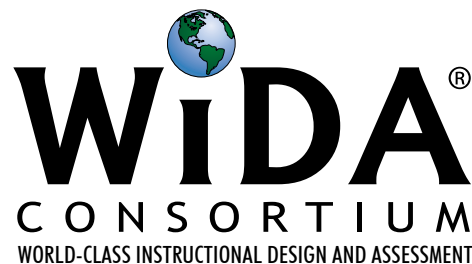


The English Language Development Standards

Grades 6-8

Draft Release, September 2011



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Connection		<i>Common Core State Standards for English Language Arts, Speaking and Listening, Presentation of Knowledge & Ideas #4-5 (Grade 6):</i> Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace; Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.				
Example Topic		Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
READING	Social etiquette	Restate context for polite behavior based on visually supported text (e.g. "Where do these rules apply?")	Reword single polite behaviors prescribed in a simple instructional text (e.g., "Show me how to sit in an assembly.")	Paraphrase information about behavioral expectations from illustrated handbooks and texts in a small groups	Summarize information about behavioral expectations from handbooks and grade-level texts in a small group	Interpret information about behavioral expectations from handbooks and grade-level texts
	Topical Vocabulary: Students at all levels of English language proficiency are exposed to grade-level words and expressions, such as: posture, etiquette, manners, setting, social interactions					
	Cognitive Function: Students at all levels of English language proficiency UNDERSTAND behavioral expectations.					
Example Context for Language Use: Students read information about behavioral expectations (e.g. school handbook, classroom syllabus, etc.) to create environmental print for their classroom/school community.						
Level 6 - Reaching						

Connection		<p><i>Common Core State Language Standards, Conventions of Standard English #1-2 (Grade 6):</i> Demonstrate command of the conventions of standard English grammar when writing or speaking. a. Ensure that pronouns are in the proper case (subjective, objective, possessive). b. Use intensive pronouns (e.g., myself, ourselves). c. Recognize and correct inappropriate shifts in pronoun number and person. d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language; Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements. b. Spell correctly.</p>					
Example Topic		Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 - Reaching
WRITING	Conventions & mechanics	Propose revisions of written text through short comments (e.g. on sticky notes, notes on the margin, etc.) using models and environmental print	Recommend revisions of written text through comments (e.g. on sticky notes, notes on the margin, etc.) using models and environmental print	Suggest revisions of written text through extended comments (e.g. response templates, response journals, etc.) using models and environmental print	Explain suggestions for revision of written text through detailed comments (e.g. response journals, letters to peers, etc.) using models and environmental print	Justify suggestions for revision of written text through detailed feedback (e.g. response journals, letters to peers, etc.) using models and environmental print	
	<p>Topical Vocabulary: Students at all levels of English language proficiency are exposed to grade-level words and expressions, such as: edit, dependent/independent clause, prepositional phrase, appositive, semicolon</p>						
	Example Context for Language Use: Students provide written feedback to each other about their use of conventions and mechanics on original written texts (e.g. compositions, journals, essays, etc).						

Connection		<i>Common Core State Standards for Mathematics, Ratios and Proportional Relationships #3 (Grade 6):</i> Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations. a. Make tables of equivalent ratios relating quantities with whole-number measurements, find missing values in the tables, and plot the pairs of values on the coordinate plane. Use tables to compare ratios. b. Solve unit rate problems including those involving unit pricing and constant speed... c. Find a percent of a quantity as a rate per 100 (e.g., 30% of a quantity means 30/100 times the quantity); solve problems involving finding the whole, given a part and the percent. d. Use ratio reasoning to convert measurement units; manipulate and transform units appropriately when multiplying or dividing quantities.				
Example Topic	Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6- Reaching
WRITING	Ratio & rate	List choices for use of rate in real-life situations using templates with a partner	Record choices for use of rate in real-life situations using templates with a partner	Describe choices for use of rate in real-life situations using graphic organizers with a partner	Explain choices for use of rate in real-life situations using charts with partners	
	Cognitive Function: Students at all levels of English language proficiency EVALUATE their options and make choices.					

