

# Kindergarten

The kindergarten student will be immersed in a print-rich environment to develop oral language skills, phonological awareness, print awareness, vocabulary, comprehension, and an appreciation for literature. The reading of fiction and nonfiction texts will enable students to develop an awareness of print materials as sources of information and enjoyment. The kindergarten student will have the opportunity to use words that describe people, places, and events. The student will recognize and print letters of the alphabet, use the basic phonetic principles of identifying and writing beginning sounds, identify story elements, and communicate ideas through pictures and writing.

## Oral Language

- K.1 The student will demonstrate growth in the use of oral language.
- a) Listen to a variety of literary forms, including stories and poems.
  - b) Participate in a variety of oral language activities including choral and echo speaking and recitation of short poems, rhymes, songs, and stories with repeated word order patterns.
  - c) Participate in oral generation of language experience narratives.
  - d) Participate in creative dramatics.
  - e) Use complete sentences that include subject, verb, and object.
- K.2 The student will expand understanding and use of word meanings.
- a) Increase listening and speaking vocabularies.
  - b) Use number words.
  - c) Use words to describe/name people, places, and things.
  - d) Use words to describe/name location, size, color, and shape.
  - e) Use words to describe/name actions.
  - f) Ask about words not understood.
  - g) Use vocabulary from other content areas.
- K.3 The student will build oral communication skills.
- a) Express ideas in complete sentences and express needs through direct requests.
  - b) Begin to initiate conversations.
  - c) Begin to follow implicit rules for conversation, including taking turns and staying on topic.
  - d) Listen and speak in informal conversations with peers and adults.
  - e) Participate in group and partner discussions about various texts and topics.
  - f) Begin to use voice level, phrasing, and intonation appropriate for various language situations.
  - g) Follow one- and two-step directions.
  - h) Begin to ask how and why questions.

- K.4 The student will identify, say, segment, and blend various units of speech sounds.
- Begin to discriminate between spoken sentences, words, and syllables.
  - Identify and produce words that rhyme.
  - Blend and segment multisyllabic words at the syllable level.
  - Segment one-syllable words into speech sound units including beginning phoneme(s) (onset) and ending (rimes).
  - Identify words according to shared beginning and/or ending sounds.

## Reading

- K.5 The student will understand how print is organized and read.
- Hold print materials in the correct position.
  - Identify the front cover, back cover, and title page of a book.
  - Distinguish between print and pictures.
  - Follow words from left to right and from top to bottom on a printed page.
  - Match voice with print. (concept of word).
- K.6 The student will demonstrate an understanding that print conveys meaning.
- Identify common signs and logos.
  - Explain that printed materials provide information.
  - Read and explain own writing and drawings.
  - Read his/her name and read fifteen meaningful, concrete words.
- K.7 The student will develop an understanding of basic phonetic principles.
- Identify and name the uppercase and lowercase letters of the alphabet.
  - Match consonant, short vowel, and initial consonant digraph sounds to appropriate letters.
  - Demonstrate a speech-to-print match through accurate finger-point reading in familiar text that includes words with more than one syllable.
  - Identify beginning consonant sounds in single-syllable words.
- K.8 The student will expand vocabulary.
- Discuss meanings of words.
  - Develop vocabulary by listening to a variety of texts read aloud.
- K.9 The student will demonstrate comprehension of fictional texts.
- Identify what an author does and what an illustrator does.
  - Relate previous experiences to what is read.
  - Use pictures to make predictions.
  - Begin to ask and answer questions about what is read.
  - Use story language in discussions and retellings.
  - Retell familiar stories, using beginning, middle, and end.
  - Discuss characters, setting, and events.
- K.10 The student will demonstrate comprehension of nonfiction texts.
- Use pictures to identify topic and make predictions.
  - Identify text features specific to the topic, such as titles, headings, and pictures.

## **Writing**

- K.11 The student will print in manuscript.
- a) Print uppercase and lowercase letters of the alphabet independently.
  - b) Print his/her first and last names.
- K.12 The student will write to communicate ideas for a variety of purposes.
- a) Differentiate pictures from writing.
  - b) Draw pictures and/or use letters and phonetically spelled words to write about experiences.
  - c) Use letters and beginning consonant sounds to spell phonetically words to describe pictures or write about experiences.
  - d) Write left to right and top to bottom.
- K.13 The student will use available technology for reading and writing.

## ELD STANDARD 2: The Language of Language Arts

### EXAMPLE TOPIC: Features of print

**CONNECTION:** *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.

**EXAMPLE CONTEXT FOR LANGUAGE USE:** Students explore features of print in a variety of books with unique topics, formatting, and styles.

<b>COGNITIVE FUNCTION:</b> Students at all levels of English language proficiency REMEMBER features of print.				
<b>LISTENING</b>				
Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
Identify features of print in response to one-step oral commands and following a model (e.g., “Show me the title.”)	Identify features of print in response to questions involving a choice and following a model (e.g., “Is <i>this</i> the title or is <i>this</i> the title? Show me the title.”)	Identify features of print in response to Wh- questions by pointing and following a model (e.g., “Who wrote this book? Show me the author.”)	Identify features of print in response to expanded Wh- questions by pointing and following a model (e.g., “Where do you find the author’s name on the title page? Show me where you find it.”)	Identify features of print in response to expanded multi-step oral instructions and following a model (e.g., “Find the author’s first and last name and then show me the upper case letters.”)
<b>Level 6 - Reaching</b>				
<b>TOPIC-RELATED LANGUAGE:</b> Students at all levels of English language proficiency interact with 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				

# Grade One

Reading is the priority in first grade. The student will be immersed in a print-rich environment to develop oral language skills, phonetic skills, vocabulary, comprehension, and an awareness of print materials as sources of information and enjoyment. The student will use listening and speaking skills to participate in classroom discussions. The student will use a variety of strategies to read new words and will read familiar selections with fluency and expression. The student will continue to develop an understanding of character, setting, main idea, and story sequence in a variety of texts. The student will increase vocabulary and comprehension strategies by reading across the curriculum, with emphasis on materials that reflect the Standards of Learning in mathematics, science, and history and social science. The student will also demonstrate comprehension of fiction and nonfiction texts through classroom discussion and will begin to communicate ideas in writing.

## Oral Language

- 1.1 The student will continue to demonstrate growth in the use of oral language.
  - a) Listen and respond to a variety of electronic media and other age-appropriate materials.
  - b) Tell and retell stories and events in logical order.
  - c) Participate in a variety of oral language activities, including choral speaking and reciting short poems, rhymes, songs, and stories with repeated patterns.
  - d) Participate in creative dramatics.
  - e) Express ideas orally in complete sentences.
  
- 1.2 The student will expand understanding and use of word meanings.
  - a) Increase listening and speaking vocabularies.
  - b) Begin to ask for clarification and explanation of words and ideas.
  - c) Use common singular and plural nouns.
  - d) Use vocabulary from other content areas.
  
- 1.3 The student will adapt or change oral language to fit the situation.
  - a) Initiate conversation with peers and adults.
  - b) Follow rules for conversation using appropriate voice level in small-group settings.
  - c) Ask and respond to questions.
  - d) Follow simple two-step oral directions.
  - e) Give simple two-step oral directions.
  
- 1.4 The student will orally identify, produce, and manipulate various units of speech sounds within words.
  - a) Create rhyming words.
  - b) Count phonemes (sounds) in one-syllable words.
  - c) Blend sounds to make one-syllable words.
  - d) Segment one-syllable words into individual speech sounds (phonemes).
  - e) Add or delete phonemes (sounds) to make new words.

