A. Collaborative (enrollment) (in dialogue with others)

1. Exchanging information/ideas:
Exchanging information and ideas with others through oral collaborative discussions on a range of social and academic topics
- SL.11-12.1.6, L.11-12.3.5-6

2. Interacting via written English:
Interacting with others in written English in various communicative forms (print, communicative technology, and multimedia) including:
- WHST.11-12.6; L.11-12.2; L.11-12.3

3. Supporting opinions and persuading others:
Offering and justifying opinions, negotiating with and persuading others in communicative exchanges
- W.11-12.4-5; WHST.11-12.1-2; L.11-12.1.6-3

4. Adapting language choices:
Adapting language choices to various contexts based on task, purpose, audience, and test type
- W.11-12.4-5; WHST.11-12.4-5; L.11-12.1-2; L.11-12.3.6

5. Demonstrating comprehension of oral presentations and discussions on a variety of social and academic topics
- SL.11-12.1-2; L.11-12.3

6. Reading/viewing closely:
Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed through form, structure, language, and visual cues
- RL.11-12.1.2-2.9; RI.11-12.1-2; RH.11-12.1-2; L.11-12.2; L.11-12.3.6

7. Evaluating language choices:
Evaluating how writers and speakers convey meaning by using various words and phrases in their writing and speaking
- SL.11-12.2; L.11-12.1-2.6

8. Analyzing language choices:
Analyzing how writers and speakers use vocabulary and other language resources for specific purposes (e.g., to persuade, entertain, etc.) depending on meaning, context, and content area
- RL.11-12.4-5; RL.11-12.4-6.8; RI.11-12.4-5; RL.11-12.5-6; L.11-12.2; L.11-12.3.6

9. Presenting:
Expressing information and ideas in formal oral presentations on academic topics
- SL.11-12.4-6; L.11-12.3

10. Writing:
Writing literary and informational texts to present, explain, and describe ideas and information, using appropriate technology
- W.11-12.4-5; RI.11-12.2; L.11-12.3.6

11. Justifying/arguing:
Justifying one's own arguments and evaluating others' in oral and written arguments and discussions
- W.11-12.3-8.9; WHST.11-12.1-8.9; L.11-12.1-3.6

12. Selecting language resources:
Selecting and applying varied and precise vocabulary and language structures to effectively convey meaning
- W.11-12.4-5; WHST.11-12.4-5; SL.11-12.4-6; L.11-12.3.5-6

13. Language resources for: Selecting and applying varied and precise vocabulary and language structures to effectively convey meaning
- W.11-12.4-5; WHST.11-12.4-5; SL.11-12.4-6; L.11-12.3.5-6

14. Using complex academic and research writing:
Using complex academic and research writing to communicate complex ideas and arguments
- WHST.11-12.6

A. Collaborative (enrollment) (in dialogue with others)

1. Engage in conversational exchanges and expository ideas on familiar current events and academic topics by asking and answering questions and joining in conversations by asking appropriate questions, responding using phrases and short sentences.

2. Collaborate with peers to engage in short, grade-appropriate written exchanges and writing projects, using technology as appropriate.

3. Negotiate with or persuade others in conversation-counterargument (e.g., ask for clarification or repetition) using learned phrases (e.g., "Could you repeat that please?/I believe..." and open responses to express and defend opinions.

4. Adjust language choices according to the context (e.g., classroom, community) and audience (e.g., peers, teachers).

5. Demonstrate comprehension of oral presentations and discussions on a variety of social and academic topics by asking and answering questions that show thoughtful consideration of the ideas or arguments with moderate support.

6. Explain ideas, phenomena, processes, and text relationships within and across texts (e.g., compare/contrast, cause/effect, theme) using evidence-based argumentation presented in various print and multimedia formats, using phrases, short sentences, and a select set of general academic and domain-specific words.

7. Explain how effectively writers and speakers structure texts and use language (e.g., specific words or phrases) to persuade the reader (e.g., by providing evidence to support claims or connecting points in an argument) or create other specific effects.

8. Explain how a writer's or speaker's choice of phrasing or specific words (e.g., describing a process or viewpoint) produces nuances or different effects on the audience.

9. Plan and deliver a variety of oral presentations and reports on grade-appropriate topics that present evidence and facts to support ideas using growing understanding of register.

10. Write longer literary and informational texts (e.g., an argument about free speech collaboratively (e.g., with peers) and independently using appropriate text organization and growing understanding of register.

