Martin <u>measures</u>	short, <u>shorter</u> , <u>shortest</u>  long, <u>longer</u> , <u>longest</u>	<u>longer than</u> , the <u>longest one</u>  <u>shorter than</u> , the <u>shortest one</u>  <u>easier</u>	and, but  <u>measure</u> , <u>measuring</u> <u>measured</u> .	First,... then,...  <u>as long as</u>
	Vocabulary Usage	desk, book paper clip popsicle stick string ruler yard/meter stick	short long  measurement tools	piece of  shorter than longer than  measure with	length of ____  another  object	find how many  across  results
	<b>Topical Vocabulary:</b> Students at all levels of English language proficiency are <i>exposed to</i> grade-level words and expressions, such as: inches/centimeters, foot, yard/meter, standard, non-standard, units					
Example instructional/assessment task (content):	Identify objects that are best measured with a certain tool	Fill in an illustrated chart listing the lengths of different objects from shortest to longest, according to measurement tool	Create charts listing the lengths of different objects according to measurement tool	Measure the same object with multiple tools and decide which tool provides the best measurement	Measure the same object with multiple tools and decide which tool provides the best measurement	
<b>Example Context for Language Use:</b> Students work independently or with a partner to explore the length of objects using standard and non-standard measurement tools (e.g., paper clips, popsicle sticks, string, rulers, yard/meter sticks).						

		<p><b>Connection</b></p> <p><i>National Science Education Standards, Physical Science Standards (Grades K-4) #B2, Position and motion of objects: An object's motion can be described by tracing and measuring its position over time. The position and motion of objects can be changed by pushing or pulling. The size of the change is related to the strength of the push or pull.</i></p>					
		<p><b>Level 1</b> Entering</p>	<p><b>Level 2</b> Emerging</p>	<p><b>Level 3</b> Developing</p>	<p><b>Level 4</b> Expanding</p>	<p><b>Level 5</b> Bridging</p>	
<p><b>LISTENING</b></p>	<p><b>Example Topic</b></p> <p>Force &amp; motion</p>	<p>Construct an experiment on force and motion based on simple oral commands using realia and illustrations in small groups (e.g. "Get the blocks. [Pause] Get the ramp. [Pause] Put the ramp on the blocks. [Pause] Put the ball on the ramp. [Pause] See it move.")</p>	<p>Construct an experiment on force and motion based on simple segmented instructions supported by illustrations in small groups</p>	<p>Construct an experiment on force and motion based on a series of oral statements supported by illustrations in small groups</p>	<p>Construct an experiment on force and motion based on oral discourse supported by illustrations in small groups</p>	<p>Construct an experiment on force and motion based on grade level oral discourse with a partner (e.g. "How can we move this ball? Work together to design a ramp that will move the ball the length of three desks. Think about what materials you will need and how you will put them together.")</p>	
	<p><b>Topical Vocabulary:</b></p> <p>Students at all levels of English language proficiency are exposed to grade-level words and expressions, such as: push, pull, faster, force</p>						
	<p><b>Cognitive Function:</b> Students at all levels of English language proficiency CREATE experiments on force and motion.</p>						
	<p><b>Example Context for Language Use:</b> Students listen as the teacher gives directions about constructing experiments related to force and motion and negotiate their own plan in small groups.</p>						
						<p><b>Level 6 - Reaching</b></p>	

		<p><b>Connection</b></p> <p><i>Common Core Standards (Grade 1): Speaking and Listening Standards K–5 Comprehension and Collaboration: 2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media. 3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. Presentation of Knowledge and Ideas, 4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</i></p>				
		<b>Level 1 Entering</b>	<b>Level 2 Emerging</b>	<b>Level 3 Developing</b>	<b>Level 4 Expanding</b>	<b>Level 5 Bridging</b>
<b>SPEAKING</b>	Neighborhoods/Communities	Name community workers and their job sites (e.g., “teacher-school,” “police officer-police station,” “librarian-library”) using photos or illustrations	Answer Wh-questions about community workers using photos or illustrations (e.g., “What do firefighters do?” “Firefighters fight fires.”)	Describe the work of community workers using photos or illustrations (e.g., “Firefighters ride a truck and use a hose to fight fires.”)	Explain the specific roles and characteristics of community workers using visual support (e.g., “Firefighters are brave and work as a team to put out fires.”)	Discuss the significance of community workers’ roles (e.g., “The firefighters are important because they protect our community and save lives. For example...”)
	<b>Topical Vocabulary:</b> Students at all levels of English language proficiency are exposed to grade-level words and expressions, such as: community, neighborhood, responsibility	<b>Cognitive Function:</b> Students at all levels of English language proficiency UNDERSTAND the roles of community members/workers.				
	<b>Example Context for Language Use:</b> Students prepare brief oral presentations for the class about different members of their community (e.g., using information from classroom guest speakers, videos, or posters).					
		<b>Level 6 - Reaching</b>				

		<p><b>Connection</b></p> <p><i>Alaska Standards for Culturally Responsive Students, B1, D5, E4: Acquire insights from other cultures without diminishing the integrity of their own. Identify and utilize appropriate sources of cultural knowledge to find solutions to everyday problems. Determine how ideas and concepts from one knowledge system relate to those derived from other knowledge systems.</i></p>						
		<p><b>Example Topic</b></p>						
		<p><b>Level 1 Entering</b></p>	<p><b>Level 2 Emerging</b></p>	<p><b>Level 3 Developing</b></p>	<p><b>Level 4 Expanding</b></p>	<p><b>Level 5 Bridging</b></p>		
<p><b>READING</b></p>	<p>Cultural diversity</p>	<p>Identify what is the same and different between cultural artifacts using illustrated word banks in small groups</p>	<p>Identify what is the same and different between cultural artifacts from illustrated texts in small groups</p>	<p>Identify the similarities and differences in the uses of cultural artifacts from illustrated texts using word banks in small groups</p>	<p>Compare and contrast the uses of cultural artifacts from illustrated text in small groups</p>	<p>Compare and contrast the meaning of cultural artifacts from illustrated texts in small groups</p>	<p><b>Level 6 – Reaching</b></p>	
	<p><b>Topical Vocabulary:</b> Students at all levels of English language proficiency are exposed to grade-level words and expressions, such as: tradition, culture, same, different, respect</p>	<p><b>Cognitive Function:</b> Students at all levels of English language proficiency ANALYZE cultural artifacts.</p>						
	<p><b>Example Context for Language Use:</b> Students engage with a variety of narrative and expository texts to identify artifacts to include in a multicultural museum representing the diversity in the classroom (e.g., heritage, language, family customs, religion).</p>							

<b>Connection</b>		<i>Common Core Speaking and Listening Standards #2 (Grade 2):</i> Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.				
<b>Example Topic</b>		<b>Level 1 Entering</b>	<b>Level 2 Emerging</b>	<b>Level 3 Developing</b>	<b>Level 4 Expanding</b>	<b>Level 5 Bridging</b>
<b>LISTENING</b>	School areas, personnel, & activities  <b>Topical Vocabulary:</b> Students at all levels of English language proficiency are exposed to grade-level words and expressions, such as: across from, down the hall, in the corner, upstairs, custodian, second grade teacher, book fair, computer lab, fire drill	Match school areas to personnel or activities using icons or manipulatives with a partner based on oral statements	Categorize school areas to personnel and activities using graphic organizers and labeled icons based on oral descriptions (e.g., main office: principal talks to parents, secretary answers phone, nurse takes your temperature)	Make charts of school areas by personnel and activities using graphic organizers and based on oral descriptions	Complete maps of school areas including personnel and activities following a model based on descriptive oral discourse in small groups	Produce maps of school areas including personnel and activities based on extensive oral discourse in small groups
	<b>Cognitive Function:</b> Students at all levels of English language proficiency ANALYZE oral directions.					<b>Level 6 - Reaching</b>
	<b>Example Context for Language Use:</b> Students go on a tour of the school and create maps incorporating school areas, personnel and activities based on oral descriptions.					

<b>Connection</b>		Common Core Speaking and Listening Standards #4 (Grade 2): Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.				
<b>Example Topic</b>		<b>Level 1 Entering</b>	<b>Level 2 Emerging</b>	<b>Level 3 Developing</b>	<b>Level 4 Expanding</b>	<b>Level 5 Bridging</b>
<b>SPEAKING</b>	Storytelling/Experiential recounting  <b>Topical Vocabulary:</b> Students at all levels of English language proficiency are exposed to grade-level words and expressions, such as: order, details, word choice, voice	Point to and tell parts of stories events in story using photos/illustrations or wordless picture books with a partner (e.g., “ go to park, play with friends”)	Describe parts of stories (e.g., characters, settings) using photos/ illustrations or wordless picture books with a partner	Retell stories including main events, characters and settings using photos, illustrations, or wordless picture books with a partner	Tell detailed stories using photos, illustrations, or wordless picture books with a partner	Tell detailed stories with creative word choice and expression using photos, illustrations, or wordless picture books with a partner
	<b>Cognitive Function:</b> Students at all levels of English language proficiency APPLY elements of stories to original storytelling or experiential recounting.					<b>Level 6 - Reaching</b>
	<b>Example Context for Language Use:</b> Students draw or make collages and then orally share stories with a beginning, middle and end about events with their peers.					

		<i>Common Core Standards for Mathematics, Measurement and Data #8 (Grade 2): Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately.</i>					
		<b>Level 1 Entering</b>	<b>Level 2 Emerging</b>	<b>Level 3 Developing</b>	<b>Level 4 Expanding</b>	<b>Level 5 Bridging</b>	
<b>READING</b>	<b>Connection</b>  <b>Example Topic</b>  Money  <b>Topical Vocabulary:</b> Students at all levels of English language proficiency are exposed to grade-level words and expressions, such as: cents, dollars, pennies, nickels, dimes, quarters	Identify key words or phrases related to money and value using realia with a partner (e.g., “buy”, “give”, “take away”)	Identify key words and phrases related to money and value and act out exchange of money using realia with a partner	Identify key words and phrases related to money and value in simplified word problems (e.g., written in present tense with familiar contexts) using realia with a partner	Identify language related to money and value in word problems using realia with a partner	Identify details that do not relate to resolution in word problems related to money and value with a partner	<b>Level 6 - Reaching</b>
	<b>Cognitive Function:</b> Students at all levels of English language proficiency will ANALYZE the relevance of information presented in word problems related to money						
	<b>Example Context for Language Use:</b> Students read real-life mathematics problems related to money in small groups.						

		<i>National Science Education Standards C.2 (Grades K-4):</i> Plants and animals have life cycles that include being born, developing into adults, reproducing, and eventually dying. The details of this life cycle are different for different organisms. Plants and animals closely resemble their parents.				
		<b>Level 1 Entering</b>	<b>Level 2 Emerging</b>	<b>Level 3 Developing</b>	<b>Level 4 Expanding</b>	<b>Level 5 Bridging</b>
<b>WRITING</b>	Life cycles	Label drawings about stages of life cycles using illustrated word banks (e.g., seed, sprout)	Complete sentences about stages of life cycles using illustrated word banks (e.g., "First, _____. Then, _____.")	Describe the stages of life cycles using illustrated word banks	Describe the sequence of stages of life cycles using illustrations	Compare the stages of life cycles using illustrations
	<b>Topical Vocabulary:</b> Students at all levels of English language proficiency are exposed to grade-level words and expressions, such as: life cycle, stages	<b>Cognitive Function:</b> Students at all levels of English language proficiency will ANALYZE the changes in a life cycle.				
		<b>Example Context for Language Use:</b> Students sequence and write about the stage within life cycles of plants and animals to create displays.				
						<b>Level 6 - Reaching</b>

		<p><b>Connection</b></p> <p><i>Common Core Standards, Key Ideas and Details #2 (Grade 2):</i> Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text. 2. Describe the connection between a series of historical events, scientific ideas or concepts, or steps.</p>						
		<p><b>Example Topic</b></p>	<p><b>Level 1 Entering</b></p>	<p><b>Level 2 Emerging</b></p>	<p><b>Level 3 Developing</b></p>	<p><b>Level 4 Expanding</b></p>	<p><b>Level 5 Bridging</b></p>	
<p><b>READING</b></p>	<p>Historical events, people, and symbols</p>	<p>Match pictures with information about historical events, people or symbols following a model</p>	<p>Sort information about historical events, people or symbols using visual support and graphic organizers</p>	<p>Compare and contrast information about historical events, people or symbols from illustrated text using a table</p>	<p>Summarize information about historical events, people or symbols from illustrated text using a template</p>	<p>Interpret information about historical events, people or symbols from illustrated text</p>		
	<p><b>Cognitive Function:</b> Students at all levels of English language proficiency UNDERSTAND the connection between different historical events, people, and symbols of their community.</p>							<p><b>Level 6 - Reaching</b></p>
<p><b>Criteria from the Performance Definitions (Example expectations)</b></p>	<p>Discourse Complexity</p>	<p>Our community had many blacksmiths in 1920.</p>	<p>Our region has copper and nickel mines. In the past, the mines gave blacksmiths metal for tools.</p>	<p>Recently, some community members started to worry about pollution from the mines. But the mining companies said they do not harm the environment.</p>	<p>The copper and nickel from mines in this region give many people jobs. So, many community members want to keep the mines open. But others are afraid the mines are polluting nearby rivers.</p>	<p>Companies began mining valuable metals in 1910. Since then, miners dug up many tons of copper and nickel. Blacksmiths used this metal to create different objects. Some community members fear metals from the mines are polluting our local rivers. The mining companies disagree.</p>		

	Language Forms & Conventions	our has → had  In 1910	mines, metals  give → gave  for	Recently, <u>Started/began to</u> But they companies	<u>in this</u> region  <u>So,</u>  others  mines' <u>are</u> polluting  nearby	mine v. <u>mining</u>  since then  dig up → dug up
	Vocabulary Usage	community blacksmiths	region copper nickel tools	members worry pollution harm environment	support economy nearby	valuable tons different objects disagree
<b>Topical Vocabulary:</b> Students at all levels of English language proficiency are <i>exposed to</i> grade-level words and expressions, such as: founded in..., settlement, landmark, heritage						
<b>Example Context for Language Use:</b> Students will read informational text about the different historical events, people and symbols that have been important for the development of their community in preparation for creating a timeline poster.						

