LISTENING AND SPEAKING
Grades 9 – 12

Cambridge Public School District - Bilingual and English Language Acquisition Department

Braiding the English Language Proficiency Benchmarks and Outcomes for ELL, the SSALD and MELA-O – <u>LISTENING AND SPEAKING: Grades K - 12</u>

Foreign Language (FL), English Language Arts (ELA), The Cambridge Step By Step Assessment to Language Dominance (SSALD), ¤Social, Affective and Cognitive Student Profile Checklist, Massachusetts English Language Assessment-Oral (MELA-O): Scores: First Number Comprehension, Second Number Production

Listening and Speaking General Learning Outcomes

S.1 Vocabulary: Students will comprehend and communicate orally, using English vocabulary for personal, social, and academic purposes.

Beginning	Early Intermediate	Intermediate	Transitioning
LAU Categories A[1] and A[2]	**LAU Categories B[1] and B[2]**	**LAU Category C[1]**	**LAU Category C[2]**
MELA-O: 0 0 – 1 1	**MELA-O: 1 1 – 2 2**	**MELA-O: 2 2 – 3 3**	**MELA-O: 4 4 – 5 5**
Comprehension • Demonstrate comprehension of everyday words and phrases, using pictures, actions, and/or objects. (FL 2); (MELA-O C[1]); (SSALD R 1.2, 1.4) • Demonstrate comprehension of words that express basic personal needs (such as *transportation, housing*); personal likes and dislikes; personal information (such as *age, address, family*); and school-related information (such as *teacher's name, schedule, routines*). (FL 2); (MELA-O C[2]); (SSALD R 1.19) • Demonstrate comprehension of vocabulary essential for grade-level content learning, using pictures, actions, and/or objects. (FL 7); (MELA-O C[5]); (SSALD R 1.2, 1.4, 1.8, 1.9, 1.10)	**Comprehension** • Demonstrate comprehension of words that express basic personal needs (such as *transportation, housing*); personal likes and dislikes; personal information (such as *age, address, family*); and school-related information (such as *teacher's name, schedule, routines*). (FL 2); (MELA-O C[2]); (SSALD R 1.19) • Demonstrate comprehension of vocabulary essential for grade-level content learning, using pictures, actions, and/or objects. (FL 7); (MELA-O C[5]); (SSALD R 1.2, 1.4. 1.8, 1.9, 1.10); • Demonstrate comprehension of common words with multiple meanings (such as *saw, can, sentence*). (ELA 4.5); (SSALD R 1.15; (¤7.4 (Gr.K-1); ¤7.1 (Gr. 2-3)) • Demonstrate understanding of academic content words and phrases in selected concept-based categories. (ELA 4.3); (SSALD E 2.2, 2.3, 2.4; R/E 1.23); (¤6.6, 6.8 (Gr. 2-3))	**Comprehension** • Demonstrate comprehension of frequently used synonyms and antonyms. (ELA 4.3) • Demonstrate comprehension of frequently used idioms. (ELA 4.11); (SSALD FL 3.20 (4-12); (¤5.9 (Gr. K-1); ¤5.9 (Gr.2-3))	**Comprehension** • Demonstrate comprehension in a variety of settings of specific, technical, and/or abstract words and phrases of grade-level, academic content in various Massachusetts Curriculum Frameworks. (ELA 6.8); (SSALD R 1.18; F 3.12, 3.13, 3.16); (¤5.11 (K-1); (¤5.11, 5.12 (Gr. 2-3); (¤4.7, 4.9, 5.8, 9.5 (Gr. 4-8)) • Identify jargon as language used by members of particular groups (such as *peer groups, athletes, musicians*). (ELA 6.8); (¤5.8, 5.10 (Gr.K-1); ¤5.5 (Gr. 2-3); ¤4.6, 4.9 (Gr.4-8))
Communication • Express basic personal needs and information (such as *health, food, clothing, weather, recreation*) and school-related information, using spoken words and phrases. (FL 1); (MELA-O V[2]); (SSALD E 2.1, 2.2; F 3.2; R/E 1.19) • Employ vocabulary essential for grade-level content learning. (FL 7); (MELA-O V[3]); (SSALD E 2.2, 2.3, 2.4, 2.5, 2.6; R/E 1.23) • Classify learned words by content themes or topics (such as Pre K-2: *days of the weeks, colors, weather*). (MELA-O V[1]); (SSALD E 2.16; F 3.11(4-12)) • Classify familiar content words and phrases into concept-based categories: (such as Pre K-2: *animals, colors, shapes, food, toys*). (SSALD E 2.16; F 3.11; (¤5.10 (Gr.2-3))	**Communication** • Classify learned words by content themes or topics (such as 3-5 science plant structures: *roots, leaves, stem, bark*; Gr. 9-12 math patterns: *iterative, linear, recursive*; Gr. 6-8 history/social science, geography terms: *region, tropics, rain forest, tundra*). (ELA 4.1); (MELA-O V[4]); (SSALD E 2.16; F 3.11(4-8)) • Classify previously learned academic content words and phrases into concept-based categories: (such as Gr. 3-5: *energy; light, sound, heat, electricity, magnetism*). (ELA 4.3); (SSALD E 2.16; F 3.11 (4-12))	**Communication** • Express personal intent using spoken words and phrases (such as *requesting information, agreeing, giving permission*). (FL 1) • Classify previously learned academic content words and phrases into concept-based categories: (such as Gr. 6-8: mathematical central tendency: *mean, median, mode*) (ELA 4.3); (SSALD E 2.16; F 3.11 (4-8)) • Participate in limited discussions using appropriate and adequate words and phrases. (FL 1); (MELA-O V[3]); (¤4.11, 4.13, 5.10, 5.13 (Gr. 2-3); ¤ 4.8 (Gr. 4-8))	**Communication** • Classify previously learned academic content words and phrases into concept-based categories: such as Gr. 9-12: photosynthesis and cellular respiration: *plants, animals, carbon dioxide, oxygen, sugar, ATP* (ELA 4.3); (SSALD E 2.16; F 3.11 (4-8)) • Rephrase ideas and thoughts to express meaning. (FL 1.21); (MELA-O V[4]); (SSALD 3.12, 3.13 (4-8)) • Communicate academic knowledge orally, using specific, technical, and abstract vocabulary of grade-level, academic content in various Massachusetts Curriculum Frameworks. (ELA 6.8); (SSALD R 1.18; F 3.12, 3.13, 3.16); (¤5.11 (K-1); (¤5.11,5.12 (Gr. 2-3); ¤4.7, 4.9, 5.8, 9.5 (Gr. 4-8))

Increasing Word Knowledge	Increasing Word Knowledge	Increasing Word Knowledge	Increasing Word Knowledge
• Identify words in English that are frequently used in the student's first language. (FL 5.6); (MELA-O V^3, G^3) • Predict the meaning of simple and familiar compound words (such as *playground, bathroom, bedtime*), using knowledge of individual words. (MELA-O V^3) • Employ synonyms (such as *big/huge/gigantic/enormous*) for word variety in speaking. (ELA 4.6); (MELA-O V^4)	• Determine meanings of words with inflections (*looks, looked, looking*) by using knowledge of base words (*look*) and inflections. (ELA 4.4); (MELA-O V^2) ; (SSALD R 1.14; E 2.14; R/E 1.24; F 3.15) • Predict the meaning of unknown compound words (such as *daydream, snowman*), using knowledge of individual words. (ELA 4.7); (MELA-O V^4)	• Determine the word meaning or the effect on meaning of selected prefixes and suffixes (such as *re-, un-, dis-, -tion, -less, -ly*). (ELA 4.9, 4.18); (¤7.12, 7.14, 7.16 (Gr. 2-3)) (¤6.6 (Gr.4-8)) • Use selected idiomatic expressions in speaking. (ELA 4.11); (SSALD F 3.20); (¤5.9 (K-1); ¤5.7 (Gr. 2-3))	• Demonstrate knowledge of spoken vocabulary, using specific, technical, and/or abstract vocabulary of grade-level, academic content. (ELA 6.8); (FL 7); (SSALD R 1.18; F 3.12, 3.13, 3.16); (¤5.11 (K-1); ¤5.11,5.12 (Gr. 2-3); ¤4.7, 4.9, 5.8, 9.5 (Gr. 4-8)) • Identify orally the meaning of phrasal verbs (such as *look into, get over, be through*). (ELA 4.23); (¤7.2 (Gr.4-8)) • Identify meanings in the context of familiar saying and phrases used in English (such *as rule of thumb, make a mountain out of a molehill, count your blessings, forty winks, all's well that ends well, don't look a gift horse in the mouth*). (FL 5.7; ELA 4.23); (SSALD R/E 1.27); (¤5.9 (Gr.4-8))
Strategies	**Strategies**	**Strategies**	**Strategies**
• Identify linguistic characteristics of English words and compare and contrast them with words from the student's first language. (FL 5.4); (¤9.3, 9.5 (Gr.4-8))	• Identify linguistic characteristics of English words and compare and contrast them with words from the student's first language. (FL 5.4); (¤9.3 (Gr.4-12)) • Clarify meanings of words, using beginning and bilingual dictionaries. (ELA 4.8); (¤9.4 (Gr. 4-12))	• Demonstrate how idiomatic expressions are used in English and in the student's first language. (FL 5.7) • Apply knowledge of terms for textual features of textbooks (such *as chapter, review, essay, table of contents*) and test (such *as open-ended, multiple-choice*). (¤9.1, 9.5, 8.7 (Gr.4-8)) • Clarify meanings of words, using dictionaries, glossaries, and other resources. (ELA 4.15, 4.29); (¤9.3, 9.2, 9.4, 9.5 (Gr. 4-8))	• Identify characteristics of English words, phrases, and expressions, and compare and contrast them with features in the student's first language. (FL 5.4) • Clarify meanings of words, using glossaries, thesauruses, and other resources selective. (ELA 4.25); (¤9.7 (Gr. 4-8))

S.2 Social Interaction: Students will comprehend and communicate orally, using spoken English for personal and social purposes.

Beginning	Early Intermediate	Intermediate	Transitioning
LAU Categories A^1 and A^2	LAU Categories B^1 and B^2	LAU Category C^1	LAU Category C^2
MELA-O: 0 0 -1 1	MELA-O: 1 1 – 2 2	MELA-O: 2 2 – 3 3	MELA-O: 4 4 – 5 5
Comprehension	**Comprehension**	**Comprehension**	**Comprehension**
• Demonstrate comprehension of everyday expressions used in interpersonal interactions (such as "*Hi, how are you?", "See you later"*). (FL 2); (¤4.1, 4.2 (Gr. 4-8)) • Demonstrate comprehension of simple oral requests. (FL 2); (MELA-0 $C^{2,}F^2$, V^3); (SSALD F 3.12, 3.13); (¤5.1,5.2,5.3, 5.4 (Gr. K-1); ¤5.1, 5.2 (Gr. 2-3))	• Demonstrate comprehension of words, phrases, and sentences used in social interactions related to everyday topics (such as *family, social, school*). (FL 2.2) • Demonstrate comprehension of interpersonal conversations when spoken to slowly and with frequent repetitions. (FL 2); (MELA-O C^2) • Demonstrate comprehension of explanations or instructions, when clarification is given. (FL 2)	• Demonstrate comprehension during most interpersonal interactions, when clarification is given. (FL 2); (MELA-O C^3); (SSALD R/E 1.27, FL 3.12, 3.13, 3.16 (4-8)); (¤4.12, 4.13, 5.10 (Gr. K-1); ¤4.4, 4.5, 4.14, 4.15, 5.6 (Gr. 2-3); ¤3.5, 3.6, 3.7, 4.6, 4.10 (Gr. 4-8)) • Demonstrate comprehension of varied forms of humor. (MELA-O C^4, V^3) ; (¤5.6, 5.8, 5.10 (Gr. K-1); ¤4.10, 4.12, 5.5, 5.6 (Gr.2-3); ¤3.3, 3.7, 4.6 (Gr. 4-8)) • Demonstrate comprehension of extended speech (such as *news reports on television or radio*). (FL 2.17, 2.18); (MELA-O $C^{4,}$); (SSALD R 1.11, 1.18; E 2.15; R/E 1.25, 1.27; FL 3.17, 3.18, 3.19 (4-12)); (¤4.12, (Gr. K-1); ¤4.14 (Gr. 2-3); (¤3.5 (Gr. 4-8))	• Demonstrate comprehension of extended explanations and multi-step instructions. (MELA-O C^5, V^5); (SSALD R/E 1.20, 1.27; (¤4.12 (Gr. K-1); ¤4.14 (Gr. 2-3); (¤3.5 (Gr.4-8)) • Demonstrate comprehension of popular or historical cultural referents from the community culture, appropriate to age and context. (MELA-O C^5, F^5, V^5, P^5, G^5); (SSALD R 1.18); (¤5.14 (Gr. 2-3);(¤4.9 (Gr. 4-8)) • Demonstrate comprehension of sustained, interpersonal interaction. (FL 2); (MELA-O C^4); (SSALD F 3.12, 3.13 (4-12)); (¤5.11 (Gr. 2-3); ¤4.8 (Gr. 4-8))
Communication	**Communication**	**Communication**	**Communication**
• Make simple oral requests and grant permission. (FL 1.4); (MELA-O F^2, V^3); (SSALD F 3.4, 3.5, 3.6; R/E 1.28)	• Ask and answer concrete questions about familiar content. (FL 1.3); (SSALD R 1.28; F 3.5); (¤5.10 (Gr.K-1); (¤5.6	• Express one's own opinions, preferences, and wishes related to familiar topics. (FL 3.1); (MELA-O V^4); (SSALD FL	• Express agreement/disagreement. (FL 3.3); (MELA-O C^5); (SSALD F 3.1; R/E 1.27: F 3.12, 3.13 (4-12)); (¤4.1, 4.2, 4.9, 4.12,

Column 1	Column 2	Column 3	Column 4
• Express confusion (such as *"I don't get it"*). (FL 1.9); (MELA-O F³, V³) (♯4.9, 4.12 (Gr. K-1); ♯4.6, 4.8 (Gr. Gr.2-3); ♯3.2 (GR. 4-8)) • Employ words, phrases, and sentences in social interactions related to everyday topics. (FL 1); (MELA-O F²); (SSALD E 2.11, 2.14; F 3.9, Gr 4-12: F 3.12, 3.13, 3.15, 3.16; (♯4.8,4.9,5.7,5.8,5.10 (Gr. K-1); ♯5.5,5.6 (Gr. 2-3); ♯3.7, 4.6, 4.8 (Gr. 4-8)) • Ask and answer questions (such as *Who? When? Why?*). (FL 1.3) • Express and respond to compliments, gratitude, and apologies.	Gr. 2-3); (♯3.7, 4.6, 4.8 (Gr. 4-8)) • Describe people, places, and things, using some detail. (FL 3.4); (SSALD R 1.25; F 3.18); (♯6.4, 4.6 (Gr. K-1); (SSALD 2.16 (Gr. 2-3); (♯6.4, 6.7, 6.9,5.8, 5.9 (Gr. 2-3)); (SSALD 3.1, 3.3, 3.4, 4.4, 4.5, 4.7, 5.2 (Gr. 4-8)) • Recount prior experiences and events of interest, using familiar sentences. (FL 1.5); (SSALD E 2.15(2-3), 2.15; F 3.10); (♯4.7, 4.10, 4.11 (Gr. K-1); ♯4.2, 4.7, 4.9, 4.11, 4.12, 4.13, 5.8, 5.9 (Gr. 2-3); ♯3.1, 3.3, 3.4, 4.3, 4.4, 4.5, 4.7 Gr 4-8)) • Respond during interpersonal discussions and interactions. (FL 1); (MELA-O F³)	3.7, 3.9; R/E 1.27 (4-12)); (♯4.1, 4.2, 4.9, 4.12, 5.10 (Gr. K-1); ♯4.6, 4.8,4.12, 4.13. 4.14 (Gr. 2-3); ♯3.2, 3.5, 3.7, 4.6, 4.10 (Gr. 4-8)) • Request opinions, preferences, and wishes orally from peers. (FL 1.10); (MELA-O V⁴ F⁵; (SSALD F 3.5; R/E 1.28, 3.13 (4-12)); (♯4.13, 5.8, 5.10 (Gr. K-1); ♯5.4, 5.6, (Gr. 2-3); ♯3.6, 3.7, 4.6, 4.8, 4.10 (Gr. 4-8)) • Express imagination and creativity through activities such as storytelling and games. (MELA-O V⁴, F⁵); (SSALD F 3.10; 3.18 (4-12)); (♯5.11 (Gr. K-1); ♯5.5, 5.12 (Gr. 2-3); ♯4.4, 4.7, 4.10 (Gr. 4-8)) • State and orally defend an opinion. (FL 3.14); (MELA-O V⁵, F⁵); (SSALD F 3.7, 3.9; R/E 1.27; F 3.12, 3.18 (Gr. 4-12)); (♯4.9, 4.11, 4.12, 4.13 (Gr. K-1); ♯4.6, 4.7, 4.8, 4.11, 4.14 (Gr. 2-3); ♯3.2, 3.3, 3.5, 4.10 (Gr. 4-8)) • Express uncertainty. (MELA-O F⁵,V⁵); (SSALD F 3.5; F 3.12 (Gr. 4-12)); (♯4.8, 4.9, 4.11 4.13 (Gr. K-1); ♯4.5, 4.6, 4.12, 4.15 (Gr. 2-3); ♯3.2,, 3.3, 3.6 (Gr. 4-8))	4.13 (Gr. K-1); ♯4.6, 4.8, 4.15, (Gr. 2-3); ♯3.2, 3.5, 3.6 (Gr. 4-8)) • Propose solutions to problems or misunderstandings.(FL 1.18, 3.13); (MELA-O C⁵); (SSALD R/E 1.26; F 3.12, 3.13 (4-12)); (♯4.13 (Gr. K-1); ♯4.5 (Gr. 2-3); ♯3.6 (Gr. 4-8)) • Employ popular or historical cultural referents from the community culture, appropriate to age and context. (MELA-O C⁵, F⁵, V⁵, P⁵, G⁵); (SSALD R 1.18); (♯5.14 (Gr. 2-3); ♯4.9 (Gr. 4-8)) • Participate in the community linguistic culture, using a variety of expressions (such as *music, jokes, anecdotes*). (MELA-O C⁵, F⁵, V⁵, P⁵); (SSALD F 3.12, 3.13 (4-12)); (♯5.10 (Gr. K-1); ♯5.5, 5.13 Gr. 2-3); ♯3.7, 4.6, 4.8 (Gr. 4-8)) • Elaborate on personal stories. (FL 3.22); (MELA-O C⁴, V⁴, F⁴, P⁴); (SSALD F 3.10, 3.12, 3.13, 3.18); (♯4.1-4.11 Gr. K-1); ♯4.1-4.9 (Gr. 2-3); ♯3.1-3.4 (Gr. 4-8)) • Participate in sustained, interpersonal conversations. (FL 1); (MELA-O F⁴); (SSALD F 3.12, 3.13 (4-12)); (♯5.10 (Gr. K-1); ♯5.5, 5.6 Gr. 2-3); ♯3.7, 4.6, 4.8 (Gr. 4-8))
Culturally Appropriate Language • Gain the attention of others by using gestures, actions in culturally and age appropriate ways. (SSALD R 1.28; F 3.7; Gr. 4-12: 3.12, 3.14); (♯5.11 (Gr. K-1)); (♯5.2 (Gr. 2-3); ♯5.4, 4.2, 4.6 (Gr. 4-8)) • Identify nonverbal cues (such as *gestures, facial expressions, body postures*) that connote different meanings depending on their cultural or social context. (FL 4); (SSALD R 1.27); (♯4.12, 5.7, 5.8 (GR. K-1); ♯4.8, 4.14 Gr. 2-3); ♯3.5 Gr. 4-8)) • Use culturally acceptable gestures, distances, and body language in familiar settings. (FL 4.9) • Demonstrate awareness of listener's perspective (such as *responding to listener's questions or facial cues*) when speaking and interacting.	**Culturally Appropriate Language** • Gain the attention of others by speaking in culturally and age appropriate ways. (ELA 6.3); (SSALD R 1.28; F 3.7; Gr. 4-12: 3.12, 3.14); (♯5.11 (Gr. K-1); ♯5.2 (Gr. 2-3); ♯5.4, 4.2, 4.6 (Gr. 4-8)) • Employ appropriate volume of voice in each of various contexts. (SSALD F 3.12 (Gr. 4-12)); (♯5.11 (Gr. K-1); ♯5.2 (Gr. 2-3); ♯4.2, 4.7 (Gr. 4-8)) • Identify formal and informal oral language, including slang. (ELA 6.3)	**Culturally Appropriate Language** • Initiate conversations; attend to speakers, takes turns, and close conversations in culturally appropriate ways. (FL 4,8); (MELA-O F⁵, V⁵); (♯4.12, 5.3, 5.7, 5.8, 5.10, 5.11 (Gr. K-1); (♯4.14, 5.2, 5.3, 5.4, 5.5, 5.6, 5.11, 5.12, 5.14 (Gr. 2-3); ♯3.5, 3.6, 3.7, 4.2, 4.7, 4.9 Gr. 4-8)) • Identify topics for interaction that are appropriate to audience and setting. (MELA-O V⁴); (SSALD R/E 1.26, 1.27; FL 3.17 (4-12)); (♯4.14 (Gr. 2-3); ♯3.5 (Gr. 4-8)) • Respond to and use humor appropriate to an audience and setting. (MELA-O V⁵, F⁵); (♯5.6, 5.8, 5.10 (Gr. K-1); ♯4.10, 4.12, 5.5, 5.6 (Gr.2-3); ♯3.3, 3.7, 4.6 (Gr. 4-8))	**Culturally Appropriate Language** • Rephrase an utterance when a culturally based misunderstanding occurs. (MELA-O C⁵, F⁵, V⁵, P⁵); (SSALD R 1.2; F 3.12. 3.13 (Gr. 4-12)); (♯4.13 (Gr. K-1)); (♯4.14 (Gr. 2-3)); (♯3.6 (Gr. 4-8)) • Distinguish formal oral language from slang. (ELA 6.4); (MELA-O C⁵, V⁵, F⁵, P⁵,); (SSALD R/E 1.27; F 3.13 (Gr. 4-12); (♯4.12, 4.13 (Gr. K-1)); (♯4.14, 4.15 (Gr. 2-3)); (♯3.5, 4.6, 4.8, 3.6, (Gr. 4-8)) • Respond to and use idioms appropriate to audience and setting. (MELA-O C⁵, V⁵); (SSALD F 3.20 (Gr. 4-12)); ♯5.9 (Gr. K-1); ♯5.7 (Gr. 2-3) • Compare and contrast major aspects (such as *pragmatics, body language*) of English and other languages. (FL 5.17); (MELA-O C⁵, V⁵, G⁵); (♯5.14 (Gr. 2-3)); (♯4.9 (Gr. 4-8))
Pronunciation • Demonstrate understanding of differences in English intonation patterns (such as rising intonation in *"yes-no" questions*). (MELA-O P²) • Demonstrate comprehension of the basic differences in meaning produced by varying word stress within a statement (such as *"I won't do that!"* and *"I won't do that!"*).	**Pronunciation** • Demonstrate understanding of word stress in spoken English. (MELA-O P²)	**Pronunciation** • Demonstrate comprehension of basic differences in meaning produced by intonation patterns in English (such as falling intonation in tag questions: *"You're from Concord, aren't you?"*). (MELA-O P⁴); (♯3.7, 4.6, 4.8, 4.10 (Gr.4-8)) • Communicate intended meaning utilizing English intonation patterns (such as in *questions, statements, exclamations*). (MELA-O P⁴); (♯3.7, 4.6, 4.8, 4.10 (Gr.4-8))	**Pronunciation** • Adjust meaning by varying pace, rhythm, and pauses in speech. (MELA-O C⁵, P⁵) • Employ pronunciation, word stress, and intonation appropriate to communicative intent. (MELA-O P⁴)
Grammar/Syntax • Re-tell stories with a beginning, middle, and end. (MELA-O C¹); (SSALD FL 3.5, FL 3.12, 3.13 (Gr. 4-12); (♯4.15 (Gr. 2-3); ♯3.6 (Gr. 4-8))	**Grammar/Syntax** • Use basic grammar patterns in speaking to produce familiar statements, questions, and commands. (MELA-O G²); (SSALD E 2.9,-2.12; FL 3.8; R/E 1.21; FL 3.13, 3.15 (Gr. 4-12)); (♯5.13 Gr. 2-3)); (♯7.1, 7.8 (Gr. 4-8))	**Grammar/Syntax** • Employ a range of oral responses, using single words, phrases, statements, and monologues. (MELA-O C⁵, F⁴, G⁴, P⁴); (SSALD E 2.2, 2.14, 3.1, 3.2, 3.4; R/E 1.19, 1.23, 3.12, 3.13 (Gr. 4-12)); (♯4.1- 4.11, 5.1-5.11 (Gr. K-1)); (♯4.1-4.12; 5.1-5.14 (Gr. 2-3)); (♯3.2-3.4; 4.1-4.5 (Gr. 4-8)) • Construct original oral statements, using basic and	**Grammar/Syntax** • Employ varied sentence structures when speaking, as appropriate to audience, purpose, and effect desired. (MELA-O G⁴); (SSALD E 2.14; R/E 3.12, 3.13 (Gr. 4-12)); (♯4.12 (Gr. K-1)); (♯4.14 (Gr. 2-3)); (♯3.7 (Gr. 4-8)) • Use basic and complex sentence structures when participating in interpersonal conversations. (MELA-O

complex sentence structures. (MELA-O F³, G³); (SSALD R 1.13, 1.14; E 2.10, 2.14; R/E 1.21, 1.22, 1.24; F 3.13, 3.15 (Gr. 4-12); (¤4.1-4.15; 5.1-5.14 (Gr. 2-3)); (¤3.1-3.7; 4.1-4.10; 7.1-7.8 (Gr. 4-8))	G⁴); (SSALD E 2.14; R 1.27; F 3.12, 3.13 (Gr. 4-12)); (¤4.12 (Gr. K-1)); (¤4.14, 4.9, 5.5, 5.11 (Gr. 2-3)); (¤3.5, 7.1-7.8, 3.7 (Gr. 4-8))