Criteria from the Performance Definitions (Example expectations)	Discourse Complexity	We choose the <u>tablet</u> . It costs <u>\$500</u> . The discount is <u>20%</u> It is <u>cheap</u> .	Selection: We <u>picked the computer</u> . Price: It costs <u>\$750</u> . Discount: <u>Today it is only 15%</u> . Reason: The discount rate is <u>better today</u> .	There are many phones. We selected the smart phone. Flip phones are cheaper, but the smart phone is more useful. The original price is \$400 plus sales tax. It was on sale for 15% off.	We chose to buy the tablet because it was a better deal. It was more expensive than the computer, however, it had a bigger percentage off. The tablet was \$495 and the computer was \$450. The rate of discount on the tablet was 20% and the rate of discount of the computer was 10%, so the tablet was a better value.	We had a choice of buying a tablet or a smart phone. We selected the tablet because it was the best value at the discount rate and we wanted to use it to watch movies. The estimated price of the tablet, including the discount and sales tax, was \$495. We figured we could go to the library if we wanted to use the computer. Plus, we can use the tablet to do searches on the internet.
	Language Forms & Conventions	cheap expensive	cheaper than the cheapest	Flip phones are cheaper, <u>but...</u>	more expensive <u>than the computer, however....</u> discount <u>on</u> so the tablet	The estimated price of the tablet, <u>including the discount and sales tax</u> , was \$495.
	Vocabulary Usage	discount costs	price discount rate	sales tax on sale	percent off better deal	best value estimated price
	Topical Vocabulary: Students at all levels of English language proficiency are exposed to grade-level words and expressions, such as: sales tax, discount, percentage, ratio, proportion					
Example Context for Language Use: Students justify their choices of real-life situations in their daily notes (e.g., choosing items to buy based on discounts and local tax, selecting players for a fantasy team based on sports average, or determining best living option based on salary and local taxes.)						

Connection		<i>National Science Education Standards, Life Science, C, Populations and Ecosystems (Grades 5-8):</i> A population consists of all individuals of a species that occur together at a given place and time. All populations living together and the physical factors with which they interact compose an ecosystem. Populations of organisms can be categorized by the function they serve in an ecosystem. Plants and some micro-organisms are producers—they make their own food. All animals, including humans, are consumers, which obtain food by eating other organisms. Decomposers, primarily bacteria and fungi, are consumers that use waste materials and dead organisms for food. Food webs identify the relationships among producers, consumers, and decomposers in an ecosystem.					
Example Topic		Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 - Reaching
LISTENING	Ecosystems	Verify key elements and features of ecosystems from oral information using L1 or L2 and illustrated word banks	Label key elements and features of ecosystems from oral information using a template and illustrated word banks	Record key elements and features of ecosystems from oral information using a template and word banks	Take notes of key elements and features of ecosystems from oral information using word banks	Take detailed notes of key elements and features of ecosystems from oral information	
	Topical Vocabulary: Students at all levels of English language proficiency are exposed to grade-level words and expressions, such as: deciduous forest, coniferous forest, temperate, rain forest, biomes, savannah	Cognitive Function: Students at all levels of English language proficiency will REMEMBER elements of different ecosystems.					
	Example Context for Language Use: Students will listen to oral descriptions (e.g. video clips, lecture, peer groups etc.) and recognize key elements of various ecosystems to prepare real-life models of them to display in their classrooms.						