Grade 2

Amplified Strand (continued)

Standard 5- Language of Social Studies

		<i>National Visual Arts Standard 2 (Grades K-4):</i> Students know the differences among visual characteristics and purposes of art in order to convey ideas. Students describe how different expressive features and organizational principles cause different responses.						
		<b>Level 1 Entering</b>	<b>Level 2 Emerging</b>	<b>Level 3 Developing</b>	<b>Level 4 Expanding</b>	<b>Level 5 Bridging</b>		
<b>SPEAKING</b>	Visual characteristics	Point to and name visual characteristics of models of art forms using graphic support (e.g., palette of colors) with a partner	Categorize visual characteristics of models of art forms (e.g., shades of color) using graphic support with a partner	Describe variation in visual characteristics of models of art forms using graphic support with a partner	Discuss variation in visual characteristics of models of art forms using graphic support with a partner	Explain variation in visual characteristics using graphic support with a partner	<b>Level 6 - Reaching</b>	
	<b>Topical Vocabulary:</b> Students at all levels of English language proficiency are exposed to grade-level words and expressions, such as: shades of color, form, materials, style, palette, artist	<b>Cognitive Function:</b> Students at all levels of English language proficiency ANALYZE visual characteristics of art forms.						
		<b>Example Context for Language Use:</b> Students, identifying themselves as artists, relate the visual characteristics of their art work to peers and communicate how the visual attributes or materials lend themselves to different ideas.						

# The English Language Development Standards

Grades 3-5



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<p><b>Connection</b></p> <p><b>Example Topic</b></p>		<p>Common Core Standards for Writing #8 (Grade 3): Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</p>					
		<p><b>Level 1 Entering</b></p>	<p><b>Level 2 Emerging</b></p>	<p><b>Level 3 Developing</b></p>	<p><b>Level 4 Expanding</b></p>	<p><b>Level 5 Bridging</b></p>	
<p><b>WRITING</b></p>	<p>Information gathering</p> <p><b>Topical Vocabulary:</b> Students at all levels of English language proficiency are exposed to grade-level words and expressions, such as: main ideas, supporting details, important, category</p>	<p>List key ideas and details related to a specific topic using an illustrated semantic web with a partner</p>	<p>Outline key ideas and details related to a specific topic using graphic organizers with a partner</p>	<p>Paraphrase key ideas and details related to a specific topic using graphic organizers with a partner</p>	<p>Describe key ideas and details related to a specific topic using a model with a partner</p>	<p>Summarize key ideas and details related to a specific topic</p>	<p><b>Level 6 - Reaching</b></p>
	<p><b>Cognitive Function:</b> Students at all levels of English language proficiency ANALYZE text for key ideas and take notes.</p>						
	<p><b>Example Context for Language Use:</b> As a prewriting activity, students take notes on main ideas and details as they research a topic.</p>						

Grade 3

Amplified Strand

Standard 2-Language of Language Arts

		<i>Common Core Standards for Writing #5 (Grade 3):</i> With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.					
		<b>Level 1 Entering</b>	<b>Level 2 Emerging</b>	<b>Level 3 Developing</b>	<b>Level 4 Expanding</b>	<b>Level 5 Bridging</b>	<b>Level 6- Reaching</b>
<b>WRITING</b>	Revising & editing	Supply words for sentences about revising and editing from models	Complete sentences about revising and editing from models	Compose sentences about revising and editing from models	Suggest original ideas for revising and editing using a word bank	Provide comprehensive feedback for revising and editing	
	<b>Cognitive Function:</b> Students at all levels of English language proficiency EVALUATE writing.						

	<p>Discourse Complexity</p>	<p>My favorite part of the story was the _____. (beginning, middle, end)</p> <p>You did a _____ job.</p> <p>I suggest adding _____. (information, humor, etc.)</p>	<p>The best part of your story was...(the setting/ the characters)</p> <p>I enjoyed... because....</p> <p>To make your story better,...(add... tell me more about..., etc.)</p>	<p>In the story about your dog, I really liked the sentences about your dog's size, color, and fur. The details helped me know what she looks like. One thing you can improve is to write more about the place where you and your dog like to play games.</p>	<p>Great job on the story about your dog. I liked the title you chose, "Life with Summer." You described your dog very well, so I can see her in my mind. I also have some suggestions. First, instead of using the word type, use breed because it is more specific. Second, please explain the phrase, "She is my alarm clock." What does she do to wake you up?</p>	<p>Overall, I think your writing was very interesting. You were good at describing the qualities of your main character. To improve your writing, I suggest you include more details about the problems you came across when you left your dog alone. Also, the long sentences in the paragraph about the things you did with your dog during the summer were hard to follow. I recommend you reword these sentences. As you revise, I suggest you read your own writing aloud. This will help you find anything that does not make sense.</p>	
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<b>Criteria from the Performance Definitions (Example expectations)</b>	Language Forms & Conventions	is → was do     did	your, my, his, hers  better, best  enjoy→enjoy <u>ed</u>  because	really about dog' <u>s</u> where	“Life with Summer”  choose→chose  also  and so  First/Second  “She is my alarm clock”	Overall, To ..., Also, As you revise,
	Vocabulary Usage	beginning, middle, end  favorite  information humor	setting, characters  enjoyed  add tell me more	sentences  looks like  write more	suggestions several instead breed specific phrase	interesting qualities aloud  recommend  make sense
	<b>Topical Vocabulary:</b> Students at all levels of English language proficiency are <i>exposed to</i> grade-level words and expressions, such as: edit, revise, delete, paraphrase, reword, elaborate, details					
<b>Example Context for Language Use:</b> Students revise a personal narrative based on feedback received in peer and teacher writing conferences.						

Grade 3

Amplified Strand (continued)

Standard 2-Language of Language Arts

		<p><i>Common Core Standards for Mathematics, Measurement and Data #5-6 (Grade 3):</i></p> <p>5. Recognize area as an attribute of plane figures and understand concepts of area measurement.</p> <ul style="list-style-type: none"> <li>• A square with side length 1 unit, called “a unit square,” is said to have “one square unit” of area, and can be used to measure area.</li> <li>• A plane figure which can be covered without gaps or overlaps by n unit squares is said to have an area of n square units.</li> </ul> <p>6. Measure areas by counting unit squares (square cm, square m, square in, square ft, and improvised units).</p>					
		<b>Level 1 Entering</b>	<b>Level 2 Emerging</b>	<b>Level 3 Developing</b>	<b>Level 4 Expanding</b>	<b>Level 5 Bridging</b>	
<b>LISTENING</b>	<b>Connection</b>						
	<b>Example Topic</b>						
	<p>Area</p> <p><b>Topical Vocabulary:</b> Students at all levels of English language proficiency are exposed to grade-level words and expressions, such as: square unit, unit square, length, width, area</p>	<p>Recognize simple oral suggestions to design models or floor plans using models and manipulatives (e.g., “Make a square like this.”)</p>	<p>Respond to simple oral suggestions to design models or floor plans using manipulatives and illustrations (e.g., “Make a 3 x 5 rectangle.”)</p>	<p>Follow simple oral suggestions to design models or floor plans using manipulatives and illustrations</p>	<p>Follow oral suggestions to design models or floor plans using manipulatives</p>	<p>Interpret oral suggestions with detailed specifications to design models or floor plans</p>	<b>Level 6 – Reaching</b>
		<p><b>Cognitive Function:</b> Students at all levels of English language proficiency CREATE floor plans or models combining personal and suggested ideas</p>					
		<p><b>Example Context for Language Use:</b> Students listen to ideas from peers to incorporate in collaboratively-created floor plans or models for a building.</p>					

		<b>Connection</b>					<i>National Science Education Standards B.3 Light, heat, electricity, and magnetism (Grades K-4):</i> Electricity in circuits can produce light, heat, sound, and magnetic effects. Electrical circuits require a complete loop through which an electrical current can pass.
		<b>Level 1 Entering</b>	<b>Level 2 Emerging</b>	<b>Level 3 Developing</b>	<b>Level 4 Expanding</b>	<b>Level 5 Bridging</b>	
<b>SPEAKING</b>	<b>Example Topic</b>	Electricity					<b>Level 6 – Reaching</b>
	<b>Topical Vocabulary:</b>	Students at all levels of English language proficiency are <i>exposed to</i> grade-level words and expressions, such as: static electricity, charge, attract, repel					
		Select and name reasons for outcomes of experiments on electricity performed using visual representations of possible outcomes (e.g., “electricity goes”, “electricity stops”)	State reasons for outcomes of experiments on electricity performed using visual representations and sentence starters (e.g., “The bulb turned on because...”, “The balloons attracted/ repelled because...”)	Describe reasons for outcomes of experiments on electricity using visual representations and graphic organizers	Summarize reasons for outcomes of experiments on electricity using visual representations	Draw conclusions about experiments on electricity	
		<b>Cognitive Function:</b> Students at all levels of English language proficiency ANALYZE experimental observations.					
		<b>Example Context for Language Use:</b> Students discuss their observations and draw conclusions about the outcomes of electricity experiment in small groups.					

		<p><b>Connection</b></p> <p><i>New Mexico- Civics and Government III-A:</i> 1. Explain the basic structure and functions of local governments.                  2. Describe and give examples of “public good.”                  3. Explain how New Mexico helps to form a nation with other states.</p>				
		<p><b>Level 1 Entering</b></p>	<p><b>Level 2 Emerging</b></p>	<p><b>Level 3 Developing</b></p>	<p><b>Level 4 Expanding</b></p>	<p><b>Level 5 Bridging</b></p>
<p><b>READING</b></p>	<p><b>Example Topic</b></p> <p>Purposes, structures, and functions of government</p>	<p>Match labeled pictures of people participating in the government to visual representations of their functions (e.g. mayor to city government; governor to state government; president to national government) with a partner in L1 or L2</p>	<p>Pair labeled pictures of people participating in the governments and illustrated descriptions of their functions with a partner in L1 or L2</p>	<p>Connect labels of people participating in the government to short descriptions of their functions with a partner</p>	<p>Relate labeled pictures of people participating in the government to detailed descriptions of their functions with a partner</p>	<p>Associate labeled pictures of people participating in the government to detailed descriptions of their functions</p>
	<p><b>Topical Vocabulary:</b>                  Students at all levels of English language proficiency are exposed to grade-level words and expressions, such as: court system, citizenship, Constitution, rights, rules</p>	<p><b>Cognitive Function:</b> Students at all levels of English language proficiency UNDERSTAND the various functions of government</p>				
		<p><b>Example Context for Language Use:</b> Students read expository texts about different ways people participate in local, state and national government and create visual references to represent them.</p>				
		<p><b>Level 6 - Reaching</b></p>				

		<b>Connection</b>						
		<i>National Health Education Standards #1, Health Promotion and Disease Prevention (Grades K-4):</i> Students will comprehend concepts related to health promotion and disease prevention. Describe relationships between personal health behaviors and individual well being. Identify indicators of mental, emotional, social, and physical health during childhood. Describe the basic structure and functions of the human body systems. Describe how the family influences personal health. Describe how physical, social, and emotional environments influence personal health.						
		<b>Example Topic</b>	<b>Level 1 Entering</b>	<b>Level 2 Emerging</b>	<b>Level 3 Developing</b>	<b>Level 4 Expanding</b>	<b>Level 5 Bridging</b>	<b>Level 6 – Reaching</b>
<b>LISTENING</b>	<b>Healthy habits</b>	Point to healthy options from simple visually-supported oral discourse following a model	Select healthy options from visually-supported oral discourse using graphic organizers	Rank healthy options from oral discourse using graphic organizers	Identify details related to healthy options from oral discourse using graphic organizers	Justify healthy options from extended oral discourse		
	<b>Topical Vocabulary:</b> Students at all levels of English language proficiency are exposed to grade-level words and expressions, such as: consequences, healthy decisions, decision making, habits, self-control, stress, dental flossing, sun protection	<b>Cognitive Function:</b> Students at all levels of English language proficiency EVALUATE different habits to decide if they are healthy or not.						
		<b>Example Context for Language Use:</b> Students listen to role plays (e.g., videos or performances) about healthy and unhealthy habits and identify good decisions.						

