

# ELD Standards Unpacking: A Look at Skills and Language Resources

## Grade 6 Part I Standard 1

English Language Proficiency (teach toward the next level)		
Collaborative		
Emerging	Expanding	Bridging
<p><b>1. Exchanging information and ideas</b> 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><b>1. Exchanging information and ideas</b> 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><b>1. Exchanging information and ideas</b> 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><b>Skills:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Contribute to conversations</li> <li><input type="checkbox"/> Express ideas on familiar topics</li> <li><input type="checkbox"/> Ask and answer <i>yes-no</i> questions</li> <li><input type="checkbox"/> Ask and answer <i>wh-</i> questions</li> <li><input type="checkbox"/> Respond using short phrases or more</li> </ul>	<p><b>Skills:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Contribute to class discussions</li> <li><input type="checkbox"/> Contribute to group discussions</li> <li><input type="checkbox"/> Contribute to partner discussions</li> <li><input type="checkbox"/> Engage in sustained dialogue</li> <li><input type="checkbox"/> Follow turn-taking rules</li> <li><input type="checkbox"/> Ask relevant questions</li> <li><input type="checkbox"/> Affirm the responses of others</li> <li><input type="checkbox"/> Add relevant information</li> <li><input type="checkbox"/> Paraphrase key ideas</li> </ul>	<p><b>Skills:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Contribute to class discussions</li> <li><input type="checkbox"/> Contribute to group discussions</li> <li><input type="checkbox"/> Contribute to partner discussions</li> <li><input type="checkbox"/> Engage in sustained dialogue</li> <li><input type="checkbox"/> Ask relevant questions</li> <li><input type="checkbox"/> Affirm the responses of others</li> <li><input type="checkbox"/> Add relevant information and evidence</li> <li><input type="checkbox"/> Build on responses of others</li> <li><input type="checkbox"/> Provide useful feedback</li> <li><input type="checkbox"/> Paraphrase key ideas</li> </ul>

# ELD Standards Unpacking: A Look at Skills and Language Resources

## Grade 6 Part I Standard 2

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

# ELD Standards Unpacking: A Look at Skills and Language Resources

## Grade 6 Part I Standard 3

English Language Proficiency (teach toward the next level)		
Collaborative		
Emerging	Expanding	Bridging
<p><b>3. Supporting opinions and persuading others</b> Negotiate with or persuade others in conversations (e.g., to gain and hold the floor or ask for clarification) using basic learned phrases (e.g., <i>I think . . .</i>, <i>Would you please repeat that?</i>), as well as open responses.</p>	<p><b>3. Supporting opinions and persuading others</b> Negotiate with or persuade others in conversations (e.g., to provide counterarguments) using an expanded set of learned phrases (<i>I agree with X, but . . .</i>), as well as open responses.</p>	<p><b>3. Supporting opinions and persuading others</b> Negotiate with or persuade others in conversations using appropriate register (e.g., to reflect on multiple perspectives) using a variety of learned phrases, indirect reported speech (e.g., <i>I heard you say X, and Gabriel just pointed out Y</i>), as well as open responses.</p>
<p><b>Skills:</b> In conversations with others:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> negotiate</li> <li><input type="checkbox"/> persuade</li> <li><input type="checkbox"/> use basic learned phrases in conversations (e.g., <i>I think . . .</i>, <i>Would you please repeat that?</i>)</li> <li><input type="checkbox"/> use open responses in conversations</li> <li><input type="checkbox"/> gain and/or hold the floor</li> </ul>	<p><b>Skills:</b> In conversations with others:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> negotiate</li> <li><input type="checkbox"/> Persuade</li> <li><input type="checkbox"/> use an expanded set of learned phrases (<i>I agree with X, but . . .</i>)</li> <li><input type="checkbox"/> use open responses</li> <li><input type="checkbox"/> gain and/or hold the floor</li> <li><input type="checkbox"/> provide counterarguments</li> </ul>	<p><b>Skills:</b> In conversations with others:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Negotiate</li> <li><input type="checkbox"/> Persuade</li> <li><input type="checkbox"/> Use a variety of learned phrases (e.g., <i>I heard you say X, and Gabriel just pointed out Y</i>)</li> <li><input type="checkbox"/> Use open responses</li> <li><input type="checkbox"/> Gain and/or hold the floor</li> <li><input type="checkbox"/> Provide counterarguments</li> <li><input type="checkbox"/> Elaborate on an idea</li> </ul>

