ELD Standards Unpacking: A Look at Skills and Language Resources

Grades 9-10
Part I Standard 1

English Language Proficiency (teach toward the next level)		
Collaborative		
Emerging	**Expanding**	**Bridging**
1. Exchanging information/ideas Engage in conversational exchanges and express ideas on familiar current events and academic topics by asking and answering *yes-no* questions and *wh-* questions and responding using phrases and short sentences.	*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.	*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.
Skills: ❏ Engage in conversational exchanges ❏ Express ideas on familiar topics ❏ Ask and answer *yes-no* questions ❏ Ask and answer *wh-* questions ❏ Respond using phrases and short sentences	*Skills:* ❏ Contribute to class, group, and partner discussions ❏ Sustain conversations on a variety of age and grade- appropriate academic topics ❏ Follow turn-taking rules ❏ Ask and answer relevant, on-topic questions ❏ Affirm others ❏ Add additional, relevant information ❏ Paraphrase key ideas	*Skills:* ❏ Contribute to class, group, and partner discussions ❏ Sustain conversations on a variety of age and grade-appropriate academic topics ❏ Follow turn-taking rules ❏ Ask and answer relevant, on-topic questions ❏ Affirm others ❏ Provide coherent and well-articulated comments and additional information

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Grades 9-10
Part I Standard 2

English Language Proficiency (teach toward the next level)		
Collaborative		
Emerging	**Expanding**	**Bridging**
2. Interacting via written English Collaborate with peers to engage in short, grade-appropriate written exchanges and writing projects, using technology as appropriate.	*2. Interacting via written English* Collaborate with peers to engage in increasingly complex grade-appropriate written exchanges and writing projects, using technology as appropriate.	*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.
Skills: ❏ Collaborate with peers to engage in short, grade-appropriate written exchanges ❏ Collaborate with peers to engage in short, grade-appropriate writing projects ❏ Use technology as appropriate	*Skills:* ❏ Collaborate with peers to engage in increasingly complex, grade-appropriate written exchanges ❏ Collaborate with peers to engage in increasingly complex, grade-appropriate writing projects ❏ Use technology as appropriate	*Skills:* ❏ Collaborate with peers to engage in a variety of extended written exchanges ❏ Collaborate with peers to engage in complex, grade-appropriate writing projects ❏ Use technology as appropriate

Grades 9-10
Part I Standard 3

English Language Proficiency (teach toward the next level)		
Collaborative		
Emerging	**Expanding**	**Bridging**
3. Supporting opinions and persuading others Negotiate with or persuade others in conversations using learned phrases (e.g., *Would you say that again? I think . . .*), as well as open responses to express and defend opinions.	*3. Supporting opinions and persuading others* Negotiate with or persuade others in conversations (e.g., to provide counter-arguments) using a growing number of learned phrases (*I see your point, but . . .*) and open responses to express and defend nuanced opinions.	*3. Supporting opinions and persuading others* Negotiate with or persuade others in conversations in appropriate registers (e.g., to acknowledge new information in an academic conversation but then politely offer a counterpoint) using a variety of learned phrases, indirect reported speech (e.g., *I heard you say X, and I haven't thought about that before. However . . .*), and open responses to express and defend nuanced opinions.
Skills: ❏ Negotiate with or persuade others in conversations ❏ Use learned phrases and open responses to express and defend opinions (e.g., *Would you say that again? I think . . .*)	*Skills:* ❏ Negotiate with or persuade others ❏ Use a growing number of learned phrases and open responses to express and defend nuanced opinions (*I see your point, but . . .*)	*Skills:* ❏ Negotiate with or persuade others in conversations in appropriate registers ❏ Use a variety of learned phrases, indirect reported speech, and open responses to express and defend nuanced opinions (e.g., *I heard you say X, and I haven't thought about that before. However . . .*)

