

ELD Standards Unpacking: A Look at Skills and Language Resources

Grade 7 Part I Standard 1

English Language Proficiency (teach toward the next level)		
Collaborative		
Emerging	Expanding	Bridging
<p>1. Exchanging information/ideas Engage in conversational exchanges and express ideas on familiar topics by asking and answering <i>yes-no</i> and <i>wh-</i> questions and responding using simple phrases.</p>	<p>1. Exchanging information/ideas Contribute to class, group, and partner discussions by following turn-taking rules, asking relevant questions, affirming others, adding relevant information, and paraphrasing key ideas.</p>	<p>1. Exchanging information/ideas Contribute to class, group, and partner discussions by following turn-taking rules, asking relevant questions, affirming others, adding relevant information and evidence, paraphrasing key ideas, building on responses, and providing useful feedback.</p>
<p>Skills:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Engage in conversational exchanges <input type="checkbox"/> Express ideas on familiar topics <input type="checkbox"/> Ask <i>yes-no</i> questions <input type="checkbox"/> Ask <i>wh-</i> questions <input type="checkbox"/> Respond using simple phrases 	<p>Skills:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Contribute to class, group, and partner discussions <input type="checkbox"/> Follow turn-taking rules <input type="checkbox"/> Ask relevant questions <input type="checkbox"/> Affirm others <input type="checkbox"/> Add relevant information <input type="checkbox"/> Paraphrase key ideas 	<p>Skills:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Contribute to class, group, and partner discussions <input type="checkbox"/> Follow turn-taking rules <input type="checkbox"/> Ask relevant questions <input type="checkbox"/> Affirm others <input type="checkbox"/> Add relevant information and evidence <input type="checkbox"/> Paraphrase key ideas <input type="checkbox"/> Build on responses <input type="checkbox"/> Provide useful feedback

ELD Standards Unpacking: A Look at Skills and Language Resources

Grade 7 Part I Standard 2

English Language Proficiency (teach toward the next level)		
Collaborative		
Emerging	Expanding	Bridging
<p>2. Interacting via written English Engage in short written exchanges with peers and collaborate on simple written texts on familiar topics, using technology when appropriate.</p>	<p>2. Interacting via written English Engage in longer written exchanges with peers and collaborate on more detailed written texts on a variety of topics, using technology when appropriate.</p>	<p>2. Interacting via written English Engage in extended written exchanges with peers and collaborate on complex written texts on a variety of topics, using technology when appropriate.</p>
<p>Skills:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Engage in short written exchanges with peers <input type="checkbox"/> Collaborate on simple written texts on familiar topics <input type="checkbox"/> Use technology when appropriate 	<p>Skills:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Engage in longer written exchanges with peers <input type="checkbox"/> Collaborate on more detailed written texts on a variety of topics <input type="checkbox"/> Use technology when appropriate 	<p>Skills:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Engage in extended written exchanges with peers <input type="checkbox"/> Collaborate on complex written texts on a variety of topics <input type="checkbox"/> Use technology when appropriate

ELD Standards Unpacking: A Look at Skills and Language Resources

Grade 7 Part I Standard 3

English Language Proficiency (teach toward the next level)		
Collaborative		
Emerging	Expanding	Bridging
<p>3. Supporting opinions and persuading others Negotiate with or persuade others in conversations (e.g., to gain and hold the floor or ask for clarification) using learned phrases (e.g., <i>I think . . .</i>, <i>Would you please repeat that?</i>) and open responses.</p>	<p>3. Supporting opinions and persuading others Negotiate with or persuade others in conversations (e.g., to provide counterarguments) using learned phrases (<i>I agree with X, but . . .</i>), and open responses.</p>	<p>3. Supporting opinions and persuading others Negotiate with or persuade others in conversations using appropriate register (e.g., to acknowledge new information) using a variety of learned phrases, indirect reported speech (e.g., <i>I heard you say X, and I haven't thought about that before</i>), and open responses.</p>
<p>Skills:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Negotiate with others in conversations <input type="checkbox"/> Persuade others in conversations <input type="checkbox"/> Use learned phrases and open responses (e.g., <i>I think . . .</i>, <i>Would you please repeat that?</i>) <input type="checkbox"/> Gain or hold the floor 	<p>Skills:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Negotiate with others in conversations <input type="checkbox"/> Persuade others in conversations <input type="checkbox"/> Use learned phrases (<i>I agree with X, but . . .</i>) <input type="checkbox"/> Use open responses 	<p>Skills:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Negotiate with or persuade others in conversations <input type="checkbox"/> Use appropriate register in conversations <input type="checkbox"/> Use a variety of learned phrases in conversations (e.g., <i>I heard you say X, and I haven't thought about that before</i>) <input type="checkbox"/> Use indirect reported speech in conversations <input type="checkbox"/> Use open responses in conversations