## Reading

- 1.5 The student will apply knowledge of how print is organized and read.
- Read from left to right and from top to bottom.
  - Match spoken words with print.
  - Identify letters, words, sentences, and ending punctuation.
  - Read his/her own writing.
- 1.6 The student will apply phonetic principles to read and spell.
- Use beginning and ending consonants to decode and spell single-syllable words.
  - Use two-letter consonant blends to decode and spell single-syllable words.
  - Use beginning consonant digraphs to decode and spell single-syllable words.
  - Use short vowel sounds to decode and spell single-syllable words.
  - Blend beginning, middle, and ending sounds to recognize and read words.
  - Use word patterns to decode unfamiliar words.
  - Read and spell simple two-syllable compound words.
  - Read and spell commonly used sight words.
- 1.7 The student will use semantic clues and syntax to expand vocabulary when reading.
- Use words, phrases, and sentences.
  - Use titles and pictures.
  - Use information in the story to read words.
  - Use knowledge of sentence structure.
  - Use knowledge of story structure.
  - Reread and self-correct.
- 1.8 The student will expand vocabulary.
- Discuss meanings of words in context.
  - Develop vocabulary by listening to and reading a variety of texts.
  - Ask for the meaning of unknown words and make connections to familiar words.
  - Use text clues such as words or pictures to discern meanings of unknown words.
  - Use vocabulary from other content areas.
- 1.9 The student will read and demonstrate comprehension of a variety of fictional texts.
- Preview the selection.
  - Set a purpose for reading.
  - Relate previous experiences to what is read.
  - Make and confirm predictions.
  - Ask and answer who, what, when, where, why, and how questions about what is read.
  - Identify characters, setting, and important events.
  - Retell stories and events, using beginning, middle, and end.
  - Identify the main idea or theme.
  - Read and reread familiar stories, poems, and passages with fluency, accuracy, and meaningful expression.

- 1.10 The student will read and demonstrate comprehension of a variety of nonfiction texts.
- a) Preview the selection.
  - b) Use prior and background knowledge as context for new learning.
  - c) Set a purpose for reading.
  - d) Identify text features such as pictures, headings, charts, and captions.
  - e) Make and confirm predictions.
  - f) Ask and answer who, what, where, when, why, and how questions about what is read.
  - g) Identify the main idea.
  - h) Read and reread familiar passages with fluency, accuracy, and meaningful expression.
- 1.11 The student will use simple reference materials.
- a) Use knowledge of alphabetical order by first letter.
  - b) Use a picture dictionary to find meanings of unfamiliar words.

## **Writing**

- 1.12 The student will print legibly.
- a) Form letters accurately.
  - b) Space words within sentences.
  - c) Use the alphabetic code to write unknown words phonetically.
- 1.13 The student will write to communicate ideas for a variety of purposes.
- a) Generate ideas.
  - b) Focus on one topic.
  - c) Revise by adding descriptive words when writing about people, places, things, and events.
  - d) Use complete sentences in final copies.
  - e) Begin each sentence with a capital letter and use ending punctuation in final copies.
  - f) Use correct spelling for commonly used sight words and phonetically regular words in final copies.
  - g) Share writing with others.
- 1.14 The student will use available technology for reading and writing.

**Figure O: Guiding Questions for the Components of WIDA English Language Development Strands**

**GRADE:** \_\_\_\_\_



**ELD STANDARD:** \_\_\_\_\_ **EXAMPLE TOPIC:** \_\_\_\_\_  
 What is one of the topics addressed in the selected content standard(s)?

**CONNECTION:** Which state content standards, including the Common Core, form the basis of related lessons or a unit of study? What are the essential concepts and skills embedded in the content standards? What is the language associated with these grade-level concepts and skills?

**EXAMPLE CONTEXT FOR LANGUAGE USE:** What is the purpose of the content work, task, or product? What roles or identities do the students assume? What register is required of the task? What are the genres of text types with which the students are interacting?

	Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 – Reaching
<p><b>COGNITIVE FUNCTION:</b> What is the level of cognitive engagement for the given task? Does the level of cognitive engagement match or exceed that of the content standards?</p> <p><b>Language Domain(s):</b> How will learners process and use language?</p> <p><b>A Strand of Model Performance Indicators:</b>                      What language are the students expected to process or produce at each level of proficiency?                      Which language functions reflect the cognitive function at each level of proficiency?                      Which instructional supports (sensory, graphic, and interactive) are necessary for students to access content?</p>						
<p><b>TOPIC-RELATED LANGUAGE:</b> With which grade-level words and expressions will all students interact?</p>						



## ELD STANDARD 2: The Language of Language Arts

### EXAMPLE TOPIC: Text elements

**CONNECTION:** *Common Core Writing Standards #1–3 (Grade 1):* 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.

**EXAMPLE CONTEXT FOR LANGUAGE USE:** Student authors produce illustrated texts incorporating elements of different text types based on prompts (e.g., for opinions, “My favorite book is...”) to create displays for classroom or school events.

<b>COGNITIVE FUNCTION:</b> Students at all levels of English language proficiency CREATE original texts.					
<b>WRITING</b>					
Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 – Reaching
Draw icons or symbols to represent ideas and text elements from models	Produce labeled illustrations to represent ideas and text elements from models (e.g., “I like the dog.”)	Provide details about ideas and text elements from models (e.g., “I like the funny cat.”)	Connect ideas and text elements from models (e.g., “The dog plays in the park. I like the big park.”)	Compose stories incorporating text elements (e.g., “First, the dog plays in the park. Then, he sees the cat. The dog and cat are friends.”)	
<b>TOPIC-RELATED LANGUAGE:</b> Students at all levels of English language proficiency interact with grade-level words and expressions, such as: favorite, book report, title					

# Grade Two

Reading continues to be a priority in second grade. The student will be immersed in an environment filled with fiction and nonfiction texts, which relate to all areas of the curriculum and interest. The student will expand vocabulary by speaking and listening effectively in classroom discussions, use a combination of strategies when reading, and read familiar selections with fluency and expression. The student will learn comprehension strategies for fiction and nonfiction texts. The student will be asked to identify main ideas, to make and confirm predictions, and to formulate questions about learning in all subjects, with emphasis on materials that reflect the Standards of Learning in mathematics, science, and history and social science. The student will write stories, letters, and simple explanations; apply simple grammatical principles to writing; and locate information in reference materials.

## Oral Language

- 2.1 The student will demonstrate an understanding of oral language structure.
  - a) Create oral stories to share with others.
  - b) Create and participate in oral dramatic activities.
  - c) Use correct verb tenses in oral communication.
  - d) Use increasingly complex sentence structures in oral communication.
  - e) Begin to self-correct errors in language use.
  
- 2.2 The student will expand understanding and use of word meanings.
  - a) Increase listening and speaking vocabularies.
  - b) Use words that reflect a growing range of interests and knowledge.
  - c) Clarify and explain words and ideas orally.
  - d) Identify and use synonyms and antonyms.
  - e) Use vocabulary from other content areas.
  
- 2.3 The student will use oral communication skills.
  - a) Use oral language for different purposes: to inform, to persuade, to entertain, to clarify, and to respond.
  - b) Share stories or information orally with an audience.
  - c) Participate as a contributor and leader in a group.
  - d) Retell information shared by others.
  - e) Follow three- and four-step directions.
  - f) Give three- and four-step directions.
  
