The English Language Development Standards

Grades 9-12

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WORLD-CLASS INSTRUCTIONAL DESIGN AND ASSESSMENT

	Connection	*Common Core State Standards for English Language Arts, Speaking and Listening, Comprehension & Collaboration #1.C (Grade 9-10):* Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.					
	Example Topic	**Level 1 Entering**	**Level 2 Emerging**	**Level 3 Developing**	**Level 4 Expanding**	**Level 5 Bridging**	**Level 6 - Reaching**
SPEAKING	Leadership **Topical Vocabulary:** Students at all levels of English language proficiency are exposed to grade-level words and expressions, such as: delegate, compromise, represent, motivate, inspire, set an example	Make statements identifying responses to community challenges using visuals and word banks in small groups (e.g., point out examples of evidence of leadership in pictures of community scenes)	Provide examples of responses to community challenges using sentence frames in small groups (e.g., "A leader could _____ to solve the problem.")	Pose questions about responses to community challenges using expanded sentence frames in small groups	Explain and elaborate on responses to community challenges in small groups	Defend responses to community challenges in small groups	
		Cognitive Function: Students at all levels of English language proficiency APPLY interpersonal and leadership strategies to current issues.					
		Example Context for Language Use: Students role play community leaders negotiating plans for how they would respond to current school or community challenges.					

	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 Topic	**Level 1 Entering**	**Level 2 Emerging**	**Level 3 Developing**	**Level 4 Expanding**	**Level 5 Bridging**	**Level 6 – Reaching**
READING	Point of view	Identify examples of facts from visually supported captions (e.g. of newspaper or magazine photographs) with a partner in L1 or L2	Identify examples of point of view from visually supported captions (e.g. of political cartoons) with a partner in L1 or L2	Sort visually supported text according to point of view, and share with a partner	Identify evidence of point of view (e.g., word choice, tone) in various texts, and share in small groups	Compare and contrast various sources according to how point of view is expressed	
	Topical Vocabulary: Students at all levels of English language proficiency are exposed to grade-level words and expressions, such as: bias, claim, evidence, argument, valid, stereotype, tone, perspective, judgment	**Cognitive Function**: Students at all levels of English language proficiency will ANALYZE author's point of view.					
		Example Context for Language Use: Students read a variety of texts (e.g., speech transcripts, websites, editorials) to identify author's point of view and choose appropriate sources for a research project.					

	Connection	*Common Core State Standards for Mathematics, Geometry, Similarity, Right Triangles and Trigonometry #6-8 (Grade 9-10):* Understand that by similarity, side ratios in right triangles are properties of the angles in the triangle, leading to definitions of trigonometric ratios for acute angles. Explain and use the relationship between the sine and cosine of complementary angles. Use trigonometric ratios and the Pythagorean Theorem to solve right triangles in applied problems					
	Example Topic	**Level 1 Entering**	**Level 2 Emerging**	**Level 3 Developing**	**Level 4 Expanding**	**Level 5 Bridging**	**Level 6 – Reaching**
WRITING	Right triangles **Topical Vocabulary:** Students at all levels of English language proficiency are *exposed to* grade-level words and expressions, such as: Trigonometric functions (sine, cosine, tangent), Pythagorean Theorem, Hypotenuse, opposite, adjacent	Sequence elements of right triangle word problems using illustrated phrase banks with a partner	Complete right triangle word problems using sentence frames and word banks (e.g., sine, cosine, tangent, right triangle)	Modify right triangle word problems using textbook models	Compose right triangle word problems using textbook models and rubrics	Compose right triangle word problems	
		Cognitive Function: Students at all levels of English language proficiency CREATE word problems requiring the use of trigonometric ratios and the Pythagorean Theorem to solve.					
		Example Context for Language Use: Students write word problems that can be solved by using right triangles (e.g., finding the height of a tree by using its shadow), and trade with a classmate to solve each other's problems.					

