

**ELD STANDARD 1: Social & Instructional Language**
**EXAMPLE TOPIC: Peer Pressure**

**CONNECTION:** *Common Core State Standards for English Language Arts, Writing, Text Type and Purposes #2–3 (Grade 8):* Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content... Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

**EXAMPLE CONTEXT FOR LANGUAGE USE:** Students work in groups to prepare a script for a presentation (e.g., skit, video, multimedia) for incoming students focusing on peer pressure.

<b>COGNITIVE FUNCTION:</b> Students at all levels of English language proficiency CREATE a script.						
	<b>Level 1 Entering</b>	<b>Level 2 Emerging</b>	<b>Level 3 Developing</b>	<b>Level 4 Expanding</b>	<b>Level 5 Bridging</b>	<b>Level 6 – Reaching</b>
<b>WRITING</b>	Draw and label storyboards about emotions and decisions influenced by peer pressure using illustrated word banks	Compose dialogues for storyboards or scripts about emotions and decisions influenced by peer pressure using sentence frames	Compose dialogues for scripts about emotions and decisions influenced by peer pressure using illustrations and following models	Compose scripts about emotions and decisions influenced by peer pressure using illustrations following models	Compose scripts about emotions and decisions influenced by peer pressure	
<b>TOPIC-RELATED LANGUAGE:</b> Students at all levels of English language proficiency interact with grade-level words and expressions, such as: attitudes, behaviors, peer pressure, belonging, membership, strength of character						

## ELD STANDARD 2: The Language of Language Arts

EXAMPLE TOPIC: Literature analysis

**CONNECTION:** *Common Core Reading Standards for Literature, Integration of Knowledge and Ideas #9 (Grade 8):* Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.

**EXAMPLE CONTEXT FOR LANGUAGE USE:** Students listen to class discussions about themes, patterns of events, or character types in a work of literature to make connections to their own lives and/or familiar stories or myths from their own cultures.

<b>COGNITIVE FUNCTION:</b> Students at all levels of English language proficiency ANALYZE universal themes of literature.						
	<b>Level 1 Entering</b>	<b>Level 2 Emerging</b>	<b>Level 3 Developing</b>	<b>Level 4 Expanding</b>	<b>Level 5 Bridging</b>	<b>Level 6 – Reaching</b>
<b>LISTENING</b>	Select illustrations depicting literary characters, themes, and plots based on oral statements using environmental print (e.g., posters about character types and themes)	Select illustrations depicting literary characters, themes, and plots based on oral descriptions using environmental print	Classify examples of literary characters, themes, and plots based on oral descriptions with a partner	Find patterns related to literary characters, themes, and plots using graphic organizers with a partner	Predict the evolution of literary characters, themes, and plots	
<b>TOPIC-RELATED LANGUAGE:</b> Students at all levels of English language proficiency interact with grade-level words and expressions, such as: universal theme, character type, allegory, mythology, protagonist						

See expanded version of this strand on pp. 38–39

**ELD STANDARD 3: The Language of Mathematics**
**EXAMPLE TOPIC: Transformation of two-dimensional figures**

**CONNECTION:** *Common Core State Standards for Mathematics, Geometry #4 (Grade 8):* Understand that a two-dimensional figure is similar to another if the second can be obtained from the first by a sequence of rotations, reflections, translations, and dilations; given two similar two-dimensional figures, describe a sequence that exhibits the similarity between them.

**EXAMPLE CONTEXT FOR LANGUAGE USE:** Students manipulate two-dimensional figures based on oral instructions to determine the sequence of transformations of two-dimensional figures in a coordinate plane.

<b>COGNITIVE FUNCTION:</b> Students at all levels of English language proficiency UNDERSTAND congruence of figures in different positions on the coordinate plane.						
	<b>Level 1 Entering</b>	<b>Level 2 Emerging</b>	<b>Level 3 Developing</b>	<b>Level 4 Expanding</b>	<b>Level 5 Bridging</b>	<b>Level 6 – Reaching</b>
<b>LISTENING</b>	Adjust the position of figures based on simple oral commands (e.g., “rotate,” “reflect,” etc.) using visual supports with a partner	Adjust the position of figures based on oral descriptions (e.g., “reflect over the y-axis”) using visual supports with a partner	Adjust the position of figures based on detailed oral descriptions using visual supports with a partner	Adjust the position of figures based on multi-step oral instructions using visual supports	Adjust the position of figures based on information from complex oral discourse	
<b>TOPIC-RELATED LANGUAGE:</b> Students at all levels of English language proficiency interact with grade-level words and expressions, such as: geometric transformation, rotation, reflection, translation, dilation, scale factor, vector						

## ELD STANDARD 4: The Language of Science

EXAMPLE TOPIC: Forms of energy

**CONNECTION:** *Next Generation Science Standards, May 2012 Draft, Energy b–d (Middle School):* Use representations of potential energy to construct an explanation of how much energy an object has when it’s in different positions in an electrical, gravitational, and magnetic field. Plan and carry out investigations to show that in some chemical reactions energy is released or absorbed. Use and/or construct models to communicate the means by which thermal energy is transferred during conduction, convection, and radiation.

