

**CRAWFORDSVILLE COMMUNITY SCHOOL CORPORATION**

**GRADE LEVEL: 9-12**

**SUBJECT: ENGLISH AS A NEW LANGUAGE II**

**DATE: 2019-2020**

**GRADING PERIOD: QUARTER 1**

**MASTER COPY 5/20/2020**

CONTENT	STANDARD	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<b>READING: LITERATURE</b>					
<b>Key Ideas and Textual Support</b> <ul style="list-style-type: none"> <li>Textual evidence</li> <li>Inferences</li> <li>Interpretations</li> </ul>	<b>9-10.RL.2.1:</b> Cite strong and thorough textual evidence to support analysis of what a text says explicitly as well as inferences and interpretations drawn from the text.	<ul style="list-style-type: none"> <li>Cite textual evidence to support what the text says.</li> <li>Identify inferences and interpretations from the text.</li> </ul>	<ul style="list-style-type: none"> <li>Graphic organizer</li> <li>Journal</li> <li>Paragraph</li> </ul>	<ul style="list-style-type: none"> <li>cite</li> <li>evidence</li> <li>text</li> </ul>	CRITICAL
<ul style="list-style-type: none"> <li>Themes/Central Idea</li> </ul>	<b>9-10.RL.2.2:</b> Analyze in detail the development of two or more themes or central ideas over the course of a work of literature, including how they emerge and are shaped and refined by specific details.	<ul style="list-style-type: none"> <li>Identify two or more themes/central ideas in a text.</li> </ul>	<ul style="list-style-type: none"> <li>Discussion</li> <li>Teacher observation</li> <li>Essay</li> </ul>	<ul style="list-style-type: none"> <li>theme</li> <li>central idea</li> </ul>	CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<b>READING: LITERATURE</b>					
<b>Key Ideas and Textual Support</b> <ul style="list-style-type: none"> <li>• Dynamic characters</li> <li>• Multiple/ Conflicting motivations</li> <li>• Plot</li> <li>• Theme</li> </ul>	<b>9-10.RL.2.3:</b> Analyze how dynamic characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.	<ul style="list-style-type: none"> <li>• Describe how characters change throughout the story.</li> <li>• Explain how characters interact with other characters.</li> <li>• Describe how characters advance the plot or develop the story's theme.</li> </ul>	<ul style="list-style-type: none"> <li>• Graphic organizer</li> <li>• Discussion</li> <li>• Essay</li> </ul>	<ul style="list-style-type: none"> <li>• Character-ization</li> <li>• Plot</li> <li>• Characters</li> </ul>	CRITICAL
<b>Structural Elements and Organization</b> <ul style="list-style-type: none"> <li>• Effects: suspense or humor</li> <li>• Points of view of characters</li> <li>• Points of view of reader</li> <li>• Dramatic Irony</li> </ul>	<b>9-10.RL.3.2:</b> Analyze how the author creates such effects as suspense or humor through differences in the points of view of the characters and the reader (e.g., created through the use of dramatic irony).	<ul style="list-style-type: none"> <li>• Identify the author's use of suspense or humor through what the characters think, say, and do.</li> </ul>	<ul style="list-style-type: none"> <li>• Graphic organizer</li> <li>• Discussion</li> <li>• Essay</li> </ul>	<ul style="list-style-type: none"> <li>• Tone</li> <li>• Mood</li> <li>• Irony</li> </ul>	CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<b>READING: NONFICTION</b>					
<b>Key Ideas and Textual Support</b> <ul style="list-style-type: none"> <li>Textual evidence</li> <li>Inferences</li> <li>Interpretations</li> </ul>	<b>9-10.RN.2.1:</b> Cite strong and thorough textual evidence to support analysis of what a text says explicitly as well as inferences and interpretations drawn from the text.	<ul style="list-style-type: none"> <li>Cite textual evidence to support what the text says.</li> <li>Draw inferences and interpretations from the text.</li> </ul>	<ul style="list-style-type: none"> <li>Journal</li> <li>Discussion</li> <li>Teacher observation</li> </ul>	<ul style="list-style-type: none"> <li>Cite</li> <li>Text</li> </ul>	CRITICAL
<ul style="list-style-type: none"> <li>Central ideas</li> </ul>	<b>9-10.RN.2.2:</b> Analyze in detail the development of two or more central ideas over the course of a text, including how they interact and build on one another to provide a complex analysis.	<ul style="list-style-type: none"> <li>Identify two or more central ideas in a text.</li> </ul>	<ul style="list-style-type: none"> <li>Journal</li> <li>Paragraph Response</li> <li>Quiz</li> </ul>	<ul style="list-style-type: none"> <li>Central ideas</li> <li>Main ideas</li> </ul>	CRITICAL
<b>Key Ideas and Textual Support</b> <ul style="list-style-type: none"> <li>Author</li> <li>Series of ideas/events</li> </ul>	<b>9-10.RN.2.3:</b> 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.	Identify and explain the process an author uses to build an argument. <ul style="list-style-type: none"> <li>the order the points are made.</li> <li>how the points are introduced and developed.</li> <li>how the points connect.</li> </ul>	<ul style="list-style-type: none"> <li>Graphic organizer</li> <li>Timeline</li> <li>Discussion</li> </ul>	Ordering: <ul style="list-style-type: none"> <li>Chrono- logical</li> <li>Logical</li> <li>Spatial</li> <li>Introduction, body, and conclusion</li> <li>Transitional words</li> </ul>	CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<b>READING: NON-FICTION</b>					
<b>Structural Elements and Organization</b> <ul style="list-style-type: none"> <li>• Author's ideas/claims</li> <li>• Sentences</li> <li>• Paragraph(s)</li> </ul>	<b>9-10.RN.3.2:</b> Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.	<ul style="list-style-type: none"> <li>• Identify an author's word choice and text structure.</li> <li>• Explain how they develop an author's ideas or claims.</li> </ul>	<ul style="list-style-type: none"> <li>• Journal</li> <li>• Paragraph response</li> <li>• Essay</li> <li>• Quiz</li> </ul>	<ul style="list-style-type: none"> <li>• Author</li> <li>• Sentence</li> <li>• Paragraph</li> </ul>	CRITICAL
<b>Structural Elements and Organization</b> <ul style="list-style-type: none"> <li>• Author's perspective/purpose</li> <li>• Rhetoric</li> </ul>	<b>9-10.RN.3.3:</b> Determine an author's perspective or purpose in a text, and analyze how an author uses rhetoric to advance that perspective or purpose.	<ul style="list-style-type: none"> <li>• Identify the author's purpose in a text by listing the author's arguments/evidence.</li> </ul>	<ul style="list-style-type: none"> <li>• Graphic organizer</li> </ul>	<ul style="list-style-type: none"> <li>• Rhetoric</li> <li>• Purpose</li> <li>• Perspective</li> <li>• Argument</li> <li>• Evidence</li> </ul>	CRITICAL
<b>Synthesis and Connection of Ideas</b> <ul style="list-style-type: none"> <li>• Argument</li> <li>• Reasoning</li> <li>• Evidence</li> <li>• False statements</li> <li>• Fallacious reasoning</li> </ul>	<b>9-10.RN.4.1:</b> 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.	<ul style="list-style-type: none"> <li>• Identify the author's argument.</li> <li>• Determine whether or not the evidence is valid and supports the author's argument.</li> </ul>	<ul style="list-style-type: none"> <li>• Journal</li> <li>• Discussion</li> <li>• Teacher observation</li> </ul>	<ul style="list-style-type: none"> <li>• Author's argument</li> <li>• Fallacies</li> </ul>	CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<b>READING: VOCABULARY</b>					
<b>Vocabulary Building</b> <ul style="list-style-type: none"> <li>Context</li> </ul>	<b>9-10.RV.2.1:</b> Use context to determine or clarify the meaning of words and phrases. Identify different types of context clues.	<ul style="list-style-type: none"> <li>Identify different types of context clues.</li> <li>Identify the meanings of words and phrases using context clues.</li> </ul>	<ul style="list-style-type: none"> <li>Discussion</li> <li>Journal</li> <li>Teacher observation</li> </ul>	Context Clues: <ul style="list-style-type: none"> <li>stems</li> <li>antonym</li> <li>synonym</li> <li>examples</li> <li>definition</li> </ul>	CRITICAL
<b>Vocabulary in Literature and Nonfiction Texts</b> <ul style="list-style-type: none"> <li>Figurative language</li> <li>Connotative words</li> <li>Word choice</li> <li>Tone</li> <li>Multiple meanings</li> </ul>	<b>9-10.RV.3.1:</b> Analyze the meaning of words and phrases as they are used in works of literature, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings.	<ul style="list-style-type: none"> <li>Identify figurative language.</li> <li>Identify connotative words.</li> <li>Connect and explain how the author's word choice influences the meaning and tone of the text.</li> </ul>	<ul style="list-style-type: none"> <li>Journal</li> <li>Discussion</li> <li>Paragraph response</li> </ul>	<ul style="list-style-type: none"> <li>Figurative language:               <ul style="list-style-type: none"> <li>-Metaphor</li> <li>-Similes</li> <li>-Personification</li> <li>-Hyperbole</li> <li>-Euphemisms</li> <li>-Pun</li> </ul> </li> <li>Connotative Words</li> <li>Tone</li> </ul>	CRITICAL

CONTENT	STANDARD INDICATOR	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<b>READING: VOCABULARY</b>					
<ul style="list-style-type: none"> <li>● Figurative meanings</li> <li>● Connotative meanings</li> <li>● Technical meanings</li> <li>● Word Choice</li> <li>● Tone</li> </ul>	<b>9-10.RV.3.2:</b> Determine the meaning of words and phrases as they are used in a nonfiction text, including figurative, connotative, and technical meanings; evaluate the effectiveness of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).	<ul style="list-style-type: none"> <li>● Identify the figurative words in nonfiction texts.</li> <li>● Identify the connotative words in nonfiction texts.</li> <li>● Identify the technical vocabulary in nonfiction texts.</li> <li>● Connect and explain how the author's word choice influences the meaning and tone of the text.</li> </ul>	<ul style="list-style-type: none"> <li>● Graphic organizer</li> <li>● Discussion</li> <li>● Essay</li> </ul>		CRITICAL

CONTENT	STANDARD INDICATOR	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<b>Informative Compositions</b> <ul style="list-style-type: none"> <li>• Topic</li> <li>• Complex ideas</li> <li>• Facts</li> <li>• Definitions</li> <li>• Details</li> <li>• Quotations</li> <li>• Information/ Examples</li> <li>• Transitions</li> <li>• Vocabulary choice</li> <li>• Style</li> <li>• Concluding statement</li> </ul>	<b>9-10.W.3.2:</b> Write informative compositions in a variety of forms that introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples.	<ul style="list-style-type: none"> <li>• Introduce a topic.</li> <li>• Organize complex ideas, concepts, and information to make important connections and distinctions.</li> <li>• Include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia.</li> <li>• Develop the topic with:             <ul style="list-style-type: none"> <li>-relevant and sufficient facts.</li> <li>-extended definitions .</li> <li>-concrete details .</li> <li>-quotations .</li> <li>-information and examples.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Graphic organizer</li> <li>• Paragraph response</li> <li>• Essay</li> </ul>	<ul style="list-style-type: none"> <li>• Topic Sentence</li> <li>• Supporting sentence</li> <li>• Clincher</li> <li>• Quotations</li> <li>• Paraphrase</li> </ul>	CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<b>WRITING</b>					
<b>Narrative Compositions</b> <ul style="list-style-type: none"> <li>● Problem</li> <li>● Points of view</li> <li>● Events</li> </ul>	<b>9-10.W.3.3:</b> Write narrative compositions in a variety of forms that 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. Use narrative techniques, to develop experiences, events, and/or characters. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. Provide an ending that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.	<ul style="list-style-type: none"> <li>● Set out a problem, situation, or observation .</li> <li>● Establish one or multiple point(s) of view.</li> <li>● Introduce a narrator and/or characters.</li> <li>● Create a smooth progression of experiences/events.</li> <li>● Use narrative techniques, to develop experiences, events, and/or characters.</li> <li>● Use a variety of techniques to sequence events.</li> <li>● Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the story.</li> <li>● Provide an ending that follows from and reflects on what is experienced, observed, or resolved</li> </ul>	<ul style="list-style-type: none"> <li>● Graphic organizer</li> <li>● Paragraph response</li> <li>● Formal Essay</li> </ul>	<ul style="list-style-type: none"> <li>● Narrative</li> <li>● Conflict</li> <li>● Plot</li> <li>● Dialogue</li> <li>● Pacing</li> <li>● Sensory</li> <li>● Details</li> <li>● Setting</li> </ul>	CRITICAL



CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<b>WRITING</b>					
<b>Writing Process</b> <ul style="list-style-type: none"> <li>● Draft</li> <li>● Revision</li> <li>● Editing</li> <li>● Technology</li> </ul>	<b>9-10.W.4:</b> Apply the writing process to plan and develop; draft; revise using appropriate reference materials; rewrite; try a new approach, focusing on addressing what is most significant for a specific purpose and audience; and edit to produce and strengthen writing that is clear and coherent. Use technology to generate, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically (e.g., use of publishing programs, integration of multimedia).	<ul style="list-style-type: none"> <li>● Plan and develop.</li> <li>● Write draft.</li> <li>● Revise using appropriate reference materials.</li> <li>● Rewrite.</li> <li>● Try a new approach, focusing on addressing what is most significant for a specific purpose and audience.</li> <li>● Edit to produce and strengthen writing that is clear and coherent.</li> <li>● Use technology to generate, produce, publish, and update individual or shared writing products.</li> </ul>	<ul style="list-style-type: none"> <li>● Graphic organizer</li> <li>● essay</li> </ul>	<ul style="list-style-type: none"> <li>● Draft</li> <li>● Revise</li> <li>● Edit</li> </ul>	CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<b>WRITING</b>					
<b>Conventions of Standard English Grammar and Usage</b> <ul style="list-style-type: none"> <li>Pronouns</li> </ul>	<b>9-10.W.6.1a:</b> Pronouns: Students are expected to build upon and continue applying conventions learned previously.	<ul style="list-style-type: none"> <li>Use a variety of pronouns, including subject, object, possessive, and reflexive .</li> <li>Ensure pronoun.</li> <li>antecedent agreement.</li> <li>Correct vague pronouns (i.e., ones with unclear or ambiguous antecedents.</li> </ul>	Discussion Grammar practice Paragraph response Quiz	<ul style="list-style-type: none"> <li>Pronouns</li> </ul>	CRITICAL
<b>Conventions of Standard English</b> <ul style="list-style-type: none"> <li>Verbs</li> </ul>	<b>9-10.W.6.1b:</b> Verbs: Forming and using verbs in the indicative, imperative, interrogative, conditional, and subjunctive moods.	<ul style="list-style-type: none"> <li>Form and use verbs:  -indicative,  -imperative,  -interrogative,  -conditional,  -subjunctive moods.</li> </ul>	<ul style="list-style-type: none"> <li>Discussion</li> <li>Grammar practice</li> <li>Paragraph response</li> <li>Quiz</li> </ul>	<ul style="list-style-type: none"> <li>Verbs</li> </ul>	CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<ul style="list-style-type: none"> <li>● Adjective</li> <li>● Adverbs</li> </ul>	<b>9-10.W.6.1c:</b> Adjectives and Adverbs: Students are expected to build upon and continue applying conventions learned previously.	<ul style="list-style-type: none"> <li>● Apply conventions learned previously.</li> </ul>	<ul style="list-style-type: none"> <li>● Discussion</li> <li>● Grammar practice</li> <li>● Paragraph response</li> <li>● Quiz</li> </ul>	<ul style="list-style-type: none"> <li>● Adjective</li> <li>● Adverb</li> </ul>	CRITICAL
<b>WRITING</b>					
<ul style="list-style-type: none"> <li>● Phrases and Clauses</li> </ul>	<b>9-10.W.6.1d:</b> Phrases and Clauses: Students are expected to build upon and continue applying conventions learned previously.	Correct misplaced and dangling modifiers.	<ul style="list-style-type: none"> <li>● Discussion</li> <li>● Grammar practice</li> <li>● Paragraph response</li> <li>● Quiz</li> </ul>	<ul style="list-style-type: none"> <li>● Phrases</li> <li>● Clauses</li> <li>● Dangling Modifiers</li> <li>● Misplaced Modifiers</li> </ul>	CRITICAL

<b>Conventions of Standard English</b>	<b>9-10.W.6.1e:</b> Usage: Identifying and using parallelism in all writing to present items in a series and items juxtaposed for emphasis.	Identify and use parallelism in all writing to present items in a series and items juxtaposed for emphasis.	<ul style="list-style-type: none"> <li>● Graphic organizer</li> <li>● Journal</li> <li>● Essay</li> </ul>	<ul style="list-style-type: none"> <li>● Parallel structure</li> <li>● Verb tense</li> </ul>	CRITICAL
<b>Grammar &amp; Usage</b>					
<b>Grammar &amp; Usage</b>	<b>9-10.W.6.2:</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling.	<ul style="list-style-type: none"> <li>● Use correct capitalization, punctuation, and spelling in daily work.</li> </ul>	<ul style="list-style-type: none"> <li>● Grammar practice</li> <li>● Paragraph response</li> <li>● Essay</li> </ul>		

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<b>Capitalization</b>	<b>9-10.W.6.2a:</b> Capitalization: Students are expected to build upon and continue applying conventions learned previously.	<ul style="list-style-type: none"> <li>● Apply correct usage of capitalization in writing.</li> </ul>	<ul style="list-style-type: none"> <li>● Journal</li> <li>● Grammar practice</li> <li>● Paragraph</li> <li>● Quiz</li> </ul>		CRITICAL

WRITING					
<b>Conventions of Standard English</b>  <b>Grammar &amp; Usage</b> <ul style="list-style-type: none"> <li>● Punctuation</li> </ul>	<b>9-10.W.6.2b:</b> Punctuation: Using a semicolon and a conjunctive adverb to link two or more closely related independent clauses.	<ul style="list-style-type: none"> <li>● Use a semicolon and a conjunctive adverb to link two or more closely related independent clauses.</li> </ul>	<ul style="list-style-type: none"> <li>● Grammar practice</li> <li>● Journal</li> <li>● Paragraph response</li> <li>● Essay</li> <li>● Quiz</li> </ul>		CRITICAL
<ul style="list-style-type: none"> <li>● Spelling</li> </ul>	<b>9-10.W.6.2c:</b> Spelling – Students are expected to build upon and continue applying conventions learned previously.	<ul style="list-style-type: none"> <li>● Apply correct spelling patterns and generalizations in writing.</li> </ul>	<ul style="list-style-type: none"> <li>● Grammar practice</li> <li>● Journal</li> <li>● Paragraph response</li> <li>● Essay</li> <li>● Quiz</li> </ul>		CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<b>SPEAKING &amp; LISTENING</b>					
<b>Learning Outcomes</b>	<b>9-10.SL.1:</b> Listen actively and adjust the use of spoken language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.	Listen actively. Communicate effectively with a variety of audiences and for different purposes.	<ul style="list-style-type: none"> <li>● Discussion</li> <li>● Teacher observation</li> <li>● Quiz</li> </ul>	<ul style="list-style-type: none"> <li>● Paragraph Response</li> <li>● Discussion</li> </ul>	CRITICAL

<b>SPEAKING &amp; LISTENING</b>					
<b>Discussion and Collaboration</b>  <b>Collaborative discussions</b>	<b>9-10.SL.2.1:</b> Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade-appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly and persuasively.	<ul style="list-style-type: none"> <li>● Participate in class discussions over various texts.</li> </ul>	<ul style="list-style-type: none"> <li>● Discussion</li> <li>● Teacher observation</li> <li>● Journal</li> <li>● Quiz</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Collaborative</b></li> </ul>	CRITICAL
<b>Textual evidence in discussion</b>	<b>9-10.SL.2.2:</b> Examine, analyze, and reflect on ideas and support or refute points under discussion, by providing specific evidence from materials under study and other resources.	<ul style="list-style-type: none"> <li>● Recite textual evidence to support classroom discussions.</li> </ul>	<ul style="list-style-type: none"> <li>● Discussion</li> <li>● Teacher observation</li> <li>● Journal</li> <li>● Essay</li> <li>● Quiz</li> </ul>		



## CAN DO Descriptors: Grade Level Cluster 9-12

For the given level of English language proficiency and with visual, graphic, or interactive support through Level 4, English language learners can process or produce the **language** needed to:

	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	
READING	<ul style="list-style-type: none"> <li>Match visual representations to words/phrases</li> <li>Read everyday signs, symbols, schedules, and school-related words/phrases</li> <li>Respond to WH- questions related to illustrated text</li> <li>Use references (e.g., picture dictionaries, bilingual glossaries, technology)</li> </ul>	<ul style="list-style-type: none"> <li>Match data or information with its source or genre (e.g., description of element to its symbol on periodic table)</li> <li>Classify or organize information presented in visuals or graphs</li> <li>Follow multi-step instructions supported by visuals or data</li> <li>Match sentence-level descriptions to visual representations</li> <li>Compare content-related features in visuals and graphics</li> <li>Locate main ideas in a series of related sentences</li> </ul>	<ul style="list-style-type: none"> <li>Apply multiple meanings of words/phrases to social and academic contexts</li> <li>Identify topic sentences or main ideas and details in paragraphs</li> <li>Answer questions about explicit information in texts</li> <li>Differentiate between fact and opinion in text</li> <li>Order paragraphs or sequence information within paragraphs</li> </ul>	<ul style="list-style-type: none"> <li>Compare/contrast authors' points of view, characters, information, or events</li> <li>Interpret visually- or graphically-supported information</li> <li>Infer meaning from text</li> <li>Match cause to effect</li> <li>Evaluate usefulness of data or information supported visually or graphically</li> </ul>	<ul style="list-style-type: none"> <li>Interpret grade-level literature</li> <li>Synthesize grade-level expository text</li> <li>Draw conclusions from different sources of informational text</li> <li>Infer significance of data or information in grade-level material</li> <li>Identify evidence of bias and credibility of source</li> </ul>	Level 6 - Reading
WRITING	<ul style="list-style-type: none"> <li>Label content-related diagrams, pictures from word/phrase banks</li> <li>Provide personal information on forms read orally</li> <li>Produce short answer responses to oral questions with visual support</li> <li>Supply missing words in short sentences</li> </ul>	<ul style="list-style-type: none"> <li>Make content-related lists of words, phrases, or expressions</li> <li>Take notes using graphic organizers or models</li> <li>Formulate yes/no, choice and WH- questions from models</li> <li>Correspond for social purposes (e.g., memos, e-mails, notes)</li> </ul>	<ul style="list-style-type: none"> <li>Complete reports from templates</li> <li>Compose short narrative and expository pieces</li> <li>Outline ideas and details using graphic organizers</li> <li>Compare and reflect on performance against criteria (e.g., rubrics)</li> </ul>	<ul style="list-style-type: none"> <li>Summarize content-related notes from lectures or text</li> <li>Revise work based on narrative or oral feedback</li> <li>Compose narrative and expository text for a variety of purposes</li> <li>Justify or defend ideas and opinions</li> <li>Produce content-related reports</li> </ul>	<ul style="list-style-type: none"> <li>Produce research reports from multiple sources</li> <li>Create original pieces that represent the use of a variety of genres and discourses</li> <li>Critique, peer-edit and make recommendations on others' writing from rubrics</li> <li>Explain, with details, phenomena, processes, procedures</li> </ul>	

The CAN DO Descriptors work in conjunction with the WIDA Performance Definitions of the English language proficiency standards. The Performance Definitions use three criteria (1. linguistic complexity; 2. vocabulary usage; and 3. language control) to describe the increasing quality and quantity of students' language processing and use across the levels of language proficiency.





