

Grades 11-12
Part I Standard 1

English Language Proficiency (teach toward the next level)		
Collaborative		
<i>Emerging</i>	Expanding	Bridging
<p>1. Exchanging information/ideas Engage in conversational exchanges and express ideas on familiar current events and academic topics by asking and answering <i>yes-no</i> questions and <i>wh-</i> questions and responding using phrases and short sentences.</p>	<p>1. Exchanging information/ideas Contribute to class, group, and partner discussions, sustaining conversations on a variety of age and grade-appropriate academic topics by following turn-taking rules, asking and answering relevant, on-topic questions, affirming others, providing additional, relevant information, and paraphrasing key ideas.</p>	<p>1. Exchanging information/ideas Contribute to class, group, and partner discussions, sustaining conversations on a variety of age and grade-appropriate academic topics by following turn-taking rules, asking and answering relevant, on-topic questions, affirming others, and providing coherent and well-articulated comments and additional information.</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 and answer <i>yes-no</i> questions <input type="checkbox"/> Ask and answer <i>wh-</i> questions <input type="checkbox"/> Respond using phrases and short sentences 	<p>Skills:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Contribute to class, group, and partner discussions <input type="checkbox"/> Sustain conversations on a variety of age and grade-appropriate academic topics <input type="checkbox"/> Follow turn-taking rules <input type="checkbox"/> Ask and answer relevant, on-topic questions <input type="checkbox"/> Affirm others <input type="checkbox"/> Add additional, 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"/> Sustain conversations on a variety of age and grade-appropriate academic topics <input type="checkbox"/> Follow turn-taking rules <input type="checkbox"/> Ask and answer relevant, on-topic questions <input type="checkbox"/> Affirm others <input type="checkbox"/> Provide coherent and well-articulated comments and additional information

Grades 11-12
Part I Standard 2

English Language Proficiency (teach toward the next level)		
Collaborative		
Emerging	Expanding	Bridging
<p>2. Interacting via written English Collaborate with peers to engage in short, grade-appropriate written exchanges and writing projects, using technology as appropriate.</p>	<p>2. Interacting via written English Collaborate with peers to engage in increasingly complex grade-appropriate written exchanges and writing projects, using technology as appropriate.</p>	<p>2. Interacting via written English Collaborate with peers to engage in a variety of extended written exchanges and complex grade-appropriate writing projects, using technology as appropriate.</p>
<p>Skills:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Collaborate with peers to engage in short, grade-appropriate written exchanges <input type="checkbox"/> Collaborate with peers to engage in short, grade-appropriate writing projects <input type="checkbox"/> Use technology as appropriate 	<p>Skills:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Collaborate with peers to increasingly complex, grade-appropriate written exchanges <input type="checkbox"/> Collaborate with peers to engage in increasingly complex, grade-appropriate writing projects <input type="checkbox"/> Use technology as appropriate 	<p>Skills:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Collaborate with peers to engage in a variety of extended written exchanges <input type="checkbox"/> Collaborate with peers to engage in complex, grade-appropriate writing projects <input type="checkbox"/> Use technology as appropriate

Grades 11-12
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., ask for clarification or repetition) using learned phrases (e.g., <i>Could you repeat that please? I believe . . .</i>) and open responses to express and defend opinions.</p>	<p>3. Supporting opinions and persuading others Negotiate with and persuade others (e.g., by presenting counter-arguments) in discussions and conversations using learned phrases (e.g., <i>You make a valid point, but my view is . . .</i>) and open responses to express and defend nuanced opinions.</p>	<p>3. Supporting opinions and persuading others Negotiate with or persuade others in discussions and conversations in appropriate registers (e.g., to acknowledge new information and politely offer a counterpoint) using a variety of learned phrases (e.g., <i>You postulate that X. However, I've reached a different conclusion on this issue</i>) and open responses to express and defend nuanced opinions.</p>
<p>Skills:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Negotiate with or persuade others in conversations <input type="checkbox"/> Use learned phrases and open responses to express and defend opinions (e.g., <i>Could you repeat that please? I believe . . .</i>) 	<p>Skills:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Negotiate with or persuade others in discussions and conversations <input type="checkbox"/> Use learned phrases and open responses to express and defend nuanced opinions (e.g., <i>You make a valid point, but my view is . . .</i>) 	<p>Skills:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Negotiate with or persuade others in discussions and conversations <input type="checkbox"/> Use appropriate registers <input type="checkbox"/> Use a variety of learned phrases and open responses to express and defend nuanced opinions (e.g., <i>You postulate that X. However, I've reached a different conclusion on this issue</i>)