	Connection	*National Science Education Standards, Science as Inquiry, A2, Design and Conduct Scientific Investigations (Grades 9-12)*: The investigation may also require student clarification of the question, method, controls, and variables; student organization and display of data; student revision of methods and explanations; and a public presentation of the results with a critical response from peers.					
	Example Topic	**Level 1 Entering**	**Level 2 Emerging**	**Level 3 Developing**	**Level 4 Expanding**	**Level 5 Bridging**	**Level 6- Reaching**
SPEAKING	Dependent & independent variables	Identify the effect of modifying variables using illustrated word banks in small groups	Give examples of the effect of modifying variables using illustrated word banks in small groups	Describe the effect of modifying variables using graphic organizers in small groups	Compare and contrast the effect of modifying variables using graphic organizers in small groups	Report on the effect of modifying variables in small groups	
		Cognitive Function: Students at all levels of English language proficiency ANALYZE the effect of changing variables in an experiment.					

Criteria from the Performance Definitions (Example expectations)		Discourse Complexity	Illustrated Word Bank: CO2 Carbon dioxide = stayed the same Δ changed Students speak underlined language: The independent variable was <u>carbon dioxide.</u> In the control experiment, the reaction <u>stayed the same.</u> In the experiments with different proportions of carbon dioxide to water, the reaction <u>changed.</u>	The independent variable was carbon dioxide. We used the same amount of water and carbon dioxide. The reaction occurred. We used less carbon dioxide than water. The reaction occurred slowly. We took away carbon dioxide. The reaction did not occur. Carbon dioxide affected the reaction.	Carbon dioxide was the independent variable. We knew how much C02 to use in the experiment because we had the chemical equation for photosynthesis. In the control experiment, we used the amount of carbon dioxide in the equation. In the other experiments, we changed the amount of carbon dioxide. We observed the reaction slow down with less carbon dioxide.	We tested the impact of changing the amount of carbon dioxide in our experiment. To get carbon dioxide, we dissolved sodium bicarbonate in water. In our control experiment, we used the same proportion of carbon dioxide to water that the chemical equation for photosynthesis shows. We recorded the amount of water and carbon dioxide used in multiple experiments as well as our observations of what occurred. We found that when you use less carbon dioxide, the reaction rate slows down.	Several variables, including temperature and carbon dioxide influence the rate of photosynthesis. In our experiment, we tested the impact of varying amounts of carbon dioxide in the photosynthesis reaction. We dissolved sodium bicarbonate in water to obtain carbon dioxide. The proportion of carbon dioxide to water used in the control group matched the proportion shown in the chemical equation of photosynthesis. We changed the amount of carbon dioxide in the experimental groups and compared their reaction rates to that of the control group. Using data, we found the proportion of carbon dioxide to water affects the reaction rate.	

Language Forms & Conventions	Reaction in beaker A is slower than reaction in beaker B. Reaction in beaker B is faster than reaction in beaker A. Reaction in beaker A is the same as reaction in beaker C.	variable was carbon dioxide We used The reaction occurred. Carbon dioxide affected	We knew… because? We saw… In the…	Changing a variable affects… Using different amounts of…	In our experiment, we tested …. Using data, we found…	
Vocabulary Usage	stay the same/ change same/different slow/fast	amount slowly rapidly affect	chemical equation photosynthesis observed	dissolve proportion reaction rate record	influence test (as a verb) obtain varying impact reaction rate	
	Students at all levels of English language proficiency are exposed to grade-level words and expressions, such as: dependent and independent variables, control and experimental groups, quantitative and qualitative data					

Example Context for Language Use: Students will discuss the design of an experiment to test the effect of changing a variable. Groups will perform the experiment and record their observations on the impact of the specific variable. Finally, the group will discuss the results and collaborate in reporting them.