Cultural Perspectives	**Cultural Perspectives**	**Cultural Perspectives**	**Cultural Perspectives**
• Compare personal experiences and perspectives with those of other cultures. (FL 6.4); (MELA-O C¹, V¹); (SSALD R/E 1.27 (Gr. 4-12)); (¤4.12, 5.10 (Gr. K-1); ¤5.14, 4.14, 5.6 (Gr. 2-3); 5, 4.9, 4.6 (Gr. 4-8)) • Compare aspects of cultures, appropriate to age. (FL 6.5) (MELA-O C¹, V¹); (SSALD R/E 1.27 (Gr.4-12)); (¤4.12, 5.10 (K-1); ¤5.14, 4.14, 5.6 (Gr. 2-3); ¤3.5, 4.9, 4.6 (Gr. 4-8))	• Compare personal experiences and perspectives with those of other cultures. (FL 6.4); (MELA-O C², V²); (SSALD R/E 1.27 (Gr. 4-12); (¤4.12, 5.10 (Gr. K-1)); (¤5.14, 4.14, 5.6 (Gr. 2-3)); (¤3.5, 4.9, 4.6 (Gr. 4-8)) • Compare aspects of cultures, appropriate to age. (FL 6.5); (SSALD R/E 1.27 (Gr. 4-12); (¤4.12, 5.10 (Gr. K-1) ¤5.14, 4.14, 5.6 (Gr. 2-3); ¤3.5, 4.9, 4.6 (Gr. 4-8)) • Describe patterns of social behavior that represent community norms. (FL 4.8); (¤5.6, 5.7, 5.11 (Gr. 2-3); ¤5.2, 5.3, 5.4, 5.6, 5.11, 5.12 (Gr. 2-3); ¤4.1, 4.2, 4.3, 4.6, 4.7, 4.10 (Gr. 4-8))	• Identify and describe differing behavior norms of various communities (such *as peers, family, neighborhood, region*). (MELA-O C⁵, F⁴, V⁴, G⁴); (FL 4.14); (¤5.8, 5.12, 5.14 (Gr. 2-3); ¤4.7, 4.9 (Gr. 4-8)) • Compare aspects or features of various cultural communities (as presented in *print, visual arts, films, and videos*). (FL 4.10); (MELA-O C⁵, F⁴, V⁴, G⁴); (FL 4.14); (¤5.8, 5.12, 5.14 (Gr. 2-3); ¤4.7, 4.9 (Gr. 4-8))	• Compare, contrast, and exchange opinions in discussions on issues that are of contemporary or historical interest and represent a variety of cultural perspectives. (FL 6.10); (MELA-O C⁵); (SSALD R/E 1.27, 1.28; F 3.12, 3.13 (Gr. 4-12); (¤4.12, 5.10 (Gr. K-1); ¤5.6, 5.14 (Gr. 2-3); ¤4.8, 4.9, (Gr. 4-8)) • Identify and analyze cultural perspectives in literature, popular periodicals, music, theater, visual arts, commercials, films, and videos. (FL 4.17); (MELA-O C⁵. V⁵); (¤5.14 (Gr. 2-3); ¤4.9 (Gr. 4-8)) • Describe and discuss how conflicts in points of view and proposed resolutions reflect cultural and individual perspectives. (FL 4.22); (MELA-O C⁵, V⁵); (SSALD R/E 1.27; F 3.12, 3.13 (Gr. 4-12); (¤4.12 (Gr. K-1); ¤4.15, 5.14 (Gr. 2-3); ¤3.5, 4.9 (Gr. 4-8))

Strategies	**Strategies**	**Strategies**	**Strategies**
• Observe and imitate how others speak and behave in various setting. (MELA-O C³, V³); (SSALD R 1.27, FL 3.12, 3.13); (¤4.12, 4.13, 5.11, 5.6, 5.10 (Gr. K-1); ¤5.1, 5.2, 4.11, 5.5, 5.6, 5.11 (Gr. 2-3); ¤3.5, 3.7,4.1,4.2, 4.6, 4.7, 4.8 (Gr. 4-8)) • Request help, feedback, and clarification. (FL 1.9); (MELA-O C³); (SSALD R 1.26, 1.28, FL 3.5, 3.12, 3.13); (¤4.13 (Gr. K-1); ¤4.15 (Gr. 2-3); ¤3.5,6 (Gr. 4-8)) • Rehearse ways of speaking (such as *formal/informal*) that are appropriate to audience and purpose. (MELA-O C², V²); (SSALD RE 1.6, 1.26, 1.27 FL 3.12, 3.13 (Gr. 4-12)); (¤4.13, 5.7, 5.8,5.10, 5.11 (Gr. K-1); ¤4.14, 4.15, 5.4, 5.5, 5.6 (Gr. 2-3); ¤3.5, 3.7, 4.6, 4.8 (Gr. 4-8))	• Request help, feedback, and clarification. (FL 1.9); (MELA-O C², V²); (SSALD R 1.26, 1.28, FL 3.5, 3.12, 3.13); (¤4.13 (Gr. K-1)); (¤4.15 (Gr. 2-3)); (¤3.5, 3.6 (Gr. 4-8)) • Rehearse ways of speaking (such as *formal/informal*) that are appropriate to audience and purpose. (MELA-O C², V²) (SSALD RE 1.6, 1.26, 1.27 FL 3.12, 3.13 (4-12)); (¤4.12, 4.13, 5.7, 5.8,5.10, 5.11 (Gr. K-1); ¤4.14, 4.15, 5.4, 5.5, 5.6 (Gr. 2-3); ¤3.5, 3.7, 4.6, 4.8 (Gr. 4-8))	• Request, clarify, and restate information to enhance understanding in social interactions. (FL 1.9); (MELA-O C⁴, F⁴); (SSALD F 3.5; R/E 1.27, 1.28 (Gr. 4-12); (¤4.12, 4.13,5.10 (Gr.K-1); ¤4.14, 4.15, 5.4, 5.5, 5.6 5.11 (Gr. 2-3); ¤3.5, 3.6, 3.7, 4.6, 4.8 4.10 (Gr. 4-8))	• Rephrase ideas and thoughts orally to clarify meaning in social interactions. (FL 1.21); (MELA-O V⁴); (SSALD F 3.12, 3.13 (Gr. 4-12); (5.9, 5.10, 5.11 (Gr. K-1); ¤4.15, 5.11 (Gr. 2-3); ¤3.4, 3.6, 3.7, 4.6, 4.7, 4.8, 4.10 (Gr. 4-8))

S.3 Academic Interaction: Students will comprehend and communicate orally, using spoken English to participate in academic settings.

Beginning	Early Intermediate	Intermediate	Transitioning
LAU Categories A¹ and A²	LAU Categories B¹ and B²	LAU Category C¹	LAU Category C²
MELA-O: 0 0 - 1 1	MELA-O: 1 1 – 2 2	MELA-O: 2 2 – 3 3	MELA-O: 4 4 - 5 5
Comprehension • Demonstrate comprehension of oral directions that include visual cues. (FL 2.1); (MELA-O C¹); (SSALD R 1.1, 1.2, 1.3, 1.4, 1.8, 1.9, 1.10 FL 3.3; R/E 1.20; FL 3.12, 3.13) • Demonstrate comprehension of one-step oral directions. (FL 2.1); (MELA-O C¹); (SSALD R 1.1; FL 3.12, 3.13 (Gr. 4-12)) • Demonstrate understanding when simple information is given. (FL 2.4); (MELA-O C¹); (SSALD R 1.1, 1.3; FL 3.3; FL 3.16 (Gr. 4-12)) • Identify the characters and setting of a story that is	**Comprehension** • Demonstrate comprehension of a simple story or poem that is heard using prior knowledge or visual cues. (MELA-O C²); (SSALD R 1.11, 1.17; E 2.15; R/E 1.25, 3.17 (Gr. 4-12)) • Identify the beginning, middle, and end of a story that is heard. (ELA 8.7); (SSALD R 1.12; FL 3.7) • Identify important information about academic content, using prior knowledge and/or visual cues as needed. (SSALD R/E 1.27; FL 3.12, 3.13 (Gr. 4-12)); (¤4.12 (Gr. K-1); ¤4.14	**Comprehension** • Demonstrate comprehension of oral questions that are based on academic content. (SSALD R/E 1.27; FL 3.12, 3.13 (Gr. 4-12)); (¤4.12 (Gr. K-1); ¤4.14 (Gr. 2-3); ¤3.5 (Gr. 4-8)) • Identify details that support a main idea in a literary or informational text that is heard. (ELA 8.14); (MELA-O C⁴, V⁴); (SSALD F 3.18 (Gr. 4-12)) • Demonstrate comprehension of specific information heard in an academic context. (MELA-O C⁵, V⁴); (SSALD R 1.11, 1.18; R/E 1.25; F 3.17, 3.18 (Gr. 4-12); (¤4.13 (Gr. K-1); ¤4.15	**Comprehension** • Demonstrate comprehension of inferential or abstract questions that are based on academic content. (MELA-O C⁵, V⁵); (SSALD R 1.18; R/E 1.27); (¤4.12 Gr. K-1)); (¤4.14 (Gr. 2-3); ¤3.5 (Gr. 4-8)) • Demonstrate comprehension of the use of referents (such as *pronouns, demonstrative adjectives*) in academic discourse. (MELA-O C⁵, V⁵); (SSALD R 1.8, 1.9, 1.10, 1.13, 1.14; E 2.9, 2.12, 2.14; R/E 1.21, 1.22, 1.24; F 3.15 (Gr. 4-12); (¤4.13 (Gr. K-1)); (¤4.15 (Gr. 2-3); ¤3.6, 7.1-7.8 (Gr. 4-8))

heard. (ELA 12.1) • Demonstrate comprehension of oral questions on academic content that require short answers. (SSALD E 2.11; FL 3.12, 3.13 (Gr. 4-12)) • Demonstrate comprehension of simple sentences, including statements, questions, and commands, when spoken slowly, and with repetitions as needed, (MELA-O C[2]); (SSALD R 1.1, 1.3, 1.6, 1.8, 1.9, 1.10; E 2.7, 2.8; FL 3.3, 3.7, 3.9); (¤4.8 (Gr. K-1); ¤4.8 (Gr. 2-3)) • Demonstrate comprehension of oral, multiple step directions. (MELA-O C[1]); (SSALD R 1.1, 1.3; FL 3.3; R/E 1.20, FL 3.13 (Gr. 4-12))	(Gr. 2-3); ¤3.5 (Gr. 4-8)) • Identify a main event from a story that is heard. (ELA 8.2) (MELA-O C[3]); (SSALD R 1.11, 1.17; R/E 1.25; FL 3.17, 3.18 (Gr. 4-12)) • Demonstrate comprehension of the main points of classroom discussions. (¤4.8 (Gr. 4-8)) • Identify the topics and organizations structures of lecture-style presentations. (SSALD 3.12, 3.13 (Gr. 4-12)) • Demonstrate comprehension of classroom discussions and interactions when clarification is given. (MELA-O C[3]); (SSALD R 1.11; R/E 1.27; FL 3.19 (Gr. 4-12); (¤4.12 (Gr. K-1); ¤4.14 (Gr. 2-3); ¤3.5, 4.8 (Gr. 4-8))	(Gr. 2-3); ¤3.6 (Gr. 4-8)) • Demonstrate comprehension of content explanation without concrete referents. • Distinguish irrelevant information (such *as jokes, asides, anecdotes*) from important information in lecture-style presentations. (MELA-O C[5]); (SSALD R/E 1.27 (Gr. 4-12)); (¤4.12 (Gr. K-1); ¤4.14 (Gr. 2-3); ¤3.5 (Gr.4-8))	• Demonstrate comprehension of transition words and phrases (such as *furthermore, otherwise, likewise, instead, in any case*) that connect ideas in extended academic discourse. (MELA-O C[5], V[5]); (SSALD F 3.12, 3.13 (Gr. 4-12)); (¤4.13 (Gr. K-1); ¤4.15 (Gr. 2-3); ¤3.6 (Gr. 4-8)) • Demonstrate comprehension of the attitude of a speaker toward subject matter. (MELA-O C[5]); (SSALD R 1.18; R/E 1.27; ¤4.12 (Gr. K-1); ¤4.14 (Gr. 2-3); ¤3.5 (Gr. 4-8)) • Demonstrate comprehension of specialized language structures from varied academic content (*such as frequent use of passive voice in science; frequent use of specialized vocabulary to refer to abstract concepts and frequents use of pronouns in history/social science)* (MELA-O C[5], F[5], V[5], P[5], G[5]); (SSALD (all skills)) • Demonstrate comprehension of classroom discussions, extended classroom discourse, and other academic interactions that include basic and complex sentence structures. (MELA-O C[5], F[5], V[5], P[5], G[5]); (SSALD all skills))
Communication • Give one-step direction. (SSALD FL 3.4, 3.6, FL 3.14 (4-12)) • Make and respond to oral request. (FL 1.4); (¤4.13 (Gr. K-1)) • Express confusion. (MELA-O (Level 0); (¤4.8 (Gr. K-1); ¤4.6 (Gr.2-3); ¤3.2 (Gr. 4-8)) • Respond to questions to clarify information. (MELA-O C[1]); (SSALD FL 3.5, FL 3.12, 3.13 (Gr. 4-12); (¤4.15 (Gr. 2-3); ¤3.6 (Gr. 4-8)) • Respond to questions (*who? what? where? when?*) based on a text that is heard. (ELA 8.15); (SSALD R 1.8, R/E 1.25 FL 3.19 (Gr. 4-12)); (¤5.5 (Gr. 4-8)) • Restate a main event from a story that is heard. (ELA 8.7); (SSALD R 1.17, FL 3.17 (Gr. 4-12)) • Respond briefly to questions on academic content. (MELA-O V[2]); (SSALD FL 3.12, 3.13 (Gr. 4-12))	**Communication** • Retell events in a simple or familiar story using relevant words and phrases. (MELA-O V[2], F[3]); (SSALD R 1.11; E 2.15; R/E 1.25; FL 3.18 (Gr.4-12) • Retell steps of a process in logical order. (FL 3.6); (MELA-O V[3]); (SSALD E 2.15 (2-3); FL 3.7; R/E 1.28 (Gr. 4-12)) • Ask and respond to questions to clarify information. (FL 1.9); (MELA-O C[1]); (SSALD FL 3.5, FL 3.12, 3.13 (Gr. 4-12); (¤4.15 (Gr. 2-3); ¤3.6 (Gr. 4-8)) • Ask and respond to questions (who? what? where? when?) based on a text that is heard. (ELA 8.15); (SSALD R 1.8, R/E 1.25 FL 3.19 (Gr. 4-12); (¤5.5 (Gr. 4-8)) • Retell the beginning, middle, and end of a story that is heard. (ELA 12.1); (MELA-O C[1]); (SSALD FL 3.5, FL 3.12, 3.13 (Gr. 4-12); (¤4.15 (Gr. 2-3); ¤3.6 (Gr. 4-8)) • Compare and contrast information orally. (SSALD E 2.16 (Gr. 2-3)); (¤5.14 (Gr.2-3); ¤4.9 (GR.4-8)) • Make predictions or inferences based on a story or information that has been heard. (SSALD R 1.18)	**Communication** • Participate in reaching consensus in groups. (FL 1.18) (MELA-O C[5]); (SSALD R/E 1.27; ¤5.8, 5.10, 4.12 (Gr. K-1); ¤4.6, 4.8,4.14; 5.6, (Gr. 2-3); ¤3.5, 4.6, 4.8, 4.10 (Gr. 4-8)) • Respond to factual and inferential questions that are based on academic content. (SSALD R 1.18; F 3.12, 3.13, 3.19 (4-12)) • Describe how two things within a given academic content are alike or different. (MELA-O C[5]); (SSALD E 2.16, R/E 1.27 (Gr. 4-12); (¤4.6, 4.8, 4.14 (Gr. 2-3); ¤3.5, 4.8, 4.10 (Gr. 4-8)) • Summarize a story orally. (MELA-O V[4], P[4,] F[4]); (SSALD E 2.15) • State a position and support/justify it. (FL 1.22); (MELA-O F[4], P[4], V[4]); (SSALD F 3.7, 3.9; R/E 1.27); (¤4.12 (Gr. K-1); ¤4.14 (Gr. 2-3); ¤3.5, 4.10 (Gr. 4-8)) • Participate in classroom discussions and activities, when frequent clarification is given. (MELA-O P[3]); (SSALD F 3.8; F 3.12 (Gr. 4-12); (¤5.5, 5.6 (Gr. 2-3); ¤4.8 (Gr. 4-8)) • Summarize information that is heard during a class or lesson. (ELA 2.5); (MELA-O V[4], P[4,] F[4]); (SSALD E 2.15)	**Communication** • Elaborate on and extend other people's ideas using extended discourse. (MELA-O C[5], F[4], V[5]); (SSALD R 1.18 F 3.7, 3.9; R/E 1.27; F 3.12, 3.13 (Gr. 4-12)); (¤4.12, 4.13, 5.10 (Gr. K-1); ¤4.14, 4.15, 5.15, 5.16 (Gr. 2-3); ¤3.6, 3.7, 4.6, 4.8 (Gr. 4-8)) • Use extended discourse to report information heard in lectures-style presentations. (MELA-O C[5], F[4], V[5]); (SSALD R 1.18, F 3.7, 3.9; R/E 1.27; F 3.12, 3.13 (4-12); (¤4.12, 4.13, 5.10 (Gr. K-1); ¤4.14, 4.15, 5.15, 5.16 (Gr. 2-3); ¤3.6, 3.7, 4.6, 4.8 (Gr. 4-8)) • Critique information that is heard in extended discourse (such as *television, radio, lecture-type presentation*). (FL 3.20); (MELA-O C[5], F[4], V[5]); (SSALD R 1.18, F 3.7, 3.9; R/E 1.27; F 3.12, 3.13 (Gr. 4-12)); (¤4.12, 4.13, 5.10 (Gr. K-1); ¤4.14, 4.15, 5.15, 5.16 (Gr. 2-3); ¤3.6, 3.7, 4.6, 4.8 (Gr. 4-8)) • Support a conclusion or finding by stating facts or logical reasons. (MELA-O C[5], V[5]); (SSALD F 3.9; F 3.18, 3.19 (Gr. 4-12)); (¤4.13 (Gr. K-1); ¤4.15 (Gr. 2-3); ¤3.6 (Gr. 4-8)) • Participate in classroom discussions and other academic interactions, using basic and complex sentence structures and addressing abstract topics. (MELA-O C[5], F[4], V[5], G[4]); (SSALD R 1.18, F 3.7, 3.9; R/E 1.27; F 3.12, 3.13 (Gr. 4-12)); (¤4.12, 4.13, 5.10 (Gr. K-1); ¤4.14, 4.15, 5.15, 5.16 (Gr. 2-3); ¤3.6, 3.7, 4.6, 4.8 7.1-7.8 (Gr. 4-8))
Culturally Appropriate Language • Identify and follow classroom expectations and conventions (such as *raising hand, taking turns*). (ELA 1.1); (¤5.11 (Gr. K-1); ¤5.2, 5.12 (Gr. 2-3); ¤4.2, 4.3, 4.7 (Gr. 4-8)) • Use appropriate words, phrases, and expressions to interact with peers and adults. (MELA-O V[3]); (¤5.7, 5.8, (Gr. K-1) ¤5.2, 5.4, 5.6 (Gr. 2-3) ¤3.6, 3.7 (Gr. 4-8)) • Participate in small-group activities, playing a specified	**Culturally Appropriate Language** • Participate orally in class activities, using appropriate words, phrases, and expressions. (MELA-O V[1], F[2]); (¤5.10 (Gr. K-1); ¤5.5, 5.6 (Gr. 2-3); ¤4.6, 4.8 (Gr. 4-8)) • Participate in small-group activities, playing a specified role. (ELA 1.3) (MELA-O C[2], V[2]); (SSALD FL 3.12, 3.13, 3.16 (Gr. 4-12); (¤4.11, 5.6, 5.8, 5.11, (Gr. K-1); ¤ 4.5, 5.5,, 5.6 (Gr. 2-3); ¤3.6, 4.10 (Gr. 4-8)) • Demonstrate comprehension of agreed-upon rules (such	**Culturally Appropriate Language** • Participate orally in class activities, using appropriate words, phrases, and expressions. (MELA-O V[3], F[3]); (¤5.10 (Gr. K-1) ¤5.5, 5.6 (Gr. 2-3); ¤4.6, 4.8 (Gr. 4-8)) • Participate in small-group activities, playing a specified role (ELA 1.3); (MELA-O C[2], V[2]); (SSALD FL 3.12, 3.13, 3.16 (4-8)); ¤4.11, 5.6, 5.8, 5.11, (Gr. K-1) ¤4.5, 5.5, 5.6 (Gr. 2-3) ¤3.6, 4.10 (Gr. 4-8)) • Demonstrate comprehension of agreed-upon rules (such	**Culturally Appropriate Language** • Employ varying degrees of formality in language as appropriate to audience and purpose. (MELA-O F[5], V[5]) (SSALD F 3.12, 3.13 (4-12); ¤4.13, 5.7, 5.8, 5.10 (Gr. K-1); ¤4.15, 5.6 (Gr. 2-3); ¤3.6, 3.7, 4.6 (Gr. 4-8))

Beginning	Early Intermediate	Intermediate	Transitioning
role (ELA 1.3); (MELA-O C[1], V[1]); (SSALD FL 3.12, 3.13, 3.16 (Gr. 4-12); (¤4.11, 5.6, 5.8, 5.11, (Gr. K-1) ¤ 4.5, 5.5,, 5.6 (Gr. 2-3) ¤3.6, 4.10 (Gr. 4-8)) • Demonstrate comprehension of agreed-upon rules (such as *taking turns*) for small-group decision making (ELA 1.3); (MELA-O C[1], V[1])	as *taking turns*) for small-group decision making. (ELA 1.3) ; (MELA-O C[2], V[2])	as *taking turns*) for small-group decision making (ELA 1.3); (MELA-O C[2], V[2])	
Grammar/Syntax • Use familiar phrases and expressions when speaking with simple grammar patterns. (MELA-O F[1], G[1])	**Grammar/Syntax** • Use familiar phrases and statements when speaking with basic grammar patterns. (MELA-O F[2], G[2]); (SSALD E 2.10, 2.14; FL 3.13, 3.15 (4-12))	**Grammar/Syntax** • Express original statement in classroom discussions, using basic and complex sentence structures related to academic topics. (MELA-O F[3], G[3]); (SSALD E 2.10, ¤7.1-7.8 (Gr. 4-8))	**Grammar/Syntax** • Employ selected specialized language structures from varied academic areas (such as *use of the passive voice in science*). (MELA-O C[5], F[5], V[5], P[5], G[5]); (SSALD (All skills)) • Give examples of how the English language has developed and been influenced by other languages. (ELA 5.33)
Strategies • Identify verbal and nonverbal cues to determine when to focus attention. (MELA-O C[1]); (SSALD R 1.1, 1.3; FL 3.3; RE 1.20; FL 3.12, 3.16 (Gr. 4-12)) • Identify whom to consult for assistance.(SSALD E 2.7; R/E 1.27 (Gr. 4-12); (¤3.5 (Gr. 4-8))	**Strategies** • Connect new information to prior knowledge. • Ask questions to clarify meaning in an academic context. (MELA-O V[2,] F[2], P[2]); (SSALD F 3.5; R/E 1.28 (4-12); (¤4.13 (Gr. K-1); ¤4.15 (Gr. 2-3); ¤3.6 (Gr. 4-8))	**Strategies** • Compare grammatical constructions (such as *tense, gender, subject-verb agreement*) in English and the student's first language. (MELA-O G[4]); (FL 5); (SSALD R 1.8, 1.9, 1.10, 1.13, 1.14; E 2.8-2.12, 2.14; R/E 1.21-1.24; F 3.13, 3.15 (4-8); 7.1-7.8 (Gr. 4-8)) • Take notes (using graphic organizers) while listening for specific information. (SSALD R 1.11; R/E 1.25; F 3.18 (Gr. 4-12); (¤9.6 (Gr. 4-8))	**Strategies** • Identify differences between oral and written patterns. (ELA 6.6); (MELA-O C[5], F[5], V[5], P[5], G[5]); (SSALD R/E 1.27; F 3.12, 3.13 (4-12); ¤4.12, 4.13, 5.7, 5.8, 5.10 (Gr. K-1); ¤4.14, 4.15, 5.4, 5.6 (Gr. 2-3); ¤3.5, 3.6, 3.7, 4.6, 4.8, (Gr. 4-8)) • Explain the thinking processes used (such as *solving math story problems, using the scientific process*) in academic content areas. (MELA-O C[5], F[5], V[5], P[5], G[5])

S.4 Presentation: Students will present information orally and participate in performances in English that demonstrate appropriate consideration of audience, purpose, and information to be conveyed.