ELD Standards Unpacking: A Look at Skills and Language Resources

Grade 7 Part I Standard 4

English Language Proficiency (teach toward the next level)		
Collaborative		
Emerging	Expanding	Bridging
<p>4. Adapting language choices Adjust language choices according to social setting (e.g., classroom, break time) and audience (e.g., peers, teacher).</p>	<p>4. Adapting language choices Adjust language choices according to purpose (e.g., explaining, persuading, entertaining), task, and audience.</p>	<p>4. Adapting language choices Adjust language choices according to task (e.g., facilitating a science experiment, providing peer feedback on a writing assignment), purpose, task, and audience.</p>
<p>Skills:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Adjust language choices according to social setting <input type="checkbox"/> Adjust language choices according to audience 	<p>Skills:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Adjust language choices according to purpose <input type="checkbox"/> Adjust language choices according to task <input type="checkbox"/> Adjust language choices according to audience 	<p>Skills:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Adjust language choices according to task <input type="checkbox"/> Adjust language choices according to purpose <input type="checkbox"/> Adjust language choices according to audience

ELD Standards Unpacking: A Look at Skills and Language Resources

Grade 7 Part I Standard 5

English Language Proficiency (teach toward the next level)		
Interpretive		
Emerging	Expanding	Bridging
<p>5. Listening actively Demonstrate active listening in oral presentation activities by asking and answering basic questions, with prompting and substantial support.</p>	<p>5. Listening actively Demonstrate active listening in oral presentation activities by asking and answering detailed questions, with occasional prompting and moderate support.</p>	<p>5. Listening actively Demonstrate active listening in oral presentation activities by asking and answering detailed questions, with minimal prompting and support.</p>
<p>Skills: With substantial support</p> <ul style="list-style-type: none"> <input type="checkbox"/> Demonstrate active listening in oral presentation <input type="checkbox"/> Ask basic questions <input type="checkbox"/> Answer basic questions 	<p>Skills: With occasional prompting and moderate support</p> <ul style="list-style-type: none"> <input type="checkbox"/> Demonstrate active listening in oral presentations <input type="checkbox"/> Ask detailed questions <input type="checkbox"/> Answer detailed questions 	<p>Skills: With minimal prompting and support</p> <ul style="list-style-type: none"> <input type="checkbox"/> Demonstrate active listening in oral presentations <input type="checkbox"/> Ask detailed questions <input type="checkbox"/> Answer detailed questions

ELD Standards Unpacking: A Look at Skills and Language Resources

Grade 7 Part I Standard 6

English Language Proficiency (teach toward the next level)		
Interpretive		
Emerging	Expanding	Bridging
<p>6. Reading/viewing closely</p> <ol style="list-style-type: none"> Explain ideas, phenomena, processes, and text relationships (e.g., compare/contrast, cause/effect, problem/solution) based on close reading of a variety of grade-appropriate texts and viewing of multimedia, with substantial support. Express inferences and conclusions drawn based on close reading of grade-appropriate texts and viewing of multimedia using some frequently used verbs (e.g., <i>shows that, based on</i>). Use knowledge of morphology (e.g., affixes, roots, and base words), context, reference materials, and visual cues to determine the meaning of unknown and multiple-meaning words on familiar topics. 	<p>6. Reading/viewing closely</p> <ol style="list-style-type: none"> Explain ideas, phenomena, processes, and text relationships (e.g., compare/contrast, cause/effect, problem/solution) based on close reading of a variety of grade-level texts and viewing of multimedia, with moderate support. Express inferences and conclusions drawn based on close reading of grade appropriate texts and viewing of multimedia using a variety of verbs (e.g., <i>suggests that, leads to</i>). Use knowledge of morphology (e.g., affixes, roots, and base words), context, reference materials, and visual cues to determine the meaning of unknown and multiple-meaning words on familiar and new topics. 	<p>6. Reading/viewing closely</p> <ol style="list-style-type: none"> Explain ideas, phenomena, processes, and text relationships (e.g., compare/contrast, cause/effect, problem/solution) based on close reading of a variety of grade-level texts and viewing of multimedia, with light support. Express inferences and conclusions drawn based on close reading of grade level texts and viewing of multimedia using a variety of precise academic verbs (e.g., <i>indicates that, influences</i>). Use knowledge of morphology (e.g., affixes, roots, and base words), context, reference materials, and visual cues to determine the meaning, including figurative and connotative meanings, of unknown and multiple-meaning words on a variety of new topics.
<p>Skills: Based on close reading with substantial support</p> <ul style="list-style-type: none"> <input type="checkbox"/> Explain ideas <input type="checkbox"/> Explain phenomena <input type="checkbox"/> Explain process <input type="checkbox"/> Explain text relationships <input type="checkbox"/> Demonstrate understanding of a select set of grade-appropriate text and 	<p>Skills: Based on close reading with moderate support</p> <ul style="list-style-type: none"> <input type="checkbox"/> Explain ideas <input type="checkbox"/> Explain phenomena <input type="checkbox"/> Explain process <input type="checkbox"/> Explain text relationships <input type="checkbox"/> Demonstrate understanding of a select set of grade-appropriate text and multimedia 	<p>Skills: Based on close reading with light support</p> <ul style="list-style-type: none"> <input type="checkbox"/> Explain ideas <input type="checkbox"/> Explain phenomena <input type="checkbox"/> Explain process <input type="checkbox"/> Explain text relationships <input type="checkbox"/> Demonstrate understanding of a select set of grade-appropriate text and multimedia

