

Grade Eight

The eighth-grade student will learn and apply interviewing techniques developing and delivering oral presentations in groups and individually. The student will demonstrate correct use of language, spelling, and mechanics by applying grammatical conventions in writing and speaking. Students will evaluate, analyze, develop, and produce media messages. The student will plan, draft, revise, and edit writing, with emphasis on exposition and persuasion. The student will apply reading and writing skills in all subjects, as well as respond critically to literature. The student will continue development of vocabulary, with attention to connotations and figurative language. The student will continue to develop an appreciation for literary genres through a study of a wide variety of selections. The student will describe themes, make inferences, interpret cause and effect relationships, differentiate between fact and opinion, and draw conclusions from a variety of texts.

Communication: Speaking, Listening, Media Literacy

- 8.1 The student will use interviewing techniques to gain information.
- Prepare and ask relevant questions for the interview.
 - Make notes of responses.
 - Compile, accurately report, and publish responses.
 - Evaluate the effectiveness of the interview.
- 8.2 The student will develop and deliver oral presentations in groups and individually.
- Choose topic and purpose appropriate to the audience.
 - Choose vocabulary and tone appropriate to the audience, topic, and purpose.
 - Use appropriate verbal and nonverbal presentation skills.
 - Respond to audience questions and comments.
 - Differentiate between standard English and informal language.
 - Critique oral presentations.
 - Assume shared responsibility for collaborative work.
 - Use a variety of strategies to listen actively.
- 8.3 The student will analyze, develop, and produce creative or informational media messages.
- Evaluate the persuasive/informational technique being used in nonprint media including television, radio, video, and Internet.
 - Examine how values and viewpoints are included or excluded and how the media can influence beliefs, behaviors, and interpretations.
 - Use media and visual literacy skills to create products that express new understandings.
 - Evaluate sources for relationships between intent and factual content.

Reading

- 8.4 The student will apply knowledge of word origins, analogies, and figurative language to extend vocabulary development within authentic texts.
- a) Identify and analyze an author's use of figurative language.
 - b) Use context, structure, and connotations to determine meaning and differentiate among multiple meanings of words and phrases.
 - c) Use roots, affixes, cognates, synonyms, and antonyms to determine the meaning of unfamiliar words and technical vocabulary.
 - d) Use dictionaries, thesauruses, and glossaries to determine definition, pronunciation, etymology, spelling, and usage of words.
 - e) Discriminate between connotative and denotative meanings and interpret the connotation.
 - f) Extend general and specialized vocabulary through speaking, listening, reading, and writing.
- 8.5 The student will read and analyze a variety of fictional texts, narrative nonfiction, and poetry.
- a) Explain the use of symbols and figurative language.
 - b) Make inferences and draw conclusions based on explicit and implied information using evidence from text as support.
 - c) Explain how authors use characters, conflict, point of view, voice, and tone to create meaning.
 - d) Understand the author's use of conventional elements and characteristics within a variety of genres.
 - e) Compare and contrast the author's use of word choice, dialogue, form, rhyme, rhythm, and voice in different texts.
 - f) Compare and contrast authors' styles.
 - g) Identify and ask questions that clarify various viewpoints.
 - h) Identify the main idea.
 - i) Summarize text relating supporting details.
 - j) Identify an author's organizational pattern using textual clues, such as transitional words and phrases.
 - k) Identify cause and effect relationships.
 - l) Use prior and background knowledge as a context for new learning.
 - m) Use reading strategies to monitor comprehension throughout the reading process.

- 8.6 The student will read, comprehend, and analyze a variety of nonfiction texts.
- a) Draw on background knowledge and knowledge of text structure to understand selections.
 - b) Make inferences and draw conclusions based on explicit and implied information using evidence from text as support.
 - c) Analyze the author's qualifications, viewpoint, and impact.
 - d) Analyze the author's use of text structure and word choice.
 - e) Analyze details for relevance and accuracy.
 - f) Differentiate between fact and opinion.
 - g) Identify the main idea.
 - h) Summarize the text identifying supporting details.
 - i) Identify an author's organizational pattern using textual clues, such as transitional words and phrases.
 - j) Identify cause and effect relationships.
 - k) Evaluate, organize, and synthesize information for use in written and oral formats.
 - l) Use reading strategies to monitor comprehension throughout the reading process.