Beginning	Early Intermediate	Intermediate	Transitioning
LAU Categories A[1] and A[2]	LAU Categories B[1] and B[2]	LAU Category C[1]	LAU Category C[2]
MELA-O: 0 0 -1 1	MELA-O: 1 1 – 2 2	MELA-O: 2 2 – 3 3	MELA-O: 4 4 – 5 5
Comprehension • Practice, rehearse, and orally present information about personal experiences or interest, using visual cues as needed. (ELA 3.1); (MELA-O V[2]); (¤4.1-4.11 (Gr. K-1); ¤4.1-4.9 (Gr. 2-3); ¤3.1-3.4 4.4 (Gr. 4-8)) • Maintain focus on a topic during an oral presentation. (ELA 3.2)	**Comprehension** • Plan, rehearse, and orally present information about personal experiences or interest, using visual cues as needed. (ELA 3.1); (MELA-O V[2]); (¤4.1-4.11 (Gr. K-1); ¤4.1-4.9 (Gr. 2-3); ¤3.1-3.4 4.4 (Gr. 4-8)) • Maintain focus on a topic during an oral presentation. (ELA 3.2)	**Comprehension** • Maintain focus on a topic during an oral presentation. (ELA 3.2)	**Comprehension** • Maintain focus on a topic during an oral presentation. (ELA 3.2)
Communication • Rehearse and dramatize stories, plays, and poems, using eye contact and voice volume appropriate for an identified audience. (ELA 18.1); (FL 4.6); (MELA-O V[2], F[2]); (SSALD R 1.6, 1.12; E 2.15; FL 3.12, 3.13 (4-12) • Plan, rehearse, and orally present information about personal experiences or interest, using visual cues as needed. (ELA 3.1); (MELA-O V[2]); (¤4.1-4.11 (Gr. K-1); ¤4.1-4.9 (Gr. 2-3); ¤3.1-3.4 4.4 (Gr. 4-8))	**Communication** • Plan, rehearse, and orally present information in a brief report, using visual cues. (FL 3.6); (MELA-O V[3]); (SSALD FL 3.5; R/E 1.27, 1.28; FL 3.13, 3.17, 3.18 (Gr. 4-12)) • Rehearse and dramatize stories, plays, and poems, using eye contact and voice volume appropriate for an identified audience. (ELA 18.1); (FL 4.6); (MELA-O V[2], F[2]) (SSALD R 1.6, 1.12; E 2.15; FL 3.12, 3.13 (4-12)	**Communication** • Make informal oral presentations that have recognizable organization (such as *sequence, summary*). (ELA 3.5) (MELA-O V[2]) • Use teacher-developed assessment criteria to prepare oral presentations. (ELA 3.7); (MELA-O C[5], F[5], V[5], P[5], G[5]) • Rehearse and dramatize stories, plays, and poems, using eye contact and voice volume appropriate for an identified audience. (ELA 18.1) (FL 4.6); (MELA-O V[2], F[2])	**Communication** • Use teacher-developed assessment criteria to prepare oral presentations. (ELA 3.7); (MELA-O C[5], F[5], V[5], P[5], G[5]) • Give formal oral presentation that focus on specified academic content, using appropriate vocabulary and syntax, recognizable organization, clear pronunciation, eye contact, and appropriate volume and intonation. (ELA 3.4); (MELA-O C[5], F[5], V[5], P[5], G[5]); (SSALD (All Skills)) • Rehearse and dramatize stories, plays, and poems, using

		(SSALD R 1.6, 1.12; E 2.15; FL 3.12, 3.13 (4-12))	eye contact and voice volume appropriate for an identified audience. (ELA 18.1); (FL 4.6); (MELA-O V^2, F^2) (SSALD R 1.6, 1.12; E 2.15; FL 3.12, 3.13 (4-12))
Culturally Appropriate Language • Practice and dramatize stories, plays, and poems using pace, visual aids, and gestures. (MELA-O C^1, F^1, V^1, P^1, G^1); (SSALD R 1.27); (¤4.12, 4.13, 5.7, 5.8, 5.11 (Gr. K-1); ¤4.14, 4.15, 5.4, 5.7, 5.12 (Gr. 2-3); ¤3.5, 3.6, 3.7, 4.6, 4.7, 4.8 (Gr. 4-8))	**Culturally Appropriate Language** • Plan delivery of an oral presentation, using pace, visual aids, and gestures. (ELA 3.8, 3.12, 3.17); (MELA-O C^3, F^3, V^3, P^3, G^5); (SSALD R 1.27); (¤4.12, 4.13, 5.7, 5.8, 5.11 (Gr. K-1); ¤4.14, 4.15, 5.4, 5.7, 5.12 (Gr. 2-3); ¤3.5, 3.6, 3.7, 4.6, 4.7, 4.8 (Gr. 4-8)) • Plan, rehearse, and orally present information on planned activities or cultural topics. (FL 3.11); (MELA-O V^3); (SSALD FL 3.5; R/E 1.27, 1.28; FL 3.13, 3.17, 3.18 (Gr. 4-12); (¤5.14 (Gr.K-1); ¤4.9 (Gr. 4-8))	**Culturally Appropriate Language** • Express an opinion on a literary text or film in an organized way, using supporting details. (ELA 3.6); (MELA-O G^4, F^4, V^4, P^4); (SSALD R/E 1.27; F 3.12, 3.13, 3.18 (Gr. 4-12); (¤4.12 (Gr. K-1); ¤4.14 (Gr. 2-3); ¤3.6, 4.10 (Gr. 4-8)) • Plan delivery of an oral presentation, using pace, visual aids, and gestures. (ELA 3.8, 3.12, 3.17); (MELA-O C^4, F^4, V^4, P^4, G^4); (SSALD R 1.27); (¤4.12, 4.13, 5.7, 5.8, 5.11 (Gr. K-1); ¤4.14, 4.15, 5.4, 5.7, 5.12 (Gr. 2-3); ¤3.5, 3.6, 3.7, 4.6, 4.7, 4.8 (Gr. 4-8))	**Culturally Appropriate Language** • Plan delivery of an oral presentation, using pace, visual aids, and gestures. (ELA 3.8, 3.12, 3.17); (MELA-O C^5, F^5, V^5, P^5, G^5); (SSALD R 1.27); (¤4.12, 4.13, 5.7, 5.8, 5.11 (Gr. K-1); ¤4.14, 4.15, 5.4, 5.7, 5.12 (Gr. 2-3); ¤3.5, 3.6, 3.7, 4.6, 4.7, 4.8 (Gr. 4-8)) • Participate in performances, following agreed-upon criteria for audience, purpose, and information to be conveyed. (ELA 25.3); (MELA-O C^4, V^4, P^4); (SSALD R/E 1.27; F 3.12, 3.13 (Gr. 4-12); (¤4.12, 4.13 Gr. K-1); ¤3.5, 3.6, 3.7, 4.8, 4.10 (Gr. 4-8)) • Present an organized oral interpretation of a literary text, film, or dramatic production. (ELA 3.10); (MELA-O C^5, F^4, V^4, P^4, G^4); (SSALD R 1.18; R/E 1.27; F 3.12, 3.13 (4-12); ¤4.12, 4.13 (Gr. K-1); ¤4.14, 4.14 (Gr. 2-3); ¤3.5, 3.6 (Gr. 4-8))
Grammar/Syntax • Use beginning oral communication skills before audience which may include speaking in complete sentences with nearly appropriate grammar and syntax.	**Grammar/Syntax** • Use effective oral communication skills before audience which may includes speaking in complete sentences with appropriate grammar and syntax, speaking clearly and distinctly.	**Grammar/Syntax** • Use clear, concise, organized language before an audience with appropriate grammar and syntax and demonstrate artistic techniques (such as *dramatic opening statement*).	**Grammar/Syntax** • Employ appropriate techniques (such *as dramatic opening statement, question*) for oral presentation. (ELA 3.11); (MELA-O C^5, F^4, V^4, P^4); (SSALD E 2.10; F 3.12, 3.13, 3.17, 3.18); (¤4.13 (Gr. K-1); ¤4.15 (Gr. 2-3); ¤3.6, 4.10 (Gr. 4-8)) • Present information orally, using an appropriate degree of formality for the audience and setting. (ELA 3.14)
Strategies • Comprehend and answer questions following a presentation. (MELA-O C^4, F^4, V^4, P^4, G^5); (SSALD E 2.11, 2.14; F 3.7, 3.9; F 3.12 (Gr. 4-12); (¤4.13 (Gr. K-1); ¤4.15 (Gr. 2-3); ¤ 3.6 4.8 (Gr. 4-8))	**Strategies** • Comprehend and answer questions following a presentation. (MELA-O C^4, F^4, V^4, P^4, G^5); (SSALD E 2.11, 2.14; F 3.7, 3.9; F 3.12 (Gr. 4-12); (¤4.13 (Gr. K-1); ¤4.15 (Gr. 2-3); ¤ 3.6 4.8 (Gr. 4-8))	**Strategies** • Plan and revise oral presentations, considering the audience, purpose, and information to be conveyed. (MELA-O C^4, F^4, V^4, P^4); and (SSALD R/E 1.27; F 3.12, 3.13 (Gr. 4-12); (¤4.12, 4.13 Gr. K-1); ¤3.5, 3.6, 3.7, 4.8, 4.10 (Gr. 4-8)) • Participate in creating scoring guides based on designated categories and use them to prepare, assess, and revise oral presentations. (ELA 3.7, 3.13, 25.4) • Comprehend and answer questions following a presentation. (MELA-O C^4, F^4, V^4, P^4, G^5); (SSALD E 2.11, 2.14; F 3.7, 3.9; F 3.12 (Gr. 4-12); (¤4.13 (Gr. K-1); ¤4.15 (Gr. 2-3); ¤3.6, 4.8 (Gr. 4-8))	**Strategies** • Plan and revise oral presentations, considering the audience, purpose, and information to be conveyed. (MELA-O C^4, F^4, V^4, P^4); (SSALD R/E 1.27; F 3.12, 3.13 (Gr.. 4-12); (¤4.12, 4.13 Gr. K-1); ¤3.5, 3.6, 3.7, 4.8, 4.10 (Gr. 4-8)) • Create a scoring guide and use it to prepare, improve, and assess oral presentations. (ELA 3.16) • Comprehend and answer questions following a presentation. (MELA-O C^4, F^4, V^4, P^4, G^5); (SSALD E 2.11, 2.14; F 3.7, 3.9; F 3.12 (Gr. 4-12); (¤4.13 (Gr. K-1); ¤4.15 (Gr. 2-3); ¤ 3.6 4.8 (Gr. 4-8))

READING
Grades 9 – 12

Cambridge Public School District - Bilingual and English Language Acquisition Department

Braiding the English Language Proficiency Benchmarks and Outcomes for ELL and the SSALD – <u>Reading: Grades 9 - 12</u>

Foreign Language (FL), English Language Arts (ELA), The Cambridge Step By Step Assessment to Language Dominance (SSALD), ¤Social, Affective and Cognitive Student Profile Checklist

R.1 Vocabulary and Syntax in Print: Students will acquire English vocabulary and apply knowledge of correct syntax to comprehend written text.

Beginning	Early Intermediate	Intermediate	Transitioning
LAU Categories A^1 and A^2	LAU Categories B^1 and B^2	LAU Categories C^1	LAU Categories C^2
Essential Vocabulary • Read words previously learned from grade-level content. (SSALD 3.11, 3.13, 3.16 (4-12)); (¤5.2, 5.7) • Read previously learned words that have been classified by themes or topics. (SSALD 3.11, 3.13, 3.16 (4-12)); (¤5.2, 5.7) • Read frequently used sight words (such as those from *word list*). (SSALD 3.11, 3.13, 3.16 (4-12)); (¤5.2, 5.7) • Read frequently used sight phrases (such as *prepositional phrases*). (SSALD 3.11, 3.13, 3.16 (4-12)); (¤5.2, 5.7, 7.5, 7.8) • Read frequently used idioms and phrases. (SSALD 3.20 (4-12)); (SSALD 3.11, 3.13, 3.16 (4-12)); (¤5.2, 5.7) • Spell previously learned sight words and phrases. (¤6.1, 6.2, 6.3, 6.4, 6.5, 6.6, 6.7, 6.8) • Acquire new words and phrases by determining their relationships to other words. (link to ELA 4.26); (SSALD 1.27, 3.13, R/W 5.9 (4-12)); (¤5.9, 5.10, 6.9)	**Essential Vocabulary** • Learn prefixes and suffixes and create a list of new words. (¤6.7) • Recognize and use new vocabulary words related to content areas. (SSALD 3.13 (4-12)) • Develop a practical approach to essential vocabulary for survival skills. (SSALD 1.19, 1.27, 1.28, 3.12, 3.13, 3.16, R/W 5.9 (4-12)); (¤5.5, 5.8, 5.9) • Use synonyms and antonyms to determine word meaning. (¤5.7) • Acquire new words and phrases by determining their relationships to other words. (link to ELA 4.26); (SSALD 1.27, 3.13, R/W 5.9 (4-12)); (¤5.9, 5.10, 6.9)	**Essential Vocabulary** • Learn prefixes and suffixes and create a list of new words. (¤6.7) • Recognize and use new vocabulary words related to content areas. (SSALD 3.13 (4-12)) • Develop a practical approach to essential vocabulary for survival skills. (SSALD 1.19, 1.27, 1.28, 3.12, 3.13, 3.16, R/W 5.9 (4-12)); (¤5.5, 5.8, 5.9) • Use synonyms and antonyms to determine word meaning. (¤5.7) • Acquire new words and phrases by determining their relationships to other words. (link to ELA 4.26); (SSALD 1.27, 3.13, R/W 5.9 (4-12)); (¤5.9, 5.10, 6.9)	**Essential Vocabulary** • Mastery of advance vocabulary for a variety of writing techniques (such as *research paper, expository, writing, resumes, creative writing*). (¤7.0 (all skills)), 8.2, 8.3, 8.4, 8.11, 9.3, 9.4, 9.5, 9.6, 9.7) • Draw upon advance knowledge to apply vocabulary to real life situations including areas related to continuing education. (¤9.5, 9.6, 9.7, 9.9) • Use synonyms and antonyms to determine word meaning. (¤5.7) • Acquire new words and phrases by determining their relationships to other words. (link to ELA 4.26); (SSALD 1.27, 3.13, R/W 5.9 (4-12)); (¤5.9, 5.10, 6.9)

Outcome: Read, understand, and spell previously learned specific, technical, and/or abstract words and phrases of grade-level, academic content.

Beginning	Early Intermediate	Intermediate	Transitioning
Word Analysis • Use knowledge of prefixes and suffixes to determine word meaning. (ELA 4.21); (¤6.7) • Identify words from other languages (such as *guru, maestro, baton, aloha, pronto*) that have been adopted in English. (ELA 5.8; FL 5.10); (¤4.9, 4.11) • Use general dictionaries, specialized dictionaries, thesauruses, or related references tools to increase learning. (ELA 4.25); (¤9.4)	**Word Analysis** • Use knowledge of prefixes and suffixes to determine word meaning. (link to ELA 4.21); (¤6.7) • Identify words from other languages (such as *guru, maestro, baton, aloha, pronto*) that have been adopted in English. (ELA 5.8; FL 5.10); (¤4.9, 4.11) • Use general dictionaries, specialized dictionaries, thesauruses, or related references tools to increase learning. (ELA 4.25); (¤9.4)	**Word Analysis** • Use knowledge of prefixes and suffixes to determine word meaning. (link to ELA 4.21); (¤6.7) • Identify selected Latin and Greek roots (such as *chronos, auto, hyper, super, trans, circum)* to help determine meanings of unfamiliar words. (ELA 4.21); (¤4.9, 4.11) • Identify words and phrases that have both literal and figurative meanings. (link to ELA 4.23); (¤5.9, 5.11) • Use general dictionaries, specialized dictionaries, thesauruses, or related references tools to increase learning. (ELA 4.25); (¤9.4)	**Word Analysis** • Use knowledge of prefixes and suffixes to determine word meaning. (link to ELA 4.21); (¤6.7) • Identify selected Latin and Greek roots (such as *chronos, auto, hyper, super, trans, circum)* to help determine meanings of unfamiliar words. (ELA 4.21); (¤4.9, 4.11) • Recognize and comprehend words and phrases that have both literal and figurative meanings. (¤5.9, 5.11) • Use general dictionaries, specialized dictionaries, thesauruses, or related references tools to increase learning. (ELA 4.25); (¤9.3, 9.4, 9.5)

Outcome: Apply knowledge of words analysis to expand comprehension of vocabulary found in text.

Word Context	Word Context	Word Context	Word Context
• Use labeled text illustrations, charts, and other graphics to increase comprehension of vocabulary. (ELA 13.2); (SSALD 1.23 (4-12)); (¤9.5, 9.6) • Identify synonyms and antonyms for frequently used words. (ELA 4.6); (¤5.7) • Distinguish the meaning of a homophone (such as *to/too/two*) by identifying the function of the words in its context. (ELA 4.16) • Identify signal words in context clues that indicate word meaning by <u>example</u> or <u>definition</u>. (ELA 4.17); (SSALD 1.27, R/W 5.9 (4-12)); (¤5.9) • Identify and use <u>example</u> and <u>definition</u> context clues to determine meaning of familiar words. (ELA 4.17); (¤9.3, 9.4, 9.5) • Identify signal words in <u>contrast</u> and <u>cause/effect</u> clues to determine the meaning of unfamiliar words. (ELA 4.20); (SSALD 1.27 (4-12)); (¤5.5, 5.6, 5.8)	• Use labeled text illustrations, charts, and other graphics to increase comprehension of vocabulary. (ELA 13.2); (SSALD 1.23 (4-12)); (¤9.5, 9.6) • Identify synonyms and antonyms for frequently used words. (ELA 4.6); (¤5.7) • Distinguish the meaning of a homophone (such as *to/too/two*) by identifying the function of the words in its context. (ELA 4.16) • Identify signal words in context clues that indicate word meaning by <u>example</u> or <u>definition</u>. (ELA 4.17); (SSALD 1.27, R/W 5.9 (4-12)); (¤5.9) • Identify and use <u>example</u> and <u>definition</u> context clues to determine meaning of familiar words. (ELA 4.17); (¤9.3, 9.4, 9.5) • Identify signal words in <u>contrast</u> and <u>cause/effect</u> clues to determine the meaning of unfamiliar words. (ELA 4.20); (SSALD 1.27 (4-12)); (¤5.5, 5.6, 5.8)	• Use labeled text illustrations, charts, and other graphics to increase comprehension of vocabulary. (ELA 13.2); (SSALD 1.23 (4-12)); (¤9.5, 9.6) • Identify synonyms and antonyms for frequently used words. (ELA 4.6); (¤5.7) • Distinguish the meaning of a homophone (such as *to/too/two*) by identifying the function of the words in its context. (ELA 4.16) • Identify signal words in context clues that indicate word meaning by <u>example</u> or <u>definition</u>. (ELA 4.17); (SSALD 1.27, R/W 5.9 (4-12)); (¤5.9) • Identify and use <u>example</u> and <u>definition</u> context clues to determine meaning of familiar words. (ELA 4.17); (¤9.3, 9.4) • Identify signal words in <u>contrast</u> and <u>cause/effect</u> clues to determine the meaning of unfamiliar words. (ELA 4.20); (SSALD 1.27 (4-12)); (¤5.5, 5.6, 5.8) • Identify "*false friends*," words in a student's first language that look the same as words in English but carry different meanings. (SSALD 3.13 (4-12)); (¤4.9, 4.11) • Identify phrases that carry different or specific meanings in specific contexts (*idiomatic expressions*). (Link to FL 5.14); (SSALD 3.20 (4-12)) • Identify words that sound similar but whose meanings differ (such as *cute/acute*).	• Use "*false friends*," words in a student's first language that look the same as words in English but carry different meanings. (SSALD 3.13 (4-12)); (¤4.9, 4.11) • Use phrases that carry different or specific meanings in specific contexts (*idiomatic expressions*). (link to FL 5.14); (SSALD 3.20 (4-12)) • Identify words whose morphological structures can mislead comprehension (such as *nevertheless*). • Identify words whose lexical forms are similar but whose meanings are not (such as *economic/economical*). • Use words that sound similar but whose meanings differ (such as *cute/acute*).

Outcome: Identify words meanings are not readily understood by their context.

Sentence Structure	Sentence Structure	Sentence Structure	Sentence Structure

• Recognize verbs whose definitions change when prepositions are added to them (such as *run over, give in, take on*). (¤7.4, 7.5, 7.8, 7.9)
• Identify verb phrases and verb tenses in sentences. (ELA 5.11); (SSALD 1.24, 3.15 (4-12)); (¤7.4, 7.9)
• Use varied sentence structures (*simple, compound, complex*) as they affect meaning. (ELA 5.18); (¤7.10, 7.11)
• Recognize types of pronouns (such as *reflexive, possessive*) and their functions in context. (SSALD 1.22 (4-12)); (¤7.2)
	• Identify noun, adjectival, and adverbial phrases. (ELA 5.24); (SSALD 1.24, 3.15 (4-12)); (¤7.8, 7.9)
	• Identify coordinate conjunctions that connect ideas within a sentence (such as *not only . . . but also, either . . . or yet, for*). (¤7.6)
	• Use the eight basic parts of speech in the context of a sentence. (ELA 5.9); (¤7.1, 7.2, 7.3,, 7.5, 7.6)
		• Recognize the functions of verbals (such as *participles, gerunds, infinitives*). (ELA 5.25)
		• Identify noun, adjectival, and adverbial phrases. (ELA 5.24); (SSALD 1.24, 3.15 (4-12)); (¤7.8, 7.9)
		• Identify complex noun phrases (groups of words performing grammatically as a single noun) in sentences. (link to ELA 5.26); (¤7.1, 7.2, 7.3, 7.4, 7.5, 7.6, 7.7, 7.8, 7.9)
		• Identify coordinate conjunctions that connect ideas within a sentence (such as *not only . . . but also, either . . . or yet, for*). (¤7.6)
		• Identify structures used in academic content areas, such as
		   - Math: *passive voice, comparative forms*
		   - History/Social Science: *embedded clauses, variety of tense forms to*
			• Recognize the functions of verbals (such *as participles, gerunds, infinitives*). (ELA 5.25)
			• Identify noun, adjectival, and adverbial phrases. (ELA 5.24); (SSALD 1.24, 3.15 (4-12)); (¤7.8, 7.9)
			• Identify complex noun phrases (groups of words performing grammatically as a single noun) in sentences. (link to ELA 5.26); (¤7.1, 7.2, 7.3, 7.4, 7.5, 7.6, 7.7, 7.8, 7.9)
			• Identify coordinate conjunctions that connect ideas within a sentence (such as *not only . . . but also, either . . . or yet, for*). (¤7.6)
			• Identify structures used in academic content areas, such as
			   - Math: *passive voice, comparative forms*
			   - History/Social Science: *embedded clauses, variety of tense forms to*

		describe temporal relationships within text - Science: *passive voice, noun phrases, multiple embeddings, if . . . then structures* (¤8.2, 8.3, 8.4, 8.5, 8.6, 8.7, 8.8, 8.9, 8.10, 8.11, 9.1, 9.2, 9.3, 9.4, 9.5, 9.6, 9.7)	*describe temporal relationships within text* - Science: *passive voice, noun phrases, multiple embeddings, if . . . then structures* (¤8.2, 8.3, 8.4, 8.5, 8.6, 8.7, 8.8, 8.9, 8.10, 8.11, 9.1, 9.2, 9.3, 9.4, 9.5, 9.6, 9.7)

Outcome: Analyze sentence structures that determine the meaning of text. (link to ELA 5.28)

Paragraph Structure	**Paragraph Structure**	**Paragraph Structure**	**Paragraph Structure**
• Locate topic and supporting sentences in an expository paragraph. (ELA 13.13); (SSALD 3.17, 3.18, R/W 5.9 (4-12)); (¤5.1,5.3, 8.3, 8.4) • Identify words and phrases that indicate contrast of ideas in a paragraph (such as *but, however, although*). (¤7.6) • Identify words and phrases that indicate a conclusion in a paragraph (such as *finally, in short*). (SSALD 3.18, 3.19 (4-12)); (¤5.6, 5.8, 5.9)	• Locate topic and supporting sentences in an expository paragraph. (ELA 13.13); (SSALD 3.17, 3.18, R/W 5.9 (4-12)); (¤5.1,5.3, 8.3, 8.4) • Identify words and phrases that indicate contrast of ideas in a paragraph (such as *but, however, although*). (¤7.6) • Identify details that support the topic sentence. (SSALD 1.27, 3.18, R/W 5.9 (4-12))	• Identify the reference word from its referent within a paragraph (such as *nouns from pronouns or demonstrative adjectives*). (¤7.1, 7.2) • Identify words, phrases that compare ideas to others. (SSALD 1.27, 3.18, R/W 5.9 (4-12))	• Identify the reference word from its referent within a paragraph (such as *nouns from pronouns or demonstrative adjectives*). (¤7.1, 7.2) • Discuss examples of ellipsis and structural omission within text (such as *"He went out, (he) looked around, and (he) came back again"*). (SSALD 1.27, R/W 5.9 (4-12)); (¤7.2) • Identify words, phrases that compare ideas to others. (SSALD 1.27, 3.18, R/W 5.9 (4-12)) • Identify and analyze parallel structures within a paragraph. (link to ELA 5.28); (SSALD 1.27, R/W 5.9 (4-12)); (¤5.9)

Outcome: Apply knowledge of standard English grammar and usage to comprehend a paragraph.