Connection		<i>National Curriculum Standards for Social Studies, Standard 6: Power, Authority, and Governance (Middle Grades):</i> Learners will understand: fundamental values of constitutional democracy (e.g., the common good, liberty, justice, equality, and individual dignity); The ideologies and structures of political systems that differ from those of the United States; The ways in which governments meet the needs and wants of citizens, manage conflict, and establish order and security.				
Example Topic		Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
SPEAKING	Forms & organization of government	Name similarities and differences among forms of government in different countries using graphic organizers and sentence starters	Describe similarities and differences among forms of government in different countries using graphic organizers	Give examples of similarities and differences among forms of government in different countries using a self-constructed graphic organizer	Compare and contrast among forms of government in different countries using a self-constructed diagram	Explain with details similarities and differences among forms of government in different countries using student notes
	Topical Vocabulary: Students at all levels of English language proficiency are exposed to grade-level words and expressions, such as: branches, legislative, judicial, executive, branches, local and federal separation of powers	Cognitive Function: Students at all levels of English language proficiency ANALYZE the structure of international governments.				
		Example Context for Language Use: Students similarities and differences among the forms of governments in other countries to the class.				
		Level 6 - Reaching				

Connection		<i>Alaska Cultural Standards for Students D (K-12):</i> Culturally-knowledgeable students are able to engage effectively in learning activities that are based on traditional ways of knowing and learning. 4. Gather oral and written history information from the local community and provide an appropriate interpretation of its cultural meaning and significance				
Example Topic		Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
SPEAKING	Interpretation of oral histories	Name events and traditions of the local community and their significance from notes taken using graphic organizers and illustrated environmental print	Describe events and traditions of the local community and their significance using note cards and illustrated environmental print	Explain events and traditions of the local community and their significance using note cards	Discuss events and traditions of the local community and their significance using notes from interviews	Interpret the significance of events and traditions of the local community using notes from interviews
	Topical Vocabulary: Students at all levels of English language proficiency are exposed to grade-level words and expressions, such as: accumulated specific knowledge, interpretation, local conventions, cultural significance	Cognitive Function: Students at all levels of English language proficiency ANALYZE traditional ways of knowing and interpreting information with events and traditions of the local community				
		Example Context for Language Use: Students discuss the cultural significance of different community activities based on information from interviews with elders or long-term residents of the local community to identify relevant information to include in student-created resources (e.g. websites; publications, etc.) about their community.				
		Level 6 - Reaching				

Connection		Common Core State Standards for English Language Arts, Speaking and Listening, Presentation of Knowledge & Ideas #4-5 (Grade 7): Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. d. Acknowledge new information expressed by others and, when warranted, modify their own views.				
Example Topic		Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
LISTENING	Collaboration	Identify opinions or points of view on a particular contemporary issue from oral statements with a partner	Classify opinions or points of view on a particular contemporary issue using a graphic organizer	Compare opinions or points of view on a particular contemporary issue based on oral statements with a partner	Modify personal opinions or points of view on a particular contemporary issue based on oral discussion in small groups	Interpret oral scenarios on opinions or points of view on contemporary issues through role play or dramatization
	Topical Vocabulary: Students at all levels of English language proficiency are exposed to grade-level words and expressions, such as: active listening, mutual respect, debate, disagree, articulate, stale mate, contemporary issue, concur	Cognitive Function: Students at all levels of English language proficiency UNDERSTAND diverse views on contemporary issues.				
	Example Context for Language Use: Students listen to each other and interact in a classroom discussion on a contemporary issue (e.g., poverty, school rules) and consider how their opinion evolved.					
Level 6 - Reaching						

		Connection					Common Core State Speaking and Listening Standards, Comprehension and Collaboration #2. (Grade 7): Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
		Example Topic	Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
SPEAKING	Main ideas	Respond to yes or no questions about the main idea with visual support (e.g. captioned illustrations of plot, characters, etc.)	Identify main idea using graphic organizer (e.g., story map, plot line) with a partner or small group	Explain main idea using graphic organizer (e.g., story map, plot line) to a partner or small group	Distinguish between the main idea and supporting details using graphic organizer and examples from the text	Discuss the main idea using extended discourse	Level 6 – Reaching
	Topical Vocabulary: Students at all levels of English language proficiency are exposed to grade-level words and expressions, such as: supporting details, theme, thesis	Cognitive Function: Students at all levels of English language proficiency ANALYZE main ideas of short stories and novels.					
	Example Context for Language Use: Students discuss main idea of short stories and novels with partners or in small groups.						