Grades 11-12
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 the context (e.g., classroom, community) and audience (e.g., peers, teachers).</p>	<p>4. Adapting language choices Adjust language choices according to the context (e.g., classroom, community), purpose (e.g., to persuade, to provide arguments or counterarguments), task, and audience (e.g., peers, teachers, guest lecturer).</p>	<p>4. Adapting language choices Adjust language choices according to the task (e.g., group presentation of research project), context (e.g., classroom, community), purpose (e.g., to persuade, to provide arguments or counterarguments), and audience (e.g., peers, teachers, college recruiter).</p>
<p>Skills:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Adjust language choices according to context <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 context <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 context <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

Grades 11-12
Part I Standard 5

English Language Proficiency (teach toward the next level)		
Interpretive		
Emerging	Expanding	Bridging
<p>5. Listening actively Demonstrate comprehension of oral presentations and discussions on familiar social and academic topics by asking and answering questions with prompting and substantial support.</p>	<p>5. Listening actively Demonstrate comprehension of oral presentations and discussions on a variety of social and academic topics by asking and answering questions that show thoughtful consideration of the ideas or arguments with moderate support.</p>	<p>5. Listening actively Demonstrate comprehension of oral presentations and discussions on a variety of social and academic topics by asking and answering detailed and complex questions that show thoughtful consideration of the ideas or arguments with light support.</p>
<p>Skills: With prompting and substantial support</p> <ul style="list-style-type: none"> <input type="checkbox"/> Demonstrate comprehension of oral presentations and discussions on familiar social and academic topics <input type="checkbox"/> Ask and answer questions 	<p>Skills: With occasional prompting and moderate support</p> <ul style="list-style-type: none"> <input type="checkbox"/> Demonstrate comprehension of oral presentations and discussions on a variety of social and academic topics <input type="checkbox"/> Ask and answer questions that show thoughtful consideration of the ideas or arguments 	<p>Skills: With light support</p> <ul style="list-style-type: none"> <input type="checkbox"/> Demonstrate comprehension of oral presentations and discussions on a variety of social and academic topics <input type="checkbox"/> Ask and answer detailed and complex questions that show thoughtful consideration of the ideas or arguments

Grades 11-12
Part I Standard 6

English Language Proficiency (teach toward the next level)		
Interpretive		
Emerging	Expanding	Bridging
<p>6. Reading/viewing closely</p> <p>a. Explain ideas, phenomena, processes, and text relationships (e.g., compare/contrast, cause/effect, evidence-based argument) based on close reading of a variety of grade-appropriate texts, presented in various print and multimedia formats, using phrases, short sentences, and a select set of general academic and domain-specific words.</p> <p>b. Explain inferences and conclusions drawn from close reading of grade-appropriate texts and viewing of multimedia, using familiar verbs (e.g., <i>seems that</i>).</p> <p>c. Use knowledge of morphology (e.g., common prefixes and suffixes), context, reference materials, and visual cues to determine the meaning of unknown and multiple-meaning words on familiar topics.</p>	<p>6. Reading/viewing closely</p> <p>a. Explain ideas, phenomena, processes, and relationships within and across texts (e.g., compare/contrast, cause/effect, themes, evidence-based argument) based on close reading of a variety of grade-appropriate texts, presented in various print and multimedia formats, using increasingly detailed sentences, and a range of general academic and domain-specific words.</p> <p>b. Explain inferences and conclusions drawn from close reading of grade-appropriate texts and viewing of multimedia using a variety of verbs and adverbials (e.g., <i>indicates that, suggests, as a result</i>).</p> <p>c. Use knowledge of morphology (e.g., affixes, Greek and Latin roots), context, reference materials, and visual cues to determine the meaning of unknown and multiple-meaning words on familiar and new topics.</p>	<p>6. Reading/viewing closely</p> <p>a. Explain ideas, phenomena, processes, and relationships within and across texts (e.g., compare/contrast, cause/effect, themes, evidence-based argument) based on close reading of a variety of grade-level texts, presented in various print and multimedia formats, using a variety of detailed sentences and precise general academic and domain-specific words.</p> <p>b. Explain inferences and conclusions drawn from close reading of grade-level texts and viewing of multimedia using a variety of verbs and adverbials (e.g., <i>creates the impression that, consequently</i>).</p> <p>c. Use knowledge of morphology (e.g., derivational suffixes), 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>
<p>Skills: With substantial support</p> <ul style="list-style-type: none"> <input type="checkbox"/> Explain ideas <input type="checkbox"/> Explain phenomena 	<p>Skills: With moderate support</p> <ul style="list-style-type: none"> <input type="checkbox"/> Explain ideas <input type="checkbox"/> Explain phenomena 	<p>Skills: With moderate support</p> <ul style="list-style-type: none"> <input type="checkbox"/> Explain ideas <input type="checkbox"/> Explain phenomena

