Part I: Interacting in Meaningful Ways

A. Collaborative (engagement in dialogue with others)

1. Exchanging information/ideas: Engaging in discussions with others through oral collaborative dialogues on a range of social and academic topics - SL.1-6.1, SL.1-6.3
2. Interacting via written English: Interpreting ideas and writing in English in various communicative forms (print, communicative technology, and multimodal) - W.6-11, WHST.6-11, SL.6-11.3
3. Supporting opinions and persuading others: Offering and justifying opinions, negotiating with and persuading others in communicative exchanges - W.6-11, WHST.6-11, SL.6-11.4, SL.6-11.6

B. Interpretive (comprehension and analysis of written and spoken texts)

1. Listening actively: Listening actively to spoken English in a range of social and academic contexts - SL.1-6.3, SL.1-6.6
2. Reading/viewing closely: Reading closely and analyzing ideas and details in written texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language - RL.6-11.7-9, RL.6-11.10, RH.6-10.9, RHST.6-11.10, SL.6-11.2, SL.6-11.3
3. Analyzing language choices: Analyzing how writers and speakers use vocabulary and other language resources for specific purposes (to explain, persuade, entertain, etc.) depending on meaning, modality, text type, purpose, audience, topic, and context areas - L.8-11.4, L.6-11.4; RH.6-11.4-5, RHST.6-11.4-6, SL.6-11.3, SL.6-11.6

C. Productive (creation of oral presentations and written texts)

1. Presenting: Expressing information and ideas in formal oral presentations on academic basis - SL.6-11.4, L.6-11.3, SL.6-11.5
2. Writing literary and informational texts to present, describe, and explain ideas and information, using appropriate technology - W.6-11.4-10, WHST.6-11.2-4.10, L.6-11.6
3. Selecting language resources: Selecting and applying varied and precise vocabulary in other language resources to effectively convey ideas - W.6-11.4-5, WHST.6-11.4-6, L.6-11.3-5.6

D. Evaluating (considering one’s own and others’ written and oral performances)

1. Justifying arguments: Justifying own arguments and evaluating others’ arguments in writing - W.6-11.8, WHST.6-11.8, L.6-11.3, L.6-11.3

E. Selecting language resources: Selecting and applying varied and precise vocabulary in other language resources to effectively convey ideas - W.6-11.4-5, WHST.6-11.4-6, L.6-11.3-5.6

11. Using a select number of general academic words (e.g., author, chart) and domain-specific words (e.g., science, cell, fraction) to create some precision while speaking and writing.
12. Use knowledge of morphology (e.g., affixes, roots, and base words); context, reference materials, and visual cues to determine the meaning of unknown and multiple-meaning words on familiar topics.
13. Negotiate with or persuade others in interpersonal exchanges (e.g., the floor of the room or a request for clarification) using basic learned phrases (e.g., I think, . . . , Would you please repeat that?, as well as open responses.
14. Adjust language choices according to social setting (e.g., classroom, break time) and audience (e.g., peers, teacher).
15. Support opinions and persuading others: Supporting opinions and persuading others in collaborative exchanges (e.g., a debate over a counter-argument) using an expanded set of learned phrases (I agree with X, but . . .) as well as open responses.
16. Demonstrate active listening in oral presentation activities by asking and answering detailed questions with occasional prompting and moderate support.
17. Expressing inferences and conclusions drawn based on close reading of grade-level texts and viewing of multimedia with substantial support.
18. Illustrate how speakers and writers use specific language to present ideas or support arguments and provide detailed evidence (e.g., using the claim-evidence-thesis structure used to present an argument) with moderate support.
Part II: Learning About How English Works

A. Structuring Cohesive Texts
1. Understanding text structure and organization based on purpose, text type, and discipline.
   - RL.6.5; RH.6.5; RST.6.5; W.6.1-5,10; WHST.6.1-2,4-5,10; SL.6.4

2. Understanding cohesion and how language resources across a text contribute to the way a text unfolds and flows.
   - RL.6.5; RH.6.5; RST.6.5; W.6.1-5,10; WHST.6.1-2,4-5,10; L.6.1-3-6

B. Expanding & Enriching Ideas
3. Using verbs and verb phrases to create precision and clarity in different text types.
   - W.6.5; WHST.6.5; SL.6.6; L.6.1,3-6

4. Using noun and noun phrases to expand ideas and provide more detail.
   - W.6.5; WHST.6.5; SL.6.6; L.6.1,3-6

5. Modifying to add details to provide more information and create precision.
   - W.6.4-5; WHST.6.4-5; SL.6.6; L.6.1,3-6

C. Connecting and Condensing Ideas
6. Connecting ideas within sentences by combining clauses.
   - W.6.1-5; WHST.6.1-2,4-5; SL.6.4; L.6.1-3-6

7. Condensing ideas within sentences using a variety of language resources.
   - W.6.1-5; WHST.6.1-2,4-5; SL.6.4; L.6.1-3-6

Foundation Literacy Skills: Literacy in an Alphabetic Writing System

- Print concepts
- Phonological awareness
- Phonics & word recognition
- Fluency

See Appendix A for information on teaching reading foundational 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 transfer 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).

LAUSD - Adopted from the 2012 CA ELD Standards