- 2.4 The student will orally identify, produce, and manipulate various units of speech sounds within words.
  - a) Count phonemes (sounds) within one-syllable words.
  - b) Blend sounds to make one-syllable words.
  - c) Segment one-syllable words into individual speech sounds (phonemes).
  - d) Add or delete phonemes (sounds) to make words.
  - e) Blend and segment multisyllabic words at the syllable level.

## **Reading**

- 2.5 The student will use phonetic strategies when reading and spelling.
- Use knowledge of consonants, consonant blends, and consonant digraphs to decode and spell words.
  - Use knowledge of short, long, and r-controlled vowel patterns to decode and spell words.
  - Decode regular multisyllabic words.
- 2.6 The student will use semantic clues and syntax to expand vocabulary when reading.
- Use information in the story to read words.
  - Use knowledge of sentence structure.
  - Use knowledge of story structure and sequence.
  - Reread and self-correct.
- 2.7 The student will expand vocabulary when reading.
- Use knowledge of homophones.
  - Use knowledge of prefixes and suffixes.
  - Use knowledge of antonyms and synonyms.
  - Discuss meanings of words and develop vocabulary by listening and reading a variety of texts.
  - Use vocabulary from other content areas.
- 2.8 The student will read and demonstrate comprehension of fictional texts.
- Make and confirm predictions.
  - Relate previous experiences to the main idea.
  - Ask and answer questions about what is read.
  - Locate information to answer questions.
  - Describe characters, setting, and important events in fiction and poetry.
  - Identify the problem and solution.
  - Identify the main idea.
  - Summarize stories and events with beginning, middle, and end in the correct sequence.
  - Draw conclusions based on the text.
  - Read and reread familiar stories, poems, and passages with fluency, accuracy, and meaningful expression.
- 2.9 The student will read and demonstrate comprehension of nonfiction texts.
- Preview the selection using text features.
  - Make and confirm predictions about the main idea.
  - Use prior and background knowledge as context for new learning.
  - Set purpose for reading.
  - Ask and answer questions about what is read.
  - Locate information to answer questions.
  - Identify the main idea.
  - Read and reread familiar passages with fluency, accuracy, and meaningful expression.

- 2.10 The student will demonstrate comprehension of information in reference materials.
- a) Use table of contents.
  - b) Use pictures, captions, and charts.
  - c) Use dictionaries, glossaries, and indices.
  - d) Use online resources.

## Writing

- 2.11 The student will maintain legible printing and begin to make the transition to cursive.
- 2.12 The student will write stories, letters, and simple explanations.
- a) Generate ideas before writing.
  - b) Organize writing to include a beginning, middle, and end for narrative and expository writing.
  - c) Expand writing to include descriptive detail.
  - d) Revise writing for clarity.
- 2.13 The student will edit writing for correct grammar, capitalization, punctuation, and spelling.
- a) Recognize and use complete sentences.
  - b) Use and punctuate declarative, interrogative, and exclamatory sentences.
  - c) Capitalize all proper nouns and the word *I*.
  - d) Use singular and plural nouns and pronouns.
  - e) Use apostrophes in contractions and possessives.
  - f) Use contractions and singular possessives.
  - g) Use knowledge of simple abbreviations.
  - h) Use correct spelling for commonly used sight words, including compound words and regular plurals.
  - i) Use commas in the salutation and closing of a letter.
  - j) Use verbs and adjectives correctly in sentences.
- 2.14 The student will use available technology for reading and writing.

**Figure O: Guiding Questions for the Components of WIDA English Language Development Strands**

**GRADE:** \_\_\_\_\_



**ELD STANDARD:** \_\_\_\_\_ **EXAMPLE TOPIC:** \_\_\_\_\_  
 What is one of the topics addressed in the selected content standard(s)?

**CONNECTION:** Which state content standards, including the Common Core, form the basis of related lessons or a unit of study? What are the essential concepts and skills embedded in the content standards? What is the language associated with these grade-level concepts and skills?

**EXAMPLE CONTEXT FOR LANGUAGE USE:** What is the purpose of the content work, task, or product? What roles or identities do the students assume? What register is required of the task? What are the genres of text types with which the students are interacting?

	Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 – Reaching
<p><b>COGNITIVE FUNCTION:</b> What is the level of cognitive engagement for the given task? Does the level of cognitive engagement match or exceed that of the content standards?</p>	<p><b>Language Domain(s):</b> How will learners process and use language?</p> <p>A Strand of Model Performance Indicators:</p> <p>What language are the students expected to process or produce at each level of proficiency?</p> <p>Which language functions reflect the cognitive function at each level of proficiency?</p> <p>Which instructional supports (sensory, graphic, and interactive) are necessary for students to access content?</p>					
<p><b>TOPIC-RELATED LANGUAGE:</b> With which grade-level words and expressions will all students interact?</p>						

## ELD STANDARD 2: The Language of Language Arts

### EXAMPLE TOPIC: Storytelling/Experiential recounting

**CONNECTION:** *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.

**EXAMPLE CONTEXT FOR LANGUAGE USE:** Students draw or make collages and then orally share stories with a beginning, middle, and end about events with their peers.

SPKING		Level 6 - Reaching			
<b>COGNITIVE FUNCTION:</b> Students at all levels of English language proficiency APPLY elements of stories to original storytelling or experiential recounting.					
<b>Level 1 Entering</b>	Point to and tell about events in stories using photos, illustrations, or wordless picture books with a partner (e.g., “go to park, play with friends”)	<b>Level 2 Emerging</b>	Describe parts of stories (e.g., characters, settings) photos, illustrations, or wordless picture books with a partner	<b>Level 3 Developing</b>	Retell stories including main events, characters, and settings using photos, illustrations, or wordless picture books with a partner
		<b>Level 4 Expanding</b>	Tell detailed stories using photos, illustrations, or wordless picture books with a partner	<b>Level 5 Bridging</b>	Tell detailed stories with creative word choice and expression using photos, illustrations, or wordless picture books with a partner
<b>TOPIC-RELATED LANGUAGE:</b> Students at all levels of English language proficiency interact with grade-level words and expressions, such as: order, details, word choice					

# Grade Three

Reading continues to be a priority in third grade. Emphasis is on learning about words, reading text with fluency and expression, and learning comprehension strategies. The student will read a variety of fiction and nonfiction texts, which relate to all areas of the curriculum. The student will use effective communication skills in group activities and will present brief oral reports. Reading comprehension strategies will be applied in all subjects, with emphasis on materials that reflect the Standards of Learning in mathematics, science, and history and social science. The student will plan, draft, revise, and edit stories, simple explanations, and short reports. In addition, the student will gather and use information from print and electronic sources. The student also will write legibly in cursive.

## Oral Language

- 3.1 The student will use effective communication skills in group activities.
  - a) Listen attentively by making eye contact, facing the speaker, asking questions, and summarizing what is said.
  - b) Ask and respond to questions from teachers and other group members.
  - c) Explain what has been learned.
  - d) Use language appropriate for context.
  - e) Increase listening and speaking vocabularies.
  
- 3.2 The student will present brief oral reports using visual media.
  - a) Speak clearly.
  - b) Use appropriate volume and pitch.
  - c) Speak at an understandable rate.
  - d) Organize ideas sequentially or around major points of information.
  - e) Use contextually appropriate language and specific vocabulary to communicate ideas.

## Reading

- 3.3 The student will apply word-analysis skills when reading.
  - a) Use knowledge of regular and irregular vowel patterns.
  - b) Decode regular multisyllabic words.
  
