

# Grades 9, 10, 11, 12

Adopted 2006

## Listening

### 1.1: Listening Comprehension

#### 1. Follow Oral Directions ELD 1.1.1

Follow simple one-step oral directions.

Follow simple two-step oral directions.

Follow simple multi-step oral directions.

Follow multi-step oral directions.

#### 2. Understand Social and Academic Conversations ELD 1.1.2

Demonstrate comprehension of simple social conversations on familiar topics with contextual support.

Demonstrate comprehension of simple social and academic conversations on familiar topics with contextual support.

Draw conclusions from social conversations and simple academic discussions on mostly familiar, concrete topics.

Draw conclusions from academic discussions on mostly concrete topics.

Draw conclusions from academic discussions on concrete and abstract topics.

#### 3. Understand Main Idea of Information Presented Orally ELD 1.1.3

Identify literal concepts in simple information presented orally with visual support.

Briefly describe the main idea and a few supporting details in simple information presented orally with visual support.

Evaluate the general coherence of information presented orally with visual support.

Evaluate the general coherence and effectiveness of a speaker's important points and some evidence.

Evaluate the general coherence and effectiveness of a speaker's important points, evidence, and organization of ideas.

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## Speaking

### 2.1: Speaking Applications

#### 1. Ask and Answer Questions ELD 2.1.1

Ask simple questions to clarify a speaker's briefly stated opinion about a basic, familiar topic.

Ask simple questions to determine a speaker's point of view about a basic topic.

Ask questions to elicit information about a speaker's content and determine the speaker's point of view on the subject.

Summarize a speaker's point of view and ask questions about the speaker's content and attitude toward the subject.

Summarize a speaker's point of view and ask specific questions about the speaker's content and attitude toward the subject.

#### 2. Communicate Information Orally ELD 2.1.2

Express basic needs, feelings, and information on familiar topics using simple sentences.

Express needs, feelings, and information on some newly presented topics using more detailed sentences.

Paraphrase oral information on new topics presented with visual support.

Summarize major ideas and supporting details.

#### 3. Organize Oral Presentations ELD 2.1.3

Complete a graphic organizer or label a series of illustrations on an experience or familiar topic using simple sentences.

Complete a graphic organizer that introduces a familiar topic and includes a quotation or reference, using sentence frames.

Organize simple oral presentations with an introduction and conclusion, including literary quotations or references to authoritative sources, using key sentence starters.

Organize oral presentations with an introduction and conclusion, including literary quotations, anecdotes, and references to authoritative sources.

Organize oral presentations with an introduction and conclusion, including literary quotations, anecdotes, and references to authoritative sources; use expanded word choice and sentence structure.

#### 4. Deliver Oral Presentations ELD 2.1.4

Retell experiences in response to prompts using simple sentences.

Deliver brief narrative and informative oral presentations on familiar topics using some detailed sentences, with some prompting.

Deliver brief narrative and expository presentations that maintain a focus on a sequence of events or thesis, including some significant points and detailed sentences.

Deliver narrative and expository presentations that maintain a focus on a sequence of events or thesis, and include information on significant points.

Deliver narrative presentations that narrate a sequence of events and communicate their significance; deliver expository presentations that state a thesis, and include information on different perspectives.

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**3.1: Reading Process**

**1. Use Text Features to Understand Information** ELD 3.1.1

Identify basic text features in informational text.

Use basic text features in informational texts to locate a few key points.

Use text features and basic organizational structures in informational text at independent reading level to locate and describe key points.

Use text features and organizational structures in informational text near grade level to locate and describe key points.

Use text features and organizational structures in informational text at grade level to locate and explain key points.

**2. Use Graphic Features to Support Understanding of Text** ELD 3.1.2

Identify familiar graphic features (e.g., diagrams, maps) in informational text at independent reading level.

Use familiar graphic features in informational text at independent reading level to locate a few key points.

Use graphic features in informational text at independent reading level to describe key points.

Interpret graphic features of text near grade level.

Interpret graphic features of text at grade level.

**3. Decode Words Using Phonological Awareness Skills** ELD 3.1.3

Identify first, middle, and last sounds in a single-syllable word; match vowel and consonant sounds to all letters.

Use word patterns and/or word families to decode words.

Use knowledge of vowel digraphs, diphthongs, and r-controlled letter-sound associations to read new words.

Apply knowledge of letter-sound associations to decode regular words and recognize irregular words.

**4. Decode and Determine Meaning of Words Using Knowledge of Word Parts** ELD 3.1.4

Decode and determine the meaning of words using knowledge of common base words and a few simple prefixes and suffixes.

Decode and determine the meaning of words using knowledge of common roots, prefixes, and suffixes at independent reading level.

Determine meaning of words using knowledge of common root words and word parts in text at independent reading level.

Determine meaning of words using knowledge of root words and word parts in near grade-level text.

Determine meaning of words using knowledge of root words and word parts in grade-level text.

5. Use Context to Determine Meaning of Words **ELD 3.1.5**

Identify the meaning of familiar words.

Identify the meaning of some unfamiliar words using context in text at independent reading level.

Identify the meaning of unfamiliar words and words with multiple meanings using context in text at independent reading level.

Identify the meaning of unfamiliar words and words with multiple meanings using context in near grade-level text.