		<p><b>Connection</b></p> <p><i>Common Core State Standards for English Language Arts, Speaking and Listening, Comprehension &amp; Collaboration #1 (Grade 4):</i> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.</p> <p><i>Alaska Standards for Culturally-Responsive Schools, Cultural Standards for Students #C4, D3, E7, E8:</i> Enter into and function effectively in a variety of cultural settings; determine how cultural values and beliefs influence the interaction of people from different cultural backgrounds</p>				
		<p><b>Example Topic</b></p>				
<b>SPEAKING</b>	Cross-cultural communication	<p><b>Level 1 Entering</b></p>	<p><b>Level 2 Emerging</b></p>	<p><b>Level 3 Developing</b></p>	<p><b>Level 4 Expanding</b></p>	<p><b>Level 5 Bridging</b></p>
	<p><b>Topical Vocabulary:</b> Students at all levels of English language proficiency are exposed to grade-level words and expressions, such as: cultural differences, point of view, respect, issues, personal experiences</p>	<p>Name differences in points of view in a variety of cultural settings using labeled photographs and personal experiences following a model with a partner</p>	<p>Describe points of view in a variety of cultural settings using labeled photographs and personal experiences in small groups</p>	<p>Compare points of view in a variety of cultural settings using print and visual resources and personal experiences in small groups</p>	<p>Paraphrase multiple points of view in a variety of cultural settings using print and visual resources along with personal experiences in small groups</p>	<p>Summarize in detail multiple points of view in a variety of cultural settings using print and visual resources along with personal experiences in small groups</p>
		<p><b>Cognitive Function:</b> Students at all levels of English language proficiency ANALYZE cultural perspectives.</p>				
		<p><b>Example Context for Language Use:</b> Students participate in discussions around culturally-sensitive scenarios or real life situations (e.g., class meetings) in order gain cross-cultural perspectives.</p>				
<p>Level 6 - Reaching</p>						

		<i>Common Core State Reading Standards, Foundational Skills #4. (Grade 4):</i> Read with sufficient accuracy and fluency to support comprehension. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.				
		<b>Level 1 Entering</b>	<b>Level 2 Emerging</b>	<b>Level 3 Developing</b>	<b>Level 4 Expanding</b>	<b>Level 5 Bridging</b>
<b>READING</b>	Fluency strategies	Distinguish between fluent and non-fluent oral reading from visually-supported models or excerpts from familiar text (e.g., language experience stories)	Recognize fluency strategies (e.g., emphasis of key words and expressions) in oral reading of visually-supported text with a partner	Self-assess when oral reading visually supported text and identify fluency strategies with a partner	Discuss use of fluency strategies when orally reading visually-supported text with a partner	Explain how to apply fluency strategies, including how to self-correct, when reading orally with a partner
	<b>Topical Vocabulary:</b> Students at all levels of English language proficiency are exposed to grade-level words and expressions, such as: fluency strategy, self-assess, self-correct	<b>Cognitive Function:</b> Students at all levels of English language proficiency UNDERSTAND fluency strategies to gain comprehension of text.				
		<b>Example Context for Language Use:</b> Students exchange information from grade-level factual and fictional readings related to fluency strategies.				
		<b>Level 6 - Reaching</b>				

		<b>Connection</b>					
		<p><i>Common Core Standards for Mathematics, Geometry #1-2 (Grade 4):</i> Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures. Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of a specified size. Recognize right triangles as a category, and identify right triangles.</p>					
		<b>Level 1 Entering</b>	<b>Level 2 Emerging</b>	<b>Level 3 Developing</b>	<b>Level 4 Expanding</b>	<b>Level 5 Bridging</b>	<b>Level 6 - Reaching</b>
<b>Example Topic</b>							
<b>WRITING</b>	Lines & angles	Label lines and angles according to their properties using manipulatives and graphic support	Categorize lines and angles according to their properties using manipulatives and graphic support	Describe lines and angles according to their properties using manipulatives and graphic support	Compare and contrast lines or angles according to their properties using manipulatives and graphic support	Define lines and angles according to their properties (e.g., "My desk has four right angles on the top, which are 90 degrees. Each leg of the desk has two acute angles of 55 degrees each and two obtuse angles of 125 degrees each.")	
	<b>Topical Vocabulary:</b> Students at all levels of English language proficiency are exposed to grade-level words and expressions, such as: obtuse, acute, right angle; parallel and perpendicular lines, end points, rays, vertex, line segment, degrees, protractor						
	<b>Cognitive Function:</b> Students at all levels of English language proficiency ANALYZE lines and angles according to their properties.						
	<b>Example Context for Language Use:</b> Students write about the types and properties of lines and angles they find, measure, and classify in their school, home, or community.						

<p><b>Connection</b></p>		<p><i>National Science Education Standards, Earth and Space Science, D, Properties of Earth Materials:</i> Earth materials are solid rocks and soils, water, and the gases of the atmosphere. The varied materials have different physical and chemical properties, which make them useful in different ways, for example, as building materials, as sources of fuel, or for growing the plants we use as food. Earth materials provide many of the resources that humans use... Fossils provide evidence about the plants and animals that lived long ago and the nature of the environment at that time... The surface of the earth changes. Some changes are due to slow processes, such as erosion and weathering, and some changes are due to rapid processes, such as landslides, volcanic eruptions, and earthquakes.</p>				
		<p><b>Example Topic</b></p>	<p><b>Level 1 Entering</b></p>	<p><b>Level 2 Emerging</b></p>	<p><b>Level 3 Developing</b></p>	<p><b>Level 4 Expanding</b></p>
<p><b>LISTENING</b></p>	<p>Earth history/materials</p>	<p>Match the process or event with its effect on earth materials based on oral descriptions with a partner in L1 or L2 using photos or illustrations</p>	<p>Identify and sort the effect of processes or events on earth materials based on oral descriptions with a partner in L1 or L2 using photos, illustrations, or animations</p>	<p>Categorize the effects of processes or events on earth materials based on oral descriptions with a partner using photos, illustrations, or animations and graphic organizers</p>	<p>Distinguish between effects of processes or events on earth materials based on oral descriptions using photos, illustrations, or animations</p>	<p>Interpret the effects of processes or events on earth materials based grade-level oral discourse</p>
	<p><b>Cognitive Function:</b> Students at all levels of English language proficiency ANALYZE the results of change over time due to processes affecting earth materials.</p>					

Level 6- Reaching

	<p>Discourse Complexity</p>	<p>Did you see erosion in the video? (waits for students to respond) Yes? How did you know it was erosion? (Teacher paraphrases responses) Right. Erosion is when water-like in a storm (shows picture of a storm) or a tornado (shows picture of a tornado) removes earth materials (points to a poster showing different earth materials). Weathering also breaks rocks. We talked about weathering yesterday (points to an illustrated poster about weathering). But it is different. See? Weathering does not move the rocks; erosion does. Look at this graphic organizer. When I show you a picture, decide with your partner if the picture shows erosion (teacher points to illustrated definition) or weathering (point to illustrated definition). Tell me why. You can use English or your native language.</p>	<p>The video was about erosion (points to an illustrated definition of erosion.) This is when wind or water removes earth materials; see the picture? What other examples did you see? (Students provide examples like tornados or storms, and the teacher repeats each example while pointing at the corresponding picture.) Yesterday, we talked about weathering (points to an illustrated definition of weathering). Weathering breaks rocks like erosion. That's how they are the same. Weathering does not move materials; that's how weathering is different from erosion. Look at this graphic organizer. When I show you a picture, you need to decide with your partner if the picture shows erosion (teacher points to illustrated definition) or weathering (point to illustrated definition). Tell me why.</p>	<p>We watched a video about erosion. Erosion is when wind or water removes earth materials. What examples did you see in the video? (Students provide examples like tornados or storms and the teacher repeats each example while pointing at the corresponding pictures). Tornados, right. Storms, here is a picture of a storm. Weathering is different. It breaks rocks, but it does not move earth materials. Now, I will show you more pictures. Decide with your partner if the picture is an example of erosion (points to the word erosion) or weathering (points to the word weathering). You need to tell me why.</p>	<p>The video showed examples of erosion. Erosion happens when wind or water removes earth materials. What examples did you see in the video? (Students provide other examples like tornados, storms) Good. We also know what weathering is. It is similar to erosion because it breaks rocks. But it is different than erosion because it does not move any materials. Now, I am going to show you some pictures. You may work with a partner and tell me: is the picture an example of weathering or erosion? You will need to tell me why.</p>	<p>Did you notice examples of erosion in the video we just watched? Remember that erosion occurs when earth materials are removed by natural phenomena- like wind, water, and what else? (Students provide other examples like tornados, storms, etc). Good. Now remember, weathering is a bit different, isn't it? Weathering is similar to erosion because it breaks up rocks, but weathering doesn't move any materials. Now, I am going to show you some pictures and I would like you to decide which ones are examples of weathering and which are examples of erosion. Be ready to tell me why you think they are examples of one or the other, okay? Remember to provide some evidence.</p>	
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Criteria from the Performance Definitions (Example expectations)	Language Forms & Conventions	<u>Erosion</u> /removes materials. <u>Weathering</u> /does not move materials.	Weathering is <u>the same as</u> erosion. Weathering is different than	It breaks rocks, <u>but</u> it does not move materials	Weathering is the <u>same because</u> it breaks up rocks	Weathering is <u>similar to</u> erosion <u>because</u> it breaks up rocks
	Vocabulary Usage	rocks move tornado storm	materials remove tornado storm	earth materials remove why/because	earth materials remove similar to/different than	earth materials evidence occurs similar to/different
	<b>Topical Vocabulary:</b> Students at all levels of English language proficiency are <i>exposed to</i> grade-level words and expressions, such as: weathering, erosion, volcanic eruption, landslide					
<b>Example Context for Language Use:</b> Students listen to their teacher talk about how the surface of the earth has changed while watching a demonstration or video (e.g., demonstrating processes of erosion or weathering).						

Grade 4

Amplified Strand (continued)

Standard 4-Language of Science

		<b>Connection</b>					
		<i>New Mexico Social Studies Standards, Strand: Geography, Content Standard II-A, #1-3 (Grade 4): Apply geographic tools of title, grid system, legends, symbols, scale and compass rose to construct and interpret maps; translate geographic information into a variety of formats such as graphs, maps, diagrams and charts; draw conclusions and make generalizations from geographic information and inquiry.</i>					
		<b>Example Topic</b>					
<b>LISTENING</b>		<b>Level 1 Entering</b>	<b>Level 2 Emerging</b>	<b>Level 3 Developing</b>	<b>Level 4 Expanding</b>	<b>Level 5 Bridging</b>	<b>Level 6 - Reaching</b>
	Maps & globes/ Locations	Follow routes on maps based on simple oral descriptions using illustrated word banks and manipulatives (e.g. "North two [pause] east one.")	Identify routes on maps based on simple oral descriptions using illustrated word banks and manipulatives (e.g. "Free slaves went North.")	Identify routes on maps based on oral descriptions using illustrated word banks (e.g. "Florence Nightingale traveled southeast from London to Crimea.")	Record routes on maps based on multi-step oral directions using visual supports (e.g. "Columbus sailed southwest. His first stop was the Canary Islands. Then he continued west to San Salvador.")	Record routes on maps based on detailed multi-step oral descriptions (e.g., "The starting point of the trade route was in modern-day Ghana. From there, traders set out for a city located at 30 degrees north latitude and 30 degrees east longitude. Which city is it?")	
	<b>Topical Vocabulary:</b> Students at all levels of English language proficiency are exposed to grade-level words and expressions, such as: map key, compass rose, cardinal directions, intermediate directions, locator, map scale, equator, hemisphere, continent	<b>Cognitive Function:</b> Students at all levels of English language proficiency APPLY understanding of map concepts and skills.					
		<b>Example Context for Language Use:</b> Students identify locations on a variety of maps (e.g., political maps, physical maps, time zone maps) by listening to a partner's descriptions.					

		<p><b>Connection</b></p> <p><i>International Society for Technology in Education National Educational Technology Standards for Students, #4 (Technology Communication Tools): Students use telecommunications to collaborate, publish, and interact with peers, experts, and other audiences. Students use a variety of media and formats to communicate information and ideas effectively to multiple audiences.</i></p>					
		<p><b>Example Topic</b></p>					
		<p><b>Level 1 Entering</b></p>	<p><b>Level 2 Emerging</b></p>	<p><b>Level 3 Developing</b></p>	<p><b>Level 4 Expanding</b></p>	<p><b>Level 5 Bridging</b></p>	
<p><b>WRITING</b></p>	<p>Multimedia publishing</p>	<p>Label images/illustrations/icons that show the steps for creating a multimedia presentation using illustrated word banks</p>	<p>Describe the steps for creating a multimedia presentation using graphic organizers and illustrated word banks</p>	<p>Describe the process for creating a multimedia presentation using graphic organizers and word banks</p>	<p>Detail the process for creating a multimedia presentation using word banks</p>	<p>Produce a manual/brochure describing the process for creating a multimedia presentation</p>	<p><b>Level 6 - Reaching</b></p>
		<p><b>Topical Vocabulary:</b> Students at all levels of English language proficiency are exposed to grade-level words and expressions, such as: software program, file name, tool bar, icons, formatting, image, clip art, slides</p>					
	<p><b>Cognitive Function:</b> Students at all levels of English language proficiency CREATE procedural directions.</p>						
<p><b>Example Context for Language Use:</b> Students create a manual/brochure for a specified audience describing the procedures for creating a multimedia presentation as part of a collaborative project.</p>							

Grade 5

Amplified Strand

Standard 1-Social & Instructional Language

		<i>Common Core State Standards for English Language Arts, Speaking and Listening, Presentation of Knowledge &amp; Ideas #4-5 (Grade 5):</i> Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace; Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.				
		<b>Level 1 Entering</b>	<b>Level 2 Emerging</b>	<b>Level 3 Developing</b>	<b>Level 4 Expanding</b>	<b>Level 5 Bridging</b>
<b>SPEAKING</b>	<b>Example Topic</b>	Peer assessment of presentations				
		Share ratings of a peer's effectiveness in giving a presentation using simple illustrated sentence starters and a word bank	Tell about a peer's effectiveness in giving a presentation using more varied and complex illustrated sentence frames	Describe a peer's effectiveness in giving a presentation using templates	Elaborate on a peer's effectiveness in giving a presentation and suggest improvements using templates	Explain reasons for evaluation of a peer's presentation using templates
		<b>Cognitive Function:</b> Students at all levels of English language proficiency EVALUATE their classmates' presentations and give oral feedback.				
						<b>Level 6- Reaching</b>

Criteria from the Performance Definitions (Example expectations)	Discourse Complexity	I can see your eyes. I can hear you. You talk fast. You have good visuals.	I can always see your eyes. You were easy to hear because you were loud. I liked your visuals. I liked the pictures best.	Good job on your presentation. I liked when you told us about koala bear habitats. You showed pictures that helped me understand. One thing you could improve is not reading your notes so much but your voice was clear.	Your presentation showed you understand the topic very well. Your map about different habitats was interesting. You spoke with a very clear voice but sometimes you spoke too fast. I suggest you focus on looking at each member of your audience because you looked down a lot.	Overall, I think your presentation was really strong. You were particularly good at highlighting unusual facts and details about animals and their habitats. To improve your presentation, I suggest slowing down a little and increasing your volume. At times, I missed part of the idea because you spoke too quickly or too softly. Next time, I recommend practicing in front of a mirror to get more comfortable giving a presentation.
	Language Forms & Conventions	you → your <u>eyes</u> <u>visuals</u>	Like → <u>liked</u> are → were  because	I liked <u>when</u> (what/how/that)  You <u>could</u>  but	very well (not good)  too	Overall, At times, Next time,  really particularly quickly softly

	Vocabulary Usage	see hear talk fast/slow visuals	always/ sometimes/ never  easy  loud  best	presentation  improve  voice  clear	topic  spoke  suggest  focus on  member  audience	highlighting  recommend  increasing volume	
	<p><b>Topical Vocabulary:</b> Students at all levels of English language proficiency are <i>exposed to</i> grade-level words and expressions, such as: eye contact, voice projection, pace, visual aid</p>						
<p><b>Example Context for Language Use:</b> Students provide coaching or feedback to peers' presentations.</p>							

Grade 5

Amplified Strand (continued)

Standard 1-Social & Instructional Language

		Common Core State Reading Standards for Literature & Informational Text, Key Ideas and Details #1 (Grade 5): Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.						
		Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging		
<b>LISTENING</b>	<p>Explicit &amp; inferential information</p> <p><b>Topical Vocabulary:</b> Students at all levels of English language proficiency are exposed to grade-level words and expressions, such as: character traits, characterization, provide evidence, direct quotations, I infer that...</p>	Identify character traits or emotions based on explicit information from text read aloud, prompted by visual cues, physical movement, and tone of voice	Identify details related to character traits based on information from text read aloud, prompted by visual cues and tone of voice (e.g., “Sam is adventurous because...”)	Identify character traits based on explicit and inferential information from text read aloud using visual cues (e.g., “How did Sam feel when his brother won the award? How do you know?”)	Connect events to show character development over time based on explicit and inferential information from text read aloud using visual support (e.g., flow chart, timeline, story map)	Predict a character’s reaction to a hypothetical situation based on inferential information from text read aloud	<b>Level 6 – Reaching</b>	
	<b>Cognitive Function:</b> Students at all levels of English language proficiency ANALYZE information about characters in a text.							
	<b>Example Context for Language Use:</b> Students listen to a teacher read-aloud and discuss character traits gleaned from the text with a partner.							