- 3.4 The student will expand vocabulary when reading.
  - a) Use knowledge of homophones.
  - b) Use knowledge of roots, affixes, synonyms, and antonyms.
  - c) Apply meaning clues, language structure, and phonetic strategies.
  - d) Use context to clarify meaning of unfamiliar words.
  - e) Discuss meanings of words and develop vocabulary by listening and reading a variety of texts.
  - f) Use vocabulary from other content areas.
  - g) Use word reference resources including the glossary, dictionary, and thesaurus.

- 3.5 The student will read and demonstrate comprehension of fictional text and poetry.
- a) Set a purpose for reading.
  - b) Make connections between previous experiences and reading selections.
  - c) Make, confirm, or revise predictions.
  - d) Compare and contrast settings, characters, and events.
  - e) Identify the author's purpose.
  - f) Ask and answer questions about what is read.
  - g) Draw conclusions about text.
  - h) Identify the problem and solution.
  - i) Identify the main idea.
  - j) Identify supporting details.
  - k) Use reading strategies to monitor comprehension throughout the reading process.
  - l) Differentiate between fiction and nonfiction.
  - m) Read with fluency and accuracy.
- 3.6 The student will continue to read and demonstrate comprehension of nonfiction texts.
- a) Identify the author's purpose.
  - b) Use prior and background knowledge as context for new learning.
  - c) Preview and use text features.
  - d) Ask and answer questions about what is read.
  - e) Draw conclusions based on text.
  - f) Summarize major points found in nonfiction texts.
  - g) Identify the main idea.
  - h) Identify supporting details.
  - i) Compare and contrast the characteristics of biographies and autobiographies.
  - j) Use reading strategies to monitor comprehension throughout the reading process.
  - k) Identify new information gained from reading.
  - l) Read with fluency and accuracy.
- 3.7 The student will demonstrate comprehension of information from a variety of print and electronic resources.
- a) Use encyclopedias and other reference books, including online reference materials.
  - b) Use table of contents, indices, and charts.

## **Writing**

- 3.8 The student will write legibly in cursive.
- 3.9 The student will write for a variety of purposes.
- a) Identify the intended audience.
  - b) Use a variety of prewriting strategies.
  - c) Write a clear topic sentence focusing on the main idea.
  - d) Write a paragraph on the same topic.
  - e) Use strategies for organization of information and elaboration according to the type of writing.
  - f) Include details that elaborate the main idea.
  - g) Revise writing for clarity of content using specific vocabulary and information.



- 3.10 The student will edit writing for correct grammar, capitalization, punctuation, and spelling.
- a) Use complete sentences.
  - b) Use transition words to vary sentence structure.
  - c) Use the word *I* in compound subjects.
  - d) Use past and present verb tense.
  - e) Use singular possessives.
  - f) Use commas in a simple series.
  - g) Use simple abbreviations.
  - h) Use apostrophes in contractions with pronouns and in possessives.
  - i) Use the articles *a*, *an*, and *the* correctly.
  - j) Use correct spelling for frequently used sight words, including irregular plurals.
- 3.11 The student will write a short report.
- a) Construct questions about the topic.
  - b) Identify appropriate resources.
  - c) Collect and organize information about the topic into a short report.
  - d) Understand the difference between plagiarism and using own words.
- 3.12 The student will use available technology for reading and writing.

**Figure O: Guiding Questions for the Components of WIDA English Language Development Strands**

**GRADE:** \_\_\_\_\_



**ELD STANDARD:** \_\_\_\_\_ **EXAMPLE TOPIC:** \_\_\_\_\_  
 What is one of the topics addressed in the selected content standard(s)?

**CONNECTION:** Which state content standards, including the Common Core, form the basis of related lessons or a unit of study? What are the essential concepts and skills embedded in the content standards? What is the language associated with these grade-level concepts and skills?

**EXAMPLE CONTEXT FOR LANGUAGE USE:** What is the purpose of the content work, task, or product? What roles or identities do the students assume? What register is required of the task? What are the genres of text types with which the students are interacting?

	Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 – Reaching
<p><b>COGNITIVE FUNCTION:</b> What is the level of cognitive engagement for the given task? Does the level of cognitive engagement match or exceed that of the content standards?</p> <p><b>Language Domain(s):</b> How will learners process and use language?</p> <p><b>A Strand of Model Performance Indicators:</b></p> <p>What language are the students expected to process or produce at each level of proficiency?</p> <p>Which language functions reflect the cognitive function at each level of proficiency?</p> <p>Which instructional supports (sensory, graphic, and interactive) are necessary for students to access content?</p>	<p><b>TOPIC-RELATED LANGUAGE:</b> With which grade-level words and expressions will all students interact?</p>					

## ELD STANDARD 2: The Language of Language Arts

### EXAMPLE TOPIC: Giving feedback for revision

**CONNECTION:** *Common Core Standards for Writing #5 (Grade 3):* With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

**EXAMPLE CONTEXT FOR LANGUAGE USE:** Students provide feedback to peers in writing conferences to recognize key elements in strengthening narratives.

<b>WRITING</b>	<b>COGNITIVE FUNCTION:</b> Students at all levels of English language proficiency EVALUATE writing.				
	<b>Level 1 Entering</b>	Compose phrases and simple sentences about revising from models	<b>Level 2 Emerging</b>	Compose sentences about revising from models	<b>Level 3 Developing</b>
	Supply words for sentences about revising from models	Compose phrases and simple sentences about revising from models	Compose sentences about revising from models	Suggest ideas for revising using word banks	<b>Level 4 Expanding</b>
	Supply words for sentences about revising from models	Compose phrases and simple sentences about revising from models	Compose sentences about revising from models	Suggest ideas for revising using word banks	<b>Level 5 Bridging</b>
	Supply words for sentences about revising from models	Compose phrases and simple sentences about revising from models	Compose sentences about revising from models	Suggest ideas for revising using word banks	<b>Level 6 - Reaching</b>
<b>TOPIC-RELATED LANGUAGE:</b> Students at all levels of English language proficiency interact with grade-level words and expressions, such as: revise, redo, improve					

See expanded version of this strand on pp. 28–29

# Grade Four

In fourth grade, reading and writing skills support an increased emphasis on content-area learning and utilization of a variety of resources to locate and read primary sources of information. A significant percentage of reading material will relate to the study of mathematics, science, and history and social science. The student will use text organizers, summarize information, formulate questions, and draw conclusions to demonstrate reading comprehension. The student will also read classic and contemporary literature selections by a variety of authors. The student will continue to increase communication skills in large- and small-group settings. The introduction of media messages will begin in fourth grade and continue in fifth grade. Additionally, the student will plan, draft, revise, and edit narratives and explanations. The student will routinely use word references while writing. The student will demonstrate comprehension of information resources to research a topic and understand the difference between plagiarism and using his/her own words.

## Communication: Speaking, Listening, Media Literacy

- 4.1 The student will use effective oral communication skills in a variety of settings.
- a) Present accurate directions to individuals and small groups.
  - b) Contribute to group discussions across content areas.
  - c) Seek ideas and opinions of others.
  - d) Use evidence to support opinions.
  - e) Use grammatically correct language and specific vocabulary to communicate ideas.
  - f) Communicate new ideas to others.
  - g) Demonstrate the ability to collaborate with diverse teams.
  - h) Demonstrate the ability to work independently.
- 4.2 The student will make and listen to oral presentations and reports.
- a) Use subject-related information and vocabulary.
  - b) Listen to and record information.
  - c) Organize information for clarity.
  - d) Use language and style appropriate to the audience, topic, and purpose.
- 4.3 The student will learn how media messages are constructed and for what purposes.
- a) Differentiate between auditory, visual, and written media messages.
  - b) Identify the characteristics of various media messages.

