

English as a Second Language (ESL)/Title III English Language Development (ELD) Standards Division of Academic Standards

ELD Standards Mapping for ELD Standard 2: Language for Language Arts Grades K-12

The English Language Development (ELD) Standards Mapping Documents are designed to show the connections between the ELD Language Expectations for the five ELD Standards and the content standards for English Language Arts, Mathematics, Science and Social Studies, as well as support integration of the ELD Language Expectations and content to support Multilingual Learners' (ML) learning. This specific ELD Standards Mapping Document focuses on *ELD Standard 2: Language for Language Arts*.

The mapping document can be used by all teachers of MLs to explore the connections between language and content for a variety of purposes, such as developing and aligning curriculum, planning instruction, and co-teaching.

Please note that Standard 1 is not included in this Mapping Document. Standard 1 applies across a range of educational settings and is embedded throughout *ELD Standard 2: Language for Language Arts*. This moves beyond the binary view of social language as a precursor to academic language and views students' everyday language as a legitimate component of academic language development and part of the system of choices students make in order to most effectively meet activity purpose and other contextual variables. The emphases in Standard 1 have heightened attention to the notion that language, social-emotional, and cognitive development are interrelated processes that contribute to students' success in school and beyond. As students make their thinking visible, they communicate to learn, to convey personal needs and wants, to affirm their own identities, and to form and maintain relationships (WIDA 2020). Standard 1 can also be interwoven throughout ELA instruction.

The charts below appear in order of the ELD SCOS grade-level clusters ([K](#), [1](#), [2-3](#), [4-5](#), [6-8](#), [9-12](#)) in the left column with the connected ELA standards in the right columns. Shading is used throughout the document to assist viewers in identifying mapping for each language expectation. Shading is used throughout the document to assist viewers in identifying mapping for each language expectation. This document does not include an exhaustive list of the possible connections. Educators should use their knowledge of the ELD standards and their professional judgment when selecting ELD language expectations and ELA standards for integration.

**Note: Please note some ELA Reading Standards may appear under expressive modes. While expressive language expectations are explicitly*



linked to writing and speaking, reading standards may be included to illustrate the importance of using mentor texts for writing and the reading and writing connection.

ELD-LA.K.Narrate.Interpretive	Kindergarten
Interpret language arts narratives (with prompting and support) by: Identifying key details	RL.K.1 With prompting and support, ask and answer questions about key details in a text. RL.K.2 With prompting and support, retell familiar stories, including key details. SL.K.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
Interpret language arts narratives (with prompting and support) by: Identifying characters, settings, and major events	RL.K.3 With prompting and support, identify characters, settings, and major events in a story. RL.K.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.
Interpret language arts narratives (with prompting and support) by: Asking and answering questions about unknown words in a text	RL.K.4 With prompting and support, ask and answer questions about words in a text that suggest feelings or appeal to the senses. L.K.4 Determine and/or clarify the meaning of unknown words and phrases based on kindergarten reading and content: context clues, word parts, and word relationships. L.K.6 Use words and phrases learned through conversations, reading and being read to, and responding to texts. SL.K.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. <ol style="list-style-type: none"> Follow agreed-upon rules for discussions. Continue a conversation through multiple exchanges. SL.K.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood. SL.K.4 Speak audibly and express thoughts, feelings, and ideas clearly.

Language Expectation

Connected Grade-Level or Course-Specific Content Standards

(annotated format)



**ELD Standard 2: Language for Language Arts
Kindergarten**

ELD-LA.K.Narrate.Interpretive	Kindergarten
<p>Interpret language arts narratives (with prompting and support) by: Identifying key details</p>	<p>RL.K.1 With prompting and support, ask and answer questions about key details in a text.</p> <p>RL.K.2 With prompting and support, retell familiar stories, including key details.</p> <p>SL.K.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.</p>
<p>Interpret language arts narratives (with prompting and support) by: Identifying characters, settings, and major events</p>	<p>RL.K.3 With prompting and support, identify characters, settings, and major events in a story.</p> <p>RL.K.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.</p>
<p>Interpret language arts narratives (with prompting and support) by: Asking and answering questions about unknown words in a text</p>	<p>RL.K.4 With prompting and support, ask and answer questions about words in a text that suggest feelings or appeal to the senses.</p> <p>L.K.4 Determine and/or clarify the meaning of unknown words and phrases based on kindergarten reading and content: context clues, word parts, and word relationships.</p> <p>L.K.6 Use words and phrases learned through conversations, reading and being read to, and responding to texts.</p> <p>SL.K.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</p> <ul style="list-style-type: none"> a. Follow agreed-upon rules for discussions. b. Continue a conversation through multiple exchanges. <p>SL.K.3 Ask and answer questions in order to seek help, get information, or</p>



	<p>clarify something that is not understood.</p> <p>SL.K.4 Speak audibly and express thoughts, feelings, and ideas clearly.</p>
ELD-LA.K.Narrate.Expressive	Kindergarten
<p>Construct language arts narratives (with prompting and support) that: Orient audience to story</p>	<p>RL.K.3 With prompting and support, identify characters, settings, and major events in a story.</p> <p>W.K.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and with guidance and support, provide a reaction to what happened.</p> <p>a. With guidance and support from adults, respond to questions and suggestions from adults and/or peers and add details to strengthen writing as needed.</p> <p>SL.K.4 Speak audibly and express thoughts, feelings, and ideas clearly.</p>
<p>Construct language arts narratives (with prompting and support) that: Describe story events</p>	<p>RL.K.3 With prompting and support, identify characters, settings, and major events in a story.</p> <p>RL.K.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.</p> <p>SL.K.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</p> <p>a. Follow agreed-upon rules for discussions.</p> <p>b. Continue a conversation through multiple exchanges.</p> <p>W.K.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and with guidance and support, provide a reaction to what happened.</p> <p>a. With guidance and support from adults, respond to questions and suggestions from adults and/or peers and add details to strengthen</p>



	<p>writing as needed.</p> <p>SL.K.4 Speak audibly and express thoughts, feelings, and ideas clearly.</p> <p>SL.K.5 Add drawings or other visual displays to descriptions as desired to provide additional detail.</p>
ELD-LA.K.Inform.Interpretive	Kindergarten
<p>Interpret informational texts in language arts (with prompting and support) by: Identifying main topic and key details</p>	<p>RI.K.1 With prompting and support, ask and answer questions about key details in a text.</p> <p>RI.K.2 With prompting and support, identify the main topic and retell key details of a text.</p> <p>RI.K.7 With prompting and support, describe how the words and illustrations work together to provide information.</p> <p>SL.K.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</p> <ul style="list-style-type: none"> a. Follow agreed-upon rules for discussions. b. Continue a conversation through multiple exchanges. <p>SL.K.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.</p>
<p>Interpret informational texts in language arts (with prompting and support) by: Asking and answering questions about descriptions of familiar attributes and characteristics</p>	<p>RI.K.1 With prompting and support, ask and answer questions about key details in a text.</p> <p>RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>RI.K.7 With prompting and support, describe how the words and illustrations work together to provide information.</p>



	<p>W.K.6 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p>SL.K.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</p> <ul style="list-style-type: none"> a. Follow agreed-upon rules for discussions. b. Continue a conversation through multiple exchanges. <p>SL.K.4 Speak audibly and express thoughts, feelings, and ideas clearly.</p> <p>SL.K.5 Add drawings or other visual displays to descriptions as desired to provide additional detail.</p>
<p>Interpret informational texts in language arts (with prompting and support) by: Identifying word choices in relation to topic or content area</p>	<p>RI.K.4 With prompting and support, ask and answer questions about words in a text.</p> <p>L.K.5 With guidance and support from adults, explore nuances in word meanings.</p> <ul style="list-style-type: none"> a. Sort common objects into categories to gain a sense of the concepts the categories represent. b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). c. Distinguish shades of meaning among verbs describing the same general action by acting out the meanings.
ELD-LA.K.Inform.Expressive	Kindergarten
<p>Construct informational texts in language arts (with prompting and support) that: Introduce topic for audience</p>	<p>W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</p> <ul style="list-style-type: none"> a. With guidance and support from adults, respond to questions and suggestions from adults and/or peers and add details to strengthen writing as needed. <p>L.K.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the</p>



	<p>K-1 grammar continuum.</p> <p>L.K.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; demonstrate proficiency within the K-1 conventions continuum.</p> <p>SL.K.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</p> <ul style="list-style-type: none"> a. Follow agreed-upon rules for discussions. b. Continue a conversation through multiple exchanges.
<p>Construct informational texts in language arts (with prompting and support) that: Describe details and facts</p>	<p>RI.K.1 With prompting and support, ask and answer questions about key details in a text.</p> <p>RI.K.2 With prompting and support, identify the main topic and retell key details of a text.</p> <p>RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>RI.K.7 With prompting and support, describe how the words and illustrations work together to provide information.</p> <p>RI.K.9 With prompting and support, identify basic similarities in and differences between two texts on the same topic.</p> <p>W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</p> <ul style="list-style-type: none"> a. With guidance and support from adults, respond to questions and suggestions from adults and/or peers and add details to strengthen writing as needed. <p>L.K.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the K-1 grammar continuum.</p>



L.K.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; demonstrate proficiency within the K-1 conventions continuum.

SL.K.4 Speak audibly and express thoughts, feelings, and ideas clearly.

SL.K.5 Add drawings or other visual displays to descriptions as desired to provide additional detail.



ELD Standard 2: Language for Language Arts
Grade 1

ELD-LA.1.Narrate.Interpretive	Grade 1
<p>Interpret language arts narratives by: Identifying a central message from key details</p>	<p>RL.1.1 Ask and answer questions about key details in a text.</p> <p>RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.</p> <p>SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p>
<p>Interpret language arts narratives by: Identifying how character attributes and actions contribute to an event</p>	<p>RL.1.3 Describe characters, settings, and major events in a story, using key details.</p> <p>RL.1.9 Compare and contrast the adventures and experiences of characters in stories.</p> <p>SL.1.4 Produce complete sentences to describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p>
<p>Interpret language arts narratives by: Identifying words and phrases that suggest feelings or appeal to the senses</p>	<p>RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.</p> <p>L.1.4 Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies: context clues, word parts and word relationships.</p> <p>L.1.5 With guidance and support from adults, demonstrate understanding of nuances in word meanings.</p> <ul style="list-style-type: none"> a. Sort words into categories to gain a sense of the concepts the categories represent. b. Define words by category and by one or more key attributes. c. Distinguish shades of meaning among verbs differing in manner and



	adjectives differing in intensity by defining or choosing them or by acting out the meanings.
ELD-LA.1.Narrate.Expressive	Grade 1
Construct language arts narratives that: Orient audience to story	<p>RL.1.3 Describe characters, settings, and major events in a story, using key details.</p> <p>W.1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal transition words to signal event order, and provide some sense of closure.</p> <ul style="list-style-type: none"> a. With guidance and support from adults, organize information and ideas around a topic to plan and prepare to write. b. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. <p>L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the K-1 grammar continuum.</p> <p>L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; demonstrate proficiency within the K-1 conventions continuum.</p> <p>SL.1.4 Produce complete sentences to describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p>
Construct language arts narratives that: Develop story events	<p>RL.1.3 Describe characters, settings, and major events in a story, using key details.</p> <p>RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events.</p>



	<p>W.1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal transition words to signal event order, and provide some sense of closure.</p> <ul style="list-style-type: none"> a. With guidance and support from adults, organize information and ideas around a topic to plan and prepare to write. b. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. <p>L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the K-1 grammar continuum.</p> <p>L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; demonstrate proficiency within the K-1 conventions continuum.</p> <p>SL.1.4 Produce complete sentences to describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p> <p>SL.1.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</p>
<p>Construct language arts narratives that: Engage and adjust for audience</p>	<p>W.1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal transition words to signal event order, and provide some sense of closure.</p> <ul style="list-style-type: none"> a. With guidance and support from adults, organize information and ideas around a topic to plan and prepare to write. b. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. <p>L.1.1 Demonstrate command of the conventions of standard English grammar</p>



	<p>and usage when writing or speaking; demonstrate proficiency within the K-1 grammar continuum.</p> <p>L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; demonstrate proficiency within the K-1 conventions continuum.</p> <p>SL.1.1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</p> <ul style="list-style-type: none"> a. Follow agreed-upon rules for discussions. b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges. c. Ask questions to clear up any confusion about the topics and texts under discussion. <p>SL.1.4 Produce complete sentences to describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p> <p>SL.1.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</p>
ELD-LA.1.Inform.Interpretive	Grade 1
Interpret informational texts in language arts by: Identifying main topic and/or entity and key details	<p>RI.1.1 Ask and answer questions about key details in a text.</p> <p>RI.1.2 Identify the main topic and retell key details of a text.</p> <p>RI.1.7 Use the illustrations and details in a text to describe its key ideas.</p> <p>SL.1.1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</p> <ul style="list-style-type: none"> a. Follow agreed-upon rules for discussions. b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges. c. Ask questions to clear up any confusion about the topics and texts under discussion.



	<p>SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p> <p>SL.1.4 Produce complete sentences to describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p>
<p>Interpret informational texts in language arts by: Asking and answering questions about descriptions of attributes and characteristics</p>	<p>RI.1.1 Ask and answer questions about key details in a text.</p> <p>RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>W.1.6 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p>SL.1.1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</p> <ul style="list-style-type: none"> a. Follow agreed-upon rules for discussions. b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges. c. Ask questions to clear up any confusion about the topics and texts under discussion. <p>SL.1.4 Produce complete sentences to describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p> <p>SL.1.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</p>
<p>Interpret informational texts in language arts by: Identifying word choices in relation to topic or content area</p>	<p>RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</p> <p>L.1.5 With guidance and support from adults, demonstrate understanding of nuances in word meanings.</p> <ul style="list-style-type: none"> a. Sort words into categories to gain a sense of the concepts the



	<p>categories represent.</p> <p>b. Define words by category and by one or more key attributes.</p> <p>c. Distinguish shades of meaning among verbs differing in manner and adjectives differing in intensity by defining or choosing them or by acting out the meanings.</p>
ELD-LA.1.Inform.Expressive	Grade 1
<p>Construct informational texts in language arts that: Introduce and define topic and/or entity for audience</p>	<p>W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide closure.</p> <p>a. With guidance and support from adults, organize information and ideas around a topic to plan and prepare to write.</p> <p>b. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.</p> <p>L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the K-1 grammar continuum.</p> <p>L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; demonstrate proficiency within the K-1 conventions continuum.</p> <p>SL.1.1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</p> <p>a. Follow agreed-upon rules for discussions.</p> <p>b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.</p> <p>c. Ask questions to clear up any confusion about the topics and texts under discussion.</p>
<p>Construct informational texts in language arts that: Describe attributes and characteristics with facts, definitions, and relevant details</p>	<p>RI.1.1 Ask and answer questions about key details in a text.</p>



- RI.1.2** Identify the main topic and retell key details of a text.
- RI.1.3** Describe the connection between two individuals, events, ideas, or pieces of information in a text.
- RI.1.7** Use the illustrations and details in a text to describe its key ideas.
- RI.1.8** With guidance and support, identify the reasons an author gives to support ideas in a text.
- RI.1.9** Identify basic similarities in and differences between two texts on the same topic.
- W.1.2** Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide closure.
- a. With guidance and support from adults, organize information and ideas around a topic to plan and prepare to write.
 - b. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
- L.1.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the K-1 grammar continuum.
- L.1.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; demonstrate proficiency within the K-1 conventions continuum.
- SL.1.4** Produce complete sentences to describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
- SL.1.5** Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.