## CAN DO Descriptors: Grade Level Cluster 9-12

For the given level of English language proficiency and with visual, graphic, or interactive support through Level 4, English language learners can process or produce the **language** needed to:

	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	
LISTENING	<ul style="list-style-type: none"> <li>Point to or show basic parts, components, features, characteristics, and properties of objects, organisms, or persons named orally</li> <li>Match everyday oral information to pictures, diagrams, or photographs</li> <li>Group visuals by common traits named orally (e.g., "These are polygons.")</li> <li>Identify resources, places, products, figures from oral statements, and visuals</li> </ul>	<ul style="list-style-type: none"> <li>Match or classify oral descriptions to real-life experiences or visually-represented, content-related examples</li> <li>Sort oral language statements according to time frames</li> <li>Sequence visuals according to oral directions</li> </ul>	<ul style="list-style-type: none"> <li>Evaluate information in social and academic conversations</li> <li>Distinguish main ideas from supporting points in oral, content-related discourse</li> <li>Use learning strategies described orally</li> <li>Categorize content-based examples described orally</li> </ul>	<ul style="list-style-type: none"> <li>Distinguish between multiple meanings of oral words or phrases in social and academic contexts</li> <li>Analyze content-related tasks or assignments based on oral discourse</li> <li>Categorize examples of genres read aloud</li> <li>Compare traits based on visuals and oral descriptions using specific and some technical language</li> </ul>	<ul style="list-style-type: none"> <li>Interpret cause and effect scenarios from oral discourse</li> <li>Make inferences from oral discourse containing satire, sarcasm, or humor</li> <li>Identify and react to subtle differences in speech and register (e.g., hyperbole, satire, comedy)</li> <li>Evaluate intent of speech and act accordingly</li> </ul>	Level 6 - Reaching
SPEAKING	<ul style="list-style-type: none"> <li>Answer yes/no or choice questions within context of lessons or personal experiences</li> <li>Provide identifying information about self</li> <li>Name everyday objects and pre-taught vocabulary</li> <li>Repeat words, short phrases, memorized chunks of language</li> </ul>	<ul style="list-style-type: none"> <li>Describe persons, places, events, or objects</li> <li>Ask WH- questions to clarify meaning</li> <li>Give features of content-based material (e.g., time periods)</li> <li>Characterize issues, situations, regions shown in illustrations</li> </ul>	<ul style="list-style-type: none"> <li>Suggest ways to resolve issues or pose solutions</li> <li>Compare/contrast features, traits, characteristics using general and some specific language</li> <li>Sequence processes, cycles, procedures, or events</li> <li>Conduct interviews or gather information through oral interaction</li> <li>Estimate, make predictions or pose hypotheses from models</li> </ul>	<ul style="list-style-type: none"> <li>Take a stance and use evidence to defend it</li> <li>Explain content-related issues and concepts</li> <li>Compare and contrast points of view</li> <li>Analyze and share pros and cons of choices</li> <li>Use and respond to gossip, slang, and idiomatic expressions</li> <li>Use speaking strategies (e.g., circumlocution)</li> </ul>	<ul style="list-style-type: none"> <li>Give multimedia oral presentations on grade-level material</li> <li>Engage in debates on content-related issues using technical language</li> <li>Explain metacognitive strategies for solving problems (e.g., "Tell me how you know it.")</li> <li>Negotiate meaning in pairs or group discussions</li> </ul>	

The CAN DO Descriptors work in conjunction with the WIDA Performance Definitions of the English language proficiency standards. The Performance Definitions use three criteria (1. linguistic complexity; 2. vocabulary usage; and 3. language control) to describe the increasing quality and quantity of students' language processing and use across the levels of language proficiency.

Standard		Abbreviation
English Language Development Standard 1	English language learners <b>communicate</b> for <b>Social</b> and <b>Instructional</b> purposes within the school setting	Social and Instructional language
English Language Development Standard 2	English language learners <b>communicate</b> information, ideas and concepts necessary for academic success in the content area of <b>Language Arts</b>	The language of Language Arts
English Language Development Standard 3	English language learners <b>communicate</b> information, ideas and concepts necessary for academic success in the content area of <b>Mathematics</b>	The language of Mathematics
English Language Development Standard 4	English language learners <b>communicate</b> information, ideas and concepts necessary for academic success in the content area of <b>Science</b>	The language of Science
English Language Development Standard 5	English language learners <b>communicate</b> information, ideas and concepts necessary for academic success in the content area of <b>Social Studies</b>	The language of Social Studies

Standard 1 draws on students' personal experiences as they interact with teachers and peers. It works in conjunction with Standards 2–5 that address the language of the content areas.



**CRAWFORDSVILLE COMMUNITY SCHOOL CORPORATION**

**GRADE LEVEL: 9-12**

**SUBJECT: ENGLISH AS A NEW LANGUAGE II**

**DATE: 2019-2020**

**GRADING PERIOD: QUARTER 2**

**MASTER COPY: 5/20/2020**

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<b>READING: LITERATURE</b>					
<b>Key Ideas and Textual Support</b> <ul style="list-style-type: none"> <li>Textual evidence</li> <li>Inferences</li> <li>Interpretations</li> </ul>	<b>9-10.RL.2.1:</b> Cite strong and thorough textual evidence to support analysis of what a text says explicitly as well as inferences and interpretations drawn from the text.	<ul style="list-style-type: none"> <li>Cite textual evidence to support what the text says.</li> <li>Identify inferences and interpretations from the text.</li> <li>Develop an argument that is based on textual evidence.</li> </ul>	<ul style="list-style-type: none"> <li>Paragraph response</li> <li>Journal</li> <li>Graphic organizer</li> </ul>	<ul style="list-style-type: none"> <li>cite</li> <li>evidence</li> <li>text</li> </ul>	CRITICAL
<ul style="list-style-type: none"> <li>Themes</li> <li>Central Idea</li> </ul>	<b>9-10.RL.2.2:</b> Analyze in detail the development of two or more themes or central ideas over the course of a work of literature, including how they emerge and are shaped and refined by specific details.	<ul style="list-style-type: none"> <li>Identify two or more themes/central ideas in a text.</li> <li>Describe with specific details how two themes develop:             <ul style="list-style-type: none"> <li>-how they emerge</li> <li>-how they are shaped</li> <li>-how they are refined by details.</li> </ul> </li> <li>Compare similar themes between two literary texts.</li> </ul>	<ul style="list-style-type: none"> <li>Graphic organizer</li> <li>Paragraph response</li> <li>Discussion</li> <li>Quiz</li> </ul>	<ul style="list-style-type: none"> <li>theme</li> <li>central idea</li> </ul>	CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<b>READING: LITERATURE</b>					
<b>Key Ideas and Textual Support</b> <ul style="list-style-type: none"> <li>Dynamic characters</li> <li>Multiple/Conflicting motivations</li> <li>Plot</li> <li>Theme</li> </ul>	<b>9-10.RL.2.3:</b> Analyze how dynamic characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.	<ul style="list-style-type: none"> <li>Describe how characters change throughout the story.</li> <li>Describe how characters interact with other characters.</li> <li>Describe how characters advance the plot or develop the story's theme.</li> <li>Compare and contrast multiple character motivations.</li> <li>Explain character motivations.</li> <li>Create an argument about the various ways that characters can change the other characters, theme or plot of the text.</li> </ul>	<ul style="list-style-type: none"> <li>Paragraph response</li> <li>Discussion</li> <li>Journal</li> <li>Essay</li> <li>Quiz</li> </ul>	<ul style="list-style-type: none"> <li>Character-ization</li> <li>Plot</li> <li>Characters</li> </ul>	CRITICAL
<b>Structural Elements and Organization</b> <ul style="list-style-type: none"> <li>Structure of work</li> <li>Event order</li> <li>Pacing</li> <li>Flashbacks</li> <li>Effects: mystery, tension, surprise</li> </ul>	<b>9-10.RL.3.1:</b> Analyze and evaluate how an author's choices concerning how to structure a work of literature, order events within it (e.g., parallel episodes), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.	<ul style="list-style-type: none"> <li>Identify story chronology, including flashbacks and foreshadowing.</li> <li>Identify the effects that pacing creates.</li> <li>Design a timeline of the plot that includes the author's structure choices.</li> <li>Create an argument about how the author's choices impact the text.</li> </ul>	<ul style="list-style-type: none"> <li>Journal</li> <li>Timeline</li> <li>Paragraph</li> <li>Essay</li> </ul>	<ul style="list-style-type: none"> <li>Parallel episodes</li> <li>Pacing</li> <li>Flashbacks</li> <li>Mystery</li> <li>Tension</li> </ul>	CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<ul style="list-style-type: none"> <li>READING: LITERATURE</li> </ul>					
<ul style="list-style-type: none"> <li>Effects: suspense or humor</li> <li>Points of view of characters</li> <li>Points of view of reader</li> <li>Dramatic Irony</li> </ul>	<b>9-10.RL.3.2:</b> Analyze how the author creates such effects as suspense or humor through differences in the points of view of the characters and the reader (e.g., created through the use of dramatic irony).	<ul style="list-style-type: none"> <li>Identify and describe the author's use of suspense or humor through what the characters think, say, and do.</li> <li>Describe how the author uses suspense or humor to show the differing viewpoints of characters.</li> </ul>	<ul style="list-style-type: none"> <li>Character map</li> <li>Journal</li> <li>Paragraph</li> <li>Essay</li> <li>Quiz</li> </ul>	<ul style="list-style-type: none"> <li>Tone</li> <li>Mood</li> <li>Irony</li> </ul>	CRITICAL
READING: NONFICTION					
<b>Key Ideas and Textual Support</b> <ul style="list-style-type: none"> <li>Textual evidence</li> <li>Inferences</li> <li>Interpretations</li> </ul>	<b>9-10.RN.2.1:</b> Cite strong and thorough textual evidence to support analysis of what a text says explicitly as well as inferences and interpretations drawn from the text.	<ul style="list-style-type: none"> <li>Cite textual evidence to support what the text says.</li> <li>Draw inferences and interpretations from the text.</li> <li>Draw conclusions on what the text directly and indirectly says.</li> </ul>	<ul style="list-style-type: none"> <li>Journal</li> <li>Discussion</li> <li>Paragraph response</li> <li>Essay</li> </ul>	<ul style="list-style-type: none"> <li>Cite</li> <li>Text</li> </ul>	CRITICAL
<ul style="list-style-type: none"> <li>Central ideas</li> </ul>	<b>9-10.RN.2.2:</b> Analyze in detail the development of two or more central ideas over the course of a text, including how they interact and build on one another to provide a complex analysis.	<ul style="list-style-type: none"> <li>Identify two or more central ideas in a text.</li> <li>Describe with specific details how two central ideas develop:             <ul style="list-style-type: none"> <li>-how they emerge/interact</li> <li>-how they are shaped</li> <li>-how they build on one another</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Journal</li> <li>Paragraph response</li> <li>Essay</li> </ul>	<ul style="list-style-type: none"> <li>Central ideas</li> <li>Main ideas</li> </ul>	CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<b>READING:NONFICTION</b>					
<b>Key Ideas and Textual Support</b> <ul style="list-style-type: none"> <li>• Author</li> <li>• Series of ideas/events</li> </ul>	<b>9-10.RN.2.3:</b> 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.	Identify and explain the process an author uses to build an argument. <ul style="list-style-type: none"> <li>• The order the points are made.</li> <li>• How the points are introduced and developed .</li> <li>• How the points connect.</li> <li>• Construct a visual aid that connects events that are built into an author's argument.</li> </ul>	<ul style="list-style-type: none"> <li>• Graphic organizer</li> <li>• Discussion</li> <li>• Essay</li> <li>• Quiz</li> </ul>	Ordering: <ul style="list-style-type: none"> <li>• Chrono-logical</li> <li>• Logical</li> <li>• Spatial</li> <li>• Introduction, body, and conclusion</li> <li>• Transitional words</li> </ul>	CRITICAL
<b>Structural Elements and Organization</b> <ul style="list-style-type: none"> <li>• Author's ideas/claims</li> <li>• Sentences</li> <li>• Paragraph(s)</li> </ul>	<b>9-10.RN.3.2:</b> Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.	<ul style="list-style-type: none"> <li>• Identify an author's word choice and text structure.</li> <li>• Explain how they develop an author's ideas or claims.</li> <li>• Critique the word choice of an author and how it aligns with the author's purpose.</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion</li> <li>• Journal</li> <li>• Paragraph</li> </ul>	<ul style="list-style-type: none"> <li>• Author</li> <li>• Sentence</li> <li>• Paragraph</li> </ul>	CRITICAL
<ul style="list-style-type: none"> <li>• Author's perspective/purpose</li> <li>• Rhetoric</li> </ul>	<b>9-10.RN.3.3:</b> Determine an author's perspective or purpose in a text, and analyze how an author uses rhetoric to advance that perspective or purpose.	<ul style="list-style-type: none"> <li>• Identify the author's purpose in a text by listing the author's arguments/evidence.</li> <li>• Determine and assess the effect of rhetoric on the author's purpose.</li> <li>• Critique the author's purpose and effect the rhetoric has on the audience.</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion</li> <li>• Paragraph response</li> <li>• Journal</li> <li>• Quiz</li> </ul>	<ul style="list-style-type: none"> <li>• Rhetoric</li> <li>• Logos</li> <li>• Pathos</li> <li>• Ethos</li> </ul>	CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<b>READING:NONFICTION</b>					
<b>Synthesis and Connection of Ideas</b> <ul style="list-style-type: none"> <li>Argument</li> <li>Reasoning</li> <li>Evidence</li> <li>False statements</li> <li>Fallacious reasoning</li> </ul>	<b>9-10.RN.4.1:</b> 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.	<ul style="list-style-type: none"> <li>Identify the author's argument.</li> <li>Describe why the evidence supports the author's argument, and whether the evidence is fallacious or valid.</li> <li>Identify false statements and fallacious reasoning.</li> </ul>	<ul style="list-style-type: none"> <li>Discussion</li> <li>Paragraph response</li> </ul>	<ul style="list-style-type: none"> <li>Author's argument</li> <li>Fallacies</li> </ul>	CRITICAL
<b>READING:VOCABULARY</b>					
<b>Vocabulary Building</b> <ul style="list-style-type: none"> <li>Context</li> </ul>	<b>9-10.RV.2.1:</b> Use context to determine or clarify the meaning of words and phrases.	<ul style="list-style-type: none"> <li>Identify different types of context clues.</li> <li>Identify the meanings of words and phrases using context clues.</li> </ul>	<ul style="list-style-type: none"> <li>Vocabulary organizer</li> <li>Journal</li> <li>Essay</li> </ul>	Context Clues: <ul style="list-style-type: none"> <li>Stems</li> <li>Antonym</li> <li>Synonym</li> <li>Examples</li> <li>Definition</li> </ul>	CRITICAL
<b>Vocabulary in Literature and Nonfiction Texts</b> <ul style="list-style-type: none"> <li>Figurative language</li> <li>Connotative words</li> <li>Word choice</li> <li>Tone</li> <li>Multiple meanings</li> </ul>	<b>9-10.RV.3.1:</b> Analyze the meaning of words and phrases as they are used in works of literature, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings.	<ul style="list-style-type: none"> <li>Identify figurative language.</li> <li>Identify connotative words.</li> <li>Connect and explain how the author's word choice influences the meaning and tone of the text, including words with multiple meaning.</li> <li>Assess the author's use of figurative language.</li> </ul>	<ul style="list-style-type: none"> <li>Paragraph response</li> <li>Essay</li> <li>Quiz</li> </ul>	<ul style="list-style-type: none"> <li>Figurative language: Metaphor Similes Personification Hyperbole Euphemisms Pun/Tone</li> <li>Connotative Words</li> </ul>	CRITICAL