		<p><b>Connection</b></p> <p>Common Core State Standards for Mathematics, Geometry #1-2 (Grade 5): Use a pair of perpendicular number lines, called axes, to define a coordinate system, with the intersection of the lines (the origin) arranged to coincide with the 0 on each line and a given point in the plane located by using an ordered pair of numbers, called its coordinates. Understand that the first number indicates how far to travel from the origin in the direction of one axis, and the second number indicates how far to travel in the direction of the second axis, with the convention that the names of the two axes and the coordinates correspond (e.g., x-axis and x-coordinate, y-axis and y-coordinate); Represent real world and mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation.</p>				
		<p><b>Example Topic</b></p>				
		<p><b>Level 1 Entering</b></p>	<p><b>Level 2 Emerging</b></p>	<p><b>Level 3 Developing</b></p>	<p><b>Level 4 Expanding</b></p>	<p><b>Level 5 Bridging</b></p>
<p><b>SPEAKING</b></p>	<p>Coordinate plane</p>	<p>Ask and answer yes/no questions related to coordinate plane maps using teacher oral scaffolding and visual supports (e.g., "Is the house at (2,3)?")</p>	<p>Ask and answer simple wh- questions related to coordinate plane maps using sentence frames and visual supports (e.g., "Where is the school?")</p>	<p>Describe the relationship between two points on coordinate plane maps using a word bank and visual support (e.g., "The school is 4 blocks east of the library.")</p>	<p>Describe the relationships among multiple points on coordinate plane maps using visual support (e.g., "The new park will be one block from the school and 4 blocks from the bank. It will be located at (4,7).")</p>	<p>Explain how to plot points and navigate distances between locations on coordinate plane maps</p>
	<p><b>Topical Vocabulary:</b> Students at all levels of English language proficiency are exposed to grade-level words and expressions, such as: horizontal and vertical axes, coordinates, coordinate plane</p>	<p><b>Cognitive Function:</b> Students at all levels of English language proficiency UNDERSTAND how to plot points on a coordinate plane.</p>				
	<p><b>Example Context for Language Use:</b> Students give directions for navigating to and from locations on the map with a partner to practice referring to axes and coordinates.</p>					
		<p><b>Level 6 – Reaching</b></p>				

		<b>Connection</b>						
		National Science Education Standards, Life Science, C, Reproduction and Heredity (Grades 5-8): Reproduction is a characteristic of all living systems; because no individual organism lives forever, reproduction is essential to the continuation of every species. Some organisms reproduce asexually. Other organisms reproduce sexually... Every organism requires a set of instructions for specifying its traits. Heredity is the passage of these instructions from one generation to another... The characteristics of an organism can be described in terms of a combination of traits. Some traits are inherited and others result from interactions with the environment.						
		<b>Example Topic</b>	<b>Level 1 Entering</b>	<b>Level 2 Emerging</b>	<b>Level 3 Developing</b>	<b>Level 4 Expanding</b>	<b>Level 5 Bridging</b>	<b>Level 6 - Reaching</b>
<b>READING</b>	Reproduction & heredity	Identify the main steps in the process of flowering plants' reproduction process from illustrated texts (media, posters) with a partner	Define the main steps in the process of flowering plants' reproduction process from illustrated texts (books, media, posters) using a graphic organizer with a partner	Describe the main steps in the process of flowering plants' reproduction from a variety of texts (illustrated books, media, posters) using a graphic organizer with a partner.	Explain the main steps in the process of flowering plants' reproduction from a variety of texts (books, media, encyclopedias) with a partner	Summarize the process of flowering plants' reproduction from a variety of texts(e.g., books, media, encyclopedia)		
	<b>Topical Vocabulary:</b> Students at all levels of English language proficiency are <i>exposed to</i> grade-level words and expressions, such as: species, inherited traits	<b>Cognitive Function:</b> Students at all levels of English language proficiency UNDERSTAND how flowering plants reproduce.						
		<b>Example Context for Language Use:</b> Students read a variety of informational to learn about how flowering plants reproduce to participate in a debate about the benefits and disadvantages of commercial pollination.						

		<p><b>Connection</b></p> <p><i>Minnesota: Social studies Standards I. U.S. History B. Pre-history through 1607 (Grade 5):</i> The student will demonstrate knowledge of European exploration of the North American continent and the resulting interaction with American Indian nations. 2. Students will know and explain that interactions between American Indian tribes and European explorers had positive and negative impacts.</p>				
		<b>Level 1 Entering</b>	<b>Level 2 Emerging</b>	<b>Level 3 Developing</b>	<b>Level 4 Expanding</b>	<b>Level 5 Bridging</b>
<b>WRITING</b>	<p>Exploration</p> <p><b>Topical Vocabulary:</b> Students at all levels of English language proficiency are <i>exposed to</i> grade-level words and expressions, such as: colonization, explorers, discovery, conquest, push and pull factors</p>	<p>Represent personal view of impacts of exploration using graphic organizers (e.g., T-chart, concept map) and illustrated word banks</p>	<p>State personal view of impacts of exploration using illustrated word banks</p>	<p>Describe personal view of impacts of exploration using graphic organizers</p>	<p>Explain personal view of impacts of exploration using graphic organizers and word banks</p>	<p>Critique impacts of exploration using graphic organizers (e.g., regarding global advancement and distribution of wealth)</p>
	<p><b>Cognitive Function:</b> Students at all levels of English language proficiency EVALUATE information about exploration.</p>					
	<p><b>Example Context for Language Use:</b> Students write about the impacts of exploration on both the old and new worlds (e.g., pretend you are an explorer writing a letter home or in your journal).</p>					
						<b>Level 6 - Reaching</b>

<p><b>Connection</b></p> <p><b>Example Topic</b></p>		<p><i>The National Standards for Arts Education #1, Singing, Alone and with Others, A Varied Repertoire of Music (Grades 5-8):</i> Students sing accurately and with good breath control throughout their singing ranges, alone and in small and large ensembles. Students sing with expression and technical accuracy a repertoire of vocal literature with a level of difficulty of 2, on a scale of 1 to 6, including some songs performed from memory. Students sing music representing diverse genres and cultures, with expression appropriate for the work being performed. Students sing music written in two and three parts. Students who participate in a choral ensemble sing with expression</p>				
		<p><b>Level 1 Entering</b></p>	<p><b>Level 2 Emerging</b></p>	<p><b>Level 3 Developing</b></p>	<p><b>Level 4 Expanding</b></p>	<p><b>Level 5 Bridging</b></p>
<p>Breathing techniques</p> <p><b>Topical Vocabulary:</b> Students at all levels of English language proficiency are <i>exposed to</i> grade-level words and expressions, such as: diaphragm, head voice, chest voice</p>	<p>Follow breathing exercises from models and oral directions using visual support</p>	<p>Follow breathing exercises from simple oral directions using visual support</p>	<p>Complete breathing exercises from oral directions using visual support</p>	<p>Complete breathing exercises from oral descriptions using visual support</p>	<p>Perform breathing exercises from oral descriptions</p>	
<p><b>Cognitive Function:</b> Students at all levels of English language proficiency with UNDERSTAND breathing basics for singing.</p>						
<p><b>Example Context for Language Use:</b> Students listen and respond to teacher’s guidelines and advice on how to control their breathing while singing alone or with others.</p>						

# The English Language Development Standards

Grades 6-8



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		<i>Common Core State Standards for English Language Arts, Reading Standards for Informational Text, Key Ideas and Details #2 (Grade 6): Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</i>					
		<b>Level 1 Entering</b>	<b>Level 2 Emerging</b>	<b>Level 3 Developing</b>	<b>Level 4 Expanding</b>	<b>Level 5 Bridging</b>	<b>Level 6 - Reaching</b>
<b>READING</b>	<b>Connection</b>  <b>Example Topic</b>  Social etiquette  <b>Topical Vocabulary:</b> Students at all levels of English language proficiency are exposed to grade-level words and expressions, such as: posture, etiquette, manners, setting, social interactions	Restate context for polite behavior based on visually supported text (e.g. "Where do these rules apply?")	Reword single polite behaviors prescribed in a simple instructional text (e.g., "Show me how to sit in an assembly.")	Paraphrase information about behavioral expectations from illustrated handbooks and texts in a small groups	Summarize information about behavioral expectations from handbooks and grade-level texts in a small group	Interpret information about behavioral expectations from handbooks and grade-level texts	
	<b>Cognitive Function:</b> Students at all levels of English language proficiency UNDERSTAND behavioral expectations.						
	<b>Example Context for Language Use:</b> Students read information about behavioral expectations (e.g. school handbook, classroom syllabus, etc.) to create environmental print for their classroom/school community.						

		<p><b>Connection</b></p> <p><i>Common Core State Language Standards, Conventions of Standard English #1-2 (Grade 6):</i> Demonstrate command of the conventions of standard English grammar when writing or speaking. a. Ensure that pronouns are in the proper case (subjective, objective, possessive). b. Use intensive pronouns (e.g., myself, ourselves). c. Recognize and correct inappropriate shifts in pronoun number and person. d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language; Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements. b. Spell correctly.</p>				
		<p><b>Level 1 Entering</b></p>	<p><b>Level 2 Emerging</b></p>	<p><b>Level 3 Developing</b></p>	<p><b>Level 4 Expanding</b></p>	<p><b>Level 5 Bridging</b></p>
<p><b>WRITING</b></p>	<p><b>Example Topic</b></p> <p>Conventions &amp; mechanics</p> <p><b>Topical Vocabulary:</b> Students at all levels of English language proficiency are exposed to grade-level words and expressions, such as: edit, dependent/independent clause, prepositional phrase, appositive, semicolon</p>	<p>Propose revisions of written text through short comments (e.g. on sticky notes, notes on the margin, etc.) using models and environmental print</p>	<p>Recommend revisions of written text through comments (e.g. on sticky notes, notes on the margin, etc.) using models and environmental print</p>	<p>Suggest revisions of written text through extended comments (e.g. response templates, response journals, etc.) using models and environmental print</p>	<p>Explain suggestions for revision of written text through detailed comments (e.g. response journals, letters to peers, etc.) using models and environmental print</p>	<p>Justify suggestions for revision of written text through detailed feedback (e.g. response journals, letters to peers, etc.) using models and environmental print</p>
	<p><b>Cognitive Function:</b> Students at all levels of English language proficiency APPLY their knowledge of English conventions and mechanics.</p>					
	<p><b>Example Context for Language Use:</b> Students provide written feedback to each other about their use of conventions and mechanics on original written texts (e.g. compositions, journals, essays, etc).</p>					
		<p><b>Level 6 - Reaching</b></p>				

<b>Connection</b>		<p><i>Common Core State Standards for Mathematics, Ratios and Proportional Relationships #3 (Grade 6):</i> Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations. a. Make tables of equivalent ratios relating quantities with whole-number measurements, find missing values in the tables, and plot the pairs of values on the coordinate plane. Use tables to compare ratios. b. Solve unit rate problems including those involving unit pricing and constant speed... c. Find a percent of a quantity as a rate per 100 (e.g., 30% of a quantity means 30/100 times the quantity); solve problems involving finding the whole, given a part and the percent. d. Use ratio reasoning to convert measurement units; manipulate and transform units appropriately when multiplying or dividing quantities.</p>					
<b>Example Topic</b>		<b>Level 1 Entering</b>	<b>Level 2 Emerging</b>	<b>Level 3 Developing</b>	<b>Level 4 Expanding</b>	<b>Level 5 Bridging</b>	<b>Level 6- Reaching</b>
<b>WRITING</b>	Ratio & rate	List choices for use of rate in real-life situations using templates with a partner	Record choices for use of rate in real-life situations using templates with a partner	Describe choices for use of rate in real-life situations using graphic organizers with a partner	Explain choices for use of rate in real-life situations using charts with partners	Justify choices for use of rate in real-life situations with partners	
		<p><b>Cognitive Function:</b> Students at all levels of English language proficiency EVALUATE their options and make choices.</p>					

<b>Criteria from the Performance Definitions (Example expectations)</b>	Discourse Complexity	We choose <u>the tablet</u> . It costs <u>\$500</u> . The discount is <u>20%</u> . It is <u>cheap</u> .	Selection: We <u>picked the computer</u> . Price: <u>It costs \$750</u> . Discount: <u>Today it is only 15%</u> . Reason: The discount rate <u>is better today</u> .	There are many phones. We selected the smart phone. Flip phones are cheaper, but the smart phone is more useful. The original price is \$400 plus sales tax. It was on sale for 15% off.	We chose to buy the tablet because it was a better deal. It was more expensive than the computer, however, it had a bigger percentage off. The tablet was \$495 and the computer was \$450. The rate of discount on the tablet was 20% and the rate of discount of the computer was 10%, so the tablet was a better value.	We had a choice of buying a tablet or a smart phone. We selected the tablet because it was the best value at the discount rate and we wanted to use it to watch movies. The estimated price of the tablet, including the discount and sales tax, was \$495. We figured we could go to the library if we wanted to use the computer. Plus, we can use the tablet to do searches on the internet.
	Language Forms & Conventions	cheap expensive	cheaper than the cheapest	Flip phones are cheaper, <u>but...</u>	<u>more expensive than the computer,</u> <u>however,...</u>  discount <u>on</u>  so the tablet	The estimated price of the tablet, <u>including the discount and sales tax</u> , was \$495.
	Vocabulary Usage	discount costs	price discount rate	sales tax on sale	percent off better deal	best value estimated price
	<b>Topical Vocabulary:</b> Students at all levels of English language proficiency are exposed to grade-level words and expressions, such as: sales tax, discount, percentage, ratio, proportion					

**Example Context for Language Use:** Students justify their choices of real-life situations in their daily notes (e.g., choosing items to buy based on discounts and local tax, selecting players for a fantasy team based on sports average, or determining best living option based on salary and local taxes.)