ELD Standards Unpacking: A Look at Skills and Language Resources

- Explain processes
- Explain text relationships
- Close read a variety of grade-appropriate texts in various print and multimedia formats
- Use short sentences and a select set of general academic and domain-specific words
- Explain inferences
- Explain conclusions
- Use familiar verbs
- Use morphology to determine the meaning of unknown and multiple meaning words on familiar topics
- Use context to determine the meaning of unknown and multiple meaning words on familiar topics
- Use reference materials to determine the meaning of unknown and multiple meaning words on familiar topics
- Use visual clues to determine the meaning of unknown and multiple meaning words on familiar topics

- Explain processes
- Explain relationships in and across texts
- Close read a variety of grade-appropriate texts in various print and multimedia formats
- Use increasingly detailed sentences and an increasing variety of general academic and domain-specific words
- Explain inferences
- Explain conclusions
- Use an increasing variety of verbs and adverbials
- Use morphology to determine the meaning of unknown and multiple meaning words on familiar topics
- Use context to determine the meaning of unknown and multiple meaning words on familiar topics
- Use reference materials to determine the meaning of unknown and multiple meaning words on familiar topics
- Use visual clues to determine the meaning of unknown and multiple meaning words on familiar topics

- Explain processes
- Explain relationships in and across texts
- Close read a variety of grade-appropriate texts in various print and multimedia formats
- Use a variety of detailed sentences and a range of general academic and domain-specific words
- Explain inferences
- Explain conclusions
- Use an increasing variety of verbs and adverbials
- Use morphology to determine the meaning of unknown and multiple meaning words and to determine the meaning, including figurative and connotative meanings, of unknown and multiple-meaning words on a variety of new topics.
- Use context to determine the meaning of unknown and multiple meaning words and to determine the meaning, including figurative and connotative meanings, of unknown and multiple-meaning words on a variety of new topics.
- Use reference materials to determine the meaning of unknown and multiple meaning words and to determine the meaning, including figurative and connotative meanings, of unknown and multiple-meaning words on a variety of new topics.
- Use visual clues to determine the meaning of unknown and multiple meaning words and to determine the

ELD Standards Unpacking: A Look at Skills and Language Resources

		meaning, including figurative and connotative meanings, of unknown and multiple-meaning words on a variety of new topics.
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Grades 11-12
Part I Standard 7

English Language Proficiency (teach toward the next level)		
Interpretive		
Emerging	Expanding	Bridging
<p>7. Evaluating language choices Explain how successfully writers and speakers structure texts and use language (e.g., specific word or phrasing choices) to persuade the reader (e.g., by providing evidence to support claims or connecting points in an argument) or create other specific effects.</p>	<p>7. Evaluating language choices Explain how successfully writers and speakers structure texts and use language (e.g., specific word or phrasing choices) to persuade the reader (e.g., by providing well-worded evidence to support claims or connecting points in an argument in specific ways) or create other specific effects, with moderate support.</p>	<p>7. Evaluating language choices Explain how successfully writers and speakers structure texts and use language (e.g., specific word or phrasing choices) to persuade the reader (e.g., by providing well-worded evidence to support claims or connecting points in an argument in specific ways) or create other specific effects, with light support.</p>
<p>Skills: With substantial support</p> <ul style="list-style-type: none"> <input type="checkbox"/> Explain how successful writers and speakers structure texts to persuade the reader <input type="checkbox"/> Explain how successful writers and speakers use language to support ideas with detailed evidence <input type="checkbox"/> Explain how successful writers and speakers use language to create other special effects 	<p>Skills: With moderate support</p> <ul style="list-style-type: none"> <input type="checkbox"/> Explain how successful writers and speakers structure texts to persuade the reader <input type="checkbox"/> Explain how successful writers and speakers use language to support ideas with detailed evidence <input type="checkbox"/> Explain how successful writers and speakers use language to create other special effects 	<p>Skills: With light support</p> <ul style="list-style-type: none"> <input type="checkbox"/> Explain how successful writers and speakers structure texts to persuade the reader <input type="checkbox"/> Explain how successful writers and speakers use language to support ideas with detailed evidence <input type="checkbox"/> Explain how successful writers and speakers use language to create other special effects