CONTENT	STANDARD INDICATOR	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<b>READING: VOCABULARY</b>					
<ul style="list-style-type: none"> <li>● Non Fiction Text</li> <li>● Figurative meanings</li> <li>● Connotative meanings</li> <li>● Technical meanings</li> <li>● Word Choice</li> <li>● Tone</li> </ul>	<p><b>9-10.RV.3.2:</b> Determine the meaning of words and phrases as they are used in a nonfiction text, including figurative, connotative, and technical meanings; evaluate the effectiveness of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).</p>	<ul style="list-style-type: none"> <li>● Identify the figurative words in nonfiction texts.</li> <li>● Identify the connotative words in nonfiction texts.</li> <li>● Identify the technical vocabulary in nonfiction texts.</li> <li>● Connect and explain how the author's word choice influences the meaning and tone of the text.</li> <li>● Evaluate and explain the effectiveness of an author's word choice in a piece of literature.</li> </ul>	<ul style="list-style-type: none"> <li>● Journal</li> <li>● Paragraph</li> <li>● Graphic Organizer</li> </ul>		CRITICAL

CONTENT	STANDARD INDICATOR	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<b>WRITING</b>					
<b>Writing Genres</b>  <b>Argumentative Compositions</b> <ul style="list-style-type: none"> <li>• Arguments</li> <li>• Precise claims</li> <li>• Counterclaims</li> <li>• Reasons</li> <li>• Evidence</li> <li>• Transitions</li> <li>• Consistent style &amp; tone</li> <li>• Concluding statement</li> </ul>	<b>9-10.W.3.1:</b> Write arguments in a variety of forms that – 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. 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. Use effective transitions 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. Establish and maintain a consistent style and tone appropriate to purpose and audience.	<ul style="list-style-type: none"> <li>• Introduce precise claim(s).</li> <li>• Distinguish the claim(s) from alternate or opposing claims.</li> <li>• Create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.</li> <li>• Develop claim(s) and counterclaims fairly.</li> <li>• Supply evidence for each claim.</li> <li>• Point out the strengths and limitations of both.</li> <li>• Use effective transitions to link the major sections of the text.</li> <li>• Use transitions to clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion</li> <li>• Paragraph response</li> <li>• Essay</li> <li>• Quiz</li> </ul>		CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<b>WRITING</b>					
<b>Informative Compositions</b> <ul style="list-style-type: none"> <li>• Topic</li> <li>• Complex ideas</li> <li>• Facts</li> <li>• Definitions</li> <li>• Details</li> <li>• Quotations</li> <li>• Information/ Examples</li> <li>• Transitions</li> <li>• Vocabulary choice</li> <li>• Style</li> <li>• Concluding statement</li> </ul>	<b>9-10.W.3.2:</b> Write informative compositions in a variety of forms that – Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples Use appropriate and varied transitions Choose language and content-specific vocabulary that express ideas precisely and concisely to manage the complexity of the topic, recognizing and eliminating wordiness and redundancy. Establish and maintain a style appropriate to the purpose and audience.	<ul style="list-style-type: none"> <li>• Introduce a topic.</li> <li>• Organize complex ideas, concepts, and information to make important connections and distinctions.</li> <li>• Include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia.</li> <li>• Develop the topic with: relevant and sufficient facts, extended definitions, concrete details, quotations, information, and examples.</li> </ul>	<ul style="list-style-type: none"> <li>• Journal</li> <li>• Paragraph</li> <li>• Essay</li> </ul>	<ul style="list-style-type: none"> <li>• Topic Sentence</li> <li>• Supporting sentence</li> <li>• Clincher</li> <li>• Quotations</li> <li>• Paraphrase</li> </ul>	CRITICAL



CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<b>WRITING</b>					
<b>Writing Process</b> <ul style="list-style-type: none"> <li>● Draft</li> <li>● Revision</li> <li>● Editing</li> <li>● Technology</li> </ul>	<b>9-10.W.4:</b> Apply the writing process to: Plan and develop; draft; revise using appropriate reference materials; rewrite; try a new approach, focusing on addressing what is most significant for a specific purpose and audience; and edit to produce and strengthen writing that is clear and coherent. Use technology to generate, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically (e.g., use of publishing programs, integration of multimedia).	<ul style="list-style-type: none"> <li>● Plan and develop.</li> <li>● Write draft.</li> <li>● Revise using appropriate reference materials.</li> <li>● Rewrite.</li> <li>● Try a new approach, focusing on addressing what is most significant for a specific purpose and audience.</li> <li>● Edit to produce and strengthen writing that is clear and coherent.</li> <li>● Use technology to generate, produce, publish, and update individual or shared writing products.</li> </ul>	<ul style="list-style-type: none"> <li>● Journal</li> <li>● Essay</li> </ul>	<ul style="list-style-type: none"> <li>● Draft</li> <li>● Revise</li> <li>● Edit</li> </ul>	CRITICAL

## Can Do Descriptors: Grade Level Cluster 9-12

For the given level of English language proficiency and with visual, graphic, or interactive support through Level 4, English language learners can process or produce the **language** needed to:

	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	
<b>READING</b>	<ul style="list-style-type: none"> <li>Match visual representations to words/phrases</li> <li>Read everyday signs, symbols, schedules, and school-related words/phrases</li> <li>Respond to WH- questions related to illustrated text</li> <li>Use references (e.g., picture dictionaries, bilingual glossaries, technology)</li> </ul>	<ul style="list-style-type: none"> <li>Match data or information with its source or genre (e.g., description of element to its symbol on periodic table)</li> <li>Classify or organize information presented in visuals or graphs</li> <li>Follow multi-step instructions supported by visuals or data</li> <li>Match sentence-level descriptions to visual representations</li> <li>Compare content-related features in visuals and graphics</li> <li>Locate main ideas in a series of related sentences</li> </ul>	<ul style="list-style-type: none"> <li>Apply multiple meanings of words/phrases to social and academic contexts</li> <li>Identify topic sentences or main ideas and details in paragraphs</li> <li>Answer questions about explicit information in texts</li> <li>Differentiate between fact and opinion in text</li> <li>Order paragraphs or sequence information within paragraphs</li> </ul>	<ul style="list-style-type: none"> <li>Compare/contrast authors' points of view, characters, information, or events</li> <li>Interpret visually- or graphically-supported information</li> <li>Infer meaning from text</li> <li>Match cause to effect</li> <li>Evaluate usefulness of data or information supported visually or graphically</li> </ul>	<ul style="list-style-type: none"> <li>Interpret grade-level literature</li> <li>Synthesize grade-level expository text</li> <li>Draw conclusions from different sources of informational text</li> <li>Infer significance of data or information in grade-level material</li> <li>Identify evidence of bias and credibility of source</li> </ul>	<b>Level 6 - Reaching</b>
<b>WRITING</b>	<ul style="list-style-type: none"> <li>Label content-related diagrams, pictures from word/phrase banks</li> <li>Provide personal information on forms read orally</li> <li>Produce short answer responses to oral questions with visual support</li> <li>Supply missing words in short sentences</li> </ul>	<ul style="list-style-type: none"> <li>Make content-related lists of words, phrases, or expressions</li> <li>Take notes using graphic organizers or models</li> <li>Formulate yes/no, choice and WH- questions from models</li> <li>Correspond for social purposes (e.g., memos, e-mails, notes)</li> </ul>	<ul style="list-style-type: none"> <li>Complete reports from templates</li> <li>Compose short narrative and expository pieces</li> <li>Outline ideas and details using graphic organizers</li> <li>Compare and reflect on performance against criteria (e.g., rubrics)</li> </ul>	<ul style="list-style-type: none"> <li>Summarize content-related notes from lectures or text</li> <li>Revise work based on narrative or oral feedback</li> <li>Compose narrative and expository text for a variety of purposes</li> <li>Justify or defend ideas and opinions</li> <li>Produce content-related reports</li> </ul>	<ul style="list-style-type: none"> <li>Produce research reports from multiple sources</li> <li>Create original pieces that represent the use of a variety of genres and discourses</li> <li>Critique, peer-edit and make recommendations on others' writing from rubrics</li> <li>Explain, with details, phenomena, processes, procedures</li> </ul>	

## Can Do Descriptors: Grade Level Cluster 9-12

For the given level of English language proficiency and with visual, graphic, or interactive support through Level 4, English language learners can process or produce the **language** needed to:

	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 - Reaching
LISTENING	<ul style="list-style-type: none"> <li>Point to or show basic parts, components, features, characteristics, and properties of objects, organisms, or persons named orally</li> <li>Match everyday oral information to pictures, diagrams, or photographs</li> <li>Group visuals by common traits named orally (e.g., "These are polygons.")</li> <li>Identify resources, places, products, figures from oral statements, and visuals</li> </ul>	<ul style="list-style-type: none"> <li>Match or classify oral descriptions to real-life experiences or visually-represented, content-related examples</li> <li>Sort oral language statements according to time frames</li> <li>Sequence visuals according to oral directions</li> </ul>	<ul style="list-style-type: none"> <li>Evaluate information in social and academic conversations</li> <li>Distinguish main ideas from supporting points in oral, content-related discourse</li> <li>Use learning strategies described orally</li> <li>Categorize content-based examples described orally</li> </ul>	<ul style="list-style-type: none"> <li>Distinguish between multiple meanings of oral words or phrases in social and academic contexts</li> <li>Analyze content-related tasks or assignments based on oral discourse</li> <li>Categorize examples of genres read aloud</li> <li>Compare traits based on visuals and oral descriptions using specific and some technical language</li> </ul>	<ul style="list-style-type: none"> <li>Interpret cause and effect scenarios from oral discourse</li> <li>Make inferences from oral discourse containing satire, sarcasm, or humor</li> <li>Identify and react to subtle differences in speech and register (e.g., hyperbole, satire, comedy)</li> <li>Evaluate intent of speech and act accordingly</li> </ul>	
SPEAKING	<ul style="list-style-type: none"> <li>Answer yes/no or choice questions within context of lessons or personal experiences</li> <li>Provide identifying information about self</li> <li>Name everyday objects and pre-taught vocabulary</li> <li>Repeat words, short phrases, memorized chunks of language</li> </ul>	<ul style="list-style-type: none"> <li>Describe persons, places, events, or objects</li> <li>Ask WH- questions to clarify meaning</li> <li>Give features of content-based material (e.g., time periods)</li> <li>Characterize issues, situations, regions shown in illustrations</li> </ul>	<ul style="list-style-type: none"> <li>Suggest ways to resolve issues or pose solutions</li> <li>Compare/contrast features, traits, characteristics using general and some specific language</li> <li>Sequence processes, cycles, procedures, or events</li> <li>Conduct interviews or gather information through oral interaction</li> <li>Estimate, make predictions or pose hypotheses from models</li> </ul>	<ul style="list-style-type: none"> <li>Take a stance and use evidence to defend it</li> <li>Explain content-related issues and concepts</li> <li>Compare and contrast points of view</li> <li>Analyze and share pros and cons of choices</li> <li>Use and respond to gossip, slang, and idiomatic expressions</li> <li>Use speaking strategies (e.g., circumlocution)</li> </ul>	<ul style="list-style-type: none"> <li>Give multimedia oral presentations on grade-level material</li> <li>Engage in debates on content-related issues using technical language</li> <li>Explain metacognitive strategies for solving problems (e.g., "Tell me how you know it.")</li> <li>Negotiate meaning in pairs or group discussions</li> </ul>	

Standard		Abbreviation
English Language Development Standard 1	English language learners <b>communicate</b> for <b>Social</b> and <b>Instructional</b> purposes within the school setting	Social and Instructional language
English Language Development Standard 2	English language learners <b>communicate</b> information, ideas and concepts necessary for academic success in the content area of <b>Language Arts</b>	The language of Language Arts
English Language Development Standard 3	English language learners <b>communicate</b> information, ideas and concepts necessary for academic success in the content area of <b>Mathematics</b>	The language of Mathematics
English Language Development Standard 4	English language learners <b>communicate</b> information, ideas and concepts necessary for academic success in the content area of <b>Science</b>	The language of Science
English Language Development Standard 5	English language learners <b>communicate</b> information, ideas and concepts necessary for academic success in the content area of <b>Social Studies</b>	The language of Social Studies

Standard 1 draws on students' personal experiences as they interact with teachers and peers. It works in conjunction with Standards 2–5 that address the language of the content areas.