**EXAMPLE CONTEXT FOR LANGUAGE USE:** Students decide with peers the types of energy transfers that occur in various situations from everyday life (e.g., glow sticks, thunderstorms, simple engines) to demonstrate the conservation of energy.

<b>COGNITIVE FUNCTION:</b> Students at all levels of English language proficiency will ANALYZE energy transfer.						
	<b>Level 1 Entering</b>	<b>Level 2 Emerging</b>	<b>Level 3 Developing</b>	<b>Level 4 Expanding</b>	<b>Level 5 Bridging</b>	<b>Level 6 – Reaching</b>
<b>SPEAKING</b>	State how energy transfers using visual supports (e.g., “heat,” “light,” “sound”)	Give examples of how energy transfers using sentence frames and graphic supports	Describe how energy transfers using sentence frames and graphic supports	Compare and contrast how energy transfers using graphic supports	Discuss how energy transfers using graphic supports	
<b>TOPIC-RELATED LANGUAGE:</b> Students at all levels of English language proficiency interact with grade-level words and expressions, such as: energy transfer, conservation of energy, sound wave, kinetic energy, potential energy, thermal energy						

## ELD STANDARD 5: The Language of Social Studies

EXAMPLE TOPIC: Globalization

**CONNECTION:** *Common Core State Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects, Text Type and Purposes #2 (Grades 6–8):* Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

**EXAMPLE CONTEXT FOR LANGUAGE USE:** Students read informational articles on globalization to consider its impact on their lives (e.g., Internet, mass media, food and beverage distributors, retail stores).

<b>COGNITIVE FUNCTION:</b> Students at all levels of English language proficiency EVALUATE the effects of globalization around the world and in their local community.						
	<b>Level 1 Entering</b>	<b>Level 2 Emerging</b>	<b>Level 3 Developing</b>	<b>Level 4 Expanding</b>	<b>Level 5 Bridging</b>	<b>Level 6 – Reaching</b>
<b>READING</b>	Classify visually-supported words or phrases related to the effects of globalization using graphic organizers with a partner in L1 or L2	Categorize language related to the effects of globalization using graphic organizers with a partner	Organize language related to the effects of globalization based on visually-supported text using graphic organizers with a partner	Compare the effects of globalization based on text using graphic organizers in small groups	Draw conclusions about the effects of globalization based on text in small groups	
<b>TOPIC-RELATED LANGUAGE:</b> Students at all levels of English language proficiency interact with grade-level words and expressions, such as: interdependence, worldwide, network, transnational						

## COMPLEMENTARY STRAND: The Language of Health & Physical Education

**EXAMPLE TOPIC:**  
Personal health & fitness

**CONNECTION:** *The National Physical Education and Health Standards #6, Setting Goals for Good Health (Grades 5–8):* Students will demonstrate the ability to use goal-setting and decision-making skills to enhance health—Demonstrate the ability to apply a decision-making process to health issues and problems individually and collaboratively. Analyze how health-related decisions are influenced by individuals, family, and community values. Predict how decisions regarding health behaviors have consequences for self and others. Apply strategies and skills needed to attain personal health goals. Describe how personal health goals are influenced by changing information, abilities, priorities, and responsibilities. Develop a plan that addresses personal strengths, needs, and health risks.

**EXAMPLE CONTEXT FOR LANGUAGE USE:** Students develop personal health and fitness plans based on research-based recommendations for nutrition and physical activity. Later, they record and reflect on their choices in a food and exercise diary to self-monitor their progress over time.

**COGNITIVE FUNCTION:** Students at all levels of English language proficiency UNDERSTAND the communicative effectiveness of different artistic media.

	Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 – Reaching
WRITING	List personal health goals using word banks and graphic organizers in L1 or L2	State personal health goals using word banks (e.g., “I want to eat balanced meals.”)	Explain personal health goals using sentence starters (e.g., “I chose ____ because ____.”)	Detail personal health goals using a model (e.g., “I would like to decrease my body mass index by....”)	Elaborate reasons for personal health goals (e.g., “I know that I need to add more cardio instead of just weight lifting because I don’t have the highest metabolism...”)	

**TOPIC-RELATED LANGUAGE:** Students at all levels of English language proficiency interact with grade-level words and expressions, such as: nutritional content, body mass index, calories, food pyramid, metabolism