	Connection	*Minnesota Economics Standards VI. Economics, A. The Market Economy (Micro Economics) (Grades 9-12)*: The student will understand the basic characteristics of markets and the role of prices in modern market economies. 1. Students will describe the determination of equilibrium market prices by applying principles of supply and demand to markets for goods and services. 3. Students will identify several factors that lead to variation in market prices and quantities exchanged by changes in supply and/or demand.					
	Example Topic	**Level 1 Entering**	**Level 2 Emerging**	**Level 3 Developing**	**Level 4 Expanding**	**Level 5 Bridging**	**Level 6 - Reaching**
LISTENING	Supply & demand **Topical Vocabulary:** Students at all levels of English language proficiency are *exposed to* grade-level words and expressions, such as: supply, demand, consumption	Point to key terms related to supply and demand using illustrated word banks with a partner	Select terms related to supply and demand to complete graphic organizers using word banks	Complete information related to supply and demand in a small group using a note-taking template	Give examples of changes in supply and demand from notes and share with a partner	Infer reasons for changes in supply and demand	
		Cognitive Function: Students at all levels of English language proficiency will UNDERSTAND the economic concept of supply and demand.					
		Example Context for Language Use: Students listen to a video or oral presentation about supply and demand of a popular product and take notes.					

	Connection	*National Technology Standards #5, Digital Citizenship (Grades K-12):* Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior. Students: advocate and practice safe, legal, and responsible use of information and technology					
	Example Topic	**Level 1 Entering**	**Level 2 Emerging**	**Level 3 Developing**	**Level 4 Expanding**	**Level 5 Bridging**	**Level 6 – Reaching**
READING	Information technology **Topical Vocabulary:** Students at all levels of English language proficiency are *exposed to* grade-level words and expressions, such as: cyber bullying, social media, ethical implications	Classify effects of new technologies in visually supported text (e.g., charts and graphs) using L1 and L2 with a partner	Organize information about the effects of new technologies using graphic organizers (e.g. word webs) and L1 and L2 in a small group	Find evidence of the effects of new technologies in visually supported text with a partner	Identify author's perspective on the effects of new technologies by reading visually supported text	Infer information about the effects of new technologies in today's society from scientific research	
		Cognitive Function: Students at all levels of English language proficiency ANALYZE the effects of new technologies in today's society.					
		Example Context for Language Use: Students read articles on the social effects of new technologies (e.g. social media use in the teenage population).					

	Connection	*Common Core State Standards for English Language Arts, Speaking and Listening, Comprehension & Collaboration #3 (Grade 11-12):* Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data. *Reading for Informational Texts, Integration of Knowledge & Ideas #7:* Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.					
	Example Topic	**Level 1 Entering**	**Level 2 Emerging**	**Level 3 Developing**	**Level 4 Expanding**	**Level 5 Bridging**	**Level 6- Reaching**
READING	Informed decisions (College & career)	Sort materials based on self-selected criteria for post-secondary opportunities with a partner using materials with graphic support and strong headlines	Identify important information within materials (e.g., by highlighting) related to self-selected criteria for post-secondary opportunities in materials with graphic support	Categorize options related to self-selected criteria for post-secondary opportunities in materials with graphic support	Compare and contrast potential options according to self-selected criteria for post-secondary opportunities using graphic organizers	Justify selection of post-secondary opportunities based on evidence from materials	
		Cognitive Function: Students at all levels of English language proficiency EVALUATE post-secondary options with supporting data.					