## Reading

- 4.4 The student will expand vocabulary when reading.
- a) Use context to clarify meanings of unfamiliar words.
  - b) Use knowledge of roots, affixes, synonyms, antonyms, and homophones.
  - c) Use word-reference materials, including the glossary, dictionary, and thesaurus.
  - d) Develop vocabulary by listening to and reading a variety of texts.
  - e) Use vocabulary from other content areas.

- 4.5 The student will read and demonstrate comprehension of fictional texts, narrative nonfiction texts, and poetry.
- a) Explain the author's purpose.
  - b) Describe how the choice of language, setting, characters, and information contributes to the author's purpose.
  - c) Identify the main idea.
  - d) Summarize supporting details.
  - e) Identify the problem and solution.
  - f) Describe the relationship between text and previously read materials.
  - g) Identify sensory words.
  - h) Draw conclusions/make inferences about text.
  - i) Make, confirm, or revise predictions.
  - j) Identify cause and effect relationships.
  - k) Use reading strategies throughout the reading process to monitor comprehension.
  - l) Read with fluency and accuracy.
- 4.6 The student will read and demonstrate comprehension of nonfiction texts.
- a) Use text structures, such as type, headings, and graphics, to predict and categorize information in both print and digital texts.
  - b) Formulate questions that might be answered in the selection.
  - c) Explain the author's purpose.
  - d) Identify the main idea.
  - e) Summarize supporting details.
  - f) Draw conclusions and make simple inferences using textual information as support.
  - g) Distinguish between cause and effect.
  - h) Distinguish between fact and opinion.
  - i) Use prior knowledge and build additional background knowledge as context for new learning.
  - j) Identify new information gained from reading.
  - k) Use reading strategies throughout the reading process to monitor comprehension.
  - l) Read with fluency and accuracy.

## **Writing**

- 4.7 The student will write cohesively for a variety of purposes.
- a) Identify intended audience.
  - b) Focus on one aspect of a topic.
  - c) Use a variety of pre-writing strategies.
  - d) Organize writing to convey a central idea.
  - e) Recognize different modes of writing have different patterns of organization.
  - f) Write a clear topic sentence focusing on the main idea.
  - g) Write two or more related paragraphs on the same topic.
  - h) Use transition words for sentence variety.
  - i) Utilize elements of style, including word choice and sentence variation.
  - j) Revise writing for clarity of content using specific vocabulary and information.
  - k) Include supporting details that elaborate the main idea.

- 4.8 The student will edit writing for correct grammar, capitalization, spelling, punctuation, sentence structure, and paragraphing.
- a) Use subject-verb agreement.
  - b) Include prepositional phrases.
  - c) Eliminate double negatives.
  - d) Use noun-pronoun agreement.
  - e) Use commas in series, dates, and addresses.
  - f) Incorporate adjectives and adverbs.
  - g) Use correct spelling for frequently used words, including common homophones.
  - h) Use singular possessives.

## **Research**

- 4.9 The student will demonstrate comprehension of information resources to research a topic.
- a) Construct questions about a topic.
  - b) Collect information from multiple resources including online, print, and media.
  - c) Use technology as a tool to organize, evaluate, and communicate information.
  - d) Give credit to sources used in research.
  - e) Understand the difference between plagiarism and using own words.

**Figure O: Guiding Questions for the Components of WIDA English Language Development Strands**

**GRADE:** \_\_\_\_\_



**ELD STANDARD:** \_\_\_\_\_ **EXAMPLE TOPIC:** \_\_\_\_\_  
 What is one of the topics addressed in the selected content standard(s)?

**CONNECTION:** Which state content standards, including the Common Core, form the basis of related lessons or a unit of study? What are the essential concepts and skills embedded in the content standards? What is the language associated with these grade-level concepts and skills?

**EXAMPLE CONTEXT FOR LANGUAGE USE:** What is the purpose of the content work, task, or product? What roles or identities do the students assume? What register is required of the task? What are the genres of text types with which the students are interacting?

	Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 – Reaching
<p><b>COGNITIVE FUNCTION:</b> What is the level of cognitive engagement for the given task? Does the level of cognitive engagement match or exceed that of the content standards?</p>	<p><b>Language Domain(s):</b> How will learners process and use language?</p> <p>A Strand of Model Performance Indicators:</p> <p>What language are the students expected to process or produce at each level of proficiency?</p> <p>Which language functions reflect the cognitive function at each level of proficiency?</p> <p>Which instructional supports (sensory, graphic, and interactive) are necessary for students to access content?</p>					
<p><b>TOPIC-RELATED LANGUAGE:</b> With which grade-level words and expressions will all students interact?</p>						

## ELD STANDARD 2: The Language of Language Arts

### EXAMPLE TOPIC: Narration

**CONNECTION:** *Common Core State Reading Standards for Literature, Craft and Structure #6 (Grade 4):* Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.

**EXAMPLE CONTEXT FOR LANGUAGE USE:** After a whole group discovery activity exploring narrative points of view, students review example narrative texts to discover how first- and third-person narrations convey different perspectives.

<b>COGNITIVE FUNCTION:</b> Students at all levels of English language proficiency ANALYZE text features related to narrative points of view.				
<b>READING</b>				
Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
Identify language that indicates narrative points of view (e.g., “I” v. “he/she”) from illustrated text using word/phrase banks with a partner	Identify language that indicates narrative points of view (e.g., “he felt scared”) from illustrated text using word/phrase banks with a partner	Categorize passages based on narrative points of view from illustrated text using word/phrase banks with a partner	Compare narrative points of view in extended texts using graphic organizers with a partner	Compare and contrast narrative points of view in extended texts
<b>Level 6 – Reaching</b>				
<b>TOPIC-RELATED LANGUAGE:</b> Students at all levels of English language proficiency interact with grade-level words and expressions, such as: narrate, narration, first person, third person				



# Grade Five

In fifth grade, reading and writing skills continue to support an increased emphasis on content-area learning and utilization of a variety of resources to locate and read primary sources of information. The student will read texts in all subjects and will acquire information to answer questions, generate hypotheses, make inferences, support opinions, confirm predictions, compare and contrast relationships, and formulate conclusions. The student will continue to develop an appreciation for literature by reading a variety of fiction and nonfiction selections. The student will continue to increase communication skills used in learning activities and create a project using online, print, and media resources. The student will use oral and written communication skills to describe key concepts and information contained in the mathematics, science, and history and social science Standards of Learning. In addition, the student will plan, draft, revise, and edit writings to describe, to entertain, to explain, and to persuade. The student will define the meaning and consequences of plagiarism.

## Communication: Speaking, Listening, Media Literacy

- 5.1 The student will listen, draw conclusions, and share responses in subject-related group learning activities.
- Participate in and contribute to discussions across content areas.
  - Organize information to present in reports of group activities.
  - Summarize information gathered in group activities.
  - Communicate new ideas to others.
  - Demonstrate the ability to collaborate with diverse teams.
  - Demonstrate the ability to work independently.
- 5.2 The student will use effective verbal and nonverbal communication skills to deliver planned oral presentations.
- Maintain eye contact with listeners.
  - Use gestures to support, accentuate, and dramatize verbal message.
  - Use facial expressions to support and dramatize verbal message.
  - Use posture appropriate for communication setting.
  - Determine appropriate content for audience.
  - Organize content sequentially around major ideas.
  - Summarize main points as they relate to main idea or supporting details.
  - Incorporate visual media to support the presentation.
  - Use language and style appropriate to the audience, topic, and purpose.
- 5.3 The student will learn how media messages are constructed and for what purposes.
- Differentiate between auditory, visual, and written media messages.
  - Identify the characteristics and effectiveness of a variety of media messages.