Grades 11-12
Part I Standard 8

English Language Proficiency (teach toward the next level)		
Interpretive		
Emerging	Expanding	Bridging
<p>8. Analyzing language choices Explain how a writer’s or speaker’s choice of phrasing or specific words (e.g., describing a character or action as <i>aggressive</i> versus <i>bold</i>) produces nuances or different effects on the audience.</p>	<p>8. Analyzing language choices Explain how a writer’s or speaker’s choice of phrasing or specific words (e.g., using figurative language or words with multiple meanings to describe an event or character) produces nuances and different effects on the audience.</p>	<p>8. Analyzing language choices Explain how a writer’s or speaker’s choice of a variety of different types of phrasing or words (e.g., hyperbole, varying connotations, the cumulative impact of word choices) produces nuances and different effects on the audience.</p>
<p>Skills:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Explain how a writer’s or speaker’s choice of phrasing or specific words produces nuances <input type="checkbox"/> Explain how a writer’s or speaker’s choice of phrasing or specific words produces different effects on the audience 	<p>Skills:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Explain how a writer’s or speaker’s choice of phrasing or specific words produces nuances <input type="checkbox"/> Explain how a writer’s or speaker’s choice of phrasing or specific words produces different effects on the audience 	<p>Skills:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Explain how a writer’s or speaker’s choice of phrasing or specific words produces nuances <input type="checkbox"/> Explain how a writer’s or speaker’s choice of phrasing or specific words produces different effects on the audience

Grades 11-12
Part I Standard 9

English Language Proficiency (teach toward the next level)		
Productive		
Emerging	Expanding	Bridging
<p>9. Presenting Plan and deliver brief oral presentations and reports on grade-appropriate topics that present evidence and facts to support ideas.</p>	<p>9. Presenting Plan and deliver a variety of oral presentations and reports on grade-appropriate topics that present evidence and facts to support ideas by using growing understanding of register.</p>	<p>9. Presenting Plan and deliver a variety of oral presentations and reports on grade-appropriate topics that express complex and abstract ideas, well supported by evidence and reasoning, and are delivered by using an appropriate level of formality and understanding of register.</p>
<p>Skills:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Plan and deliver brief oral presentations on grade-appropriate topics <input type="checkbox"/> Deliver brief reports on grade-appropriate topics <input type="checkbox"/> Present evidence and facts to support ideas 	<p>Skills:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Plan and deliver a variety of oral presentations on grade-appropriate topics <input type="checkbox"/> Deliver a variety of reports on grade-appropriate topics <input type="checkbox"/> Present evidence and facts to support ideas <input type="checkbox"/> Use a growing understanding of register 	<p>Skills:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Plan and deliver a variety of oral presentations on grade-appropriate topics <input type="checkbox"/> Deliver a variety of reports on grade-appropriate topics <input type="checkbox"/> Express complex and abstract ideas well supported by evidence and reasoning <input type="checkbox"/> Use an appropriate level of formality and understanding of register