ELD Standards Unpacking: A Look at Skills and Language Resources

<p>multimedia</p> <ul style="list-style-type: none"><input type="checkbox"/> Express inferences<input type="checkbox"/> Express conclusions<input type="checkbox"/> Use some frequently used verbs<input type="checkbox"/> Determine the meaning of unknown words on familiar topics<input type="checkbox"/> Determine the meaning of multiple meaning words on familiar topics<input type="checkbox"/> Use knowledge of morphology<input type="checkbox"/> Use knowledge of context<input type="checkbox"/> Use reference material<input type="checkbox"/> Use visual clues	<ul style="list-style-type: none"><input type="checkbox"/> Express inferences<input type="checkbox"/> Express conclusions<input type="checkbox"/> Use a variety of verbs<input type="checkbox"/> Determine the meaning of unknown words on familiar and new topics<input type="checkbox"/> Determine the meaning of multiple-meaning words on familiar and new topics<input type="checkbox"/> Use knowledge of morphology<input type="checkbox"/> Use knowledge of context<input type="checkbox"/> Use reference material<input type="checkbox"/> Use visual clues	<ul style="list-style-type: none"><input type="checkbox"/> Express inferences<input type="checkbox"/> Express conclusions<input type="checkbox"/> Use a variety of precise academic verbs<input type="checkbox"/> Determine the meaning of unknown words on a variety unknown and multiple-meaning words<input type="checkbox"/> Determine the figurative meaning of unknown words on a variety of unknown and multiple-meaning words<input type="checkbox"/> Use knowledge of morphology<input type="checkbox"/> Use knowledge of context<input type="checkbox"/> Use reference material<input type="checkbox"/> Use visual clues
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ELD Standards Unpacking: A Look at Skills and Language Resources

Grade 7 Part I Standard 7

English Language Proficiency (teach toward the next level)		
Interpretive		
Emerging	Expanding	Bridging
<p>7. Evaluating language choices Explain how well writers and speakers use language to support ideas and arguments with detailed evidence (e.g., identifying the precise vocabulary used to present evidence, or the phrasing used to signal a shift in meaning) when provided with substantial support.</p>	<p>7. Evaluating language choices Explain how well writers and speakers use specific language to present ideas or support arguments and provide detailed evidence (e.g., showing the clarity of the phrasing used to present an argument) when provided with moderate support.</p>	<p>7. Evaluating language choices Explain how well writers and speakers use specific language resources to present ideas or support arguments and provide detailed evidence (e.g., identifying the specific language used to present ideas and claims that are well supported and distinguishing them from those that are not) when provided with light support.</p>
<p>Skills: With substantial support</p> <ul style="list-style-type: none"> <input type="checkbox"/> Explain how writers and speakers use language to support ideas <input type="checkbox"/> Explain how writers and speakers use language to arguments <input type="checkbox"/> Use detailed evidence 	<p>Skills: With moderate support</p> <ul style="list-style-type: none"> <input type="checkbox"/> Explain how writers and speakers use specific language to present ideas <input type="checkbox"/> Explain how writers and speakers use specific language to support arguments <input type="checkbox"/> Use detailed evidence 	<p>Skills: With light support</p> <ul style="list-style-type: none"> <input type="checkbox"/> Explain how writers and speakers use specific language to present ideas <input type="checkbox"/> Explain how writers and speakers use specific language to support arguments <input type="checkbox"/> Use detailed evidence