CRAWFORDSVILLE COMMUNITY SCHOOL CORPORATION

GRADE LEVEL: 9-12

SUBJECT: ENGLISH AS A NEW LANGUAGE II

DATE: 2019-2020

GRADING PERIOD: QUARTER 3

MASTER COPY 5/20/2020

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<b>READING: LITERATURE</b>					
<b>Key Ideas and Textual Support</b> <ul style="list-style-type: none"> <li>Textual evidence</li> <li>Inferences</li> <li>Interpretations</li> </ul>	<b>9-10.RL.2.1:</b> Cite strong and thorough textual evidence to support analysis of what a text says explicitly as well as inferences and interpretations drawn from the text.	<ul style="list-style-type: none"> <li>Cite textual evidence to support what the text says.</li> <li>Identify inferences and interpretations from the text.</li> <li>Develop an argument that is based on textual evidence.</li> </ul>	<ul style="list-style-type: none"> <li>Discussion</li> <li>Journal</li> <li>Paragraph response</li> <li>Quiz</li> <li>Teacher observation</li> </ul>	<ul style="list-style-type: none"> <li>Cite evidence</li> <li>text</li> </ul>	CRITICAL
<ul style="list-style-type: none"> <li>Themes/Central Idea</li> </ul>	<b>9-10.RL.2.2:</b> Analyze in detail the development of two or more themes or central ideas over the course of a work of literature, including how they emerge and are shaped and refined by specific details.	<ul style="list-style-type: none"> <li>Identify two or more themes/central ideas in a text.</li> <li>Describe with specific details how two themes develop:             <ul style="list-style-type: none"> <li>-how they emerge</li> <li>-how they are shaped</li> <li>-how they are refined by details.</li> </ul> </li> <li>Compare and critique similar themes between two literary texts.</li> </ul>	<ul style="list-style-type: none"> <li>Discussion</li> <li>Paragraph response</li> </ul>	<ul style="list-style-type: none"> <li>Theme</li> <li>central idea</li> </ul>	CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<b>READING: LITERATURE</b>					
<b>Key Ideas and Textual Support</b> <ul style="list-style-type: none"> <li>• Dynamic characters</li> <li>• Multiple/ Conflicting motivations</li> <li>• Plot</li> <li>• Theme</li> </ul>	<b>9-10.RL.2.3:</b> Analyze how dynamic characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.	<ul style="list-style-type: none"> <li>• Describe how characters change throughout the story.</li> <li>• Describe how characters interact with other characters.</li> <li>• Describe how characters advance the plot or develop the story's theme.</li> <li>• Compare and contrast multiple character motivations.</li> <li>• Explain character motivations.</li> <li>• Create an argument about the various ways that characters can change the other characters, theme or plot of the text.</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion</li> <li>• Graphic organizer</li> <li>• Paragraph response</li> <li>• Quiz</li> </ul>	<ul style="list-style-type: none"> <li>• Characterization</li> <li>• Plot</li> <li>• Characters</li> </ul>	CRITICAL
<b>Structural Elements and Organization</b> <ul style="list-style-type: none"> <li>• Structure of work</li> <li>• Event order</li> <li>• Pacing</li> <li>• Flashbacks</li> <li>• Effects: mystery, tension, surprise</li> </ul>	<b>9-10.RL.3.1:</b> Analyze and evaluate how an author's choices concerning how to structure a work of literature, order events within it (e.g., parallel episodes), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.	<ul style="list-style-type: none"> <li>• Identify story chronology, including flashbacks and foreshadowing.</li> <li>• Identify the effects that pacing creates.</li> <li>• Design a timeline of the plot that includes the author's structure choices.</li> <li>• Create an argument about how the author's choices impact the text.</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion</li> <li>• Graphic organizer</li> <li>• Timeline</li> <li>• Paragraph response</li> <li>• Quiz</li> </ul>	<ul style="list-style-type: none"> <li>• Parallel episodes</li> <li>• Pacing</li> <li>• Flashbacks</li> <li>• Mystery</li> <li>• Tension</li> </ul>	CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<ul style="list-style-type: none"> <li>READING: LITERATURE</li> </ul>					
<ul style="list-style-type: none"> <li>Effects: suspense or humor</li> <li>Points of view of characters</li> <li>Points of view of reader</li> <li>Dramatic Irony</li> </ul>	<b>9-10.RL.3.2:</b> Analyze how the author creates such effects as suspense or humor through differences in the points of view of the characters and the reader (e.g., created through the use of dramatic irony).	<ul style="list-style-type: none"> <li>Identify and describe the author's use of suspense or humor through what the characters think, say, and do.</li> <li>Assess how the author uses suspense or humor to show the differing viewpoints of character.</li> <li>Critique the author's use of suspense and humor through the characters thoughts words and actions.</li> </ul>		<ul style="list-style-type: none"> <li>Tone</li> <li>Mood</li> <li>Irony</li> </ul>	CRITICAL
READING: NONFICTION					
<b>Key Ideas and Textual Support</b> <ul style="list-style-type: none"> <li>Textual evidence</li> <li>Inferences</li> <li>Interpretations</li> </ul>	<b>9-10.RN.2.1:</b> Cite strong and thorough textual evidence to support analysis of what a text says explicitly as well as inferences and interpretations drawn from the text.	<ul style="list-style-type: none"> <li>Cite textual evidence to support what the text says.</li> <li>Draw inferences and interpretations from the text.</li> <li>Draw conclusions on what the text directly and indirectly says.</li> </ul>	<ul style="list-style-type: none"> <li>Discussion</li> <li>Paragraph response</li> <li>Journals</li> <li>Quiz</li> </ul>	<ul style="list-style-type: none"> <li>Cite</li> <li>Text</li> </ul>	CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<b>READING: NONFICTION</b>					
<ul style="list-style-type: none"> <li>Central ideas</li> </ul>	<b>9-10.RN.2.2:</b> Analyze in detail the development of two or more central ideas over the course of a text, including how they interact and build on one another to provide a complex analysis.	<ul style="list-style-type: none"> <li>Identify two or more central ideas in a text.</li> <li>Describe with specific details how two central ideas develop:             <ul style="list-style-type: none"> <li>-how they emerge/interact</li> <li>-how they are shaped</li> <li>-how they build on one another</li> </ul> </li> <li>Explain how the specific details shape the central idea.</li> </ul>	<ul style="list-style-type: none"> <li>Discussion</li> <li>Paragraph response</li> <li>Journals</li> <li>Quiz</li> </ul>	<ul style="list-style-type: none"> <li>Central ideas</li> <li>Main ideas</li> </ul>	CRITICAL
<b>Key Ideas and Textual Support</b> <ul style="list-style-type: none"> <li>Author</li> <li>Series of ideas/events</li> </ul>	<b>9-10.RN.2.3:</b> 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.	<ul style="list-style-type: none"> <li>Identify and explain the process an author uses to build an argument:             <ul style="list-style-type: none"> <li>-the order in which points are made</li> <li>-how points are introduced and developed</li> <li>-the connections between the points</li> </ul> </li> <li>Construct a visual aid that connects events that are built into an author's argument.</li> <li>Create an argument about the process an author uses to make his/her argument.</li> <li>Create a written response that summarizes the events that were formed from the visual aid.</li> </ul>	<ul style="list-style-type: none"> <li>Timeline</li> <li>Graphic organizer</li> <li>Poster or power point</li> </ul>	Ordering: <ul style="list-style-type: none"> <li>Chronological</li> <li>Logical</li> <li>Spatial</li> <li>Introduction body, and conclusion</li> <li>Transitional words</li> </ul>	CRITICAL



CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<b>READING: NON-FICTION</b>					
<b>Structural Elements and Organization</b> <ul style="list-style-type: none"> <li>• Author's ideas/claims</li> <li>• Sentences</li> <li>• Paragraph(s)</li> </ul>	<b>9-10.RN.3.2:</b> Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.	<ul style="list-style-type: none"> <li>• Identify an author's word choice and text structure.</li> <li>• Explain how they develop an author's ideas or claims.</li> <li>• Critique the word choice of an author and how it aligns with the author's purpose.</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion</li> <li>• Paragraph response</li> <li>• Essay</li> </ul>	<ul style="list-style-type: none"> <li>• Author</li> <li>• Sentence</li> <li>• Paragraph</li> </ul>	CRITICAL
<ul style="list-style-type: none"> <li>• Author's perspective/purpose</li> <li>• Rhetoric</li> </ul>	<b>9-10.RN.3.3:</b> Determine an author's perspective or purpose in a text, and analyze how an author uses rhetoric to advance that perspective or purpose.	<ul style="list-style-type: none"> <li>• Identify the author's purpose in a text by listing the author's arguments/evidence.</li> <li>• Determine and assess the effect of rhetoric on the author's purpose.</li> <li>• Critique the author's purpose and the effect the rhetoric has on the audience.</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion</li> <li>• Paragraph response</li> <li>• Essay</li> </ul>	<ul style="list-style-type: none"> <li>• Rhetoric</li> <li>• Logos</li> <li>• Pathos</li> <li>• Ethos</li> </ul>	CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<b>READING: NONFICTION</b>					
<b>Synthesis and Connection of Ideas</b> <ul style="list-style-type: none"> <li>Argument</li> <li>Reasoning</li> <li>Evidence</li> <li>False statements</li> <li>Fallacious reasoning</li> </ul>	<b>9-10.RN.4.1:</b> 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.	<ul style="list-style-type: none"> <li>Identify the author's argument.</li> <li>Describe why the evidence supports the author's argument, and whether the evidence is fallacious or valid.</li> <li>Identify false statements and fallacious reasoning.</li> </ul>	<ul style="list-style-type: none"> <li>Discussion</li> <li>Essay</li> <li>Quiz</li> </ul>	<ul style="list-style-type: none"> <li>Author's argument</li> <li>Fallacies</li> </ul>	CRITICAL
<b>READING: VOCABULARY</b>					
<b>Vocabulary Building</b> <ul style="list-style-type: none"> <li>Context</li> </ul>	<b>9-10.RV.2.1:</b> Use context to determine or clarify the meaning of words and phrases.	<ul style="list-style-type: none"> <li>Identify different types of context clues.</li> <li>Explain the meanings of words and phrases using context clues.</li> </ul>	<ul style="list-style-type: none"> <li>Discussion</li> <li>Paragraph response</li> <li>Journal</li> </ul>	Context Clues: <ul style="list-style-type: none"> <li>Stems</li> <li>Antonym</li> <li>Synonym</li> <li>Examples</li> <li>Definition</li> </ul>	CRITICAL
<b>Vocabulary in Literature and Nonfiction Texts</b> <ul style="list-style-type: none"> <li>Figurative language</li> <li>Connotative words</li> <li>Word choice</li> <li>Tone</li> <li>Multiple meanings</li> </ul>	<b>9-10.RV.3.1:</b> Analyze the meaning of words and phrases as they are used in works of literature, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings.	<ul style="list-style-type: none"> <li>Identify figurative language.</li> <li>Identify connotative words.</li> <li>Connect and explain how the author's word choice influences the meaning and tone of the text, including words with multiple meaning.</li> <li>Assess the author's use of figurative language.</li> </ul>		<ul style="list-style-type: none"> <li>Figurative language: Metaphor Similes Personification Hyperbole Euphemisms Pun/Tone</li> <li>Connotative Words</li> </ul>	CRITICAL