# ELD Standards Unpacking: A Look at Skills and Language Resources

## Grade 6 Part I Standard 4

English Language Proficiency (teach toward the next level)		
Collaborative		
Emerging	Expanding	Bridging
<p><b>4. Adapting language choices</b> Adjust language choices according to social setting (e.g., classroom, break time) and audience (e.g., peers, teacher).</p>	<p><b>4. Adapting language choices</b> Adjust language choices according to purpose (e.g., explaining, persuading, entertaining), task, and audience.</p>	<p><b>4. Adapting language choices</b> 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><b>Skills:</b> With substantial support...</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Adapt language choices according to social setting</li> <li><input type="checkbox"/> Adapt language choices according to audience</li> </ul>	<p><b>Skills:</b> With moderate support...</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Adjust language choices according to purpose</li> <li><input type="checkbox"/> Adjust language choices according to task</li> <li><input type="checkbox"/> Adjust language choices according to audience</li> </ul>	<p><b>Skills:</b> With light support...</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Adjust language choices according to purpose</li> <li><input type="checkbox"/> Adjust language choices according to task</li> <li><input type="checkbox"/> Adjust language choices according to audience</li> </ul>

# ELD Standards Unpacking: A Look at Skills and Language Resources

## Grade 6 Part I Standard 5

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

# ELD Standards Unpacking: A Look at Skills and Language Resources

## Grade 6 Part I Standard 6

English Language Proficiency (teach toward the next level)		
Interpretive		
Emerging	Expanding	Bridging
<p><b>6. Reading/viewing closely</b></p> <ul style="list-style-type: none"> <li>a. 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 substantial support.</li> <li>b. Express inferences and conclusions drawn based on close reading of grade-level texts and viewing of multimedia using some frequently used verbs (e.g., <i>shows that, based on</i>).</li> <li>c. 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.</li> </ul>	<p><b>6. Reading/viewing closely</b></p> <ul style="list-style-type: none"> <li>a. 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.</li> <li>b. Express inferences and conclusions drawn based on close reading of grade-level texts and viewing of multimedia using a variety of verbs (e.g., <i>suggests that, leads to</i>).</li> <li>c. 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.</li> </ul>	<p><b>6. Reading/viewing closely</b></p> <ul style="list-style-type: none"> <li>a. 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.</li> <li>b. 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>).</li> <li>c. 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.</li> </ul>
<p><b>Skills:</b> Based on close reading and with substantial support...</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Explain ideas</li> <li><input type="checkbox"/> Explain phenomena</li> <li><input type="checkbox"/> Explain processes</li> <li><input type="checkbox"/> Explain text relationships</li> <li><input type="checkbox"/> Understand a select set of grade-level texts &amp; multimedia</li> </ul>	<p><b>Skills:</b> Based on close reading and with moderate support...</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Explain ideas</li> <li><input type="checkbox"/> Explain phenomena</li> <li><input type="checkbox"/> Explain processes</li> <li><input type="checkbox"/> Explain text relationships</li> <li><input type="checkbox"/> Understand a select set of grade-level texts &amp; multimedia</li> </ul>	<p><b>Skills:</b> Based on close reading and with light support...</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Explain ideas</li> <li><input type="checkbox"/> Explain phenomena</li> <li><input type="checkbox"/> Explain processes</li> <li><input type="checkbox"/> Explain text relationships</li> <li><input type="checkbox"/> Understand a select set of grade-level texts &amp; multimedia</li> </ul>