Text Structure	**Text Structure**	**Text Structure**	**Text Structure**

• Predict the purpose and meaning of text by reading its title. (ELA 8.1); (SSALD 1.27 (4-12)); (¤5.8, 5.9)
• Predict the purpose and meaning of text by interpreting accompanying illustrations. (ELA 8.1, 8.4); (SSALD 1.23, 1.27, R/W 5.9 (4-12)); (¤5.9)
• Locate topic words by scanning a text. (ELA 13.13); (¤5.9)
• Identify topic sentence(s) by scanning a text. (ELA 13.13); (SSALD 1.27, 3.17, R/W 5.9 (4-12)); (¤5.3, 5.4, 5.9, 9.8)
	• Predict outcome by reading questions that follow text. (SSALD 3.19 (4-12)); (¤5.6, 5.9)
	• Locate repeated word and phrases and key vocabulary. (SSALD 1.27, R/W 5.9 (4-12)); (¤5.9)
	• Review table of content, index (vocabulary list). (¤9.1)
	• Identify contrasting and comparing words and phrases (such as *"on the other hand", "likewise"*).
		• Predict outcome by reading questions that follow text. (SSALD 3.19 (4-12)); (¤5.6, 5.9)
		• Locate repeated word and phrases and key vocabulary. (SSALD 1.27, R/W 5.9 (4-12)); (¤5.9)
		• Review table of content, index (vocabulary list). (SSALD 1.27, R/W 5.9 (4-12)); (¤9.1)
		• Identify contrasting and comparing words and phrases (such as *"on the other hand", "likewise"*).
			• Locate words that indicate text organization, such as those signaling
			  - problem/solution: *propose, conclude, research shows*
			  - comparison/contrast: *similarly, as opposed to, after all, yet, nevertheless*
			  - cause/effect: *since, on account of, due to, for this reason, therefore, thus* (link to ELA 8.21, 13.20); (SSALD 1.27, R/W 5.9 (4-12)); (¤5.5, 5.8, 5.9, 9.5, 9.6, 9.7)
			• Identify transition words, phrases, and sentences that link paragraphs in a coherent text. (link to ELA 13.20); (¤5.5, 5.8, 5.9, 9.5, 9.6, 9.7)

Outcome: Identify words, phrases, and sentences in extended text that signal text organization and transitions. (link to ELA 13.20)

Linguistic Comparisons	Linguistic Comparisons	Linguistic Comparisons	Linguistic Comparisons
• Compare structures of sentences, paragraphs, and text between and among languages. (FL 5.4); (¤4.9, 4.11, 5.9) • Identify words or word parts from other languages that have been adopted in English. (FL 5.10; ELA 5.29); (¤4.9, 4.11, 5.9) • Compare and contrast English words that come from other languages. (FL 5.15); (¤4.9, 4.11, 5.9)	• Compare structures of sentences, paragraphs, and text between and among languages. (FL 5.4); (¤4.9, 4.11, 5.9) • Identify words or word parts from other languages that have been adopted in English. (FL 5.10; ELA 5.29); (¤4.9, 4.11, 5.9) • Compare and contrast English words that come from other languages. (FL 5.15); (¤4.9, 4.11, 5.9)	• Identify the origins and meanings of selected English words. (link to FL 5.15; ELA 5.29); (SSALD 1.27, R/W 5.9 (4-12)); (¤4.9, 4.11, 5.9) • Identify and describe the origins of words and phrases from other languages that are used frequently in written English (such as *glasnost, coup d'etat*). (link to ELA 5.33); (SSALD 1.27, R/W 5.9 (4-12)); (¤4.9, 4.11, 5.9)	• Identify the origins and meanings of selected English words. (link to FL 5.15; ELA 5.29); (SSALD 1.27, R/W 5.9 (4-12)); (¤4.9, 4.11, 5.9) • Identify and describe the origins of words and phrases from other languages that are used frequently in written English (such as *glasnost, coup d'etat*). (link to ELA 5.33); (SSALD 1.27, R/W 5.9 (4-12)); (¤4.9, 4.11, 5.9)

Outcome: Demonstrate understanding of the nature as found in text through comparison of English with other languages. (link to FL 5.17)

R.2 Beginning to Read in English: Using the foundations of oral language and previous reading experience, students will understand the nature of written English and the relationships of letters to the sounds of English speech.

Beginning	Early Intermediate	Intermediate	Transitioning
LAU Categories A^1 and A^2	LAU Categories B^1 and B^2	LAU Categories C^1	LAU Categories C^2
Reading Readiness • Listen to and comprehend stories read aloud. (SSALD 1.25 (4-12)) • Respond to stories and informational texts that are heard. (SSALD 3.19 (4-12)) • Compare first-language reading experiences with learning to read in English. (FL 5.5)	**Reading Readiness** • Listen to and comprehend literary texts read aloud. • Respond to stories and informational texts that are heard. (SSALD 3.19 (4-12)) • Compare first-language reading experiences with learning to read in English. (FL 5.5)	**Reading Readiness** • Listen to and comprehend literary texts read aloud. • Respond to stories and informational texts that are heard. (SSALD 3.19 (4-12)) • Compare first-language reading experiences with learning to read in English. (FL 5.5)	**Reading Readiness** • Listen to and comprehend literary texts read aloud. • Respond to stories and informational texts that are heard. (SSALD 3.19 (4-12)) • Compare first-language reading experiences with learning to read in English. (FL 5.5)

Outcome: Demonstrate readiness for reading in English.

Sight Vocabulary	Sight Vocabulary	Sight Vocabulary	Sight Vocabulary
• Read familiar high-frequency, irregularly spelled words by sight (such as *have, said, where*). (ELA 7.6); (¤5.1, 5.3) • Read phrases containing previously learned words (noun phrases such as *my house*; prepositional phrases such as *on the bus*) as units meaning. (FL 2); (¤ 7.1) • Identify cognates in printed, grade-level, academic content vocabulary terms. (FL 5) • Read printed words and phrases with personal meaning (such *as names on a class list, key words in a story or journal*). (ELA 7.4); (SSALD 3.13 (4-12)); (¤7.1, 7.2)	• Read familiar high-frequency, irregularly spelled words by sight (such as *have, said, where*). (ELA 7.6); (¤5.1, 5.3) • Read phrases containing previously learned words (noun phrases such as *my house*; prepositional phrases such as *on the bus*) as units meaning. (FL 2); (¤7.1, 7.5) • Identify cognates in printed, grade-level, academic content vocabulary terms. (FL 5) • Read printed words and phrases with personal meaning (such *as names on a class list, key words in a story or journal*). (ELA 7.4); (SSALD 3.13 (4-12)); (¤7.1, 7.2)	• Read familiar high-frequency, irregularly spelled words by sight (such as *have, said, where*). (ELA 7.6); (¤5.1, 5.3) • Read phrases containing previously learned words (noun phrases such as *my house*; prepositional phrases such as *on the bus*) as units meaning. (FL 2); (¤7.1, 7.5) • Identify cognates in printed, grade-level, academic content vocabulary terms. (FL 5) • Read printed words and phrases with personal meaning (such *as names on a class list, key words in a story or journal*). (ELA 7.4); (SSALD 3.13 (4-12)); (¤7.1, 7.2)	• Read familiar high-frequency, irregularly spelled words by sight (such as *have, said, where*). (ELA 7.6); (¤5.1, 5.3) • Read phrases containing previously learned words (noun phrases such as *my house*; prepositional phrases such as *on the bus*) as units meaning. (FL 2); (¤7.1, 7.5) • Identify cognates in printed, grade-level, academic content vocabulary terms. (FL 5) • Read printed words and phrases with personal meaning (such *as names on a class list, key words in a story or journal*). (ELA 7.4); (SSALD 3.13 (4-12)); (¤7.1, 7.2)

Outcome: Read and understand high frequency and familiar words and phrases.

Phonics/Letter-Sound Knowledge	Phonics/Letter-Sound Knowledge	Phonics/Letter-Sound Knowledge	Phonics/Letter-Sound Knowledge
• Demonstrate knowledge of vowel digraphs, vowel diphthongs, and r-controlled letter-sound associations by reading. (ELA 7.5); (¤6.2, 6.3, 6.4) • Identify phonetically regular one-syllable and multi-syllable words. (ELA 7.7); (¤6.4, 6.6, 6.7) • Read words with several syllables. (ELA 7.7); (¤6.4)	• Demonstrate knowledge of vowel digraphs, vowel diphthongs, and r-controlled letter-sound associations by reading. (ELA 7.5); (¤6.2, 6.3, 6.4) • Identify phonetically regular one-syllable and multi-syllable words. (ELA 7.7); (¤6.4, 6.6, 6.7) • Read words with several syllables. (ELA 7.7); (¤6.4)	• Demonstrate knowledge of vowel digraphs, vowel diphthongs, and r-controlled letter-sound associations by reading. (ELA 7.5); (¤6.2, 6.3, 6.4) • Identify phonetically regular one-syllable and multi-syllable words. (ELA 7.7); (¤6.4, 6.6, 6.7) • Read words with several syllables. (ELA 7.7); (¤6.4)	• Demonstrate knowledge of vowel digraphs, vowel diphthongs, and r-controlled letter-sound associations by reading. (ELA 7.5); (¤6.2, 6.3, 6.4) • Identify phonetically regular one-syllable and multi-syllable words. (ELA 7.7); (¤6.4, 6.6, 6.7) • Read words with several syllables. (ELA 7.7); (¤6.4)

• Apply knowledge of known words and of more difficult word families (*ought*) to decode unknown words. (ELA 7.7); (¤6.6, 6.7) • Identify familiar English morphemes, the smallest grammatical units (such as *–ed* in *waited*) in phrases and simple sentences. (ELA 7.7); (¤6.6) • Apply knowledge of letter patterns to identify syllables. (ELA 7.7); (¤6.4)	• Apply knowledge of known words and of more difficult word families (*ought*) to decode unknown words. (ELA 7.7); (¤6.6, 6.7) • Identify familiar English morphemes, the smallest grammatical units (such as *–ed* in *waited*) in phrases and simple sentences. (ELA 7.7); (¤6.6) • Apply knowledge of letter patterns to identify syllables. (ELA 7.7); (¤6.4)	• Apply knowledge of known words and of more difficult word families (*ought*) to decode unknown words. (ELA 7.7); (¤6.6, 6.7) • Identify familiar English morphemes, the smallest grammatical units (such as *–ed* in *waited*) in phrases and simple sentences. (ELA 7.7); (¤6.6) • Apply knowledge of letter patterns to identify syllables. (ELA 7.7); (¤6.4)	• Apply knowledge of known words and of more difficult word families (*ought*) to decode unknown words. (ELA 7.7); (¤6.6, 6.7) • Identify familiar English morphemes, the smallest grammatical units (such as *–ed* in *waited*) in phrases and simple sentences. (ELA 7.7); (¤6.6) • Apply knowledge of letter patterns to identify syllables. (ELA 7.7); (¤6.4)

Outcome: Use letter-sound knowledge to decode written English (ELA 7.7)

Features of Written English • Identify and apply unique spelling patterns for English words (such as *dropping –e* for -ing verbs, as in *take/taking*; *doubling the final consonant* for –ing verbs, as in *run/running*). (¤6.0 (all skills))	**Features of Written English** • Identify and apply unique spelling patterns for English words (such as *dropping –e* for -ing verbs, as in *take/taking*; *doubling the final consonant* for –ing verbs, as in *run/running*). (¤6.0 (all skills))	**Features of Written English** • Identify and apply unique spelling patterns for English words (such as *dropping –e* for -ing verbs, as in *take/taking*; *doubling the final consonant* for –ing verbs, as in *run/running*). (¤6.0 (all skills))	**Features of Written English** • Identify and apply unique spelling patterns for English words (such as *dropping –e* for -ing verbs, as in *take/taking*; *doubling the final consonant* for –ing verbs, as in *run/running*). (¤6.0 (all skills))

Outcome: Apply knowledge of various features of written English to gain meaning from text.

Linguistic Comparisons • Give examples of how the writing system of English and of other languages are similar and different (such as *in punctuating questions, capitalizing names of days and months*). (FL 5.1); (SSALD 1.27 (4-12)); (¤5.9, 7.0 (all skills)) • Describe similarities and differences in the phonetic systems used in English and the student's first language. (FL 5.1); (SSALD 1.27 (4-12)); (¤5.9, 7.0 (all skills)) • Compare the writing system of English and the student's first language. (FL 5.11); (SSALD 1.27 (4-12)); (¤5.9, 7.0 (all skills))	**Linguistic Comparisons** • Give examples of how the writing system of English and of other languages are similar and different (such as *in punctuating questions, capitalizing names of days and months*). (FL 5.1); (SSALD 1.27 (4-12)); (¤5.9, 7.0 (all skills)) • Describe similarities and differences in the phonetic systems used in English and the student's first language. (FL 5.1); (SSALD 1.27 (4-12)); (¤5.9, 7.0 (all skills)) • Compare the writing system of English and the student's first language. (FL 5.11); (SSALD 1.27 (4-12)); (¤5.9, 7.0 (all skills))	**Linguistic Comparisons** • Give examples of how the writing system of English and of other languages are similar and different (such as *in punctuating questions, capitalizing names of days and months*). (FL 5.1); (SSALD 1.27 (4-12)); (¤5.9, 7.0 (all skills)) • Describe similarities and differences in the phonetic systems used in English and the student's first language. (FL 5.1); (SSALD 1.27 (4-12)); (¤5.9, 7.0 (all skills)) • Compare the writing system of English and the student's first language. (FL 5.11); (SSALD 1.27 (4-12)); (¤5.9, 7.0 (all skills))	**Linguistic Comparisons** • Give examples of how the writing system of English and of other languages are similar and different (such as *in punctuating questions, capitalizing names of days and months*). (FL 5.1); (SSALD 1.27 (4-12)); (¤5.9, 7.0 (all skills)) • Describe similarities and differences in the phonetic systems used in English and the student's first language. (FL 5.1); (SSALD 1.27 (4-12)); (¤5.9, 7.0 (all skills)) • Compare the writing system of English and the student's first language. (FL 5.11); (SSALD 1.27 (4-12)); (¤5.9, 7.0 (all skills))

Outcome: Demonstrate understanding of the nature of language through comparisons between English and the student's first language. (FL 5)

R.3 Comprehension: Students will read English fluently and identify facts and evidence in order to interpret and analyze text.

Beginning	Early Intermediate	Intermediate	Transitioning
LAU Categories A[1] and A[2]	LAU Categories B[1] and B[2]	LAU Categories C[1]	LAU Categories C[2]
Main Ideas and Details • Identify important information, using prior knowledge and visual cues from an informational text. (¤5.5) • Retell a main event from a story. (ELA 8.2); (SSALD 1.25, 3.17 (4-12)); (¤5.2) • Restate important information, using prior knowledge and/or visual cues from an informational text. (ELA 8.10); (¤5.5, 5.9) • Identify evidence that supports main idea(s) in a text. (ELA 8.27); (SSALD 3.18 (4-12)); (¤5.3) • Categorize information, using graphic organizers (such	**Main Ideas and Details** • Identify important information, using prior knowledge and visual cues from an informational text. (¤5.5) • Retell a main event from a story. (ELA 8.2); (SSALD 1.25, 3.17 (4-12)); (¤5.2) • Restate important information, using prior knowledge and/or visual cues from an informational text. (ELA 8.10); (¤5.5, 5.9) • Identify evidence that supports main idea(s) in a text. (ELA 8.27); (SSALD 3.18 (4-12)); (¤5.3) • Categorize information, using graphic organizers (such	**Main Ideas and Details** • Identify important information, using prior knowledge and visual cues from an informational text. (¤5.5) • Retell a main event from a story. (ELA 8.2); (SSALD 1.25, 3.17 (4-12)); (¤5.2) • Restate important information, using prior knowledge and/or visual cues from an informational text. (ELA 8.10); (¤5.5, 5.9) • Identify evidence that supports main idea(s) in a text. (ELA 8.27); (SSALD 3.18 (4-12)); (¤5.3) • Categorize information, using graphic organizers (such	**Main Ideas and Details** • Identify important information, using prior knowledge and visual cues from an informational text. (¤5.5) • Retell a main event from a story. (ELA 8.2); (SSALD 1.25, 3.17 (4-12)); (¤5.2) • Restate important information, using prior knowledge and/or visual cues from an informational text. (ELA 8.10); (¤5.5, 5.9) • Identify evidence that supports main idea(s) in a text. (ELA 8.27); (SSALD 3.18 (4-12)); (¤5.3) • Categorize information, using graphic organizers (such

as *outlines, comparison charts, two-column notes*). (¤9.3, 9.5, 9.6, 9.7)	as *outlines, comparison charts, two-column notes*). (¤9.3, 9.5, 9.6, 9.7) • Distinguish between summarizing main ideas and retelling all of a text. (SSALD 1.27, 3.19 (4-12)); (¤5.7, 5.8, 5.9)	as *outlines, comparison charts, two-column notes*). (¤9.3, 9.5, 9.6, 9.7) • Distinguish between summarizing main ideas and retelling all of a text. (SSALD 1.27, 3.19 (4-12)); (¤5.7, 5.8, 5.9)	as *outlines, comparison charts, two-column notes*). (¤9.3, 9.5, 9.6, 9.7) • Distinguish between summarizing main ideas and retelling all of a text. (SSALD 1.27, 3.19 (4-12)); (¤5.7, 5.8, 5.9)

Outcomes: 1) Analyze main ideas and supporting details and evidence in texts. (link to ELA 8.22) 2) Summarize important ideas from a text and represent the relationships between or among them. (link to ELA 8.22)

Text Interpretation	**Text Interpretation**	**Text Interpretation**	**Text Interpretation**
• Draw a conclusion from a text. (ELA 13.13); (SSALD 3.18 (4-12)); (¤5.8, 5.9) • Identify an author's purpose in writing a literary text. (¤5.11) • Identify a character's traits, emotions, and/or motivation and include supporting details from a text. (ELA 8.25); (SSALD 1.27, R/W 5.9 (4-12)); (¤5.1, 5.3, 5.5) • Identify evidence that supports an argument in a text. (ELA 8.27); (SSALD 1.27 (4-12)); (¤5.1, 5.4, 5.9, 5.11) • Identify imagery in a text. (link to ELA 8.33) • Identify symbolism in a text. (link to ELA 8.33) • Compare the elements of character, setting, and/or theme in two or more texts. (SSALD 1.27, 3.19 (4-12)); (¤5.9, 5.11) • Recognize the use of arguments for and against an issue. (ELA 13.24); (SSALD 1.27, 3.19 (4-12)); (¤5.3, 5.5, 5.8, 5.9, 5.11)	• Draw a conclusion from a text. (ELA 13.13); (SSALD 3.18 (4-12)); (¤5.8, 5.9) • Identify an author's purpose in writing a literary text. (¤5.11) • Identify a character's traits, emotions, and/or motivation and include supporting details from a text. (ELA 8.25); (SSALD 1.27, R/W 5.9 (4-12)); (¤5.1, 5.3, 5.5) • Interpret a text's mood and tone and support that interpretation with details from the text. (ELA 8.24) ; (SSALD 1.27, 3.19 (4-12)); (¤5.9) • Identify evidence that supports an argument in a text. (ELA 8.27); (SSALD 1.27 (4-12)); (¤5.1, 5.4, 5.9, 5.11) • Identify imagery in a text. (link to ELA 8.33) • Identify symbolism in a text. (link to ELA 8.33) • Compare the elements of character, setting, and/or theme in two or more texts. (SSALD 1.27, 3.19 (4-12)); (¤5.9, 5.11) • Identify points of view in a literary text. (link to ELA 8.32) • Recognize the use of arguments for and against an issue. (ELA 13.24)	• Identify imagery in a text. (link to ELA 8.33); (SSALD 1.27, 3.19 (4-12)); (¤5.9) • Identify symbolism in a text. (link to ELA 8.33 (SSALD 1.27, 3.19 (4-12)); (¤5.9) • Compare the elements of character, setting, and/or theme in two or more texts. (SSALD 1.27, 3.19 (4-12)); (¤5.9, 5.11) • Identify points of view in a literary text. (link to ELA 8.32) • Recognize the use of arguments for and against an issue. (ELA 13.24) • Demonstrate how imagery or symbolism in a text connects to its theme(s). (link to ELA 8.33); (SSALD 1.25, 1.27 (4-12)); (¤5.8, 5.9) • Compare differing points of view within literary text. (link to FL 4.24); (SSALD 1.27, 3.18 (4-12)); (¤5.4, 5.8) • Compare differing points of view between literary texts. (link to FL 4.21); (SSALD 1.27, 3.18 (4-12)); (¤5.4, 5.8) • Analyze the logic and use of evidence in an author's argument. (ELA 13.24); (SSALD 1.27, 3.19 (4-12)); (¤5.1, 5.3, 5.5, 5.8, 5.9, 5.11)	• Identify imagery in a text. (link to ELA 8.33); (SSALD 1.27, 3.19 (4-12)); (¤5.9) • Identify symbolism in a text. (link to ELA 8.33); (SSALD 1.27, 3.19 (4-12)); (¤5.9) • Compare the elements of character, setting, and/or theme in two or more texts. (SSALD 1.27, 3.19 (4-12)); (¤5.9, 5.11) • Identify points of view in a literary text. (link to ELA 8.32) • Recognize the use of arguments for and against an issue. (ELA 13.24) • Demonstrate how imagery or symbolism in a text connects to its theme(s). (link to ELA 8.33); (SSALD 1.25, 1.27 (4-12)); (¤5.8, 5.9) • Compare differing points of view within literary text. (link to FL 4.24); (SSALD 1.27, 3.18 (4-12)); (¤5.4, 5.8) • Compare differing points of view between literary texts. (link to FL 4.21); (SSALD 1.27, 3.18 (4-12)); (¤5.4, 5.8) • Analyze the logic and use of evidence in an author's argument. (ELA 13.24); (SSALD 1.27, 3.19 (4-12)); (¤5.1, 5.3, 5.5, 5.8, 5.9, 5.11)

Outcome: 1) Identify elements of a literary text and support interpretation(s) with evidence from the text. (link to ELA 8.30) 2) Identify elements of an informational text and support interpretations with evidence from the text.

Theme	**Theme**	**Theme**	**Theme**
• Relate fiction and nonfiction texts to personal experience and background knowledge. (ELA 11.1; FL 2.10); (¤5.6) • Compare examples of familiar themes and topics. (ELA 11.4); (¤5.8)	• Compare examples of familiar themes and topics. (ELA 11.4); (¤5.8) • Explain how a theme differs from a topic. (SSALD 1.27, 3.19 (4-12)); (¤5.4, 5.8, 5.9) • Explain how a stated theme refers to the main idea of a text. (ELA 11.3); (SSALD 1.27, 3.17, 3.18, 3.19 (4-12)); (¤5.3, 5.4, 5.8, 5.9) • Provide evidence that a text contains more than one theme. (ELA 11.6); (SSALD 1.27, 3.18, 3.19 (4-12)); (¤5.1, 5.3, 5.4, 5.8, 5.9)	• Provide evidence that a text contains more than one theme. (ELA 11.6); (SSALD 1.27, 3.18, 3.19 (4-12)); (¤5.1, 5.3, 5.4, 5.8, 5.9) • Distinguish theme from topic. (link to ELA 11.4); (SSALD 1.27, 3.19 (4-12)); (¤5.4, 5.8, 5.9) • Describe how the theme(s) of a text represent(s) a view or comment on life, and provide support from the text for the identified theme(s). (ELA 11.5); (SSALD 1.27, 3.18, 3.19 (4-12)); (¤4.5, 4.9, 4.10, 5.4, 5.9, 5.11)	• Provide evidence that a text contains more than one theme. (ELA 11.6); (SSALD 1.27, 3.18, 3.19 (4-12)); (¤5.1, 5.3, 5.4, 5.8, 5.9) • Distinguish theme from topic. (link to ELA 11.4); (SSALD 1.27, 3.19 (4-12)); (¤5.4, 5.8, 5.9) • Describe how the theme(s) of a text represent(s) a view or comment on life, and provide support from the text for the identified theme(s). (ELA 11.5); (SSALD 1.27, 3.18, 3.19 (4-12)); (¤4.5, 4.9, 4.10, 5.4, 5.9, 5.11) • Identify characteristics of the literary period or historical setting of a text. • Compare characteristics of the literary or historical setting with information presented in a text. (SSALD 1.27, 3.18, 3.19 (4-12)); (¤5.4, 5.6, 5.8, 5.9)

Outcome: 1) Analyze theme in a literary text, apply this knowledge to interpret the text, and include evidence from the text to support the interpretation. (link to ELA 11) 2) Relate a literary work to primary source documents of its literary period or historical setting. (ELA 9.6)

Learner Strategies	Learner Strategies	Learner Strategies	Learner Strategies
• Preview text features to predict meaning. (ELA 13.3); (¤5.4, 5.8)	• Preview text features to predict meaning. (ELA 13.3); (¤5.4, 5.8)	• Preview text features to predict meaning. (ELA 13.3); (¤5.4, 5.8)	• Preview text features to predict meaning. (ELA 13.3); (¤5.4, 5.8)
• Pause while reading silently to check that information makes sense. (¤9.8)	• Pause while reading silently to check that information makes sense. (¤9.8)	• Pause while reading silently to check that information makes sense. (¤9.8)	• Pause while reading silently to check that information makes sense. (¤9.8)
• Identify the reader's purpose for reading a text. (¤5.8, 5.9)	• Identify the reader's purpose for reading a text. (¤5.8, 5.9)	• Identify the reader's purpose for reading a text. (¤5.8, 5.9)	• Identify the reader's purpose for reading a text. (¤5.8, 5.9)
• Identify and apply reading rate to match the reader's purpose in reading a given text. (¤9.8)	• Identify a reading rate appropriate to achieve the reader's purpose. (¤9.8)	• Identify a reading rate appropriate to achieve the reader's purpose. (¤9.8)	• Identify a reading rate appropriate to achieve the reader's purpose. (¤9.8)
• Identify a reading rate appropriate to achieve the reader's purpose. (¤9.8)		• Demonstrate selective use of a dictionary when reading extended text. (¤9.4)	• Demonstrate selective use of a dictionary when reading extended text. (¤9.4)

Outcome: Demonstrate fluency, comprehension, and efficient reading rate in a variety of texts.