## Reading

- 5.4 The student will expand vocabulary when reading.
- Use context to clarify meaning of unfamiliar words and phrases.
  - Use context and sentence structure to determine meanings and differentiate among multiple meanings of words.
  - Use knowledge of roots, affixes, synonyms, antonyms, and homophones.
  - Identify an author's use of figurative language.
  - Use dictionary, glossary, thesaurus, and other word-reference materials.
  - Develop vocabulary by listening to and reading a variety of texts.
  - Study word meanings across content areas.
- 5.5 The student will read and demonstrate comprehension of fictional texts, narrative nonfiction, and poetry.
- Describe the relationship between text and previously read materials.
  - Describe character development.
  - Describe the development of plot and explain the resolution of conflict(s).
  - Describe the characteristics of free verse, rhymed, and patterned poetry.
  - Describe how an author's choice of vocabulary contributes to the author's style.
  - Identify and ask questions that clarify various points of view.
  - Identify main idea.
  - Summarize supporting details from text.
  - Draw conclusions and make inferences from text.
  - Identify cause and effect relationships.
  - Make, confirm, or revise predictions.
  - Use reading strategies throughout the reading process to monitor comprehension.
  - Read with fluency and accuracy.
- 5.6 The student will read and demonstrate comprehension of nonfiction texts.
- Use text organizers, such as type, headings, and graphics, to predict and categorize information in both print and digital texts.
  - Use prior knowledge and build additional background knowledge as context for new learning.
  - Skim materials to develop a general overview of content and to locate specific information.
  - Identify the main idea of nonfiction texts.
  - Summarize supporting details in nonfiction texts.
  - Identify structural patterns found in nonfiction.
  - Locate information to support opinions, predictions, and conclusions.
  - Identify cause and effect relationships following transition words signaling the pattern.
  - Differentiate between fact and opinion.
  - Identify, compare, and contrast relationships.
  - Identify new information gained from reading.
  - Use reading strategies throughout the reading process to monitor comprehension.
  - Read with fluency and accuracy.

## Writing

- 5.7 The student will write for a variety of purposes: to describe, to inform, to entertain, to explain, and to persuade.
- Identify intended audience.
  - Use a variety of prewriting strategies.
  - Organize information to convey a central idea.
  - Write a clear topic sentence focusing on the main idea.
  - Write multiparagraph compositions.
  - Use precise and descriptive vocabulary to create tone and voice.
  - Vary sentence structure by using transition words.
  - Revise for clarity of content using specific vocabulary and information.
  - Include supporting details that elaborate the main idea.
- 5.8 The student will edit writing for correct grammar, capitalization, spelling, punctuation, sentence structure, and paragraphing.
- Use plural possessives.
  - Use adjective and adverb comparisons.
  - Identify and use interjections.
  - Use apostrophes in contractions and possessives.
  - Use quotation marks with dialogue.
  - Use commas to indicate interrupters.
  - Use a hyphen to divide words at the end of a line.
  - Edit for fragments and run-on sentences.
  - Eliminate double negatives.
  - Use correct spelling of commonly used words.
  - Identify and use conjunctions.

## Research

- 5.9 The student will find, evaluate, and select appropriate resources for a research product.
- Construct questions about a topic.
  - Collect information from multiple resources including online, print, and media.
  - Use technology as a tool to research, organize, evaluate, and communicate information.
  - Organize information presented on charts, maps, and graphs.
  - Develop notes that include important concepts, summaries, and identification of information sources.
  - Give credit to sources used in research.
  - Define the meaning and consequences of plagiarism.

**Figure O: Guiding Questions for the Components of WIDA English Language Development Strands**

**GRADE:** \_\_\_\_\_



**ELD STANDARD:** \_\_\_\_\_ **EXAMPLE TOPIC:** \_\_\_\_\_  
 What is one of the topics addressed in the selected content standard(s)?

**CONNECTION:** Which state content standards, including the Common Core, form the basis of related lessons or a unit of study? What are the essential concepts and skills embedded in the content standards? What is the language associated with these grade-level concepts and skills?

**EXAMPLE CONTEXT FOR LANGUAGE USE:** What is the purpose of the content work, task, or product? What roles or identities do the students assume? What register is required of the task? What are the genres of text types with which the students are interacting?

	Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 – Reaching
<p><b>COGNITIVE FUNCTION:</b> What is the level of cognitive engagement for the given task? Does the level of cognitive engagement match or exceed that of the content standards?</p>	<p><b>Language Domain(s):</b> How will learners process and use language?</p> <p><b>A Strand of Model Performance Indicators:</b></p> <p>What language are the students expected to process or produce at each level of proficiency?</p> <p>Which language functions reflect the cognitive function at each level of proficiency?</p> <p>Which instructional supports (sensory, graphic, and interactive) are necessary for students to access content?</p>					
<p><b>TOPIC-RELATED LANGUAGE:</b> With which grade-level words and expressions will all students interact?</p>						

## ELD STANDARD 2: The Language of Language Arts

### EXAMPLE TOPIC: Text evidence

**CONNECTION:** *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.

**EXAMPLE CONTEXT FOR LANGUAGE USE:** Students participate in teacher-guided or media-based read-alouds and relate character traits quoted from the oral text with a partner.

COGNITIVE FUNCTION: Students at all levels of English language proficiency ANALYZE information about characters in oral text.					
LISTENING					
<b>Level 1 Entering</b>	Identify character traits based on evidence from oral text, along with visual cues, physical movement, and tone of voice	<b>Level 2 Emerging</b>	Identify details related to character traits based on evidence from oral text, along with visual cues and tone of voice (e.g., “Sam is adventurous because...”)	<b>Level 3 Developing</b>	Identify character traits based on evidence from oral text using visual and graphic support
<b>Level 4 Expanding</b>	Make predictions from character traits based on evidence from oral text using visual and graphic support	<b>Level 5 Bridging</b>	Infer character traits based on evidence from oral text	<b>Level 6 – Reaching</b>	
<b>TOPIC-RELATED LANGUAGE:</b> Students at all levels of English language proficiency interact with grade-level words and expressions, such as: character traits, provide evidence, direct quotations					

# Grade Six

The sixth-grade student will be an active participant in classroom discussions. The student will present personal opinions, understand differing viewpoints, distinguish between fact and opinion, and analyze the effectiveness of group communication. The student will continue in the study of the elements of media literacy as introduced in earlier grades. The student will begin the study of word origins and continue vocabulary development. The student will read independently a variety of fiction and nonfiction texts, including a significant number of classic works, for appreciation and comprehension. The student will also plan, draft, revise, and edit narratives, descriptions, and explanations, with attention to composition and style as well as sentence formation, usage, and mechanics. The student will also demonstrate correct use of language, spelling, and mechanics by applying grammatical conventions in writing and speaking. In addition, technology will be used as a tool to research, organize, and communicate information. As in earlier grades, the meaning and consequences of plagiarism will be stressed.

