

ELD STANDARD 1: Social & Instructional Language
EXAMPLE TOPIC: Behavioral expectations

CONNECTION: *Common Core State Standards for English Language Arts, Reading Standards for Informational Text, Key Ideas and Details #2 (Grade 6):* Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

EXAMPLE CONTEXT FOR LANGUAGE USE: Students refer to information on behavioral expectations (e.g., school handbook, school website, classroom rules or syllabus, etc.) to create posters for their classroom/school community.

COGNITIVE FUNCTION: Students at all levels of English language proficiency UNDERSTAND behavioral expectations.						
	Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 – Reaching
READING	Identify settings for behavioral expectations (e.g., in the classroom, lunchroom) from visually supported text	Classify settings for behavioral expectations from visually supported text in small groups	Locate main ideas about behavioral expectations from illustrated handbooks and texts in small groups	Locate details about behavioral expectations from handbooks and texts in small groups	Infer results of adhering or not adhering to behavioral expectations from handbooks and texts	
TOPIC-RELATED LANGUAGE: Students at all levels of English language proficiency interact with grade-level words and expressions, such as: posture, manners, polite behavior						

ELD STANDARD 2: The Language of Language Arts

EXAMPLE TOPIC: Peer editing

CONNECTION: *Common Core State Language Standards, Conventions of Standard English #1–2 (Grade 6):* Demonstrate command of the conventions of standard English grammar when writing or speaking; Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

EXAMPLE CONTEXT FOR LANGUAGE USE: Students provide written feedback to each other about their use of conventions and mechanics in original written texts as part of the writing process.

COGNITIVE FUNCTION: Students at all levels of English language proficiency APPLY their knowledge of English conventions and mechanics.						
	Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 – Reaching
WRITING	Identify conventions and mechanics in peers’ writing (e.g., by highlighting) using models and environmental print	Identify language to be edited in peers’ writing using models and rubrics	Suggest edits of peers’ writing using models and rubrics	Give reasons for editing peers’ writing using models and rubrics	Explain editing of peers’ writing through detailed feedback using models and rubrics	
TOPIC-RELATED LANGUAGE: Students at all levels of English language proficiency interact with grade-level words and expressions, such as: edit, conventions, mechanics						

ELD STANDARD 3: The Language of Mathematics

EXAMPLE TOPIC: Ratio & rate

CONNECTION: *Common Core State Standards for Mathematics, Ratios and Proportional Relationships #3 (Grade 6):* Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations.

EXAMPLE CONTEXT FOR LANGUAGE USE: Students justify their decisions in real-life scenarios (e.g., choosing items to buy based on discounts and local tax, determining miles per gallon for different models of cars, or selecting players for a fantasy team based on sports average).

COGNITIVE FUNCTION: Students at all levels of English language proficiency EVALUATE their options and make choices.						
	Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 – Reaching
WRITING	List choices based on rate calculations in real-life situations using templates and word banks with a partner	Describe choices based on rate calculations in real-life situations using templates and word banks with a partner	Compare choices based on rate calculations in real-life situations using graphic organizers with a partner	Explain choices based on rate calculations in real-life situations using charts with partners	Elaborate on choices based on rate calculations in real-life situations with partners	
TOPIC-RELATED LANGUAGE: Students at all levels of English language proficiency interact with grade-level words and expressions, such as: sales tax, discount, percentage, ratio, proportion						

See expanded
version of this strand
on pp. 34–35

ELD STANDARD 4: The Language of Science

EXAMPLE TOPIC: Ecosystems

CONNECTION: *Next Generation Science Standards, May 2012 Draft, Matter and Energy in Organisms and Ecosystems d, Interdependent Relationships in Ecosystems a–b (Middle School):* Construct and communicate models of food webs that demonstrate the transfer of matter and energy among organisms within an ecosystem. Use a model to demonstrate the effect of resource availability on organisms and populations of organisms in an ecosystem. Construct explanations to describe competitive, predatory, and mutually beneficial interactions as patterns across various ecosystems.

EXAMPLE CONTEXT FOR LANGUAGE USE: Students listen to oral descriptions (e.g., video clips, lecture, peer groups) and recognize key functions of organisms within ecosystems to prepare models to display in their classrooms.

COGNITIVE FUNCTION: Students at all levels of English language proficiency UNDERSTAND functions of organisms within ecosystems.						
	Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 – Reaching
LISTENING	Identify functions of organisms within ecosystems based on oral statements using photos or illustrations and graphic organizers	Match functions to organisms within ecosystems based on oral language using photos or illustrations and graphic organizers	Match functions to organisms within ecosystems based on descriptive oral language using graphic organizers	Connect functions of organisms within ecosystems based on extended oral discourse using graphic organizers	Categorize functions of organisms within ecosystems based on extended oral discourse	
TOPIC-RELATED LANGUAGE: Students at all levels of English language proficiency interact with grade-level words and expressions, such as: consumers/predators, producers, decomposers, scavengers, function, species						

ELD STANDARD 5: The Language of Social Studies
EXAMPLE TOPIC: Forms & organization of government

CONNECTION: *National Curriculum Standards for Social Studies, Standard 6: Power, Authority, and Governance (Middle Grades):* Learners will understand: fundamental values of constitutional democracy (e.g., the common good, liberty, justice, equality, and individual dignity); The ideologies and structures of political systems that differ from those of the United States; The ways in which governments meet the needs and wants of citizens, manage conflict, and establish order and security.

EXAMPLE CONTEXT FOR LANGUAGE USE: Students exchange ideas about features of their own form and organization of government in preparation for giving a multimedia presentation.

COGNITIVE FUNCTION: Students at all levels of English language proficiency CREATE model governments.						
	Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 – Reaching
SPEAKING	Suggest features of model governments using illustrated templates in small groups in L1 or L2	Suggest detailed features of model governments using illustrated templates in small groups in L1 or L2	Discuss features of model governments using a template in small groups	Discuss reasons for selection of features of model governments using a template in small groups	Defend selection of features of model governments (e.g., through debate)	
TOPIC-RELATED LANGUAGE: Students at all levels of English language proficiency interact with grade-level words and expressions, such as: forms of government, personal rights, equality, the common good						

COMPLEMENTARY STRAND: The Language of the Humanities EXAMPLE TOPIC: Interpretation of oral histories

CONNECTION: *Alaska Cultural Standards for Students D (K–12):* Culturally-knowledgeable students are able to engage effectively in learning activities that are based on traditional ways of knowing and learning. 4. Gather oral and written history information from the local community and provide an appropriate interpretation of its cultural meaning and significance

EXAMPLE CONTEXT FOR LANGUAGE USE: Students discuss the cultural significance of different community activities based on information from interviews with elders or long-term residents of the local community to identify relevant information to include in student-created resources (e.g., websites, publications, etc.) about their community.

COGNITIVE FUNCTION: Students at all levels of English language proficiency ANALYZE traditional ways of knowing and interpreting information with events and traditions of the local community.						
SPEAKING	Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 – Reaching
	Name events and traditions of the local community and their significance using illustrated environmental print, graphic organizers, and realia	Describe events and traditions of the local community and their significance using illustrated environmental print, graphic organizers, and realia	Explain events and traditions of the local community and their significance using notes from interviews and realia	Discuss events and traditions of the local community and their significance using notes from interviews and realia	Interpret the significance of events and traditions of the local community using notes from interviews and realia	
TOPIC-RELATED LANGUAGE: Students at all levels of English language proficiency interact with grade-level words and expressions, such as: accumulated specific knowledge, interpretation, local conventions, cultural significance						