**ELD Standard 2: Language for Language Arts
Grades 2-3**

ELD-LA.2-3.Narrate.Interpretive	Grade 2	Grade 3
<p>Interpret language arts narratives by: Identifying a central message from key details</p>	<p>RL.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>RL.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.</p> <p>SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p>	<p>RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>RL.3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.</p> <p>SL.3.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>
<p>Interpret language arts narratives by: Identifying how character attributes and actions contribute to event sequences</p>	<p>RL.2.3 Describe how characters in a story respond to major events and challenges.</p> <p>RL.2.5 Describe the overall structure of a story, including describing how the beginning introduces the story, the events unfold in the middle, and the ending concludes the action.</p> <p>RL.2.6 Distinguish differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.</p> <p>RL.2.7 Use information gained from the illustrations and words in a print or digital text to demonstrate</p>	<p>RL.3.3 Describe characters in a story and explain how their actions contribute to the sequence of events.</p>



	<p>understanding of its characters, setting, or plot.</p> <p>SL.2.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent and complete sentences.</p>	
<p>Interpret language arts narratives by: Determining the meaning of words and phrases as they are used in texts, distinguishing literal from nonliteral language</p>	<p>RL.2.4 Describe how words and phrases supply rhythm and meaning in a story, poem, or song.</p> <p>L.2.4 Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies: context clues, word parts, word relationships, and reference materials.</p> <p>L.2.5 Demonstrate understanding of nuances in word meanings.</p> <ul style="list-style-type: none"> a. Distinguish shades of meaning among closely related verbs and closely related adjectives. 	<p>RL.3.4 Determine the meaning of words and phrases as they are used in a text, identifying words that impact the meaning in a text.</p> <p>L.3.4 Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies: context clues, word parts, word relationships, and reference materials.</p> <p>L.3.5 Demonstrate understanding of nuances in word meanings.</p> <ul style="list-style-type: none"> a. Distinguish the literal and nonliteral meanings of words and phrases in context. b. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty.
ELD-LA.2-3.Narrate.Expressive	Grade 2	Grade 3
<p>Construct language arts narratives that: Orient audience to context</p>	<p>W.2.3 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal transition words to signal event order, and provide a sense of closure.</p> <ul style="list-style-type: none"> a. With guidance and support from adults, organize information and ideas around a topic 	<p>W.3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <ul style="list-style-type: none"> a. Organize information and ideas around a topic to plan and prepare to write. b. Establish a situation and introduce a



	<p>to plan and prepare to write. b. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p> <p>L.2.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the 2-3 grammar continuum.</p> <p>L.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; demonstrate proficiency within the 2-3 conventions continuum.</p> <p>SL.1.4 Produce complete sentences to describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p>	<p>narrator and/or characters; organize an event sequence that unfolds naturally. c. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. d. Use temporal transition words and phrases to signal event order. e. Provide a sense of closure. f. With guidance and support from peers and adults, develop and strengthen writing as needed by revising and editing, with consideration to task and purpose.</p> <p>L.3.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the 2-3 grammar continuum.</p> <p>L.3.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; demonstrate proficiency within the 2-3 conventions continuum.</p> <p>SL.3.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly in complete sentences at an understandable pace.</p>
<p>Construct language arts narratives that: Develop story with time and event sequences, complication, resolution, or ending</p>	<p>RL.2.3 Describe how characters in a story respond to major events and challenges.</p> <p>RL.2.7 Use information gained from the illustrations and words in a print or digital text to demonstrate</p>	<p>RL.3.3 Describe characters in a story and explain how their actions contribute to the sequence of events.</p> <p>RL.3.7 Explain how specific aspects of a text's</p>



	<p>understanding of its characters, setting, or plot.</p> <p>W.2.3 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal transition words to signal event order, and provide a sense of closure.</p> <ul style="list-style-type: none"> a. With guidance and support from adults, organize information and ideas around a topic to plan and prepare to write. b. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. <p>L.2.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the 2-3 grammar continuum.</p> <p>L.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; demonstrate proficiency within the 2-3 conventions continuum.</p> <p>SL.2.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent and complete sentences.</p> <p>SL.2.5 Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.</p>	<p>illustrations contribute to what is conveyed by the words in a story.</p> <p>W.3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <ul style="list-style-type: none"> a. Organize information and ideas around a topic to plan and prepare to write. b. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. c. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. d. Use temporal transition words and phrases to signal event order. e. Provide a sense of closure. f. With guidance and support from peers and adults, develop and strengthen writing as needed by revising and editing, with consideration to task and purpose. <p>L.3.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the 2-3 grammar continuum.</p> <p>L.3.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; demonstrate proficiency within the 2-3 conventions continuum.</p> <p>SL.3.4 Report on a topic or text, tell a story, or</p>
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		<p>recount an experience with appropriate facts and relevant, descriptive details, speaking clearly in complete sentences at an understandable pace.</p> <p>SL.3.5 Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.</p>
<p>Construct language arts narratives that: Engage and adjust for audience</p>	<p>W.2.3 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal transition words to signal event order, and provide a sense of closure.</p> <ul style="list-style-type: none"> a. With guidance and support from adults, organize information and ideas around a topic to plan and prepare to write. b. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. <p>L.2.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the 2-3 grammar continuum.</p> <p>L.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; demonstrate proficiency within the 2-3 conventions continuum.</p> <p>SL.2.1 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with</p>	<p>W.3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <ul style="list-style-type: none"> a. Organize information and ideas around a topic to plan and prepare to write. b. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. c. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. d. Use temporal transition words and phrases to signal event order. e. Provide a sense of closure. f. With guidance and support from peers and adults, develop and strengthen writing as needed by revising and editing, with consideration to task and purpose. <p>L.3.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency</p>



	<p>peers and adults in small and larger groups.</p> <ul style="list-style-type: none"> a. Follow agreed-upon rules for discussions. b. Build on others' talk in conversations by linking their comments to the remarks of others. c. Ask for clarification and further explanation as needed about the topics and texts under discussion. <p>SL.2.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent and complete sentences.</p> <p>SL.2.5 Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.</p>	<p>within the 2-3 grammar continuum.</p> <p>L.3.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; demonstrate proficiency within the 2-3 conventions continuum.</p> <p>SL.3.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.</p> <ul style="list-style-type: none"> a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. b. Follow agreed-upon rules for discussions. c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. d. Explain their own ideas and understanding in light of the discussion. <p>SL.3.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly in complete sentences at an understandable pace.</p> <p>SL.3.5 Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays</p>
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		when appropriate to emphasize or enhance certain facts or details.
ELD-LA.2-3.Inform.Interpretive	Grade 2	Grade 3
Interpret informational texts in language arts by: Identifying the main idea and key details	<p>RI.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>RI.2.2 Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.</p> <p>RI.2.5 Know and use various text features to locate key facts or information in a text efficiently.</p> <p>RI.2.7 Explain how specific images contribute to and clarify a text.</p> <p>SL.2.1 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</p> <ul style="list-style-type: none"> a. Follow agreed-upon rules for discussions. b. Build on others' talk in conversations by linking their comments to the remarks of others. c. Ask for clarification and further explanation as needed about the topics and texts under discussion. <p>SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p> <p>SL.2.4 Tell a story or recount an experience with</p>	<p>RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.</p> <p>RI.3.7 Use information gained from illustrations and the words in a text to demonstrate understanding of the text.</p> <p>SL.3.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.</p> <ul style="list-style-type: none"> a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. b. Follow agreed-upon rules for discussions. c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. d. Explain their own ideas and understanding in light of the discussion.



	appropriate facts and relevant, descriptive details, speaking audibly in coherent and complete sentences.	<p>SL.3.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>SL.3.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly in complete sentences at an understandable pace.</p>
<p>Interpret informational texts in language arts by: Referring explicitly to descriptions for themes and relationships among meanings</p>	<p>RI.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>RI.2.2 Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.</p> <p>RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</p> <p>RI.2.5 Know and use various text features to locate key facts or information in a text efficiently.</p> <p>RI.2.7 Explain how specific images contribute to and clarify a text.</p> <p>RI.2.8 Identify the reasons an author gives to support ideas in a text.</p> <p>RI.2.9 Compare and contrast the most important points presented by two texts on the same topic.</p>	<p>RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.</p> <p>RI.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.</p> <p>RI.3.5 Use text features and search tools to locate information relevant to a given topic efficiently.</p> <p>RI.3.7 Use information gained from illustrations and the words in a text to demonstrate understanding of the text.</p> <p>RI.3.8 Describe how the author connects ideas between sentences and paragraphs to support</p>



	<p>SL.2.1 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</p> <ul style="list-style-type: none"> a. Follow agreed-upon rules for discussions. b. Build on others' talk in conversations by linking their comments to the remarks of others. c. Ask for clarification and further explanation as needed about the topics and texts under discussion. <p>SL.2.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent and complete sentences.</p> <p>SL.2.5 Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.</p>	<p>specific points in a text.</p> <p>RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic.</p> <p>SL.3.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.</p> <ul style="list-style-type: none"> a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. b. Follow agreed-upon rules for discussions. c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. d. Explain their own ideas and understanding in light of the discussion. <p>SL.3.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly in complete sentences at an understandable pace.</p> <p>SL.3.5 Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance</p>
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		certain facts or details.
<p>Interpret informational texts in language arts by: Describing relationship between a series of events, ideas or concepts, or procedural steps</p>	<p>RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</p> <p>RI.2.6 Identify the author's main purpose of a text, including what the author wants to answer, explain, or describe.</p> <p>RI.2.8 Identify the reasons an author gives to support ideas in a text.</p> <p>RI.2.9 Compare and contrast the most important points presented by two texts on the same topic.</p> <p>SL.2.1 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</p> <ul style="list-style-type: none"> a. Follow agreed-upon rules for discussions. b. Build on others' talk in conversations by linking their comments to the remarks of others. c. Ask for clarification and further explanation as needed about the topics and texts under discussion. <p>SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p> <p>SL.2.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent and complete</p>	<p>RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.</p> <p>RI.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.</p> <p>RI.3.8 Describe how the author connects ideas between sentences and paragraphs to support specific points in a text.</p> <p>RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic.</p> <p>SL.3.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.</p> <ul style="list-style-type: none"> a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. b. Follow agreed-upon rules for discussions. c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of



	sentences.	<p>others.</p> <p>d. Explain their own ideas and understanding in light of the discussion.</p> <p>SL.3.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly in complete sentences at an understandable pace.</p>
ELD-LA.2-3.Inform.Expressive	Grade 2	Grade 3
<p>Construct informational texts in language arts that: Introduce and define topic and/or entity for audience</p>	<p>W.2.1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words to connect opinion and reasons, and provide a concluding statement or section.</p> <ul style="list-style-type: none"> a. With guidance and support from adults, organize information and ideas around a topic to plan and prepare to write. b. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. <p>W.2.2 Write informative /explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</p> <ul style="list-style-type: none"> a. With guidance and support from adults, organize information and ideas around a topic to plan and prepare to write. b. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. 	<p>W.3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.</p> <ul style="list-style-type: none"> a. Organize information and ideas around a topic to plan and prepare to write. b. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. c. Provide reasons that support the opinion. d. Use linking words and phrases to connect opinion and reasons. e. Provide a concluding statement or section. f. With guidance and support from peers and adults, develop and strengthen writing as needed by revising and editing, with consideration to task and purpose. <p>W.3.2 Write informative /explanatory texts to examine a topic and convey ideas and information clearly.</p> <ul style="list-style-type: none"> a. Organize information and ideas around



	<p>L.2.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the 2-3 grammar continuum.</p> <p>L.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; demonstrate proficiency within the 2-3 conventions continuum.</p> <p>SL.2.1 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</p> <ul style="list-style-type: none"> a. Follow agreed-upon rules for discussions. b. Build on others' talk in conversations by linking their comments to the remarks of others. c. Ask for clarification and further explanation as needed about the topics and texts under discussion. 	<ul style="list-style-type: none"> a. a topic to plan and prepare to write. b. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. c. Develop the topic with facts, definitions, and details. d. Use linking words and phrases to connect ideas within categories of information. e. Provide a concluding statement or section. f. With guidance and support from peers and adults, develop and strengthen writing as needed by revising and editing, with consideration to task and purpose. <p>L.3.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the 2-3 grammar continuum.</p> <p>L.3.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; demonstrate proficiency within the 2-3 conventions continuum.</p> <p>SL.3.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.</p> <ul style="list-style-type: none"> a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to
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		<p>explore ideas under discussion.</p> <p>b. Follow agreed-upon rules for discussions.</p> <p>c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.</p> <p>d. Explain their own ideas and understanding in light of the discussion.</p>
<p>Construct informational texts in language arts that: Add details to define, describe, compare, and classify topic and/or entity</p>	<p>RI.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>RI.2.2 Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.</p> <p>RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</p> <p>RI.2.7 Explain how specific images contribute to and clarify a text.</p> <p>RI.2.8 Identify the reasons an author gives to support ideas in a text.</p> <p>RI.2.9 Compare and contrast the most important points presented by two texts on the same topic.</p> <p>W.2.1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words to connect opinion and reasons, and</p>	<p>RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.</p> <p>RI.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.</p> <p>RI.3.7 Use information gained from illustrations and the words in a text to demonstrate understanding of the text.</p> <p>RI.3.8 Describe how the author connects ideas between sentences and paragraphs to support specific points in a text.</p> <p>RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic.</p>



	<p>provide a concluding statement or section.</p> <ul style="list-style-type: none"> a. With guidance and support from adults, organize information and ideas around a topic to plan and prepare to write. b. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. <p>W.2.2 Write informative /explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</p> <ul style="list-style-type: none"> a. With guidance and support from adults, organize information and ideas around a topic to plan and prepare to write. b. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. <p>L.2.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the 2-3 grammar continuum.</p> <p>L.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; demonstrate proficiency within the 2-3 conventions continuum.</p> <p>SL.2.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent and complete sentences.</p> <p>SL.2.5 Create audio recordings of stories or poems;</p>	<p>W.3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.</p> <ul style="list-style-type: none"> a. Organize information and ideas around a topic to plan and prepare to write. b. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. c. Provide reasons that support the opinion. d. Use linking words and phrases to connect opinion and reasons. e. Provide a concluding statement or section. f. With guidance and support from peers and adults, develop and strengthen writing as needed by revising and editing, with consideration to task and purpose. <p>W.3.2 Write informative /explanatory texts to examine a topic and convey ideas and information clearly.</p> <ul style="list-style-type: none"> a. Organize information and ideas around a topic to plan and prepare to write. b. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. c. Develop the topic with facts, definitions, and details. d. Use linking words and phrases to connect ideas within categories of information. e. Provide a concluding statement or section.
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	add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.	<p>f. With guidance and support from peers and adults, develop and strengthen writing as needed by revising and editing, with consideration to task and purpose.</p> <p>L.3.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the 2-3 grammar continuum.</p> <p>L.3.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; demonstrate proficiency within the 2-3 conventions continuum.</p> <p>SL.3.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly in complete sentences at an understandable pace.</p> <p>SL.3.5 Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.</p>
Construct informational texts in language arts that: Develop coherence and cohesion throughout text	<p>W.2.1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words to connect opinion and reasons, and provide a concluding statement or section.</p> <p>a. With guidance and support from adults, organize information and ideas around a topic to plan and prepare to write.</p>	<p>W.3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.</p> <p>a. Organize information and ideas around a topic to plan and prepare to write.</p> <p>b. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.</p>



	<p>b. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p> <p>W.2.2 Write informative /explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</p> <p>a. With guidance and support from adults, organize information and ideas around a topic to plan and prepare to write.</p> <p>b. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p>	<p>c. Provide reasons that support the opinion.</p> <p>d. Use linking words and phrases to connect opinion and reasons.</p> <p>e. Provide a concluding statement or section.</p> <p>f. With guidance and support from peers and adults, develop and strengthen writing as needed by revising and editing, with consideration to task and purpose.</p> <p>W.3.2 Write informative /explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>a. Organize information and ideas around a topic to plan and prepare to write.</p> <p>b. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.</p> <p>c. Develop the topic with facts, definitions, and details.</p> <p>d. Use linking words and phrases to connect ideas within categories of information.</p> <p>e. Provide a concluding statement or section.</p> <p>f. With guidance and support from peers and adults, develop and strengthen writing as needed by revising and editing, with consideration to task and purpose.</p>
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**ELD Standard 2: Language for Language Arts
Grades 4-5**