11. Justify opinions by articulating some textual evidence or background knowledge with visual support.

12. Use an increasing variety of grade-appropriate general academic (e.g., individual, collaborative) and discipline-specific (e.g., political science, chemistry, liberalism) academic words accurately and appropriately when producing increasingly complex written and spoken texts.

13. Demonstrate comprehensive of oral presentations and discussions on a variety of social and academic topics by asking and answering questions that show thoughtful consideration of the ideas or arguments with light support.

14. Explain ideas, phenomena, processes, and relationships within and across texts (e.g., compare/contrast, cause/effect, theme) using evidence-based argumentation based on close reading of a variety of grade-appropriate texts, presented in various print and multimedia formats, using increasingly detailed sentences, and a range of domain-specific and general academic words.

15. Explain inferences and conclusions drawn from close reading of grade-appropriate texts and viewing of multimedia using a variety of verbs and adverbials (e.g., indicates, suggests, as a result, etc.).

16. Use knowledge of morphology (e.g., affixes, Greek and Latin roots), context, reference materials, and visual cues to determine the meaning of unknown and multiple-meaning words on familiar and new topics.

17. Explain how effectively writers and speakers structure texts and use language (e.g., specific words or phrases) to support claims of evidence or connecting points in an argument in specific ways or create other specific effects, with moderate support.

18. Explain how a writer's or speaker's choice of a variety of different phrasing of words or specific words to support claims of evidence (e.g., to persuade, to provide arguments or counter-arguments) produces nuances and different effects on the audience.

19. Plan and deliver a variety of oral presentations and reports on grade-appropriate topics that present evidence and abstract ideas, well supported by evidence and reasoning, and are delivered using an appropriate level of formality and understanding of register.

20. Write longer and more detailed literary and informational texts (e.g., an argument about free speech collaboratively (e.g., with peers) and independently using appropriate text organization and growing understanding of register.

21. Write clear and coherent summaries of texts and drawings (e.g., summarizing a complex written and spoken text) using a select set of general academic and key words (e.g., from notes or graphic organizers).

22. Justify opinions or positions or persuade others by making connections between ideas and articulating relevant textual evidence or background knowledge.

23. Express attitude and opinions or temper statements with a variety of familiar modal expressions (e.g., certainly, foolish, foolishly).

24. Express attitude and opinions or temper statements with a variety of age-appropriate academic words and phrases (e.g., possibly, potentially, certain, absolutely, straightforwardly).

25. Use knowledge of morphology to appropriately select affixes in a variety of ways to manipulate language (e.g., changing insubordinate to insubordination).
Part II: Learning About How English Works

A. Structuring Cohesive Texts

1. Understanding text structure and organization based on purpose, text type, and discipline: W.11-12.5; RH.11-12.5; SL.11-12.4
2. Understanding cohesion and how language resources across a text contribute to the way a text unfolds and flows: RH.11-12.5; W.11-12.1-2, 4-5, 10; SL.11-12.3-6
3. Apply analysis of the organizational structure of different text types (e.g., how arguments are organized by establishing clear relationships among claims, counterclaims, reasons, and evidence) to comprehending texts and to writing short business, informative/explanatory, and narratives.
4. Use a variety of verbs in different tenses (e.g., past, present, future) and aspects (e.g., simple, progressive) appropriate for the text type and discipline to create short texts on familiar academic topics.
5. Expand sentences with simple adverbials (e.g., adverbs, adverb phrases, prepositional phrases) to provide details (e.g., time, manner, place, cause) about familiar activities or processes.
6. Combine clauses in a few basic ways (e.g., by creating compound sentences using and, but, so; complex sentences using because) to make connections between and join ideas (e.g., I want to read this book because it tells the history of Pi).
7. Condense ideas in a few basic ways (e.g., by combining verb or prepositional phrases) to create precise and detailed simple, compound, and compound-complex sentences (e.g., The students asked survey questions and recorded the responses.).
8. Apply analysis of the organizational structure of different text types (e.g., how arguments are organized by establishing clear relationships among claims, counterclaims, reasons, and evidence) to comprehending texts and to writing increasingly clear and cohesive arguments, informative/explanatory, and narratives.
9. Use a variety of verbs in different tenses (e.g., past, present, future) and aspects (e.g., simple, progressive, perfect) to describe concrete and abstract ideas, explain procedures and sequences, summarize texts and ideas, and present and critique points of view.
10. Combine ideas in a variety of ways (e.g., through embedded clauses or by combining verb or prepositional phrases) to create precise simple, compound, and compound-complex sentences that condense concrete and abstract ideas (e.g., The epidemic, which ultimately affected hundreds of thousands of people, did not subside for another year).