Connection		Common Core State Standards for Mathematics, Expressions and Equations #4 (Grade 7): Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities. a. Solve word problems leading to equations of the form $px + q = r$, where p , q , and r are specific rational numbers. Solve equations of these forms fluently. Compare an algebraic solution to an arithmetic solution, identifying the sequence of the operations used in each approach. For example, the perimeter of a rectangle is 54 cm. Its length is 6 cm. What is its width? b. Solve word problems leading to inequalities of the form $px + q > r$ or $px + q < r$, where p , q , and r are specific rational numbers. Graph the solution set of the inequality and interpret it in the context of the problem. For example, As a salesperson, you are paid \$50 per week plus \$3 per sale. This week you want your pay to be at least \$100. Write an inequality for the number of sales you need to make, and describe the solutions.					
Example Topic		Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 - Reaching
READING	Algebraic equations (linear equations)	Recognize words and phrases that provide key information to solve real-life mathematical problems using manipulatives, visual, and graphic supports	Recognize language that provides key information to solve real-life mathematical problems using visual and graphic supports	Identify language that provides key information to solve real-life mathematical problems using visual and graphic supports	Interpret language that provides key information to solve real-life mathematical problems using visual and graphic supports	Identify key implicit information to solve real-life mathematical problems	
	Topical Vocabulary: Students at all levels of English language proficiency are exposed to grade-level words and expressions, such as: inequality, linear equation, non-linear, simplify the expression, input/output	Cognitive Function: Students at all levels of English language proficiency APPLY their algebraic knowledge to solve real-life problems.					
	Example Context for Language Use: Students read real-life problems and construct mathematical equations to find their solutions in small groups.						

Connection		National Science Education Standards, Science as Inquiry, A, Understandings about Scientific Inquiry (Grades 5-8): Different kinds of questions suggest different kinds of scientific investigations. Some investigations involve observing and describing objects, organisms, or events; some involve collecting specimens; some involve experiments; some involve seeking more information; some involve discovery of new objects and phenomena; and some involve making models. Current scientific knowledge and understanding guide scientific investigations. Different scientific domains employ different methods, core theories, and standards to advance scientific knowledge and understanding... Scientific explanations emphasize evidence, have logically consistent arguments, and use scientific principles, models, and theories. The scientific community accepts and uses such explanations until displaced by better scientific ones. When such displacement occurs, science advances.				
Example Topic		Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
WRITING	Scientific inquiry	Illustrate and label control group and experimental group before and after the experiment using a graphic organizer	Complete summaries of the results of the control group and experimental group using graphic organizers	Describe the results of the control group and experimental group using graphic organizers	Compare and contrast the control group and experimental group before and after the experiment using graphic organizers	Interpret and summarize the results of the control group and experimental group after the experiment using a graphic organizer
	Topical Vocabulary: Students at all levels of English language proficiency are exposed to grade-level words and expressions, such as: constants, control group, experimental group, hypothesis, hypothesis testing, data analysis, independent/dependent variable					
	Cognitive Function: Students at all levels of English language proficiency will UNDERSTAND how to interpret and represent the results of scientific inquiry.					
Example Context for Language Use: Students summarize the results of a science experiment in a lab report.		Level 6 - Reaching				