Grades 11-12
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 about free speech) collaboratively (e.g., with peers) and independently.</p> <p>b. Write brief summaries of texts and experiences by 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 about free speech) collaboratively (e.g., with peers) and independently by using appropriate text organization and growing understanding of register.</p> <p>b. Write increasingly concise summaries of texts and experiences by 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 about free speech) collaboratively (e.g., with peers) and independently by using appropriate text organization and register.</p> <p>b. Write clear and coherent summaries of texts and experiences by using complete and concise sentences and key words (e.g., from notes or graphic organizers).</p>
<p>Skills: 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: Collaboratively and independently</p> <ul style="list-style-type: none"> <input type="checkbox"/> Write longer literary texts <input type="checkbox"/> Write longer informational texts <input type="checkbox"/> Use appropriate text organization <input type="checkbox"/> Use a growing understanding of register <input type="checkbox"/> Write increasingly concise summaries of texts <input type="checkbox"/> Write increasingly concise summaries of experiences <input type="checkbox"/> Use complete sentences and key words 	<p>Skills: Collaboratively and independently</p> <ul style="list-style-type: none"> <input type="checkbox"/> Write longer and more detailed literary texts <input type="checkbox"/> Write longer and more detailed informational texts <input type="checkbox"/> Use appropriate text organization <input type="checkbox"/> Use appropriate register <input type="checkbox"/> Write clear and coherent summaries of texts <input type="checkbox"/> Write clear and coherent summaries of experiences <input type="checkbox"/> Use complete and concise sentences and key words

Grades 11-12
Part I Standard 11

English Language Proficiency (teach toward the next level)		
Productive		
Emerging	Expanding	Bridging
<p>11. Justifying/arguing</p> <ul style="list-style-type: none"> a. Justify opinions by articulating some textual evidence or background knowledge with visual support. b. Express attitude and opinions or temper statements with familiar modal expressions (e.g., <i>can, may</i>). 	<p>11. Justifying/arguing</p> <ul style="list-style-type: none"> a. Justify opinions and positions or persuade others by making connections between ideas and articulating relevant textual evidence or background knowledge. b. Express attitude and opinions or temper statements with a variety of familiar modal expressions (e.g., <i>possibly/likely, could/would</i>). 	<p>11. Justifying/arguing</p> <ul style="list-style-type: none"> a. Justify opinions or persuade others by making connections and distinctions between ideas and texts and articulating sufficient, detailed, and relevant textual evidence or background knowledge by using appropriate register. b. Express attitude and opinions or temper statements with nuanced modal expressions (e.g., <i>possibly/potentially/certainly/absolutely, should/might</i>).
<p>Skills: With substantial support</p> <ul style="list-style-type: none"> <input type="checkbox"/> Justify opinions <input type="checkbox"/> Provide some textual evidence <input type="checkbox"/> Provide some background knowledge with visual support <input type="checkbox"/> Express attitude with familiar modal expressions <input type="checkbox"/> Express opinions with familiar modal expressions <input type="checkbox"/> Temper statements with familiar modal expressions 	<p>Skills: With moderate support</p> <ul style="list-style-type: none"> <input type="checkbox"/> Justify opinions <input type="checkbox"/> Justify positions <input type="checkbox"/> Make connections between ideas <input type="checkbox"/> Articulate relevant textual evidence <input type="checkbox"/> Articulate relevant background information <input type="checkbox"/> Express attitude with a variety of familiar modal expressions <input type="checkbox"/> Express opinions with a variety of familiar modal expressions <input type="checkbox"/> Temper statements with a variety of familiar modal expressions 	<p>Skills: With moderate support</p> <ul style="list-style-type: none"> <input type="checkbox"/> Justify opinions <input type="checkbox"/> Justify positions <input type="checkbox"/> Make connections between ideas and texts <input type="checkbox"/> Articulate sufficient, detailed, and relevant textual evidence <input type="checkbox"/> Articulate relevant background knowledge using appropriate register <input type="checkbox"/> Express attitude with a variety of familiar modal expressions <input type="checkbox"/> Express opinions with a variety of familiar modal expressions <input type="checkbox"/> Temper statements with nuanced modal expressions