R.4 Literacy Elements and Techniques: Students will identify and analyze text elements and techniques of written English as used in various literary genres.

Beginning	Early Intermediate	Intermediate	Transitioning
LAU Categories A[1] and A[2]	LAU Categories B[1] and B[2]	LAU Categories C[1]	LAU Categories C[2]
Characteristics of Genres	**Characteristics of Genres**	**Characteristics of Genres**	**Characteristics of Genres**
• Identify characteristics specific to common genres of literature (such as poetry, prose, fiction, nonfiction, dramatic literature). (¤5.9)	• Identify characteristics specific to common genres of literature (such as poetry, prose, fiction, nonfiction, dramatic literature). (¤5.9)	• Identify characteristics specific to common genres of literature (such as poetry, prose, fiction, nonfiction, dramatic literature). (¤5.9)	• Identify characteristics specific to common genres of literature (such as poetry, prose, fiction, nonfiction, dramatic literature). (¤5.9)
• Identify the purpose(s) of various literary genres. (ELA 10.4); (¤5.9)	• Identify differences in characteristics among genres of literature. (ELA 10.1); (¤5.9)	• Identify differences in characteristics among genres of literature. (ELA 10.1); (¤5.9)	• Identify differences in characteristics among genres of literature. (ELA 10.1); (¤5.9)
	• Identify differences in characteristics among genres of literature. (ELA 10.1); (¤5.9)	• Identify a common theme or topic of selected texts across genres. (link to ELA 10.5)	• Identify a common theme or topic of selected texts across genres. (link to ELA 10.5)
	• Identify the purpose(s) of various literary genres. (ELA 10.4); (¤5.9)	• Compare characteristics of various literary genres (such as *novel, biography, poetry, short story, dramatic literature, fiction*). (ELA 10.3; FL 2.14); (¤5.9)	• Compare and contrast a common theme or topic presented in various genres. (link to ELA 10.5)
	• Compare characteristics of various literary genres (such as *novel, biography, poetry, short story, dramatic literature, fiction*). (ELA 10.3; FL 2.14); (¤5.9)		• Compare characteristics of various literary genres (such as *novel, biography, poetry, short story, dramatic literature, fiction*). (ELA 10.3; FL 2.14); (¤5.9)

Outcomes: Analyze a common theme presented in various genres. (link to ELA 10.5)

Elements of Style and Language	Elements of Style and Language	Elements of Style and Language	Elements of Style and Language
• Identify words that appeal to the senses in language and literature that is heard. (ELA 15.1); (¤6.7)	• Identify words that appeal to the senses in language and literature that is heard. (ELA 15.1); (¤6.7)	• Identify examples of words in a text that advance its theme or purpose. (link to ELA 15.7); (SSALD 1.27, 3.19 (4-12)); (¤ 5.4, 5.9, 7.1, 7.6, 7.8)	• Identify examples of words in a text that advance its theme or purpose. (link to ELA 15.7); (SSALD 1.27, 3.19 (4-12)); (¤ 5.4, 5.9, 7.1, 7.6, 7.8)
• Locate words that appeal to the senses in written language. (ELA 15.1); (¤6.7)	• Locate words that appeal to the senses in written language. (ELA 15.1); (¤6.7)	• Locate examples of sentence variety (such as *simple, compound, complex*) and identify how their variety serves the author's purpose in a literary text. (link to ELA 15.8); (¤ 5.5, 7.7, 7.8, 7.9, 7.11)	• Locate examples of sentence variety (such as *simple, compound, complex*) and identify how their variety serves the author's purpose in a literary text. (link to ELA 15.8); (¤ 5.5, 7.7, 7.8, 7.9, 7.11)
• Identify imagery in a literary text. (ELA 15.3); (¤6.7)	• Provide examples of how an author's use of words creates mood or tone. (link to ELA 15.6); (¤6.7)	• Explain how parallelism in a text (the repetition of grammatical form in words, phrases, or clauses) accomplishes an author's purpose. (link to ELA 5.28); (¤ 5.5, 5.11, 7.7, 7.8, 7.9)	• Explain how parallelism in a text (the repetition of grammatical form in words, phrases, or clauses) accomplishes an author's purpose. (link to ELA 5.28); (¤ 5.5, 5.11, 7.7, 7.8, 7.9)
	• Identify imagery in a literary text. (ELA 15.3); (¤6.7)		
	• Provide examples of imagery that suggests mood or tone in a literary text. (¤6.7)		
	• Identify rhythm as an element of style in literature. (ELA 15.3); (¤6.1, 6.2, 6.3, 6.4, 6.5))		
	• Provide examples of rhythm that suggests mood or tone		

	in a literary text. (¤5.8, 5.9, 6.1, 6.2, 6.4) • Identify examples of words in a text that advance its theme or purpose. (link to ELA 15.7); (SSALD 1.27, 3.19 (4-12)); (¤ 5.4, 5.9, 7.1, 7.6, 7.8)		

Outcome: Analyze and evaluate how word choice and sentence variety advance an author's intended purpose. (link to ELA 15.8)

Fiction	**Fiction**	**Fiction**	**Fiction**
• Identify the elements of a personal or familiar story (such as *plot, character, setting*). (ELA 12.1); (¤5.1, 5.3) • Identify the elements of a story read in class. (¤ 5.1, 5.3) • Identify elements of setting and plot, including conflict. (ELA 12.3); (¤ 5.1, 5.3) • Identify and compare qualities of the main characters in a text. (ELA 12.4); (SSALD 1.27 (4-12)); (¤5.1, 5.3, 5.4, 5.7, 5.8, 5.9, 5.11) • Identify irony in fiction. (link to ELA 12.5); (SSALD 1.27 (4-12)); (¤5.9, 5.11)	• Identify the elements of a personal or familiar story (such as *plot, character, setting*). (ELA 12.1); (¤5.1, 5.3) • Identify the elements of a story read in class. (¤ 5.1, 5.3) • Identify elements of setting and plot, including conflict. (ELA 12.3); (¤ 5.1, 5.3) • Identify and compare qualities of the main characters in a text. (ELA 12.4); (SSALD 1.27 (4-12)); (¤5.1, 5.3, 5.4, 5.7, 5.8, 5.9, 5.11) • Identify point of view in fiction. (¤5.1, 5.3, 5.5) • Defend a point of view as found in a work of fiction. (link to ELA 12.5); (SSALD 1.27 (4-12)); (¤4.8, 4.10, 5.4) • Identify irony in fiction. (link to ELA 12.5); (SSALD 1.27 (4-12)); (¤5.9, 5.11)	• Identify point of view in fiction. (¤5.1, 5.3, 5.5) • Defend a point of view as found in a work of fiction. (link to ELA 12.5); (SSALD 1.27 (4-12)); (¤ 4.8, 4.10, 5.4) • Identify irony in fiction. (link to ELA 12.50); (SSALD 1.27 (4-12)); (¤5.9, 5.11) • Locate examples of irony and identify their effect in fiction. (¤5.5)	• Identify point of view in fiction. (¤5.1, 5.3, 5.5) • Defend a point of view as found in a work of fiction. (link to ELA 12.5); (SSALD 1.27 (4-12)); (¤4.8, 4.10, 5.4) • Identify irony in fiction. (link to ELA 12.50); (SSALD 1.27 (4-12)); (¤5.9, 5.11) • Locate examples of irony and identify their effect in fiction. (¤5.5) • Critique works of fiction for their effectiveness in using elements of fiction such as point-of-view, foreshadowing, and irony. (SSALD 1.25, 1.27, 3.19 R/W 5.9 (4-12)); (¤5.4, 5.8, 5.9, 5.11)

Outcome: Identify and analyze elements of fiction such as point of view, foreshadowing, and irony. (link to ELA 12.5)

Poetry	**Poetry**	**Poetry**	**Poetry**
• Identify sensory images in poems. (ELA 14.2); (¤6.0 (all skills)) • Locate elements of sound in poetry (such as *consonance, assonance*). (link to ELA 14.5); (¤6.0 (all skills) • Identify forms of poetry (such as *ballad, sonnet, heroic, couplet*). (link to ELA 14.5)	• Identify a regular beat (rhythm) and/or similarities in sounds among words (rhyming) in poems. (ELA 12.1); (¤6.5) • Compare and contrast sounds (rhythm, rhyme) in poetry. (FL 5.8); (SSALD R/W 5.9 (4-12)); (¤6.0 (all skills)) • Identify examples of personification in poetry. (ELA 14.3) • Locate elements of sound in poetry (such *consonance, assonance*). (link to ELA 14.5); (¤6.0 (all skills) • Identify forms of poetry (such as *ballad, sonnet, heroic, couplet*). (link to ELA 14.5)	• Identify a regular beat (rhythm) and/or similarities in sounds among words (rhyming) in poems. (ELA 12.1); (¤6.5) • Compare and contrast sounds (rhythm, rhyme) in poetry. (FL 5.8) • Identify examples of alliteration, onomatopoeia, rhyme scheme, and internal rhyme as heard in poetry. (ELA 14.3); (¤6.0 (all skills)) • Compare the effects of sound, meter, and rhythm in poetry in English with poetry of other languages. (FL 5.12); (SSALD 1.27, R/W 5.9 (4-12)); (¤6.0 (all skills)) • Locate elements of sound in poetry (such as *consonance, assonance*). (link to ELA 14.5); (¤6.0 (all skills)) • Identify forms of poetry (such as ballad, sonnet, heroic, couplet). (link to ELA 14.5) • Identify elements of figurative language (such as *personification, hyperbole*) and symbolism in poetry. (link to ELA 14.5); (¤5.4, 5.11) • Analyze how selected examples of poetry from different cultures reflect those cultures' unique perspectives. (link to FL 4.21); (SSALD 1.27 (4-12)); (¤4.9, 5.4, 5.9)	• Identify a regular beat (rhythm) and/or similarities in sounds among words (rhyming) in poems. (ELA 12.1); (¤6.5) • Compare and contrast sounds (rhythm, rhyme) in poetry. (FL 5.8) • Identify examples of alliteration, onomatopoeia, rhyme scheme, and internal rhyme as heard in poetry. (ELA 14.3); (¤6.0 (all skills)) • Compare the effects of sound, meter, and rhythm in poetry in English with poetry of other languages. (FL 5.12); (SSALD 1.27, R/W 5.9 (4-12)); (¤6.0 (all skills)) • Locate elements of sound in poetry (such as *consonance, assonance*). (link to ELA 14.5) • Identify forms of poetry (such as ballad, sonnet, heroic, couplet). (link to ELA 14.5); (¤6.0 (all skills)) • Identify elements of figurative language (such as *personification, hyperbole*) and symbolism in poetry. (link to ELA 14.5); (¤5.4, 5.11) • Analyze how selected examples of poetry from different cultures reflect those cultures' unique perspectives. (link to FL 4.21); (SSALD 1.27 (4-12)); (¤4.9, 5.4, 5.9)

Outcome: Analyze the effects of sound, form, symbolism, and figurative language in poetry. (link to ELA 14.5)

Myth and Traditional Narrative	Myth and Traditional Narrative	Myth and Traditional Narrative	Myth and Traditional Narrative
• Identify phenomena explained in origin myths from various cultures. (ELA 16.4); (¤5.5, 5.8) • Identify and compare character types (such as *tricksters, heroes, heroines*) in traditional literature from various cultures. (ELA 16.5; FL 6.9); (SSALD 1.27 (4-12)); (¤4.9, 5.9) • Identify significant characters in traditional literature from various cultures. (ELA 16.6) • Compare significant heroes and/or heroines in traditional literature from various cultures. (FL 5.17); (SSALD 1.27 (4-12)); (¤4.9, 5.9)	• Identify phenomena explained in origin myths from various cultures. (ELA 16.4); (¤5.5, 5.8) • Identify and compare character types (such as *tricksters, heroes, heroines*) in traditional literature from various cultures. (ELA 16.5; FL 6.9); (SSALD 1.27 (4-12)); (¤4.9, 5.9) • Describe significant characters in traditional literature from various cultures. (ELA 16.6); (SSALD 1.27 (4-12)); (¤4.9, 5.9) • Compare significant heroes and/or heroines in traditional literature from various cultures. (FL 5.17) (SSALD 1.27 (4-12)); (¤4.9, 5.9)	• Identify elements of classical Greek drama (such as *characters, structure, themes*). (link to ELA 16.11) • Identify elements of epic poetry. (link to ELA 16.11; link to FL 4.16) • Analyze how selected examples of Greek drama and epic poetry from different cultures reflect their cultures' perspectives. (link to FL 4.21); (SSALD 1.27, 3.19 (4-12)); (¤4.8, 4.9, 5.4, 5.8, 5.9) • Describe significant characters in traditional literature from various cultures. (ELA 16.6); (SSALD 1.27 (4-12)); (¤4.9, 5.9) • Compare significant heroes and/or heroines in traditional literature from various cultures. (FL 5.17); (SSALD 1.27 (4-12)); (¤4.9, 5.9) • Identify sources for traditional literature from all cultures	• Identify elements of classical Greek drama (such as *characters, structure, themes*). (link to ELA 16.11) • Identify elements of epic poetry. (link to ELA 16.11; link to FL 4.16) • Analyze how selected examples of Greek drama and epic poetry from different cultures reflect their cultures' perspectives. (link to FL 4.21); (SSALD 1.27, 3.19 (4-12)); (¤4.8, 4.9, 5.4, 5.8, 5.9) • Describe significant characters in traditional literature from various cultures. (ELA 16.6); (SSALD 1.27 (4-12)); (¤4.9, 5.9) • Compare significant heroes and/or heroines in traditional literature from various cultures. (FL 5.17); (SSALD 1.27 (4-12)); (¤4.9, 5.9) • Identify sources for traditional literature from all cultures

Outcomes: Analyze the elements of classical Greek drama and of epic poetry, providing evidence from the texts to support the analysis. (link to ELA 16.11)

Dramatic Literature	Dramatic Literature	Dramatic Literature	Dramatic Literature
• Identify the structural elements of dramatic literature (such as *scenes*, *acts, cast of characters, stage directions*). (ELA 17.3); (SSALD 1.27, 1.28 (4-12)); (¤5.3, 5.4, 5.6, 5.9) • Identify the setting of dramatic literature (such as *place, historical period, time of day*). (ELA 17.5); (SSALD 1.27, 1.28 (4-12)); (¤5.3, 5.4, 5.6, 5.9) • Identify and explain key elements of characterization in dramatic literature (such as *motivation, action, thought development*). (ELA 17.5); (SSALD 1.27, 1.28, 3.19 (4-12)); (¤5.3, 5.4, 5.6, 5.9) • Compare and contrast setting, character, and plot among texts, plays and films. (ELA 17.6); (SSALD 1.27, 1.28, 3.19 (4-12)); (¤5.3, 5.4, 5.6, 5.9)	• Explain how dialogue can develop the plot or characters of a play, using specific examples. (SSALD 1.27, 1.28 (4-12)); (¤5.3, 5.4, 5.6, 5.9) • Identify the structural elements of dramatic literature (such as *scenes*, *acts, cast of characters, stage directions*). (ELA 17.3); (SSALD 1.27, 1.28 (4-12)); (¤5.3, 5.4, 5.6, 5.9) • Identify the setting of dramatic literature (such as *place, historical period, time of day*). (ELA 17.5); (SSALD 1.27, 1.28 (4-12)); (¤5.3, 5.4, 5.6, 5.9) • Identify the plot elements of dramatic literature (such as *exposition, conflict, rising action, falling action*) using graphic organizers. (ELA 17.5); (SSALD 1.27, 1.28 (4-12)); (¤5.3, 5.4, 5.6, 5.9) • Identify and explain key elements of characterization in dramatic literature (such as *motivation, action, thought development*). (ELA 17.5); (SSALD 1.27, 1.28 (4-12)); (¤5.3, 5.4, 5.6, 5.9) • Compare and contrast setting, character, and plot among texts, plays and films. (ELA 17.6); (SSALD 1.27, 1.28, 3.19 (4-12)); (¤5.3, 5.4, 5.6, 5.9)	• Explain how dialogue can develop the plot or characters of a play, using specific examples. (SSALD 1.27, 1.28 (4-12)); (¤5.3, 5.4, 5.6, 5.9) • Identify the structural elements of dramatic literature (such as *scenes*, *acts, cast of characters, stage directions*). (ELA 17.3); (SSALD 1.27, 1.28 (4-12)); (¤5.3, 5.4, 5.6, 5.9) • Identify conventions in dramatic literature (such as *monologue, soliloquy, chorus, aside, dramatic irony*). (link to ELA 17.9; link to FL 2.14); (SSALD 1.27, 1.28 (4-12)); (¤5.3, 5.4, 5.6, 5.9) • Identify the plot elements of dramatic literature (such as *exposition, conflict, rising action, falling action*) using graphic organizers. (ELA 17.5); (SSALD 1.27, 1.28 (4-12)); (¤5.3, 5.4, 5.6, 5.9) • Analyze the effects of conventions in dramatic literature. (Link to ELA 17.7) • Analyze how selected examples of dramatic literature from different cultures reflect those cultures' unique perspectives. (link to FL 4.21); (SSALD 1.27, 3.19 (4-12)); (¤4.8, 4.9, 5.4, 5.8, 5.9) • Analyze the effect of dialogue in dramatic literature, using specific examples. (ELA 17.2); (SSALD 1.27, 1.28, 3.19 (4-12)); (¤5.3, 5.4, 5.6, 5.9)	• Explain how dialogue can develop the plot or characters of a play, using specific examples. (SSALD 1.27, 1.28 (4-12)); (¤5.3, 5.4, 5.6, 5.9) • Identify the structural elements of dramatic literature (such as *scenes*, *acts, cast of characters, stage directions*). (ELA 17.3); (SSALD 1.27, 1.28 (4-12)); (¤5.3, 5.4, 5.6, 5.9) • Identify conventions in dramatic literature (such as *monologue, soliloquy, chorus, aside, dramatic irony*). (link to ELA 17.9; link to FL 2.14); (SSALD 1.27, 1.28 (4-12)); (¤5.3, 5.4, 5.6, 5.9) • Identify the plot elements of dramatic literature (such as *exposition, conflict, rising action, falling action*) using graphic organizers. (ELA 17.5); (SSALD 1.27, 1.28 (4-12)); (¤5.3, 5.4, 5.6, 5.9) • Analyze the effects of conventions in dramatic literature. (Link to ELA 17.7) • Analyze how selected examples of dramatic literature from different cultures reflect those cultures' unique perspectives. (link to FL 4.21); (SSALD 1.27, 3.19 (4-12)); (¤4.8, 4.9, 5.4, 5.8, 5.9) • Analyze the effect of dialogue in dramatic literature, using specific examples. (ELA 17.2); (SSALD 1.27, 1.28, 3.19 (4-12)); (¤5.3, 5.4, 5.6, 5.9)

Outcome: Analyze how dramatic conventions enhance meaning in dramatic texts. (link to ELA 17.7)

R.5 Informational/Expository Text: Students will identify and analyze purposes, structures, and elements of nonfiction English texts.

Beginning	Early Intermediate	Intermediate	Transitioning
LAU Categories A^1 and A^2	LAU Categories B^1 and B^2	LAU Categories C^1	LAU Categories C^2
Characteristics of Nonfiction Genres • Identify forms and purposes of expository texts (such as *essays*). (¤5.9) • Identify forms and purposes of informational texts (such as *encyclopedia articles*). (¤5.9)	**Characteristics of Nonfiction Genres** • Identify forms and purposes of expository texts (such as *essays*). (¤5.9) • Identify forms and purposes of informational texts (such as *encyclopedia articles*). (¤5.9) • Describe the structures and elements of informational and expository materials. (link to ELA 13.25); (¤5.9, 9.5)	**Characteristics of Nonfiction Genres** • Identify forms and purposes of expository texts (such as *essays*). (¤5..9) • Identify forms and purposes of informational texts (such as *encyclopedia articles*). (¤5.9) • Compare the structures and elements of informational and expository materials. (link to ELA 13.25);); (SSALD 1.27, 3.19 (4-12)); (¤5.4, 5.8) • Explain how authors use the elements of informational and expository materials to achieve their purpose(s). (link to ELA 13.27);); (SSALD 1.27, 3.19 (4-12)); (¤5.4, 5.8, 5.9, 5.11)	**Characteristics of Nonfiction Genres** • Identify forms and purposes of expository texts (such as *essays*). (¤5.9) • Identify forms and purposes of informational texts (such as *encyclopedia articles*). (¤5.9) • Describe and compare the structures and elements of informational and expository materials. (link to ELA 13.25); (SSALD 1.27, 1.28, 3.19 (4-12)); (¤5.4, 5.8) • Explain how authors use the elements of informational and expository materials to achieve their purpose(s). (link to ELA 13.27); (SSALD 1.27, 3.19 (4-12)); (¤5.4, 5.8, 5.9, 5.11)

Outcome: Identify and analyze the purposes and structures of informational and expository materials. (link to ELA 13)

Beginning	Early Intermediate	Intermediate	Transitioning
Text Features • Identify common structural features in text (such as *paragraphs, topic sentences, concluding sentence*). (ELA 13.6); (¤5.3) • Identify text features (such *as preface, glossary, table of contents, appendix, index, chapter summary, footnotes, bibliography*) as sources for specific information. (ELA 13.18); (¤5.3, 9.1)	**Text Features** • Identify and interpret stylistic text features (such as *font, italics, marginal notes, bullets*). (¤7.10, 7.12, 9.6) • Determine meaning by using text features. (¤9.1, 9.5) • Identify text features (such *as preface, glossary, table of contents, appendix, index, chapter summary, footnotes, bibliography*) as sources for specific information. (ELA 13.18); (¤5.3, 9.1)	**Text Features** • Identify and interpret stylistic text features (such as *font, italics, marginal notes, bullets*). (¤7.10, 7.12, 9.6) • Determine meaning by using text features. (¤9.1, 9.5) • Identify text features (such *as preface, glossary, table of contents, appendix, index, chapter summary, footnotes, bibliography*) as sources for specific information. (ELA 13.18); (¤5.3, 9.1)	**Text Features** • Identify and interpret stylistic text features (such as *font, italics, marginal notes, bullets*). (¤7.10, 7.12, 9.6) • Determine meaning by using text features. (¤9.1, 9.5) • Identify text features (such *as preface, glossary, table of contents, appendix, index, chapter summary, footnotes, bibliography*) as sources for specific information. (ELA 13.18); (¤5.3, 9.1)

Outcome: Identify, analyze, and apply knowledge of text features to determine meaning in text.

Beginning	Early Intermediate	Intermediate	Transitioning
Graphic Features • Identify graphic features found in text (such as *illustrations, labeled drawings, type size, charts, maps, diagrams*). (ELA 13.2); (¤9.1) • Locate and identify graphic features in text (such as *charts, maps, timelines, tables, diagrams, captions, illustrations*). (ELA 13.14); (¤ 9.5)	**Graphic Features** • Identify graphic features found in text (such as *illustrations, labeled drawings, type size, charts, maps, diagrams*). (ELA 13.2); (¤9.1) • Locate and identify graphic features in text (such as *charts, maps, timelines, tables, diagrams, captions, illustrations*). (ELA 13.14); (¤9.5)	**Graphic Features** • Identify graphic features found in text (such as *illustrations, labeled drawings, type size, charts, maps, diagrams*). (ELA 13.2); (¤9.1) • Locate and identify graphic features in text (such as *charts, maps, timelines, tables, diagrams, captions, illustrations*). (ELA 13.14); (¤9.5)	**Graphic Features** • Identify graphic features found in text (such as *illustrations, labeled drawings, type size, charts, maps, diagrams*). (ELA 13.2); (¤9.1) • Locate and identify graphic features in text (such as *charts, maps, timelines, tables, diagrams, captions, illustrations*). (ELA 13.14); (¤9.5)

Outcome: Use knowledge of graphic features (such as *charts, timelines, captions*) to determine meaning of text.

