ELA CCS Standard(s):

Purpose for using language: •describing •entertaining •informing •interpreting •analyzing •recounting •explaining •persuading •negotiating •justifying •evaluating •other-

Audiences include: ➔Peers (one-to-one) / ➔Small group (one-to-group) / ➔Whole group (one-to-many)

Text type	📖 Informational text			📖 Literary text
	📖 description or accounts, (e.g., scientific, historical, economic, technical) 📖 recounts, (e.g., biography, memoir)	📖 information reports, explanations (e.g., causal, factorial) 📖 explanation, (e.g., causal, factorial),	📖 exposition, (e.g., speeches, opinion pieces, argument, debate), 📖 responses, (e.g., literary analysis); etc.	📖 stories, (e.g., historical fiction, myths, graphic novels), 📖 poetry, 📖 drama (e.g., readers' theater); etc.

Proficiency Language Descriptors	Emerging	Expanding	Bridging
	At **exit** from the Emerging level, students have basic skills in social and academic contexts.	At **exit** from the Expanding level, students can use English to learn and communicate about a range of topics and academic content areas.	At **exit** from the Bridging level, students can communicate effectively with various audiences on a wide range of familiar and new topics to meet academic demands in a variety of disciplines.

Part I: Interacting in Meaningful Ways
Sets expectations for English Learners to participate in meaningful, relevant, and intellectually challenging ways in various contexts and disciplines in three modes.

Part II: Learning About How English Works
ELs build awareness about language resources available to them, how English is structures and organized, and how meaning is made through language choices in order to improve their ability to comprehend and produce academic texts in various content areas.

A. Collaborative *(engagement in dialogue with others)*
❖ 1. Exchanging information/ideas with others through oral collaborative conversations on a range of social & academic topics
❖ 2. Interacting with others in written English in various communicative forms (print, communicative technology, & multimedia)
❖ 3. Offering & supporting opinions &negotiating with others in communicative exchanges
❖ 4. Adapting language choices to various contexts (based on task, purpose, audience, & text type)

A. Structuring Cohesive Texts
❖ 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. Interpretive *(comprehension and analysis of written and spoken texts)*
❖ 5. Listening actively to spoken English in a range of social & academic contexts
❖ 6. Reading closely literary & informational tests & viewing multimedia to determine how meaning is conveyed explicitly & implicitly through language
❖ 7. Evaluating how well writers & speakers use language to support ideas & opinions with details or reasons depending on modality, text, type, purpose, audience, topic & content area
❖ 8. Analyzing how writers & speakers use vocabulary & other language resources for specific purposes (to explain, persuade, entertain, etc.) depending on modality, text, type, purpose, audience, topic, & content area

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

C. Productive *(creation of oral presentations and written texts)*
❖ 9. Expressing information & ideas in formal oral presentations on academic topics
❖ 10. Writing literary & informational texts to present, describe, & explain ideas & information, using appropriate technology
❖ 11. Supporting own opinions & evaluating others' opinions in speaking & writing
❖ 12. Selecting & applying varied and precise vocabulary and language structures to effectively convey ideas

C. Connecting and Condensing Ideas
❖ 6. *Connecting ideas* within sentences by combining clauses
❖ 7. *Condensing ideas* within sentences using a variety of language resources

Part III: Using Foundational Skills

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

See Appendix A of CELDS: literacy instruction for ELs will need to be adapted based on each student's previous literacy experiences in his or her native language, as well as
• age,
• native language,
• native language writing system,
• schooling experience, and
• literacy experience and proficiency in L1 and English