Criteria from the Performance Definitions (Example expectations)		Discourse Complexity	The University: Quick Facts ● Founded in 1910 ● 27,000 students from 41 states and 60 countries ● Located in Townville, U.S. ● Named “Best Value U” by Ratings Magazine for 3 straight years Residential Life First- and second-year students reside in campus housing. Living opportunities include 12 residence halls, 35 theme houses, and nine apartment complexes. Scholarships and Financial Aid ● More than $150 million in scholarships and financial aid each year ● Awarded for need, merit, and/or talent Majors Accounting, Anthropology, Art, Biochemistry, Biology, Business… Visit Campus The best way to decide if the University is right for you is by visiting campus. Schedule your visit at university.edu/admission or call 1-800-I-VISIT-U.	Career Description Individuals who enjoy working with tools and their hands to repair machinery may be interested in work as a mechanic. Today, mechanics often use computer diagnostic equipment to find and fix problems, so mechanics also need to continually learn about changes in technology. Most mechanics specialize in at least one area such as automotive, aircraft, small engine, air conditioning and refrigeration, or industrial machinery. Mechanics generally have a love for machines or vehicles, but many also like customer service and feel a sense of accomplishment from helping people. Education Typically, only a high school diploma or GED is required and most training occurs on the job. However, mechanics with some formal training from a trade school or community college will find more opportunities and better paying jobs. Most training programs take from 6 months to 2 years to complete.	*Close, Interesting:* The Creative Institutes This system of schools offers real-world education in the areas of culinary arts, fashion, film, graphic design, and more. With over 50 schools in 30 states, you can earn an associate degree or technical diploma in one of these subjects at a campus near you! *Close, Affordable:* Convenient College For over 15 years, Convenient College has offered affordable student-centered, quality, career-focused education. Our online program offers bachelor’s degrees tailored to meet your personal needs at a pace that is right for you. Possessing current experience in business, criminal justice, health care, and psychology, our faculty is here for you. At Convenient College, you will find a warm, friendly community with small class sizes and staff dedicated to your advancement. *Interesting:* Teacher College Our Early Childhood program combines hands-on field work with academic coursework. Success depends on a caring attitude, flexibility, dependability, and strong communications skills. If this sounds like a fit for you, the time is right to apply!	Pre-law Are you driven to earn top grades? Are you interested in student government? Can you picture yourself as an intern in a law office? Are you committed to studying for the LSAT? Since pre-law is rarely offered as a major, a pre-law advising program will help you stay on track as you prepare for law school. It helps to be a good communicator and you’ll be more likely to succeed in law school if you are an analytical thinker who enjoys problem solving. Though many pre-law students choose majors like English or political science, you can major in anything at all! Nursing Aides Nursing aides’ responsibilities range from bathing patients to taking their temperature to leading a group card game. If you are attracted to the many virtues of nursing but not the time it takes to become an RN, a nursing aide position may be right for you. And if you are thinking of becoming a nurse, this job may help you decide if you want to continue your education and training. Nursing aides can work days, nights, and/or weekends, and some jobs require use of your own transportation.	Choosing a career is a big decision for recent graduates and seasoned professionals alike. With so many options and factors to consider, some individuals feel overwhelmed or pressured to settle on the career path that seems most convenient. Unfortunately, hastily selecting an occupation often leads to personal and professional dissatisfaction within months or years. Although it may seem like an insurmountable challenge, with a bit of time, energy, and self-examination, choosing a career path can be exhilarating. A strategic plan for accomplishing career goals is the first step to a successful career. Here are some important steps to consider in creating a plan that’s right for you: 1. Look within: what are your values, interests, and objectives? What do others perceive as your greatest strengths? Consider trying career assessments or even career counseling to answer these questions. 2. Make a list of possibilities: Look at educational requirements, the job description, earnings, and opportunities for advancement before adding a job to your list. 3. Narrow down your list according to the criteria you value most. 4. Set reasonable goals and create an action plan.	

Language Forms & Conventions	founded in… located in… named a…	but however,…	tailored to	If… An RN range from _____ to _____ to _____	Although it may… …or even
Vocabulary Usage	University residence hall financial aid major campus	equipment specialize formal training, certification, diploma customer service	real-world education affordable student-centered career-focused meet your needs pace warm community advancement flexibility, dependability, strong communication skills the time is right	picture yourself advising program stay on track analytical thinker problem solving anything at all virtues	seasoned professionals Settle on a career path factors hastily insurmountable challenge exhilarating look within perceive as Narrow down criteria you value most
	Topical Vocabulary: Students at all levels of English language proficiency are *exposed to* grade-level words and expressions, such as: vocation/trade, merit scholarship, cost of living, room and board, professional reference, resumé-building				

Example Context for Language Use: Students review college or career marketing materials (e.g., print or online) according to self-selected criteria (e.g., affordability, location, time commitment, requirements, interest) to make personal informed decisions on post-secondary options.