Beginning	Early Intermediate	Intermediate	Transitioning
Organization • Identify cause and effect structure in text. (ELA 13.20); (¤5.5) • Identify classification structure in text. (ELA 13.20); (¤7.0 (all skills))	**Organization** • Identify cause and effect structure in text. (ELA 13.20); (¤5.5) • Identify classification structure in text. (ELA 13.20); (¤7.0 (all skills))	**Organization** • Identify cause and effect structure in text. (ELA 13.20); (¤5.5) • Identify classification structure in text. (ELA 13.20); (¤7.0 (all skills))	**Organization** • Identify cause and effect structure in text. (ELA 13.20); (¤5.5) • Identify classification structure in text. (ELA 13.20); (¤7.0 (all skills))

• Identify comparison and contrast organization in text. (ELA 13.20); (¤7.0 (all skills))
 • Identify signal words that indicate text organization, such as
   - comparison/contrast: *similarly, as opposed to, after all, yet, nevertheless*
   - cause/effect: *since, on account of, due to, for this reason, therefore, thus* (¤7.0 (all skills))
 • Identify words that indicate question/answer text organization as a form often used in academic writing (such as *how, when, why, who, how many, one way conclude*). (SSALD 1.27, 3.19, R/W 5.9 (4-12)); (¤5.2)
	• Identify comparison and contrast organization in text. (ELA 13.20); (¤7.0 (all skills))
	 • Identify signal words that indicate text organization, such as
	   - comparison/contrast: *similarly, as opposed to, after all, yet, nevertheless*
	   - cause/effect: *since, on account of, due to, for this reason, therefore, thus* (¤7.0 (all skills))
	 • Identify words that indicate problems/solution text organization as a form often used in academic writing (such as *one reason for that, a solution, a problem*).
	 • Identify words that indicate question/answer text organization as a form often used in academic writing (such as *how, when, why, who, how many, one way conclude*). (SSALD 1.27, 3.19, R/W 5.9 (4-12)); (¤5.2)
		• Identify comparison and contrast organization in text. (ELA 13.20); (¤7.0 (all skills))
		 • Identify signal words that indicate text organization, such as
		   - comparison/contrast: *similarly, as opposed to, after all, yet, nevertheless*
		   - cause/effect: *since, on account of, due to, for this reason, therefore, thus* (¤7.0 (all skills))
		 • Identify words that indicate problems/solution text organization as a form often used in academic writing (such as *one reason for that, a solution, a problem*).
		 • Identify words that indicate question/answer text organization as a form often used in academic writing (such as *how, when, why, who, how many, one way conclude*). (SSALD 1.27, 3.19, R/W 5.9 (4-12)); (¤5.2)
			• Identify comparison and contrast organization in text. (ELA 13.20); (¤7.0 (all skills))
			 • Identify signal words that indicate text organization, such as
			   - comparison/contrast: *similarly, as opposed to, after all, yet, nevertheless*
			   - cause/effect: *since, on account of, due to, for this reason, therefore, thus* (¤7.0 (all skills))
			 • Identify words that indicate problems/solution text organization as a form often in academic writing (such as *one reason for that, a solution, a problem*).
			 • Identify words that indicate question/answer text organization as a form often used in academic writing (such as *how, when, why, who, how many, one way conclude*). (SSALD 1.27, 3.19, R/W 5.9 (4-12)); (¤5.2)

Outcome: Use knowledge of forms of academic writing to anticipate meaning text.

Text Analysis	**Text Analysis**	**Text Analysis**	**Text Analysis**
• Identify examples of fact in expository or informational texts. (ELA 13.11); (¤5.6, 5.9) • Identify examples of opinion in expository or informational texts. (¤5.6, 5.9) • Identify examples of fiction in expository or informational texts. (¤5.6, 5.9, 9.0: 9.6) • Identify and explain one of multiple perspectives on a given event. (SSALD 1.26, 1.27, 3.19, R/W 5.9 (4-12)); (¤5.4, 5.6, 5.8) • Identify events over an historical period of time. (SSALD 1.27 (4-12)); ¤5.8) • Identify an argument in a text. (¤5.1, 5.2, 5.3, 5.9, 5.11) • Identify logic used by an author in an argument. (¤5.9) • Identify the use of evidence in an author's argument. (link ELA 13.24)	• Identify events over an historical period of time. (SSALD 1.27 (4-12)); (¤5.8) • Identify an argument in a text. (¤5.1, 5.2, 5.3, 5.9, 5.11) • Identify logic used by an author in an argument. • Identify the use of evidence in an author's argument. (link ELA 13.24) • Locate examples of tone in academic writing. (SSALD 1.27 (4-12)); (¤5.9, 5.11) • Contrast the tone (such as *formal, impersonal*) of academic writing with that of social, spoken English. (SSALD 1.27 (4-12)); (¤5.3, 5.4, 5.9) • Contrast approaches used in academic writing (*analytical, objective*) with those of social, spoken English (*personal, subjective*). (¤5.8) • Identify academic writers' use of diction and syntax (such as *fewer contractions and personal pronouns, increased use of qualifying words and phrases* AND *passive forms of verbs*). (¤5.4, 5.9, 7.2, 7.4) • Identify an author's goals, intents, and biases. (SSALD 1.26, 1.27, 3.19 (4-12)); (¤5.8, 5.9, 5.11)	• Locate examples of tone in academic writing. (SSALD 1.27 (4-12)); (¤5.9, 5.11) • Contrast the tone (such as *formal, impersonal*) of academic writing with that of social, spoken English. (SSALD 1.27 (4-12)); ¤5.3, 5.4, 5.9) • Contrast approaches used in academic writing (*analytical, objective*) with those of social, spoken English (*personal, subjective*). (¤5.8) • Identify academic writers' use of diction and syntax (such as *fewer contractions and personal pronouns, increased use of qualifying words and phrases* AND *passive forms of verbs*). (¤5.4, 5.9, 7.2, 7.4) • Compare and contrast interpretations of events over an historical period of time. (SSALD 1.27 (4-12), (¤5.8) • Identify an author's goals, intents, and biases. (SSALD 1.26, 1.27, 3.19 (4-12)); (¤5.8, 5.9, 5.11) • Compare several authors' individual goals, intents, and biases. (SSALD 1.27 (4-12)); (¤5.4, 5.9, 5.11)	• Locate examples of tone in academic writing. (SSALD 1.27 (4-12)); (¤5.9, 5.11) • Contrast the tone (such as *formal, impersonal*) of academic writing with that of social, spoken English. (SSALD 1.27 (4-12)); ¤5.3, 5.4, 5.9) • Contrast approaches used in academic writing (*analytical, objective*) with those of social, spoken English (*personal, subjective*). (¤5.8) • Identify academic writers' use of diction and syntax (such as *fewer contractions and personal pronouns, increased use of qualifying words and phrases* AND *passive forms of verbs*). (¤5.4, 5.9, 7.2, 7.4) • Compare and contrast interpretations of events over an historical period of time. (SSALD 1.27 (4-12), (¤5.8) • Identify an author's goals, intents, and biases. (SSALD 1.26, 1.27, 3.19 (4-12)); (¤5.8, 5.9, 5.11) • Compare several authors' individual goals, intents, and biases. (SSALD 1.27 (4-12)); (¤5.4, 5.9, 5.11)

Outcomes: 1) Analyze the logic and use of evidence in an author's argument. (link to ELA 13.24) 2) Analyze and explain how authors use the elements of nonfiction to achieve their purposes. (link to ELA 13.27)

       3) Describe conflicts in points of view within and among cultures, as reflected in informational or expository text, and discuss how proposed resolutions reflect cultural and individual perspectives. (link to FL 4.22)

R.6 Research: Students will gather information in English from a variety of sources, analyze and evaluate the quality of the information obtained, and use it to answer their own and others' questions.

Beginning	Early Intermediate	Intermediate	Transitioning
LAU Categories A[1] and A[2]	LAU Categories B[1] and B[2]	LAU Categories C[1]	LAU Categories C[2]
Gathering, Organizing, and Analyzing Information • Formulate open-ended questions in order to explore a topic of interest. (ELA 24.6); (¤9.7) • Initiate a plan to search for information. (¤ 9.7) • Identify specific, topic-related information in resources, using indexes, tables of contents, and electronic search key words. (¤9.0 (all skills)) • Use standard bibliographic format to document sources. (ELA 24.4); (¤8.7, 8.9, 9.5) • Differentiate between primary and secondary source materials. (SSALD 1.27 (4-12)); (¤5.4, 5.9, 8.9, 9.7) • Document sources of research information in a consistent and standard format. (link to ELA 24.5); (¤8.7, 8.9, 9.5, 9.6)	**Gathering, Organizing, and Analyzing Information** • Formulate open-ended questions in order to explore a topic of interest. (ELA 24.6); (¤9.7) • Initiate a plan to search for information. (¤ 9.7) • Identify specific, topic-related information in resources, using indexes, tables of contents, and electronic search key words. (¤9.0 (all skills)) • Use standard bibliographic format to document sources. (ELA 24.4); (¤8.7, 8.9, 9.5) • Differentiate between primary and secondary source materials. (SSALD 1.27 (4-12)); (¤5.4, 5.9, 8.9, 9.7) • Identify and document specific, topic-related information in resources, using indexes, bibliographies, tables of contents, and electronic search key words. (¤8.7, 8.9, 9.3, 9.5, 9.6) • Document sources of research information in a consistent and standard format. (link to ELA 24.5); (¤8.7, 8.9, 9.5, 9.6)	**Gathering, Organizing, and Analyzing Information** • Formulate open-ended questions in order to explore a topic of interest. (ELA 24.6); (¤9.7) • Initiate a plan to search for information. (¤9.7) • Identify specific, topic-related information in resources, using indexes, tables of contents, and electronic search key words. (¤9.0 (all skills)) • Use standard bibliographic format to document sources. (ELA 24.4); (¤8.7, 8.9, 9.5) • Differentiate between primary and secondary source materials. (SSALD 1.27 (4-12)); (¤5.4, 5.9, 8.9, 9.7) • Identify and document specific, topic-related information in resources, using indexes, bibliographies, tables of contents, and electronic search key words. (¤8.7, 8.9, 9.3, 9.5, 9.6) • Document sources of research information in a consistent and standard format. (link to ELA 24.5); (¤8.7, 8.9, 9.5, 9.6)	**Gathering, Organizing, and Analyzing Information** • Formulate open-ended questions in order to explore a topic of interest. (ELA 24.6); (¤9.7) • Initiate a plan to search for information. (¤ 9.7) • Identify specific, topic-related information in resources, using indexes, tables of contents, and electronic search key words. (¤9.0 (all skills)) • Use standard bibliographic format to document sources. (ELA 24.4); (¤8.7, 8.9, 9.5) • Differentiate between primary and secondary source materials. (SSALD 1.27 (4-12)); (¤5.4, 5.9, 8.9, 9.7) • Identify and document specific, topic-related information in resources, using indexes, bibliographies, tables of contents, and electronic search key words. (¤8.7, 8.9, 9.3, 9.5, 9.6) • Document sources of research information in a consistent and standard format. (link to ELA 24.5); (¤8.7, 8.9, 9.5, 9.6)

Outcome: Evaluate relevant information gained from a variety of sources. (link to ELA 24.6)

Evaluating Research Criteria • Self-assess individual and group work for a research project. (ELA 24.2); (SSALD 1.27 (4-12)); (¤5.8, 9.0 (all skills)) • Determine and describe the essential features of an effective research report or project. (SSALD 1.27 (4-12)); (¤5.8, 9.0 (all skills)) • Relate report writing to questions asked at the beginning of the research process. (SSALD 1.27 (4-12));¤5.8, 9.0 (all skills))	**Evaluating Research Criteria** • Self-assess individual and group work for a research project. (ELA 24.2); (SSALD 1.27 (4-12)); (5.8, 9.0 (all skills)) • Determine and describe the essential features of an effective research report or project. (SSALD 1.27 (4-12)); (¤5.8, 9.0 (all skills)) • Relate report writing to questions asked at the beginning of the research process. (SSALD 1.27 (4-12)); (¤5.8, 9.0 (all skills))	**Evaluating Research Criteria** • Self-assess individual and group work for a research project. (ELA 24.2); (SSALD 1.27 (4-12)); (¤5.8, 9.0 (all skills)) • Determine and describe the essential features of an effective research report or project. (SSALD 1.27 (4-12)); (¤5.8, 9.0 (all skills)) • Relate report writing to questions asked at the beginning of the research process. (SSALD 1.27 (4-12)); (¤5.8, 9.0 (all skills))	**Evaluating Research Criteria** • Self-assess individual and group work for a research project. (ELA 24.2); (SSALD 1.27 (4-12)); (¤5.8, 9.0 (all skills)) • Determine and describe the essential features of an effective research report or project. (SSALD 1.27 (4-12)); (¤5.8, 9.0 (all skills)) • Relate report writing to questions asked at the beginning of the research process. (SSALD 1.27 (4-12)); (¤5.8, 9.0 (all skills))

Outcome: Evaluate the quality of research in terms of the adequacy of its questions, materials, approach, and source documentation. (link to ELA 24.6)

WRITING
Grades 9 – 12

Braiding the English Language Proficiency Benchmarks and Outcomes for ELL and the SSALD – <u>WRITING: Grades 9 - 12</u>
Foreign Language (FL), English Language Arts (ELA), (The Cambridge Step By Step Assessment to Language Dominance (SSALD), ¤Social, Affective and Cognitive Student Profile Checklist

W.1 Prewriting: Students will plan for writing in English by building on prior knowledge, generating words, and organizing ideas for a particular audience and purpose.

Beginning	Early Intermediate	Intermediate	Transitioning
LAU Categories A^1 and A^2	LAU Categories B^1 and B^2	LAU Categories C^1	LAU Categories C^2
Planning to Write • Identify the audience for and the purpose of a writing task (such as *narrating, describing*). (ELA 20); (SSALD 1.27 R/W 5.9 (4-12)) • Select the form or genre (such as *fiction, nonfiction, poetry, letter, journal, and list*) appropriate for an intended purpose. (SSALD 1.27 R/W 5.9 (4-12)) • Identify the criteria for completing a writing task. (ELA 25.2); (SSALD 1.27, 3.13, R/W 5.9 (4-12)) • Identify the topic of a writing task. (SSALD 3.17, R/W 5.4 (4-12)) • Determine an appropriate length for a writing task based on its purpose and audience. (SSALD 1.27 R/W 5.9 (4-12))	**Planning to Write** • Identify the audience for and the purpose of a writing task (such as *narrating, describing*). (ELA 20); (SSALD 1.27 R/W 5.9 (4-12)) • Select the form or genre (such as *fiction, nonfiction, poetry, letter, journal, and list*) appropriate for an intended purpose. (SSALD 1.27 R/W 5.9 (4-12)) • Identify the criteria for completing a writing task. (ELA 25.2); (SSALD 1.27, 3.13, R/W 5.9 (4-12)) • Identify the steps in planning a writing task (such as *asking for or giving information, expressing ideas, describing objects, responding to text*), using a visual organizer. (¤9.6, 9.7) • Identify the topic and determine an appropriate length for a writing task based on its purpose and audience. (SSALD 3.17, 1.27, R/W 5.4 (4-12)) • Generate questions that consider the audience and purpose of a writing task. (SSALD 1.27, 1.28, R/W 5.9 (4-12))	**Planning to Write** • Identify the audience for and the purpose of a writing task (such as *narrating, describing*). (ELA 20); (SSALD 1.27 R/W 5.9 (4-12)) • Select the form or genre (such as *fiction, nonfiction, poetry, letter, journal, and list*) appropriate for an intended purpose. (SSALD 1.27 R/W 5.9 (4-12)) • Identify the criteria for completing a writing task. (ELA 25.2); (SSALD 1.27, 3.13, R/W 5.9 (4-12)) • Identify the steps in planning a writing task (such as *asking for or giving information, expressing ideas, describing objects, responding to text*), using a visual organizer. (¤9.6, 9.7) • Identify the topic and determine an appropriate length for a writing task based on its purpose and audience. (SSALD 3.17, 1.27, R/W 5.4 (4-12)) • Generate questions that consider the audience and purpose of a writing task. (SSALD 1.27, 1.28, R/W 5.9 (4-12))	**Planning to Write** • Identify the audience for and the purpose of a writing task (such as *narrating, describing*). (ELA 20); (SSALD 1.27 R/W 5.9 (4-12)) • Select the form or genre (such as *fiction, nonfiction, poetry, letter, journal, and list*) appropriate for an intended purpose. (SSALD 1.27 R/W 5.9 (4-12)) • Identify the criteria for completing a writing task. (ELA 25.2); (SSALD 1.27, 3.13, R/W 5.9 (4-12)) • Identify the steps in planning a writing task (such as *asking for or giving information, expressing ideas, describing objects, responding to text*), using a visual organizer. (¤9.6, 9.7) • Identify the topic and determine an appropriate length for a writing task based on its purpose and audience. (SSALD 3.17, 1.27, R/W 5.4 (4-12)) • Generate questions that consider the audience and purpose of a writing task. (SSALD 1.27, 1.28, R/W 5.9 (4-12)) • Write a thesis statement that will be supported in a writing task. (link to ELA 23.10); (¤8.3, 8.7, 8.9, 8.10, 8.11) • List information that supports the thesis statement. (¤8.3, 8.7, 8.9, 8.10, 8.11)

Outcome: Identify a thesis statement and supporting information that will most appropriately address the audience and purpose of a writing task. (link to ELA 23.10)

Increasing Vocabulary • Identify learned words and phrases that are related to the topic of a writing task. (SSALD 1.23, 3.13, R/W 5.4 (4-12)) • Identify new words and phrases related to the topic of a writing task. (SSALD 1.23, 3.13, R/W 5.4 (4-12)) • List details to be considered for a writing task. (SSALD 3.18 (4-12)); (¤8.4) • List new words to be consider for a writing task, using resources (such as a *glossary or dictionary*). (¤9.3, 9.4, 9.5)	**Increasing Vocabulary** • Identify learned words and phrases that are related to the topic of a writing task. (SSALD 1.23, 3.13, R/W 5.4 (4-12)) • Identify new words and phrases related to the topic of a writing task. (SSALD 1.23, 3.13, R/W 5.4 (4-12)) • List descriptive details to be considered for a writing task. (SSALD 3.18 (4-12)); (¤8.4) • List new words to be consider for a writing task, using resources (such as a *glossary or dictionary*). (¤9.3, 9.4, 9.5)	**Increasing Vocabulary** • Identify previously learned words and phrases that are related to the topic of a writing task. (SSALD 1.23, 3.13, R/W 5.4 (4-12)) • List new words and phrases related to the topic of a writing task. (SSALD 1.23, 3.13, R/W 5.4 (4-12)) • List new words to be consider for a writing task, using resources (such as a *glossary or dictionary*). (¤9.3, 9.4, 9.5) • Identify words to add variety and detail to consider for use in a writing task. (SSALD 3.13 (4-12)); (¤8.5) • Select words that suit the audience and purpose of a writing task. (SSALD 3.13 (4-12)); (¤8.5)	**Increasing Vocabulary** • Identify previously learned words and phrases that are related to the topic of a writing task. (SSALD 1.23, 3.13, R/W 5.4 (4-12)) • List new words and phrases related to the topic of a writing task. (SSALD 1.23, 3.13, R/W 5.4 (4-12)) • List new words to be consider for a writing task, using resources (such as a *glossary or dictionary*). (¤9.3, 9.4, 9.5) • Identify words to add variety and detail to consider for use in a writing task. (SSALD 3.13 (4-12)); (¤8.5) • Select words that suit the audience and purpose of a writing task. (SSALD 3.13 (4-12)); (¤8.5)

Outcome: Generate technical, specific, and/or abstract words or phrases of grade-level content related to a writing task.

Organizing Ideas	Organizing Ideas	Organizing Ideas	Organizing Ideas

• Arrange events in sequential order when writing or dictating a personal or familiar experience. (ELA 23.1); (¤8.3, 8.5, 8.6, 8.11)
• Identify basic transition words related to story development (such as *at the beginning, at the end*). (¤8.3, 8.5, 8.6, 8.11)
• Organize ideas related to a writing topic using graphic representations. (¤8.3, 8.5, 8.6, 8.11)
• Organize ideas to write an account of a personal experience in a way that makes sense. (ELA 23.5); (¤8.7)
• Place related ideas in logical order in a single-paragraph format. (link to ELA 23.8); (¤9.6, 9.7)
• Compare organizational approaches in English with those of other cultures. (link to FL 5.17); (SSALD 1.27, R/W 5.9 (4-12)); (¤4.9)
	• Arrange events in sequential order when writing or dictating a personal or familiar experience. (ELA 23.1); (¤8.3, 8.5, 8.6, 8.11)
	• Identify basic transition words related to story development (such as *at the beginning, at the end*). (¤8.3, 8.5, 8.6, 8.11)
	• Organize ideas related to a writing topic using graphic representations. (¤8.3, 8.5, 8.6, 8.11)
	• Organize ideas to write an account of a personal experience in a way that makes sense. (ELA 23.5); (¤8.7)
	• Place related ideas in logical order in a single-paragraph format. (link to ELA 23.8); (¤9.6, 9.7)
	• Identify words and phrases that connect ideas within a paragraph (such as *first, then, finally, next, in addition, for example*). (SSALD 1.27, R/W 5.9 (4-12)); (¤8.6, 8.11)
	• Select an organizational approach (such as *most important information first to last*) to emphasize important information in a writing task. (link to ELA 23.14); (SSALD 1.27, R/W 5.9 (4-12)); (¤9.5, 9.6, 9.7)
	• Compare organizational approaches in English with those of other cultures. (link to FL 5.17); (SSALD 1.27, R/W 5.9 (4-12)); (¤4.9)
		• Arrange events in sequential order when writing or dictating a personal or familiar experience. (ELA 23.1); (¤8.3, 8.5, 8.6, 8.11)
		• Identify basic transition words related to story development (such as *at the beginning, at the end*). (¤8.3, 8.5, 8.6, 8.11)
		• Organize ideas related to a writing topic using graphic representations. (¤8.3, 8.5, 8.6, 8.11)
		• Organize ideas to write an account of a personal experience in a way that makes sense. (ELA 23.5); (¤8.7)
		• Arrange plot events in an order that leads to the climax. (SSALD 1.25 (4-12)); (¤8.3, 8.4, 8.9, 8.11)
		• Group ideas for a writing task that are related and place them in logical order, using visual organizers. (link to ELA 23.7); (SSALD 1.25 (4-12)); (¤8.3, 8.4, 8.9, 8.11)
		• Identify words and phrases that connect ideas within a paragraph (such as *first, then, finally, next, in addition, for example*). (SSALD 1.27, R/W 5.9 (4-12)); (¤8.6, 8.11)
		• Identify the organizational structure of a writing task (such as *compare-and-contrast, supported opinion, classification, persuasion or argument, cause-and-effect*). (¤8.6, 8.11, 9.6, 9.7)
		• Outline an introductory paragraph and a concluding paragraph that reflect the needs of an identified audience and purpose of a writing task. (link to ELA 23.10); (SSALD 3.19, R/W 8.3 (4-12)); (¤8.6, 8.7, 8.11, 9.6, 9.7)
		• Place related ideas in logical order in a multiple-paragraph format. (link to ELA 23.7); (SSALD 3.19, R/W 8.3 (4-12)); (¤8.6, 8.7, 8.11, 9.6, 9.7)
		• Select an organizational approach (such as *most important information first to last*) to emphasize important information in a writing task. (link to ELA 23.14); (SSALD 1.27, R/W 5.9 (4-12)); (¤9.5, 9.6, 9.7)
		• Compare organizational approaches in English with those of other cultures. (link to FL 5.17); (SSALD 1.27, R/W 5.9 (4-12)); (¤4.9)
			• Arrange events in sequential order when writing or dictating a personal or familiar experience. (ELA 23.1); (¤8.3, 8.5, 8.6, 8.11)
			• Identify basic transition words related to story development (such as *at the beginning, at the end*). (¤8.3, 8.5, 8.6, 8.11)
			• Organize ideas related to a writing topic using graphic representations. (¤8.3, 8.5, 8.6, 8.11)
			• Organize ideas to write an account of a personal experience in a way that makes sense. (ELA 23.5); (¤8.7)
			• Arrange plot events in an order that leads to the climax. (SSALD 1.25 (4-12)); (¤8.3, 8.4, 8.9, 8.11)
			• Group ideas for a writing task that are related and place them in logical order, using visual organizers. (link to ELA 23.7); (SSALD 1.25 (4-12)); (¤8.3, 8.4, 8.9, 8.11)
			• Identify words and phrases that connect ideas within a paragraph (such as *first, then, finally, next, in addition, for example*). (SSALD 1.27, R/W 5.9 (4-12)); (¤8.6, 8.11)
			• Identify the organizational structure of a writing task (such as *compare-and-contrast, supported opinion, classification, persuasion or argument, cause-and-effect*). (¤8.6, 8.11, 9.6, 9.7)
			• Outline an introductory paragraph and a concluding paragraph that reflect the needs of an identified audience and purpose of a writing task. (link to ELA 23.10); (SSALD 3.19, R/W 8.3 (4-12)); (¤8.6, 8.7, 8.11, 9.6, 9.7)
			• Place related ideas in logical order in a multiple-paragraph format. (link to ELA 23.7); (SSALD 3.19, R/W 8.3 (4-12)); (¤8.6, 8.7, 8.11, 9.6, 9.7)
			• Select words and phrases that connect ideas among paragraphs, such as
			  - comparing: *in the same way, similarly, like, as*
			  - adding an idea: *in addition, another reason is also, for instance, additionally, finally*
			  - concluding or summarizing: *as a result, consequently, finally, therefore, to sum up, in short, it follows that, since, in summary* (SSALD 1.26)
			• Select an organizational approach (such as *most important information first to last*) to emphasize important information in a writing task. (link to ELA 23.14); (SSALD 1.27, R/W 5.9 (4-12)); (¤9.5, 9.6, 9.7)
			• Compare organizational approaches in English with those of other cultures. (link to FL 5.17); (SSALD 1.27, R/W 5.9 (4-12)); (¤4.9)

Outcome: 1) Organize ideas for a critical essay about literature or a research report with an original thesis statement in the introduction, well-constructed paragraphs that built an effective argument, transition, sentences that link paragraphs to create a coherent whole, and a conclusion. (ELA 23.13)

W.2 Writing: Students will write in English for a variety of purposes with clear focus, coherent organization, and sufficient details.