Connection		<i>Common Core Reading Standards for Literacy in History/Social Studies, Integration of Knowledge & Ideas #7:</i> Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.				
Example Topic		Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
READING	Agriculture	Identify agricultural icons using visual or graphic support (e.g., on maps or graphs)	Locate resources or agricultural products using visual or graphic support	Distinguish among resources or agricultural products using visual or graphic support	Find patterns associated with resources or agricultural products using visual or graphic support	Draw conclusions about resources or agricultural products on maps or graphs from grade-level text
	Cognitive Function: Students at all levels of English language proficiency ANALYZE the importance of agricultural resources to regional economies.					
Level 6 - Reaching						
Criteria from the Performance Definitions (Example expectations)	Discourse Complexity	Corn and bananas grow in Brazil. Corn and bananas are agricultural products.	Rice, an agricultural product, is an important crop. It grows in the wet flat lands of China.	Coffee grows in countries with high mountains that are near the equator, while olives grow near warm seas. As a consequence, coffee is a major agricultural product of Ecuador while olives are important to the Mediterranean region.	Grains are significant agricultural products grown in the flatlands, or plains, of Russia. There are a variety of grains cultivated there. However, wheat accounts for over half of Russia's grain production while barley is Russia's second major grain.	Orange trees require the moist, nutrient-rich soil of tropical climates. In contrast, wheat prospers in cooler, arid climates with drier soil. Notice how agricultural productivity varies from region to region in Kenya. One requirement of successful agricultural production is selecting crops that are well-suited to the climate and soil of the region.

	Language Forms & Conventions	Coffee, corn, rice v. olives <u>s</u> , bananas <u>s</u> , oranges <u>s</u>	Rice grows <u>s</u> Bananas <u>s</u> grow....	Corn grows... while olives grow...	...grown in the flatlands, or plains ,....	One requirement of successful agricultural production is....
	Vocabulary Usage	crop rice corn bananas coffee olives wheat barley orange trees point to show	important crop farming region wet flat land locate	near the equator or near warm seas major consequence Mediterranean region while	accounts for cultivated significant a variety of grains plains	In contrast agricultural productivity/ production moist, tropical climates; cooler, arid climates well-suited
	Topical Vocabulary: Students at all levels of English language proficiency are <i>exposed to</i> grade-level words and expressions, such as: renewable, non-renewable, resource allocation					
Example Context for Language Use: Students read informational texts and related websites about crops or agricultural products to use maps or create charts.						

Grade 7

Amplified Strand (continued)

Standard 5-Language of Social Studies

Connection		The National Standards for Arts Education #1, Understanding and Applying Media, Techniques, and Processes (Grades 5-8): Students select media, techniques, and processes; analyze what makes them effective or not effective in communicating ideas; and reflect upon the effectiveness of their choices. Students intentionally take advantage of the qualities and characteristics of art media, techniques, and processes to enhance communication of their experiences and ideas.						
Example Topic		Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 - Reaching	
LISTENING	Media (Materials)	Identify materials that could be used to communicate different ideas and experiences from pictures and oral statements (e.g, "paper maché," "clay")	Match different qualities of materials with their ability to communicate different ideas and experiences with a partner	Categorize the different qualities of materials according to their effectiveness to communicate different ideas and experiences in a small group using a graphic organizer	Compare the effectiveness of different materials in their ability to communicate different ideas and experiences	Infer reasons for artist's selection of media from extended oral discourse		
	Topical Vocabulary: Students at all levels of English language proficiency are exposed to grade-level words and expressions, such as: design, representation	Cognitive Function: Students at all levels of English language proficiency UNDERSTAND the communicative effectiveness of different artistic media.						
	Example Context for Language Use: Students listen to oral descriptions (e.g., teacher talk, video, pod cast, etc.) to determine the effectiveness of different materials or media.							

Connection		<i>Common Core State Standards for English Language Arts, Writing, Text Type and Purposes #2-3 (Grade 8):</i> Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content... Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.				
Example Topic		Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
WRITING	Peer Pressure	Draw and label storyboards about feelings and decisions influenced by peer pressure using illustrated word banks	Complete dialogues for storyboards or scripts about feelings and decisions influenced by peer pressure using model sentences	Describe actions for scripts about feelings and decisions influenced by peer pressure following models	Compose scripts about feelings and decisions influenced by peer pressure following models	Compose scripts about feelings and decisions influenced by peer pressure
	Topical Vocabulary: Students at all levels of English language proficiency are exposed to grade-level words and expressions, such as: attitudes, behaviors, peer pressure, belonging, membership, strength of character	Cognitive Function: Students at all levels of English language proficiency CREATE a script.				
		Example Context for Language Use: Students work in groups to prepare a script for a presentation (e.g., skit, video, multimedia) for incoming students focusing on peer pressure.				
Level 6 - Reaching						