## ELD Standards Unpacking: A Look at Skills and Language Resources

<ul style="list-style-type: none"><li><input type="checkbox"/> Determine the meaning of unknown words on familiar topics</li><li><input type="checkbox"/> Use knowledge of frequently used affixes</li><li><input type="checkbox"/> Use linguistic context</li><li><input type="checkbox"/> Use reference materials</li><li><input type="checkbox"/> Use visual cues</li></ul>	<ul style="list-style-type: none"><li><input type="checkbox"/> Determine the meaning of unknown words on familiar &amp; new topics</li><li><input type="checkbox"/> Use knowledge of morphology--affixes, roots, &amp; base words</li><li><input type="checkbox"/> Use linguistic context</li><li><input type="checkbox"/> Use reference materials</li></ul>	<ul style="list-style-type: none"><li><input type="checkbox"/> Determine the meaning of unknown words on familiar &amp; new topics</li><li><input type="checkbox"/> Use knowledge of morphology--affixes, roots, &amp; base words</li><li><input type="checkbox"/> Use linguistic context</li><li><input type="checkbox"/> Use reference materials</li></ul>
--	--	--

# ELD Standards Unpacking: A Look at Skills and Language Resources

## Grade 6 Part I Standard 7

English Language Proficiency (teach toward the next level)		
Interpretive		
Emerging	Expanding	Bridging
<p><b>7. Evaluating language choices</b> 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) with substantial support.</p>	<p><b>7. Evaluating language choices</b> 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) with moderate support.</p>	<p><b>7. Evaluating language choices</b> 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) with light support.</p>
<p><b>Skills:</b> With prompting &amp; substantial support... Describe the specific language writers/speakers use to:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> present an idea</li> <li><input type="checkbox"/> support an idea</li> </ul>	<p><b>Skills:</b> With moderate support... Explain how well writers/speakers use specific language resources to:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> support an opinion</li> <li><input type="checkbox"/> present an idea</li> </ul>	<p><b>Skills:</b> With light support... Explain how well writers/speakers use specific language resources to:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> support an opinion</li> <li><input type="checkbox"/> present an idea</li> </ul>



# ELD Standards Unpacking: A Look at Skills and Language Resources

## Grade 6 Part I Standard 8

English Language Proficiency (teach toward the next level)		
Interpretive		
Emerging	Expanding	Bridging
<p><b>8. Analyzing language choices</b> Explain how phrasing or different common words with similar meaning (e.g., choosing to use the word <i>cheap</i> versus the phrase <i>a good saver</i>) produce different effects on the audience.</p>	<p><b>8. Analyzing language choices</b> Explain how phrasing, different words with similar meaning (e.g., describing a character as <i>stingy</i> versus <i>economical</i>), or figurative language (e.g., <i>The room was like a dank cave, littered with food wrappers, soda cans, and piles of laundry</i>) produce shades of meaning and different effects on the audience.</p>	<p><b>8. Analyzing language choices</b> Explain how phrasing, different words with similar meaning (e.g., <i>stingy, economical, frugal, thrifty</i>), or figurative language (e.g., <i>The room was depressed and gloomy. The room was like a dank cave, littered with food wrappers, soda cans, and piles of laundry</i>) produce shades of meaning, nuances, and different effects on the audience.</p>
<p><b>Skills:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Distinguish how different words with similar meanings produce different effects on the audience</li> </ul>	<p><b>Skills:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Distinguish how different words with similar meanings produce shades of meaning</li> </ul> <p>Distinguish how figurative language:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> produces shades of meaning</li> <li><input type="checkbox"/> produces different effects on the audience</li> <li><input type="checkbox"/> produces different effects on the audience</li> </ul>	<p><b>Skills:</b></p> <p>Distinguish how different words with related meanings</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> produce shades of meaning</li> <li><input type="checkbox"/> produce different effects on the audience</li> </ul> <p>Distinguish how figurative language produces</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> shades of meaning</li> <li><input type="checkbox"/> different effects on the audience</li> </ul>

