Part I: Interacting in Meaningful Ways

A. Collaborative (engagement in dialogue with others)

1. Engaging in conversations and exchanges on a variety of age and grade-appropriate academic topics by asking and answering questions, and providing clear and well-articulated comments and additional information.

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

3. Supportive opinions and persuading others: Offering and justifying opinions, negotiating with and persuading others to consider grade-appropriate exchanges.

4. Adapting language choices: Adapting language choices to various contexts (based on task, purpose, audience, and text type).

B. Productive (creating and communicating ideas)

1. Contribute to class, group, and partner conversations on a variety of age and grade-appropriate academic topics by following turn-taking rules, asking and answering relevant questions, topic-specific questions, providing additional, relevant information, and paraphrasing key ideas.

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

3. Negotiate with or persuade others in conversations involving using language (e.g., to persuade a group of students to change arguments) using a growing number of word families (i.e., your point, but...). and open responses to express and defend nuanced opinions.

4. Adjust language choices according to the context (e.g., classroom, community) and audience (e.g., persuade, to argue, counter-arguments, task audience (e.g., peers, teachers, guest lecturer).

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

1. Presenting: Expressing information and ideas in formal oral presentations on academic topics.

2. Writing: Writing literary and informational texts to present, describe, and explain ideas and information, using appropriate technology.

3. Justifying/arguing: Justifying one’s arguments and persuading others’ arguments in writing.

4. Selecting language resources: Selecting grade-appropriate and precise vocabulary and other language resources to effectively communicate.

5. Plan and deliver a variety of oral presentations and reports on grade-appropriate topics that present evidence and facts to support ideas.

6. 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.

7. Write short literary and informational texts collaboratively (e.g., with peers) and independently.

8. Write increasingly concise summaries of texts and experiences using complete sentences and key words (e.g., from notes or graphic organizers).

9. Justify opinions by articulating relevant evidence (e.g., from notes or graphic organizers).

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

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12. Use a variety of grade-appropriate general (e.g., grammar, punctuation, context), characterization, photosynthesis, society, quadratic functions) academic and domain-specific (e.g., characterization, photosynthesis, society, quadratic functions) academic and domain-specific words and phrases as appropriate when producing increasingly complex written and spoken texts.

13. Use a variety of grade-appropriate general (e.g., grammar, punctuation, context), characterization, photosynthesis, society, quadratic functions) academic and domain-specific (e.g., characterization, photosynthesis, society, quadratic functions) academic and domain-specific words and phrases as appropriate when producing increasingly complex written and spoken texts.

14. Use a variety of grade-appropriate general (e.g., grammar, punctuation, context), characterization, photosynthesis, society, quadratic functions) academic and domain-specific (e.g., characterization, photosynthesis, society, quadratic functions) academic and domain-specific words and phrases as appropriate when producing increasingly complex written and spoken texts.

15. Use a variety of grade-appropriate general (e.g., grammar, punctuation, context), characterization, photosynthesis, society, quadratic functions) academic and domain-specific (e.g., characterization, photosynthesis, society, quadratic functions) academic and domain-specific words and phrases as appropriate when producing increasingly complex written and spoken texts.

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18. Use a variety of grade-appropriate general (e.g., grammar, punctuation, context), characterization, photosynthesis, society, quadratic functions) academic and domain-specific (e.g., characterization, photosynthesis, society, quadratic functions) academic and domain-specific words and phrases as appropriate when producing increasingly complex written and spoken texts.

19. Use a variety of grade-appropriate general (e.g., grammar, punctuation, context), characterization, photosynthesis, society, quadratic functions) academic and domain-specific (e.g., characterization, photosynthesis, society, quadratic functions) academic and domain-specific words and phrases as appropriate when producing increasingly complex written and spoken texts.

20. Use a variety of grade-appropriate general (e.g., grammar, punctuation, context), characterization, photosynthesis, society, quadratic functions) academic and domain-specific (e.g., characterization, photosynthesis, society, quadratic functions) academic and domain-specific words and phrases as appropriate when producing increasingly complex written and spoken texts.

LAUSD- Adopted from the 2012 CA ELD Standards
Part II: Learning About How English Works

EMERGING

A. Structuring Cohesive Tests

1. Understanding text structure and organization based on purpose, text type, and discipline

2. Understanding cohesion and how language resources across a text contribute to the way a text unfolds and flows.

B. Expanding & Enriching Ideas

3. Using verbs and verb phrases to create precision and clarity in different text types.

4. Using nouns and noun phrases to expand ideas and provide more detail.

5. Modifying to add details to provide more information and create precision

6. Connecting ideas within sentences by combining clauses

7. Condensing ideas within sentences using a variety of language resources

EXPANDING

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 comprehend texts and to write brief arguments, informative/explanatory texts, and narratives.

2. Apply knowledge of a growing number of language resources for writing to make texts more cohesive (e.g., using nominalizations, paraphrasing, or synonyms to reference to make an action or classify descriptions) to write more precise and clear cohesive arguments, and to write clear and cohesive arguments, informative/explanatory texts, and narratives.

3. Use a variety of verbs in different tenses (e.g., past, present, future) and aspects (e.g., simple, progressive, perfect) appropriate for the text type and discipline to create short texts on familiar academic topics.

4. Expand noun phrases in a growing number of ways (e.g., adding adjectives for precision) about personal and familiar academic topics.

5. Expand sentences with a growing variety of adverbs (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 expanding compound sentences using and, but, so) to create more precise and detailed simple, compound, and complex sentences.

7. Condense ideas in a growing number of ways to create compound and complex sentences that make connections between and among 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").

BRIDGING

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 comprehend texts and to write clear and cohesive arguments, informative/explanatory texts, and narratives.

2. Apply knowledge of a growing number of language resources for writing to make texts more cohesive (e.g., using nominalization, paraphrasing, or synonyms to reference to make an action or classify descriptions) to write more precise and clear cohesive arguments, and to write clear and cohesive arguments, informative/explanatory texts, and narratives.

3. Use a variety of verbs in different tenses (e.g., past, present, future) and aspects (e.g., simple, progressive, perfect) and mood (e.g., subjunctive) appropriate for the text type and discipline to create a variety of texts that describe concrete and abstract ideas, explain procedures and sequences, summarize information and ideas, and present and critique points of view.

4. Expand clauses in a few basic ways (e.g., by expanding compound sentences using and, but, so) to create more precise and detailed simple, compound, and complex sentences.

5. Expand sentences with a growing variety of adverbs (e.g., adverbs, adverb phrases, prepositional phrases) to provide details (e.g., time, manner, place, cause) about familiar or new activities or processes.

6. Combine clauses in a variety of ways to create compound and complex sentences that make connections between and among 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., "While both characters strive for success, they each take different approaches through which to reach their goals.").

7. Condense ideas in a variety of ways (e.g., through a variety of embedded clauses, by combining verb phrases or prepositional phrases) to make precise and more detailed simple, compound, and complex sentences (e.g., "Species that could not adapt to the changing climate eventually disappeared.").