Connection		<i>Common Core Speaking and Listening Standards #3 (Grade 8):</i> Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.				
Example Topic		Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
LISTENING	Analysis of an argument	Answer yes/no questions about an argument with illustrations	Identify key words or phrases related to an argument using a word bank	Match claims with supporting evidence in an argument using a graphic organizer	Categorize information in an argument using graphic organizers (e.g., relevant/irrelevant; pros/cons)	Recognize strengths and weaknesses in an argument
	Cognitive Function: Students at all levels of English language proficiency UNDERSTAND the difference between making a claim and providing evidence.					
Level 6- Reaching						

Criteria from the Performance Definitions (Example expectations)	Discourse Complexity	The main character, Loretta, is kind. She is also stubborn. She helps her best friend, but she does not go with her to the pond.	I think Loretta shows courage in chapter two. For example, she goes to the magical forest alone. She also does not run away from the dragon. So, I believe Loretta is brave.	In general, Loretta is a strong character. She is both faithful and fearless. As a companion, for instance, she never leaves Sandra's side. Additionally, Loretta challenges the dragon in the forest.	Of all the protagonists in the story, I think Loretta is the star. She frequently faces scary creatures when she wants to flee. More specifically, she conquers the dragon and prevents the goblins from hurting Sandra.	Undeniably, Loretta represents the heroine of the tale. She not only defeats wicked monsters throughout the story, but she also proves herself as a loyal friend, except when she leaves her cousin behind. In addition to having admirable character traits, she is physically strong whenever she has the magical powers. In terms of leadership qualities, Loretta shows others how to do the right thing.
	Language Forms & Conventions	she is/does v. she is not/does not but	shows For example, also So,	In general, both ..., for instance,... never Additionally,	Of all... rather than More specifically,	Undeniably, Not only...but also In addition to In terms of
	Vocabulary Usage	kind tough best friend pond	I think... courage magical dragon I believe	faithful fearless companion challenge	frequently flee conquer prevent	represents defeat serve character traits leadership
	Topical Vocabulary: Students at all levels of English language proficiency are <i>exposed to</i> grade-level words and expressions, such as: relevant, irrelevant, evidence, premise, assumption, claim, persuasive					
Example Context for Language Use: Students listen to oral arguments to differentiate between claims and evidence about literature.						

Connection		<i>Common Core State Standards for Mathematics, Geometry #3-4 (Grade 8):</i> Describe the effect of dilations, translations, rotations, and reflections on two-dimensional figures using coordinates. Understand that a two-dimensional figure is similar to another if the second can be obtained from the first by a sequence of rotations, reflections, translations, and dilations; given two similar two-dimensional figures, describe a sequence that exhibits the similarity between them.				
Example Topic		Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
LISTENING	Two-dimensional figures	Adjust the position of figures from transformations identified orally (e.g., “rotate,” “reflect,” etc.) using models and manipulatives	Match the original and new position of figures from transformations described orally (e.g. “reflection over the y-axis”) using models and manipulatives	Select the new position of figures from transformations described orally (e.g. translate 3 units on the x-axis and 2 units on the y-axis) using graphic organizers and visual supports	Find the new position of figures from transformations described orally using notes and visual supports	Determine the new position of figures from transformations described orally
	Topical Vocabulary: Students at all levels of English language proficiency are exposed to grade-level words and expressions, such as: geometric transformation, rotation, scale factor	Cognitive Function: Students at all levels of English language proficiency UNDERSTAND how changing an equation affects the position of figures in the coordinate plane.				
	Example Context for Language Use: Students listen to oral instructions to complete transformations (e.g. dilations, translations, rotations, and reflections) of two-dimensional figures in a coordinate plane.					
Level 6 - Reaching						