Writing

- 8.7 The student will write in a variety of forms, including narration, exposition, persuasion, and informational.
- a) Identify intended audience.
 - b) Use prewriting strategies to generate and organize ideas.
 - c) Distinguish between a thesis statement and a topic sentence.
 - d) Organize details to elaborate the central idea and provide unity.
 - e) Select specific vocabulary and information for audience and purpose.
 - f) Use interview quotations as evidence.
 - g) Revise writing for clarity of content, word choice, sentence variety, and transitions among paragraphs.
 - h) Use computer technology to plan, draft, revise, edit, and publish writing.
- 8.8 The student will edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing.
- a) Use a variety of graphic organizers, including sentence diagrams, to analyze and improve sentence formation and paragraph structure.
 - b) Use and punctuate correctly varied sentence structures to include conjunctions and transition words.
 - c) Choose the correct case and number for pronouns in prepositional phrases with compound objects.
 - d) Maintain consistent verb tense across paragraphs.
 - e) Use comparative and superlative degrees in adverbs and adjectives.
 - f) Use quotation marks with dialogue and direct quotations.
 - g) Use correct spelling for frequently used words.

Research

- 8.9 The student will apply knowledge of appropriate reference materials to produce a research product.
- a) Collect and synthesize information from multiple sources including online, print and media.
 - b) Evaluate the validity and authenticity of texts.
 - c) Use technology as a tool to research, organize, evaluate, and communicate information.
 - d) Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, point of view or bias.
 - e) Cite primary and secondary sources using Modern Language Association (MLA) or American Psychological Association (APA) style.
 - f) Publish findings and respond to feedback.
 - g) Define the meaning and consequences of plagiarism and follow ethical and legal guidelines for gathering and using information.

Figure O: Guiding Questions for the Components of WIDA English Language Development Strands

GRADE: _____



ELD STANDARD: _____ **EXAMPLE TOPIC:** _____
 What is one of the topics addressed in the selected content standard(s)?

CONNECTION: Which state content standards, including the Common Core, form the basis of related lessons or a unit of study? What are the essential concepts and skills embedded in the content standards? What is the language associated with these grade-level concepts and skills?

EXAMPLE CONTEXT FOR LANGUAGE USE: What is the purpose of the content work, task, or product? What roles or identities do the students assume? What register is required of the task? What are the genres of text types with which the students are interacting?

	Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 – Reaching
<p>COGNITIVE FUNCTION: What is the level of cognitive engagement for the given task? Does the level of cognitive engagement match or exceed that of the content standards?</p> <p>Language Domain(s): How will learners process and use language?</p> <p>A Strand of Model Performance Indicators:</p> <p>What language are the students expected to process or produce at each level of proficiency?</p> <p>Which language functions reflect the cognitive function at each level of proficiency?</p> <p>Which instructional supports (sensory, graphic, and interactive) are necessary for students to access content?</p>						
<p>TOPIC-RELATED LANGUAGE: With which grade-level words and expressions will all students interact?</p>						

ELD STANDARD 2: The Language of Language Arts

EXAMPLE TOPIC: Literature analysis

CONNECTION: *Common Core Reading Standards for Literature, Integration of Knowledge and Ideas #9 (Grade 8):* Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.

EXAMPLE CONTEXT FOR LANGUAGE USE: Students listen to class discussions about themes, patterns of events, or character types in a work of literature to make connections to their own lives and/or familiar stories or myths from their own cultures.

COGNITIVE FUNCTION: Students at all levels of English language proficiency ANALYZE universal themes of literature.				
LISTENING				
Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
Select illustrations depicting literary characters, themes, and plots based on oral statements using environmental print (e.g., posters about character types and themes)	Select illustrations depicting literary characters, themes, and plots based on oral descriptions using environmental print	Classify examples of literary characters, themes, and plots based on oral descriptions with a partner	Find patterns related to literary characters, themes, and plots using graphic organizers with a partner	Predict the evolution of literary characters, themes, and plots
Level 6 - Reaching				
TOPIC-RELATED LANGUAGE: Students at all levels of English language proficiency interact with grade-level words and expressions, such as: universal theme, character type, allegory, mythology, protagonist				

See expanded version of this strand on pp. 38–39

Grade Nine

The ninth-grade student will make planned oral presentations independently and in small groups. Knowledge of the impact that informative/persuasive techniques in media messages make on public opinion will be introduced. The student will continue development of vocabulary, with attention to connotations, idioms, and allusions. Knowledge of literary terms and genres will be applied in the student's own writing and in the analysis of literature. The student will be introduced to significant literary texts. Increased requirements for research and reporting in all subjects will be supported by the use of print, electronic databases, online resources, and other media. Students will cite sources of information using a standard method of documentation. The student will distinguish between reliable and questionable sources of information. Writing will encompass narrative, expository, and persuasive forms for a variety of purposes and audiences. The student will demonstrate correct use of language, spelling, and mechanics by applying grammatical conventions in writing and speaking.