Grades 11-12
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 familiar general academic (e.g., <i>temperature, document</i>) and domain-specific (e.g., <i>cell, the Depression</i>) words to create clear spoken and written texts.</p> <p>b. Use knowledge of morphology to appropriately select basic affixes (e.g., The news media <i>relies</i> on official sources).</p>	<p>12. Selecting language resources</p> <p>a. Use an increasing variety of grade-appropriate general academic (e.g., <i>fallacy, dissuade</i>) and domain-specific (e.g., <i>chromosome, federalism</i>) academic words accurately and appropriately when producing increasingly complex written and spoken texts.</p> <p>b. Use knowledge of morphology to appropriately select affixes in a growing number of ways to manipulate language (e.g., The <i>cardiac</i> muscle works continuously.).</p>	<p>12. Selecting language resources</p> <p>a. Use a variety of grade-appropriate general (e.g., <i>alleviate, salutary</i>) and domain-specific (e.g., soliloquy, <i>microorganism</i>) academic words and phrases, including persuasive language, accurately and appropriately when producing complex written and spoken texts.</p> <p>b. Use knowledge of morphology to appropriately select affixes in a variety of ways to manipulate language (e.g., changing <i>inaugurate</i> to <i>inauguration</i>).</p>
<p>Skills:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Use familiar general academic words to create clear spoken texts <input type="checkbox"/> Use familiar general academic words to create clear written texts <input type="checkbox"/> Use domain-specific words to create clear spoken texts <input type="checkbox"/> Use domain-specific words to create clear written texts <input type="checkbox"/> Use knowledge of morphology to select basic affixes 	<p>Skills:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Use an increasing variety of grade-appropriate general academic words accurately and appropriately <input type="checkbox"/> Use an increasing variety of domain-specific academic words accurately and appropriately <input type="checkbox"/> Produce increasingly complex written and spoken texts <input type="checkbox"/> Use knowledge of morphology to select affixes in a growing number of ways to manipulate language 	<p>Skills:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Use an increasing variety of grade-appropriate general academic words accurately and appropriately <input type="checkbox"/> Use an increasing variety of domain-specific academic words accurately and appropriately <input type="checkbox"/> Produce increasingly complex written and spoken texts <input type="checkbox"/> Use knowledge of morphology to select affixes in a growing number of ways to manipulate language

Grades 11-12
Part II Standard 1

English Language Proficiency (teach toward the next level)		
Structuring Cohesive Texts		
Emerging	Expanding	Bridging
<p>1. Understanding text structure Apply analysis of the organizational structure of different text types (e.g., how arguments are organized by establishing clear relationships among claims, counterclaims, reasons, and evidence) to comprehending texts and to writing brief arguments, informative/explanatory texts, and narratives.</p>	<p>1. Understanding text structure Apply analysis of the organizational structure of different text types (e.g., how arguments are organized by establishing clear relationships among claims, counterclaims, reasons, and evidence) to comprehending texts and to writing increasingly clear and cohesive arguments, informative/explanatory texts, and narratives.</p>	<p>1. Understanding text structure Apply analysis of the organizational structure of different text types (e.g., how arguments are organized by establishing clear relationships among claims, counterclaims, reasons, and evidence) to comprehending texts and to writing clear and cohesive arguments, informative/explanatory texts, and narratives.</p>
<p>Skills:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Apply analysis of the organizational structure of different text types <input type="checkbox"/> Comprehend texts <input type="checkbox"/> Write brief arguments, informative/explanatory texts and narratives 	<p>Skills:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Apply analysis of the organizational structure of different text types <input type="checkbox"/> Comprehend texts <input type="checkbox"/> Write increasingly clear arguments, informative/explanatory texts and narratives 	<p>Skills:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Apply analysis of the organizational structure of different text types <input type="checkbox"/> Comprehend texts <input type="checkbox"/> Write clear and cohesive arguments, informative/explanatory texts and narratives