B. Expanding & Enriching Ideas

1. Apply analysis of the organizational structure of different text types (e.g., how arguments are organized by establishing clear relationships among claims, counterclaims, reasons, and evidence) to comprehending texts and to writing brief business arguments, informative/explanatory, and narratives.
2. Apply analysis of the organizational structure of different text types (e.g., how arguments are organized by establishing clear relationships among claims, counterclaims, reasons, and evidence) to comprehending texts and to writing more information and creating precision.
3. Use a variety of verbs in different tenses (e.g., past, present, future) and aspects (e.g., simple, progressive) appropriate for the text type and discipline to create a variety of texts that describe concrete and abstract ideas, explain procedures and sequences, summarize texts and ideas, and present and critique points of view.
4. Expand noun phrases to create increasingly detailed sentences (e.g., adding adjectives for precision) about personal and familiar academic topics.
5. Expand sentences with a variety of adverbials (e.g., adverbs, adverb phrases, prepositional phrases) to provide details (e.g., time, manner, place, cause) about familiar activities or processes.
6. Combine clauses in a growing number of ways (e.g., adding adjectives to nouns, simple clause embedding) to create detailed sentences that accurately describe, explain, and summarize concrete and abstract thoughts and ideas.
7. Apply knowledge of a growing number of language resources for referring to make texts more cohesive (e.g., using nominalizations to refer back to an action or activity described earlier) to comprehending texts and to writing increasingly cohesive texts for specific purposes and audiences.
8. Apply knowledge of a variety of resources for referring to make texts more cohesive (e.g., using nominalizations, paraphrases, or summaries to reference or recap an idea or explanation provided earlier) to comprehending grade-level texts and to writing clear and cohesive texts for specific purposes and audiences.

C. Connecting and Condensing Ideas

1. Apply analysis of the organizational structure of different text types (e.g., how arguments are organized by establishing clear relationships among claims, counterclaims, reasons, and evidence) to comprehending texts and to writing brief business arguments, informative/explanatory, and narratives.
2. Apply analysis of the organizational structure of different text types (e.g., how arguments are organized by establishing clear relationships among claims, counterclaims, reasons, and evidence) to comprehending texts and to writing increasingly clear and cohesive arguments, informative/explanatory, and narratives.
3. Use a variety of verbs in different tenses (e.g., past, present, future) and aspects (e.g., simple, progressive, perfect) to describe concrete and abstract ideas, explain procedures and sequences, summarize texts and ideas, and present clear and cohesive arguments.
4. Expand noun phrases in a variety of ways (e.g., complex clause embedding) to create detailed sentences that accurately describe, explain procedures and sequences, summarize texts and ideas, and present and critique points of view.
5. Expand sentences with a variety of adverbials (e.g., adverbs, adverb phrases and clauses, prepositional phrases) to provide details (e.g., time, manner, place, cause) about a variety of familiar and new activities and processes.
6. Combine clauses in a growing number of ways to create compound and complex sentences that make connections between and link concrete and abstract ideas, for example, to express a reason (e.g., He stayed at home on Sunday in order to study for Monday’s exam.) or to make a concession (e.g., she studied all night even though she wasn’t feeling well.).

Part III: Using Foundational Literacy Skills: RF.K.1-1.4; RF.2-5.S.3 (as appropriate)

Foundational Literacy Skills:

- Literacy in an Alphabetic Writing System
  - Print concepts
  - Phonological awareness
  - Phonics & word recognition
  - Fluency

See Appendix A for information on teaching foundational literacy skills to English learners of various profiles based on age, native language, native language writing system, schooling experience, and literacy experience and proficiency. Some considerations are:

- Native language and literacy (e.g., phoneme awareness or print concept skills in native language should be assessed for potential transference to English language and literacy).
- Similarities between native language and English should be highlighted (e.g., phonemes or letters that are the same in both languages).
- Differences between native language and English should be highlighted (e.g., some phonemes in English may not exist in the student’s native language; native language syntax may be different from English syntax).