# ELD Standards Unpacking: A Look at Skills and Language Resources

## Grade 6 Part I Standard 9

English Language Proficiency (teach toward the next level)		
Productive		
Emerging	Expanding	Bridging
<p><b>9. Presenting</b> Plan and deliver brief oral presentations on a variety of topics and content areas</p>	<p><b>9. Presenting</b> Plan and deliver longer oral presentations on a variety of topics and content areas, using details and evidence to support ideas.</p>	<p><b>9. Presenting</b> Plan and deliver longer oral presentations on a variety of topics and content areas, using reasoning and evidence to support ideas, as well as growing understanding of register.</p>
<p><b>Skills:</b> With moderate support...</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Plan brief oral presentations on a variety of topics and content areas</li> <li><input type="checkbox"/> Deliver brief oral presentations on a variety of topics and content areas</li> <li><input type="checkbox"/> Report, recite, recount, explain, etc.</li> </ul>	<p><b>Skills:</b> With moderate support...</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Plan longer oral presentations on a variety of topics and content areas</li> <li><input type="checkbox"/> Deliver longer oral presentations on a variety of topics and content areas</li> <li><input type="checkbox"/> Give a speech, opine, recite, recount, explain, etc.</li> </ul>	<p><b>Skills:</b> With light support...</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Plan longer oral presentations on a variety of topics and content areas</li> <li><input type="checkbox"/> Deliver longer oral presentations on a variety of topics and content areas</li> <li><input type="checkbox"/> Give a speech, opine, recite, recount, explain, etc.</li> </ul>

# ELD Standards Unpacking: A Look at Skills and Language Resources

## Grade 6 Part I Standard 10

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

# ELD Standards Unpacking: A Look at Skills and Language Resources

## Grade 6 Part I Standard 11

English Language Proficiency (teach toward the next level)		
Productive		
Emerging	Expanding	Bridging
<p><b>11. Justifying/arguing</b></p> <p><b>a.</b> Justify opinions by providing some textual evidence (e.g., quoting from the text) or relevant background knowledge, with substantial support.</p> <p><b>b.</b> Express attitude and opinions or temper statements with some basic modal expressions (e.g., <i>can, has to</i>).</p>	<p><b>11. Justifying/arguing</b></p> <p><b>a.</b> Justify opinions or persuade others by providing relevant textual evidence (e.g., quoting from the text or referring to what the text says) or relevant background knowledge, with moderate support.</p> <p><b>b.</b> Express attitude and opinions or temper statements with a variety of familiar modal expressions (e.g., <i>maybe/probably, can/ could, must</i>).</p>	<p><b>11. Justifying/arguing</b></p> <p><b>a.</b> Justify opinions or persuade others by providing detailed and relevant textual evidence (e.g., quoting from the text directly or referring to specific textual evidence) or relevant background knowledge, with light support.</p> <p><b>b.</b> Express attitude and opinions or temper statements with nuanced modal expressions (e.g., <i>probably/certainly/definitely, should/would, might</i>) and phrasing (e.g., <i>In my opinion ...</i>).</p>
<p><b>Skills:</b> With substantial support...</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Express and justify opinions</li> <li><input type="checkbox"/> Express appropriate/accurate reasons</li> <li><input type="checkbox"/> Use textual evidence</li> <li><input type="checkbox"/> Use relevant background knowledge about content</li> <li><input type="checkbox"/> Reference text, etc.</li> <li><input type="checkbox"/> Express ideas and temper statements</li> <li><input type="checkbox"/> Use basic modal expressions such as <i>can, has to, maybe, etc.</i></li> </ul>	<p><b>Skills:</b> With moderate support...</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Support opinions</li> <li><input type="checkbox"/> Persuade others</li> <li><input type="checkbox"/> Express appropriate/accurate reasons</li> <li><input type="checkbox"/> Use textual evidence</li> <li><input type="checkbox"/> Paraphrase facts</li> <li><input type="checkbox"/> Use relevant background knowledge about content</li> <li><input type="checkbox"/> Paraphrase, etc.</li> <li><input type="checkbox"/> Express attitudes and temper statements</li> <li><input type="checkbox"/> Use familiar modal expressions such as <i>maybe/probably, can/must, etc.</i></li> </ul>	<p><b>Skills:</b> With mild support...</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Support opinions</li> <li><input type="checkbox"/> Persuade others</li> <li><input type="checkbox"/> Express appropriate/accurate reasons</li> <li><input type="checkbox"/> Use detailed textual evidence</li> <li><input type="checkbox"/> Use relevant background knowledge about content</li> <li><input type="checkbox"/> Quote text. etc.</li> <li><input type="checkbox"/> Express attitudes and temper statements</li> <li><input type="checkbox"/> Use nuanced modal expressions such as <i>probably/certainly, should/would</i></li> </ul>