		<p><i>National Science Education Standards, Life Science, C, Populations and Ecosystems (Grades 5-8):</i> A population consists of all individuals of a species that occur together at a given place and time. All populations living together and the physical factors with which they interact compose an ecosystem. Populations of organisms can be categorized by the function they serve in an ecosystem. Plants and some micro-organisms are producers—they make their own food. All animals, including humans, are consumers, which obtain food by eating other organisms. Decomposers, primarily bacteria and fungi, are consumers that use waste materials and dead organisms for food. Food webs identify the relationships among producers, consumers, and decomposers in an ecosystem.</p>				
		<p><b>Connection</b></p>				
		<p><b>Example Topic</b></p>				
		<p><b>Level 1 Entering</b></p>	<p><b>Level 2 Emerging</b></p>	<p><b>Level 3 Developing</b></p>	<p><b>Level 4 Expanding</b></p>	<p><b>Level 5 Bridging</b></p>
<p><b>LISTENING</b></p>	<p>Ecosystems</p>	<p>Verify key elements and features of ecosystems from oral information using L1 or L2 and illustrated word banks</p>	<p>Label key elements and features of ecosystems from oral information using a template and illustrated word banks</p>	<p>Record key elements and features of ecosystems from oral information using a template and word banks</p>	<p>Take notes of key elements and features of ecosystems from oral information using word banks</p>	<p>Take detailed notes of key elements and features of ecosystems from oral information</p>
	<p><b>Topical Vocabulary:</b> Students at all levels of English language proficiency are exposed to grade-level words and expressions, such as: deciduous forest, coniferous forest, temperate, rain forest, biomes, savannah</p>	<p><b>Cognitive Function:</b> Students at all levels of English language proficiency will REMEMBER elements of different ecosystems.</p>				
		<p><b>Example Context for Language Use:</b> Students will listen to oral descriptions (e.g. video clips, lecture, peer groups etc.) and recognize key elements of various ecosystems to prepare real-life models of them to display in their classrooms.</p>				
		<p><b>Level 6 - Reaching</b></p>				

		<i>National Curriculum Standards for Social Studies, Standard 6: Power, Authority, and Governance (Middle Grades):</i> Learners will understand: fundamental values of constitutional democracy (e.g., the common good, liberty, justice, equality, and individual dignity); The ideologies and structures of political systems that differ from those of the United States; The ways in which governments meet the needs and wants of citizens, manage conflict, and establish order and security.				
		<b>Level 1 Entering</b>	<b>Level 2 Emerging</b>	<b>Level 3 Developing</b>	<b>Level 4 Expanding</b>	<b>Level 5 Bridging</b>
<b>SPEAKING</b>	<b>Connection</b>					
	<b>Example Topic</b>					
	Forms & organization of government  <b>Topical Vocabulary:</b> Students at all levels of English language proficiency are exposed to grade-level words and expressions, such as: branches, legislative, judicial, executive, branches, local and federal separation of powers	Name similarities and differences among forms of government in different countries using graphic organizers and sentence starters	Describe similarities and differences among forms of government in different countries using graphic organizers	Give examples of similarities and differences among forms of government in different countries using a self-constructed graphic organizer	Compare and contrast among forms of government in different countries using a self-constructed diagram	Explain with details similarities and differences among forms of government in different countries using student notes
		<b>Cognitive Function:</b> Students at all levels of English language proficiency ANALYZE the structure of international governments.				
		<b>Example Context for Language Use:</b> Students similarities and differences among the forms of governments in other countries to the class.				
		<b>Level 6 - Reaching</b>				

		<p><b>Connection</b></p> <p><i>Alaska Cultural Standards for Students D (K-12):</i> Culturally-knowledgeable students are able to engage effectively in learning activities that are based on traditional ways of knowing and learning. 4. Gather oral and written history information from the local community and provide an appropriate interpretation of its cultural meaning and significance</p>				
		<p><b>Level 1 Entering</b></p>	<p><b>Level 2 Emerging</b></p>	<p><b>Level 3 Developing</b></p>	<p><b>Level 4 Expanding</b></p>	<p><b>Level 5 Bridging</b></p>
<p><b>SPEAKING</b></p>	<p><b>Example Topic</b></p> <p>Interpretation of oral histories</p> <p><b>Topical Vocabulary:</b> Students at all levels of English language proficiency are exposed to grade-level words and expressions, such as: accumulated specific knowledge, interpretation, local conventions, cultural significance</p>	<p>Name events and traditions of the local community and their significance from notes taken using graphic organizers and illustrated environmental print</p>	<p>Describe events and traditions of the local community and their significance using note cards and illustrated environmental print</p>	<p>Explain events and traditions of the local community and their significance using note cards</p>	<p>Discuss events and traditions of the local community and their significance using notes from interviews</p>	<p>Interpret the significance of events and traditions of the local community using notes from interviews</p>
	<p><b>Cognitive Function:</b> Students at all levels of English language proficiency ANALYZE traditional ways of knowing and interpreting information with events and traditions of the local community</p> <p><b>Example Context for Language Use:</b> Students discuss the cultural significance of different community activities based on information from interviews with elders or long-term residents of the local community to identify relevant information to include in student-created resources (e.g. websites; publications, etc.) about their community.</p>					<p><b>Level 6 - Reaching</b></p>

		<p>Common Core State Standards for English Language Arts, Speaking and Listening, Presentation of Knowledge &amp; Ideas #4-5 (Grade 7): Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. d. Acknowledge new information expressed by others and, when warranted, modify their own views.</p>						
		<p><b>Connection</b></p>						
		<p><b>Example Topic</b></p>	<p><b>Level 1 Entering</b></p>	<p><b>Level 2 Emerging</b></p>	<p><b>Level 3 Developing</b></p>	<p><b>Level 4 Expanding</b></p>	<p><b>Level 5 Bridging</b></p>	
<p><b>LISTENING</b></p>	<p>Collaboration</p>	<p>Identify opinions or points of view on a particular contemporary issue from oral statements with a partner</p>	<p>Classify opinions or points of view on a particular contemporary issue using a graphic organizer</p>	<p>Compare opinions or points of view on a particular contemporary issue based on oral statements with a partner</p>	<p>Modify personal opinions or points of view on a particular contemporary issue based on oral discussion in small groups</p>	<p>Interpret oral scenarios on opinions or points of view on contemporary issues through role play or dramatization</p>	<p><b>Level 6 - Reaching</b></p>	
	<p><b>Topical Vocabulary:</b> Students at all levels of English language proficiency are exposed to grade-level words and expressions, such as: active listening, mutual respect, debate, disagree, articulate, stale mate, contemporary issue, concur</p>	<p><b>Cognitive Function:</b> Students at all levels of English language proficiency UNDERSTAND diverse views on contemporary issues.</p>						
	<p><b>Example Context for Language Use:</b> Students listen to each other and interact in a classroom discussion on a contemporary issue (e.g., poverty, school rules) and consider how their opinion evolved.</p>							

		<p><b>Connection</b></p> <p>Common Core State Speaking and Listening Standards, Comprehension and Collaboration #2. (Grade 7): Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.</p>				
		<p><b>Level 1 Entering</b></p>	<p><b>Level 2 Emerging</b></p>	<p><b>Level 3 Developing</b></p>	<p><b>Level 4 Expanding</b></p>	<p><b>Level 5 Bridging</b></p>
<p><b>SPEAKING</b></p>	<p><b>Example Topic</b></p> <p>Main ideas</p>	<p>Respond to yes or no questions about the main idea with visual support (e.g. captioned illustrations of plot, characters, etc.)</p>	<p>Identify main idea using graphic organizer (e.g., story map, plot line) with a partner or small group</p>	<p>Explain main idea using graphic organizer (e.g., story map, plot line) to a partner or small group</p>	<p>Distinguish between the main idea and supporting details using graphic organizer and examples from the text</p>	<p>Discuss the main idea using extended discourse</p>
	<p><b>Topical Vocabulary:</b></p> <p>Students at all levels of English language proficiency are exposed to grade-level words and expressions, such as: supporting details, theme, thesis</p>	<p><b>Cognitive Function:</b> Students at all levels of English language proficiency ANALYZE main ideas of short stories and novels.</p>				
	<p><b>Example Context for Language Use:</b> Students discuss main idea of short stories and novels with partners or in small groups.</p>					
	<p><b>Level 6 – Reaching</b></p>					

		<p><b>Connection</b></p> <p>Common Core State Standards for Mathematics, Expressions and Equations #4 (Grade 7): Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities. a. Solve word problems leading to equations of the form <math>px + q = r</math>, where <math>p</math>, <math>q</math>, and <math>r</math> are specific rational numbers. Solve equations of these forms fluently. Compare an algebraic solution to an arithmetic solution, identifying the sequence of the operations used in each approach. For example, the perimeter of a rectangle is 54 cm. Its length is 6 cm. What is its width? b. Solve word problems leading to inequalities of the form <math>px + q &gt; r</math> or <math>px + q &lt; r</math>, where <math>p</math>, <math>q</math>, and <math>r</math> are specific rational numbers. Graph the solution set of the inequality and interpret it in the context of the problem. For example, As a salesperson, you are paid \$50 per week plus \$3 per sale. This week you want your pay to be at least \$100. Write an inequality for the number of sales you need to make, and describe the solutions.</p>					
		<b>Level 1 Entering</b>	<b>Level 2 Emerging</b>	<b>Level 3 Developing</b>	<b>Level 4 Expanding</b>	<b>Level 5 Bridging</b>	<b>Level 6 - Reaching</b>
<b>READING</b>	Algebraic equations (linear equations)	Recognize words and phrases that provide key information to solve real-life mathematical problems using manipulatives, visual, and graphic supports	Recognize language that provides key information to solve real-life mathematical problems using visual and graphic supports	Identify language that provides key information to solve real-life mathematical problems using visual and graphic supports	Interpret language that provides key information to solve real-life mathematical problems using visual and graphic supports	Identify key implicit information to solve real-life mathematical problems	
	<b>Topical Vocabulary:</b> Students at all levels of English language proficiency are exposed to grade-level words and expressions, such as: inequality, linear equation, non-linear, simplify the expression, input/output	<p><b>Cognitive Function:</b> Students at all levels of English language proficiency APPLY their algebraic knowledge to solve real-life problems.</p> <p><b>Example Context for Language Use:</b> Students read real-life problems and construct mathematical equations to find their solutions in small groups.</p>					

		<p><b>Connection</b></p> <p>National Science Education Standards, Science as Inquiry, A, Understandings about Scientific Inquiry (Grades 5-8): Different kinds of questions suggest different kinds of scientific investigations. Some investigations involve observing and describing objects, organisms, or events; some involve collecting specimens; some involve experiments; some involve seeking more information; some involve discovery of new objects and phenomena; and some involve making models. Current scientific knowledge and understanding guide scientific investigations. Different scientific domains employ different methods, core theories, and standards to advance scientific knowledge and understanding... Scientific explanations emphasize evidence, have logically consistent arguments, and use scientific principles, models, and theories. The scientific community accepts and uses such explanations until displaced by better scientific ones. When such displacement occurs, science advances.</p>						
		<p><b>Example Topic</b></p>						
<b>WRITING</b>	Scientific inquiry	<b>Level 1 Entering</b>	<b>Level 2 Emerging</b>	<b>Level 3 Developing</b>	<b>Level 4 Expanding</b>	<b>Level 5 Bridging</b>	<b>Level 6 - Reaching</b>	
	<p><b>Topical Vocabulary:</b> Students at all levels of English language proficiency are exposed to grade-level words and expressions, such as: constants, control group, experimental group, hypothesis, hypothesis testing, data analysis, independent/dependent variable</p>	<p>Illustrate and label control group and experimental group before and after the experiment using a graphic organizer</p>	<p>Complete summaries of the results of the control group and experimental group using graphic organizers</p>	<p>Describe the results of the control group and experimental group using graphic organizers</p>	<p>Compare and contrast the control group and experimental group before and after the experiment using graphic organizers</p>	<p>Interpret and summarize the results of the control group and experimental group after the experiment using a graphic organizer</p>		
		<p><b>Cognitive Function:</b> Students at all levels of English language proficiency will UNDERSTAND how to interpret and represent the results of scientific inquiry.</p>						
		<p><b>Example Context for Language Use:</b> Students summarize the results of a science experiment in a lab report.</p>						