ELD Standards Unpacking: A Look at Skills and Language Resources

Grade 7 Part I Standard 8

English Language Proficiency (teach toward the next level)		
Interpretive		
Emerging	Expanding	Bridging
<p>8. Analyzing language choices Explain how phrasing or different common words with similar meaning (e.g., choosing to use the word <i>polite</i> versus <i>good</i>) produce different effects on the audience.</p>	<p>8. Analyzing language choices Explain how phrasing, different words with similar meaning (e.g., describing a character as <i>diplomatic</i> versus <i>respectful</i>) or figurative language (e.g., <i>The wind blew through the valley like a furnace</i>) produce shades of meaning and different effects on the audience.</p>	<p>8. Analyzing language choices Explain how phrasing, different words with similar meaning (e.g., <i>refined-respectful polite-diplomatic</i>), or figurative language (e.g., <i>The wind whispered through the night</i>) produce shades of meaning, nuances, and different effects on the audience.</p>
<p>Skills:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Explain how phrasing or different common words that have similar meaning produce different effects on the audience 	<p>Skills: Explain how:</p> <ul style="list-style-type: none"> <input type="checkbox"/> phrasing produces shades of meaning <input type="checkbox"/> phrasing produces different effects on the audience <input type="checkbox"/> different words with similar meaning produces shades of meaning <input type="checkbox"/> different words with similar meaning produces different effects on the audience <input type="checkbox"/> figurative language produces shades of meaning <input type="checkbox"/> figurative language produces different effects on the audience 	<p>Skills: Explain how:</p> <ul style="list-style-type: none"> <input type="checkbox"/> phrasing produces shades of meaning <input type="checkbox"/> phrasing produces nuances <input type="checkbox"/> phrasing produces different effects on the audience <input type="checkbox"/> different words with similar meaning produces shades of meaning <input type="checkbox"/> different words with similar meaning produces nuances <input type="checkbox"/> different words with similar meaning produces different effects on the audience <input type="checkbox"/> figurative language produces shades of meaning <input type="checkbox"/> figurative language produces nuances <input type="checkbox"/> figurative language produces different effects on the audience

ELD Standards Unpacking: A Look at Skills and Language Resources

Grade 7 Part I Standard 9

English Language Proficiency (teach toward the next level)		
Productive		
Emerging	Expanding	Bridging
<p>9. Presenting Plan and deliver brief informative oral presentations on familiar topics.</p>	<p>9. Presenting Plan and deliver longer oral presentations on a variety of topics, using details and evidence to support ideas.</p>	<p>9. Presenting Plan and deliver longer oral presentations on a variety of topics in a variety of disciplines, using reasoning and evidence to support ideas, as well as growing understanding of register.</p>
<p>Skills:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Plan brief informative oral presentations on familiar topics <input type="checkbox"/> Deliver brief informative oral presentations on familiar topics 	<p>Skills:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Plan longer oral presentations on a variety of topics <input type="checkbox"/> Deliver longer oral presentations on a variety of topics <input type="checkbox"/> Use details and evidence to support ideas 	<p>Skills:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Plan longer oral presentations on a variety of topics in a variety of disciplines <input type="checkbox"/> Deliver longer oral presentations on a variety of topics in a variety of disciplines <input type="checkbox"/> Use reasoning and evidence to support ideas <input type="checkbox"/> Use a growing understanding of register

ELD Standards Unpacking: A Look at Skills and Language Resources

Grade 7 Part I Standard 10

English Language Proficiency (teach toward the next level)		
Productive		
Emerging	Expanding	Bridging
<p>10. Writing</p> <p>a. Write short literary and informational texts (e.g., an argument for wearing school uniforms) collaboratively (e.g., with peers) and independently.</p> <p>b. Write brief summaries of texts and experiences using complete sentences and key words (e.g., from notes or graphic organizers).</p>	<p>10. Writing</p> <p>a. Write longer literary and informational texts (e.g., an argument for wearing school uniforms) collaboratively (e.g., with peers) and independently using appropriate text organization.</p> <p>b. Write increasingly concise summaries of texts and experiences using complete sentences and key words (e.g., from notes or graphic organizers).</p>	<p>10. Writing</p> <p>a. Write longer and more detailed literary and informational texts (e.g., an argument for wearing school uniforms) collaboratively (e.g., with peers) and independently using appropriate text organization and growing understanding of register.</p> <p>b. Write clear and coherent summaries of texts and experiences using complete and concise sentences and key words (e.g., from notes or graphic organizers).</p>
<p>Skills:</p> <p>Collaboratively and independently</p> <ul style="list-style-type: none"> <input type="checkbox"/> Write short literary texts <input type="checkbox"/> Write short informational texts <input type="checkbox"/> Write brief summaries of texts <input type="checkbox"/> Write brief summaries of experiences <input type="checkbox"/> Use complete sentences and key words 	<p>Skills:</p> <p>Collaboratively and independently</p> <ul style="list-style-type: none"> <input type="checkbox"/> Write longer literary texts collaboratively using appropriate text organization <input type="checkbox"/> Write longer informational texts collaboratively using appropriate text organization <input type="checkbox"/> Write increasingly concise summaries of texts using complete sentences and key words 	<p>Skills:</p> <p>Collaboratively and independently</p> <ul style="list-style-type: none"> <input type="checkbox"/> Write longer and more detailed literary texts using appropriate text organization and growing understanding of register <input type="checkbox"/> Write longer and more detailed informational texts using appropriate text organization and growing understanding of register <input type="checkbox"/> Write clear and coherent summaries of texts and experiences using complete and concise sentences and key words