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Part I Standard 4

English Language Proficiency (teach toward the next level)		
Collaborative		
Emerging	**Expanding**	**Bridging**
4. Adapting language choices Adjust language choices according to the context (e.g., classroom, community) and audience (e.g., peers, teachers).	*4. Adapting language choices* Adjust language choices according to the context (e.g., classroom, community), purpose (e.g., to persuade, to provide arguments or counter-arguments), task, and audience (e.g., peers, teachers, guest lecturer).	*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 counter-arguments), and audience (e.g., peers, teachers, college recruiter).
Skills: ❏ Adjust language choices according to context ❏ Adjust language choices according to audience	*Skills:* ❏ Adjust language choices according to context ❏ Adjust language choices according to purpose ❏ Adjust language choices according to task ❏ Adjust language choices according to audience	*Skills:* ❏ Adjust language choices according to context ❏ Adjust language choices according to purpose ❏ Adjust language choices according to task ❏ Adjust language choices according to audience

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Grades 9-10
Part I Standard 5

English Language Proficiency (teach toward the next level)		
Interpretive		
Emerging	**Expanding**	**Bridging**
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.	*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.	*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.
Skills: With prompting and substantial support ❏ Demonstrate comprehension of oral presentations and discussions on familiar social and academic topics ❏ Ask and answer questions	*Skills:* With occasional prompting and moderate support ❏ Demonstrate comprehension of oral presentations and discussions on a variety of social and academic topics ❏ Ask and answer questions that show thoughtful consideration of the ideas or arguments	*Skills:* With light support ❏ Demonstrate comprehension of oral presentations and discussions on a variety of social and academic topics ❏ Ask and answer detailed and complex questions that show thoughtful consideration of the ideas or arguments

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Grades 9-10
Part I Standard 6

English Language Proficiency (teach toward the next level)		
Interpretive		
Emerging	**Expanding**	**Bridging**

6. Reading/viewing closely
 	
  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 short sentences and a select set of general academic and domain-specific words.
 	
  b. Explain inferences and conclusions drawn from close reading of grade-appropriate texts and viewing of multimedia using familiar verbs (e.g., *seems that*).
 	
  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.
	6. Reading/viewing closely
	
	  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 an increasing variety of general academic and domain-specific words.
	
	  b. Explain inferences and conclusions drawn from close reading of grade-appropriate texts and viewing of multimedia using an increasing variety of verbs and adverbials (e.g., *indicates that, suggests, as a result*).
	
	  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.
		6. Reading/viewing closely
		
		  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 a range of general academic and domain-specific words.
		
		  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., *creates the impression that, consequently*).
		
		  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.

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ELD Standards Unpacking: A Look at Skills and Language Resources

Skills: With substantial support ❏ Explain ideas ❏ Explain phenomena ❏ 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	*Skills:* With moderate support ❏ Explain ideas ❏ Explain phenomena ❏ 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	*Skills:* With moderate support ❏ Explain ideas ❏ Explain phenomena ❏ 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

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		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 meaning, including figurative and connotative meanings, of unknown and multiple-meaning words on a variety of new topics.

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Grades 9-10
Part I Standard 7

English Language Proficiency (teach toward the next level)		
Interpretive		
Emerging	**Expanding**	**Bridging**
7. Evaluating language choices Explain how successful 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, with substantial support.	**7. Evaluating language choices** Explain how successful 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.	**7. Evaluating language choices** Explain how successful 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.
Skills: With substantial support ❏ Explain how successful writers and speakers structure texts to persuade the reader ❏ Explain how successful writers and speakers use language to support ideas with detailed evidence	*Skills:* With moderate support ❏ Explain how successful writers and speakers structure texts to persuade the reader or create other specific effects ❏ Explain how well writers and speakers use language to persuade the reader or create other specific effects	*Skills:* With light support ❏ Explain how successful writers and speakers structure texts to persuade the reader or create other specific effects ❏ Explain how well writers and speakers use language to persuade the reader or create other specific effects

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Grades 9-10
Part I Standard 8