Communication: Speaking, Listening, Media Literacy

- 9.1 The student will make planned oral presentations independently and in small groups.
- a) Include definitions to increase clarity.
 - b) Use relevant details to support main ideas.
 - c) Illustrate main ideas through anecdotes and examples.
 - d) Use grammatically correct language, including vocabulary appropriate to the topic, audience, and purpose.
 - e) Use verbal and nonverbal techniques for presentation.
 - f) Evaluate impact and purpose of presentation.
 - g) Credit information sources.
 - h) Give impromptu responses to questions about presentation.
 - i) Give and follow spoken directions to perform specific tasks, answer questions, or solve problems.
 - j) Use a variety of strategies to listen actively.
 - k) Summarize and evaluate information presented orally by others.
 - l) Assume shared responsibility for collaborative work.
- 9.2 The student will produce, analyze, and evaluate auditory, visual, and written media messages.
- a) Analyze and interpret special effects used in media messages including television, film, and Internet.
 - b) Determine the purpose of the media message and its effect on the audience.
 - c) Describe possible cause and effect relationships between mass media coverage and public opinion trends.
 - d) Evaluate sources including advertisements, editorial, and feature stories for relationships between intent and factual content.
 - e) Monitor, analyze, and use multiple streams of simultaneous information.

Reading

- 9.3 The student will apply knowledge of word origins, derivations, and figurative language to extend vocabulary development in authentic texts.
- a) Use structural analysis of roots, affixes, synonyms, antonyms, and cognates to understand complex words.
 - b) Use context, structure, and connotations to determine meanings of words and phrases.
 - c) Discriminate between connotative and denotative meanings and interpret the connotation.
 - d) Identify the meaning of common idioms.
 - e) Identify literary and classical allusions and figurative language in text.
 - f) Extend general and specialized vocabulary through speaking, reading, and writing.
 - g) Use knowledge of the evolution, diversity, and effects of language to comprehend and elaborate the meaning of texts.
- 9.4 The student will read, comprehend, and analyze a variety of literary texts including narratives, narrative nonfiction, poetry, and drama.
- a) Identify author's main idea and purpose.
 - b) Summarize text relating supporting details.
 - c) Identify the characteristics that distinguish literary forms.
 - d) Use literary terms in describing and analyzing selections.
 - e) Explain the relationships between and among elements of literature: characters, plot, setting, tone, point of view, and theme.
 - f) Compare and contrast the use of rhyme, rhythm, sound, imagery, and other literary devices to convey a message and elicit the reader's emotion.
 - g) Analyze the cultural or social function of a literary text.
 - h) Explain the relationship between the author's style and literary effect.
 - i) Explain the influence of historical context on the form, style, and point of view of a written work.
 - j) Compare and contrast author's use of literary elements within a variety of genres.
 - k) Analyze how an author's specific word choices and syntax achieve special effects and support the author's purpose.
 - l) Make predictions, inferences, draw conclusions, and connect prior knowledge to support reading comprehension.
 - m) Use reading strategies to monitor comprehension throughout the reading process.

- 9.5 The student will read and analyze a variety of nonfiction texts.
- a) Recognize an author's intended purpose for writing and identify the main idea.
 - b) Summarize text relating supporting details.
 - c) Understand the purpose of text structures and use those features to locate information and gain meaning from texts.
 - d) Identify characteristics of expository, technical, and persuasive texts.
 - e) Identify a position/argument to be confirmed, disproved, or modified.
 - f) Evaluate clarity and accuracy of information.
 - g) Analyze and synthesize information in order to solve problems, answer questions, or complete a task.
 - h) Draw conclusions and make inferences on explicit and implied information using textual support as evidence.
 - i) Differentiate between fact and opinion.
 - j) Organize and synthesize information from sources for use in written and oral presentations.
 - k) Use the reading strategies to monitor comprehension throughout the reading process.

Writing

- 9.6 The student will develop narrative, expository, and persuasive writings for a variety of audiences and purposes.
- a) Generate, gather, and organize ideas for writing.
 - b) Plan and organize writing to address a specific audience and purpose.
 - c) Communicate clearly the purpose of the writing using a thesis statement where appropriate.
 - d) Write clear, varied sentences using specific vocabulary and information.
 - e) Elaborate ideas clearly through word choice and vivid description.
 - f) Arrange paragraphs into a logical progression.
 - g) Use transitions between paragraphs and ideas.
 - h) Revise writing for clarity of content, accuracy and depth of information.
 - i) Use computer technology to plan, draft, revise, edit, and publish writing.
- 9.7 The student will self- and peer-edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing.
- a) Use and apply rules for the parts of a sentence, including subject/verb, direct/indirect object, and predicate nominative/predicate adjective, and coordinating conjunctions.
 - b) Use parallel structures across sentences and paragraphs.
 - c) Use appositives, main clauses, and subordinate clauses.
 - d) Use commas and semicolons to distinguish and divide main and subordinate clauses.
 - e) Distinguish between active and passive voice.
 - f) Proofread and edit writing for intended audience and purpose.