CONTENT	STANDARD INDICATOR	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<b>READING: VOCABULARY</b>					
<ul style="list-style-type: none"> <li>● Non Fiction Text</li> <li>● Figurative meanings</li> <li>● Connotative meanings</li> <li>● Technical meanings</li> <li>● Word Choice</li> <li>● Tone</li> </ul>	<b>9-10.RV.3.2:</b> Determine the meaning of words and phrases as they are used in a nonfiction text, including figurative, connotative, and technical meanings; evaluate the effectiveness of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).	<ul style="list-style-type: none"> <li>● Identify the figurative words in nonfiction texts.</li> <li>● Identify the connotative words in nonfiction texts.</li> <li>● Identify the technical vocabulary in nonfiction texts.</li> <li>● Connect and explain how the author's word choice influences the meaning and tone of the text.</li> <li>● Evaluate and explain the effectiveness of an author's word choice in a piece of literature.</li> </ul>	<ul style="list-style-type: none"> <li>● Vocabulary picture dictionary</li> <li>● Respond to article</li> <li>● Quiz</li> </ul>		CRITICAL

CONTENT	STANDARD INDICATOR	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<b>WRITING</b>					
<b>Writing Genres</b>  <b>Argumentative Compositions</b> <ul style="list-style-type: none"> <li>• Arguments</li> <li>• Precise claims</li> <li>• Counterclaims</li> <li>• Reasons</li> <li>• Evidence</li> <li>• Transitions</li> <li>• Consistent style &amp; tone</li> <li>• Concluding statement</li> </ul>	<b>9-10.W.3.1:</b> Write arguments in a variety of forms that – 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. 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. Use effective transitions 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. Establish and maintain a consistent style and tone appropriate to purpose and audience.	<ul style="list-style-type: none"> <li>• Introduce precise claim(s).</li> <li>• Distinguish the claim(s) from alternate or opposing claims.</li> <li>• Create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.</li> <li>• Develop claim(s) and counterclaims fairly</li> <li>• Supply evidence for each claim.</li> <li>• Point out the strengths and limitations of both.</li> <li>• Use effective transitions to link the major sections of the text.</li> <li>• Use transitions to clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</li> <li>• Establish and maintain a consistent style and tone appropriate to purpose and audience.</li> <li>• Provide a concluding statement or section that follows from and supports the argument presented.</li> </ul>	<ul style="list-style-type: none"> <li>• Paragraph response</li> <li>• Essay</li> </ul>		CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<b>WRITING</b>					
<b>Informative Compositions</b> <ul style="list-style-type: none"> <li>• Topic</li> <li>• Complex ideas</li> <li>• Facts</li> <li>• Definitions</li> <li>• Details</li> <li>• Quotations</li> <li>• Information/ Examples</li> <li>• Transitions</li> <li>• Vocabulary choice</li> <li>• Style</li> <li>• Concluding statement</li> </ul>	<b>9-10.W.3.2:</b> Write informative compositions in a variety of forms that – Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples Use appropriate and varied transitions. Choose language and content- specific vocabulary that express ideas precisely and concisely to manage the complexity of the topic, recognizing and eliminating wordiness and redundancy. Establish and maintain a style appropriate to the purpose and audience.	<ul style="list-style-type: none"> <li>• Introduce a topic.</li> <li>• Organize complex ideas, concepts, and information to make important connections and distinctions.</li> <li>• Include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia.</li> <li>• Develop the topic with:               <ul style="list-style-type: none"> <li>-relevant and sufficient facts,</li> <li>-extended definitions,</li> <li>-concrete details,</li> <li>-quotations,</li> <li>-information, and examples.</li> </ul> </li> <li>• Use appropriate and varied transitions to:               <ul style="list-style-type: none"> <li>-link the major sections of the text</li> <li>-create cohesion</li> <li>-clarify the relationships among complex ideas and concepts.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Discussion</li> <li>• Graphic organizer</li> <li>• Essay</li> <li>• Quiz</li> </ul>	<ul style="list-style-type: none"> <li>• Topic Sentence</li> <li>• Supporting sentence</li> <li>• Clincher</li> <li>• Quotations</li> <li>• Paraphrase</li> </ul>	CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
WRITING					
<b>Informative Compositions</b>	<b>9-10.W.3.2: (cont.)</b> Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g. articulating implications or the significance of the topic).	<ul style="list-style-type: none"> <li>● Choose language and content specific vocabulary that express ideas precisely and concisely .</li> <li>● Establish and maintain a style appropriate to the purpose and audience.</li> <li>● Provide a concluding statement or section that supports the information or explanation presented.</li> </ul>			

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<b>WRITING</b>					
<b>Writing Process</b> <ul style="list-style-type: none"> <li>• Writing Process</li> <li>• Draft</li> <li>• Revision</li> <li>• Editing</li> <li>• Technology</li> </ul>	<b>9-10.W.4:</b> Apply the writing process to: Plan and develop; draft; revise using appropriate reference materials; rewrite; try a new approach, focusing on addressing what is most significant for a specific purpose and audience; and edit to produce and strengthen writing that is clear and coherent. Use technology to generate, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically (e.g., use of publishing programs, integration of multimedia).	<ul style="list-style-type: none"> <li>• Plan and develop.</li> <li>• Write draft.</li> <li>• Revise using appropriate reference materials.</li> <li>• Rewrite.</li> <li>• Try a new approach, focusing on addressing what is most significant for a specific purpose and audience.</li> <li>• Edit to produce and strengthen writing that is clear and coherent.</li> <li>• Use technology to generate, produce, publish, and update individual or shared writing products.</li> </ul>	<ul style="list-style-type: none"> <li>• Essay</li> </ul>	<ul style="list-style-type: none"> <li>• Draft</li> <li>• Revise</li> <li>• Edit</li> </ul>	CRITICAL

## Can Do Descriptors: Grade Level Cluster 9-12

For the given level of English language proficiency and with visual, graphic, or interactive support through Level 4, English language learners can process or produce the **language** needed to:

	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	
READING	<ul style="list-style-type: none"> <li>Match visual representations to words/phrases</li> <li>Read everyday signs, symbols, schedules, and school-related words/phrases</li> <li>Respond to WH- questions related to illustrated text</li> <li>Use references (e.g., picture dictionaries, bilingual glossaries, technology)</li> </ul>	<ul style="list-style-type: none"> <li>Match data or information with its source or genre (e.g., description of element to its symbol on periodic table)</li> <li>Classify or organize information presented in visuals or graphs</li> <li>Follow multi-step instructions supported by visuals or data</li> <li>Match sentence-level descriptions to visual representations</li> <li>Compare content-related features in visuals and graphics</li> <li>Locate main ideas in a series of related sentences</li> </ul>	<ul style="list-style-type: none"> <li>Apply multiple meanings of words/phrases to social and academic contexts</li> <li>Identify topic sentences or main ideas and details in paragraphs</li> <li>Answer questions about explicit information in texts</li> <li>Differentiate between fact and opinion in text</li> <li>Order paragraphs or sequence information within paragraphs</li> </ul>	<ul style="list-style-type: none"> <li>Compare/contrast authors' points of view, characters, information, or events</li> <li>Interpret visually- or graphically-supported information</li> <li>Infer meaning from text</li> <li>Match cause to effect</li> <li>Evaluate usefulness of data or information supported visually or graphically</li> </ul>	<ul style="list-style-type: none"> <li>Interpret grade-level literature</li> <li>Synthesize grade-level expository text</li> <li>Draw conclusions from different sources of informational text</li> <li>Infer significance of data or information in grade-level material</li> <li>Identify evidence of bias and credibility of source</li> </ul>	Level 6 - Reaching
WRITING	<ul style="list-style-type: none"> <li>Label content-related diagrams, pictures from word/phrase banks</li> <li>Provide personal information on forms read orally</li> <li>Produce short answer responses to oral questions with visual support</li> <li>Supply missing words in short sentences</li> </ul>	<ul style="list-style-type: none"> <li>Make content-related lists of words, phrases, or expressions</li> <li>Take notes using graphic organizers or models</li> <li>Formulate yes/no, choice and WH- questions from models</li> <li>Correspond for social purposes (e.g., memos, e-mails, notes)</li> </ul>	<ul style="list-style-type: none"> <li>Complete reports from templates</li> <li>Compose short narrative and expository pieces</li> <li>Outline ideas and details using graphic organizers</li> <li>Compare and reflect on performance against criteria (e.g., rubrics)</li> </ul>	<ul style="list-style-type: none"> <li>Summarize content-related notes from lectures or text</li> <li>Revise work based on narrative or oral feedback</li> <li>Compose narrative and expository text for a variety of purposes</li> <li>Justify or defend ideas and opinions</li> <li>Produce content-related reports</li> </ul>	<ul style="list-style-type: none"> <li>Produce research reports from multiple sources</li> <li>Create original pieces that represent the use of a variety of genres and discourses</li> <li>Critique, peer-edit and make recommendations on others' writing from rubrics</li> <li>Explain, with details, phenomena, processes, procedures</li> </ul>	



## Can Do Descriptors: Grade Level Cluster 9-12

For the given level of English language proficiency and with visual, graphic, or interactive support through Level 4, English language learners can process or produce the **language** needed to:

	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 - Reaching
LISTENING	<ul style="list-style-type: none"> <li>Point to or show basic parts, components, features, characteristics, and properties of objects, organisms, or persons named orally</li> <li>Match everyday oral information to pictures, diagrams, or photographs</li> <li>Group visuals by common traits named orally (e.g., "These are polygons.")</li> <li>Identify resources, places, products, figures from oral statements, and visuals</li> </ul>	<ul style="list-style-type: none"> <li>Match or classify oral descriptions to real-life experiences or visually-represented, content-related examples</li> <li>Sort oral language statements according to time frames</li> <li>Sequence visuals according to oral directions</li> </ul>	<ul style="list-style-type: none"> <li>Evaluate information in social and academic conversations</li> <li>Distinguish main ideas from supporting points in oral, content-related discourse</li> <li>Use learning strategies described orally</li> <li>Categorize content-based examples described orally</li> </ul>	<ul style="list-style-type: none"> <li>Distinguish between multiple meanings of oral words or phrases in social and academic contexts</li> <li>Analyze content-related tasks or assignments based on oral discourse</li> <li>Categorize examples of genres read aloud</li> <li>Compare traits based on visuals and oral descriptions using specific and some technical language</li> </ul>	<ul style="list-style-type: none"> <li>Interpret cause and effect scenarios from oral discourse</li> <li>Make inferences from oral discourse containing satire, sarcasm, or humor</li> <li>Identify and react to subtle differences in speech and register (e.g., hyperbole, satire, comedy)</li> <li>Evaluate intent of speech and act accordingly</li> </ul>	
SPEAKING	<ul style="list-style-type: none"> <li>Answer yes/no or choice questions within context of lessons or personal experiences</li> <li>Provide identifying information about self</li> <li>Name everyday objects and pre-taught vocabulary</li> <li>Repeat words, short phrases, memorized chunks of language</li> </ul>	<ul style="list-style-type: none"> <li>Describe persons, places, events, or objects</li> <li>Ask WH- questions to clarify meaning</li> <li>Give features of content-based material (e.g., time periods)</li> <li>Characterize issues, situations, regions shown in illustrations</li> </ul>	<ul style="list-style-type: none"> <li>Suggest ways to resolve issues or pose solutions</li> <li>Compare/contrast features, traits, characteristics using general and some specific language</li> <li>Sequence processes, cycles, procedures, or events</li> <li>Conduct interviews or gather information through oral interaction</li> <li>Estimate, make predictions or pose hypotheses from models</li> </ul>	<ul style="list-style-type: none"> <li>Take a stance and use evidence to defend it</li> <li>Explain content-related issues and concepts</li> <li>Compare and contrast points of view</li> <li>Analyze and share pros and cons of choices</li> <li>Use and respond to gossip, slang, and idiomatic expressions</li> <li>Use speaking strategies (e.g., circumlocution)</li> </ul>	<ul style="list-style-type: none"> <li>Give multimedia oral presentations on grade-level material</li> <li>Engage in debates on content-related issues using technical language</li> <li>Explain metacognitive strategies for solving problems (e.g., "Tell me how you know it.")</li> <li>Negotiate meaning in pairs or group discussions</li> </ul>	

Standard		Abbreviation
English Language Development Standard 1	English language learners <b>communicate</b> for <b>Social</b> and <b>Instructional</b> purposes within the school setting	Social and Instructional language
English Language Development Standard 2	English language learners <b>communicate</b> information, ideas and concepts necessary for academic success in the content area of <b>Language Arts</b>	The language of Language Arts
English Language Development Standard 3	English language learners <b>communicate</b> information, ideas and concepts necessary for academic success in the content area of <b>Mathematics</b>	The language of Mathematics
English Language Development Standard 4	English language learners <b>communicate</b> information, ideas and concepts necessary for academic success in the content area of <b>Science</b>	The language of Science
English Language Development Standard 5	English language learners <b>communicate</b> information, ideas and concepts necessary for academic success in the content area of <b>Social Studies</b>	The language of Social Studies

Standard 1 draws on students' personal experiences as they interact with teachers and peers. It works in conjunction with Standards 2–5 that address the language of the content areas.