<b>Connection</b>		<i>Common Core Reading Standards for Literacy in History/Social Studies, Integration of Knowledge &amp; Ideas #7: Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</i>				
<b>Example Topic</b>		<b>Level 1 Entering</b>	<b>Level 2 Emerging</b>	<b>Level 3 Developing</b>	<b>Level 4 Expanding</b>	<b>Level 5 Bridging</b>
<b>READING</b>	Agriculture	Identify agricultural icons using visual or graphic support (e.g., on maps or graphs)	Locate resources or agricultural products using visual or graphic support	Distinguish among resources or agricultural products using visual or graphic support	Find patterns associated with resources or agricultural products using visual or graphic support	Draw conclusions about resources or agricultural products on maps or graphs from grade-level text
	<b>Cognitive Function:</b> Students at all levels of English language proficiency ANALYZE the importance of agricultural resources to regional economies.					
<b>Criteria from the Performance Definitions (Example expectations)</b>	Discourse Complexity	Corn and bananas grow in Brazil. Corn and bananas are agricultural products.	Rice, an agricultural product, is an important crop. It grows in the wet flat lands of China.	Coffee grows in countries with high mountains that are near the equator, while olives grow near warm seas. As a consequence, coffee is a major agricultural product of Ecuador while olives are important to the Mediterranean region.	Grains are significant agricultural products grown in the flatlands, or plains, of Russia. There are a variety of grains cultivated there. However, wheat accounts for over half of Russia's grain production while barley is Russia's second major grain.	Orange trees require the moist, nutrient-rich soil of tropical climates. In contrast, wheat prospers in cooler, arid climates with drier soil. Notice how agricultural productivity varies from region to region in Kenya. One requirement of successful agricultural production is selecting crops that are well-suited to the climate and soil of the region.
	<b>Level 6- Reaching</b>					

	Language Forms & Conventions	Coffee, corn, rice v. olives, bananas, oranges	Rice grows.... Bananas grow....	Corn grows... <b>while</b> olives grow...	...grown in the flatlands, <b>or</b> plains,....	One <b>requirement</b> of successful agricultural production is....
	Vocabulary Usage	crop rice corn bananas coffee olives wheat barley orange trees  point to show	important crop farming region wet flat land locate	near the equator or near warm seas major consequence Mediterranean region while	accounts for cultivated significant a variety of grains plains	In contrast agricultural productivity/ production moist, tropical climates; cooler, arid climates well-suited
	<b>Topical Vocabulary:</b> Students at all levels of English language proficiency are <i>exposed to</i> grade-level words and expressions, such as: renewable, non-renewable, resource allocation					
<b>Example Context for Language Use:</b> Students read informational texts and related websites about crops or agricultural products to use maps or create charts.						

Grade 7

Amplified Strand (continued)

Standard 5-Language of Social Studies

		<b>Connection</b>					
		The National Standards for Arts Education #1, Understanding and Applying Media, Techniques, and Processes (Grades 5-8): Students select media, techniques, and processes; analyze what makes them effective or not effective in communicating ideas; and reflect upon the effectiveness of their choices. Students intentionally take advantage of the qualities and characteristics of art media, techniques, and processes to enhance communication of their experiences and ideas.					
		<b>Level 1 Entering</b>	<b>Level 2 Emerging</b>	<b>Level 3 Developing</b>	<b>Level 4 Expanding</b>	<b>Level 5 Bridging</b>	<b>Level 6 - Reaching</b>
<b>Example Topic</b>							
<b>LISTENING</b>	Media (Materials)	Identify materials that could be used to communicate different ideas and experiences from pictures and oral statements (e.g., "paper maché," "clay")	Match different qualities of materials with their ability to communicate different ideas and experiences with a partner	Categorize the different qualities of materials according to their effectiveness to communicate different ideas and experiences in a small group using a graphic organizer	Compare the effectiveness of different materials in their ability to communicate different ideas and experiences	Infer reasons for artist's selection of media from extended oral discourse	
	<b>Topical Vocabulary:</b> Students at all levels of English language proficiency are exposed to grade-level words and expressions, such as: design, representation	<b>Cognitive Function:</b> Students at all levels of English language proficiency UNDERSTAND the communicative effectiveness of different artistic media.					
		<b>Example Context for Language Use:</b> Students listen to oral descriptions (e.g., teacher talk, video, pod cast, etc.) to determine the effectiveness of different materials or media.					

		<b>Connection</b>					
		<p><i>Common Core State Standards for English Language Arts, Writing, Text Type and Purposes #2-3 (Grade 8): Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content... Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</i></p>					
		<b>Level 1 Entering</b>	<b>Level 2 Emerging</b>	<b>Level 3 Developing</b>	<b>Level 4 Expanding</b>	<b>Level 5 Bridging</b>	<b>Level 6 - Reaching</b>
<b>Example Topic</b>							
<b>WRITING</b>	Peer Pressure	Draw and label storyboards about feelings and decisions influenced by peer pressure using illustrated word banks	Complete dialogues for storyboards or scripts about feelings and decisions influenced by peer pressure using model sentences	Describe actions for scripts about feelings and decisions influenced by peer pressure following models	Compose scripts about feelings and decisions influenced by peer pressure following models	Compose scripts about feelings and decisions influenced by peer pressure	
	<b>Topical Vocabulary:</b> Students at all levels of English language proficiency are exposed to grade-level words and expressions, such as: attitudes, behaviors, peer pressure, belonging, membership, strength of character						
	<b>Cognitive Function:</b> Students at all levels of English language proficiency CREATE a script.						
		<b>Example Context for Language Use:</b> Students work in groups to prepare a script for a presentation (e.g., skit, video, multimedia) for incoming students focusing on peer pressure.					

<b>Connection</b>		<i>Common Core Speaking and Listening Standards #3 (Grade 8):</i> Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.				
<b>Example Topic</b>		<b>Level 1 Entering</b>	<b>Level 2 Emerging</b>	<b>Level 3 Developing</b>	<b>Level 4 Expanding</b>	<b>Level 5 Bridging</b>
<b>LISTENING</b>	Analysis of an argument	Answer yes/no questions about an argument with illustrations	Identify key words or phrases related to an argument using a word bank	Match claims with supporting evidence in an argument using a graphic organizer	Categorize information in an argument using graphic organizers (e.g., relevant/irrelevant; pros/cons)	Recognize strengths and weaknesses in an argument
	<b>Cognitive Function:</b> Students at all levels of English language proficiency UNDERSTAND the difference between making a claim and providing evidence.					

Level 6- Reaching

<b>Criteria from the Performance Definitions (Example expectations)</b>	Discourse Complexity	The main character, Loretta, is kind. She is also stubborn. She helps her best friend, but she does not go with her to the pond.	I think Loretta shows courage in chapter two. For example, she goes to the magical forest alone. She also does not run away from the dragon. So, I believe Loretta is brave.	In general, Loretta is a strong character. She is both faithful and fearless. As a companion, for instance, she never leaves Sandra's side. Additionally, Loretta challenges the dragon in the forest.	Of all the protagonists in the story, I think Loretta is the star. She frequently faces scary creatures when she wants to flee. More specifically, she conquers the dragon and prevents the goblins from hurting Sandra.	Undeniably, Loretta represents the heroine of the tale. She not only defeats wicked monsters throughout the story, but she also proves herself as a loyal friend, except when she leaves her cousin behind. In addition to having admirable character traits, she is physically strong whenever she has the magical powers. In terms of leadership qualities, Loretta shows others how to do the right thing.
	Language Forms & Conventions	she is/does v. she is not/does not but	shows For example, also So,	In general, both ..., for instance,... never Additionally,	Of all... rather than More specifically,	Undeniably, Not only...but also In addition <u>to</u> In terms of
	Vocabulary Usage	kind tough best friend pond	I think... courage magical dragon I believe	faithful fearless companion challenge	frequently flee conquer prevent	represents defeat serve character traits leadership
	<b>Topical Vocabulary:</b> Students at all levels of English language proficiency are <i>exposed to</i> grade-level words and expressions, such as: relevant, irrelevant, evidence, premise, assumption, claim, persuasive					
<b>Example Context for Language Use:</b> Students listen to oral arguments to differentiate between claims and evidence about literature.						

<b>LISTENING</b>	<b>Connection</b>	<i>Common Core State Standards for Mathematics, Geometry #3-4 (Grade 8):</i> Describe the effect of dilations, translations, rotations, and reflections on two-dimensional figures using coordinates. Understand that a two-dimensional figure is similar to another if the second can be obtained from the first by a sequence of rotations, reflections, translations, and dilations; given two similar two-dimensional figures, describe a sequence that exhibits the similarity between them.				
	<b>Example Topic</b>	<b>Level 1 Entering</b>	<b>Level 2 Emerging</b>	<b>Level 3 Developing</b>	<b>Level 4 Expanding</b>	<b>Level 5 Bridging</b>
	Two-dimensional figures	Adjust the position of figures from transformations identified orally (e.g., “rotate,” “reflect,” etc.) using models and manipulatives	Match the original and new position of figures from transformations described orally (e.g. “reflection over the y-axis”) using models and manipulatives	Select the new position of figures from transformations described orally (e.g. translate 3 units on the x-axis and 2 units on the y-axis) using graphic organizers and visual supports	Find the new position of figures from transformations described orally using notes and visual supports	Determine the new position of figures from transformations described orally
	<b>Topical Vocabulary:</b> Students at all levels of English language proficiency are exposed to grade-level words and expressions, such as: geometric transformation, rotation, scale factor					
		<b>Cognitive Function:</b> Students at all levels of English language proficiency UNDERSTAND how changing an equation affects the position of figures in the coordinate plane.				
		<b>Example Context for Language Use:</b> Students listen to oral instructions to complete transformations (e.g. dilations, translations, rotations, and reflections) of two-dimensional figures in a coordinate plane.				
		<b>Level 6 - Reaching</b>				

	<p><b>Connection</b></p>	<p>National Science Education Standards, Physical Science, B, Transfer of Energy (Grades 5-8): Energy is a property of many substances and is associated with heat, light, electricity, mechanical motion, sound, nuclei, and the nature of a chemical. Energy is transferred in many ways...In most chemical and nuclear reactions, energy is transferred into or out of a system. Heat, light, mechanical motion, or electricity might all be involved in such transfers.</p>				
	<p><b>Example Topic</b></p>	<p><b>Level 1 Entering</b></p>	<p><b>Level 2 Emerging</b></p>	<p><b>Level 3 Developing</b></p>	<p><b>Level 4 Expanding</b></p>	<p><b>Level 5 Bridging</b></p>
<p><b>SPEAKING</b></p>	<p>Forms of energy</p> <p><b>Topical Vocabulary:</b> Students at all levels of English language proficiency are exposed to grade-level words and expressions, such as: heat wave, sound wave, conservation of matter, kinetic energy, potential energy</p>	<p>Name the types of energy transferred using visual supports (e.g., heat, light, sound)</p>	<p>Give examples of the types of energy transferred using sentence frames and visual supports (e.g., "The _____ produces ____" )</p>	<p>Describe the types of energy transferred using graphic organizers and visual supports</p>	<p>Compare and contrast the types of energy transferred using graphic organizers and visual supports</p>	<p>Discuss the types of energy transferred using visual supports</p>
		<p><b>Cognitive Function:</b> Students at all levels of English language proficiency will ANALYZE energy transfer.</p>				
		<p><b>Example Context for Language Use:</b> Students decide with peers the types of energy transfers that occur in various situations from everyday life experiences (e.g. ice packs, thunderstorms, simple engines).</p>				
		<p><b>Level 6 - Reaching</b></p>				

		<p><b>Connection</b></p> <p>Common Core State Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects, Text Type and Purposes #1 (Grades 6-8): Write arguments focused on discipline-specific content. a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources. c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from and supports the argument presented.</p>				
		<p><b>Level 1 Entering</b></p>	<p><b>Level 2 Emerging</b></p>	<p><b>Level 3 Developing</b></p>	<p><b>Level 4 Expanding</b></p>	<p><b>Level 5 Bridging</b></p>
<p><b>READING</b></p>	<p><b>Example Topic</b></p>					
	<p>Globalization</p> <p><b>Topical Vocabulary:</b> Students at all levels of English language proficiency are exposed to grade-level words and expressions, such as: interdependence, worldwide, network, transnational</p>	<p>Match visually-supported words or phrases related to different effects of globalization with a partner using graphic organizers in L1 or L2</p>	<p>Classify words or phrases related to the effects of globalization with a partner using graphic organizers in L1 or L2</p>	<p>Compare examples of the effects of globalization based on visually-supported text using graphic organizers (e.g., “Cell phones are a more significant part of globalization because...”)</p>	<p>Compare changes over time in the effects of globalization based on visually-supported text (e.g., “At first, the Internet was only common in wealthy countries. Now it is everywhere. This is important because .....”)</p>	<p>Draw nuanced conclusions about the effects of globalization from grade-level text (e.g., “As a result of these changes, our world is more connected than ever. This phenomenon also brings certain risks such as identity theft and loss of local culture.”)</p>
	<p><b>Cognitive Function:</b> Students at all levels of English language proficiency EVALUATE the effects of globalization around the world and in their local community.</p> <p><b>Example Context for Language Use:</b> Students read informational articles on globalization to consider its impact on various parts of life (e.g., Internet, Coca-Cola, cable TV and movies).</p>					
<p><b>Level 6 - Reaching</b></p>						