Beginning	Early Intermediate	Intermediate	Transitioning
LAU Categories A^1 and A^2	LAU Categories B^1 and B^2	LAU Categories C^1	LAU Categories C^2
Providing Information • Diagram and label information to be conveyed in a writing task. (¤8.0 (all skills)) • Write or dictate research questions. (ELA 19.8); (¤8.0 (all skills)) • Enumerate, in list or outline form, points or steps one by one. (¤8.0 (all skills)) • Write short accounts of personal or familiar experiences, including academic topics. (SSALD R/W 8.3 (4-12)); (¤8.3, 8.4, 8.5, 8.6, 8.9) • Write a topic sentence with a clear focus (such as *one that explains a process, summarizes a personal experience*). (¤8.1, 8.2, 8.9) • Write a thesis statement expressing an attitude or personal position. (¤8.5, 8.7, 8.9, 8.11, 9.1, 9.3, 9.5) • List reasons that support or elaborate upon a thesis statement. (¤8.2, 8.3, 8.4, 9.5, 9.6)	**Providing Information** • Diagram and label information to be conveyed in a writing task. (¤8.0 (all skills)) • Write or dictate research questions. (ELA 19.8); (¤8.0 (all skills)) • Enumerate, in list or outline form, points or steps one by one. (¤8.0 (all skills)) • Write short accounts of personal or familiar experiences, including academic topics. (SSALD R/W 8.3 (4-12)); (¤8.3, 8.4, 8.5, 8.6, 8.9) • Write a topic sentence with a clear focus (such as one that *explains a process, summarizes a personal experience*). (¤8.1, 8.2, 8.9) • Write a conclusion that supports the details provided in a written paragraph. (¤8.5, 8.9) • Write a short explanation of a process that includes a topic sentence, details, and a conclusion. (ELA 19.17); (¤8.1, 8.6) • Identify general and supporting ideas for a multi-paragraph composition. (¤8.3, 8.4, 8.9) • Write the topic sentence for a multi-paragraph composition. (¤8.1, 8.2, 8.9) • Identify details for supporting paragraphs for a multi-paragraph composition. (SSALD 3.18 (4-12)) • Write the introductory paragraph and concluding paragraph for a multi-paragraph composition. (¤8.3, 8.4, 8.5, 8.6, 8.9) • Write supporting paragraphs with topic sentences, details, and concluding sentences for a multi-paragraph composition. (¤8.3, 8.4, 8.5, 8.6, 8.9) • Write brief research reports with clear focus and supporting details. (ELA 19.16); (¤8.7, 8.4, 9.5, 9.6) • Write a thesis statement, based on completed research. (¤8.5, 8.7, 8.9, 8.11, 9.1, 9.3, 9.5) • Write a thesis statement expressing an attitude or personal position. (¤8.5, 8.7, 8.9, 8.11, 9.1, 9.3, 9.5) • List reasons that support or elaborate upon a thesis statement. (¤8.2, 8.3, 8.4, 9.5, 9.6)	**Providing Information** • Diagram and label information to be conveyed in a writing task. (¤8.0 (all skills)) • Write or dictate research questions. (ELA 19.8); (¤8.0 (all skills)) • Enumerate, in list or outline form, points or steps one by one. (¤8.0 (all skills)) • Write brief summaries of information gathered through research. (ELA 19.11) • Write a topic sentence with a clear focus (such as one that *explains a process, summarizes a personal experience*). (¤8.1, 8.2, 8.9) • Write a conclusion that supports the details provided in a written paragraph. (¤8.5, 8.9) • Write a short explanation of a process that includes a topic sentence, details, and a conclusion. (ELA 19.17); (¤8.1, 8.6) • Identify general and supporting ideas for a multi-paragraph composition. (¤8.3, 8.4, 8.9) • Write the topic sentence for a multi-paragraph composition. (¤8.1, 8.2, 8.9) • Identify details for supporting paragraphs for a multi-paragraph composition. (SSALD 3.18 (4-12)) • Write the introductory paragraph and concluding paragraph for a multi-paragraph composition. (¤8.3, 8.4, 8.5, 8.6, 8.9) • Write supporting paragraphs with topic sentences, details, and concluding sentences for a multi-paragraph composition. (¤8.3, 8.4, 8.5, 8.6, 8.9) • Write brief research reports with clear focus and supporting details. (ELA 19.16) • Write a thesis statement, based on completed research. (¤8.5, 8.7, 8.9, 8.11, 9.1, 9.3, 9.5) • Write reports, based on research, that include quotations, footnotes or endnotes, and a bibliography. (ELA 19.21); (¤8.1, 8.2, 8.3, 8.4, 8.5, 8.6, 8.7, 8.9, 9.5, 9.7) • Write a thesis statement expressing an attitude or personal position. (¤8.5, 8.7, 8.9, 8.11, 9.1, 9.3, 9.5) • List reasons that support or elaborate upon a thesis	**Providing Information** • Diagram and label information to be conveyed in a writing task. (¤8.0 (all skills)) • Write or dictate research questions. (ELA 19.8); (¤8.0 (all skills)) • Enumerate, in list or outline form, points or steps one by one. (¤8.0 (all skills)) • Write brief summaries of information gathered through research. (ELA 19.11) • Write a topic sentence with a clear focus (such as one that *explains a process, summarizes a personal experience*). (¤8.1, 8.2, 8.9) • Write a conclusion that supports the details provided in a written paragraph. (¤8.5, 8.9) • Write a short explanation of a process that includes a topic sentence, details, and a conclusion. (ELA 19.17); (¤8.1, 8.6) • Identify general and supporting ideas for a multi-paragraph composition. (¤8.3, 8.4, 8.9) • Write the topic sentence for a multi-paragraph composition. (¤8.1, 8.2, 8.9) • Identify details for supporting paragraphs for a multi-paragraph composition. (SSALD 3.18 (4-12)) • Write the introductory paragraph and concluding paragraph for a multi-paragraph composition. (¤8.3, 8.4, 8.5, 8.6, 8.9) • Write supporting paragraphs with topic sentences, details, and concluding sentences for a multi-paragraph composition. (¤8.3, 8.4, 8.5, 8.6, 8.9) • Write brief research reports with clear focus and supporting details. (ELA 19.16) • Write a thesis statement, based on completed research. (¤8.5, 8.7, 8.9, 8.11, 9.1, 9.3, 9.5) • Write reports, based on research, that include quotations, footnotes or endnotes, and a bibliography. (ELA 19.21); (¤8.1, 8.2, 8.3, 8.4, 8.5, 8.6, 8.7, 8.9, 9.5, 9.7) • Write a thesis statement expressing an attitude or personal position. (¤8.5, 8.7, 8.9, 8.11, 9.1, 9.3, 9.5) • List reasons that support or elaborate upon a thesis

| | | statement. (¤8.2, 8.3, 8.4, 9.5, 9.6) | statement. (¤8.2, 8.3, 8.4, 9.5, 9.6) |

Outcomes: 1) Write a research report that supports a thesis statement and uses logical organization. (link to ELA 19.27)   2) Write a personal or persuasive essay, expressing an attitude or position. (link to ELA 19.26)

Responding to Text	**Responding to Text**	**Responding to Text**	**Responding to Text**
• List evidence from a literary or an informational text that supports a given topic sentence. (¤8.3, 8.4, 8.8, 9.5) • Define the purpose (such as *analyzing, informing, entertaining, convincing*) of a personal, literary, or persuasive essay. (SSALD 1.27, R/W 5.9 (4-12))	• List evidence from a literary or an informational text that supports a given topic sentence. (¤8.3, 8.4, 8.8, 9.5) • Select a sentence from a literary or an informational text that synthesizes a given set of facts or ideas. (SSALD 1.27, R/W 5.9 (4-12)); (¤8.1, 8.4, 8.5, 8.6, 8.9) • Write or dictates a sentence that synthesizes a given set of facts or ideas from a literary or an informational text. (SSALD 1.27, R/W 5.9 (4-12)); (¤8.1, 8.4, 8.5, 8.6, 8.9) • Write reviews of stories, plays, and movies. (link to FL 3.17); (SSALD 1.27, R/W 5.9 (4-12)); (¤8.1, 8.4, 8.5, 8.6, 8.9) • Provide evidence for an interpretation of a literary text by giving facts or logical reasons from a text. (link to ELA 19.22); (SSALD R/W 5.9 (4-12)); (¤8.5, 8.6, 8.9) • Define the purpose (such as *analyzing, informing, entertaining, convincing*) of a personal, literary, or persuasive essay. (SSALD 1.27, R/W 5.9 (4-12)) • Identify opposing or multiple viewpoints on a selected topic. (¤5.1, 5.3, 5.4, 5.9, 5.11, 9.3, 9.5) • Identify logical points for presenting argument or point of view in an essay. (¤5.1, 5.3, 5.4, 5.9, 5.11, 9.3, 9.5)	• List evidence from a literary or an informational text that supports a given topic sentence. (¤8.3, 8.4, 8.8, 9.5) • Select a sentence from a literary or an informational text that synthesizes a given set of facts or ideas. (SSALD 1.27, R/W 5.9 (4-12)); (¤8.1, 8.4, 8.5, 8.6, 8.9) • Write or dictates a sentence that synthesizes a given set of facts or ideas from a literary or an informational text. (SSALD 1.27, R/W 5.9 (4-12)); (¤8.1, 8.4, 8.5, 8.6, 8.9) • Write reviews of stories, plays, and movies. (link to FL 3.17); (SSALD 1.27, R/W 5.9 (4-12)); (¤8.1, 8.4, 8.5, 8.6, 8.9) • Write to compare, contrast, and analyze articles on a given topic in newspapers, journals, television, and radio broadcasts. (FL 5.13); (SSALD R/W 5.9 (4-12)); (¤8.5, 8.9) • Provide evidence for an interpretation of a literary text by giving facts or logical reasons from a text. (link to ELA 19.22); (SSALD R/W 5.9 (4-12)); (¤8.5, 8.6, 8.9) • Define the purpose (such as *analyzing, informing, entertaining, convincing*) of a personal, literary, or persuasive essay. (SSALD 1.27, R/W 5.9 (4-12)) • Select the degree of formality for tone, style, diction, and mood appropriate to the identified audience and for the purpose of a proposed essay. (¤8.6) • Identify opposing or multiple viewpoints on a selected topic. (¤5.1, 5.3, 5.4, 5.9, 5.11, 9.3, 9.5) • Identify logical points for presenting argument or point of view in an essay. (¤5.1, 5.3, 5.4, 5.9, 5.11, 9.3, 9.5)	• List evidence from a literary or an informational text that supports a given topic sentence. (¤8.3, 8.4, 8.8, 9.5) • Select a sentence from a literary or an informational text that synthesizes a given set of facts or ideas. (SSALD 1.27, R/W 5.9 (4-12)); (¤8.1, 8.4, 8.5, 8.6, 8.9) • Write or dictates a sentence that synthesizes a given set of facts or ideas from a literary or an informational text. (SSALD 1.27, R/W 5.9 (4-12)); (¤8.1, 8.4, 8.5, 8.6, 8.9) • Write reviews of stories, plays, and movies. (link to FL 3.17); (SSALD 1.27, R/W 5.9 (4-12)); (¤8.1, 8.4, 8.5, 8.6, 8.9) • Write to compare, contrast, and analyze articles on a given topic in newspapers, journals, television, and radio broadcasts. (FL 5.13); (SSALD R/W 5.9 (4-12)); (¤8.5, 8.9) • Provide evidence for an interpretation of a literary text by giving facts or logical reasons from a text. (link to ELA 19.22); (SSALD R/W 5.9 (4-12)); (¤8.5, 8.6, 8.9) • Define the purpose (such as *analyzing, informing, entertaining, convincing*) of a personal, literary, or persuasive essay. (SSALD 1.27, R/W 5.9 (4-12)) • Select the degree of formality for tone, style, diction, and mood appropriate to the identified audience and for the purpose of a proposed essay. • Identify opposing or multiple viewpoints on a selected topic. (¤5.1, 5.3, 5.4, 5.9, 5.11, 9.3, 9.5) • Identify logical points for presenting argument or point of view in an essay. (¤5.1, 5.3, 5.4, 5.9, 5.11, 9.3, 9.5)

Outcome: 1) Write coherent compositions with a clear focus, objective presentation of alternate views, rich detail, well-develop paragraphs, and logical argumentation.

Writing a Story	**Writing a Story**	**Writing a Story**	**Writing a Story**
• Writes sentences to tell or retell a story in chronological sequence. (ELA 19.2); (¤8.1, 8.2, 8.3, 8.4, 8.9) • List details that describe story events. • Identify and describe elements of a story (such as *characters, dialogue, setting, plot, conflict, resolution*). (FL 3.10; ELA 19.14); (¤8.1, 8.2, 8.3, 8.4, 8.9)	• Writes sentences to tell or retell a story in chronological sequence. (ELA 19.2); (¤8.1, 8.2, 8.3, 8.4, 8.9) • List details that describe story events. • Identify and describe elements of a story (such as *characters, dialogue, setting, plot, conflict, resolution*). (FL 3.10; ELA 19.14); (¤8.1, 8.2, 8.3, 8.4, 8.9) • Write a story that contains the basic elements of a story. (link to ELA 19.14) • Write a story or script with clear theme and adequate detail. (¤8.1, 8.2, 8.3, 8.4, 8.6, 8.7, 8.10, 8.11) • Write a story or script with an explicit theme. (¤8.1, 8.2,	• Writes sentences to tell or retell a story in chronological sequence. (ELA 19.2); (¤8.1, 8.2, 8.3, 8.4, 8.9) • List details that describe story events. • Identify and describe elements of a story (such as *characters, dialogue, setting, plot, conflict, resolution*). (FL 3.10; ELA 19.14); (¤8.1, 8.2, 8.3, 8.4, 8.9) • Write a story that contains the basic elements of a story. (link to ELA 19.14) • Write a story or script with clear theme and adequate detail. (¤8.1, 8.2, 8.3, 8.4, 8.6, 8.7, 8.10, 8.11) • Write a story or script with an explicit theme. (¤8.1, 8.2,	• Writes sentences to tell or retell a story in chronological sequence. (ELA 19.2); (¤8.1, 8.2, 8.3, 8.4, 8.9) • List details that describe story events. • Identify and describe elements of a story (such as *characters, dialogue, setting, plot, conflict, resolution*). (FL 3.10; ELA 19.14); (¤8.1, 8.2, 8.3, 8.4, 8.9) • Write a story that contains the basic elements of a story. (link to ELA 19.14) • Write a story or script with clear theme and adequate detail. (¤8.1, 8.2, 8.3, 8.4, 8.6, 8.7, 8.10, 8.11) • Write a story or script with an explicit theme. (¤8.1, 8.2,

	8.3, 8.4, 8.6, 8.7, 8.10, 8.11) • Use elements of writing that contribute to mood or tone. (¤8.7, 8.10)	8.3, 8.4, 8.6, 8.7, 8.10, 8.11) • Use elements of writing that contribute to mood or tone. (¤8.7, 8.10)	8.3, 8.4, 8.6, 8.7, 8.10, 8.11) • Use elements of writing that contribute to mood or tone. (¤8.7, 8.10)

Outcome: Write a well-organized story or scrip with explicit or implicit theme(s) and with details that contribute to mood or tone. (link to ELA 19.24)

Writing a Letter	**Writing a Letter**	**Writing a Letter**	**Writing a Letter**
• Identify parts of a letter (such as *heading, body, closing, and signature*). (¤8.7, 8.8) • Write letters for a specific audience and purpose (such as *thank-you note, invitation*). • Write letters, notes, and/or e-mails for personal purposes. (FL 3.9); (¤8.0 (all skills)) • Write a letter expressing a personal position on an issue of local importance. (¤3.2, 3.5, 8.1, 8.2, 8.7, 8.8, 8.11)	• Identify parts of a letter (such as *heading, body, closing, and signature*). (¤8.7, 8.8) • Write letters for a specific audience and purpose (such as *thank-you note, invitation*). • Write letters, notes, and/or e-mails for personal purposes. (FL 3.9); (¤8.0 (all skills)) • Write a letter requesting specific information. (FL 3.15); (¤8.1, 8.2, 8.3, 8.5, 8.6, 8.7, 8.9) • Analyze differences and similarities between personal correspondence in English and in the student's first language. (FL 5); (¤8.3, 8.8, 8.9) • Write a letter expressing a personal position on an issue of local importance. (¤3.2, 3.5, 8.1, 8.2, 8.7, 8.8, 8.11) • Write a job application letter that includes information on previous relevant experience and interests. (¤8.1, 8.2, 8.7, 8.8, 8.11)	• Write letters for a specific audience and purpose (such as *thank-you note, invitation*). • Write letters, notes, and/or e-mails for personal purposes. (FL 3.9); (¤8.0 (all skills)) • Write a letter requesting specific information. (FL 3.15); (¤8.1, 8.2, 8.3, 8.5, 8.6, 8.7, 8.9) • Write a letter expressing a personal position on an issue of local importance. (¤3.2, 3.5, 8.1, 8.2, 8.7, 8.8, 8.11) • Analyze differences and similarities between personal correspondence in English and in the student's first language. (FL 5); (¤8.3, 8.8, 8.9) • Write a job application letter that includes information on previous relevant experience and interests. (¤8.1, 8.2, 8.7, 8.8, 8.11)	• Write letters for a specific audience and purpose (such as *thank-you note, invitation*). • Write letters, notes, and/or e-mails for personal purposes. (FL 3.9); (¤8.0 (all skills)) • Write a letter requesting specific information. (FL 3.15); (¤8.1, 8.2, 8.3, 8.5, 8.6, 8.7, 8.9) • Write a job application letter that includes information on previous relevant experience and interests. (¤8.1, 8.2, 8.7, 8.8, 8.11) • Write a letter expressing a personal position on an issue of local importance. (¤3.2, 3.5, 8.1, 8.2, 8.7, 8.8, 8.11) • Analyze differences and similarities between personal correspondence in English and in the student's first language. (FL 5); (¤8.3, 8.8, 8.9)

Outcome: Write a letter that expresses and defends personal opinions or benefits to an identified audience.

Writing a Poem	**Writing a Poem**	**Writing a Poem**	**Writing a Poem**
• Identify sensory details in poems read or heard. (SSALD 1.27, R/W 5.9 (4-12)); (¤5.1, 5.4, 7.1, 7.8) • Identify graphic elements used in poems (such *as capital letters, line length, word position*), for reference when writing poetry. (link to ELA 19.15); (SSALD 1.27, R/W 5.9 (4-12)); (¤5.4, 7.12, 8.7)	• Identify sensory details in poems read or heard. (SSALD 1.27, R/W 5.9 (4-12)); (¤5.1, 5.4, 7.1, 7.8) • Identify graphic elements used in poems (such as *capital letters, line length, word position*), for reference when writing poetry. (link to ELA 19.15); (SSALD 1.27, R/W 5.9 (4-12)); (¤5.4, 7.12, 8.7) • Identify figurative language used in poems (such as *simile, metaphor, personification*) for reference when writing poetry. (link to ELA 19.15); (SSALD 1.27, R/W 5.9 (4-12)); (¤5.4, 5.8, 5.9) • Identify and use figurative language to enhance meaning in writing poetry. (¤ 8.7, 8.8, 8.11)	• Identify sensory details in poems read or heard. (SSALD 1.27, R/W 5.9 (4-12)); (¤5.1, 5.4, 7.1, 7.8) • Identify graphic elements used in poems (such as *capital letters, line length, word position*), for reference when writing poetry. (link to ELA 19.15); (SSALD 1.27, R/W 5.9 (4-12)); (¤5.4, 7.12, 8.7) • Identify figurative language used in poems (such as *simile, metaphor, personification*) for reference when writing poetry. (link to ELA 19.15); (SSALD 1.27, R/W 5.9 (4-12)); (¤5.4, 5.8, 5.9) • Identify techniques used in writing poetry (such as *alliteration, onomatopoeia, rhyme scheme*). (link to ELA 19.15); (¤5.4, 5.8, 5.9) • Identify and use figurative language to enhance meaning in writing poetry. (¤ 8.7, 8.8, 8.11)	• Identify sensory details in poems read or heard. (SSALD 1.27, R/W 5.9 (4-12)); (¤5.1, 5.4, 7.1, 7.8) • Identify graphic elements used in poems (such as *capital letters, line length, word position*), for reference when writing poetry. (link to ELA 19.15); (SSALD 1.27, R/W 5.9 (4-12)); (¤5.4, 7.12, 8.7) • Identify figurative language used in poems (such as *simile, metaphor, personification*) for reference when writing poetry. (link to ELA 19.15); (SSALD 1.27, R/W 5.9 (4-12)); (¤5.4, 5.8, 5.9) • Identify techniques used in writing poetry (such as *alliteration, onomatopoeia, rhyme scheme*). (link to ELA 19.15); (¤5.4, 5.8, 5.9) • Identify and use figurative language to enhance meaning in writing poetry. (¤ 8.7, 8.8, 8.11)

Outcome: Write a poem, using a range of poetic techniques, forms, and figurative language. (ELA 19.25)

W.3 Revising: Students will evaluate and revise word choice, sentence variety, and organization of ideas when writing in English for a particular audience and purpose.

Beginning	Early Intermediate	Intermediate	Transitioning
LAU Categories A[1] and A[2]	**LAU Categories B[1] and B[2]**	**LAU Categories C[1]**	**LAU Categories C[2]**
<u>Evaluation</u> • Identify personal standards or judgment of quality of writing. (SSALD 1.27, R/W 5.9 (4-12)) • As a group, develop and use scoring guides or rubrics to improve organization and presentation of written projects. (link to ELA 25.4); (SSALD 1.27, R/W 5.9 (4-12)) • Identify and describe prescribed criteria for evaluating writing. (link to ELA 25.3); (SSALD 1.27, R/W 5.9 (4-12)); (¤7.0 (all skills)), 8.1, 8.2, 8.3, 8.4, 8.5, 8.6, 8.7)	<u>Evaluation</u> • Explain personal standards or judgment of quality of writing. (ELA 25.2); (SSALD 1.27, R/W 5.9 (4-12)) • As a group, develop and use scoring guides or rubrics to improve organization and presentation of written projects. (link to ELA 25.4); (SSALD 1.27, R/W 5.9 (4-12)) • Describe prescribed criteria for evaluating writing. (SSALD 1.27, R/W 5.9 (4-12)); (¤7.0 (all skills)), 8.1, 8.2, 8.3, 8.4, 8.5, 8.6, 8.7)	<u>Evaluation</u> • Explain personal standards or judgment of quality of writing. (ELA 25.2); (SSALD 1.27, R/W 5.9 (4-12)) • As a group, develop and use scoring guides or rubrics to improve organization and presentation of written projects. (link to ELA 25.4); (SSALD 1.27, R/W 5.9 (4-12)) • Describe prescribed criteria for evaluating writing. (SSALD 1.27, R/W 5.9 (4-12)); (¤7.0 (all skills)), 8.1, 8.2, 8.3, 8.4, 8.5, 8.6, 8.7)	<u>Evaluation</u> • Explain personal standards or judgment of quality of writing. (ELA 25.2); (SSALD 1.27, R/W 5.9 (4-12)) • As a group, develop and use scoring guides or rubrics to improve organization and presentation of written projects. (link to ELA 25.4); (SSALD 1.27, R/W 5.9 (4-12)) • Describe prescribed criteria for evaluating writing. (SSALD 1.27, R/W 5.9 (4-12)); (¤7.0 (all skills)), 8.1, 8.2, 8.3, 8.4, 8.5, 8.6, 8.7)

Outcome: Use an agreed-upon scoring guide to reflect on the audience and purpose for writing, and to review the writing's organization and content, in preparation for final editing. (link to ELA 25.5)

Beginning	Early Intermediate	Intermediate	Transitioning
<u>Organization</u> • Participate in revision of group writing. (SSALD 1.26, 1.27, R/W 5.9 (4-12)); (¤7.0, 8.0 (all skills)) • Participate in peer revision of writing. (SSALD 1.26, 1.27, 1.28, R/W 5.9 (4-12)); (¤8.11) • Select and use helpful information provided in revision. (SSALD 1.26 (4-12)); (¤7.4, 7.10, 8.11) • Rearrange sentences to make writing more clear or interesting to the reader. (link to ELA 21.4); (SSALD 1.26, 1.27, 3.17, 3.18, R/W 5.9 (4-12)); (¤8.3, 8.5) • Revise writing to ensure coherence in writing. (link to ELA 21.6); (SSALD 3.18 (4-12)); (¤7.0 (all skills)), 8.1, 8.2, 8.3, 8.4, 8.5, 8.6, 8.7) • Revise writing to improve transitions between ideas in writing. (link to ELA 21.6); (SSALD 3.18 (4-12)); (¤7.0 (all skills)), 8.1, 8.2, 8.3, 8.4, 8.5, 8.6, 8.7)	<u>Organization</u> • Participate in revision of group writing. SSALD 1.26, 1.27, R/W 5.9 (4-12)); (¤7.0, 8.0 (all skills)) • Participate in peer revision of writing. (SSALD 1.26, 1.27, 1.28, R/W 5.9 (4-12)); (¤8.11) • Select and use helpful information provided in revision. (SSALD 1.26 (4-12)); (¤7.4, 7.10, 8.11) • Rearrange sentences to make writing more clear or interesting to the reader. (link to ELA 21.4); (SSALD 1.26, 1.27, 3.17, 3.18, R/W 5.9 (4-12)); (¤8.3, 8.5) • Revise writing to ensure coherence in writing. (link to ELA 21.6); (SSALD 3.18 (4-12)); (¤7.0 (all skills)), 8.1, 8.2, 8.3, 8.4, 8.5, 8.6, 8.7) • Revise writing to improve transitions between ideas in writing. (link to ELA 21.6); (SSALD 3.18 (4-12)); (¤7.0 (all skills)), 8.1, 8.2, 8.3, 8.4, 8.5, 8.6, 8.7) • Strengthen expression of the point of view or main idea in writing. (¤5.4, 5.9, 8.3, 8.4, 8.5, 8.6)	<u>Organization</u> • Participate in revision of group writing. SSALD 1.26, 1.27, R/W 5.9 (4-12)); (¤7.0, 8.0 (all skills)) • Participate in peer revision of writing. (SSALD 1.26, 1.27, 1.28, R/W 5.9 (4-12)); (¤8.11) • Select and use helpful information provided in revision. (SSALD 1.26 (4-12)); (¤7.4, 7.10, 8.11) • Strengthen expression of the point of view or main idea in writing. (¤5.4, 5.9, 8.3, 8.4, 8.5, 8.6) • Strengthen cohesion of writing by adding or revising transitions. (¤8.6, 8.11) • Identify parallelism and the repetition of grammatical form in words, phrases, or clauses, in the writing of other authors and in original writing. (link to ELA 5.28); (¤7.4, 7.7, 7.8, 7.11)	<u>Organization</u> • Participate in revision of group writing. SSALD 1.26, 1.27, R/W 5.9 (4-12)); (¤7.0, 8.0 (all skills)) • Participate in peer revision of writing. (SSALD 1.26, 1.27, 1.28, R/W 5.9 (4-12)); (¤8.11) • Select and use helpful information provided in revision. (SSALD 1.26 (4-12)); (¤7.4, 7.10, 8.11) • Strengthen expression of the point of view or main idea in writing. (¤5.4, 5.9, 8.3, 8.4, 8.5, 8.6) • Strengthen cohesion of writing by adding or revising transitions. (¤8.6, 8.11) • Identify parallelism and the repetition of grammatical form in words, phrases, or clauses, in the writing of other authors and in original writing. (link to ELA 5.28); (¤7.4, 7.7, 7.8, 7.11)