Research

- 9.8 The student will use print, electronic databases, online resources, and other media to access information to create a research product.
- a) Use technology as a tool for research to organize, evaluate, and communicate information.
 - b) Narrow the focus of a search.
 - c) Find, evaluate, and select appropriate sources to access information and answer questions.
 - d) Verify the validity and accuracy of all information.
 - e) Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, point of view or bias.
 - f) Credit the sources of quoted, paraphrased, and summarized ideas.
 - g) Cite sources of information using a standard method of documentation such as that of the Modern Language Association (MLA) or the American Psychological Association (APA).
 - h) Define the meaning and consequences of plagiarism and follow ethical and legal guidelines for gathering and using information.

Grade Ten

The tenth-grade student will become a skilled communicator in small-group learning activities. The student will examine, analyze, and produce media messages. The student will continue development of vocabulary, with attention to connotations, idioms, allusions, and evolution of language. The student will read and analyze literary texts from a variety of eras and cultures. Attention will be given to the analysis of nonfiction texts. The student will critique the writing of peers and professionals, using analysis to improve writing skills. The student will continue to build research skills by crediting sources and presenting information in a format appropriate for content. Grammar knowledge will be expanded as the student presents, writes, and edits materials, applying the conventions of language.

The bodies of literature for grades 10, 11, and 12 are interchangeable and may be taught in any of these grades.

Communication: Speaking, Listening, Media Literacy

- 10.1 The student will participate in, collaborate in, and report on small-group learning activities.
- a) Assume responsibility for specific group tasks.
 - b) Collaborate in the preparation or summary of the group activity.
 - c) Include all group members in oral presentation.
 - d) Choose vocabulary, language, and tone appropriate to the topic, audience, and purpose.
 - e) Demonstrate the ability to work effectively with diverse teams to accomplish a common goal.
 - f) Collaborate with others to exchange ideas, develop new understandings, make decisions, and solve problems.
 - g) Access, critically evaluate, and use information accurately to solve problems.
 - h) Evaluate one's own role in preparation and delivery of oral reports.
 - i) Use a variety of strategies to listen actively.
 - j) Analyze and interpret other's presentations.
 - k) Evaluate effectiveness of group process in preparation and delivery of oral reports.
- 10.2 The student will analyze, produce, and examine similarities and differences between visual and verbal media messages.
- a) Use media, visual literacy, and technology skills to create products.
 - b) Evaluate sources including advertisements, editorials, blogs, Web sites, and other media for relationships between intent, factual content, and opinion.
 - c) Determine the author's purpose and intended effect on the audience for media messages.
 - d) Identify the tools and techniques used to achieve the intended focus.

Reading

- 10.3 The student will apply knowledge of word origins, derivations, and figurative language to extend vocabulary development in authentic texts.
- a) Use structural analysis of roots, affixes, synonyms, antonyms, and cognates to understand complex words.
 - b) Use context, structure, and connotations to determine meanings of words and phrases.
 - c) Discriminate between connotative and denotative meanings and interpret the connotation.
 - d) Identify the meaning of common idioms.
 - e) Identify literary and classical allusions and figurative language in text.
 - f) Extend general and specialized vocabulary through speaking, reading, and writing.
 - g) Use knowledge of the evolution, diversity, and effects of language to comprehend and elaborate the meaning of texts.
- 10.4 The student will read, comprehend, and analyze literary texts of different cultures and eras.
- a) Identify main and supporting ideas.
 - b) Make predictions, draw inferences, and connect prior knowledge to support reading comprehension.
 - c) Explain similarities and differences of techniques and literary forms represented in the literature of different cultures and eras.
 - d) Analyze the cultural or social function of literature.
 - e) Identify universal themes prevalent in the literature of different cultures.
 - f) Examine a literary selection from several critical perspectives.
 - g) Explain the influence of historical context on the form, style, and point of view of a literary text.
 - h) Evaluate how an author's specific word choices, syntax, tone, and voice shape the intended meaning of the text, achieve specific effects and support the author's purpose.
 - i) Compare and contrast literature from different cultures and eras.
 - j) Distinguish between a critique and a summary.
 - k) Compare and contrast how rhyme, rhythm, sound, imagery, style, form, and other literary devices convey a message and elicit a reader's emotions.
 - l) Compare and contrast character development in a play to characterization in other literary forms.
 - m) Use reading strategies to monitor comprehension throughout the reading process.