		<p>The National Physical Education Standards #6, Setting Goals for Good Health (Grades 5-8): Students will demonstrate the ability to use goal-setting and decision-making skills to enhance health—Demonstrate the ability to apply a decision-making process to health issues and problems individually and collaboratively. Analyze how health-related decisions are influenced by individuals, family, and community values. Predict how decisions regarding health behaviors have consequences for self and others. Apply strategies and skills needed to attain personal health goals. Describe how personal health goals are influenced by changing information, abilities, priorities, and responsibilities. Develop a plan that addresses personal strengths, needs, and health risks.</p>				
		<p><b>Connection</b></p>				
		<p><b>Example Topic</b></p>				
		<p><b>Level 1 Entering</b></p>	<p><b>Level 2 Emerging</b></p>	<p><b>Level 3 Developing</b></p>	<p><b>Level 4 Expanding</b></p>	<p><b>Level 5 Bridging</b></p>
<p><b>WRITING</b></p>	<p>Personal health goals</p>	<p>Classify personal health goals, decisions, or consequences using word banks or graphic organizers in L1 or L2</p>	<p>Describe personal health goals, decisions, or consequences using a word bank</p>	<p>Explain personal health goals, decisions, or consequences using sentence starters (e.g., “I chose ____ because ____.”)</p>	<p>Describe progress toward personal health goals using a model (e.g., “My body mass index has decreased but I have not lost weight. This may be because...”)</p>	<p>Relate progress toward personal health goals to grade-level content (e.g., “I know that I need to add more cardio instead of just weight lifting because I don’t have the highest metabolism...”)</p>
	<p><b>Topical Vocabulary:</b> Students at all levels of English language proficiency are exposed to grade-level words and expressions, such as: nutritional content, body mass index, calories, food pyramid, metabolism</p>	<p><b>Cognitive Function:</b> Students at all levels of English language proficiency EVALUATE choices for a healthy lifestyle.</p>				
	<p><b>Example Context for Language Use:</b> Students design a fitness plan including a food and exercise diary to self-monitor their progress over time.</p>					
		<p><b>Level 6 - Reaching</b></p>				

# The English Language Development Standards

Grades 9-12



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		<b>Connection</b>					<i>Common Core State Standards for English Language Arts, Speaking and Listening, Comprehension &amp; Collaboration #1.C (Grade 9-10):</i> Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.	
		<b>Example Topic</b>	<b>Level 1 Entering</b>	<b>Level 2 Emerging</b>	<b>Level 3 Developing</b>	<b>Level 4 Expanding</b>	<b>Level 5 Bridging</b>	
<b>SPEAKING</b>	Leadership	<p><b>Topical Vocabulary:</b> Students at all levels of English language proficiency are exposed to grade-level words and expressions, such as: delegate, compromise, represent, motivate, inspire, set an example</p>	Make statements identifying responses to community challenges using visuals and word banks in small groups (e.g., point out examples of evidence of leadership in pictures of community scenes)	Provide examples of responses to community challenges using sentence frames in small groups (e.g., "A leader could _____ to solve the problem.")	Pose questions about responses to community challenges using expanded sentence frames in small groups	Explain and elaborate on responses to community challenges in small groups	Defend responses to community challenges in small groups	
							<b>Level 6 - Reaching</b>	
	<b>Cognitive Function:</b> Students at all levels of English language proficiency APPLY interpersonal and leadership strategies to current issues.							
	<b>Example Context for Language Use:</b> Students role play community leaders negotiating plans for how they would respond to current school or community challenges.							

<b>Connection</b>		<i>Common Core State Standards, English Language Arts, Reading: Informational Text, Integration of Knowledge and Ideas #8 (Grades 9-10):</i> Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.				
<b>Example Topic</b>		<b>Level 1 Entering</b>	<b>Level 2 Emerging</b>	<b>Level 3 Developing</b>	<b>Level 4 Expanding</b>	<b>Level 5 Bridging</b>
<b>READING</b>	Point of view  <b>Topical Vocabulary:</b> Students at all levels of English language proficiency are exposed to grade-level words and expressions, such as: bias, claim, evidence, argument, valid, stereotype, tone, perspective, judgment	Identify examples of facts from visually supported captions (e.g. of newspaper or magazine photographs) with a partner in L1 or L2	Identify examples of point of view from visually supported captions (e.g. of political cartoons) with a partner in L1 or L2	Sort visually supported text according to point of view, and share with a partner	Identify evidence of point of view (e.g., word choice, tone) in various texts, and share in small groups	Compare and contrast various sources according to how point of view is expressed
	<b>Cognitive Function:</b> Students at all levels of English language proficiency will ANALYZE author's point of view.					<b>Level 6 – Reaching</b>
	<b>Example Context for Language Use:</b> Students read a variety of texts (e.g., speech transcripts, websites, editorials) to identify author's point of view and choose appropriate sources for a research project.					

		<b>Connection</b>					
		<p><i>Common Core State Standards for Mathematics, Geometry, Similarity, Right Triangles and Trigonometry #6-8 (Grade 9-10):</i> Understand that by similarity, side ratios in right triangles are properties of the angles in the triangle, leading to definitions of trigonometric ratios for acute angles. Explain and use the relationship between the sine and cosine of complementary angles. Use trigonometric ratios and the Pythagorean Theorem to solve right triangles in applied problems</p>					
		<b>Level 1 Entering</b>	<b>Level 2 Emerging</b>	<b>Level 3 Developing</b>	<b>Level 4 Expanding</b>	<b>Level 5 Bridging</b>	<b>Level 6 – Reaching</b>
<b>Example Topic</b>							
<b>WRITING</b>	<p>Right triangles</p> <p><b>Topical Vocabulary:</b> Students at all levels of English language proficiency are <i>exposed to</i> grade-level words and expressions, such as: Trigonometric functions (sine, cosine, tangent), Pythagorean Theorem, Hypotenuse, opposite, adjacent</p>	<p>Sequence elements of right triangle word problems using illustrated phrase banks with a partner</p>	<p>Complete right triangle word problems using sentence frames and word banks (e.g., sine, cosine, tangent, right triangle)</p>	<p>Modify right triangle word problems using textbook models</p>	<p>Compose right triangle word problems using textbook models and rubrics</p>	<p>Compose right triangle word problems</p>	
	<b>Cognitive Function:</b> Students at all levels of English language proficiency CREATE word problems requiring the use of trigonometric ratios and the Pythagorean Theorem to solve.						
	<b>Example Context for Language Use:</b> Students write word problems that can be solved by using right triangles (e.g., finding the height of a tree by using its shadow), and trade with a classmate to solve each other's problems.						

		<p><b>Connection</b></p> <p><i>National Science Education Standards, Science as Inquiry, A2, Design and Conduct Scientific Investigations (Grades 9-12):</i> The investigation may also require student clarification of the question, method, controls, and variables; student organization and display of data; student revision of methods and explanations; and a public presentation of the results with a critical response from peers.</p>					
		<b>Level 1 Entering</b>	<b>Level 2 Emerging</b>	<b>Level 3 Developing</b>	<b>Level 4 Expanding</b>	<b>Level 5 Bridging</b>	
<b>SPEAKING</b>	<b>Example Topic</b>						<b>Level 6- Reaching</b>
	Dependent & independent variables	Identify the effect of modifying variables using illustrated word banks in small groups	Give examples of the effect of modifying variables using illustrated word banks in small groups	Describe the effect of modifying variables using graphic organizers in small groups	Compare and contrast the effect of modifying variables using graphic organizers in small groups	Report on the effect of modifying variables in small groups	
		<p><b>Cognitive Function:</b> Students at all levels of English language proficiency ANALYZE the effect of changing variables in an experiment.</p>					

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Criteria from the Performance Definitions (Example expectations)</p>	<p>Discourse Complexity</p>	<p>Illustrated Word Bank: CO<sub>2</sub> Carbon dioxide = stayed the same Δ changed</p> <p>Students speak underlined language:</p> <p>The independent variable was <u>carbon dioxide</u>.</p> <p>In the control experiment, the reaction <u>stayed the same</u>.</p> <p>In the experiments with different proportions of carbon dioxide to water, the reaction <u>changed</u>.</p>	<p>The independent variable was carbon dioxide.</p> <p>We used the same amount of water and carbon dioxide. The reaction occurred.</p> <p>We used less carbon dioxide than water. The reaction occurred slowly.</p> <p>We took away carbon dioxide. The reaction did not occur.</p> <p>Carbon dioxide affected the reaction.</p>	<p>Carbon dioxide was the independent variable. We knew how much CO<sub>2</sub> to use in the experiment because we had the chemical equation for photosynthesis. In the control experiment, we used the amount of carbon dioxide in the equation. In the other experiments, we changed the amount of carbon dioxide. We observed the reaction slow down with less carbon dioxide.</p>	<p>We tested the impact of changing the amount of carbon dioxide in our experiment. To get carbon dioxide, we dissolved sodium bicarbonate in water. In our control experiment, we used the same proportion of carbon dioxide to water that the chemical equation for photosynthesis shows. We recorded the amount of water and carbon dioxide used in multiple experiments as well as our observations of what occurred. We found that when you use less carbon dioxide, the reaction rate slows down.</p>	<p>Several variables, including temperature and carbon dioxide influence the rate of photosynthesis. In our experiment, we tested the impact of varying amounts of carbon dioxide in the photosynthesis reaction. We dissolved sodium bicarbonate in water to obtain carbon dioxide. The proportion of carbon dioxide to water used in the control group matched the proportion shown in the chemical equation of photosynthesis. We changed the amount of carbon dioxide in the experimental groups and compared their reaction rates to that of the control group. Using data, we found the proportion of carbon dioxide to water affects the reaction rate.</p>	
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	Language Forms & Conventions	<p>Reaction in beaker A is <u>slower than</u> reaction in beaker B.</p> <p>Reaction in beaker B is <u>faster than</u> reaction in beaker A.</p> <p>Reaction in beaker A is the <u>same as</u> reaction in beaker C.</p>	<p>variable <u>was</u> carbon dioxide</p> <p>We <u>used</u></p> <p>The reaction <u>occurred</u>.</p> <p>Carbon dioxide <u>affected</u></p>	<p>We <u>knew...</u> because?</p> <p>We <u>saw...</u> In the...</p>	<p>Changing a variable affects...</p> <p>Using different amounts of...</p>	<p><u>In our experiment</u>, we tested ....</p> <p><u>Using data</u>, we found...</p>
	Vocabulary Usage	<p>stay the same/ change same/different slow/fast</p>	<p>amount</p> <p>slowly rapidly</p> <p>affect</p>	<p>chemical equation</p> <p>photosynthesis</p> <p>observed</p>	<p>dissolve</p> <p>proportion</p> <p>reaction rate</p> <p>record</p>	<p>influence</p> <p>test (as a verb)</p> <p>obtain varying</p> <p>impact</p> <p>reaction rate</p>
<p><i>Students at all levels of English language proficiency are exposed to grade-level words and expressions, such as: dependent and independent variables, control and experimental groups, quantitative and qualitative data</i></p>						
<p><b>Example Context for Language Use:</b> Students will discuss the design of an experiment to test the effect of changing a variable. Groups will perform the experiment and record their observations on the impact of the specific variable. Finally, the group will discuss the results and collaborate in reporting them.</p>						

Grades 9-10

Amplified Strand (continued)

Standard 4-Language of Science

		<p><b>Connection</b></p> <p><i>Minnesota Economics Standards VI. Economics, A. The Market Economy (Micro Economics) (Grades 9-12):</i> The student will understand the basic characteristics of markets and the role of prices in modern market economies. 1. Students will describe the determination of equilibrium market prices by applying principles of supply and demand to markets for goods and services. 3. Students will identify several factors that lead to variation in market prices and quantities exchanged by changes in supply and/or demand.</p>				
		<b>Level 1 Entering</b>	<b>Level 2 Emerging</b>	<b>Level 3 Developing</b>	<b>Level 4 Expanding</b>	<b>Level 5 Bridging</b>
<b>LISTENING</b>	<p><b>Example Topic</b></p> <p>Supply &amp; demand</p> <p><b>Topical Vocabulary:</b> Students at all levels of English language proficiency are <i>exposed to</i> grade-level words and expressions, such as: supply, demand, consumption</p>	<p>Point to key terms related to supply and demand using illustrated word banks with a partner</p>	<p>Select terms related to supply and demand to complete graphic organizers using word banks</p>	<p>Complete information related to supply and demand in a small group using a note-taking template</p>	<p>Give examples of changes in supply and demand from notes and share with a partner</p>	<p>Infer reasons for changes in supply and demand</p>
	<p><b>Cognitive Function:</b> Students at all levels of English language proficiency will UNDERSTAND the economic concept of supply and demand.</p>					
	<p><b>Example Context for Language Use:</b> Students listen to a video or oral presentation about supply and demand of a popular product and take notes.</p>					
						<b>Level 6 - Reaching</b>

		<b>Connection</b>					<i>National Technology Standards #5, Digital Citizenship (Grades K-12):</i> Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior. Students: advocate and practice safe, legal, and responsible use of information and technology
		<b>Level 1 Entering</b>	<b>Level 2 Emerging</b>	<b>Level 3 Developing</b>	<b>Level 4 Expanding</b>	<b>Level 5 Bridging</b>	
<b>READING</b>	<b>Example Topic</b>	Information technology	Classify effects of new technologies in visually supported text (e.g., charts and graphs) using L1 and L2 with a partner	Organize information about the effects of new technologies using graphic organizers (e.g. word webs) and L1 and L2 in a small group	Find evidence of the effects of new technologies in visually supported text with a partner	Identify author’s perspective on the effects of new technologies by reading visually supported text	Infer information about the effects of new technologies in today’s society from scientific research
	<b>Topical Vocabulary:</b>	Students at all levels of English language proficiency are exposed to grade-level words and expressions, such as: cyber bullying, social media, ethical implications	<b>Cognitive Function:</b> Students at all levels of English language proficiency ANALYZE the effects of new technologies in today’s society.				
			<b>Example Context for Language Use:</b> Students read articles on the social effects of new technologies (e.g. social media use in the teenage population).				
<b>Level 6 – Reaching</b>							

<b>Connection</b>		<p><i>Common Core State Standards for English Language Arts, Speaking and Listening, Comprehension &amp; Collaboration #3 (Grade 11-12):</i> Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p> <p><i>Reading for Informational Texts, Integration of Knowledge &amp; Ideas #7:</i> Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.</p>					
<b>Example Topic</b>		<b>Level 1 Entering</b>	<b>Level 2 Emerging</b>	<b>Level 3 Developing</b>	<b>Level 4 Expanding</b>	<b>Level 5 Bridging</b>	<b>Level 6- Reaching</b>
<b>READING</b>	Informed decisions (College & career)	Sort materials based on self- selected criteria for post-secondary opportunities with a partner using materials with graphic support and strong headlines	Identify important information within materials (e.g., by highlighting) related to self-selected criteria for post-secondary opportunities in materials with graphic support	Categorize options related to self-selected criteria for post-secondary opportunities in materials with graphic support	Compare and contrast potential options according to self-selected criteria for post-secondary opportunities using graphic organizers	Justify selection of post-secondary opportunities based on evidence from materials	
	<b>Cognitive Function:</b> Students at all levels of English language proficiency EVALUATE post-secondary options with supporting data.						