Connection		National Science Education Standards, Physical Science, B, Transfer of Energy (Grades 5-8): Energy is a property of many substances and is associated with heat, light, electricity, mechanical motion, sound, nuclei, and the nature of a chemical. Energy is transferred in many ways...In most chemical and nuclear reactions, energy is transferred into or out of a system. Heat, light, mechanical motion, or electricity might all be involved in such transfers.					
Example Topic		Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	
SPEAKING	Forms of energy	Name the types of energy transferred using visual supports (e.g., heat, light, sound)	Give examples of the types of energy transferred using sentence frames and visual supports (e.g., "The _____ produces ____")	Describe the types of energy transferred using graphic organizers and visual supports	Compare and contrast the types of energy transferred using graphic organizers and visual supports	Discuss the types of energy transferred using visual supports	
	Topical Vocabulary: Students at all levels of English language proficiency are exposed to grade-level words and expressions, such as: heat wave, sound wave, conservation of matter, kinetic energy, potential energy	Cognitive Function: Students at all levels of English language proficiency will ANALYZE energy transfer.					Level 6 - Reaching
		Example Context for Language Use: Students decide with peers the types of energy transfers that occur in various situations from everyday life experiences (e.g. ice packs, thunderstorms, simple engines).					

Connection		Common Core State Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects, Text Type and Purposes #1 (Grades 6-8): Write arguments focused on discipline-specific content. a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources. c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from and supports the argument presented.				
Example Topic		Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
READING	Globalization	Match visually-supported words or phrases related to different effects of globalization with a partner using graphic organizers in L1 or L2	Classify words or phrases related to the effects of globalization with a partner using graphic organizers in L1 or L2	Compare examples of the effects of globalization based on visually-supported text using graphic organizers (e.g., “Cell phones are a more significant part of globalization because...”)	Compare changes over time in the effects of globalization based on visually-supported text (e.g., “At first, the Internet was only common in wealthy countries. Now it is everywhere. This is important because”)	Draw nuanced conclusions about the effects of globalization from grade-level text (e.g., “As a result of these changes, our world is more connected than ever. This phenomenon also brings certain risks such as identity theft and loss of local culture.”)
	Topical Vocabulary: Students at all levels of English language proficiency are exposed to grade-level words and expressions, such as: interdependence, worldwide, network, transnational					
	Cognitive Function: Students at all levels of English language proficiency EVALUATE the effects of globalization around the world and in their local community.					
		Example Context for Language Use: Students read informational articles on globalization to consider its impact on various parts of life (e.g., Internet, Coca-Cola, cable TV and movies).				
Level 6 - Reaching						

Connection		The National Physical Education Standards #6, Setting Goals for Good Health (Grades 5-8): Students will demonstrate the ability to use goal-setting and decision-making skills to enhance health—Demonstrate the ability to apply a decision-making process to health issues and problems individually and collaboratively. Analyze how health-related decisions are influenced by individuals, family, and community values. Predict how decisions regarding health behaviors have consequences for self and others. Apply strategies and skills needed to attain personal health goals. Describe how personal health goals are influenced by changing information, abilities, priorities, and responsibilities. Develop a plan that addresses personal strengths, needs, and health risks.				
Example Topic		Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
WRITING	Personal health goals	Classify personal health goals, decisions, or consequences using word banks or graphic organizers in L1 or L2	Describe personal health goals, decisions, or consequences using a word bank	Explain personal health goals, decisions, or consequences using sentence starters (e.g., “I chose ____ because ____.”)	Describe progress toward personal health goals using a model (e.g., “My body mass index has decreased but I have not lost weight. This may be because...”)	Relate progress toward personal health goals to grade-level content (e.g., “I know that I need to add more cardio instead of just weight lifting because I don’t have the highest metabolism...”)
	Topical Vocabulary: Students at all levels of English language proficiency are exposed to grade-level words and expressions, such as: nutritional content, body mass index, calories, food pyramid, metabolism					
	Cognitive Function: Students at all levels of English language proficiency EVALUATE choices for a healthy lifestyle.					
Example Context for Language Use: Students design a fitness plan including a food and exercise diary to self-monitor their progress over time.						
Level 6 - Reaching						