**CRAWFORDSVILLE COMMUNITY SCHOOL CORPORATION**

**GRADE LEVEL: 9-12**

**SUBJECT: ENGLISH AS A NEW LANGUAGE II**

**DATE: 2020-2021**

**GRADING PERIOD: QUARTER 4**

**MASTER COPY 5/20/2020**

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<b>READING: LITERATURE</b>					
<b>Key Ideas and Textual Support</b> <ul style="list-style-type: none"> <li>Textual evidence</li> <li>Inferences</li> <li>Interpretations</li> </ul>	<b>9-10.RL.2.1:</b> Cite strong and thorough textual evidence to support analysis of what a text says explicitly as well as inferences and interpretations drawn from the text.	<ul style="list-style-type: none"> <li>Cite textual evidence to support what the text says.</li> <li>Identify inferences and interpretations from the text.</li> <li>Develop an argument that is based on textual evidence.</li> </ul>	<ul style="list-style-type: none"> <li>Discussion</li> <li>Journal</li> <li>Paragraph response</li> <li>Quiz</li> <li>Teacher observation</li> </ul>	<ul style="list-style-type: none"> <li>cite</li> <li>evidence</li> <li>text</li> </ul>	CRITICAL
<ul style="list-style-type: none"> <li>Themes/Central Idea</li> </ul>	<b>9-10.RL.2.2:</b> Analyze in detail the development of two or more themes or central ideas over the course of a work of literature, including how they emerge and are shaped and refined by specific details.	<ul style="list-style-type: none"> <li>Identify two or more themes/central ideas in a text.</li> <li>Describe with specific details how two themes develop:               <ul style="list-style-type: none"> <li>-how they emerge</li> <li>-how they are shaped</li> <li>-how they are refined by details.</li> </ul> </li> <li>Compare and critique similar themes between two literary texts.</li> </ul>	<ul style="list-style-type: none"> <li>Discussion</li> <li>Paragraph response</li> </ul>	<ul style="list-style-type: none"> <li>theme</li> <li>central idea</li> </ul>	CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<b>READING: LITERATURE</b>					
<b>Key Ideas and Textual Support</b> <ul style="list-style-type: none"> <li>Dynamic characters</li> <li>Multiple/Conflicting motivations</li> <li>Plot</li> <li>Theme</li> </ul>	<b>9-10.RL.2.3:</b> Analyze how dynamic characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.	<ul style="list-style-type: none"> <li>Describe how characters change throughout the story.</li> <li>Describe how characters interact with other characters.</li> <li>Describe how characters advance the plot or develop the story's theme.</li> <li>Compare and contrast multiple character motivations.</li> <li>Evaluate character motivations.</li> <li>Create an argument about the various ways that characters can change the other characters, theme or plot of the text.</li> </ul>	<ul style="list-style-type: none"> <li>Discussion</li> <li>Graphic organizer</li> <li>Paragraph response</li> <li>Quiz</li> </ul>	<ul style="list-style-type: none"> <li>Characterization</li> <li>Plot</li> <li>Characters</li> </ul>	CRITICAL
<b>Structural Elements and Organization</b> <ul style="list-style-type: none"> <li>Structure of work</li> <li>Event order</li> <li>Pacing</li> <li>Flashbacks</li> <li>Effects: mystery, tension, surprise</li> </ul>	<b>9-10.RL.3.1:</b> Analyze and evaluate how an author's choices concerning how to structure a work of literature, order events within it (e.g., parallel episodes), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.	<ul style="list-style-type: none"> <li>Identify story chronology, including flashbacks and foreshadowing.</li> <li>Identify the effects that pacing creates.</li> <li>Design a timeline of the plot that includes the author's structure choices.</li> <li>Create an argument about how the author's choices impact the text.</li> </ul>	<ul style="list-style-type: none"> <li>Discussion</li> <li>Graphic organizer</li> <li>Timeline</li> <li>Paragraph response</li> <li>Quiz</li> </ul>	<ul style="list-style-type: none"> <li>Parallel episodes</li> <li>Pacing</li> <li>Flashbacks</li> <li>Mystery</li> <li>Tension</li> </ul>	CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<ul style="list-style-type: none"> <li>READING: LITERATURE</li> </ul>					
<ul style="list-style-type: none"> <li>Effects: suspense or humor</li> <li>Points of view of characters</li> <li>Points of view of reader</li> <li>Dramatic Irony</li> </ul>	<p><b>9-10.RL.3.2:</b> Analyze how the author creates such effects as suspense or humor through differences in the points of view of the characters and the reader (e.g., created through the use of dramatic irony).</p>	<ul style="list-style-type: none"> <li>Identify and describe the author's use of suspense or humor through what the characters think, say, and do.</li> <li>Assess how the author uses suspense or humor to show the differing viewpoints of character.</li> <li>Critique the author's use of suspense and humor through the character's thoughts words and actions.</li> </ul>		<ul style="list-style-type: none"> <li>Tone</li> <li>Mood</li> <li>Irony</li> </ul>	CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<b>READING: NONFICTION</b>					
<b>Key Ideas and Textual Support</b> <ul style="list-style-type: none"> <li>Textual evidence</li> <li>Inferences</li> <li>Interpretations</li> </ul>	<b>9-10.RN.2.1:</b> Cite strong and thorough textual evidence to support analysis of what a text says explicitly as well as inferences and interpretations drawn from the text.	<ul style="list-style-type: none"> <li>Cite textual evidence to support what the text says.</li> <li>Draw inferences and interpretations from the text.</li> <li>Draw conclusions on what the text directly and indirectly says.</li> </ul>	<ul style="list-style-type: none"> <li>Discussion</li> <li>Paragraph response</li> <li>Journals</li> <li>Quiz</li> </ul>	<ul style="list-style-type: none"> <li>Cite</li> <li>Text</li> </ul>	CRITICAL
<ul style="list-style-type: none"> <li>Central ideas</li> </ul>	<b>9-10.RN.2.2:</b> Analyze in detail the development of two or more central ideas over the course of a text, including how they interact and build on one another to provide a complex analysis.	<ul style="list-style-type: none"> <li>Identify two or more central ideas in a text.</li> <li>Describe with specific details how two central ideas develop:             <ul style="list-style-type: none"> <li>-how they emerge/interact</li> <li>-how they are shaped</li> <li>-how they build on one another.</li> </ul> </li> <li>Explain how the specific details shape the central idea.</li> </ul>	<ul style="list-style-type: none"> <li>Discussion</li> <li>Paragraph response</li> <li>Journals</li> <li>Quiz</li> </ul>	<ul style="list-style-type: none"> <li>Central ideas</li> <li>Main ideas</li> </ul>	CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<b>READING: NONFICTION</b>					
<b>Key Ideas and Textual Support</b> <ul style="list-style-type: none"> <li>• Author</li> <li>• Series of ideas/events</li> </ul>	<b>9-10.RN.2.3:</b> 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.	<ul style="list-style-type: none"> <li>• Identify and explain the process an author uses to build an argument:             <ul style="list-style-type: none"> <li>–the order in which points are made</li> <li>–how points are introduced and developed</li> <li>–the connections between the points</li> </ul> </li> <li>• Construct a visual aid that connects events that are built into an author’s argument.</li> <li>• Create an argument about the process an author uses to make his/her argument.</li> <li>• Create a written response that summarizes the events that were formed from the visual aid.</li> </ul>	<ul style="list-style-type: none"> <li>• Timeline</li> <li>• Graphic organizer</li> <li>• Poster or powerpoint</li> </ul>	<ul style="list-style-type: none"> <li>• Ordering:             <ul style="list-style-type: none"> <li>-Chronological</li> <li>-Logical</li> <li>-Spatial</li> </ul> </li> <li>• Introduction body, and conclusion</li> <li>• Transitional words</li> </ul>	CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<b>READING: NON-FICTION</b>					
<b>Structural Elements and Organization</b> <ul style="list-style-type: none"> <li>• Author's ideas/claims</li> <li>• Sentences</li> <li>• Paragraph(s)</li> </ul>	<b>9-10.RN.3.2:</b> Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.	<ul style="list-style-type: none"> <li>• Identify an author's word choice and text structure.</li> <li>• Explain how they develop an author's ideas or claims.</li> <li>• Critique the word choice of an author and how it aligns with the author's purpose.</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion</li> <li>• Paragraph response</li> <li>• Essay</li> </ul>	<ul style="list-style-type: none"> <li>• Author</li> <li>• Sentence</li> <li>• Paragraph</li> </ul>	CRITICAL
<ul style="list-style-type: none"> <li>• Author's perspective/purpose</li> <li>• Rhetoric</li> </ul>	<b>9-10.RN.3.3:</b> Determine an author's perspective or purpose in a text, and analyze how an author uses rhetoric to advance that perspective or purpose.	<ul style="list-style-type: none"> <li>• Identify the author's purpose in a text by listing the author's arguments/evidence.</li> <li>• Determine and assess the effect of rhetoric on the author's purpose.</li> <li>• Critique the author's purpose and the effect the rhetoric has on the audience.</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion</li> <li>• Paragraph response</li> <li>• Essay</li> </ul>	<ul style="list-style-type: none"> <li>• Rhetoric</li> <li>• Logos</li> <li>• Pathos</li> <li>• Ethos</li> </ul>	CRITICAL



CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<b>READING: NONFICTION</b>					
<b>Synthesis and Connection of Ideas</b> <ul style="list-style-type: none"> <li>Argument</li> <li>Reasoning</li> <li>Evidence</li> <li>False statements</li> <li>Fallacious reasoning</li> </ul>	<b>9-10.RN.4.1:</b> 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.	<ul style="list-style-type: none"> <li>Identify the author's argument.</li> <li>Describe why the evidence supports the author's argument, and whether the evidence is fallacious or valid.</li> <li>Identify false statements and fallacious reasoning.</li> </ul>	<ul style="list-style-type: none"> <li>Discussion</li> <li>Essay</li> <li>Quiz</li> </ul>	<ul style="list-style-type: none"> <li>Author's argument</li> <li>Fallacies</li> </ul>	CRITICAL
<b>READING: VOCABULARY</b>					
<b>Vocabulary Building</b> <ul style="list-style-type: none"> <li>Context</li> </ul>	<b>9-10.RV.2.1:</b> Use context to determine or clarify the meaning of words and phrases.	<ul style="list-style-type: none"> <li>Identify different types of context clues.</li> <li>Explain the meanings of words and phrases using context clues.</li> </ul>	<ul style="list-style-type: none"> <li>Discussion</li> <li>Paragraph response</li> <li>Journal</li> </ul>	Context Clues: <ul style="list-style-type: none"> <li>Stems</li> <li>Antonym</li> <li>Synonym</li> <li>Examples</li> <li>Definition</li> </ul>	CRITICAL
<b>Vocabulary in Literature and Nonfiction Texts</b> <ul style="list-style-type: none"> <li>Figurative language</li> <li>Connotative words</li> <li>Word choice</li> <li>Tone</li> <li>Multiple meanings</li> </ul>	<b>9-10.RV.3.1:</b> Analyze the meaning of words and phrases as they are used in works of literature, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings.	<ul style="list-style-type: none"> <li>Identify figurative language.</li> <li>Identify connotative words.</li> <li>Connect and explain how the author's word choice influences the meaning and tone of the text, including words with multiple meaning</li> <li>Assess the author's use of figurative language.</li> </ul>		<ul style="list-style-type: none"> <li>Figurative language: Metaphor Similes Personification Hyperbole Euphemism Pun</li> <li>Connotative words, Tone</li> </ul>	CRITICAL

CONTENT	STANDARD INDICATOR	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<b>READING: VOCABULARY</b>					
<b>Vocabulary in Literature and Non-fiction texts</b> <ul style="list-style-type: none"> <li>● Non Fiction Text</li> <li>● Figurative meanings</li> <li>● Connotative meanings</li> <li>● Technical meanings</li> <li>● Word Choice</li> <li>● Tone</li> </ul>	<b>9-10.RV.3.2:</b> Determine the meaning of words and phrases as they are used in a nonfiction text, including figurative, connotative, and technical meanings; evaluate the effectiveness of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).	<ul style="list-style-type: none"> <li>● Identify the figurative words in nonfiction texts.</li> <li>● Identify the connotative words in nonfiction texts.</li> <li>● Identify the technical vocabulary in nonfiction texts.</li> <li>● Connect and explain how the author's word choice influences the meaning and tone of the text.</li> <li>● Evaluate and explain the effectiveness of an author's word choice in a piece of literature.</li> <li>● Exhibit how alternate word choice affects meaning and tone.</li> </ul>	<ul style="list-style-type: none"> <li>● Vocabulary picture dictionary</li> <li>● Journal</li> <li>● Respond to article</li> <li>● Quiz</li> </ul>		CRITICAL