Grade 6  
Part I Standard 12

English Language Proficiency (teach toward the next level)		
Productive		
Emerging	Expanding	Bridging
<p><b>12. Selecting language resources</b></p> <p>a. Use a select number of general academic words (e.g., <i>author, chart</i>) and domain-specific words (e.g., <i>scene, cell, fraction</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).</p>	<p><b>12. Selecting language resources</b></p> <p>a. Use a growing set of academic words (e.g., <i>author, chart, global, affect</i>), domain specific words (e.g., <i>scene, setting, plot, point of view, fraction, cell membrane, democracy</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 X. That's <i>impossible</i>).</p>	<p><b>12. Selecting language resources</b></p> <p>a. Use an expanded set of general academic words (e.g., <i>affect, evidence, demonstrate, reluctantly</i>), domain-specific words (e.g., <i>scene, setting, plot, point of view, fraction, cell membrane, democracy</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 observe→ <i>observation</i>, reluctant→ <i>reluctantly</i>, produce→ <i>production</i>, and so on).</p>
<p><b>Skills:</b> For precision while speaking and writing...</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Use a select number of general academic words</li> <li><input type="checkbox"/> Use a select number of domain-specific words</li> <li><input type="checkbox"/> Select a few frequently used affixes for accuracy</li> </ul>	<p><b>Skills:</b> To create precision and shades of meaning while speaking and writing...</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Use a growing number of general academic words</li> <li><input type="checkbox"/> Use a growing number of domain-specific words</li> <li><input type="checkbox"/> Use a growing number of synonyms</li> <li><input type="checkbox"/> Use a growing number of antonyms</li> <li><input type="checkbox"/> Select a growing number of frequently used affixes for accuracy</li> </ul>	<p><b>Skills:</b> To create precision and shades of meaning while speaking and writing...</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Use a wide variety of general academic words</li> <li><input type="checkbox"/> Use a wide variety of domain-specific words</li> <li><input type="checkbox"/> Use a wide variety of synonyms</li> <li><input type="checkbox"/> Use a wide variety of antonyms</li> <li><input type="checkbox"/> Use a wide variety of figurative language</li> <li><input type="checkbox"/> Select a variety of appropriate affixes</li> </ul>

# ELD Standards Unpacking: A Look at Skills and Language Resources

## Grade 6 Part II Standard 1

English Language Proficiency (teach toward the next level)		
Structuring Cohesive Texts		
Emerging	Expanding	Bridging
<p><b>1. Understanding text structure</b> Apply basic understanding of how different text types are organized to express ideas (e.g., how a narrative is organized sequentially with predictable stages versus how arguments are organized around ideas) to comprehending texts and writing basic texts.</p>	<p><b>1. Understanding text structure</b> Apply growing understanding of how different text types are organized to express ideas (e.g., how a narrative is organized sequentially with predictable stages versus how arguments are structured logically around reasons and evidence) to comprehending texts and writing texts with increasing cohesion.</p>	<p><b>1. Understanding text structure</b> Apply increasing understanding of how different text types are organized to express ideas (e.g., how a historical account is organized chronologically versus how arguments are structured logically around reasons and evidence) to comprehending texts and writing cohesive texts.</p>
<p><b>Skills:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Apply basic understanding of how different text types are organized to express ideas</li> </ul> <p>Apply these understandings</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> to comprehending basic texts</li> <li><input type="checkbox"/> to writing basic texts</li> </ul>	<p><b>Skills:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Apply growing understanding of how different text types are organized to express ideas</li> </ul> <p>Apply these growing understandings to</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> comprehending text with increasing cohesions</li> <li><input type="checkbox"/> writing texts with increasing cohesion</li> </ul>	<p><b>Skills:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Apply increasing understanding of how different text types are organized to express ideas</li> </ul> <p>Apply these increasing understandings to</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> comprehending texts</li> <li><input type="checkbox"/> writing texts</li> </ul>