	Connection	*Common Core State Standards, English Language Arts, Reading: Literature, Craft & 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).					
	Example Topic	**Level 1 Entering**	**Level 2 Emerging**	**Level 3 Developing**	**Level 4 Expanding**	**Level 5 Bridging**	**Level 6 - Reaching**
LISTENING	Satire **Topical Vocabulary:** Students at all levels of English language proficiency are exposed to grade-level words and expressions, such as: satire, satirical humor, reading between the lines, juxtaposition, ridicule	Recognize satirical patterns and expressions supported by visual cues in L1 or L2	Classify speech samples as satirical or non-satirical with a partner in L1 or L2	Compare literal meaning and satirical meaning using graphic organizers with a partner	Interpret the satirical content of visually supported speech working with a partner	Infer the speaker's purposes in satirical speech	
		Cognitive Function: Students at all levels of English language proficiency UNDERSTAND the elements and purpose of culturally-relevant satire.					
		Example Context for Language Use: Students listen to performances of satirical plays and use observations about intonation patterns to understand underlying meaning.					

	Connection	*Common Core State Standards for Mathematics, Functions, Interpreting Functions #4-6 (Grades 11-12):* For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. *Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity*. Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes. *For example, if the function h(n) gives the number of person-hours it takes to assemble n engines in a factory, then the positive integers would be an appropriate domain for the function.* Calculate and interpret the average rate of change of a function (presented symbolically or as a table) over a specified interval. Estimate the rate of change from a graph.					
	Example Topic	**Level 1 Entering**	**Level 2 Emerging**	**Level 3 Developing**	**Level 4 Expanding**	**Level 5 Bridging**	**Level 6 - Reaching**
SPEAKING	Mathematical relations & functions	Name key properties of functions using graphs and equations in L1 or L2	Give examples of key properties of functions using graphs and equations with a partner	Summarize how key properties of a function are represented using labeled graphs and equations, or a word bank	Explain with details representations of key properties of functions in small groups (e.g., think aloud)	Provide reasons why key properties of functions relate to real-world events. (e.g., the periodicity of a pendulum, range of data for lunar cycles)	
	Topical Vocabulary: Students at all levels of English language proficiency are exposed to grade-level words and expressions, such as: periodicity, rate of change, quadratic functions, parabola	**Cognitive Function**: Students at all levels of English language proficiency UNDERSTAND properties of functions.					
		Example Context for Language Use: Students explain, in pairs or small groups, how mathematical abstractions in equations and graphs can represent real-life situations (e.g., using functions and graphs to analyze the lunar cycle, analyze motion graphs of a falling object or parabolic motion.)					