- 10.5 The student will read, interpret, analyze, and evaluate nonfiction texts.
- a) Identify text organization and structure.
 - b) Recognize an author's intended audience and purpose for writing.
 - c) Skim manuals or informational sources to locate information.
 - d) Compare and contrast informational texts.
 - e) Interpret and use data and information in maps, charts, graphs, timelines, tables, and diagrams.
 - f) Draw conclusions and make inferences on explicit and implied information using textual support as evidence.
 - g) Analyze and synthesize information in order to solve problems, answer questions, and generate new knowledge.
 - h) Use reading strategies throughout the reading process to monitor comprehension.

Writing

- 10.6 The student will develop a variety of writing to persuade, interpret, analyze, and evaluate with an emphasis on exposition and analysis.
- a) Generate, gather, plan, and organize ideas for writing to address a specific audience and purpose.
 - b) Synthesize information to support the thesis.
 - c) Elaborate ideas clearly through word choice and vivid description.
 - d) Write clear and varied sentences, clarifying ideas with precise and relevant evidence.
 - e) Organize ideas into a logical sequence using transitions.
 - f) Revise writing for clarity of content, accuracy, and depth of information.
 - g) Use computer technology to plan, draft, revise, edit, and publish writing.
- 10.7 The student will self- and peer-edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing.
- a) Distinguish between active and passive voice.
 - b) Apply rules governing use of the colon.
 - c) Use a style manual, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA), to apply rules for punctuation and formatting of direct quotations.
 - d) Differentiate between in-text citations and works cited on the bibliography page.
 - e) Analyze the writing of others.
 - f) Describe how the author accomplishes the intended purpose of a piece of writing.
 - g) Suggest how writing might be improved.
 - h) Proofread and edit final product for intended audience and purpose.

Research

- 10.8 The student will collect, evaluate, organize, and present information to create a research product.
- a) Use technology as a tool to research, organize, evaluate, synthesize, and communicate information.
 - b) Develop the central idea or focus.
 - c) Verify the accuracy, validity, and usefulness of information.
 - d) Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, point of view or bias.
 - e) Cite sources for both quoted and paraphrased ideas using a standard method of documentation, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA).
 - f) Define the meaning and consequences of plagiarism and follow ethical and legal guidelines for gathering and using information.

ELD STANDARD 2: The Language of Language Arts

EXAMPLE TOPIC: Bias

CONNECTION: *Common Core State Standards, English Language Arts, Reading: Informational Text, Integration of Knowledge and Ideas #8 (Grades 9–10):* Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.

EXAMPLE CONTEXT FOR LANGUAGE USE: Students learn how to choose appropriate sources for a research project by examining texts (e.g., speech transcripts, websites, editorials) to identify author’s bias.

COGNITIVE FUNCTION: Students at all levels of English language proficiency will EVALUATE author’s bias.											
READING	Level 1 Entering	Locate language associated with fact and/or opinion from visually supported text with a partner using L1 or L2 and word banks (e.g., “I think”, “I believe” v. “data”, “fact”)	Level 2 Emerging	Locate language associated with fact and opinion from visually supported text with a partner using word banks (e.g., “70% of Latinos” v. “almost all Latinos”)	Level 3 Developing	Locate language of opinion and bias from excerpts of texts following a model in small groups (e.g., “We as scientists agree...” v. “Scientists everywhere agree...”)	Level 4 Expanding	Sort language of bias from texts (e.g., by validity of reasoning/evidence) following a model in small groups	Level 5 Bridging	Infer author’s bias from texts in small groups	Level 6 – Reaching
	TOPIC-RELATED LANGUAGE: Students at all levels of English language proficiency interact with grade-level words and expressions, such as: bias, claim, argument, relevant evidence, valid reasoning, stereotype										

Grade Eleven

The eleventh-grade student will be able to make and analyze informative and persuasive oral presentations, with attention to the accuracy of evidence and the effectiveness of delivery. An examination of how media influences beliefs and behaviors will be introduced. The student will continue to develop and expand vocabulary. The study of both classic and contemporary American literature will enhance the student's appreciation for literature. The student will be able to identify the prevalent themes and characterizations present in American literature, which are reflective of history and culture. Students will also use nonfiction texts to draw conclusions and make inferences citing textual support. The student will be able to write clear and accurate personal, professional, and informational correspondence and reports for research and other applications. Grammar development will continue through the application of rules for sentence formation, usage, spelling, and mechanics. The student will develop informative and persuasive writings by locating, evaluating, synthesizing, and documenting information following ethical and legal guidelines.

