

ELD STANDARD 1: Social & Instructional Language
EXAMPLE TOPIC: Informed decisions (College & career)

CONNECTION: *Common Core Reading Standards for Informational Texts, Integration of Knowledge & Ideas #7:* Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

EXAMPLE CONTEXT FOR LANGUAGE USE: Students review college or career marketing materials (e.g., print or online) according to personal preferences (e.g., affordability, location, time commitment, requirements, interest) to make informed decisions on post-secondary options.

COGNITIVE FUNCTION: Students at all levels of English language proficiency EVALUATE post-secondary options.						
	Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 – Reaching
READING	Sort information on post-secondary options from multiple sources with visual support with a partner	Identify important information (e.g., by highlighting) on post-secondary options from multiple sources with visual support with a partner	Categorize (e.g., best, maybe, unlikely) post-secondary options from multiple sources using illustrated graphic organizers	Make judgments about post-secondary options from multiple sources using illustrated graphic organizers (e.g., checklists of types of evidence)	Draw conclusions on post-secondary options from claims in multiple sources of information	
TOPIC-RELATED LANGUAGE: Students at all levels of English language proficiency interact with grade-level words and expressions, such as: priorities, vocation/trade, merit scholarship, cost of living, room and board, professional reference, résumé-building						

See expanded
version of this strand
on pp. 42–43

ELD STANDARD 2: The Language of Language Arts

EXAMPLE TOPIC: Satire

CONNECTION: *Common Core State Standards, English Language Arts, Reading: Literature, Craft and Structure #6 (Grades 11–12):* Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

Common Core State Standards, English Language Arts, Speaking and Listening, Comprehension and Collaboration #3 (Grades 11–12): Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

EXAMPLE CONTEXT FOR LANGUAGE USE: Students are encouraged to draw on their own cultural experiences with satire and use observations about intonation patterns to understand underlying meaning in performances of satirical literature.

COGNITIVE FUNCTION: Students at all levels of English language proficiency UNDERSTAND the characteristics and function of culturally-relevant satire.						
	Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 – Reaching
LISTENING	Recognize satirical expressions (e.g., exaggeration) in familiar contexts using visual cues and storyboards	Identify literal meaning and satirical meaning in familiar contexts using visual cues and illustrated scripts	Identify literal meaning and satirical meaning using illustrated scripts	Compare the literal meaning and satirical meaning of visually supported speech	Infer the speaker’s purposes in satirical speech	
TOPIC-RELATED LANGUAGE: Students at all levels of English language proficiency interact with grade-level words and expressions, such as: satire, satirical humor, reading between the lines, juxtaposition, ridicule						

ELD STANDARD 3: The Language of Mathematics
EXAMPLE TOPIC: Mathematical relations & functions

CONNECTION: *Common Core State Standards for Mathematics, Functions, Interpreting Functions #4–6 (Grades 11–12):* For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. *Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity.*

EXAMPLE CONTEXT FOR LANGUAGE USE: Students use mathematical abstractions in equations and graphs to represent real-life situations (e.g., using functions and graphs to analyze the lunar cycle, analyze motion graphs of a falling object or parabolic motion).

COGNITIVE FUNCTION: Students at all levels of English language proficiency UNDERSTAND properties of functions.						
	Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 – Reaching
SPEAKING	Name key properties of functions using graphs and equations in L1 or L2 with a partner	Give examples of key properties of functions using labeled graphs and equations with a partner	Describe how key properties of functions are represented using labeled graphs and equations	Summarize representations of key properties of functions in small groups (e.g., think aloud)	Explain with details representations of key properties of functions in small groups	
TOPIC-RELATED LANGUAGE: Students at all levels of English language proficiency interact with grade-level words and expressions, such as: periodicity, rate of change, quadratic functions, parabola						

ELD STANDARD 4: The Language of Science

EXAMPLE TOPIC: Chemical reactions

CONNECTION: *Next Generation Science Standards, May 2012 Draft, Chemical Reactions e (High School):* Construct and communicate explanations using the structure of atoms, trends in the periodic table and knowledge of the patterns of chemical properties to predict the outcome of simple chemical reactions.