ELD Standards Unpacking: A Look at Skills and Language Resources

Grade 7 Part I Standard 11

English Language Proficiency (teach toward the next level)		
Productive		
Emerging	Expanding	Bridging
<p>11. Justifying/arguing</p> <p>a. Justify opinions by providing some textual evidence or relevant background knowledge, with substantial support.</p> <p>b. Express attitude and opinions or temper statements with familiar modal expressions (e.g., <i>can, may</i>).</p>	<p>11. Justifying/arguing</p> <p>a. Justify opinions or persuade others by providing relevant textual evidence or relevant background knowledge, with moderate support.</p> <p>b. Express attitude and opinions or temper statements with a variety of familiar modal expressions (e.g., <i>possibly/likely, could/ would/should</i>).</p>	<p>11. Justifying/arguing</p> <p>a. Justify opinions or persuade others by providing detailed and relevant textual evidence or relevant background knowledge, with light support.</p> <p>b. Express attitude and opinions or temper statements with nuanced modal expressions (e.g., <i>possibly/potentially/absolutely, should/might</i>).</p>
<p>Skills:</p> <p>With substantial support</p> <ul style="list-style-type: none"> <input type="checkbox"/> Justify opinion by providing some textual evidence <input type="checkbox"/> Justify opinion by using relevant background knowledge <input type="checkbox"/> Express attitude and opinion with familiar modal expressions <input type="checkbox"/> Temper statements with familiar modal expressions 	<p>Skills:</p> <p>With moderate support</p> <ul style="list-style-type: none"> <input type="checkbox"/> Justify opinions by providing relevant textual evidence <input type="checkbox"/> Justify opinions by providing relevant background knowledge <input type="checkbox"/> Persuade other by providing relevant textual evidence <input type="checkbox"/> Persuade other by providing relevant background information <input type="checkbox"/> Express attitude and opinion with familiar modal expressions <input type="checkbox"/> Temper statements with familiar modal expressions 	<p>Skills:</p> <p>With light support</p> <ul style="list-style-type: none"> <input type="checkbox"/> Justify opinions by providing relevant textual evidence <input type="checkbox"/> Justify opinions by providing relevant background knowledge <input type="checkbox"/> Persuade other by providing relevant textual evidence <input type="checkbox"/> Persuade other by providing relevant background information <input type="checkbox"/> Express attitude and opinion with nuanced modal expressions <input type="checkbox"/> Temper statements with familiar nuanced expressions

ELD Standards Unpacking: A Look at Skills and Language Resources

Grade 7 Part I Standard 12

English Language Proficiency (teach toward the next level)		
Productive		
Emerging	Expanding	Bridging
<p>12. Selecting language resources</p> <p>a. Use a select number of general academic words (e.g., <i>cycle, alternative</i>) and domain-specific words (e.g., <i>scene, chapter, paragraph, cell</i>) to create some precision while speaking and writing.</p> <p>b. Use knowledge of morphology to appropriately select affixes in basic ways (e.g., She likes X. He walked to school).</p>	<p>12. Selecting language resources</p> <p>a. Use a growing set of academic words (e.g., <i>cycle, alternative, indicate, process</i>), domain-specific words (e.g., <i>scene, soliloquy, sonnet, friction, monarchy, fraction</i>), synonyms, and antonyms to create precision and shades of meaning while speaking and writing.</p> <p>b. Use knowledge of morphology to appropriately select affixes in a growing number of ways to manipulate language (e.g., She likes <i>walking</i> to school. That's <i>impossible</i>).</p>	<p>12. Selecting language resources</p> <p>a. Use an expanded set of general academic words (e.g., <i>cycle, alternative, indicate, process, emphasize, illustrate</i>), domain-specific words (e.g., <i>scene, soliloquy, sonnet, friction, monarchy, fraction</i>), synonyms, antonyms, and figurative language to create precision and shades of meaning while speaking and writing.</p> <p>b. Use knowledge of morphology to appropriately select affixes in a variety of ways to manipulate language (e.g., changing <i>destroy</i>→ <i>destruction</i>, <i>probably</i>→ <i>probability</i>, <i>reluctant</i>→ <i>reluctantly</i>).</p>
<p>Skills:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Use a select number of general academic words <input type="checkbox"/> Use a select number of domain-specific words <input type="checkbox"/> Create some precision while speaking and writing <input type="checkbox"/> Use knowledge of morphology to appropriately select affixes in basic ways 	<p>Skills:</p> <p>To create precision and shades of meaning while speaking and writing:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Use a growing number of academic words <input type="checkbox"/> Use a growing number of domain-specific words <input type="checkbox"/> Use a growing number of synonyms and antonyms <input type="checkbox"/> Use knowledge of morphology to appropriately select affixes in a growing number of ways to manipulate language 	<p>Skills:</p> <p>To create precision and shades of meaning while speaking and writing:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Use an expanded set of general academic words <input type="checkbox"/> Use an expanded set of domain-specific words <input type="checkbox"/> Use an expanded set of synonyms and antonyms <input type="checkbox"/> Use an expanded set of figurative language