* The bodies of literature for grades 10, 11, and 12 are interchangeable and may be taught in any of these grades.*

Communication: Speaking, Listening, Media Literacy

- 11.1 The student will make informative and persuasive presentations.
- a) Gather and organize evidence to support a position.
 - b) Present evidence clearly and convincingly.
 - c) Address counterclaims.
 - d) Support and defend ideas in public forums.
 - e) Use grammatically correct language, including vocabulary appropriate to the topic, audience, and purpose.
 - f) Monitor listening and use a variety of active listening strategies to make evaluations.
 - g) Use presentation technology.
 - h) Collaborate and report on small-group learning activities.
- 11.2 The student will examine how values and points of view are included or excluded and how media influences beliefs and behaviors.
- a) Use technology and other information tools to organize and display knowledge in ways others can view, use, and assess.
 - b) Use media, visual literacy, and technology skills to create products.
 - c) Evaluate sources including advertisements, editorials, blogs, Web sites, and other media for relationships between intent, factual content, and opinion.
 - d) Determine the author's purpose and intended effect on the audience for media messages.

Reading

- 11.3 The student will apply knowledge of word origins, derivations, and figurative language to extend vocabulary development in authentic texts.
- a) Use structural analysis of roots, affixes, synonyms, antonyms, and cognates to understand complex words.
 - b) Use context, structure, and connotations to determine meanings of words and phrases.
 - c) Discriminate between connotative and denotative meanings and interpret the connotation.
 - d) Identify the meaning of common idioms.
 - e) Identify literary and classical allusions and figurative language in text.
 - f) Extend general and specialized vocabulary through speaking, reading, and writing.
 - g) Use knowledge of the evolution, diversity, and effects of language to comprehend and elaborate the meaning of texts.
- 11.4 The student will read, comprehend, and analyze relationships among American literature, history, and culture.
- a) Describe contributions of different cultures to the development of American literature.
 - b) Compare and contrast the development of American literature in its historical context.
 - c) Discuss American literature as it reflects traditional and contemporary themes, motifs, universal characters, and genres.
 - d) Analyze the social or cultural function of American literature.
 - e) Analyze how context and language structures convey an author's intent and viewpoint.
 - f) Explain how the sound of a poem (rhyme, rhythm, onomatopoeia, repetition, alliteration, assonance, and parallelism) supports the subject, mood, and theme.
 - g) Explain how imagery and figures of speech appeal to the reader's senses and experience.
 - h) Explain how an author's specific word choices, syntax, tone, and voice support the author's purpose.
 - i) Read and analyze a variety of American dramatic selections.
 - j) Analyze the use of literary elements and dramatic conventions including verbal, situational and dramatic irony used in American literature.
 - k) Generate and respond logically to literal, inferential, evaluative, synthesizing, and critical thinking questions before, during, and after reading texts.

- 11.5 The student will read and analyze a variety of nonfiction texts.
- a) Use information from texts to clarify understanding of concepts.
 - b) Read and follow directions to complete an application for college admission, for a scholarship, or for employment.
 - c) Generalize ideas from selections to make predictions about other texts.
 - d) Draw conclusions and make inferences on explicit and implied information using textual support.
 - e) Analyze two or more texts addressing the same topic to identify authors' purpose and determine how authors reach similar or different conclusions.
 - f) Identify false premises in persuasive writing.
 - g) Recognize and analyze use of ambiguity, contradiction, paradox, irony, overstatement, and understatement in text.
 - h) Generate and respond logically to literal, inferential, evaluative, synthesizing, and critical thinking questions before, during, and after reading texts.

Writing

- 11.6 The student will write in a variety of forms, with an emphasis on persuasion.
- a) Generate, gather, plan, and organize ideas for writing to address a specific audience and purpose.
 - b) Produce arguments in writing developing a thesis that demonstrates knowledgeable judgments, addresses counterclaims, and provides effective conclusions.
 - c) Organize ideas in a sustained and logical manner.
 - d) Clarify and defend position with precise and relevant evidence elaborating ideas clearly and accurately.
 - e) Adapt content, vocabulary, voice, and tone to audience, purpose, and situation.
 - f) Revise writing for clarity of content, accuracy and depth of information.
 - g) Use computer technology to plan, draft, revise, edit, and publish writing.
 - h) Write and revise correspondence to a standard acceptable both in the workplace and in postsecondary education.
- 11.7 The student will self- and peer-edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing.
- a) Use a style manual, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA), to apply rules for punctuation and formatting of direct quotations.-
 - b) Use verbals and verbal phrases to achieve sentence conciseness and variety.
 - c) Distinguish between active and passive voice.
 - d) Differentiate between in-text citations and works cited on the bibliography page.
 - e) Adjust sentence and paragraph structures for a variety of purposes and audiences.
 - f) Proofread and edit writing for intended audience and purpose.