# ELD Standards Unpacking: A Look at Skills and Language Resources

## Grade 6 Part II Standard 2

English Language Proficiency (teach toward the next level)		
Structuring Cohesive Texts		
Emerging	Expanding	Bridging
<p><b>2. Understanding cohesion</b></p> <p>a. Apply basic understanding of language resources for referring the reader back or forward in text (e.g., how pronouns refer back to nouns in text) to comprehending texts and writing basic texts.</p> <p>b. Apply basic understanding of how ideas, events, or reasons are linked throughout a text using a select set of everyday connecting words or phrases (e.g., <i>first/next, at the beginning</i>) to comprehending texts and writing basic texts.</p>	<p><b>2. Understanding cohesion</b></p> <p>a. Apply growing understanding of language resources for referring the reader back or forward in text (e.g., how pronouns or synonyms refer back to nouns in text) 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, in the first place, as a result, on the other hand</i>) to comprehending texts and writing texts with increasing cohesion.</p>	<p><b>2. Understanding cohesion</b></p> <p>a. Apply increasing understanding of language resources for referring the reader back or forward in text (e.g., how pronouns, synonyms, or nominalizations refer back to nouns in 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>consequently, specifically, however, moreover</i>) to comprehending texts and writing cohesive texts.</p>
<p><b>Skills:</b> Apply basic understanding of language resources:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> for referring the reader back or forward in text</li> <li><input type="checkbox"/> Use pronouns to refer back to nouns in text</li> <li><input type="checkbox"/> to comprehending texts and writing basic texts</li> <li><input type="checkbox"/> to how ideas, events, or reasons are linked throughout a text by using a select set of everyday connecting</li> </ul>	<p><b>Skills:</b> Apply growing understanding of language resources:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> for referring the reader back or forward in text</li> <li><input type="checkbox"/> to comprehending texts</li> <li><input type="checkbox"/> to writing texts with increasing cohesion</li> <li><input type="checkbox"/> to how ideas, events, or reasons are linked throughout a text</li> <li><input type="checkbox"/> use a variety of connecting words or phrases</li> <li><input type="checkbox"/> to comprehending texts</li> </ul>	<p><b>Skills:</b> Apply increasing understanding of language resources:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> for referring the reader back or forward in text</li> <li><input type="checkbox"/> to comprehending texts</li> <li><input type="checkbox"/> to writing texts with increasing cohesion</li> <li><input type="checkbox"/> to how ideas, events, or reasons are linked throughout a text</li> <li><input type="checkbox"/> use an increasing variety of academic connecting and transitional words or phrases to comprehend texts</li> </ul>

## ELD Standards Unpacking: A Look at Skills and Language Resources

<p>words or phrases</p> <p>Apply these understandings to:</p> <ul style="list-style-type: none"><li><input type="checkbox"/> comprehending basic text</li><li><input type="checkbox"/> to writing basic texts</li></ul>	<ul style="list-style-type: none"><li><input type="checkbox"/> to writing texts with increasing cohesion</li></ul>	<ul style="list-style-type: none"><li><input type="checkbox"/> use an increasing variety of academic connecting and transitional words or phrases to write cohesive texts</li></ul>
---	--	---