ELD-LA.4-5.Narrate.Interpretive	Grade 4	Grade 5
<p>Interpret language arts narratives by: Identifying a theme from details</p>	<p>RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RL.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.</p> <p>RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text.</p> <p>RL.4.9 Compare and contrast the use of similar themes and topics and patterns of events in stories, myths, and traditional literature from different cultures.</p> <p>SL.4.4 Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; adjust speech as appropriate to formal and informal discourse.</p>	<p>RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RL.5.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.</p> <p>RL.5.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text.</p> <p>RL.5.9 Compare and contrast stories in the same genre on their approaches to similar themes and topics.</p> <p>SL.5.4 Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; adapt speech to a variety of contexts and tasks.</p>
<p>Interpret language arts narratives by: Analyzing how character attributes and actions develop across event sequences</p>	<p>RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text.</p>	<p>RL.5.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.</p>



		RL.5.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text.
Interpret language arts narratives by: Determining the meaning of words and phrases used in texts, including figurative language, such as metaphors and similes	<p>RL.4.4 Determine the meaning of words and phrases as they are used in a text, including words that affect meaning and tone.</p> <p>L.4.4 Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies: context clues, word parts, word relationships, and reference materials.</p> <p>L.4.5 Demonstrate understanding of figurative language and nuances in word meanings.</p> <ul style="list-style-type: none"> a. Explain the meaning of simple similes and metaphors in context. b. Recognize and explain the meaning of common idioms, adages, and proverbs. 	<p>RL.5.4 Determine the meaning of words and phrases as they are used in a text, recognizing specific word choices that contribute to meaning and tone.</p> <p>L.5.4 Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies: context clues, word parts, word relationships, and reference materials.</p> <p>L.5.5 Demonstrate understanding of figurative language and nuances in word meanings.</p> <ul style="list-style-type: none"> a. Interpret figurative language, including similes and metaphors, in context. b. Recognize and explain the meaning of common idioms, adages, and proverbs.
ELD-LA.4-5.Narrate.Expressive	Grade 4	Grade 5
Construct language arts narratives that: Orient audience to context	<p>W.4.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <ul style="list-style-type: none"> a. Organize information and ideas around a topic to plan and prepare to write. b. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. 	<p>W.5.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <ul style="list-style-type: none"> a. Organize information and ideas around a topic to plan and prepare to write. b. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event



	<p>c. Use dialogue and description to develop experiences and events or show the responses of characters to situations.</p> <p>d. Use a variety of transitional words and phrases to manage the sequence of events.</p> <p>e. Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p>f. Provide a conclusion that follows from the narrated experiences or events.</p> <p>g. With guidance and support from peers and adults, develop and strengthen writing as needed by revising and editing, with consideration to task, purpose, and audience.</p> <p>L.4.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the 4-5 grammar continuum.</p> <p>L.4.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; demonstrate proficiency within the 4-5 conventions continuum.</p> <p>SL.4.4 Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; adjust speech as appropriate to formal and informal discourse.</p>	<p>sequence that unfolds naturally.</p> <p>c. Use narrative techniques, such as dialogue, description, and pacing to develop experiences and events or show the responses of characters to situations.</p> <p>d. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.</p> <p>e. Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p>f. Provide a conclusion that follows from the narrated experiences or events.</p> <p>g. With guidance and support from peers and adults, develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, with consideration to task, purpose, and audience.</p> <p>L.5.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the 4-5 grammar continuum.</p> <p>L.5.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; demonstrate proficiency within the 4-5 conventions continuum.</p> <p>SL.5.4 Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; adapt speech to a variety of contexts and tasks.</p>
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<p>Construct language arts narratives that: Develop and describe characters and their relationships</p>	<p>RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text.</p> <p>W.4.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <ul style="list-style-type: none"> a. Organize information and ideas around a topic to plan and prepare to write. b. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. c. Use dialogue and description to develop experiences and events or show the responses of characters to situations. d. Use a variety of transitional words and phrases to manage the sequence of events. e. Use concrete words and phrases and sensory details to convey experiences and events precisely. f. Provide a conclusion that follows from the narrated experiences or events. g. With guidance and support from peers and adults, develop and strengthen writing as needed by revising and editing, with consideration to task, purpose, and audience. <p>L.4.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the 4-5 grammar continuum.</p>	<p>W.5.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <ul style="list-style-type: none"> a. Organize information and ideas around a topic to plan and prepare to write. b. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. c. Use narrative techniques, such as dialogue, description, and pacing to develop experiences and events or show the responses of characters to situations. d. Use a variety of transitional words, phrases, and clauses to manage the sequence of events. e. Use concrete words and phrases and sensory details to convey experiences and events precisely. f. Provide a conclusion that follows from the narrated experiences or events. g. With guidance and support from peers and adults, develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, with consideration to task, purpose, and audience. <p>L.5.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the 4-5 grammar continuum.</p>
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	<p>L.4.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; demonstrate proficiency within the 4-5 conventions continuum.</p> <p>SL.4.4 Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; adjust speech as appropriate to formal and informal discourse.</p> <p>SL.4.5 Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.</p>	<p>L.5.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; demonstrate proficiency within the 4-5 conventions continuum.</p> <p>SL.5.4 Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; adapt speech to a variety of contexts and tasks.</p> <p>SL.5.5 Include multimedia components and visual displays in presentations when appropriate to enhance the development of main ideas or themes.</p>
<p>Construct language arts narratives that: Develop story with complication and resolution, time and event sequences</p>	<p>RL.4.5 Explain major differences between poems, drama, and prose, and refer to the structural elements of poems and drama when writing or speaking about a text.</p> <p>W.4.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <ul style="list-style-type: none"> a. Organize information and ideas around a topic to plan and prepare to write. b. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. c. Use dialogue and description to develop experiences and events or show the responses of characters to situations. d. Use a variety of transitional words and 	<p>W.5.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <ul style="list-style-type: none"> a. Organize information and ideas around a topic to plan and prepare to write. b. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. c. Use narrative techniques, such as dialogue, description, and pacing to develop experiences and events or show the responses of characters to situations. d. Use a variety of transitional words, phrases, and clauses to manage the sequence of events. e. Use concrete words and phrases and



	<p>phrases to manage the sequence of events. e. Use concrete words and phrases and sensory details to convey experiences and events precisely. f. Provide a conclusion that follows from the narrated experiences or events. g. With guidance and support from peers and adults, develop and strengthen writing as needed by revising and editing, with consideration to task, purpose, and audience.</p> <p>L.4.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the 4-5 grammar continuum.</p> <p>L.4.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; demonstrate proficiency within the 4-5 conventions continuum.</p> <p>SL.4.4 Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; adjust speech as appropriate to formal and informal discourse.</p> <p>SL.4.5 Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.</p>	<p>sensory details to convey experiences and events precisely. f. Provide a conclusion that follows from the narrated experiences or events. g. With guidance and support from peers and adults, develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, with consideration to task, purpose, and audience.</p> <p>L.5.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the 4-5 grammar continuum.</p> <p>L.5.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; demonstrate proficiency within the 4-5 conventions continuum.</p> <p>SL.5.4 Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; adapt speech to a variety of contexts and tasks.</p> <p>SL.5.5 Include multimedia components and visual displays in presentations when appropriate to enhance the development of main ideas or themes.</p>
<p>Construct language arts narratives that: Engage and adjust for audience</p>	<p>W.4.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p>	<p>W.5.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event</p>



	<p>a. Organize information and ideas around a topic to plan and prepare to write.</p> <p>b. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>c. Use dialogue and description to develop experiences and events or show the responses of characters to situations.</p> <p>d. Use a variety of transitional words and phrases to manage the sequence of events.</p> <p>e. Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p>f. Provide a conclusion that follows from the narrated experiences or events.</p> <p>g. With guidance and support from peers and adults, develop and strengthen writing as needed by revising and editing, with consideration to task, purpose, and audience.</p> <p>L.4.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the 4-5 grammar continuum.</p> <p>L.4.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; demonstrate proficiency within the 4-5 conventions continuum.</p> <p>SL.4.4 Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; adjust speech as</p>	<p>sequences.</p> <p>a. Organize information and ideas around a topic to plan and prepare to write.</p> <p>b. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>c. Use narrative techniques, such as dialogue, description, and pacing to develop experiences and events or show the responses of characters to situations.</p> <p>d. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.</p> <p>e. Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p>f. Provide a conclusion that follows from the narrated experiences or events.</p> <p>g. With guidance and support from peers and adults, develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, with consideration to task, purpose, and audience.</p> <p>L.5.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the 4-5 grammar continuum.</p> <p>L.5.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; demonstrate proficiency within the 4-5 conventions continuum.</p>
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	<p>appropriate to formal and informal discourse.</p> <p>SL.4.5 Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.</p>	<p>SL.5.4 Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; adapt speech to a variety of contexts and tasks.</p> <p>SL.5.5 Include multimedia components and visual displays in presentations when appropriate to enhance the development of main ideas or themes.</p>
ELD-LA.4-5.Inform.Interpretive	Grade 4	Grade 5
<p>Interpret informational texts in language arts by: Identifying and summarizing main ideas and key details</p>	<p>RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p> <p>RI.4.7 Interpret information presented visually, orally, or quantitatively and explain how the information contributes to an understanding of the text in which it appears.</p> <p>RI.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.</p> <p>SL.4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.</p>	<p>RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p> <p>RI.5.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question or to solve a problem efficiently.</p> <p>RI.5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p> <p>SL.5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and</p>



	<p>a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>b. Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.</p> <p>d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</p> <p>SL.4.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>SL.4.4 Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; adjust speech as appropriate to formal and informal discourse.</p>	<p>expressing their own clearly.</p> <p>a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>b. Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</p> <p>d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.</p> <p>SL.5.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>SL.5.4 Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; adapt speech to a variety of contexts and tasks.</p>
<p>Interpret informational texts in language arts by: Analyzing details and examples for key attributes, qualities, and characteristics</p>	<p>RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p>	<p>RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p>



	<p>RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.</p> <p>RI.4.5 Describe the overall structure of events, ideas, concepts, or information in a text or part of a text.</p> <p>RI.4.6 Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.</p> <p>RI.4.7 Interpret information presented visually, orally, or quantitatively and explain how the information contributes to an understanding of the text in which it appears.</p> <p>RI.4.8 Explain how an author uses reasons and evidence to support particular points in a text.</p> <p>RI.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.</p> <p>SL.4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.</p> <p style="padding-left: 40px;">a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p>	<p>RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.</p> <p>RI.5.5 Compare and contrast the overall structure of events, ideas, concepts, or information in two or more texts.</p> <p>RI.5.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</p> <p>RI.5.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question or to solve a problem efficiently.</p> <p>RI.5.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).</p> <p>RI.5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p> <p>SL.5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.</p> <p style="padding-left: 40px;">a. Come to discussions prepared, having read or studied required material;</p>
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	<p>b. Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.</p> <p>d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</p> <p>SL.4.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>SL.4.3 Identify the reasons and evidence a speaker provides to support particular points.</p> <p>SL.4.4 Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; adjust speech as appropriate to formal and informal discourse.</p>	<p>explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>b. Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</p> <p>d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.</p> <p>SL.5.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>SL.5.3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.</p> <p>SL.5.4 Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; adapt speech to a variety of contexts and tasks.</p>
<p>Interpret informational texts in language arts by: Evaluating the impact of key word choices in a text</p>	<p>RI.4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.</p> <p>L.4.4 Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases</p>	<p>RI.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.</p> <p>L.5.4 Determine and/or clarify the meaning of</p>



	<p>based on grade 4 reading and content, choosing flexibly from a range of strategies: context clues, word parts, word relationships, and reference materials.</p> <p>L.4.5 Demonstrate understanding of figurative language and nuances in word meanings.</p> <ul style="list-style-type: none"> a. Explain the meaning of simple similes and metaphors in context. b. Recognize and explain the meaning of common idioms, adages, and proverbs. 	<p>unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies: context clues, word parts, word relationships, and reference materials.</p> <p>L.5.5 Demonstrate understanding of figurative language and nuances in word meanings.</p> <ul style="list-style-type: none"> a. Interpret figurative language, including similes and metaphors, in context. b. Recognize and explain the meaning of common idioms, adages, and proverbs.
ELD-LA.4-5.Inform.Expressive	Grade 4	Grade 5
<p>Construct informational texts in language arts that: Introduce and define topic and/or entity for audience</p>	<p>W.4.2 Write informative /explanatory texts to examine a topic and convey ideas and information clearly.</p> <ul style="list-style-type: none"> a. Organize information and ideas around a topic to plan and prepare to write. b. Introduce a topic clearly and group related information in paragraphs and sections; include formatting, illustrations, and multimedia when useful to aiding comprehension. c. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. d. Link ideas within categories of information using words and phrases. e. Use precise language and domain-specific vocabulary to inform about or explain the topic. f. Provide a concluding statement or section related to the information or explanation presented. g. With guidance and support from peers and adults, develop and strengthen writing as 	<p>W.5.2 Write informative /explanatory texts to examine a topic and convey ideas and information clearly.</p> <ul style="list-style-type: none"> a. Organize information and ideas around a topic to plan and prepare to write. b. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting, illustrations, and multimedia when useful to aiding comprehension. c. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. d. Link ideas within and across categories of information using words, phrases, and clauses. e. Use precise language and domain-specific vocabulary to inform about or explain the topic.



	<p>needed by revising and editing, with consideration to task, purpose, and audience.</p> <p>SL.4.4 Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; adjust speech as appropriate to formal and informal discourse.</p> <p>SL.4.5 Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.</p>	<p>f. Provide a concluding statement or section related to the information or explanation presented.</p> <p>g. With guidance and support from peers and adults, develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, with consideration to task, purpose, and audience.</p> <p>SL.5.4 Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; adapt speech to a variety of contexts and tasks.</p> <p>SL.5.5 Include multimedia components and visual displays in presentations when appropriate to enhance the development of main ideas or themes.</p>
<p>Construct informational texts in language arts that: Establish objective or neutral stance</p>	<p>W.4.2 Write informative /explanatory texts to examine a topic and convey ideas and information clearly.</p> <ul style="list-style-type: none"> a. Organize information and ideas around a topic to plan and prepare to write. b. Introduce a topic clearly and group related information in paragraphs and sections; include formatting, illustrations, and multimedia when useful to aiding comprehension. c. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. d. Link ideas within categories of information using words and phrases. e. Use precise language and domain-specific 	<p>W.5.2 Write informative /explanatory texts to examine a topic and convey ideas and information clearly.</p> <ul style="list-style-type: none"> a. Organize information and ideas around a topic to plan and prepare to write. b. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting, illustrations, and multimedia when useful to aiding comprehension. c. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.