	Connection	National Science Education Standards, Physical Science, B3, Chemical Reactions (Grades 9-12): Chemical reactions occur all around us, for example in health care, cooking, cosmetics, and automobiles. Complex chemical reactions involving carbon-based molecules take place constantly in every cell in our bodies…A large number of important reactions involve the transfer of either electrons (oxidation/reduction reactions) or hydrogen ions (acid/base reactions) between reacting ions, molecules, or atoms. In other reactions, chemical bonds are broken by heat or light to form very reactive radicals with electrons ready to form new bonds…Catalysts, such as metal surfaces, accelerate chemical reactions. Chemical reactions in living systems are catalyzed by protein molecules called enzymes.					
	Example Topic	**Level 1 Entering**	**Level 2 Emerging**	**Level 3 Developing**	**Level 4 Expanding**	**Level 5 Bridging**	**Level 6 - Reaching**
READING	Chemical reactions	Match information about chemical reactions from a chart to a graphic organizer with a partner	Locate information about chemical reactions on a data chart and/or graphic organizer in small groups	Sort results of chemical reactions from data charts using a graphic organizer	Interpret the results of chemical reactions using data on charts	Draw conclusions based on written results of chemical reactions given a data chart (e.g., "Would you want this chemical in your kitchen? Would this chemical be a problem in a natural waterway?")	
	Topical Vocabulary: Students at all levels of English language proficiency are exposed to grade-level words and expressions, such as: reactant, endothermic exothermic, chemical nomenclature, oxidation-reduction, catalyst, single/double replacement reaction	**Cognitive Function**: Students at all levels of English language proficiency ANALYZE the chemical properties of substances.					
		Example Context for Language Use: Students use charts and graphic organizers (e.g. dichotomous keys) to determine the identity of unknown chemicals in chemical reactions.					

	Connection	*Common Core State Standards for English Language Arts, Writing, Research to Build & Present Knowledge #7-9 (Grade 11-12):* Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. Draw evidence from informational texts to support analysis, reflection, and research.					
	Example Topic	**Level 1 Entering**	**Level 2 Emerging**	**Level 3 Developing**	**Level 4 Expanding**	**Level 5 Bridging**	**Level 6 - Reaching**
WRITING	Historical figures & times **Topical Vocabulary:** Students at all levels of English language proficiency are exposed to grade-level words and expressions, such as: plagiarism, database, reliable source, social construct, key figure	Identify the significance of individuals' leadership in politics, economics, or society using graphic organizers or sentence frames with a partner	Take notes about roles of significant individuals or ideologies in politics, economics, or society with a partner using graphic organizers	Organize notes about roles of significant individuals or ideologies in politics, economics, or society using primary source text, photographs, and graphic organizers	Describe the impact of significant individuals and ideologies on politics, economics, or society using primary source text, photographs, and writing rubrics	Discuss in detail the impact of individuals and ideologies on historical times in politics, economics, or society using primary source text, photographs, and writing rubrics	
		Cognitive Function: Students at all levels of English language proficiency EVALUATE historical information and points of view from multiple sources.					
		Example Context for Language Use: Students write up the results of research on a historical time period or event (e.g., What was the purpose and origins of the American eugenics movement?).					

	Connection	*National Arts Standards for Music #9, Understanding Music in Relation to History and Culture (Grades 9-12):* Students classify by genre or style and by historical period or culture unfamiliar but representative aural examples of music and explain the reasoning behind their classifications. Students identify and explain the stylistic features of a given musical work that serve to define its aesthetic tradition and its historical or cultural context. Students identify and describe music genres or styles that show the influence of two or more cultural traditions, identify the cultural source of each influence, and trace the historical conditions that produced the synthesis of influences.					
	Example Topic	**Level 1 Entering**	**Level 2 Emerging**	**Level 3 Developing**	**Level 4 Expanding**	**Level 5 Bridging**	**Level 6 - Reaching**
SPEAKING	Musical genres	Name musical genres and match recordings with word or phrase descriptions of their times from a word bank	Relate key dates and events in the development of musical genres using representative recordings (e.g., jazz through the eras)	Tell about development of musical genres and related social or cultural events using representative recordings	Describe in detail the development of musical genres and related social or cultural events using representative recordings	Explain connections between cultural and historical knowledge and knowledge of musical genres (e.g., coded language in American blues music)	
	Topical Vocabulary: Students at all levels of English language proficiency are exposed to grade-level words and expressions, such as: social context, instrumentation, social commentary, crossover	**Cognitive Function**: Students at all levels of English language proficiency UNDERSTAND musical genres within their social or cultural context.					
		Example Context for Language Use: Students give a presentation to the class showing the relationships between social or cultural changes in society and a modern musical genre (e.g., hip hop, blues, 1970's salsa, protest music)					