English Language Proficiency (teach toward the next level)		
Interpretive		
Emerging	**Expanding**	**Bridging**
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 *aggressive* versus *bold*) produces nuances and different effects on the audience.	***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.	***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.
Skills: ❏ Explain how a writer's or speaker's choice of phrasing or specific words produces nuances ❏ Explain how a writer's or speaker's choice of phrasing or specific words produces different effects on the audience	***Skills:*** ❏ Explain how a writer's or speaker's choice of phrasing or specific words produces nuances ❏ Explain how a writer's or speaker's choice of phrasing or specific words produces different effects on the audience	***Skills:*** ❏ Explain how a writer's or speaker's choice of phrasing or specific words produces nuances ❏ Explain how a writer's or speaker's choice of phrasing or specific words produces different effects on the audience

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Grades 9-10
Part I Standard 9

English Language Proficiency (teach toward the next level)		
Productive		
Emerging	**Expanding**	**Bridging**
9. Presenting Plan and deliver brief oral presentations and reports on grade- appropriate topics that present evidence and facts to support ideas.	*9. Presenting* Plan and deliver a variety of oral presentations and reports on grade-appropriate topics that present evidence and facts to support ideas using growing understanding of register.	*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 using an appropriate level of formality and understanding of register.
Skills: ❏ Plan and deliver brief oral presentations on grade-appropriate topics ❏ Deliver brief reports on grade-appropriate topics ❏ Present evidence and facts to support ideas	*Skills:* ❏ Plan and deliver a variety of oral presentations on grade-appropriate topics ❏ Deliver a variety of reports on grade-appropriate topics ❏ Present evidence and facts to support ideas ❏ Use a growing understanding of register	*Skills:* ❏ Plan and deliver a variety of oral presentations on grade-appropriate topics ❏ Deliver a variety of reports on grade-appropriate topics ❏ Express complex and abstract ideas well supported by evidence and reasoning ❏ Use an appropriate level of formality and understanding of register

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Grades 9-10
Part I Standard 10

English Language Proficiency (teach toward the next level)		
Productive		
Emerging	**Expanding**	**Bridging**

10. Writing
  a. Write short literary and informational texts (e.g., an argument about water rights) collaboratively (e.g., with peers) and independently.
  b. Write brief summaries of texts and experiences using complete sentences and key words (e.g., from notes or graphic organizers).
	10. Writing
	  a. Write longer literary and informational texts (e.g., an argument about water rights) collaboratively (e.g., with peers) and independently using appropriate text organization and growing understanding of register
	  b. Write increasingly concise summaries of texts and experiences using complete sentences and key words (e.g., from notes or graphic organizers).
		10. Writing
		  a. Write longer and more detailed literary and informational texts (e.g., an argument about water rights) collaboratively (e.g., with peers) and independently using appropriate text organization and register.
		  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).

Skills: Collaboratively and independently ❏ Write short literary texts ❏ Write short informational texts ❏ Write brief summaries of texts ❏ Write brief summaries of experiences ❏ Use complete sentences and key words	*Skills:* Collaboratively and independently ❏ Write longer literary texts ❏ Write longer informational texts ❏ Use appropriate text organization ❏ Use a growing understanding of register ❏ Write increasingly concise summaries of texts ❏ Write increasingly concise summaries of experiences ❏ Use complete sentences and key words	*Skills:* Collaboratively and independently ❏ Write longer and more detailed literary texts ❏ Write longer and more detailed informational texts ❏ Use appropriate text organization ❏ Use appropriate register ❏ Write clear and coherent summaries of texts ❏ Write clear and coherent summaries of experiences ❏ Use complete & concise sentences and key words

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Grades 9-10
Part I Standard 11