	<p>vocabulary to inform about or explain the topic.</p> <p>f. Provide a concluding statement or section related to the information or explanation presented.</p> <p>g. With guidance and support from peers and adults, develop and strengthen writing as needed by revising and editing, with consideration to task, purpose, and audience.</p> <p>SL.4.4 Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; adjust speech as appropriate to formal and informal discourse.</p> <p>L.4.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a. Choose words and phrases to convey ideas precisely.</p> <p>b. Choose punctuation for effect.</p> <p>c. Differentiate between contexts that call for formal English and situations where informal discourse is appropriate.</p> <p>L.4.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic.</p>	<p>d. Link ideas within and across categories of information using words, phrases, and clauses.</p> <p>e. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>f. Provide a concluding statement or section related to the information or explanation presented.</p> <p>g. With guidance and support from peers and adults, develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, with consideration to task, purpose, and audience.</p> <p>SL.5.4 Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; adapt speech to a variety of contexts and tasks.</p> <p>L.5.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.</p> <p>b. Compare and contrast the varieties of English used in stories, dramas, or poems.</p> <p>L.5.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including</p>
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		those that signal contrast, addition, and other logical relationships.
<p>Construct informational texts in language arts that: Add precision and details to define, describe, compare, and classify topic and/or entity</p>	<p>W.4.2 Write informative /explanatory texts to examine a topic and convey ideas and information clearly.</p> <ul style="list-style-type: none"> a. Organize information and ideas around a topic to plan and prepare to write. b. Introduce a topic clearly and group related information in paragraphs and sections; include formatting, illustrations, and multimedia when useful to aiding comprehension. c. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. d. Link ideas within categories of information using words and phrases. e. Use precise language and domain-specific vocabulary to inform about or explain the topic. f. Provide a concluding statement or section related to the information or explanation presented. g. With guidance and support from peers and adults, develop and strengthen writing as needed by revising and editing, with consideration to task, purpose, and audience. <p>SL.4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.</p> <ul style="list-style-type: none"> a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under 	<p>W.5.2 Write informative /explanatory texts to examine a topic and convey ideas and information clearly.</p> <ul style="list-style-type: none"> a. Organize information and ideas around a topic to plan and prepare to write. b. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting, illustrations, and multimedia when useful to aiding comprehension. c. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. d. Link ideas within and across categories of information using words, phrases, and clauses. e. Use precise language and domain-specific vocabulary to inform about or explain the topic. f. Provide a concluding statement or section related to the information or explanation presented. g. With guidance and support from peers and adults, develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, with consideration to task, purpose, and audience. <p>W.5.6 Recall relevant information from experiences or gather relevant information from</p>



	<p>discussion.</p> <p>b. Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.</p> <p>d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</p> <p>SL.4.5 Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.</p>	<p>print and digital sources; summarize or paraphrase information in notes and finished work and provide a list of sources.</p> <p>SL.5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.</p> <p>a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>b. Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</p> <p>d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.</p> <p>SL.5.5 Include multimedia components and visual displays in presentations when appropriate to enhance the development of main ideas or themes.</p>
<p>Construct informational texts in language arts that: Develop coherence and cohesion throughout text</p>	<p>W.4.2 Write informative /explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>a. Organize information and ideas around a topic to plan and prepare to write.</p>	<p>W.5.2 Write informative /explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>a. Organize information and ideas around</p>



	<p>b. Introduce a topic clearly and group related information in paragraphs and sections; include formatting, illustrations, and multimedia when useful to aiding comprehension.</p> <p>c. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p>d. Link ideas within categories of information using words and phrases.</p> <p>e. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>f. Provide a concluding statement or section related to the information or explanation presented.</p> <p>g. With guidance and support from peers and adults, develop and strengthen writing as needed by revising and editing, with consideration to task, purpose, and audience.</p>	<p>a topic to plan and prepare to write.</p> <p>b. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting, illustrations, and multimedia when useful to aiding comprehension.</p> <p>c. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p>d. Link ideas within and across categories of information using words, phrases, and clauses.</p> <p>e. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>f. Provide a concluding statement or section related to the information or explanation presented.</p> <p>g. With guidance and support from peers and adults, develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, with consideration to task, purpose, and audience.</p>
ELD-LA.4-5.Argue.Interpretive	Grade 4	Grade 5
Interpret language arts arguments by: Identifying main ideas	RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.	RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
Interpret language arts arguments by: Analyzing points of view about the same event or topic	RL.4.6 Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.	RL.5.9 Compare and contrast stories in the same genre on their approaches to similar themes and topics.



	<p>RI.4.6 Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.</p> <p>SL.4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.</p> <ul style="list-style-type: none"> a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. b. Follow agreed-upon rules for discussions and carry out assigned roles. c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others. d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. <p>SL.4.3 Identify the reasons and evidence a speaker provides to support particular points.</p>	<p>RI.5.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</p> <p>SL.5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.</p> <ul style="list-style-type: none"> a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. b. Follow agreed-upon rules for discussions and carry out assigned roles. c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions. <p>SL.5.3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.</p>
<p>Interpret language arts arguments by: Evaluating how details, reasons, and evidence support particular points in a text</p>	<p>RL.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.</p> <p>RL.4.3 Describe in depth a character, setting, or event</p>	<p>RL.5.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects</p>



	<p>in a story or drama, drawing on specific details in the text.</p> <p>RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p> <p>RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.</p> <p>RI.4.8 Explain how an author uses reasons and evidence to support particular points in a text.</p> <p>RI.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.</p> <p>SL.4.3 Identify the reasons and evidence a speaker provides to support particular points.</p>	<p>upon a topic; summarize the text.</p> <p>RL.5.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text.</p> <p>RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p> <p>RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.</p> <p>RI.5.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).</p> <p>RI.5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p> <p>SL.5.3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.</p>
ELD-LA.4-5.Argue.Expressive	Grade 4	Grade 5
Construct language arts arguments that: Introduce and develop a topic clearly; state an opinion	<p>W.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p>a. Organize information and ideas around a topic to plan and prepare to write.</p>	<p>W.5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p>a. Organize information and ideas around a topic to plan and prepare to write.</p>



	<p>b. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.</p> <p>c. Provide reasons that are supported by facts and details.</p> <p>d. Link opinion and reasons using words and phrases.</p> <p>e. Provide a concluding statement or section related to the opinion presented.</p> <p>f. With guidance and support from peers and adults, develop and strengthen writing as needed by revising and editing, with consideration to task, purpose, and audience.</p> <p>L.4.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the 4-5 grammar continuum.</p> <p>L.4.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; demonstrate proficiency within the 4-5 conventions continuum.</p> <p>L.4.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a. Choose words and phrases to convey ideas precisely.</p> <p>b. Choose punctuation for effect.</p> <p>c. Differentiate between contexts that call for formal English and situations where informal discourse is appropriate.</p> <p>L.4.6 Acquire and use accurately grade-appropriate</p>	<p>b. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.</p> <p>c. Provide logically ordered reasons that are supported by facts and details.</p> <p>d. Link opinion and reasons using words, phrases, and clauses.</p> <p>e. Provide a concluding statement or section related to the opinion presented.</p> <p>f. With guidance and support from peers and adults, develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, with consideration to task, purpose, and audience.</p> <p>L.5.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the 4-5 grammar continuum.</p> <p>L.5.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; demonstrate proficiency within the 4-5 conventions continuum.</p> <p>L.5.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.</p> <p>b. Compare and contrast the varieties of English used in stories, dramas, or</p>
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	general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic.	poems. L.5.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.
Construct language arts arguments that: Support opinions with reasons and information	<p>RI.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.</p> <p>W.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <ul style="list-style-type: none"> a. Organize information and ideas around a topic to plan and prepare to write. b. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose. c. Provide reasons that are supported by facts and details. d. Link opinion and reasons using words and phrases. e. Provide a concluding statement or section related to the opinion presented. f. With guidance and support from peers and adults, develop and strengthen writing as needed by revising and editing, with consideration to task, purpose, and audience. <p>W.4.5 Conduct short research projects that build knowledge through investigation of different aspects of a topic.</p>	<p>RI.5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p> <p>W.5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <ul style="list-style-type: none"> a. Organize information and ideas around a topic to plan and prepare to write. b. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose. c. Provide logically ordered reasons that are supported by facts and details. d. Link opinion and reasons using words, phrases, and clauses. e. Provide a concluding statement or section related to the opinion presented. f. With guidance and support from peers and adults, develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, with consideration to task, purpose, and audience. <p>W.5.5 Conduct short research projects that use</p>



	<p>W.4.6 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.</p> <p>SL.4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.</p> <ul style="list-style-type: none"> a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. b. Follow agreed-upon rules for discussions and carry out assigned roles. c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others. d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. <p>SL.4.4 Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; adjust speech as appropriate to formal and informal discourse.</p> <p>L.4.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ul style="list-style-type: none"> a. Choose words and phrases to convey ideas 	<p>several sources to build knowledge through investigation of different aspects of a topic.</p> <p>W.5.6 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work and provide a list of sources.</p> <p>SL.5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.</p> <ul style="list-style-type: none"> a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. b. Follow agreed-upon rules for discussions and carry out assigned roles. c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions. <p>SL.5.4 Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details</p>
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	<p>precisely. b. Choose punctuation for effect. c. Differentiate between contexts that call for formal English and situations where informal discourse is appropriate.</p> <p>L.4.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic.</p>	<p>to support main ideas or themes; adapt speech to a variety of contexts and tasks.</p> <p>L.5.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. b. Compare and contrast the varieties of English used in stories, dramas, or poems.</p> <p>L.5.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.</p>
<p>Construct language arts arguments that: Use a formal style</p>	<p>W.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information. a. Organize information and ideas around a topic to plan and prepare to write. b. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose. c. Provide reasons that are supported by facts and details. d. Link opinion and reasons using words and phrases. e. Provide a concluding statement or section related to the opinion presented. f. With guidance and support from peers and</p>	<p>W.5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information. a. Organize information and ideas around a topic to plan and prepare to write. b. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose. c. Provide logically ordered reasons that are supported by facts and details. d. Link opinion and reasons using words, phrases, and clauses. e. Provide a concluding statement or section related to the opinion presented. f. With guidance and support from peers</p>



	<p>adults, develop and strengthen writing as needed by revising and editing, with consideration to task, purpose, and audience.</p> <p>SL.4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.</p> <ul style="list-style-type: none"> a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. b. Follow agreed-upon rules for discussions and carry out assigned roles. c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others. d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. <p>SL.4.4 Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; adjust speech as appropriate to formal and informal discourse.</p> <p>L.4.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ul style="list-style-type: none"> a. Choose words and phrases to convey ideas precisely. b. Choose punctuation for effect. 	<p>and adults, develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, with consideration to task, purpose, and audience.</p> <p>SL.5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.</p> <ul style="list-style-type: none"> a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. b. Follow agreed-upon rules for discussions and carry out assigned roles. c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions. <p>SL.5.4 Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; adapt speech to a variety of contexts and tasks.</p> <p>L.5.3 Use knowledge of language and its conventions when writing, speaking, reading, or</p>
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	<p>c. Differentiate between contexts that call for formal English and situations where informal discourse is appropriate.</p> <p>L.4.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic.</p>	<p>listening.</p> <p>a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.</p> <p>b. Compare and contrast the varieties of English used in stories, dramas, or poems.</p> <p>L.5.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.</p>
<p>Construct language arts arguments that: Logically connect opinions to appropriate evidence, facts, and details; offer a concluding statement or section</p>	<p>W.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p>a. Organize information and ideas around a topic to plan and prepare to write.</p> <p>b. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.</p> <p>c. Provide reasons that are supported by facts and details.</p> <p>d. Link opinion and reasons using words and phrases.</p> <p>e. Provide a concluding statement or section related to the opinion presented.</p> <p>f. With guidance and support from peers and adults, develop and strengthen writing as needed by revising and editing, with consideration to task, purpose, and audience.</p> <p>SL.4.1 Engage effectively in a range of collaborative</p>	<p>W.5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p>a. Organize information and ideas around a topic to plan and prepare to write.</p> <p>b. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.</p> <p>c. Provide logically ordered reasons that are supported by facts and details.</p> <p>d. Link opinion and reasons using words, phrases, and clauses.</p> <p>e. Provide a concluding statement or section related to the opinion presented.</p> <p>f. With guidance and support from peers and adults, develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, with consideration to task, purpose, and audience.</p>



	<p>discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.</p> <ul style="list-style-type: none"> a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. b. Follow agreed-upon rules for discussions and carry out assigned roles. c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others. d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. <p>SL.4.5 Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.</p>	<p>SL.5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.</p> <ul style="list-style-type: none"> a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. b. Follow agreed-upon rules for discussions and carry out assigned roles. c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions. <p>SL.5.5 Include multimedia components and visual displays in presentations when appropriate to enhance the development of main ideas or themes.</p>
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**ELD Standard 2: Language for Language Arts
Grades 6-8**

ELD-LA.6-8.Narrate. Interpretive	Grade 6	Grade 7	Grade 8
<p>Interpret language arts narratives by: Identifying a theme or central idea that develops over the course of a text</p>	<p>RL.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RL.6.2 Determine a theme of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p> <p>RL.6.5 Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.</p> <p>RL.6.9 Compare and contrast texts in different forms or genres in terms of their approaches to similar themes and topics.</p>	<p>RL.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RL.7.2 Determine a theme of a text and analyze its development over the course of the text; provide an objective summary of the text.</p> <p>RL.7.5 Analyze how a drama's or poem's (or other literary genre's) form or structure contributes to its meaning.</p>	<p>RL.8.1 Cite textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RL.8.2 Determine a theme of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.</p> <p>RL.8.5 Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.</p> <p>RL.8.9 Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works, including describing how the material is rendered new.</p>
<p>Interpret language arts narratives by: Analyzing how character attributes and actions develop in relation to</p>	<p>RL.6.3 Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the</p>	<p>RL.7.3 Analyze how particular elements of a story or drama interact.</p> <p>RL.7.6 Analyze how an author</p>	<p>RL.8.2 Determine a theme of a text and analyze its development over the course of the text, including its relationship to the characters, setting,</p>



events or dialogue	<p>plot moves toward a resolution.</p> <p>RL.6.6 Explain how an author develops the point of view of the narrator or speaker in a text.</p>	<p>develops and contrasts the perspectives of different characters in a text.</p>	<p>and plot; provide an objective summary of the text.</p> <p>RL.8.3 Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.</p> <p>RL.8.6 Analyze how differences in the perspectives of the characters and the audience or reader create such effects as suspense or humor.</p> <p>RL.8.9 Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works, including describing how the material is rendered new.</p>
<p>Interpret language arts narratives by: Evaluating impact of specific word choices about meaning and tone</p>	<p>RL.6.4 Determine the meaning of words and phrases as they are used in a text; analyze the impact of a specific word choice on meaning and tone.</p> <p>L.6.4 Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies: context clues, word parts, word relationships, and reference materials.</p>	<p>RL.7.4 Determine the meaning of words and phrases as they are used in a text; analyze the impact of rhymes and repetitions of sounds on meaning and tone in a specific line or section of a literary work.</p> <p>L.7.4 Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies: context clues, word parts, word relationships, and reference</p>	<p>RL.8.4 Determine the meaning of words and phrases as they are used in a text; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</p> <p>L.8.4 Determine and/or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies: context clues, word parts, word relationships, and reference</p>



	<p>L.6.5 Demonstrate understanding of figurative language and nuances in word meanings.</p> <ul style="list-style-type: none"> a. Interpret figures of speech in context based on grade 6 reading and content. b. Distinguish among the connotations of words with similar denotations. 	<p>materials.</p> <p>L.7.5 Demonstrate understanding of figurative language and nuances in word meanings.</p> <ul style="list-style-type: none"> a. Interpret figures of speech in context based on grade 7 reading and content. b. Distinguish among the connotations of words with similar denotations. 	<p>materials.</p> <p>L.8.5 Demonstrate understanding of figurative language and nuances in word meanings.</p> <ul style="list-style-type: none"> a. Interpret figures of speech in context based on grade 8 reading and content. b. Distinguish among the connotations of words with similar denotations.
ELD-LA.6-8.Narrate. Expressive	Grade 6	Grade 7	Grade 8
<p>Construct language arts narratives that: Orient audience to context and point of view</p>	<p>W.6.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <ul style="list-style-type: none"> a. Organize information and ideas around a topic to plan and prepare to write. b. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. c. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. d. Use a variety of transition 	<p>W.7.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <ul style="list-style-type: none"> a. Organize information and ideas around a topic to plan and prepare to write. b. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. c. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. 	<p>W.8.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <ul style="list-style-type: none"> a. Organize information and ideas around a topic to plan and prepare to write. b. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. c. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.