## Communication: Speaking, Listening, Media Literacy

- 6.1 The student will participate in and contribute to small-group activities.
  - a) Communicate as leader and contributor.
  - b) Evaluate own contributions to discussions.
  - c) Summarize and evaluate group activities.
  - d) Analyze the effectiveness of participant interactions.
  
- 6.2 The student will present, listen critically, and express opinions in oral presentations.
  - a) Distinguish between fact and opinion.
  - b) Compare and contrast viewpoints.
  - c) Present a convincing argument.
  - d) Paraphrase and summarize what is heard.
  - e) Use language and vocabulary appropriate to audience, topic, and purpose.
  
- 6.3 The student will understand the elements of media literacy.
  - a) Compare and contrast auditory, visual, and written media messages.
  - b) Identify the characteristics and effectiveness of a variety of media messages.
  - c) Craft and publish audience-specific media messages.

## Reading

- 6.4 The student will read and learn the meanings of unfamiliar words and phrases within authentic texts.
  - a) Identify word origins and derivations.
  - b) Use roots, cognates, affixes, synonyms, and antonyms to expand vocabulary.
  - c) Use context and sentence structure to determine meanings and differentiate among multiple meanings of words.
  - d) Identify and analyze figurative language.
  - e) Use word-reference materials.
  - f) Extend general and specialized vocabulary through speaking, listening, reading, and writing.

- 6.5 The student will read and demonstrate comprehension of a variety of fictional texts, narrative nonfiction, and poetry.
- a) Identify the elements of narrative structure, including setting, character, plot, conflict, and theme.
  - b) Make, confirm, and revise predictions.
  - c) Describe how word choice and imagery contribute to the meaning of a text.
  - d) Describe cause and effect relationships and their impact on plot.
  - e) Use prior and background knowledge as context for new learning.
  - f) Use information in the text to draw conclusions and make inferences.
- g) Explain how character and plot development are used in a selection to support a central conflict or story line.
- h) Identify the main idea.
- i) Identify and summarize supporting details.
- j) Identify and analyze the author's use of figurative language.
- k) Identify transitional words and phrases that signal an author's organizational pattern.
- l) Use reading strategies to monitor comprehension throughout the reading process.
- 6.6 The student will read and demonstrate comprehension of a variety of nonfiction texts.
- a) Use text structures such as type, headings, and graphics to predict and categorize information in both print and digital texts.
  - b) Use prior knowledge and build additional background knowledge as context for new learning.
  - c) Identify questions to be answered.
  - d) Make, confirm, or revise predictions.
  - e) Draw conclusions and make inferences based on explicit and implied information.
  - f) Differentiate between fact and opinion.
  - g) Identify main idea.
  - h) Summarize supporting details.
  - i) Compare and contrast information about one topic, which may be contained in different selections.
  - j) Identify the author's organizational pattern.
  - k) Identify cause and effect relationships.
  - l) Use reading strategies to monitor comprehension throughout the reading process.

## Writing

- 6.7 The student will write narration, description, exposition, and persuasion.
- Identify audience and purpose.
  - Use a variety of prewriting strategies including graphic organizers to generate and organize ideas.
  - Organize writing structure to fit mode or topic.
  - Establish a central idea and organization.
  - Compose a topic sentence or thesis statement if appropriate.
  - Write multiparagraph compositions with elaboration and unity.
  - Select vocabulary and information to enhance the central idea, tone, and voice.
  - Expand and embed ideas by using modifiers, standard coordination, and subordination in complete sentences.
  - Revise sentences for clarity of content including specific vocabulary and information.
  - Use computer technology to plan, draft, revise, edit, and publish writing.
- 6.8 The student will edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing.
- Use a variety of graphic organizers, including sentence diagrams, to analyze and improve sentence formation and paragraph structure.
  - Use subject-verb agreement with intervening phrases and clauses.
  - Use pronoun-antecedent agreement to include indefinite pronouns.
  - Maintain consistent verb tense across paragraphs.
  - Eliminate double negatives.
  - Use quotation marks with dialogue.
  - Choose adverbs to describe verbs, adjectives, and other adverbs.
  - Use correct spelling for frequently used words.

## Research

- 6.9 The student will find, evaluate, and select appropriate resources for a research product.
- Collect information from multiple sources including online, print, and media.
  - Evaluate the validity and authenticity of texts.
  - Use technology as a tool to research, organize, evaluate, and communicate information.
  - Cite primary and secondary sources.
  - Define the meaning and consequences of plagiarism and follow ethical and legal guidelines for gathering and using information.



**Figure O: Guiding Questions for the Components of WIDA English Language Development Strands**

**GRADE:** \_\_\_\_\_



**ELD STANDARD:** \_\_\_\_\_ **EXAMPLE TOPIC:** \_\_\_\_\_  
 What is one of the topics addressed in the selected content standard(s)?

**CONNECTION:** Which state content standards, including the Common Core, form the basis of related lessons or a unit of study? What are the essential concepts and skills embedded in the content standards? What is the language associated with these grade-level concepts and skills?

**EXAMPLE CONTEXT FOR LANGUAGE USE:** What is the purpose of the content work, task, or product? What roles or identities do the students assume? What register is required of the task? What are the genres of text types with which the students are interacting?

	Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 – Reaching
<p><b>COGNITIVE FUNCTION:</b> What is the level of cognitive engagement for the given task? Does the level of cognitive engagement match or exceed that of the content standards?</p> <p><b>Language Domain(s):</b> How will learners process and use language?</p> <p>A Strand of Model Performance Indicators:                      What language are the students expected to process or produce at each level of proficiency?                      Which language functions reflect the cognitive function at each level of proficiency?                      Which instructional supports (sensory, graphic, and interactive) are necessary for students to access content?</p>						
<p><b>TOPIC-RELATED LANGUAGE:</b> With which grade-level words and expressions will all students interact?</p>						

## ELD STANDARD 2: The Language of Language Arts

### EXAMPLE TOPIC: Peer editing

**CONNECTION:** *Common Core State Language Standards, Conventions of Standard English #1–2 (Grade 6):* Demonstrate command of the conventions of standard English grammar when writing or speaking; Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**EXAMPLE CONTEXT FOR LANGUAGE USE:** Students provide written feedback to each other about their use of conventions and mechanics in original written texts as part of the writing process.

<b>COGNITIVE FUNCTION:</b> Students at all levels of English language proficiency APPLY their knowledge of English conventions and mechanics.				
<b>WRITING</b>				
Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
Identify conventions and mechanics in peers' writing (e.g., by highlighting) using models and environmental print	Identify language to be edited in peers' writing using models and rubrics	Suggest edits of peers' writing using models and rubrics	Give reasons for editing peers' writing using models and rubrics	Explain editing of peers' writing through detailed feedback using models and rubrics
<b>Level 6 – Reaching</b>				
<b>TOPIC-RELATED LANGUAGE:</b> Students at all levels of English language proficiency interact with grade-level words and expressions, such as: edit, conventions, mechanics				

# Grade Seven

The seventh-grade student will continue to develop oral communication skills and will become more knowledgeable of the effects of verbal and nonverbal behaviors in oral communication. The student will continue to read a wide variety of fiction, nonfiction, and poetry while becoming more independent and analytical. The student will continue to refine written composition skills, with special attention to word choice, organization, style, and grammar. Written explanations will utilize informational writing skills. The student will continue vocabulary development through a study of figurative language and continuing study of roots, affixes, and cognates. Knowledge of the informative/persuasive techniques of media messages will be studied. The student will apply research techniques to gather, organize, and communicate information, properly citing sources. The student will also demonstrate correct use of language, spelling, and mechanics by applying grammatical conventions in writing and speaking.