CONTENT	STANDARD INDICATOR	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<b>WRITING</b>					
<b>Writing Genres</b>  <b>Argumentative Compositions</b> <ul style="list-style-type: none"> <li>• Arguments</li> <li>• Precise claims</li> <li>• Counterclaims</li> <li>• Reasons</li> <li>• Evidence</li> <li>• Transitions</li> <li>• Consistent style &amp; tone</li> <li>• Concluding statement</li> </ul>	<b>9-10.W.3.1:</b> Write arguments in a variety of forms that – 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. 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. Use effective transitions 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. Establish and maintain a consistent style and tone appropriate to purpose and audience.	<ul style="list-style-type: none"> <li>• Introduce precise claim(s).</li> <li>• Distinguish the claim(s) from alternate or opposing claims.</li> <li>• Create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.</li> <li>• Develop claim(s) and counterclaims fairly</li> <li>• Supply evidence for each claim.</li> <li>• Point out the strengths and limitations of both.</li> <li>• Use effective transitions to link the major sections of the text.</li> <li>• Use transitions to clarify the relationships between claim(s), reasons, evidence, and between claim(s) and counterclaims.</li> <li>• Establish and maintain a consistent style and tone appropriate to purpose and audience.</li> <li>• Provide a concluding Statement that follows from and supports the argument presented.</li> </ul>	<ul style="list-style-type: none"> <li>• Journal</li> <li>• Paragraph response</li> <li>• Essay</li> </ul>		CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<b>WRITING</b>					
<b>Writing Genres</b>  <b>Informative Compositions</b> <ul style="list-style-type: none"> <li>• Topic</li> <li>• Complex ideas</li> <li>• Facts</li> <li>• Definitions</li> <li>• Details</li> <li>• Quotations</li> <li>• Information/ Examples</li> <li>• Transitions</li> <li>• Vocabulary choice</li> <li>• Style</li> <li>• Concluding statement</li> </ul>	<b>9-10.W.3.2:</b> Write informative compositions in a variety of forms that – Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples. Use appropriate and varied transitions. Choose language and content- specific vocabulary that express ideas precisely and concisely to manage the complexity of the topic, recognizing and eliminating wordiness and redundancy. Establish and maintain a style appropriate to the purpose and audience.	<ul style="list-style-type: none"> <li>• Introduce a topic.</li> <li>• Organize complex ideas, concepts, and information to make important connections and distinctions.</li> <li>• Include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia.</li> <li>• Develop the topic with:               <ul style="list-style-type: none"> <li>-relevant and sufficient facts,</li> <li>-extended definitions,</li> <li>-concrete details,</li> <li>-quotations,</li> <li>-information, and examples.</li> </ul> </li> <li>• Use appropriate and varied transitions to:               <ul style="list-style-type: none"> <li>-</li> </ul> </li> </ul> <p>link the major sections of the text</p> <ul style="list-style-type: none"> <li>-create cohesion</li> <li>-clarify the relationships among complex ideas and concepts.</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion</li> <li>• Graphic organizer</li> <li>• Essay</li> <li>• Quiz</li> </ul>	<ul style="list-style-type: none"> <li>• Topic Sentence</li> <li>• Supporting sentence</li> <li>• Clincher</li> <li>• Quotations</li> <li>• Paraphrase</li> </ul>	CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<b>WRITING</b>					
<b>Writing Genres</b>  <b>Informative Compositions</b>	<b>9-10.W.3.2: (cont.)</b> Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g. articulating implications or the significance of the topic).	<ul style="list-style-type: none"> <li>Choose language and content specific vocabulary that express ideas precisely and Concisely.</li> <li>Establish and maintain a style appropriate to the purpose and audience.</li> <li>Provide a concluding statement or section that supports the information or explanation presented.</li> </ul>			
<b>Writing Process</b> <ul style="list-style-type: none"> <li>Writing Process</li> <li>Draft</li> <li>Revision</li> <li>Editing</li> <li>Technology</li> </ul>	<b>9-10.W.4:</b> Apply the writing process to: Plan and develop; draft; revise using appropriate reference materials; rewrite; try a new approach, focusing on addressing what is most significant for a specific purpose and audience; and edit to produce and strengthen writing that is clear and coherent. Use technology to generate, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to	<ul style="list-style-type: none"> <li>Plan and develop.</li> <li>Write draft.</li> <li>Revise using appropriate reference materials.</li> <li>Rewrite.</li> <li>Try a new approach, focusing on addressing what is most significant for a specific purpose and audience.</li> <li>Edit to produce and strengthen writing that is clear and coherent.</li> <li>Use technology to generate, produce, publish, and update individual or shared writing products.</li> </ul>	<ul style="list-style-type: none"> <li>Graphic organizer</li> <li>Essay</li> <li>Quiz</li> </ul>	<ul style="list-style-type: none"> <li>Draft</li> <li>Revise</li> <li>Edit</li> </ul>	CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
WRITING					
WRITING PROCESS	<b>9-10.W.4: (cont.)</b> other information and to display information flexibly and dynamically (e.g., use of publishing programs, integration of multimedia).				

## Can Do Descriptors: Grade Level Cluster 9-12

For the given level of English language proficiency and with visual, graphic, or interactive support through Level 4, English language learners can process or produce the **language** needed to:

	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	
<b>READING</b>	<ul style="list-style-type: none"> <li>Match visual representations to words/phrases</li> <li>Read everyday signs, symbols, schedules, and school-related words/phrases</li> <li>Respond to WH- questions related to illustrated text</li> <li>Use references (e.g., picture dictionaries, bilingual glossaries, technology)</li> </ul>	<ul style="list-style-type: none"> <li>Match data or information with its source or genre (e.g., description of element to its symbol on periodic table)</li> <li>Classify or organize information presented in visuals or graphs</li> <li>Follow multi-step instructions supported by visuals or data</li> <li>Match sentence-level descriptions to visual representations</li> <li>Compare content-related features in visuals and graphics</li> <li>Locate main ideas in a series of related sentences</li> </ul>	<ul style="list-style-type: none"> <li>Apply multiple meanings of words/phrases to social and academic contexts</li> <li>Identify topic sentences or main ideas and details in paragraphs</li> <li>Answer questions about explicit information in texts</li> <li>Differentiate between fact and opinion in text</li> <li>Order paragraphs or sequence information within paragraphs</li> </ul>	<ul style="list-style-type: none"> <li>Compare/contrast authors' points of view, characters, information, or events</li> <li>Interpret visually- or graphically-supported information</li> <li>Infer meaning from text</li> <li>Match cause to effect</li> <li>Evaluate usefulness of data or information supported visually or graphically</li> </ul>	<ul style="list-style-type: none"> <li>Interpret grade-level literature</li> <li>Synthesize grade-level expository text</li> <li>Draw conclusions from different sources of informational text</li> <li>Infer significance of data or information in grade-level material</li> <li>Identify evidence of bias and credibility of source</li> </ul>	<b>Level 6 - Reaching</b>
<b>WRITING</b>	<ul style="list-style-type: none"> <li>Label content-related diagrams, pictures from word/phrase banks</li> <li>Provide personal information on forms read orally</li> <li>Produce short answer responses to oral questions with visual support</li> <li>Supply missing words in short sentences</li> </ul>	<ul style="list-style-type: none"> <li>Make content-related lists of words, phrases, or expressions</li> <li>Take notes using graphic organizers or models</li> <li>Formulate yes/no, choice and WH- questions from models</li> <li>Correspond for social purposes (e.g., memos, e-mails, notes)</li> </ul>	<ul style="list-style-type: none"> <li>Complete reports from templates</li> <li>Compose short narrative and expository pieces</li> <li>Outline ideas and details using graphic organizers</li> <li>Compare and reflect on performance against criteria (e.g., rubrics)</li> </ul>	<ul style="list-style-type: none"> <li>Summarize content-related notes from lectures or text</li> <li>Revise work based on narrative or oral feedback</li> <li>Compose narrative and expository text for a variety of purposes</li> <li>Justify or defend ideas and opinions</li> <li>Produce content-related reports</li> </ul>	<ul style="list-style-type: none"> <li>Produce research reports from multiple sources</li> <li>Create original pieces that represent the use of a variety of genres and discourses</li> <li>Critique, peer-edit and make recommendations on others' writing from rubrics</li> <li>Explain, with details, phenomena, processes, procedures</li> </ul>	

## Can Do Descriptors: Grade Level Cluster 9-12

For the given level of English language proficiency and with visual, graphic, or interactive support through Level 4, English language learners can process or produce the **language** needed to:

	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 - Reaching
LISTENING	<ul style="list-style-type: none"> <li>Point to or show basic parts, components, features, characteristics, and properties of objects, organisms, or persons named orally</li> <li>Match everyday oral information to pictures, diagrams, or photographs</li> <li>Group visuals by common traits named orally (e.g., "These are polygons.")</li> <li>Identify resources, places, products, figures from oral statements, and visuals</li> </ul>	<ul style="list-style-type: none"> <li>Match or classify oral descriptions to real-life experiences or visually-represented, content-related examples</li> <li>Sort oral language statements according to time frames</li> <li>Sequence visuals according to oral directions</li> </ul>	<ul style="list-style-type: none"> <li>Evaluate information in social and academic conversations</li> <li>Distinguish main ideas from supporting points in oral, content-related discourse</li> <li>Use learning strategies described orally</li> <li>Categorize content-based examples described orally</li> </ul>	<ul style="list-style-type: none"> <li>Distinguish between multiple meanings of oral words or phrases in social and academic contexts</li> <li>Analyze content-related tasks or assignments based on oral discourse</li> <li>Categorize examples of genres read aloud</li> <li>Compare traits based on visuals and oral descriptions using specific and some technical language</li> </ul>	<ul style="list-style-type: none"> <li>Interpret cause and effect scenarios from oral discourse</li> <li>Make inferences from oral discourse containing satire, sarcasm, or humor</li> <li>Identify and react to subtle differences in speech and register (e.g., hyperbole, satire, comedy)</li> <li>Evaluate intent of speech and act accordingly</li> </ul>	
SPEAKING	<ul style="list-style-type: none"> <li>Answer yes/no or choice questions within context of lessons or personal experiences</li> <li>Provide identifying information about self</li> <li>Name everyday objects and pre-taught vocabulary</li> <li>Repeat words, short phrases, memorized chunks of language</li> </ul>	<ul style="list-style-type: none"> <li>Describe persons, places, events, or objects</li> <li>Ask WH- questions to clarify meaning</li> <li>Give features of content-based material (e.g., time periods)</li> <li>Characterize issues, situations, regions shown in illustrations</li> </ul>	<ul style="list-style-type: none"> <li>Suggest ways to resolve issues or pose solutions</li> <li>Compare/contrast features, traits, characteristics using general and some specific language</li> <li>Sequence processes, cycles, procedures, or events</li> <li>Conduct interviews or gather information through oral interaction</li> <li>Estimate, make predictions or pose hypotheses from models</li> </ul>	<ul style="list-style-type: none"> <li>Take a stance and use evidence to defend it</li> <li>Explain content-related issues and concepts</li> <li>Compare and contrast points of view</li> <li>Analyze and share pros and cons of choices</li> <li>Use and respond to gossip, slang, and idiomatic expressions</li> <li>Use speaking strategies (e.g., circumlocution)</li> </ul>	<ul style="list-style-type: none"> <li>Give multimedia oral presentations on grade-level material</li> <li>Engage in debates on content-related issues using technical language</li> <li>Explain metacognitive strategies for solving problems (e.g., "Tell me how you know it.")</li> <li>Negotiate meaning in pairs or group discussions</li> </ul>	



Standard		Abbreviation
English Language Development Standard 1	English language learners <b>communicate</b> for <b>Social</b> and <b>Instructional</b> purposes within the school setting	Social and Instructional language
English Language Development Standard 2	English language learners <b>communicate</b> information, ideas and concepts necessary for academic success in the content area of <b>Language Arts</b>	The language of Language Arts
English Language Development Standard 3	English language learners <b>communicate</b> information, ideas and concepts necessary for academic success in the content area of <b>Mathematics</b>	The language of Mathematics
English Language Development Standard 4	English language learners <b>communicate</b> information, ideas and concepts necessary for academic success in the content area of <b>Science</b>	The language of Science
English Language Development Standard 5	English language learners <b>communicate</b> information, ideas and concepts necessary for academic success in the content area of <b>Social Studies</b>	The language of Social Studies

Standard 1 draws on students' personal experiences as they interact with teachers and peers. It works in conjunction with Standards 2–5 that address the language of the content areas.