	<p>words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</p> <p>e. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.</p> <p>f. Provide a conclusion that follows from the narrated experiences or events.</p> <p>g. With some guidance and support from peers and adults, develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, with consideration to task, purpose, and audience.</p> <p>L.6.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the 6-8 grammar continuum.</p> <p>L.6.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; demonstrate proficiency within the 6-8 conventions continuum.</p> <p>L.6.3 Use knowledge of language and its conventions when writing, speaking,</p>	<p>d. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</p> <p>e. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p> <p>f. Provide a conclusion that follows from and reflects on the narrated experiences or events.</p> <p>g. With some guidance and support from peers and adults, develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</p> <p>L.7.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the 6-8 grammar continuum.</p> <p>L.7.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; demonstrate proficiency within the 6-8 conventions continuum.</p>	<p>d. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.</p> <p>e. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p> <p>f. Provide a conclusion that follows from and reflects on the narrated experiences or events.</p> <p>g. With some guidance and support from peers and adults, develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</p> <p>L.8.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the 6-8 grammar continuum.</p> <p>L.8.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; demonstrate</p>
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	<p>reading, or listening.</p> <ul style="list-style-type: none"> a. Vary sentence patterns for meaning, reader/listener interest, and style. b. Maintain consistency in style and tone. <p>L.6.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; develop vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>SL.6.4 Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; adapt speech to a variety of contexts and tasks.</p>	<p>L.7.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ul style="list-style-type: none"> a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. <p>L.7.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; develop vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>SL.7.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; adapt speech to a variety of contexts and tasks.</p>	<p>proficiency within the 6-8 conventions continuum.</p> <p>L.8.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ul style="list-style-type: none"> a. Use verbs in the active or passive voice and in the conditional mood to achieve particular effects. <p>L.8.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; develop vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>SL.8.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; adapt speech to a variety of contexts and tasks.</p>
<p>Construct language arts narratives that: Develop and describe characters and their relationships</p>	<p>W.6.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <ul style="list-style-type: none"> a. Organize information and ideas around a topic to plan and prepare to write. 	<p>W.7.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <ul style="list-style-type: none"> a. Organize information and ideas around a topic to plan and prepare to write. 	<p>W.8.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <ul style="list-style-type: none"> a. Organize information and ideas around a topic to plan and prepare to write.



	<p>b. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</p> <p>c. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</p> <p>d. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</p> <p>e. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.</p> <p>f. Provide a conclusion that follows from the narrated experiences or events.</p> <p>g. With some guidance and support from peers and adults, develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, with consideration to task, purpose, and audience.</p> <p>L.6.1 Demonstrate command of the conventions of standard English grammar and usage when writing or</p>	<p>b. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</p> <p>c. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</p> <p>d. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</p> <p>e. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p> <p>f. Provide a conclusion that follows from and reflects on the narrated experiences or events.</p> <p>g. With some guidance and support from peers and adults, develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</p>	<p>b. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</p> <p>c. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.</p> <p>d. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.</p> <p>e. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p> <p>f. Provide a conclusion that follows from and reflects on the narrated experiences or events.</p> <p>g. With some guidance and support from peers and adults, develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have</p>
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	<p>speaking; demonstrate proficiency within the 6-8 grammar continuum.</p> <p>L.6.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; demonstrate proficiency within the 6-8 conventions continuum.</p> <p>L.6.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ul style="list-style-type: none"> a. Vary sentence patterns for meaning, reader/listener interest, and style. b. Maintain consistency in style and tone. <p>L.6.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; develop vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>SL.6.4 Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; adapt speech to a variety of contexts and tasks.</p> <p>SL.6.5 Include multimedia components</p>	<p>L.7.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the 6-8 grammar continuum.</p> <p>L.7.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; demonstrate proficiency within the 6-8 conventions continuum.</p> <p>L.7.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ul style="list-style-type: none"> a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. <p>L.7.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; develop vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>SL.7.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; adapt speech to a</p>	<p>been addressed.</p> <p>L.8.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the 6-8 grammar continuum.</p> <p>L.8.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; demonstrate proficiency within the 6-8 conventions continuum.</p> <p>L.8.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ul style="list-style-type: none"> a. Use verbs in the active or passive voice and in the conditional mood to achieve particular effects. <p>L.8.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; develop vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>SL.8.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid</p>
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	and visual displays in presentations to clarify information.	variety of contexts and tasks. SL.7.5 Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.	reasoning, and well-chosen details; adapt speech to a variety of contexts and tasks. SL.8.5 Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.
Construct language arts narratives that: Develop story, including themes with complication and resolution, time, and event sequences	W.6.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. a. Organize information and ideas around a topic to plan and prepare to write. b. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. c. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. d. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. e. Use precise words and phrases, relevant descriptive	W.7.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. a. Organize information and ideas around a topic to plan and prepare to write. b. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. c. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. d. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. e. Use precise words and	W.8.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. a. Organize information and ideas around a topic to plan and prepare to write. b. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. c. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters. d. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among



	<p>details, and sensory language to convey experiences and events.</p> <p>f. Provide a conclusion that follows from the narrated experiences or events.</p> <p>g. With some guidance and support from peers and adults, develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, with consideration to task, purpose, and audience.</p> <p>L.6.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the 6-8 grammar continuum.</p> <p>L.6.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; demonstrate proficiency within the 6-8 conventions continuum.</p> <p>L.6.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a. Vary sentence patterns for meaning, reader/listener interest, and style.</p> <p>b. Maintain consistency in style and tone.</p>	<p>phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p> <p>f. Provide a conclusion that follows from and reflects on the narrated experiences or events.</p> <p>g. With some guidance and support from peers and adults, develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</p> <p>L.7.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the 6-8 grammar continuum.</p> <p>L.7.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; demonstrate proficiency within the 6-8 conventions continuum.</p> <p>L.7.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a. Choose language that expresses ideas precisely and</p>	<p>experiences and events.</p> <p>e. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p> <p>f. Provide a conclusion that follows from and reflects on the narrated experiences or events.</p> <p>g. With some guidance and support from peers and adults, develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</p> <p>L.8.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the 6-8 grammar continuum.</p> <p>L.8.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; demonstrate proficiency within the 6-8 conventions continuum.</p> <p>L.8.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p>
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	<p>L.6.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; develop vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>SL.6.4 Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; adapt speech to a variety of contexts and tasks.</p>	<p>concisely, recognizing and eliminating wordiness and redundancy.</p> <p>L.7.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; develop vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>SL.7.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; adapt speech to a variety of contexts and tasks.</p>	<p>a. Use verbs in the active or passive voice and in the conditional mood to achieve particular effects.</p> <p>L.8.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; develop vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>SL.8.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; adapt speech to a variety of contexts and tasks.</p>
Construct language arts narratives that: Engage and adjust for audience	<p>W.6.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>a. Organize information and ideas around a topic to plan and prepare to write.</p> <p>b. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</p>	<p>W.7.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>a. Organize information and ideas around a topic to plan and prepare to write.</p> <p>b. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally</p>	<p>W.8.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>a. Organize information and ideas around a topic to plan and prepare to write.</p> <p>b. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally</p>



	<p>c. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</p> <p>d. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</p> <p>e. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.</p> <p>f. Provide a conclusion that follows from the narrated experiences or events.</p> <p>g. With some guidance and support from peers and adults, develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, with consideration to task, purpose, and audience.</p> <p>L.6.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the 6-8 grammar continuum.</p> <p>L.6.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and</p>	<p>and logically.</p> <p>c. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</p> <p>d. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</p> <p>e. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p> <p>f. Provide a conclusion that follows from and reflects on the narrated experiences or events.</p> <p>g. With some guidance and support from peers and adults, develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</p> <p>L.7.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the 6-8 grammar continuum.</p>	<p>and logically.</p> <p>c. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.</p> <p>d. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.</p> <p>e. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p> <p>f. Provide a conclusion that follows from and reflects on the narrated experiences or events.</p> <p>g. With some guidance and support from peers and adults, develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</p> <p>L.8.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency</p>
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	<p>spelling when writing; demonstrate proficiency within the 6-8 conventions continuum.</p> <p>L.6.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ul style="list-style-type: none"> a. Vary sentence patterns for meaning, reader/listener interest, and style. b. Maintain consistency in style and tone. <p>L.6.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; develop vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>SL.6.4 Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; adapt speech to a variety of contexts and tasks</p>	<p>L.7.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; demonstrate proficiency within the 6-8 conventions continuum.</p> <p>L.7.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ul style="list-style-type: none"> a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. <p>L.7.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; develop vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>SL.7.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; adapt speech to a variety of contexts and tasks.</p>	<p>within the 6-8 grammar continuum.</p> <p>L.8.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; demonstrate proficiency within the 6-8 conventions continuum.</p> <p>L.8.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ul style="list-style-type: none"> a. Use verbs in the active or passive voice and in the conditional mood to achieve particular effects. <p>L.8.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; develop vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>SL.8.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; adapt speech to a variety of contexts and tasks.</p>
ELD-LA.6-8.Inform. Interpretive	Grade 6	Grade 7	Grade 8



<p>Interpret informational texts in language arts by: Identifying and/or summarizing main ideas and their relationship to supporting ideas</p>	<p>RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RI.6.2 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.</p> <p>RI.6.5 Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.</p> <p>RI.6.6 Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.</p> <p>RI.6.8 Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.</p> <p>SL.6.1 Engage effectively in a range of collaborative discussions (one on one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or</p>	<p>RI.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RI.7.2 Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.</p> <p>RI.7.3 Analyze the interactions between individuals, events, and ideas in a text.</p> <p>RI.7.5 Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.</p> <p>RI.7.6 Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.</p> <p>RI.7.8 Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.</p> <p>SL.7.1 Engage effectively in a range of collaborative discussions (one on one,</p>	<p>RI.8.1 Cite textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RI.8.2 Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.</p> <p>RI.8.3 Analyze how a text makes connections among and distinctions between individuals, ideas, or events.</p> <p>RI.8.5 Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.</p> <p>RI.8.6 Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.</p> <p>RI.8.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.</p> <p>SL.8.1 Engage effectively in a range of</p>
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	<p>studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p>b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.</p> <p>c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.</p> <p>d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</p> <p>SL.6.2 Interpret information presented in diverse media and formats and explain how it contributes to a topic, text, or issue under study.</p> <p>SL.6.3 Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.</p>	<p>in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p>a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p>b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.</p> <p>c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.</p> <p>d. Acknowledge new information expressed by others and, when warranted, modify their own views.</p> <p>SL.7.2 Analyze the main ideas and supporting details presented in diverse media and formats and explain how the ideas clarify a topic, text, or issue under study.</p>	<p>collaborative discussions (one on one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p>a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p>b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.</p> <p>c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.</p> <p>d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.</p> <p>SL.8.2 Analyze the purpose of information presented in diverse media and formats and evaluate the motives</p>
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		SL.7.3 Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.	behind its presentation. SL.8.3 Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence, and identifying when irrelevant evidence is introduced.
Interpret informational texts in language arts by: Analyzing observations and descriptions in textual evidence for key attributes, qualities, characteristics, activities, and behaviors	<p>RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RI.6.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.</p> <p>RI.6.5 Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.</p> <p>RI.6.6 Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.</p> <p>RI.6.8 Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.</p> <p>RI.6.9 Compare and contrast one</p>	<p>RI.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RI.7.3 Analyze the interactions between individuals, events, and ideas in a text.</p> <p>RI.7.5 Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.</p> <p>RI.7.6 Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.</p> <p>RI.7.7 Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject.</p> <p>RI.7.8 Trace and evaluate the</p>	<p>RI.8.1 Cite textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RI.8.3 Analyze how a text makes connections among and distinctions between individuals, ideas, or events.</p> <p>RI.8.5 Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.</p> <p>RI.8.6 Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.</p> <p>RI.8.7 Evaluate the advantages and disadvantages of using different mediums to present a particular topic or idea.</p> <p>RI.8.8 Delineate and evaluate the</p>



	<p>author's presentation of events with that of another.</p> <p>SL.6.2 Interpret information presented in diverse media and formats and explain how it contributes to a topic, text, or issue under study.</p> <p>SL.6.3 Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.</p>	<p>argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.</p> <p>RI.7.9 Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.</p> <p>SL.7.2 Analyze the main ideas and supporting details presented in diverse media and formats and explain how the ideas clarify a topic, text, or issue under study.</p> <p>SL.7.3 Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.</p>	<p>argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.</p> <p>RI.8.9 Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.</p> <p>SL.8.2 Analyze the purpose of information presented in diverse media and formats and evaluate the motives behind its presentation.</p> <p>SL.8.3 Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence, and identifying when irrelevant evidence is introduced.</p>
<p>Interpret informational texts in language arts by: Evaluating the impact of author's key word choices over the course of a text</p>	<p>RL.6.4 Determine the meaning of words and phrases as they are used in a text; analyze the impact of a specific word choice on meaning and tone.</p> <p>L.6.5 Demonstrate understanding of figurative language and nuances in word meanings. a. Interpret figures of speech in context based on grade 6</p>	<p>RI.7.4 Determine the meaning of words and phrases as they are used in a text; analyze the impact of a specific word choice on meaning and tone.</p> <p>L.7.5 Demonstrate understanding of figurative language and nuances in word meanings. a. Interpret figures of speech in context based on grade 7</p>	<p>RL.8.4 Determine the meaning of words and phrases as they are used in a text; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</p> <p>L.8.5 Demonstrate understanding of figurative language and nuances in word meanings.</p>



	reading and content. b. Distinguish among the connotations of words with similar denotations.	reading and content. b. Distinguish among the connotations of words with similar denotations.	a. Interpret figures of speech in context based on grade 8 reading and content. b. Distinguish among the connotations of words with similar denotations.
ELD-LA.6-8.Inform. Expressive	Grade 6	Grade 7	Grade 8
Construct informational texts in language arts that: Introduce and define topic and/or entity for audience	W.6.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. a. Organize information and ideas around a topic to plan and prepare to write. b. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting, graphics, and multimedia when useful to aiding comprehension. c. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. d. Use appropriate transitions to clarify the relationships	W.7.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. a. Organize information and ideas around a topic to plan and prepare to write. b. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting, graphics, and multimedia when useful to aiding comprehension. c. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. d. Use appropriate transitions	W.8.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. a. Organize information and ideas around a topic to plan and prepare to write. b. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting, graphics, and multimedia when useful to aiding comprehension. c. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. d. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.