Research

- 11.8 The student will analyze, evaluate, synthesize, and organize information from a variety of sources to produce a research product.
- a) Use technology as a tool to research, organize, evaluate, and communicate information.
 - b) Narrow a topic and develop a plan for research.
 - c) Collect information to support a thesis.
 - d) Critically evaluate quality, accuracy, and validity of information.
 - e) Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, point of view or bias.
 - f) Synthesize and present information in a logical sequence.
 - g) Cite sources for both quoted and paraphrased ideas using a standard method of documentation, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA).
 - h) Revise writing for clarity of content, accuracy, and depth of information.
 - i) Edit writing for grammatically correct use of language, spelling, punctuation, capitalization, and sentence/paragraph structure.
 - j) Define the meaning and consequences of plagiarism and follow ethical and legal guidelines for gathering and using information.

Grade Twelve

The twelfth-grade student will use organizational skills and both verbal and nonverbal presentation skills to plan and deliver an effective oral presentation, choosing language and tone appropriate to the audience and purpose. Students will use technology and understanding of media to create, organize, and display knowledge in ways others can access, view, and use. The student will expand general and specialized vocabulary through speaking, listening, reading, and viewing. The student will analyze British literature and literature of other cultures, recognizing major literary forms and their elements. Using nonfiction texts, students will analyze and synthesize information to solve problems. Writing will include the production of informational, expository, and persuasive/argumentative papers, logically organized demonstrating knowledgeable judgments, and effective conclusions. The student will also produce a well-documented major research product, by locating, evaluating, synthesizing, and documenting information following ethical and legal guidelines. The student will demonstrate advanced knowledge of grammatical conventions through writing, editing, and speaking.

The bodies of literature for grades 10, 11, and 12 are interchangeable and may be taught in any of these grades.

Communication: Speaking, Listening, Media Literacy

- 12.1 The student will make a formal oral presentation in a group or individually.
- a) Choose the purpose of the presentation.
 - b) Choose vocabulary, language, and tone appropriate to the audience, topic, and purpose.
 - c) Use details, illustrations, statistics, comparisons, and analogies to support the presentation.
 - d) Use media, visual literacy, and technology skills to create and support the presentation.
 - e) Use grammatically correct language, including vocabulary appropriate to the topic, audience, and purpose.
 - f) Collaborate and report on small group learning activities.
 - g) Evaluate formal presentations including personal, digital, visual, textual, and technological.
 - h) Use a variety of listening strategies to analyze relationships among purpose, audience, and content of presentations.
 - i) Critique effectiveness of presentations.
- 12.2 The student will examine how values and points of view are included or excluded and how media influences beliefs and behaviors.
- a) Evaluate sources including advertisements, editorials, blogs, Web sites, and other media for relationships between intent, factual content, and opinion.
 - b) Determine the author's purpose and intended effect on the audience for media messages.

Reading

- 12.3 The student will apply knowledge of word origins, derivations, and figurative language to extend vocabulary development in authentic texts.
- a) Use structural analysis of roots, affixes, synonyms, antonyms, and cognates to understand complex words.
 - b) Use context, structure, and connotations to determine meanings of words and phrases.
 - c) Discriminate between connotative and denotative meanings and interpret the connotation.
 - d) Identify the meaning of common idioms, literary and classical allusions in text.
 - e) Expand general and specialized vocabulary through speaking, reading, and writing.
 - f) Use knowledge of the evolution, diversity, and effects of language to comprehend and elaborate the meaning of texts.
- 12.4 The student will read, comprehend, and analyze the development of British literature and literature of other cultures.
- a) Compare and contrast the development of British literature in its historical context.
 - b) Recognize major literary forms and their elements.
 - c) Recognize the characteristics of major chronological eras.
 - d) Relate literary works and authors to major themes and issues of their eras.
 - e) Analyze the social and cultural function of British literature.
 - f) Explain how the sound of a poem (rhyme, rhythm, onomatopoeia, repetition, alliteration, assonance, and parallelism) supports the subject, mood, and theme.
 - g) Compare and contrast traditional and contemporary poems from many cultures.
 - h) Analyze how dramatic conventions including character, scene, dialogue, and staging contribute to the theme and effect.
 - i) Compare and contrast dramatic elements of plays from American, British, and other cultures.
- 12.5 The student will read and analyze a variety of nonfiction texts.
- a) Generate and respond logically to literal, inferential, evaluative, synthesizing, and critical thinking questions before, during, and after reading texts.
 - b) Analyze and synthesize information in order to solve problems, answer questions, and generate new knowledge.
 - c) Analyze two or more texts addressing the same topic to identify authors' purpose and determine how authors reach similar or different conclusions.
 - d) Recognize and analyze use of ambiguity, contradiction, paradox, irony, overstatement, and understatement in text.
 - e) Identify false premises in persuasive writing.
 - f) Draw conclusions and make inferences on explicit and implied information using textual support.