## Communication: Speaking, Listening, Media Literacy

- 7.1 The student will participate in and contribute to conversations, group discussions, and oral presentations.
- a) Communicate ideas and information orally in an organized and succinct manner.
  - b) Ask probing questions to seek elaboration and clarification of ideas.
  - c) Make statements to communicate agreement or tactful disagreement with others' ideas.
  - d) Use language and style appropriate to audience, topic, and purpose.
  - e) Use a variety of strategies to listen actively.
- 7.2 The student will identify and demonstrate the relationship between a speaker's verbal and nonverbal messages.
- a) Use verbal communication skills, such as word choice, pitch, feeling, tone, and voice appropriate for the intended audience.
  - b) Use nonverbal communication skills, such as eye contact, posture, and gestures to enhance verbal communication skills.
  - c) Compare/contrast a speaker's verbal and nonverbal messages.
- 7.3 The student will understand the elements of media literacy.
- a) Identify persuasive/informative techniques used in nonprint media including television, radio, video, and Internet.
  - b) Distinguish between fact and opinion, and between evidence and inference.
  - c) Describe how word choice and visual images convey a viewpoint.
  - d) Compare and contrast the techniques in auditory, visual, and written media messages.
  - e) Craft and publish audience-specific media messages.

## Reading

- 7.4 The student will read to determine the meanings and pronunciations of unfamiliar words and phrases within authentic texts.
- Identify word origins and derivations.
  - Use roots, cognates, affixes, synonyms, and antonyms to expand vocabulary.
  - Identify and analyze figurative language.
  - Identify connotations.
  - Use context and sentence structure to determine meanings and differentiate among multiple meanings of words.
  - Extend general and specialized vocabulary through speaking, listening, reading, and writing.
- 7.5 The student will read and demonstrate comprehension of a variety of fictional texts, narrative nonfiction, and poetry.
- Describe the elements of narrative structure including setting, character development, plot structure, theme, and conflict.
  - Compare and contrast various forms and genres of fictional text.
  - Identify conventional elements and characteristics of a variety of genres.
  - Describe the impact of word choice, imagery, and literary devices including figurative language.
  - Make, confirm, and revise predictions.
  - Use prior and background knowledge as a context for new learning.
  - Make inferences and draw conclusions based on the text.
  - Identify the main idea.
  - Summarize text relating supporting details.
  - Identify the author's organizational pattern.
  - Identify cause and effect relationships.
  - Use reading strategies to monitor comprehension throughout the reading process.
- 7.6 The student will read and demonstrate comprehension of a variety of nonfiction texts.
- Use prior and background knowledge as a context for new learning.
  - Use text structures to aid comprehension.
  - Identify an author's organizational pattern using textual clues, such as transitional words and phrases.
  - Draw conclusions and make inferences on explicit and implied information.
  - Differentiate between fact and opinion.
  - Identify the source, viewpoint, and purpose of texts.
  - Describe how word choice and language structure convey an author's viewpoint.
  - Identify the main idea.
  - Summarize text identifying supporting details.
  - Identify cause and effect relationships.
  - Organize and synthesize information for use in written formats.
  - Use reading strategies to monitor comprehension throughout the reading process.

## Writing

- 7.7 The student will write in a variety of forms with an emphasis on exposition, narration, and persuasion.
- Identify intended audience.
  - Use a variety of prewriting strategies including graphic organizers to generate and organize ideas.
  - Organize writing structure to fit mode or topic.
  - Establish a central idea and organization.
  - Compose a topic sentence or thesis statement.
  - Write multiparagraph compositions with unity elaborating the central idea.
  - Select vocabulary and information to enhance the central idea, tone, and voice.
  - Expand and embed ideas by using modifiers, standard coordination, and subordination in complete sentences.
  - Use clauses and phrases for sentence variety.
  - Revise sentences for clarity of content including specific vocabulary and information.
  - Use computer technology to plan, draft, revise, edit, and publish writing.
- 7.8 The student will edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing.
- Use a variety of graphic organizers, including sentence diagrams, to analyze and improve sentence formation and paragraph structure.
  - Choose appropriate adjectives and adverbs to enhance writing.
  - Use pronoun-antecedent agreement to include indefinite pronouns.
  - Use subject-verb agreement with intervening phrases and clauses.
  - Edit for verb tense consistency and point of view.
  - Demonstrate understanding of sentence formation by identifying the eight parts of speech and their functions in sentences.
  - Use quotation marks with dialogue.
  - Use correct spelling for commonly used words.

## Research

- 7.9 The student will apply knowledge of appropriate reference materials to produce a research product.
- Collect and organize information from multiple sources including online, print and media.
  - Evaluate the validity and authenticity of sources.
  - Use technology as a tool to research, organize, evaluate, and communicate information.
  - Cite primary and secondary sources.
  - Define the meaning and consequences of plagiarism and follow ethical and legal guidelines for gathering and using information.

**Figure O: Guiding Questions for the Components of WIDA English Language Development Strands**

**GRADE:** \_\_\_\_\_



**ELD STANDARD:** \_\_\_\_\_ **EXAMPLE TOPIC:** \_\_\_\_\_  
 What is one of the topics addressed in the selected content standard(s)?

**CONNECTION:** Which state content standards, including the Common Core, form the basis of related lessons or a unit of study? What are the essential concepts and skills embedded in the content standards? What is the language associated with these grade-level concepts and skills?

**EXAMPLE CONTEXT FOR LANGUAGE USE:** What is the purpose of the content work, task, or product? What roles or identities do the students assume? What register is required of the task? What are the genres of text types with which the students are interacting?

	Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 – Reaching
<p><b>COGNITIVE FUNCTION:</b> What is the level of cognitive engagement for the given task? Does the level of cognitive engagement match or exceed that of the content standards?</p>	<p><b>Language Domain(s):</b> How will learners process and use language?</p> <p><b>A Strand of Model Performance Indicators:</b></p> <p>What language are the students expected to process or produce at each level of proficiency?</p> <p>Which language functions reflect the cognitive function at each level of proficiency?</p> <p>Which instructional supports (sensory, graphic, and interactive) are necessary for students to access content?</p>					
<p><b>TOPIC-RELATED LANGUAGE:</b> With which grade-level words and expressions will all students interact?</p>						

## ELD STANDARD 2: The Language of Language Arts

### EXAMPLE TOPIC: Main ideas

**CONNECTION:** *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.

**EXAMPLE CONTEXT FOR LANGUAGE USE:** Students discuss main ideas of short stories, novels, and essays with partners or in small groups to clarify the theme, topic, or issue under study.

<b>COGNITIVE FUNCTION:</b> Students at all levels of English language proficiency APPLY main ideas of short stories, novels, and essays.				
<b>SPEAKING</b>				
Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
Produce key words about themes related to the main idea using visual support (e.g., captioned illustrations of plot and main ideas) with a partner	Produce statements about themes related to the main idea using graphic organizers with a partner	Explain themes related to the main idea using graphic organizers (e.g., story map, plot line) to a partner	Discuss themes related to the main idea using graphic organizers	Discuss themes related to the main idea using extended discourse
<b>Level 6 – Reaching</b>				
<b>TOPIC-RELATED LANGUAGE:</b> Students at all levels of English language proficiency interact with grade-level words and expressions, such as: supporting details, theme, thesis				