	<p>among ideas and concepts.</p> <p>e. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>f. Establish and maintain a formal style.</p> <p>g. Provide a concluding statement or section that follows from the information or explanation presented.</p> <p>h. With some guidance and support from peers and adults, develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, with consideration to task, purpose, and audience.</p> <p>L.6.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the 6-8 grammar continuum.</p> <p>L.6.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; demonstrate proficiency within the 6-8 conventions continuum.</p> <p>L.6.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p>	<p>to create cohesion and clarify the relationships among ideas and concepts.</p> <p>e. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>f. Establish and maintain a formal style.</p> <p>g. Provide a concluding statement or section that follows from and supports the information or explanation presented.</p> <p>h. With some guidance and support from peers and adults, develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</p> <p>L.7.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the 6-8 grammar continuum.</p> <p>L.7.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; demonstrate proficiency within the 6-8 conventions continuum.</p>	<p>e. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>f. Establish and maintain a formal style.</p> <p>g. Provide a concluding statement or section that follows from and supports the information or explanation presented.</p> <p>h. With some guidance and support from peers and adults, develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</p> <p>L.8.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the 6-8 grammar continuum.</p> <p>L.8.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; demonstrate proficiency within the 6-8 conventions continuum.</p> <p>L.8.3 Use knowledge of language and its conventions when writing, speaking,</p>
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	<p>a. Vary sentence patterns for meaning, reader/listener interest, and style. b. Maintain consistency in style and tone.</p> <p>L.6.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; develop vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>SL.6.4 Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; adapt speech to a variety of contexts and tasks.</p>	<p>L.7.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.</p> <p>L.7.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; develop vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>SL.7.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; adapt speech to a variety of contexts and tasks.</p>	<p>reading, or listening. a. Use verbs in the active or passive voice and in the conditional mood to achieve particular effects.</p> <p>L.8.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; develop vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>SL.8.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; adapt speech to a variety of contexts and tasks.</p>
<p>Construct informational texts in language arts that: Establish objective or neutral stance</p>	<p>RI.6.2 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.</p> <p>W.6.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization,</p>	<p>RL.7.2 Determine a theme of a text and analyze its development over the course of the text; provide an objective summary of the text.</p> <p>W.7.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p>	<p>RI.8.2 Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.</p> <p>W.8.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information</p>



	<p>and analysis of relevant content.</p> <ul style="list-style-type: none"> a. Organize information and ideas around a topic to plan and prepare to write. b. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting, graphics, and multimedia when useful to aiding comprehension. c. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. d. Use appropriate transitions to clarify the relationships among ideas and concepts. e. Use precise language and domain-specific vocabulary to inform about or explain the topic. f. Establish and maintain a formal style. g. Provide a concluding statement or section that follows from the information or explanation presented. h. With some guidance and support from peers and adults, develop and strengthen writing 	<ul style="list-style-type: none"> a. Organize information and ideas around a topic to plan and prepare to write. b. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting, graphics, and multimedia when useful to aiding comprehension. c. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. d. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. e. Use precise language and domain-specific vocabulary to inform about or explain the topic. f. Establish and maintain a formal style. g. Provide a concluding statement or section that follows from and supports the information or explanation presented. h. With some guidance and 	<p>through the selection, organization, and analysis of relevant content.</p> <ul style="list-style-type: none"> a. Organize information and ideas around a topic to plan and prepare to write. b. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting, graphics, and multimedia when useful to aiding comprehension. c. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. d. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. e. Use precise language and domain-specific vocabulary to inform about or explain the topic. f. Establish and maintain a formal style. g. Provide a concluding statement or section that follows from and supports the information or explanation presented. h. With some guidance and support from peers and adults,
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	<p>as needed by revising, editing, rewriting, or trying a new approach, with consideration to task, purpose, and audience.</p> <p>L.6.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the 6-8 grammar continuum.</p> <p>L.6.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; demonstrate proficiency within the 6-8 conventions continuum.</p> <p>L.6.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ul style="list-style-type: none"> a. Vary sentence patterns for meaning, reader/listener interest, and style. b. Maintain consistency in style and tone. <p>L.6.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; develop vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<p>support from peers and adults, develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</p> <p>L.7.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the 6-8 grammar continuum.</p> <p>L.7.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; demonstrate proficiency within the 6-8 conventions continuum.</p> <p>L.7.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ul style="list-style-type: none"> a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. <p>L.7.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; develop vocabulary knowledge when considering a word or</p>	<p>develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</p> <p>L.8.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the 6-8 grammar continuum.</p> <p>L.8.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; demonstrate proficiency within the 6-8 conventions continuum.</p> <p>L.8.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ul style="list-style-type: none"> a. Use verbs in the active or passive voice and in the conditional mood to achieve particular effects. <p>L.8.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; develop vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>
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	<p>SL.6.4 Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; adapt speech to a variety of contexts and tasks</p>	<p>phrase important to comprehension or expression.</p> <p>SL.7.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; adapt speech to a variety of contexts and tasks.</p>	<p>SL.8.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; adapt speech to a variety of contexts and tasks.</p>
<p>Construct informational texts in language arts that: Add precision, details, and clarity about relevant attributes, qualities, characteristics, activities, and behaviors</p>	<p>W.6.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <ul style="list-style-type: none"> a. Organize information and ideas around a topic to plan and prepare to write. b. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting, graphics, and multimedia when useful to aiding comprehension. c. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. d. Use appropriate transitions to clarify the relationships 	<p>W.7.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <ul style="list-style-type: none"> a. Organize information and ideas around a topic to plan and prepare to write. b. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting, graphics, and multimedia when useful to aiding comprehension. c. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. d. Use appropriate transitions 	<p>W.8.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <ul style="list-style-type: none"> a. Organize information and ideas around a topic to plan and prepare to write. b. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting, graphics, and multimedia when useful to aiding comprehension. c. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. d. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.



	<p>among ideas and concepts. e. Use precise language and domain-specific vocabulary to inform about or explain the topic. f. Establish and maintain a formal style. g. Provide a concluding statement or section that follows from the information or explanation presented. h. With some guidance and support from peers and adults, develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, with consideration to task, purpose, and audience.</p> <p>W.6.5 Conduct short research projects to answer a question, drawing on several sources and refocusing the investigation when appropriate.</p> <p>L.6.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the 6-8 grammar continuum.</p> <p>L.6.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; demonstrate proficiency within the 6-8 conventions</p>	<p>to create cohesion and clarify the relationships among ideas and concepts. e. Use precise language and domain-specific vocabulary to inform about or explain the topic. f. Establish and maintain a formal style. g. Provide a concluding statement or section that follows from and supports the information or explanation presented. h. With some guidance and support from peers and adults, develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</p> <p>W.7.5 Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.</p> <p>L.7.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the 6-8 grammar continuum.</p>	<p>e. Use precise language and domain-specific vocabulary to inform about or explain the topic. f. Establish and maintain a formal style. g. Provide a concluding statement or section that follows from and supports the information or explanation presented. h. With some guidance and support from peers and adults, develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</p> <p>W.8.5 Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</p> <p>L.8.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the 6-8 grammar continuum.</p> <p>L.8.2 Demonstrate command of the</p>
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	<p>continuum.</p> <p>L.6.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ul style="list-style-type: none"> a. Vary sentence patterns for meaning, reader/listener interest, and style. b. Maintain consistency in style and tone. <p>L.6.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; develop vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>SL.6.4 Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; adapt speech to a variety of contexts and tasks.</p> <p>SL.6.5 Include multimedia components and visual displays in presentations to clarify information.</p>	<p>L.7.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; demonstrate proficiency within the 6-8 conventions continuum.</p> <p>L.7.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ul style="list-style-type: none"> a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. <p>L.7.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; develop vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>SL.7.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; adapt speech to a variety of contexts and tasks.</p> <p>SL.7.5 Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.</p>	<p>conventions of standard English capitalization, punctuation, and spelling when writing; demonstrate proficiency within the 6-8 conventions continuum.</p> <p>L.8.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ul style="list-style-type: none"> a. Use verbs in the active or passive voice and in the conditional mood to achieve particular effects. <p>L.8.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; develop vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>SL.8.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; adapt speech to a variety of contexts and tasks.</p> <p>SL.8.5 Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.</p>
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<p>Construct informational texts in language arts that: Develop coherence and cohesion throughout text</p>	<p>W.6.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <ul style="list-style-type: none"> a. Organize information and ideas around a topic to plan and prepare to write. b. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting, graphics, and multimedia when useful to aiding comprehension. c. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. d. Use appropriate transitions to clarify the relationships among ideas and concepts. e. Use precise language and domain-specific vocabulary to inform about or explain the topic. f. Establish and maintain a formal style. g. Provide a concluding statement or section that follows from the information or 	<p>W.7.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <ul style="list-style-type: none"> a. Organize information and ideas around a topic to plan and prepare to write. b. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting, graphics, and multimedia when useful to aiding comprehension. c. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. d. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. e. Use precise language and domain-specific vocabulary to inform about or explain the topic. f. Establish and maintain a formal style. g. Provide a concluding 	<p>W.8.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <ul style="list-style-type: none"> a. Organize information and ideas around a topic to plan and prepare to write. b. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting, graphics, and multimedia when useful to aiding comprehension. c. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. d. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. e. Use precise language and domain-specific vocabulary to inform about or explain the topic. f. Establish and maintain a formal style. g. Provide a concluding statement or section that follows from and supports the information or explanation
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	<p>explanation presented. h. With some guidance and support from peers and adults, develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, with consideration to task, purpose, and audience.</p> <p>L.6.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the 6-8 grammar continuum.</p> <p>L.6.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; demonstrate proficiency within the 6-8 conventions continuum.</p> <p>L.6.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Vary sentence patterns for meaning, reader/listener interest, and style. b. Maintain consistency in style and tone.</p> <p>L.6.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; develop vocabulary</p>	<p>statement or section that follows from and supports the information or explanation presented. h. With some guidance and support from peers and adults, develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</p> <p>L.7.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the 6-8 grammar continuum.</p> <p>L.7.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; demonstrate proficiency within the 6-8 conventions continuum.</p> <p>L.7.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.</p>	<p>presented. h. With some guidance and support from peers and adults, develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</p> <p>L.8.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the 6-8 grammar continuum.</p> <p>L.8.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; demonstrate proficiency within the 6-8 conventions continuum.</p> <p>L.8.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Use verbs in the active or passive voice and in the conditional mood to achieve particular effects.</p> <p>L.8.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; develop vocabulary</p>
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	<p>knowledge when considering a word or phrase important to comprehension or expression.</p> <p>SL.6.4 Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; adapt speech to a variety of contexts and tasks</p> <p>SL.6.5 Include multimedia components and visual displays in presentations to clarify information.</p>	<p>L.7.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; develop vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>SL.7.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; adapt speech to a variety of contexts and tasks.</p> <p>SL.7.5 Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.</p>	<p>knowledge when considering a word or phrase important to comprehension or expression.</p> <p>SL.8.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; adapt speech to a variety of contexts and tasks.</p> <p>SL.8.5 Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.</p>
ELD-LA.6-8.Argue. Interpretive	Grade 6	Grade 7	Grade 8
Interpret language arts arguments by: Identifying and summarizing central idea distinct from prior knowledge or opinions	RI.6.2 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.	RI.7.2 Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.	RI.8.2 Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
Interpret language arts arguments by: Analyzing how an author acknowledges and responds to conflicting evidence or viewpoints	<p>RI.6.6 Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.</p> <p>RI.6.8 Trace and evaluate the</p>	RI.7.6 Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.	RI.8.6 Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.



	<p>argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.</p> <p>RI.6.9 Compare and contrast one author’s presentation of events with that of another.</p> <p>SL.6.1 Engage effectively in a range of collaborative discussions (one on one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others’ ideas and expressing their own clearly.</p> <ul style="list-style-type: none"> a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. d. Review the key ideas expressed and demonstrate 	<p>RI.7.8 Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.</p> <p>RI.7.9 Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.</p> <p>SL.7.1 Engage effectively in a range of collaborative discussions (one on one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others’ ideas and expressing their own clearly.</p> <ul style="list-style-type: none"> a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. c. Pose questions that elicit elaboration and respond to others’ questions and 	<p>RI.8.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.</p> <p>RI.8.9 Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.</p> <p>SL.8.1 Engage effectively in a range of collaborative discussions (one on one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others’ ideas and expressing their own clearly.</p> <ul style="list-style-type: none"> a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
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	<p>understanding of multiple perspectives through reflection and paraphrasing.</p> <p>SL.6.3 Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.</p>	<p>comments with relevant observations and ideas that bring the discussion back on topic as needed.</p> <p>d. Acknowledge new information expressed by others and, when warranted, modify their own views.</p> <p>SL.7.3 Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.</p>	<p>c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.</p> <p>d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.</p> <p>SL.8.3 Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence, and identifying when irrelevant evidence is introduced.</p>
<p>Interpret language arts arguments by: Evaluating relevance, sufficiency of evidence, and validity of reasoning that support claim(s)</p>	<p>RI.6.8 Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.</p> <p>W.6.6 Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.</p> <p>SL.6.3 Delineate a speaker's argument</p>	<p>RI.7.8 Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.</p> <p>W.7.6 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p>	<p>RI.8.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.</p> <p>W.8.6 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p>



	and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.	SL.7.3 Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.	SL.8.3 Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence, and identifying when irrelevant evidence is introduced.
ELD-LA.6-8.Argue. Expressive	Grade 6	Grade 7	Grade 8
Construct language arts arguments that: Introduce and develop claim(s) and acknowledge counterclaim(s)	W.6.1 Write arguments to support claims with clear reasons and relevant evidence. <ul style="list-style-type: none"> a. Organize information and ideas around a topic to plan and prepare to write. b. Introduce claim(s) and organize the reasons and evidence clearly. c. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. d. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. e. Establish and maintain a formal style. f. Provide a concluding statement or section that follows from the argument 	W.7.1 Write arguments to support claims with clear reasons and relevant evidence. <ul style="list-style-type: none"> a. Organize information and ideas around a topic to plan and prepare to write. b. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically. c. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. d. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence. e. Establish and maintain a 	W.8.1 Write arguments to support claims with clear reasons and relevant evidence. <ul style="list-style-type: none"> a. Organize information and ideas around a topic to plan and prepare to write. b. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. c. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. d. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.



	<p>presented.</p> <p>g. With some guidance and support from peers and adults, develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, with consideration to task, purpose, and audience.</p> <p>W.6.5 Conduct short research projects to answer a question, drawing on several sources and refocusing the investigation when appropriate.</p> <p>L.6.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the 6-8 grammar continuum.</p> <p>L.6.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; demonstrate proficiency within the 6-8 conventions continuum.</p> <p>L.6.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a. Vary sentence patterns for meaning, reader/listener interest, and style.</p> <p>b. Maintain consistency in style and tone.</p>	<p>formal style.</p> <p>f. Provide a concluding statement or section that follows from and supports the argument presented.</p> <p>g. With some guidance and support from peers and adults, develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</p> <p>W.7.5 Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.</p> <p>L.7.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the 6-8 grammar continuum.</p> <p>L.7.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; demonstrate proficiency within the 6-8 conventions continuum.</p> <p>L.7.3 Use knowledge of language and its conventions when writing, speaking,</p>	<p>e. Establish and maintain a formal style.</p> <p>f. Provide a concluding statement or section that follows from and supports the argument presented.</p> <p>g. With some guidance and support from peers and adults, develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</p> <p>W.8.5 Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</p> <p>L.8.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the 6-8 grammar continuum.</p> <p>L.8.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; demonstrate proficiency within the 6-8 conventions continuum.</p>
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	<p>L.6.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; develop vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>SL.6.4 Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; adapt speech to a variety of contexts and tasks</p> <p>SL.6.5 Include multimedia components and visual displays in presentations to clarify information.</p>	<p>reading, or listening.</p> <p>a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.</p> <p>L.7.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; develop vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>SL.7.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; adapt speech to a variety of contexts and tasks.</p> <p>SL.7.5 Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.</p>	<p>L.8.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a. Use verbs in the active or passive voice and in the conditional mood to achieve particular effects.</p> <p>L.8.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; develop vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>SL.8.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; adapt speech to a variety of contexts and tasks.</p> <p>SL.8.5 Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.</p>
<p>Construct language arts arguments that: Support claims with reasons and evidence that are clear, relevant, and credible</p>	<p>RL.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<p>RL.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<p>RL.8.1 Cite textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p>



	<p>RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>W.6.1 Write arguments to support claims with clear reasons and relevant evidence.</p> <ul style="list-style-type: none"> a. Organize information and ideas around a topic to plan and prepare to write. b. Introduce claim(s) and organize the reasons and evidence clearly. c. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. d. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. e. Establish and maintain a formal style. f. Provide a concluding statement or section that follows from the argument presented. g. With some guidance and support from peers and adults, develop and strengthen writing as needed by revising, editing, rewriting, or trying a new 	<p>RI.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>W.7.1 Write arguments to support claims with clear reasons and relevant evidence.</p> <ul style="list-style-type: none"> a. Organize information and ideas around a topic to plan and prepare to write. b. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically. c. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. d. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence. e. Establish and maintain a formal style. f. Provide a concluding statement or section that follows from and supports the argument presented. g. With some guidance and 	<p>RI.8.1 Cite textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>W.8.1 Write arguments to support claims with clear reasons and relevant evidence.</p> <ul style="list-style-type: none"> a. Organize information and ideas around a topic to plan and prepare to write. b. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. c. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. d. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. e. Establish and maintain a formal style. f. Provide a concluding statement or section that follows from and supports the argument presented.
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	<p>approach, with consideration to task, purpose, and audience.</p> <p>W.6.5 Conduct short research projects to answer a question, drawing on several sources and refocusing the investigation when appropriate.</p> <p>SL.6.4 Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; adapt speech to a variety of contexts and tasks.</p>	<p>support from peers and adults, develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</p> <p>W.7.5 Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.</p> <p>SL.7.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; adapt speech to a variety of contexts and tasks.</p>	<p>g. With some guidance and support from peers and adults, develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</p> <p>W.8.5 Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</p> <p>SL.8.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; adapt speech to a variety of contexts and tasks.</p>
<p>Construct language arts arguments that: Establish and maintain formal style</p>	<p>W.6.1 Write arguments to support claims with clear reasons and relevant evidence.</p> <ul style="list-style-type: none"> a. Organize information and ideas around a topic to plan and prepare to write. b. Introduce claim(s) and organize the reasons and evidence clearly. c. Support claim(s) with clear 	<p>W.7.1 Write arguments to support claims with clear reasons and relevant evidence.</p> <ul style="list-style-type: none"> a. Organize information and ideas around a topic to plan and prepare to write. b. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence 	<p>W.8.1 Write arguments to support claims with clear reasons and relevant evidence.</p> <ul style="list-style-type: none"> a. Organize information and ideas around a topic to plan and prepare to write. b. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize



	<p>reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.</p> <p>d. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.</p> <p>e. Establish and maintain a formal style.</p> <p>f. Provide a concluding statement or section that follows from the argument presented.</p> <p>g. With some guidance and support from peers and adults, develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, with consideration to task, purpose, and audience.</p> <p>L.6.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the 6-8 grammar continuum.</p> <p>L.6.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; demonstrate proficiency within the 6-8 conventions continuum.</p>	<p>logically.</p> <p>c. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</p> <p>d. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.</p> <p>e. Establish and maintain a formal style.</p> <p>f. Provide a concluding statement or section that follows from and supports the argument presented.</p> <p>g. With some guidance and support from peers and adults, develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</p> <p>L.7.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the 6-8 grammar continuum.</p> <p>L.7.2 Demonstrate command of the</p>	<p>the reasons and evidence logically.</p> <p>c. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</p> <p>d. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>e. Establish and maintain a formal style.</p> <p>f. Provide a concluding statement or section that follows from and supports the argument presented.</p> <p>g. With some guidance and support from peers and adults, develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</p> <p>L.8.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the 6-8 grammar continuum.</p>
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	<p>L.6.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ul style="list-style-type: none"> a. Vary sentence patterns for meaning, reader/listener interest, and style. b. Maintain consistency in style and tone. <p>L.6.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; develop vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>SL.6.4 Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; adapt speech to a variety of contexts and tasks.</p>	<p>conventions of standard English capitalization, punctuation, and spelling when writing; demonstrate proficiency within the 6-8 conventions continuum.</p> <p>L.7.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ul style="list-style-type: none"> a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. <p>L.7.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; develop vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>SL.7.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; adapt speech to a variety of contexts and tasks.</p>	<p>L.8.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; demonstrate proficiency within the 6-8 conventions continuum.</p> <p>L.8.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ul style="list-style-type: none"> a. Use verbs in the active or passive voice and in the conditional mood to achieve particular effects. <p>L.8.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; develop vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>SL.8.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; adapt speech to a variety of contexts and tasks.</p>
<p>Construct language arts arguments that: Logically organize claim(s) with clear reasons and relevant</p>	<p>W.6.1 Write arguments to support claims with clear reasons and relevant evidence.</p> <ul style="list-style-type: none"> a. Organize information and 	<p>W.7.1 Write arguments to support claims with clear reasons and relevant evidence.</p> <ul style="list-style-type: none"> a. Organize information and 	<p>W.8.1 Write arguments to support claims with clear reasons and relevant evidence.</p> <ul style="list-style-type: none"> a. Organize information and



evidence; offer a conclusion	<p>ideas around a topic to plan and prepare to write.</p> <p>b. Introduce claim(s) and organize the reasons and evidence clearly.</p> <p>c. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.</p> <p>d. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.</p> <p>e. Establish and maintain a formal style.</p> <p>f. Provide a concluding statement or section that follows from the argument presented.</p> <p>g. With some guidance and support from peers and adults, develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, with consideration to task, purpose, and audience.</p> <p>SL.6.4 Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; adapt speech to a variety of contexts and tasks</p>	<p>ideas around a topic to plan and prepare to write.</p> <p>b. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.</p> <p>c. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</p> <p>d. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.</p> <p>e. Establish and maintain a formal style.</p> <p>f. Provide a concluding statement or section that follows from and supports the argument presented.</p> <p>g. With some guidance and support from peers and adults, develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</p> <p>SL.7.4 Present claims and findings,</p>	<p>ideas around a topic to plan and prepare to write.</p> <p>b. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</p> <p>c. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</p> <p>d. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>e. Establish and maintain a formal style.</p> <p>f. Provide a concluding statement or section that follows from and supports the argument presented.</p> <p>g. With some guidance and support from peers and adults, develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</p>
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	<p>SL.6.5 Include multimedia components and visual displays in presentations to clarify information.</p>	<p>emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; adapt speech to a variety of contexts and tasks.</p> <p>SL.7.5 Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.</p>	<p>SL.8.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; adapt speech to a variety of contexts and tasks.</p> <p>SL.8.5 Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.</p>
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**ELD Standard 2: Language for Language Arts
Grades 9-12**

ELD-LA.9-12.Narrate. Interpretive	Grades 9-10	Grades 11-12
<p>Interpret language arts narratives by: Identifying themes or central ideas that develop over the course of a text</p>	<p>RL.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RL.9-10.2 Determine a theme of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p>RL.9-10.3 Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</p>	<p>RL.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p>RL.11-12.2 Determine two or more themes of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.</p> <p>RL.11-12.3 Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama.</p>
<p>Interpret language arts narratives by: Analyzing how author choices about character attributes and actions relate to story elements (setting, event sequences, and context)</p>	<p>RL.9-10.3 Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</p> <p>RL.9-10.5 Analyze how an author's choices concerning how to structure a text, order events within it, and manipulate time create effects such as mystery, tension, or surprise.</p> <p>RL.9-10.7 Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment.</p> <p>RL.9-10.9 Analyze how an author adopts or adapts</p>	<p>RL.11-12.3 Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama.</p> <p>RL.11-12.5 Analyze how an author's choices concerning how to construct specific parts of a text contribute to its overall structure and meaning as well as its effect on the reader.</p> <p>RL.11-12.7 Analyze multiple interpretations of a story, drama, or poem, evaluating how each version interprets the source text.</p> <p>RL.11-12.9 Analyze how two or more texts from the same period treat similar themes or topics and compare the</p>



	source material in a specific work.	approaches the authors take.
Interpret language arts narratives by: Evaluating the impact of specific word choices on meaning, tone, and explicit vs. implicit points of view	<p>RL.9-10.4 Determine the meaning of words and phrases as they are used in the text; analyze the cumulative impact of specific word choices on meaning and tone.</p> <p>L.9-10.4 Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies: context clues, word parts, word relationships, and reference materials.</p> <p>L.9-10.5 Demonstrate understanding of figurative language and nuances in word meanings.</p> <ul style="list-style-type: none"> a. Interpret figures of speech in context and analyze their role in the text based on grades 9-10 reading and content. b. Analyze nuances in the meaning of words with similar denotations. 	<p>RL.11-12.4 Determine the meaning of words and phrases as they are used in the text; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly engaging.</p> <p>L.11-12.4 Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies: context clues, word parts, word relationships, and reference materials.</p> <p>L.11-12.5 Demonstrate understanding of figurative language and nuances in word meanings.</p> <ul style="list-style-type: none"> a. Interpret figures of speech in context and analyze their role in the text based on grades 11-12 reading and content. b. Analyze nuances in the meaning of words with similar denotations.
ELD-LA.9-12.Narrate. Expressive	Grades 9-10	Grades 11-12
Construct language arts narratives that: Orient audience to context and one or multiple point(s) of view	<p>W.9-10.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <ul style="list-style-type: none"> a. Organize information and ideas around a topic to plan and prepare to write. b. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. 	<p>W.11-12.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <ul style="list-style-type: none"> a. Organize information and ideas around a topic to plan and prepare to write. b. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. c. Use narrative techniques, such as dialogue, pacing,



	<p>c. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</p> <p>d. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.</p> <p>e. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</p> <p>f. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p> <p>g. Develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p>L.9-10.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the 9-12 grammar continuum.</p> <p>L.9-10.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; demonstrate proficiency within the 9-12 conventions continuum.</p> <p>L.9-10.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <p>a. Write and edit work so that it conforms to the guidelines in a style manual appropriate for the</p>	<p>description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</p> <p>d. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome.</p> <p>e. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</p> <p>f. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p> <p>g. Develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p>L.11-12.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the 9-12 grammar continuum.</p> <p>L.11-12.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; demonstrate proficiency within the 9-12 conventions continuum.</p> <p>L.11-12.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <p>a. Vary syntax for effect, consulting references for guidance as needed; apply an understanding of syntax to the study of complex texts when</p>
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	<p>discipline and writing type. b. Use parallel structure.</p> <p>L.9-10.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in developing vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>SL.9-10.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</p>	<p>reading.</p> <p>L.11-12.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in developing vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p>
<p>Construct language arts narratives that: Develop and describe characters and their relationships over a progression of experiences or events</p>	<p>W.9-10.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <ul style="list-style-type: none"> a. Organize information and ideas around a topic to plan and prepare to write. b. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. c. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. d. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. 	<p>W.11-12.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <ul style="list-style-type: none"> a. Organize information and ideas around a topic to plan and prepare to write. b. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. c. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. d. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome. e. Use precise words and phrases, telling details, and



	<p>e. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</p> <p>f. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p> <p>g. Develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p>L.9-10.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the 9-12 grammar continuum.</p> <p>L.9-10.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; demonstrate proficiency within the 9-12 conventions continuum.</p> <p>L.9-10.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <p>a. Write and edit work so that it conforms to the guidelines in a style manual appropriate for the discipline and writing type.</p> <p>b. Use parallel structure.</p> <p>L.9-10.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in</p>	<p>sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</p> <p>f. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p> <p>g. Develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p>L.11-12.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the 9-12 grammar continuum.</p> <p>L.11-12.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; demonstrate proficiency within the 9-12 conventions continuum.</p> <p>L.11-12.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <p>a. Vary syntax for effect, consulting references for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.</p> <p>L.11-12.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in developing vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>
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	<p>developing vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>SL.9-10.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</p> <p>SL.9-10.5 Make strategic use of digital media in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p>	<p>SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p> <p>SL.11-12.5 Make strategic use of digital media in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p>
<p>Construct language arts narratives that: Develop story, advancing the plot and themes with complications and resolutions, time and event sequences</p>	<p>W.9-10.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <ul style="list-style-type: none"> a. Organize information and ideas around a topic to plan and prepare to write. b. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. c. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. d. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. e. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or 	<p>W.11-12.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <ul style="list-style-type: none"> a. Organize information and ideas around a topic to plan and prepare to write. b. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. c. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. d. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome. e. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. f. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over



	<p>characters.</p> <p>f. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p> <p>g. Develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p>L.9-10.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the 9-12 grammar continuum.</p> <p>L.9-10.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; demonstrate proficiency within the 9-12 conventions continuum.</p> <p>L.9-10.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <p>a. Write and edit work so that it conforms to the guidelines in a style manual appropriate for the discipline and writing type.</p> <p>b. Use parallel structure.</p> <p>L.9-10.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in developing vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<p>the course of the narrative.</p> <p>g. Develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p>L.11-12.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the 9-12 grammar continuum.</p> <p>L.11-12.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; demonstrate proficiency within the 9-12 conventions continuum.</p> <p>L.11-12.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <p>a. Vary syntax for effect, consulting references for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.</p> <p>L.11-12.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in developing vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning,</p>
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	<p>SL.9-10.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</p>	<p>alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p>
<p>Construct language arts narratives that: Engage and adjust for audience</p>	<p>W.9-10.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <ul style="list-style-type: none"> a. Organize information and ideas around a topic to plan and prepare to write. b. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. c. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. d. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. e. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. f. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. g. Develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, focusing on addressing what is most 	<p>W.11-12.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <ul style="list-style-type: none"> a. Organize information and ideas around a topic to plan and prepare to write. b. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. c. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. d. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome. e. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. f. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. g. Develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. <p>L.11-12.1 Demonstrate command of the conventions of</p>



	<p>significant for a specific purpose and audience.</p> <p>L.9-10.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the 9-12 grammar continuum.</p> <p>L.9-10.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; demonstrate proficiency within the 9-12 conventions continuum.</p> <p>L.9-10.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <ul style="list-style-type: none"> a. Write and edit work so that it conforms to the guidelines in a style manual appropriate for the discipline and writing type. b. Use parallel structure. <p>L.9-10.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in developing vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>SL.9-10.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</p>	<p>standard English grammar and usage when writing or speaking; demonstrate proficiency within the 9-12 grammar continuum.</p> <p>L.11-12.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; demonstrate proficiency within the 9-12 conventions continuum.</p> <p>L.11-12.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <ul style="list-style-type: none"> a. Vary syntax for effect, consulting references for guidance as needed; apply an understanding of syntax to the study of complex texts when reading. <p>L.11-12.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in developing vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p>
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ELD-LA.9-12.Inform. Interpretive	Grades 9-10	Grades 11-12
<p>Interpret informational texts in language arts by: Identifying and/or summarizing central ideas</p>	<p>RI.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RI.9-10.2 Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p>RI.9-10.3 Analyze how the author unfolds an analysis or series of ideas or events including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.</p> <p>RI.9-10.5 Analyze how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.</p> <p>RI.9-10.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.</p> <p>SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <p style="padding-left: 40px;">a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue</p>	<p>RI.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p>RI.11-12.2 Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.</p> <p>RI.11-12.3 Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.</p> <p>RI.11-12.5 Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.</p> <p>RI.11-12.8 Delineate and evaluate the reasoning in influential U.S. and/or British texts, including the premises, purposes, and arguments in works of public advocacy.</p> <p>SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <p style="padding-left: 40px;">a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence</p>



	<p>to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>b. Work with peers to set rules for collegial discussions and decision-making, clear goals and deadlines, and individual roles as needed.</p> <p>c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</p> <p>d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</p> <p>SL.9-10.2 Integrate multiple sources of information presented in diverse media or formats, evaluating the credibility and accuracy of each source.</p> <p>SL.9-10.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.</p>	<p>from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.</p> <p>c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</p> <p>d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</p> <p>SL.11-12.2 Integrate multiple sources of information presented in diverse formats and media in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p> <p>SL.11-12.3 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.</p>
<p>Interpret informational texts in language arts by: Analyzing descriptions and inferences in textual evidence for key attributes,</p>	<p>RI.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RI.9-10.3 Analyze how the author unfolds an analysis or</p>	<p>RI.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p>



<p>qualities, characteristics, activities, and conceptual relationships</p>	<p>series of ideas or events including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.</p> <p>RI.9-10.5 Analyze how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.</p> <p>RI.9-10.6 Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.</p> <p>RI.9-10.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.</p> <p>RI.9-10.9 Analyze influential documents of historical and literary significance, including how they address related themes and concepts.</p> <p>SL.9-10.3 Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.</p>	<p>RI.11-12.3 Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.</p> <p>RI.11-12.5 Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.</p> <p>RI.11-12.6 Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, and/or persuasiveness of the text.</p> <p>RI.11-12.8 Delineate and evaluate the reasoning in influential U.S. and/or British texts, including the premises, purposes, and arguments in works of public advocacy.</p> <p>RI.11-12.9 Analyze foundational U.S. and/or British documents of historical and literary significance for their themes, purposes, and rhetorical features.</p> <p>SL.11-12.3 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.</p>
<p>Interpret informational texts in language arts by: Evaluating cumulative impact and refinement of author’s key word choices over the course of text</p>	<p>RI.9-10.4 Determine the meaning of words and phrases as they are used in a text; analyze the cumulative impact of specific word choices on meaning and tone.</p> <p>L.9-10.5 Demonstrate understanding of figurative language and nuances in word meanings. a. Interpret figures of speech in context and analyze their role in the text based on grades 9-10</p>	<p>RI.11-12.4 Determine the meaning of words and phrases as they are used in a text; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.</p> <p>L.11-12.5 Demonstrate understanding of figurative language and nuances in word meanings. a. Interpret figures of speech in context and analyze</p>