English Language Proficiency (teach toward the next level)		
Productive		
Emerging	**Expanding**	**Bridging**
11. Justifying/arguing a. Justify opinions by articulating some relevant textual evidence or background knowledge with visual support. b. Express attitude and opinions or temper statements with familiar modal expressions (e.g., *can, may*).	*11. Justifying/arguing* 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., *possibly/likely, could/would*).	*11. Justifying/arguing* 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, using appropriate register. b. Express attitude and opinions or temper statements with nuanced modal expressions (e.g., *possibly/ potentially/ certainly/absolutely, should/might*).
Skills: With substantial support ❏ Justify opinions ❏ Provide some textual evidence ❏ Provide some background knowledge with visual support ❏ Express attitude with familiar modal expressions ❏ Express opinions with familiar modal expressions ❏ Temper statements with familiar modal expressions	*Skills:* With moderate support ❏ Justify opinions ❏ Justify positions ❏ Make connections between ideas ❏ Articulate relevant textual evidence ❏ Articulate relevant background information ❏ Express attitude with a variety of familiar modal expressions ❏ Express opinions with with a variety of familiar modal expressions	*Skills:* With moderate support ❏ Justify opinions ❏ Justify positions ❏ Make connections between ideas and texts ❏ Articulate sufficient, detailed, and relevant textual evidence ❏ Articulate relevant background knowledge using appropriate register ❏ Express attitude with a variety of familiar modal expressions

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	❏ Temper statements with with a variety of familiar modal expressions	❏ Express opinions with with a variety of familiar modal expressions ❏ Temper statements with nuanced modal expressions

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ELD Standards Unpacking: A Look at Skills and Language Resources

Grades 9-10
Part I Standard 12

English Language Proficiency (teach toward the next level)		
Productive		
Emerging	**Expanding**	**Bridging**
12. *Selecting language resources* a. Use familiar general academic (e.g., *temperature, document*) and domain-specific (e.g., *characterization, photosynthesis, society, quadratic functions*) words to create clear spoken and written texts. b. Use knowledge of morphology to appropriately select basic affixes (e.g., The skull protec*ts* the brain.).	**12. *Selecting language resources*** a. Use an increasing variety of grade-appropriate general academic (e.g., *dominate, environment*) and domain-specific (e.g., *characterization, photosynthesis, society, quadratic functions*) academic words accurately and appropriately when producing increasingly complex written and spoken texts. b. Use knowledge of morphology to appropriately select affixes in a growing number of ways to manipulate language (e.g., diplomat*ic*, stem*s* are branch*ed* or *un*branch*ed*.).	**12. *Selecting language resources*** a. Use a variety of grade-appropriate general (e.g., *anticipate, transaction*) and domain-specific (e.g., *characterization, photosynthesis, society, quadratic functions*) academic words and phrases, including persuasive language, accurately and appropriately when producing complex written and spoken texts. b. Use knowledge of morphology to appropriately select affixes in a variety of ways to manipulate language (e.g., changing humiliate to humilia*tion* or incredible to incredib*ly*).
Skills: Use familiar general academic words to: ❏ create clear spoken texts ❏ create clear written texts ❏ create clear spoken texts ❏ create clear written texts ❏ Use knowledge of morphology to select basic affixes	***Skills:*** ❏ Use an increasing variety of grade-appropriate general academic words accurately and appropriately ❏ Use an increasing variety of domain-specific academic words accurately and appropriately ❏ Produce increasingly complex written	***Skills:*** ❏ Use an increasing variety of grade-appropriate general academic words accurately and appropriately ❏ Use an increasing variety of domain-specific academic words accurately and appropriately ❏ Produce increasingly complex written

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	and spoken texts ❏ Use knowledge of morphology to select affixes in a growing number of ways to manipulate language	and spoken texts ❏ Use knowledge of morphology to select affixes in a growing number of ways to manipulate language

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ELD Standards Unpacking: A Look at Skills and Language Resources

Grades 9-10
Part II Standard 1

English Language Proficiency (teach toward the next level)		
Structuring Cohesive Texts		
Emerging	**Expanding**	**Bridging**
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.	***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.	***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.
Skills: ❏ Apply analysis of the organizational structure of different text types ❏ Comprehend texts ❏ Write brief arguments, informative/explanatory texts and narratives	*Skills:* ❏ Apply analysis of the organizational structure of different text types ❏ Comprehend texts ❏ Write increasingly clear arguments, informative/explanatory texts and narratives	*Skills:* ❏ Apply analysis of the organizational structure of different text types ❏ Comprehend texts ❏ Write clear and cohesive arguments, informative/explanatory texts and narratives