# ELD Standards Unpacking: A Look at Skills and Language Resources

## Grade 6 Part II Standard 3

English Language Proficiency (teach toward the next level)		
Expanding and Enriching Ideas		
Emerging	Expanding	Bridging
<p><b>3. Using verbs and verb phrases</b> Use a variety of verb types (e.g., doing, saying, being/having, thinking/feeling), 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><b>3. Using verbs and verb phrases</b> Use various verb types (e.g., doing, saying, being/having, thinking/feeling, reporting), 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><b>3. Using verbs and verb phrases</b> Use various verb types (e.g., doing, saying, being/having, thinking/feeling, reporting), 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><b>Skills:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Use a variety of verb types appropriate to the text type and discipline on familiar topics</li> <li><input type="checkbox"/> Use a variety of verb tenses appropriate to the text type and discipline on familiar topics</li> </ul>	<p><b>Skills:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Use various verb types appropriate to the task, text type, and discipline on an increasing variety of topics</li> <li><input type="checkbox"/> Use various tenses appropriate to the task, text type, and discipline on an increasing variety of topics</li> </ul>	<p><b>Skills:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Use various verb types appropriate to the task, text type, and discipline on a variety of topics</li> <li><input type="checkbox"/> Use various tenses appropriate to the task, text type, and discipline on a variety of topics</li> </ul>

# ELD Standards Unpacking: A Look at Skills and Language Resources

## Grade 6 Part II Standard 4

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

# ELD Standards Unpacking: A Look at Skills and Language Resources

## Grade 6 Part II Standard 5

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

Grade 6  
Part II Standard 6

English Language Proficiency (teach toward the next level)		
Connecting and Condensing Ideas		
Emerging	Expanding	Bridging
<p><b>6. Connecting ideas</b> 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>).</p>	<p><b>6. Connecting ideas</b> 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 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><b>6. Connecting ideas</b> Combine clauses in a wide 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 because he had an exam on Monday</i>), to make a concession (e.g., <i>She studied all night even though she wasn’t feeling well</i>), or to link two ideas that happen at the same time (e.g., <i>The students worked in groups while their teacher walked around the room</i>).</p>
<p><b>Skills:</b> Combine clauses in a few basic ways to:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> make connections between ideas</li> <li><input type="checkbox"/> join ideas</li> <li><input type="checkbox"/> create compound sentences using <i>and</i>, <i>but</i>, <i>so</i></li> </ul>	<p><b>Skills:</b> Combine clauses in an increasing variety of ways to:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> make connections between ideas</li> <li><input type="checkbox"/> join ideas</li> <li><input type="checkbox"/> to express a reason</li> <li><input type="checkbox"/> to make a concession</li> <li><input type="checkbox"/> create compound and complex sentences</li> </ul>	<p><b>Skills:</b> Combine clauses in a wide variety of ways to:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> make connections between ideas</li> <li><input type="checkbox"/> join ideas</li> <li><input type="checkbox"/> express a reason</li> <li><input type="checkbox"/> make a concession</li> <li><input type="checkbox"/> combine clauses in an increasing variety of ways to link two ideas that happen at the same time</li> <li><input type="checkbox"/> create compound and complex sentences</li> </ul>

Grade 6  
Part II Standard 7

English Language Proficiency (teach toward the next level)		
Connecting and Condensing Ideas		
Emerging	Expanding	Bridging
<p><b>7. Condensing ideas</b> 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><b>7. Condensing ideas</b> 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 <i>that are made without chemical fertilizers or insecticides</i>) to create precise and detailed sentences.</p>	<p><b>7. Condensing ideas</b> 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 <i>destruction</i> of the rain forest led to the <i>death</i> of many animals) to create precise and detailed sentences.</p>
<p><b>Skills:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Condense ideas in simple ways</li> <li><input type="checkbox"/> Create precise and detailed sentences</li> <li><input type="checkbox"/> Use compound verbs</li> <li><input type="checkbox"/> Add prepositional phrases</li> <li><input type="checkbox"/> Embed simple clauses</li> </ul>	<p><b>Skills:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Create ideas in an increasing variety of ways</li> <li><input type="checkbox"/> Create precise and detailed sentences</li> <li><input type="checkbox"/> Use various types of embedded clauses</li> </ul>	<p><b>Skills:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Condense ideas in a variety of ways</li> <li><input type="checkbox"/> Create precise and detailed sentences</li> <li><input type="checkbox"/> Use various types of embedded clauses and other ways of condensing</li> <li><input type="checkbox"/> Use nominalization</li> </ul>