Grades 11-12
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., using pronouns or synonyms to refer back to characters or concepts introduced earlier) to comprehending and writing brief texts.</p> <p>b. Apply knowledge of familiar language resources for linking ideas, events, or reasons throughout a text (e.g., using connecting/transition words and phrases, such as <i>first, second, finally</i>) to comprehending and writing brief texts.</p>	<p>2. Understanding cohesion</p> <p>a. Apply knowledge of a growing number of language resources for referring to make texts more cohesive (e.g., using nominalizations to refer back to an action or activity described earlier) to comprehending texts and to writing increasingly cohesive texts for specific purposes and audiences.</p> <p>b. Apply knowledge of familiar language resources for linking ideas, events, or reasons throughout a text (e.g., using connecting/transition words and phrases, such as <i>meanwhile, however, on the other hand</i>) to comprehending texts and to writing increasingly cohesive texts for specific purposes and audiences.</p>	<p>2. Understanding cohesion</p> <p>a. Apply knowledge of a variety of resources for referring to make texts more cohesive (e.g., using nominalization, paraphrases, or summaries to reference or recap an idea or explanation provided earlier) to comprehending grade-level texts and to writing clear and cohesive texts for specific purposes and audiences.</p> <p>b. Apply knowledge of familiar language resources for linking ideas, events, or reasons throughout a text (e.g., using connecting/transition words and phrases, such as <i>on the contrary, in addition, moreover</i>) to comprehending grade-level texts and writing cohesive texts for specific purposes and audiences.</p>
<p>Skills: Apply knowledge of familiar language resources for referring to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Make texts more cohesive <input type="checkbox"/> Comprehending brief texts <input type="checkbox"/> Writing brief texts <p>Apply knowledge of familiar language resources for linking ideas, events, or reasons throughout a text to</p>	<p>Skills: Apply knowledge of a growing number of language resources for referring to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Make texts more cohesive for specific purposes and audiences <input type="checkbox"/> Comprehending brief texts for specific purposes and audiences <input type="checkbox"/> Writing brief texts for specific purposes and audiences 	<p>Skills: Apply knowledge of a variety of language resources for referring to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Make texts more cohesive for specific purposes and audiences <input type="checkbox"/> Comprehending grade-level for specific purposes and audiences <input type="checkbox"/> Writing clear and cohesive grade-level texts for specific purposes and

ELD Standards Unpacking: A Look at Skills and Language Resources

<ul style="list-style-type: none">❑ Comprehending brief text❑ Writing brief texts	<p>Apply knowledge of familiar language resources for linking ideas, events, or reasons throughout a text to:</p> <ul style="list-style-type: none">❑ Comprehending texts for specific purposes and audiences.❑ Writing increasingly cohesive texts for specific purposes and audiences	<p>audiences</p> <p>Apply knowledge of familiar language resources for linking ideas, events, or reasons throughout a text to:</p> <ul style="list-style-type: none">❑ Comprehending texts for specific purposes and audiences.❑ Writing increasingly cohesive texts for specific purposes and audiences.
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Grades 11-12
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., past, present, future, simple, progressive) appropriate to the text type and discipline to create short texts on familiar academic topics.</p>	<p>3. Using verbs and verb phrases Use a variety of verbs in different tenses (e.g., past, present, future, simple, progressive, perfect) appropriate to the text type and discipline to create a variety of texts that explain, describe, and summarize concrete and abstract thoughts and ideas.</p>	<p>3. Using verbs and verb phrases Use a variety of verbs in different tenses (e.g., past, present, future, simple, progressive, perfect), and mood (e.g., subjunctive) appropriate to the text type and discipline to create a variety of texts that describe concrete and abstract ideas, explain procedures and sequences, summarize texts and ideas, and present and critique points of view.</p>
<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 text type on familiar academic topics <input type="checkbox"/> verbs appropriate to the discipline on familiar academic 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 text type <input type="checkbox"/> verbs appropriate to the discipline <p>Create a variety of texts that:</p> <ul style="list-style-type: none"> <input type="checkbox"/> explain concrete and abstract thoughts and ideas <input type="checkbox"/> describe concrete and abstract thoughts and ideas <input type="checkbox"/> summarize concrete and abstract thoughts and ideas 	<p>Skills: Use a variety of verbs:</p> <ul style="list-style-type: none"> <input type="checkbox"/> in different tenses <input type="checkbox"/> in different moods <input type="checkbox"/> appropriate to the text type <input type="checkbox"/> appropriate to the discipline <p>Create a variety of texts that:</p> <ul style="list-style-type: none"> <input type="checkbox"/> explain concrete and abstract ideas <input type="checkbox"/> explain procedures and sequences <input type="checkbox"/> summarize texts and ideas <input type="checkbox"/> present and critique points of view