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Grades 9-10
Part II Standard 2

English Language Proficiency (teach toward the next level)		
Structuring Cohesive Texts		
Emerging	**Expanding**	**Bridging**
2. Understanding cohesion a. Apply knowledge of familiar language resources for referring to make texts more cohesive (e.g., using pronouns to refer back to nouns in text) to comprehending and writing brief texts. 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 *first, second, third*) to comprehending and writing brief texts.	*2. Understanding cohesion* 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. 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 *meanwhile, however, on the other hand*) to comprehending texts and to writing increasingly cohesive texts for specific purposes and audiences.	*2. Understanding cohesion* a. Apply knowledge of a variety of language resources for referring to make texts more cohesive (e.g., using nominalization, paraphrasing, or summaries to reference or recap an idea or explanation provided earlier) to comprehending grade-level texts and to writing clear and cohesive grade-level texts for specific purposes and audiences. 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 *on the contrary, in addition, moreover*) to comprehending grade-level texts and to writing cohesive texts for specific purposes and audiences.
Skills: Apply knowledge of familiar language resources: ❏ to make texts more cohesive ❏ to comprehending brief texts ❏ for referring to writing brief texts	*Skills:* Apply knowledge of a growing number of language resources: ❏ for referring to make texts more cohesive for specific purposes and audiences	*Skills:* Apply knowledge of a variety of language resources: ❏ for referring to make texts more cohesive for specific purposes and audiences

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❏ for linking ideas, events, or reasons throughout a text to comprehending brief text ❏ for linking ideas, events, or reasons throughout a text to writing brief texts	❏ for referring to comprehending brief texts for specific purposes and audiences ❏ for referring to writing brief texts for specific purposes and audiences ❏ for linking ideas, events, or reasons throughout a text to comprehending texts for specific purposes and audiences. ❏ for linking ideas, events, or reasons throughout a text to writing increasingly cohesive texts for specific purposes and audiences.	❏ for referring to comprehending grade-level for specific purposes and audiences ❏ for referring to writing clear and cohesive grade-level texts for specific purposes and audiences ❏ for linking ideas, events, or reasons throughout a text to comprehending texts for specific purposes and audiences. ❏ for linking ideas, events, or reasons throughout a text to writing increasingly cohesive texts for specific purposes and audiences.

ELD Standards Unpacking: A Look at Skills and Language Resources

Grades 9-10
Part II Standard 3

English Language Proficiency (teach toward the next level)		
Expanding and Enriching Ideas		
Emerging	**Expanding**	**Bridging**
3. Using verbs and verb phrases Use a variety of verbs in different tenses (e.g., past, present, future) and aspects (e.g., simple, progressive) appropriate for the text type and discipline to create short texts on familiar academic topics.	***3. Using verbs and verb phrases*** Use a variety of verbs in different tenses (e.g., past, present, future, simple, progressive, perfect) appropriate for the text type and discipline to create a variety of texts that explain, describe, and summarize concrete and abstract thoughts and ideas.	***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 for 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.
Skills: Use a variety of verbs: ❏ in different tenses ❏ in different aspects ❏ appropriate to the text type on familiar topics ❏ appropriate to the discipline on familiar topics	*Skills:* Use a variety of verbs ❏ in different tenses ❏ in different aspects ❏ appropriate to the text type ❏ appropriate to the discipline Create a variety of texts that ❏ explain concrete and abstract thoughts and ideas ❏ describe concrete and abstract thoughts and ideas ❏ summarize concrete and abstract thoughts and ideas	*Skills:* Use a variety of verbs: ❏ in different tenses ❏ in different aspects ❏ in different moods ❏ appropriate to the text type ❏ appropriate to the discipline Create a variety of texts that: ❏ explain concrete and abstract ideas ❏ explain procedures and sequences ❏ summarize texts and ideas ❏ present and critique points of view

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Grades 9-10
Part II Standard 4

English Language Proficiency (teach toward the next level)		
Expanding and Enriching Ideas		
Emerging	**Expanding**	**Bridging**
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.	*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.	*4. Using nouns and noun phrases* Expand noun phrases in a variety of ways (e.g., more 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.