EXAMPLE CONTEXT FOR LANGUAGE USE: Students investigate the characteristics of substances through expository (e.g., technical descriptions of chemical reactions) and narrative (e.g., feature story on chemists cleaning up chemicals in natural waterways) texts in preparation to identify unknown chemicals in reactions.

COGNITIVE FUNCTION: Students at all levels of English language proficiency ANALYZE the chemical properties of substances.						
	Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 – Reaching
READING	Identify variables (e.g., pH, number of free electrons) affecting chemical reactions using visuals with a partner	Locate information about chemical reactions using visuals in small groups	Distinguish among chemical reactions using graphic organizers in small groups	Categorize chemical reactions using graphic organizers in small groups	Draw conclusions about chemical reactions (e.g., “This chemical would cause problems in a natural waterway.”)	
TOPIC-RELATED LANGUAGE: Students at all levels of English language proficiency interact with grade-level words and expressions, such as: reactant, endothermic exothermic, oxidation-reduction, catalyst, single/double replacement reaction						

ELD STANDARD 5: The Language of Social Studies
EXAMPLE TOPIC: Historical figures & times

CONNECTION: *Common Core State Standards for English Language Arts, Writing, Research to Build & Present Knowledge #7–8 (Grade 11–12):* Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation... Integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

EXAMPLE CONTEXT FOR LANGUAGE USE: Students write up the results of research on the impact of a historical figure or event on contemporary politics, economics, or society (e.g., prohibition, women's suffrage, eugenics).

COGNITIVE FUNCTION: Students at all levels of English language proficiency EVALUATE historical information.						
	Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 – Reaching
WRITING	Reproduce key words and phrases about impact of significant individuals or events using photographs and word banks or bilingual dictionaries	Define impact of significant individuals or events using photographs and word banks or bilingual dictionaries	Describe impact of significant individuals or events using photographs and models	Discuss in detail impact of significant individuals or events using models	Critique impact of significant individuals or events	
TOPIC-RELATED LANGUAGE: Students at all levels of English language proficiency interact with grade-level words and expressions, such as: ideology, social/political movement, social construct, authority, social justice, equity						

COMPLEMENTARY STRAND: The Language of Music and Performing Arts

EXAMPLE TOPIC: Musical genres

CONNECTION: *National Arts Standards for Music #9, Understanding Music in Relation to History and Culture (Grades 9–12):* Students classify by genre or style and by historical period or culture unfamiliar but representative aural examples of music and explain the reasoning behind their classifications. Students identify and explain the stylistic features of a given musical work that serve to define its aesthetic tradition and its historical or cultural context. Students identify and describe music genres or styles that show the influence of two or more cultural traditions, identify the cultural source of each influence, and trace the historical conditions that produced the synthesis of influences.

EXAMPLE CONTEXT FOR LANGUAGE USE: Students give presentations to the class using representative recordings and/or realia showing the relationships between social or cultural changes in society and the evolution of musical genres (e.g., hip hop, blues, 1970s salsa, protest music).

COGNITIVE FUNCTION: Students at all levels of English language proficiency UNDERSTAND musical genres within their social or cultural context.						
	Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 – Reaching
SPEAKING	Name influences on musical genres using visuals, graphic organizers, and sentence frames (e.g., “I chose _____. It was influenced by...”)	Tell about the evolution of musical genres using visuals, graphic organizers (e.g., timelines), and sentence frames	Paraphrase the evolution of musical genres using graphic organizers and following models	Describe in detail the evolution of musical genres using graphic organizers and following models	Explain the evolution of musical genres	
TOPIC-RELATED LANGUAGE: Students at all levels of English language proficiency interact with grade-level words and expressions, such as: musical genre, instrumentation, fusion, aesthetic tradition, chord structure, phrasing, crossover artist						