Determine the meaning of unfamiliar words and words with multiple meanings using context in grade-level text.

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### 3.2: Reading Comprehension

#### 1. Follow Written Directions **ELD 3.2.1**

Follow simple one- and two-step written directions.

Follow simple multi-step written directions.

Follow multi-step written directions.

Follow written procedures in informational text and identify the main purpose.

#### 2. Describe Main Idea in Text **ELD 3.2.2**

Identify orally the main idea in brief, simple text with visuals.

Identify the main idea and some supporting details in brief text with visuals using expanded sentences.

Identify a theme or thesis and supporting evidence in text at independent reading level.

Critique a universal theme or a thesis in near grade-level texts and provide supporting evidence from each work.

Analyze a universal theme or a thesis and arguments in grade-level texts.

#### 3. Make Inferences and Draw Conclusions Based on Text **ELD 3.2.3**

Draw conclusions from brief, simple texts with visuals on a familiar topic.

Draw conclusions from several brief, simple texts with visuals.

Synthesize content from several sources on a single issue and identify similar themes in texts at independent reading level.

Compare and contrast ideas and themes from several sources in near grade-level texts.

Compare and contrast ideas and themes in grade-level texts and explain how the historical or cultural context influenced each author's point of view.

#### 4. Analyze Characters, Settings, and Plots **ELD 3.2.4**

Identify orally the main characters and basic sequence of events in simple stories read aloud with visuals.

Describe the main characters, setting, and sequence of events in simple stories with visuals.

Analyze basic aspects of characters in stories at independent reading level.

Analyze characterization, choice of narrator, and plot in near grade-level text.

Analyze characterization, plot, choice of narrator, and credibility in grade-level text.

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### 4.1: Writing Process

#### 1. Plan, Write, Revise, and Edit a Draft ELD 4.1.1

Draw and label a sequence of pictures or complete a graphic organizer to show ideas for a narrative.

Complete a graphic organizer to show ideas for a narrative; write a series of short sentences; and use a simple editing checklist of very basic rules with support.

Organize a central idea and some supporting details; write a brief paragraph; revise for meaning; and use a simple editing checklist of basic rules.

Apply the writing process to: organize more complex ideas and supporting details; write a draft; revise for meaning and clarity; and use a modified grade-level editing checklist.

Apply the writing process to: organize ideas and select an appropriate format; write a draft; revise for meaning and clarity; and use a grade-level editing checklist.

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### 4.2: Writing Applications

#### 1. Write Narratives ELD 4.2.1

Write simple sentences using sentence frames for the beginning, middle, and end of a narrative.

Write a series of simple sentences using sentence frames for a narrative that has a beginning, middle, and end.

Write a short narrative with increasingly complex sentences that describes specific actions and feelings of the characters, aided by a template.

Write longer autobiographical or biographical narratives that describe details of characters and changes in time and mood.

Write full-length fictional, autobiographical, or biographical narratives that include specific details; write reflective compositions that compare specific incidents to a broad theme about life.

#### 2. Write Research Reports ELD 4.2.2

Write simple expository sentences using sentence frames.

Write a series of simple sentences using sentence frames that include a basic thesis and some facts and details.

Write a brief research report with increasingly complex sentences that includes a thesis, provides relevant support, and documents sources, aided by a template.

Write a longer research report that includes a thesis, provides relevant support, and includes citations.

Write a full-length research report that states a thesis, explains the significance of specific data, facts, and ideas, and includes citations.

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### 4.3: Writing Conventions

#### 1. Spell Words Correctly [ELD 4.3.1](#)

Spell many one-syllable, familiar words correctly.

Spell familiar words correctly.

Apply spelling rules to spell correctly words from text at the independent reading level, and independently use reference tools to correct spelling.

Apply spelling rules and some Greek and Latin derivatives to correctly spell multisyllabic words near grade level, and independently use reference tools to correct spelling.

Apply spelling rules and Greek and Latin derivatives to correctly spell multisyllabic words at grade level, and independently use reference tools to correct spelling.

#### 2. Write a Variety of Sentence Types [ELD 4.3.2](#)

Identify and write very simple declarative sentences.

Identify and write simple declarative, exclamatory, and interrogative sentences.

Identify and write sentences of varying types and increasing complexity.

Identify and write sentences of varying types and complexity near grade level.

Identify and write sentences of varying types and complexity at grade level.

#### 3. Apply Capitalization and Punctuation Rules [ELD 4.3.3](#)

Identify and apply basic capitalization and punctuation rules in simple sentences.

Identify and apply increasingly complex capitalization and punctuation rules.

Identify and apply grade-level capitalization and punctuation rules with some errors.

Identify and apply grade-level capitalization and punctuation rules.

#### 4. Use Grammatical Forms [ELD 4.3.4](#)

Identify and use subject-verb-object order in very simple sentences.

Identify and use subject-verb agreement and basic verb tenses in simple sentences.

Identify and use subject-verb agreement, a variety of verb tenses, and a variety of adjectives and adverbs in increasingly complex sentences.

Identify and use grade-level grammatical forms (e.g., verb tense, subject-verb agreement, and pronoun-antecedent agreement) and parallel structure with some errors.

Identify and use grade-level grammatical forms (e.g., verb tense, subject-verb agreement, and pronoun-antecedent agreement) and parallel structure.