Skills: Expand noun phrases to create increasingly detailed sentences about
 ❏ personal topics
 ❏ academic topics
	Skills:
	 ❏ Expand noun phrases in a growing number of ways
	 ❏ Create detailed sentences that accurately
	     ❏ Describes information
	     ❏ Explains information
	     ❏ Summarizes information
		Skills:
		 ❏ Expand noun phrases in a variety of ways
		 ❏ Create detailed sentences that accurately describe concrete and abstract ideas,
		 ❏ Create detailed sentences that accurately describe information on a variety of academic topics

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Grades 9-10
Part II Standard 5

English Language Proficiency (teach toward the next level)		
Expanding and Enriching Ideas		
Emerging	**Expanding**	**Bridging**
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.	*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.	*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.
Skills: ❏ Expand sentences with simple adverbials ❏ Provide details about a familiar activities or processes	*Skills:* ❏ Expand sentences with a growing variety of adverbials ❏ Provide details about a familiar or new activities and processes	*Skills:* ❏ Expand sentences with a variety of adverbials ❏ Provide details about a variety of familiar and new activities and processes

ELD Standards Unpacking: A Look at Skills and Language Resources

Grades 9-10
Part II Standard 6

English Language Proficiency (teach toward the next level)

Connecting and Condensing Ideas		
Emerging	**Expanding**	**Bridging**
6. Connecting ideas Combine clauses in a few basic ways (e.g., creating compound sentences using *and, but, so;* creating complex sentences using *because*) to make connections between and to join ideas (e.g., *I want to read this book because it describes the solar system.*).	*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., *He stayed at home on Sunday in order to study for Monday's exam*) or to make a concession (e.g., *She studied all night even though she wasn't feeling well*).	*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., *While both characters strive for success, they each take different approaches through which to reach their goals*), or to establish cause (e.g., *Women's lives were changed forever after World War II as a result of joining the workforce*).
Skills: ❏ Combine clauses in a few basic ways ❏ Make connections between ideas ❏ Use connecting words to join ideas	*Skills:* ❏ Combine clauses in a growing number of ways ❏ Create compound and complex sentences ❏ Make connections between and link concrete and abstract ideas ❏ Express a reason ❏ Use connecting words to join ideas	*Skills:* ❏ Combine clauses in a variety of ways ❏ Create compound and complex sentences ❏ Make connections between and link concrete and abstract ideas ❏ Make a concession or establish a cause

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Grades 9-10
Part II Standard 7

English Language Proficiency (teach toward the next level)

Connecting and Condensing Ideas		
Emerging	**Expanding**	**Bridging**
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., *The students asked survey questions and recorded the responses*.).	*7. Condensing ideas* Condense ideas in a growing number of ways (e.g., through embedded clauses or by compounding verbs or prepositional phrases) to create more precise and detailed simple, compound, and complex sentences (e.g., Species *that could not adapt to the changing climate* eventually disappeared.).	*7. Condensing ideas* Condense ideas in a variety of ways (e.g., through a variety of embedded clauses, or by compounding verbs or prepositional phrases, nominalization) to create precise simple, compound, and complex sentences that condense concrete and abstract ideas (e.g., Another issue *that people may be concerned with* is the amount of money *that it will cost to construct the new building*).
Skills: ❏ Condense ideas in a few basic ways by compounding verbs, or prepositional phrases ❏ Create precise and detailed simple, compound, and complex sentences	*Skills:* ❏ Condense ideas in a growing number of ways by compounding verbs, adding prepositional phrases, or through simple embedded clauses ❏ Create precise and detailed simple, compound, and complex sentences	*Skills:* ❏ Condense ideas in a variety of ways through a variety of embedded clauses, by compounding verbs, and nominalization ❏ Create precise and detailed simple, compound, and complex sentences that condense concrete and abstract ideas

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