Writing

- 12.6 The student will develop expository and informational, analyses, and persuasive/argumentative writings.
- a) Generate, gather, and organize ideas for writing to address a specific audience and purpose.
 - b) Produce arguments in writing that develop a thesis to demonstrate knowledgeable judgments, address counterclaims, and provide effective conclusions.
 - c) Clarify and defend a position with precise and relevant evidence.
 - d) Adapt content, vocabulary, voice, and tone to audience, purpose, and situation.
 - e) Use a variety of rhetorical strategies to accomplish a specific purpose.
 - f) Create arguments free of errors in logic and externally supported.
 - g) Revise writing for clarity of content, depth of information and technique of presentation.
 - h) Use computer technology to plan, draft, revise, edit, and publish writing.
- 12.7 The student will write, revise, and edit writing.
- a) Edit, proofread, and prepare writing for intended audience and purpose.
 - b) Apply grammatical conventions to edit writing for correct use of language, spelling, punctuation, and capitalization.
 - c) Use a style manual, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA), to apply rules for punctuation and formatting of direct quotations.

Research

- 12.8 The student will write documented research papers.
- a) Use technology as a tool to research, organize, evaluate, and communicate information.
 - b) Frame, analyze, and synthesize information to solve problems, answer questions, and generate new knowledge.
 - c) Critically evaluate the accuracy, quality, and validity of the information.
 - d) Synthesize information to support the thesis and present information in a logical manner.
 - e) Cite sources for both quoted and paraphrased ideas using a standard method of documentation, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA).
 - f) Revise writing for clarity, depth of information, and technique of presentation.
 - g) Edit writing for language, spelling, punctuation, capitalization, syntax, and paragraphing as appropriate for standard English.
 - h) Define the meaning and consequences of plagiarism and follow ethical and legal guidelines for gathering and using information.

ELD STANDARD 2: The Language of Language Arts

EXAMPLE TOPIC: Satire

CONNECTION: *Common Core State Standards, English Language Arts, Reading: Literature, Craft and Structure #6 (Grades 11–12):* Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

Common Core State Standards, English Language Arts, Speaking and Listening, Comprehension and Collaboration #3 (Grades 11–12): Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

EXAMPLE CONTEXT FOR LANGUAGE USE: Students are encouraged to draw on their own cultural experiences with satire and use observations about intonation patterns to understand underlying meaning in performances of satirical literature.

		Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 – Reaching
LISTENING		Recognize satirical expressions (e.g., exaggeration) in familiar contexts using visual cues and storyboards	Identify literal meaning and satirical meaning in familiar contexts using visual cues and illustrated scripts	Identify literal meaning and satirical meaning using illustrated scripts	Compare the literal meaning and satirical meaning of visually supported speech	Infer the speaker’s purposes in satirical speech	
	TOPIC-RELATED LANGUAGE:	Students at all levels of English language proficiency interact with grade-level words and expressions, such as: satire, satirical humor, reading between the lines, juxtaposition, ridicule					

COGNITIVE FUNCTION: Students at all levels of English language proficiency UNDERSTAND the characteristics and function of culturally-relevant satire.

Figure O: Guiding Questions for the Components of WIDA English Language Development Strands

GRADE: _____



ELD STANDARD: _____ **EXAMPLE TOPIC:** _____
 What is one of the topics addressed in the selected content standard(s)?

CONNECTION: Which state content standards, including the Common Core, form the basis of related lessons or a unit of study? What are the essential concepts and skills embedded in the content standards? What is the language associated with these grade-level concepts and skills?

EXAMPLE CONTEXT FOR LANGUAGE USE: What is the purpose of the content work, task, or product? What roles or identities do the students assume? What register is required of the task? What are the genres of text types with which the students are interacting?

	Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 – Reaching
<p>COGNITIVE FUNCTION: What is the level of cognitive engagement for the given task? Does the level of cognitive engagement match or exceed that of the content standards?</p>	<p>Language Domain(s): How will learners process and use language?</p> <p>A Strand of Model Performance Indicators:</p> <p>What language are the students expected to process or produce at each level of proficiency?</p> <p>Which language functions reflect the cognitive function at each level of proficiency?</p> <p>Which instructional supports (sensory, graphic, and interactive) are necessary for students to access content?</p>					
<p>TOPIC-RELATED LANGUAGE: With which grade-level words and expressions will all students interact?</p>						