Outcome: Revise topic development to improve organization of writing. (link to ELA 21.8)

Beginning	Early Intermediate	Intermediate	Transitioning
<u>Word Choice</u> • Use reference materials and/or generated word list to expand word choices in writing. (ELA 21.3); (SSALD 1.26, 1.27, R/W 5.9 (4-12)); (¤9.4, 9.5) • Use feedback from consultations with peers and/or teacher to improve precision in writing. (SSALD 1.27, 1.28, R/W 5.9 (4-12)) • Identify synonyms that give more specific information to the reader. (ELA 4.6); (¤5.7) • Identify familiar idioms in writing. (SSALD 3.20 (4-12))	<u>Word Choice</u> • Use reference materials and/or generated word list to expand word choices in writing. (ELA 21.3); (SSALD 1.26, 1.27, R/W 5.9 (4-12)); (¤9.4, 9.5) • Use feedback from consultations with peers and/or teacher to improve precision in writing. (SSALD 1.27, 1.28, R/W 5.9 (4-12)) • Identify synonyms that give more specific information to the reader. (ELA 4.6); (¤5.7) • Incorporate familiar idioms in writing. (ELA 4.11); (SSALD	<u>Word Choice</u> • Use reference materials and/or generated word list to expand word choices in writing. (ELA 21.3); (SSALD 1.26, 1.27, R/W 5.9 (4-12)); (¤9.4, 9.5) • Use feedback from consultations with peers and/or teacher to improve precision in writing. (SSALD 1.27, 1.28, R/W 5.9 (4-12)) • Incorporate synonyms that give more specific information to the reader. (ELA 4.6); (¤5.7) • Identify and add idiomatic expressions and other	<u>Word Choice</u> • Use reference materials and/or generated word list to expand word choices in writing. (ELA 21.3); (SSALD 1.26, 1.27, R/W 5.9 (4-12)); (¤9.4, 9.5) • Use feedback from consultations with peers and/or teacher to improve precision in writing. (SSALD 1.27, 1.28, R/W 5.9 (4-12)) • Incorporate synonyms that give more specific information to the reader. (ELA 4.6); (¤5.7) • Identify and add idiomatic expressions and other

• Use base words with common prefixes to vary word choice in writing. (ELA 4.4); (¤6.7) • Give examples of words or word parts from English that have been adopted in other languages. (link to FL 5.10) • Identify familiar expressions (collocations) that are used as if they were one word (such as "*here and there," we'll see*"). • Utilize references (such as *thesaurus*) to vary words choices. (ELA 21.3) • Identify images and sensory details to writing that are relevant to its purpose. • Use technical vocabulary in writing that is relevant to its purpose. • Identify words that add precision to writing. • Distinguish between formal and informal language heard in stories, poems, and plays. (ELA 6.1); (¤8.7) • Distinguish between personal and impersonal language used in writing. (¤8.7, 8.10)	3.20 (4-12)) • Identify and add idiomatic expressions and other phrases to writing. (SSALD 3.20 (4-12)) • Give examples of words or word parts from English that have been adopted in other languages. (link to FL 5.10); (SSALD 1.27, R/W 5.9 (4-12)); (¤5.8, 5.9) • Identify and use familiar expressions (collocations) that are used as if they were one word (such as "*here and there," we'll see*"). • Utilize references (such as *thesaurus*) to vary words choices. (ELA 21.3); (¤9.4, 9.5) • Add images and sensory details to writing that are relevant to its purpose. (link to ELA 21.4) • Use technical vocabulary in writing that is relevant to its purpose. • Incorporate idiomatic expressions in writing that are relevant to its purpose. • Identify and use correctly words and phrases that have both literal and figurative meanings. (link to ELA 4.23) • Identify and use vocabulary words and phrases in ways specific to academic content (such as *table, sense, compound in science*). (SSALD 1.27, R/W 5.9 (4-12)) • Use a variety of reference tools to identify and use new words appropriately. (link to ELA 4.27); (¤9.3, 9.4, 9.5) • Distinguish between formal and informal language heard in stories, poems, and plays. (ELA 6.1); (¤8.7) • Distinguish between personal and impersonal language used in writing. (¤8.7, 8.10)	phrases to writing. • Give examples of words or word parts from English that have been adopted in other languages. (link to FL 5.10); (SSALD 1.27, R/W 5.9 (4-12)); (¤5.8, 5.9) • Identify and use familiar expressions (collocations) that are used as if they were one word (such as "*here and there," we'll see*"). • Utilize references (such as *thesaurus*) to vary words choices. (ELA 21.3); (¤9.4, 9.5) • Add images and sensory details to writing that are relevant to its purpose. (link to ELA 21.4) • Use technical vocabulary in writing that is relevant to its purpose. • Incorporate idiomatic expressions in writing that are relevant to its purpose. • Identify and use correctly words and phrases that have both literal and figurative meanings. (link to ELA 4.23) • Identify and use vocabulary words and phrases in ways specific to academic content (such as *table, sense, compound in science*). (SSALD 1.27, R/W 5.9 (4-12)) • Use a variety of reference tools to identify and use new words appropriately. (link to 4.27); (¤9.3, 9.4, 9.5) • Distinguish between formal and informal language heard in stories, poems, and plays. (ELA 6.1); (¤8.7) • Distinguish between personal and impersonal language used in writing. (¤8.7, 8.10)	phrases to writing. • Give examples of words or word parts from English that have been adopted in other languages. (link to FL 5.10); (SSALD 1.27, R/W 5.9 (4-12)); (¤5.8, 5.9) • Identify and use familiar expressions (collocations) that are used as if they were one word (such as "*here and there," we'll see*"). • Utilize references (such as *thesaurus*) to vary words choices. (ELA 21.3); (¤9.4, 9.5) • Add images and sensory details to writing that are relevant to its purpose. (link to ELA 21.4) • Incorporate idiomatic expressions in writing that are relevant to its purpose. • Identify and add specific or technical vocabulary to writing. (¤8.7) • Identify and use correctly words and phrases that have both literal and figurative meanings. (link to ELA 4.23) • Identify and use vocabulary words and phrases in ways specific to academic content (such as *table, sense, compound in science*). (SSALD 1.27, R/W 5.9 (4-12)) • Use a variety of reference tools to identify and use new words appropriately. (link to ELA 4.27); (¤9.3, 9.4, 9.5) • Distinguish and use formal and informal language heard in stories, poems, and plays. (ELA 6.1); (¤8.7) • Distinguish and use personal and impersonal language used in writing. (¤8.7, 8.10)

Outcomes: 1) Revise words and phrases to add detail to a writing task. (link to ELA 21.8)   2) Incorporate new words and phrases to make writing more clear to the reader. (link to ELA 4.27)   3) Vary words in writing to enhance clarity and interest. (link to ELA 21.8)

Sentence Variety	**Sentence Variety**	**Sentence Variety**	**Sentence Variety**
• Identify short and long sentences in student writing. (SSALD 1.27, R/W 5.9 (4-12)); (¤7.11) • Identify repetitive sentence patterns. (SSALD 1.27, R/W 5.9 (4-12)); (¤7.11) • Identify ways in which sentences can be combined to make writing clearer. (link to ELA 21.4); (SSALD 1.27, R/W 5.9 (4-12)); (¤7.11) • Revise writing to include accurate word order within sentences. (¤8.11)	• Identify short and long sentences in student writing. (SSALD 1.27, R/W 5.9 (4-12)); (¤7.11) • Identify repetitive sentence patterns. (SSALD 1.27, R/W 5.9 (4-12)); (¤7.11) • Identify desired degree of formality for the purpose of a writing task. (SSALD 1.27, R/W 5.9 (4-12)); (¤8.7) • Combine and vary sentences to maintain the interest of the reader. (¤7.11, 8.5) • Revise writing to include accurate word order within sentences. (¤8.11)	• Identify word order differences, omissions of words, or substitutions of words that can be revised to strengthen writing. (SSALD 1.27, R/W 5.9 (4-12)); (¤8.5) • Identify repetitive sentence patterns. (SSALD 1.27, R/W 5.9 (4-12)); (¤7.11) • Identify desired degree of formality for the purpose of a writing task. (SSALD 1.27, R/W 5.9 (4-12)); (¤8.7) • Combine and vary sentences to maintain the interest of the reader. (¤7.11, 8.5) • Revise writing to include accurate word order within sentences. (¤8.11)	• Identify word order differences, omissions of words, or substitutions of words that can be revised to strengthen writing. (SSALD 1.27, R/W 5.9 (4-12)); (¤8.5) • Identify desired degree of formality for the purpose of a writing task. (SSALD 1.27, R/W 5.9 (4-12)); (¤8.7) • Combine and vary sentences to maintain the interest of the reader. (¤7.11, 8.5) • Revise writing to include accurate word order within sentences. (¤8.11)

Outcome: Use a variety of sentence patterns and lengths, depending on the purpose of the writing and the intended audience. (link to ELA 21.9)

W.4 Editing: Students will understand and apply knowledge of Standard English grammar, spelling, and conventions to improve their writing.

Beginning	Early Intermediate	Intermediate	Transitioning
LAU Categories A^1 and A^2	LAU Categories B^1 and B^2	LAU Categories C^1	LAU Categories C^2
Punctuation and Mechanics • Use rules for capitalization at the beginning of a sentence. (¤ 8.2) • Use rules for capitalization for names and places. (¤ 8.2) • Use rules for appropriate end marks (such as *periods, question marks*). (ELA 22.2); (¤ 8.2) • Use commas for a series within a sentence. (¤ 8.2) • Use rules for apostrophes when editing writing. (link to ELA 5.14); (¤ 8.2) • Use rules for quotation marks when editing writing. (link to ELA 5.14); (¤ 8.2) • Use rules for commas in compound sentences. (link to ELA 5.14); (¤ 8.2) • Use rules for paragraph indentation. (link to ELA 5.14); (¤ 8.2, 8.4) • Use rules for separating introductory words and phrases using a comma. (¤ 8.2, 8.9) • Compare writing conventions of English with writing conventions of the student's first language. (FL 5)	**Punctuation and Mechanics** • Use rules for capitalization at the beginning of a sentence. (¤ 8.2) • Use rules for capitalization for names and places. (¤ 8.2) • Use rules for appropriate end marks (such as *periods, question marks*). (ELA 22.2); (¤ 8.2) • Use commas for a series within a sentence. (¤ 8.2) • Use rules for apostrophes when editing writing. (link to ELA 5.14); (¤ 8.2) • Use rules for quotation marks when editing writing. (link to ELA 5.14); (¤ 8.2) • Use rules for commas in compound sentences. (link to ELA 5.14); (¤ 8.2) • Use rules for paragraph indentation. (link to ELA 5.14); (¤ 8.2, 8.4) • Use rules for separating introductory words and phrases using a comma. (¤ 8.2, 8.9) • Use rules for semicolons and colons when editing. (link to ELA 22.9) • Use rules for hyphens when editing. (link to ELA 22.9) • Compare writing conventions of English with writing conventions of the student's first language. (FL 5)	**Punctuation and Mechanics** • Use rules for capitalization at the beginning of a sentence. (¤ 8.2) • Use rules for capitalization for names and places (¤ 8.2). • Use rules for appropriate end marks (such as *periods, question marks*). (ELA 22.2); (¤ 8.2) • Use commas for a series within a sentence. • Use rules for apostrophes when editing writing. (link to ELA 5.14); (¤ 8.2) • Use rules for quotation marks when editing writing. (link to ELA 5.14); (¤ 8.2) • Use rules for commas in compound sentences. (link to ELA 5.14); (¤ 8.2) • Use rules for paragraph indentation. (link to ELA 5.14); (¤ 8.2, 8.4) • Use rules for separating introductory words and phrases using a comma. (¤ 8.2, 8.9) • Use rules for semicolons and colons when editing. (link to ELA 22.9) • Use rules for hyphens when editing. (link to ELA 22.9) • Compare writing conventions of English with writing conventions of the student's first language. (FL 5)	**Punctuation and Mechanics** • Use rules for capitalization at the beginning of a sentence. (¤ 8.2) • Use rules for capitalization for names and places. (¤ 8.2) • Use rules for appropriate end marks (such as *periods, question marks*). (ELA 22.2); (¤ 8.2) • Use commas for a series within a sentence. • Use rules for apostrophes when editing writing. (link to ELA 5.14); (¤ 8.2) • Use rules for quotation marks when editing writing. (link to ELA 5.14); (¤ 8.2) • Use rules for commas in compound sentences. (link to ELA 5.14); (¤ 8.2) • Use rules for paragraph indentation. (link to ELA 5.14); (¤ 8.2, 8.4) • Use rules for separating introductory words and phrases using a comma. (¤ 8.2, 8.9) • Use rules for semicolons and colons when editing. (link to ELA 22.9) • Use rules for hyphens when editing. (link to ELA 22.9) • Compare writing conventions of English with writing conventions of the student's first language. (FL 5)

Outcome: Use all writing conventions of Standard English when editing. (link to ELA 22.10)

Spelling • Identify the correct spelling of frequently used sight words and words with personal meaning. (ELA 22.2) • Spell correctly frequently used sight words and words with personal meaning. (ELA 22.2) • Correct spelling of misspelled words during editing by comparing words to a list or other sources. • Spell correctly most commonly used homophones (such as *there/they're; to/two/too*). (ELA 22.2) • Use reference list of words in English to edit spelling. • Apply rules of English for forming irregular plural nouns (such as *plurals that do not end in –s; adding –es, -ies, -ves to certain singular nouns; nouns that can be either singular or plural*). (SSALD 1.21 (4-12)); (¤ 7.2, 7.4)	**Spelling** • Identify the correct spelling of frequently used sight words and words with personal meaning. (ELA 22.2) • Spell correctly frequently used sight words and words with personal meaning. (ELA 22.2) • Correct spelling of misspelled words during editing by comparing words to a list or other sources. • Spell correctly most commonly used homophones (such as *there/they're; to/two/too*). (ELA 22.2) • Use reference list of words in English to edit spelling. • Apply rules of English for forming irregular plural nouns (such as *plurals that do not end in –s; adding –es, -ies, -ves to certain singular nouns; nouns that can be either singular or plural*). (SSALD 1.21 (4-12)); (¤ 7.2, 7.4)	**Spelling** • Identify the correct spelling of frequently used sight words and words with personal meaning. (ELA 22.2) • Spell correctly frequently used sight words and words with personal meaning. (ELA 22.2) • Correct spelling of misspelled words during editing by comparing words to a list or other sources. • Spell correctly most commonly used homophones (such as *there/they're; to/two/too*). (ELA 22.2) • Use reference list of words in English to edit spelling. • Apply rules of English for forming irregular plural nouns (such as *plurals that do not end in –s; adding –es, -ies, -ves to certain singular nouns; nouns that can be either singular or plural*). (SSALD 1.21 (4-12)); (¤ 7.2, 7.4)	**Spelling** • Identify the correct spelling of frequently used sight words and words with personal meaning. (ELA 22.2) • Spell correctly frequently used sight words and words with personal meaning. (ELA 22.2) • Correct spelling of misspelled words during editing by comparing words to a list or other sources. • Spell correctly most commonly used homophones (such as *there/they're; to/two/too*). (ELA 22.2) • Use reference list of words in English to edit spelling. • Apply rules of English for forming irregular plural nouns (such as *plurals that do not end in –s; adding –es, -ies, -ves to certain singular nouns; nouns that can be either singular or plural*). (SSALD 1.21 (4-12)); (¤ 7.2, 7.4)

Outcome: Use Standard English spelling when editing. (link to ELA 22.9)

Grammar/Structure	Grammar/Structure	Grammar/Structure	Grammar/Structure
• Edit simple sentences for correct subject and verb agreement. (SSALD 1.24, 3.15 (4-12)); (¤ 7.4, 7.11) • Edit sentences for elimination of sentence fragments. (ELA 5.7); (¤ 7.10, 7.1, 8.11) • Identify and correct pronoun references when editing. (link to ELA 22.8) • Identify and correct sentence fragments and run-on sentences when editing. (link to ELA 22.7); (SSALD 1.22 (4-12)); (¤ 7.2, 8.11) • Apply knowledge of simple, compound, and complex sentences when editing. (link to ELA 22.8); (¤ 7.10, 8.11) • Identify and correct tense inconsistencies when editing. (link to ELA 5.28); (SSALD 1.24, 3.15 (4-12)); (¤ 7.4, 7.10, 7.11, 8.11)	• Edit simple sentences for correct subject and verb agreement. (SSALD 1.24, 3.15 (4-12)); (¤ 7.4, 7.11) • Edit sentences for elimination of sentence fragments. (ELA 5.7); (¤ 7.10, 7.1, 8.11) • Identify and correct pronoun references when editing. (link to ELA 22.8) • Identify and correct sentence fragments and run-on sentences when editing. (link to ELA 22.7); (SSALD 1.22 (4-12)); (¤ 7.2, 8.11) • Apply knowledge of simple, compound, and complex sentences when editing. (link to ELA 22.8); (¤ 7.10, 8.11) • Identify and correct tense inconsistencies when editing. (link to ELA 5.28); (SSALD 1.24, 3.15 (4-12)); (¤ 7.4, 7.10, 7.11, 8.11)	• Edit simple sentences for correct subject and verb agreement. (SSALD 1.24, 3.15 (4-12)); (¤ 7.4, 7.11) • Edit sentences for elimination of sentence fragments. (ELA 5.7); (¤ 7.10, 7.1, 8.11) • Identify and correct pronoun references when editing. (link to ELA 22.8) • Identify and correct sentence fragments and run-on sentences when editing. (link to ELA 22.7); (SSALD 1.22 (4-12)); (¤ 7.2, 8.11) • Apply knowledge of simple, compound, and complex sentences when editing. (link to ELA 22.8); (¤ 7.10, 8.11) • Identify and correct tense inconsistencies when editing. (link to ELA 5.28); (SSALD 1.24, 3.15 (4-12)); (¤ 7.4, 7.10, 7.11, 8.11) • Recognize the functions of verbals (such as *participles, gerunds, infinitives*). (ELA 5.25); (SSALD 1.24, 1.27, R/W 5.9 (4-12)); (¤ 9.4)	• Edit simple sentences for correct subject and verb agreement. (SSALD 1.24, 3.15 (4-12)); (¤ 7.4, 7.11) • Edit sentences for elimination of sentence fragments. (ELA 5.7); (¤ 7.10, 7.1, 8.11) • Identify and correct pronoun references when editing. (link to ELA 22.8) • Identify and correct sentence fragments and run-on sentences when editing. (link to ELA 22.7); (SSALD 1.22 (4-12)); (¤ 7.2, 8.11) • Apply knowledge of simple, compound, and complex sentences when editing. (link to ELA 22.8); (¤ 7.10, 8.11) • Identify and correct tense inconsistencies when editing. (link to ELA 5.28); (SSALD 1.24, 3.15 (4-12)); (¤ 7.4, 7.10, 7.11, 8.11) • Recognize the functions of verbals (such as *participles, gerunds, infinitives*). (ELA 5.25); (SSALD 1.24, 1.27, R/W 5.9 (4-12)); (¤ 9.4)

Outcome: Apply knowledge of correct sentences structure and usage when editing. (link to ELA 22.9)

W.5 Media: Students will use, analyze, and produce a variety of media in English, including audio, television, Internet, and emerging technologies.

Beginning	Early Intermediate	Intermediate	Transitioning
LAU Categories A[1] and A[2]	LAU Categories B[1] and B[2]	LAU Categories C[1]	LAU Categories C[2]
Using and Analyzing Media • Use word processing to publish writing. (¤9.5) • Select and use appropriate applications for a variety of classroom projects, including database, spreadsheet, web browser, and word processing. (FL Appendix J); (¤9.5) • Work collaboratively with peers when using technology in the classroom. (¤9.9) • Comprehend and use acceptable use guidelines. (FL Appendix J) • Gather and analyze information, using multiple media. (¤9.5, 9.6) • Distinguish how international events in English speaking media and in the media of other languages are portrayed. (¤4.9, 4.10, 4.11)	**Using and Analyzing Media** • Use word processing to publish writing. (¤9.5) • Select and use appropriate applications for a variety of classroom projects, including database, spreadsheet, web browser, and word processing. (FL Appendix J); (¤9.5) • Work collaboratively with peers when using technology in the classroom. (¤9.9) • Comprehend and use acceptable use guidelines. (FL Appendix J) • Gather and analyze information, using multiple media. (¤9.5, 9.6) • Compare how international events in English speaking media and in the media of other languages are portrayed. (SSALD 1.27, R/W 5.9 (4-12)); (¤4.9, 4.10, 4.11) • Identify and give examples of stereotypes and biases used in mass media, and how stereotypes media reflect cultural and individual perspective. (SSALD 1.27, R/W 5.9 (4-12)); (¤4.9, 4.10, 4.11)	**Using and Analyzing Media** • Use word processing to publish writing. (¤9.5) • Select and use appropriate applications for a variety of classroom projects, including database, spreadsheet, web browser, and word processing. (FL Appendix J); (¤9.5) • Work collaboratively with peers when using technology in the classroom. (¤9.9) • Comprehend and use acceptable use guidelines. (FL Appendix J) • Gather and analyze information, using multiple media. (¤9.5, 9.6) • Analyze how international events in English speaking media and in the media of other languages are portrayed. (SSALD 1.27, R/W 5.9 (4-12)); (¤4.9, 4.10, 4.11) • Analyze how stereotypes and mass media reflect cultural and individual perspectives. (SSALD 1.27, R/W 5.9 (4-12)); (¤4.9, 4.10, 4.11)	**Using and Analyzing Media** • Use word processing to publish writing. (¤9.5) • Select and use appropriate applications for a variety of classroom projects, including database, spreadsheet, web browser, and word processing. (FL Appendix J); (¤9.5) • Work collaboratively with peers when using technology in the classroom. (¤9.9) • Comprehend and use acceptable use guidelines. (FL Appendix J) • Gather and analyze information, using multiple media. (¤9.5, 9.6) • Analyze how international events in English speaking media and in the media of other languages are portrayed. (SSALD 1.27, R/W 5.9 (4-12)); (¤4.9, 4.10, 4.11) • Analyze how stereotypes and mass media reflect cultural and individual perspectives. (SSALD 1.27, R/W 5.9 (4-12)); (¤4.9, 4.10, 4.11)

Outcomes: 1) Compare how international events are or have been reported in English-speaking media and in the media of other languages. (FL 6.15) 2) Use graphs, images, and/or sounds to enhance a point of view on a topic. (link to ELA 27.6) 3) Identify how voice, tone, diction, and syntax are used differently in media presentations than they are in informal speech. (ELA 6.9) 4) Identify stereotypes and biases used in mass media, and discuss how these media reflect cultural and individual perspectives. (link to FL 4.23)

Producing Media	Producing Media	Producing Media	Producing Media
• Create radio scripts, audiotapes, or videotapes for display or transmission. (ELA 27.1); (¤9.5) • Create presentations using computer technology. (ELA 27.2); (¤9.5)	• Create radio scripts, audiotapes, or videotapes for display or transmission. (ELA 27.1); (¤9.5) • Create presentations using computer technology. (ELA 27.2); (¤9.5)	• Create radio scripts, audiotapes, or videotapes for display or transmission. (ELA 27.1); (¤9.5) • Create presentations using computer technology. (ELA 27.2); (¤9.5)	• Create radio scripts, audiotapes, or videotapes for display or transmission. (ELA 27.1); (¤9.5) • Create presentations using computer technology. (ELA 27.2); (¤9.5)

Outcome: Create media presentations that effectively use graphics, images, and/or sound to present a distinctive point of view on a topic. (ELA 27.6)

Evaluating Media	Evaluating Media	Evaluating Media	Evaluating Media
• Create and use an agreed upon rubric to evaluate media presentations. (¤9.5, 9.7)	• Create and use an agreed upon rubric to evaluate media presentations. (¤9.5, 9.7)	• Create and use an agreed upon rubric to evaluate media presentations. (¤9.5, 9.7)	• Create and use an agreed upon rubric to evaluate media presentations. (¤9.5, 9.7)

Outcome: Use agreed-upon criteria to evaluate the effectiveness of media presentations.