ELD Standards Unpacking: A Look at Skills and Language Resources

		<ul style="list-style-type: none">❑ Use knowledge of morphology to appropriately select affixes in a growing number of ways to manipulate language
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Grade 7
Part II Standard 1

English Language Proficiency (teach toward the next level)		
Structuring Cohesive Texts		
Emerging	Expanding	Bridging
<p>1. Understanding text structure Apply understanding of how different text types are organized to express ideas (e.g., how narratives are organized sequentially) to comprehending texts and to writing brief arguments, informative/ explanatory texts and narratives.</p>	<p>1. Understanding text structure Apply understanding of the organizational features of different text types (e.g., how narratives are organized by an event sequence that unfolds naturally versus how arguments are organized around reasons and evidence) to comprehending texts and to writing increasingly clear and coherent arguments, informative/explanatory texts and narratives.</p>	<p>1. Understanding text structure Apply understanding of the organizational structure of different text types (e.g., how narratives are organized by an event sequence that unfolds naturally versus how arguments are organized around reasons and evidence) to comprehending texts and to writing clear and cohesive arguments, informative/explanatory texts and narratives.</p>
<p>Skills: Apply understanding of:</p> <ul style="list-style-type: none"> <input type="checkbox"/> how different text types are organized to express ideas <input type="checkbox"/> how different text types are organized to comprehending texts <input type="checkbox"/> how different text types are organized to writing brief arguments <input type="checkbox"/> how different text types are organized to writing informative/explanatory texts <input type="checkbox"/> how different text types are organized to writing narratives 	<p>Skills: Apply understanding of:</p> <ul style="list-style-type: none"> <input type="checkbox"/> the organizational features of different text types to comprehending texts <input type="checkbox"/> the organizational features of different text types to writing increasingly clear and coherent arguments <input type="checkbox"/> the organizational features of different text types to writing increasingly clear and coherent informative/explanatory texts <input type="checkbox"/> the organizational features of different text types to writing increasingly clear and coherent narratives 	<p>Skills: Apply understanding of:</p> <ul style="list-style-type: none"> <input type="checkbox"/> the organizational structure of different text types to comprehending texts <input type="checkbox"/> the organizational structure of different text types writing clear and cohesive arguments <input type="checkbox"/> the organizational structure of different text types to writing informative/explanatory texts <input type="checkbox"/> the organizational structure of different text types to writing narrative

Grade 7
Part II Standard 2

English Language Proficiency (teach toward the next level)		
Structuring Cohesive Texts		
Emerging	Expanding	Bridging
<p>2. Understanding cohesion</p> <p>a. Apply knowledge of familiar language resources for referring to make texts more cohesive (e.g., how pronouns refer back to nouns in text) to comprehending texts and writing brief texts.</p> <p>b. Apply basic understanding of how ideas, events, or reasons are linked throughout a text using everyday connecting words or phrases (e.g., <i>at the end, next</i>) to comprehending texts and writing brief texts.</p>	<p>2. Understanding cohesion</p> <p>a. Apply knowledge of familiar language resources for referring to make texts more cohesive (e.g., how pronouns refer back to nouns in text, how using synonyms helps avoid repetition) to comprehending texts and writing texts with increasing cohesion.</p> <p>b. Apply growing understanding of how ideas, events, or reasons are linked throughout a text using a variety of connecting words or phrases (e.g., <i>for example, as a result, on the other hand</i>) to comprehending texts and writing texts with increasing cohesion.</p>	<p>2. Understanding cohesion</p> <p>a. Apply knowledge of familiar language resources for referring to make texts more cohesive (e.g., how pronouns, synonyms, or nominalizations are used to refer backward in a text) to comprehending texts and writing cohesive texts.</p> <p>b. Apply increasing understanding of how ideas, events, or reasons are linked throughout a text using an increasing variety of academic connecting and transitional words or phrases (e.g., <i>for instance, in addition, consequently</i>) to comprehending texts and writing texts with increasing cohesion.</p>
<p>Skills:</p> <p>Apply knowledge of:</p> <ul style="list-style-type: none"> <input type="checkbox"/> familiar language resources for referring to make texts more cohesive <input type="checkbox"/> familiar language resources for referring to comprehending texts <input type="checkbox"/> familiar language resources for referring to writing brief texts <p>Apply basic understanding of:</p> <ul style="list-style-type: none"> <input type="checkbox"/> how ideas, events, or reasons are linked throughout a text using everyday connecting words or phrases 	<p>Skills:</p> <p>Apply knowledge of:</p> <ul style="list-style-type: none"> <input type="checkbox"/> familiar language resources for referring to make texts more cohesive <input type="checkbox"/> of familiar language resources for referring to comprehending texts <input type="checkbox"/> familiar language resources to writing texts with increasing cohesion <p>Apply growing understanding of:</p> <ul style="list-style-type: none"> <input type="checkbox"/> how ideas, events, or reasons are linked throughout a text using a variety of connecting words or phrases 	<p>Skills:</p> <p>Apply knowledge of:</p> <ul style="list-style-type: none"> <input type="checkbox"/> familiar language resources for referring to make texts more cohesive <input type="checkbox"/> familiar language resources for referring to comprehending texts <input type="checkbox"/> familiar language resources for referring to writing cohesive texts <p>Apply increasing understanding of how</p> <ul style="list-style-type: none"> <input type="checkbox"/> ideas, events, or reasons are linked throughout a text using an increasing variety of academic connecting and