	<p>reading and content.</p> <p>b. Analyze nuances in the meaning of words with similar denotations.</p>	<p>their role in the text based on grades 11-12 reading and content.</p> <p>b. Analyze nuances in the meaning of words with similar denotations.</p>
ELD-LA.9-12.Inform. Expressive	Grades 9-10	Grades 11-12
<p>Construct informational texts in language arts that:</p> <p>Introduce and define topic and/or entity for audience</p>	<p>W.9-10.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <ul style="list-style-type: none"> a. Organize information and ideas around a topic to plan and prepare to write. b. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting, graphics, and multimedia when useful to aiding comprehension. c. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. d. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. e. Use precise language and domain-specific vocabulary to manage the complexity of the topic. f. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. g. Provide a concluding statement or section that 	<p>W.11-12.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <ul style="list-style-type: none"> a. Organize information and ideas around a topic to plan and prepare to write. b. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting, graphics, and multimedia when useful to aiding comprehension. c. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. d. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. e. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. f. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. g. Provide a concluding statement or section that



	<p>follows from and supports the information or explanation presented.</p> <p>h. Develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p>L.9-10.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the 9-12 grammar continuum.</p> <p>L.9-10.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; demonstrate proficiency within the 9-12 conventions continuum.</p> <p>L.9-10.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <p>a. Write and edit work so that it conforms to the guidelines in a style manual appropriate for the discipline and writing type.</p> <p>b. Use parallel structure.</p> <p>L.9-10.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in developing vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>SL.9-10.4 Present information, findings, and supporting</p>	<p>follows from and supports the information or explanation presented.</p> <p>h. Develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p>L.11-12.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the 9-12 grammar continuum.</p> <p>L.11-12.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; demonstrate proficiency within the 9-12 conventions continuum.</p> <p>L.11-12.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <p>a. Vary syntax for effect, consulting references for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.</p> <p>L.11-12.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in developing vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such</p>
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	evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.	that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
Construct informational texts in language arts that: Establish an objective or neutral stance	<p>RI.9-10.2 Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p>W.9-10.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <ul style="list-style-type: none"> a. Organize information and ideas around a topic to plan and prepare to write. b. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting, graphics, and multimedia when useful to aiding comprehension. c. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. d. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. e. Use precise language and domain-specific vocabulary to manage the complexity of the topic. f. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are 	<p>RI.11-12.2 Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.</p> <p>W.11-12.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <ul style="list-style-type: none"> a. Organize information and ideas around a topic to plan and prepare to write. b. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting, graphics, and multimedia when useful to aiding comprehension. c. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. d. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. e. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. f. Establish and maintain a formal style and objective



	<p>writing.</p> <p>g. Provide a concluding statement or section that follows from and supports the information or explanation presented.</p> <p>h. Develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p>L.9-10.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the 9-12 grammar continuum.</p> <p>L.9-10.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; demonstrate proficiency within the 9-12 conventions continuum.</p> <p>L.9-10.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <p>a. Write and edit work so that it conforms to the guidelines in a style manual appropriate for the discipline and writing type.</p> <p>b. Use parallel structure.</p> <p>L.9-10.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in developing vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<p>tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>g. Provide a concluding statement or section that follows from and supports the information or explanation presented.</p> <p>h. Develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p>L.11-12.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the 9-12 grammar continuum.</p> <p>L.11-12.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; demonstrate proficiency within the 9-12 conventions continuum.</p> <p>L.11-12.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <p>a. Vary syntax for effect, consulting references for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.</p> <p>L.11-12.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in developing vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>
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	<p>SL.9-10.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</p>	<p>SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p>
<p>Construct informational texts in language arts that: Add precision, details, and clarity about complex attributes, qualities, characteristics, activities, and conceptual relationships</p>	<p>RI.9-10.2 Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p>W.9-10.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <ul style="list-style-type: none"> a. Organize information and ideas around a topic to plan and prepare to write. b. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting, graphics, and multimedia when useful to aiding comprehension. c. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. d. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. e. Use precise language and domain-specific vocabulary to manage the complexity of the topic. 	<p>W.11-12.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <ul style="list-style-type: none"> a. Organize information and ideas around a topic to plan and prepare to write. b. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting, graphics, and multimedia when useful to aiding comprehension. c. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. d. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. e. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. f. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. g. Provide a concluding statement or section that



	<p>f. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>g. Provide a concluding statement or section that follows from and supports the information or explanation presented.</p> <p>h. Develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p>L.9-10.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the 9-12 grammar continuum.</p> <p>L.9-10.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; demonstrate proficiency within the 9-12 conventions continuum.</p> <p>L.9-10.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <p>a. Write and edit work so that it conforms to the guidelines in a style manual appropriate for the discipline and writing type.</p> <p>b. Use parallel structure.</p> <p>L.9-10.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in</p>	<p>follows from and supports the information or explanation presented.</p> <p>h. Develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p>L.11-12.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the 9-12 grammar continuum.</p> <p>L.11-12.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; demonstrate proficiency within the 9-12 conventions continuum.</p> <p>L.11-12.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <p>a. Vary syntax for effect, consulting references for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.</p> <p>L.11-12.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in developing vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such</p>
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	<p>developing vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>SL.9-10.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</p> <p>SL.9-10.5 Make strategic use of digital media in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p>	<p>that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p> <p>SL.11-12.5 Make strategic use of digital media in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p>
<p>Construct informational texts in language arts that: Develop coherence and cohesion throughout text</p>	<p>W.9-10.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <ul style="list-style-type: none"> a. Organize information and ideas around a topic to plan and prepare to write. b. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting, graphics, and multimedia when useful to aiding comprehension. c. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. d. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. e. Use precise language and domain-specific 	<p>W.11-12.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <ul style="list-style-type: none"> a. Organize information and ideas around a topic to plan and prepare to write. b. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting, graphics, and multimedia when useful to aiding comprehension. c. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. d. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. e. Use precise language, domain-specific vocabulary,



	<p>vocabulary to manage the complexity of the topic.</p> <p>f. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>g. Provide a concluding statement or section that follows from and supports the information or explanation presented.</p> <p>h. Develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p>L.9-10.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the 9-12 grammar continuum.</p> <p>L.9-10.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; demonstrate proficiency within the 9-12 conventions continuum.</p> <p>L.9-10.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <p>a. Write and edit work so that it conforms to the guidelines in a style manual appropriate for the discipline and writing type.</p> <p>b. Use parallel structure.</p> <p>L.9-10.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college</p>	<p>and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</p> <p>f. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>g. Provide a concluding statement or section that follows from and supports the information or explanation presented.</p> <p>h. Develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p>L.11-12.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the 9-12 grammar continuum.</p> <p>L.11-12.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; demonstrate proficiency within the 9-12 conventions continuum.</p> <p>L.11-12.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <p>a. Vary syntax for effect, consulting references for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.</p> <p>L.11-12.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career</p>
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	<p>and career readiness level; demonstrate independence in developing vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>SL.9-10.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</p> <p>SL.9-10.5 Make strategic use of digital media in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p>	<p>readiness level; demonstrate independence in developing vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p> <p>SL.11-12.5 Make strategic use of digital media in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p>
ELD-LA.9-12.Argue. Interpretive	Grades 9-10	Grades 11-12
<p>Interpret language arts arguments by: Identifying and summarizing central ideas of primary or secondary sources</p>	<p>RI.9-10.2 Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p>W.9-10.5 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.</p> <p>W.9-10.6 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of</p>	<p>RI.11-12.2 Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.</p> <p>W.11-12.5 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.</p> <p>W.11-12.6 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and</p>



	<p>ideas, avoiding plagiarism and following a standard format for citation.</p> <p>SL.9-10.2 Integrate multiple sources of information presented in diverse media or formats, evaluating the credibility and accuracy of each source.</p>	<p>audience; 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.</p> <p>SL.11-12.2 Integrate multiple sources of information presented in diverse formats and media in order to make informed decisions and solve problems evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p>
<p>Interpret language arts arguments by: Analyzing use of rhetoric and details to advance point of view or purpose</p>	<p>RI.9-10.6 Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.</p> <p>RI.9-10.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.</p> <p>RI.9-10.9 Analyze influential documents of historical and literary significance, including how they address related themes and concepts.</p> <p>SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p>	<p>RI.11-12.6 Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, and/or persuasiveness of the text.</p> <p>RI.11-12.8 Delineate and evaluate the reasoning in influential U.S. and/or British texts, including the premises, purposes, and arguments in works of public advocacy.</p> <p>RI.11-12.9 Analyze foundational U.S. and/or British documents of historical and literary significance for their themes, purposes, and rhetorical features.</p> <p>SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p>



	<p>b. Work with peers to set rules for collegial discussions and decision-making, clear goals and deadlines, and individual roles as needed.</p> <p>c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</p> <p>d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</p> <p>SL.9-10.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.</p>	<p>b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.</p> <p>c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</p> <p>d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</p> <p>SL.11-12.3 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.</p>
<p>Interpret language arts arguments by: Evaluating and corroborating relevance and sufficiency of evidence as well as validity of reasoning to support claims</p>	<p>RI.9-10.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.</p> <p>W.9-10.6 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p>	<p>RI.11-12.8 Delineate and evaluate the reasoning in influential U.S. and/or British texts, including the premises, purposes, and arguments in works of public advocacy.</p> <p>W.11-12.6 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; 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.</p> <p>SL.11-12.3 Evaluate a speaker's point of view, reasoning,</p>



	SL.9-10.3 Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.	and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
ELD-LA.9-12.Argue. Expressive	Grades 9-10	Grades 11-12
Construct language arts arguments that: Introduce and develop precise claims and address counterclaims	<p>W.9-10.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <ul style="list-style-type: none"> a. Organize information and ideas around a topic to plan and prepare to write. b. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. c. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns. d. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. f. Provide a concluding statement or section that follows from and supports the argument presented. 	<p>W.11-12.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <ul style="list-style-type: none"> a. Organize information and ideas around a topic to plan and prepare to write. b. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. c. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases. d. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. f. Provide a concluding statement or section that follows from and supports the argument presented. g. Develop and strengthen writing as needed by



	<p>g. Develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p>L.9-10.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the 9-12 grammar continuum.</p> <p>L.9-10.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; demonstrate proficiency within the 9-12 conventions continuum.</p> <p>L.9-10.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <ul style="list-style-type: none"> a. Write and edit work so that it conforms to the guidelines in a style manual appropriate for the discipline and writing type. b. Use parallel structure. <p>L.9-10.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in developing vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>SL.9-10.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the</p>	<p>revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p>L.11-12.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the 9-12 grammar continuum.</p> <p>L.11-12.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; demonstrate proficiency within the 9-12 conventions continuum.</p> <p>L.11-12.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <ul style="list-style-type: none"> a. Vary syntax for effect, consulting references for guidance as needed; apply an understanding of syntax to the study of complex texts when reading. <p>L.11-12.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in developing vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to</p>
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	<p>organization, development, substance, and style are appropriate to purpose, audience, and task.</p> <p>SL.9-10.5 Make strategic use of digital media in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p>	<p>purpose, audience, and a range of formal and informal tasks.</p> <p>SL.11-12.5 Make strategic use of digital media in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p>
<p>Construct language arts arguments that: Support claims and refute counterclaims with valid reasoning and relevant and sufficient evidence</p>	<p>W.9-10.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <ul style="list-style-type: none"> a. Organize information and ideas around a topic to plan and prepare to write. b. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. c. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns. d. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. f. Provide a concluding statement or section that follows from and supports the argument presented. g. Develop and strengthen writing as needed by 	<p>W.11-12.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <ul style="list-style-type: none"> a. Organize information and ideas around a topic to plan and prepare to write. b. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. c. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases. d. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. f. Provide a concluding statement or section that follows from and supports the argument presented. g. Develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach,



	<p>revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p>L.9-10.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the 9-12 grammar continuum.</p> <p>L.9-10.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; demonstrate proficiency within the 9-12 conventions continuum.</p> <p>L.9-10.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <ul style="list-style-type: none"> a. Write and edit work so that it conforms to the guidelines in a style manual appropriate for the discipline and writing type. b. Use parallel structure. <p>L.9-10.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in developing vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>SL.9-10.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are</p>	<p>focusing on addressing what is most significant for a specific purpose and audience.</p> <p>L.11-12.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the 9-12 grammar continuum.</p> <p>L.11-12.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; demonstrate proficiency within the 9-12 conventions continuum.</p> <p>L.11-12.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <ul style="list-style-type: none"> a. Vary syntax for effect, consulting references for guidance as needed; apply an understanding of syntax to the study of complex texts when reading. <p>L.11-12.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in developing vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p>
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	<p>appropriate to purpose, audience, and task.</p> <p>SL.9-10.5 Make strategic use of digital media in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p>	<p>SL.11-12.5 Make strategic use of digital media in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p>
<p>Construct language arts arguments that: Establish and maintain a formal style and objective tone</p>	<p>W.9-10.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <ul style="list-style-type: none"> a. Organize information and ideas around a topic to plan and prepare to write. b. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. c. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns. d. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. f. Provide a concluding statement or section that follows from and supports the argument presented. g. Develop and strengthen writing as needed by revising, editing, rewriting, or trying a new 	<p>W.11-12.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <ul style="list-style-type: none"> a. Organize information and ideas around a topic to plan and prepare to write. b. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. c. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases. d. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. f. Provide a concluding statement or section that follows from and supports the argument presented. g. Develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a



	<p>approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p>L.9-10.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the 9-12 grammar continuum.</p> <p>L.9-10.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; demonstrate proficiency within the 9-12 conventions continuum.</p> <p>L.9-10.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <ul style="list-style-type: none"> a. Write and edit work so that it conforms to the guidelines in a style manual appropriate for the discipline and writing type. b. Use parallel structure. <p>L.9-10.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in developing vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>SL.9-10.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</p>	<p>specific purpose and audience.</p> <p>L.11-12.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the 9-12 grammar continuum.</p> <p>L.11-12.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; demonstrate proficiency within the 9-12 conventions continuum.</p> <p>L.11-12.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <ul style="list-style-type: none"> a. Vary syntax for effect, consulting references for guidance as needed; apply an understanding of syntax to the study of complex texts when reading. <p>L.11-12.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in developing vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p>
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<p>Construct language arts arguments that: Logically organize claims, counterclaims, reasons, and evidence; offer a conclusion with recommendations</p>	<p>W.9-10.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <ul style="list-style-type: none"> a. Organize information and ideas around a topic to plan and prepare to write. b. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. c. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns. d. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. f. Provide a concluding statement or section that follows from and supports the argument presented. g. Develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. <p>L.9-10.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the 9-12</p>	<p>W.11-12.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <ul style="list-style-type: none"> a. Organize information and ideas around a topic to plan and prepare to write. b. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. c. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases. d. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. f. Provide a concluding statement or section that follows from and supports the argument presented. g. Develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. <p>L.11-12.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the 9-12 grammar continuum.</p>
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	<p>grammar continuum.</p> <p>L.9-10.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; demonstrate proficiency within the 9-12 conventions continuum.</p> <p>L.9-10.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <ul style="list-style-type: none"> a. Write and edit work so that it conforms to the guidelines in a style manual appropriate for the discipline and writing type. b. Use parallel structure. <p>L.9-10.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in developing vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>SL.9-10.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</p> <p>SL.9-10.5 Make strategic use of digital media in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p>	<p>L.11-12.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; demonstrate proficiency within the 9-12 conventions continuum.</p> <p>L.11-12.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <ul style="list-style-type: none"> a. Vary syntax for effect, consulting references for guidance as needed; apply an understanding of syntax to the study of complex texts when reading. <p>L.11-12.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in developing vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p> <p>SL.11-12.5 Make strategic use of digital media in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p>
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Works Cited

WIDA. *WIDA English Language Development Standards Framework, 2020 Edition: Kindergarten–Grade 12*. Board of Regents of the University of Wisconsin System, 2020.