Grades 11-12
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 to create increasingly detailed sentences (e.g., adding adjectives for precision) about personal and familiar academic topics.</p>	<p>4. Using nouns and noun phrases Expand noun phrases in a growing number of ways (e.g., adding adjectives to nouns, simple clause embedding) to create detailed sentences that accurately describe, explain, and summarize information and ideas on a variety of personal and academic topics.</p>	<p>4. Using nouns and noun phrases Expand noun phrases in a variety of ways (e.g., complex clause embedding) to create detailed sentences that accurately describe concrete and abstract ideas, explain procedures and sequences, summarize texts and ideas, and present and critique points of view on a variety of academic topics.</p>
<p>Skills: Expand noun phrases to create increasingly detailed sentences about</p> <ul style="list-style-type: none"> <input type="checkbox"/> personal topics <input type="checkbox"/> academic topics 	<p>Skills: Expand noun phrases in a growing number of ways to create detailed sentences that</p> <ul style="list-style-type: none"> <input type="checkbox"/> accurately describe, information and ideas on a variety of personal and academic topics <input type="checkbox"/> accurately explain, information and ideas on a variety of personal and academic topics <input type="checkbox"/> accurately summarize information and ideas on a variety of personal and academic topics 	<p>Skills: Expand noun phrases in a variety of ways to create detailed sentences that</p> <ul style="list-style-type: none"> <input type="checkbox"/> accurately describe concrete and abstract ideas, information and ideas on a variety academic topics

Grades 11-12
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 familiar activities or processes.</p>	<p>5. Modifying to add details Expand sentences with a growing variety of adverbials (e.g., adverbs, adverb phrases, prepositional phrases) to provide details (e.g., time, manner, place, cause) about familiar or new activities or processes.</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 activities or processes 	<p>Skills:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Expand sentences with a growing variety of adverbials <input type="checkbox"/> Provide details about a familiar or new activities and processes 	<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

Grades 11-12
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 (e.g., creating compound sentences using <i>and</i>, <i>but</i>, <i>so</i>; creating complex sentences using <i>because</i>) to make connections between and join ideas (e.g., <i>I want to read this book because it tells the history of Pi</i>).</p>	<p>6. Connecting ideas Combine clauses in a growing number of ways to create compound and complex sentences that make connections between and link concrete and abstract 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 variety of ways to create compound and complex sentences that make connections between and link concrete and abstract ideas, for example, to make a concession (e.g., <i>While both characters strive for success, they each take different approaches to reach their goals</i>), or to establish cause (e.g., <i>Women's lives were changed forever after World War II as a result of joining the workforce</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 <input type="checkbox"/> Use connecting words to join ideas 	<p>Skills:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Combine clauses in a growing number of ways <input type="checkbox"/> Create compound and complex sentences <input type="checkbox"/> Make connections between and link concrete and abstract ideas <input type="checkbox"/> Express a reason 	<p>Skills:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Combine clauses in a variety of ways <input type="checkbox"/> Create compound and complex sentences <input type="checkbox"/> Make connections between and link concrete and abstract ideas <input type="checkbox"/> Make a concession or establish a cause

Grades 11-12
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 a few basic ways (e.g., by compounding verb or prepositional phrases) to create precise and detailed simple, compound, and complex sentences (e.g., <i>The students asked survey questions and recorded the responses</i>).</p>	<p>7. Condensing ideas Condense ideas in a growing number of ways (e.g., through embedded clauses or by compounding verb or prepositional phrases) to create more precise and detailed simple, compound, and complex sentences (e.g., <i>Species that could not adapt to the changing climate eventually disappeared</i>).</p>	<p>7. Condensing ideas Condense ideas in a variety of ways (e.g., through a variety of embedded clauses, or by compounding verb or prepositional phrases, nominalization) to create precise simple, compound, and complex sentences that condense concrete and abstract ideas (e.g., <i>The epidemic, which ultimately affected hundreds of thousands of people, did not subside for another year</i>).</p>
<p>Skills:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Condense ideas in a few basic ways by compounding verbs, or prepositional phrases <input type="checkbox"/> Create precise and detailed simple, compound, and complex sentences 	<p>Skills:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Condense ideas in a growing number of ways by compounding verbs, adding prepositional phrases, or through simple embedded clauses <input type="checkbox"/> Create precise and detailed simple, compound, and complex sentences 	<p>Skills:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Condense ideas in a variety of ways through a variety of embedded clauses, by compounding verbs, and nominalization <input type="checkbox"/> Create precise and detailed simple, compound, and complex sentences that condense concrete and abstract ideas