ELD Standards Unpacking: A Look at Skills and Language Resources

<ul style="list-style-type: none"><input type="checkbox"/> how ideas, events, or reasons are linked throughout a text to comprehending texts<input type="checkbox"/> how ideas, events, or reasons are linked throughout a text to writing brief texts	<ul style="list-style-type: none"><input type="checkbox"/> how ideas, events, or reasons are linked throughout a text to comprehending texts<input type="checkbox"/> how ideas, events, or reasons are linked throughout a text to writing texts with increasing cohesion	<p>transitional words or phrase</p> <ul style="list-style-type: none"><input type="checkbox"/> ideas, events, or reasons are linked throughout a text to comprehending texts<input type="checkbox"/> how ideas, events, or reasons are linked throughout a text to writing texts with increasing cohesion
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ELD Standards Unpacking: A Look at Skills and Language Resources

Grade 7 Part II Standard 3

English Language Proficiency (teach toward the next level)		
Expanding and Enriching Ideas		
Emerging	Expanding	Bridging
<p>3. Using verbs and verb phrases Use a variety of verbs in different tenses (e.g., present, past, future, simple, progressive) appropriate to the text type and discipline (e.g., simple past and past progressive for recounting an experience) on familiar topics.</p>	<p>3. Using verbs and verb phrases Use a variety of verbs in different tenses (e.g., present, past, future, simple, progressive, perfect) appropriate to the task, text type, and discipline (e.g., simple present for literary analysis) on an increasing variety of topics.</p>	<p>3. Using verbs and verb phrases Use a variety of verbs in different tenses (e.g., present, past, future, simple, progressive, perfect) appropriate to the task, text type, and discipline (e.g., the present perfect to describe previously made claims or conclusions) on a variety of topics.</p>
<p>Skills: Use a variety of:</p> <ul style="list-style-type: none"> <input type="checkbox"/> verbs in different tenses on familiar topic <input type="checkbox"/> verbs appropriate to the text type on familiar topics <input type="checkbox"/> verbs appropriate to the discipline on familiar topics 	<p>Skills: Use a variety of:</p> <ul style="list-style-type: none"> <input type="checkbox"/> verbs in different tenses on an increasing variety of topics <input type="checkbox"/> verbs appropriate to the text type on an increasing variety of topics <input type="checkbox"/> verbs appropriate to the discipline on an increasing variety of topics 	<p>Skills: Use a variety of:</p> <ul style="list-style-type: none"> <input type="checkbox"/> verbs in different tenses <input type="checkbox"/> verbs appropriate to the task on a variety of topics <input type="checkbox"/> verbs appropriate to the text type on a variety of topics <input type="checkbox"/> of verbs appropriate to the discipline on a variety of topics

Grade 7
Part II Standard 4

English Language Proficiency (teach toward the next level)		
Expanding and Enriching Ideas		
Emerging	Expanding	Bridging
<p>4. Using nouns and noun phrases Expand noun phrases in basic ways (e.g., adding a sensory adjective to a noun) in order to enrich the meaning of sentences and add details about ideas, people, and things.</p>	<p>4. Using nouns and noun phrases Expand noun phrases in a growing number of ways (e.g., adding adjectives to nouns or simple clause embedding) in order to enrich the meaning of sentences and add details about ideas, people, and things.</p>	<p>4. Using nouns and noun phrases Expand noun phrases in an increasing variety of ways (e.g., more complex clause embedding) in order to enrich the meaning of sentences and add details about ideas, people, and things.</p>
<p>Skills: Expand noun phrases in basic ways to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> enrich the meaning of sentences <input type="checkbox"/> add details about ideas, people, and things 	<p>Skills: Expand noun phrases in basic ways to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> enrich the meaning of sentences <input type="checkbox"/> add details about ideas, people, and things 	<p>Skills: Expand noun phrases in an increasing variety of ways to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> enrich the meaning of sentences <input type="checkbox"/> add details about ideas, people, and things