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Criteria from the Performance Definitions (Example expectations)</p>	<p>Discourse Complexity</p>	<p><u>The University:</u> <u>Quick Facts</u></p> <ul style="list-style-type: none"> <li>• Founded in 1910</li> <li>• 27,000 students from 41 states and 60 countries</li> <li>• Located in Townville, U.S.</li> <li>• Named "Best Value U" by Ratings Magazine for 3 straight years</li> </ul> <p><u>Residential Life</u> First- and second-year students reside in campus housing. Living opportunities include 12 residence halls, 35 theme houses, and nine apartment complexes.</p> <p><u>Scholarships and Financial Aid</u></p> <ul style="list-style-type: none"> <li>• More than \$150 million in scholarships and financial aid each year</li> <li>• Awarded for need, merit, and/or talent</li> </ul> <p><u>Majors</u> Accounting, Anthropology, Art, Biochemistry, Biology, Business...</p> <p>Visit Campus <u>The best way</u> to decide if the University is right for you is by visiting campus. Schedule your visit at <a href="http://university.edu/admission">university.edu/admission</a> or call 1-800-I-VISIT-U.</p>	<p><u>Career Description</u> Individuals who enjoy <b>working with tools and their hands</b> to repair machinery may be interested in work as a mechanic. Today, mechanics often use computer diagnostic equipment to find and fix problems, so mechanics also need to continually <b>learn about changes in technology</b>. Most mechanics specialize in at least one area such as automotive, aircraft, small engine, air conditioning and refrigeration, or industrial machinery.</p> <p>Mechanics generally have a <b>love for machines or vehicles</b>, but many also like <b>customer service</b> and feel a sense of accomplishment from <b>helping people</b>.</p> <p><u>Education</u> Typically, only a <b>high school diploma or GED</b> is required and most training occurs on the job. However, mechanics with some formal training from a <b>trade school or community college</b> will find more opportunities and better paying jobs. Most training programs take from <b>6 months to 2 years</b> to complete.</p>	<p><i>Close, Interesting:</i> <u>The Creative Institutes</u> This system of schools offers real-world education in the areas of culinary arts, fashion, film, graphic design, and more. With over 50 schools in 30 states, you can earn an associate degree or technical diploma in one of these subjects at a campus near you!</p> <p><i>Close, Affordable:</i> <u>Convenient College</u> For over 15 years, Convenient College has offered affordable student-centered, quality, career-focused education. Our online program offers bachelor's degrees tailored to meet your personal needs at a pace that is right for you. Possessing current experience in business, criminal justice, health care, and psychology, our faculty is here for you. At Convenient College, you will find a warm, friendly community with small class sizes and staff dedicated to your advancement.</p> <p><i>Interesting:</i> <u>Teacher College</u> Our Early Childhood program combines hands-on field work with academic coursework. Success depends on a caring attitude, flexibility, dependability, and strong communications skills. If this sounds like a fit for you, the time is right to apply!</p>	<p><u>Pre-law</u> Are you driven to earn top grades? Are you interested in student government? Can you picture yourself as an intern in a law office? Are you committed to studying for the LSAT?</p> <p>Since pre-law is rarely offered as a major, a pre-law advising program will help you stay on track as you prepare for law school. It helps to be a good communicator and you'll be more likely to succeed in law school if you are an analytical thinker who enjoys problem solving. Though many pre-law students choose majors like English or political science, you can major in anything at all!</p> <p><u>Nursing Aides</u> Nursing aides' responsibilities range from bathing patients to taking their temperature to leading a group card game. If you are attracted to the many virtues of nursing but not the time it takes to become an RN, a nursing aide position may be right for you. And if you are thinking of becoming a nurse, this job may help you decide if you want to continue your education and training. Nursing aides can work days, nights, and/or weekends, and some jobs require use of your own transportation.</p>	<p>Choosing a career is a big decision for recent graduates and seasoned professionals alike. With so many options and factors to consider, some individuals feel overwhelmed or pressured to settle on the career path that seems most convenient. Unfortunately, hastily selecting an occupation often leads to personal and professional dissatisfaction within months or years. Although it may seem like an insurmountable challenge, with a bit of time, energy, and self-examination, choosing a career path can be exhilarating. A strategic plan for accomplishing career goals is the first step to a successful career. Here are some important steps to consider in creating a plan that's right for you:</p> <ol style="list-style-type: none"> <li>1. Look within: what are your values, interests, and objectives? What do others perceive as your greatest strengths? Consider trying career assessments or even career counseling to answer these questions.</li> <li>2. Make a list of possibilities: Look at educational requirements, the job description, earnings, and opportunities for advancement before adding a job to your list.</li> <li>3. Narrow down your list according to the criteria you value most.</li> <li>4. Set reasonable goals and create an action plan.</li> </ol>
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	Language Forms & Conventions	founded in... located in... named a...	but however,...	tailored to	If... An RN range from _____ to _____ to _____	Although it may... ...or even	
	Vocabulary Usage	University residence hall financial aid major campus	equipment specialize formal training, certification, diploma customer service	real-world education affordable student-centered career-focused meet your needs pace warm community advancement flexibility, dependability, strong communication skills the time is right	picture yourself advising program stay on track analytical thinker problem solving anything at all virtues	seasoned professionals Settle on a career path factors hastily insurmountable challenge exhilarating look within perceive as Narrow down criteria you value most	
<p><b>Topical Vocabulary:</b> Students at all levels of English language proficiency are <i>exposed to</i> grade-level words and expressions, such as: vocation/trade, merit scholarship, cost of living, room and board, professional reference, resumé-building</p>							
<p><b>Example Context for Language Use:</b> Students review college or career marketing materials (e.g., print or online) according to self-selected criteria (e.g., affordability, location, time commitment, requirements, interest) to make personal informed decisions on post-secondary options.</p>							

		<i>Common Core State Standards, English Language Arts, Reading: Literature, Craft &amp; Structure #6 (Grades 11-12):</i> Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).					
		<b>Level 1 Entering</b>	<b>Level 2 Emerging</b>	<b>Level 3 Developing</b>	<b>Level 4 Expanding</b>	<b>Level 5 Bridging</b>	
<b>LISTENING</b>	<b>Connection</b>  <b>Example Topic</b>  Satire  <b>Topical Vocabulary:</b> Students at all levels of English language proficiency are exposed to grade-level words and expressions, such as: satire, satirical humor, reading between the lines, juxtaposition, ridicule	Recognize satirical patterns and expressions supported by visual cues in L1 or L2	Classify speech samples as satirical or non-satirical with a partner in L1 or L2	Compare literal meaning and satirical meaning using graphic organizers with a partner	Interpret the satirical content of visually supported speech working with a partner	Infer the speaker's purposes in satirical speech	<b>Level 6 - Reaching</b>
	<b>Cognitive Function:</b> Students at all levels of English language proficiency UNDERSTAND the elements and purpose of culturally-relevant satire.						
	<b>Example Context for Language Use:</b> Students listen to performances of satirical plays and use observations about intonation patterns to understand underlying meaning.						

		<b>Connection</b>					
		<p><i>Common Core State Standards for Mathematics, Functions, Interpreting Functions #4-6 (Grades 11-12):</i> For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. <i>Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity.</i> Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes. <i>For example, if the function <math>h(n)</math> gives the number of person-hours it takes to assemble <math>n</math> engines in a factory, then the positive integers would be an appropriate domain for the function.</i> Calculate and interpret the average rate of change of a function (presented symbolically or as a table) over a specified interval. Estimate the rate of change from a graph.</p>					
		<b>Level 1 Entering</b>	<b>Level 2 Emerging</b>	<b>Level 3 Developing</b>	<b>Level 4 Expanding</b>	<b>Level 5 Bridging</b>	<b>Level 6 - Reaching</b>
<b>Example Topic</b>							
<b>SPEAKING</b>	<p>Mathematical relations &amp; functions</p> <p><b>Topical Vocabulary:</b> Students at all levels of English language proficiency are exposed to grade-level words and expressions, such as: periodicity, rate of change, quadratic functions, parabola</p>	<p>Name key properties of functions using graphs and equations in L1 or L2</p>	<p>Give examples of key properties of functions using graphs and equations with a partner</p>	<p>Summarize how key properties of a function are represented using labeled graphs and equations, or a word bank</p>	<p>Explain with details representations of key properties of functions in small groups (e.g., think aloud)</p>	<p>Provide reasons why key properties of functions relate to real-world events. (e.g., the periodicity of a pendulum, range of data for lunar cycles)</p>	
	<b>Cognitive Function:</b> Students at all levels of English language proficiency UNDERSTAND properties of functions.						
	<b>Example Context for Language Use:</b> Students explain, in pairs or small groups, how mathematical abstractions in equations and graphs can represent real-life situations (e.g., using functions and graphs to analyze the lunar cycle, analyze motion graphs of a falling object or parabolic motion.)						

		<p>National Science Education Standards, Physical Science, B3, Chemical Reactions (Grades 9-12): Chemical reactions occur all around us, for example in health care, cooking, cosmetics, and automobiles. Complex chemical reactions involving carbon-based molecules take place constantly in every cell in our bodies...A large number of important reactions involve the transfer of either electrons (oxidation/reduction reactions) or hydrogen ions (acid/base reactions) between reacting ions, molecules, or atoms. In other reactions, chemical bonds are broken by heat or light to form very reactive radicals with electrons ready to form new bonds...Catalysts, such as metal surfaces, accelerate chemical reactions. Chemical reactions in living systems are catalyzed by protein molecules called enzymes.</p>				
<b>Connection</b>						
<b>Example Topic</b>		<b>Level 1 Entering</b>	<b>Level 2 Emerging</b>	<b>Level 3 Developing</b>	<b>Level 4 Expanding</b>	<b>Level 5 Bridging</b>
<b>READING</b>	Chemical reactions	Match information about chemical reactions from a chart to a graphic organizer with a partner	Locate information about chemical reactions on a data chart and/or graphic organizer in small groups	Sort results of chemical reactions from data charts using a graphic organizer	Interpret the results of chemical reactions using data on charts	Draw conclusions based on written results of chemical reactions given a data chart (e.g., "Would you want this chemical in your kitchen? Would this chemical be a problem in a natural waterway?")
	<b>Topical Vocabulary:</b> Students at all levels of English language proficiency are exposed to grade-level words and expressions, such as: reactant, endothermic exothermic, chemical nomenclature, oxidation-reduction, catalyst, single/double replacement reaction	<b>Cognitive Function:</b> Students at all levels of English language proficiency ANALYZE the chemical properties of substances.				
		<b>Example Context for Language Use:</b> Students use charts and graphic organizers (e.g. dichotomous keys) to determine the identity of unknown chemicals in chemical reactions.				
		<b>Level 6 - Reaching</b>				

		<p><i>Common Core State Standards for English Language Arts, Writing, Research to Build &amp; Present Knowledge #7-9 (Grade 11-12):</i> Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. Draw evidence from informational texts to support analysis, reflection, and research.</p>				
<b>Connection</b>						
<b>Example Topic</b>		<b>Level 1 Entering</b>	<b>Level 2 Emerging</b>	<b>Level 3 Developing</b>	<b>Level 4 Expanding</b>	<b>Level 5 Bridging</b>
<b>WRITING</b>	Historical figures & times	Identify the significance of individuals' leadership in politics, economics, or society using graphic organizers or sentence frames with a partner	Take notes about roles of significant individuals or ideologies in politics, economics, or society with a partner using graphic organizers	Organize notes about roles of significant individuals or ideologies in politics, economics, or society using primary source text, photographs, and graphic organizers	Describe the impact of significant individuals and ideologies on politics, economics, or society using primary source text, photographs, and writing rubrics	Discuss in detail the impact of individuals and ideologies on historical times in politics, economics, or society using primary source text, photographs, and writing rubrics
	<b>Topical Vocabulary:</b> Students at all levels of English language proficiency are exposed to grade-level words and expressions, such as: plagiarism, database, reliable source, social construct, key figure	<b>Cognitive Function:</b> Students at all levels of English language proficiency EVALUATE historical information and points of view from multiple sources.				
		<b>Example Context for Language Use:</b> Students write up the results of research on a historical time period or event (e.g., What was the purpose and origins of the American eugenics movement?).				
		<b>Level 6 - Reaching</b>				

		<i>National Arts Standards for Music #9, Understanding Music in Relation to History and Culture (Grades 9-12):</i> Students classify by genre or style and by historical period or culture unfamiliar but representative aural examples of music and explain the reasoning behind their classifications. Students identify and explain the stylistic features of a given musical work that serve to define its aesthetic tradition and its historical or cultural context. Students identify and describe music genres or styles that show the influence of two or more cultural traditions, identify the cultural source of each influence, and trace the historical conditions that produced the synthesis of influences.				
		<b>Level 1 Entering</b>	<b>Level 2 Emerging</b>	<b>Level 3 Developing</b>	<b>Level 4 Expanding</b>	<b>Level 5 Bridging</b>
<b>SPEAKING</b>	<b>Connection</b>					
	<b>Example Topic</b>					
	Musical genres  <b>Topical Vocabulary:</b> Students at all levels of English language proficiency are exposed to grade-level words and expressions, such as: social context, instrumentation, social commentary, crossover	Name musical genres and match recordings with word or phrase descriptions of their times from a word bank	Relate key dates and events in the development of musical genres using representative recordings (e.g., jazz through the eras)	Tell about development of musical genres and related social or cultural events using representative recordings	Describe in detail the development of musical genres and related social or cultural events using representative recordings	Explain connections between cultural and historical knowledge and knowledge of musical genres (e.g., coded language in American blues music)
<b>Cognitive Function:</b> Students at all levels of English language proficiency UNDERSTAND musical genres within their social or cultural context.						
<b>Example Context for Language Use:</b> Students give a presentation to the class showing the relationships between social or cultural changes in society and a modern musical genre (e.g., hip hop, blues, 1970's salsa, protest music)						