ELD Standards Unpacking: A Look at Skills and Language Resources

Grade 7 Part II Standard 5

English Language Proficiency (teach toward the next level)		
Expanding and Enriching Ideas		
Emerging	Expanding	Bridging
<p>5. Modifying to add details Expand sentences with simple adverbials (e.g., adverbs, adverb phrases, prepositional phrases) to provide details (e.g., time, manner, place, cause) about a familiar activity or process.</p>	<p>5. Modifying to add details Expand sentences with adverbials (e.g., adverbs, adverb phrases, prepositional phrases) to provide details (e.g., time, manner, place, cause) about a familiar or new activity or process.</p>	<p>5. Modifying to add details Expand sentences with a variety of adverbials (e.g., adverbs, adverb phrases and clauses, prepositional phrases) to provide details (e.g., time, manner, place, cause) about a variety of familiar and new activities and processes.</p>
<p>Skills:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Expand sentences with simple adverbials <input type="checkbox"/> Provide details about a familiar activity or process 	<p>Skills:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Expand sentences with adverbials <input type="checkbox"/> Provide details about a familiar or new activity or process 	<p>Skills:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Expand sentences with a variety of adverbials <input type="checkbox"/> Provide details about a variety of familiar and new activities and processes

Grade 7
Part II Standard 6

English Language Proficiency (teach toward the next level)		
Connecting and Condensing Ideas		
Emerging	Expanding	Bridging
<p>6. Connecting ideas Combine clauses in a few basic ways to make connections between and join ideas (e.g., creating compound sentences using <i>and</i>, <i>but</i>, <i>so</i>; creating complex sentences using <i>because</i>).</p>	<p>6. Connecting ideas Combine clauses in an increasing variety of ways (e.g., creating compound and complex sentences) to make connections between and join ideas, for example, to express a reason (e.g., <i>He stayed at home on Sunday in order to study for Monday’s exam</i>) or to make a concession (e.g., <i>She studied all night even though she wasn’t feeling well</i>).</p>	<p>6. Connecting ideas Combine clauses in a wide variety of ways (e.g., creating compound, complex, and compound–complex sentences) to make connections between and join ideas, for example, to show the relationship between multiple events or ideas (e.g., <i>After eating lunch, the students worked in groups while their teacher walked around the room</i>) or to evaluate an argument (e.g., <i>The author claims X, although there is a lack of evidence to support this claim</i>).</p>
<p>Skills:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Combine clauses in a few basic ways <input type="checkbox"/> Make connections between ideas <input type="checkbox"/> create compound sentences using <i>and</i>, <i>but</i>, <i>so</i> 	<p>Skills:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Combine clauses in a few basic ways <input type="checkbox"/> Make connections between ideas <input type="checkbox"/> Create compound sentences by joining ideas to express a reason or to make a concession 	<p>Skills:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Combine clauses in a wide variety of ways <input type="checkbox"/> Make connections between ideas <input type="checkbox"/> Create compound sentences by joining ideas, for example, to show the relationship between multiple events or ideas or to evaluate an argument

Grade 7
Part II Standard 7

English Language Proficiency (teach toward the next level)		
Connecting and Condensing Ideas		
Emerging	Expanding	Bridging
<p>7. Condensing ideas Condense ideas in simple ways (e.g., by compounding verbs, adding prepositional phrases, or through simple embedded clauses or other ways of condensing as in, This is a story about a girl. The girl changed the world →This is a story about a girl <i>who changed the world</i>) to create precise and detailed sentences.</p>	<p>7. Condensing ideas Condense ideas in an increasing variety of ways (e.g., through various types of embedded clauses and other ways of condensing, as in, Organic vegetables are food. They're made without chemical fertilizers. They're made without chemical insecticides. →Organic vegetables are foods that are made without chemical fertilizers or insecticides) to create precise and detailed sentences.</p>	<p>7. Condensing ideas Condense ideas in a variety of ways (e.g., through various types of embedded clauses, ways of condensing, and nominalization as in, They <i>destroyed</i> the rain forest. Lots of animals <i>died</i> →The destruction of the rain forest led to the <i>death</i> of many animals) to create precise and detailed sentences.</p>
<p>Skills:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Condense ideas in simple ways by: <input type="checkbox"/> compounding verbs <input type="checkbox"/> adding prepositional phrases through simple embedded clauses or other ways of condensing <input type="checkbox"/> Create precise and detailed sentences 	<p>Skills:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Condense ideas in an increasing variety of ways through various types of embedded clauses and other ways of condensing <input type="checkbox"/> Use various types of embedded clauses and other ways of condensing <input type="checkbox"/> Create precise and detailed sentences 	<p>Skills:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Condense ideas in a variety of ways through various types of embedded clauses, ways of condensing, and nominalization <input type="checkbox"/> Create precise and detailed sentences